

Attachment #1

POSITION PAPERS

6th General Assembly, 1978, p. 214, Appendix G, IV

UNIFORM CURRICULUM FOR THEOLOGICAL EDUCATION

The purpose of this material is to set before the General Assembly a uniform curriculum which will lead to the better preparation of candidates for the Gospel ministry and provide for suitable means to guarantee that the quality of education is enhanced and advanced, while guarding against infringing upon the powers of presbyteries as touching their responsibilities in regard to selection, training, examination, and ordination of candidates.

The Sub-Committee of 21 has worked on two phases of the program. One area dealt with the curriculum, and the other was concerned with coordination and implementation. The first phase of curriculum is listed below. The integration and coordination are found in recommendation No. 14-d(1-4).

The Committee has worked in depth over a period of time to handle the assignment from the Fifth General Assembly listed in the 1977 Minutes on page 155 No. 8:a-e.

The uniform curriculum deals with three major areas: (1) Scriptural Content; (2) Christian Doctrine; (3) Practical Theology. It was developed in such a manner as to be utilized by any of the approved methods of theological training.

The following is the proposed uniform curriculum for theological education of PCA ministerial candidates.

SCRIPTURE

- I. Bible Content
 - A. English Bible
 - 1. Required block courses covering the entire Bible.
 - 2. Including areas such as archaeology, history, geography, emphasizing that which is necessary to support the grammatico-historical method of interpretation
 - 3. Required reading of the Bible
 - 4. Scripture memory integrated into course content
 - B. Required comprehensive content examination
- GOAL: Knowledge and ability to communicate Bible content as outlined above.
- II. Languages
 - A. Hebrew
 - 1. Grammatical forms
 - 2. Syntactical principles
 - 3. Exegesis
 - B. Greek
 - 1. Grammatical forms
 - 2. Syntactical principles
 - 3. Exegesis

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GOAL: Ability to use the tools and work directly with the passages in the original language in preparation of sermons and Bible lessons.

- III. Methods and interpretation (should follow language and much of Bible content)
 - A. Biblical Theology
 - B. Principles of Interpretation
 - C. Biblical Criticism (Higher and Textual)
 - D. Advanced Principles of Exegesis
 - 1. Old Testament
 - 2. New Testament

GOAL: A comprehension of principles and problems involved in these disciplines as supplementary to materials already taught in relation to English Bible content.

- IV. Supervised Practical Opportunities
 - A. Advanced exegetical (papers of assigned Old Testament and New Testament passages)
 - B. Teach papers during practical year
 - C. Required block reading and translation of Hebrew and Greek during fourth year
 - D. Teach English Bible courses

GOAL: A practical use of all training skills and gifts in working with God's People

DOCTRINE

- I. Church History
 - A. Survey of Church History (Including a history of Christian thought)
 - B. American Church History
 - C. History of the Reformation
 - D. Presbyterian Church History

GOAL: The study of Church History should be conceptual (an understanding of the flow of history, the historical development of theology and the influence upon it of secular history and philosophy, and the progress of ecclesiastical development), and with consideration of the relation of the cultural context to the history of the church.

- II. Apologetics
 - A. Introduction to Apologetic Methodology and Practice (To include a survey of various schools of thought in Reformed apologetics)
 - B. Survey of Secular Thought (The history of humanistic thought, its contemporary manifestation in various world views: philosophy, literature, drama, popular arts, scientific methodology, the cults, pagan religions, etc.)
 - C. Survey of Contemporary Theology (Liberalism, neo-orthodoxy, etc.)

GOAL: To provide from a Reformed perspective a sound basis for positive presentation of the Christian faith as well as equipping the minister to deal with the anti-Christian systems of thought in their various contemporary manifestations.

- III. Theology and Ethics
 - A. Systematic Theology. A broad understanding of the whole system of theology as derived from Scripture (Prolegomena, Theology,

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- Anthropology, Christology, Soteriology, Ecclesiology, and Eschatology), including a specific study of the doctrinal position of the PCA as set forth in the Westminster Standards.
- B. Ethics. As exegetical study of Biblical Ethics (the Ten Commandments, the Sermon on the Mount, etc.)
- GOAL:** 1) to obtain a knowledge of, commitment to, and proficiency in communicating the Reformed Faith (including such distinctives as the inerrancy of Scripture, the Sovereignty of God, Covenant Theology, The Five Points of Calvinism, etc.)
2) A commitment to a Biblical life style in both personal and social ethics.
- IV. Polity
- A. Biblical Church Government
(An exegetical study of the Biblical principles of Church Government)
- B. PCA Church Order and Parliamentary Procedure
- GOAL:** An understanding of the Biblical teaching on the nature and structure of the church, a working knowledge of the PCA Book of Church Order, and Robert's Rules of Order Newly Revised.

PRACTICAL THEOLOGY

- I. The Pastor's Personal Life
- A. His Spiritual Life
1. Growth
 2. Call to Ministry
- B. Pastor's Communication
1. With the Family
 2. With the Church
 3. With the Community
- GOAL:** The area of the Pastor's personal life should deal with the matters of development and expression of his personal relation to God through spiritual growth under Scripture and prayer. Growing out of this, the candidate should be helped and encouraged in determining the genuineness of his call to the Gospel ministry. He should be given counsel in developing his relations with his family, church, and community.
- II. Worship
- A. Public Worship (see BCO Directory for Worship chapters 48-64)
- B. Preaching
1. Theology of Preaching
 2. Principles and Practices of Preaching
- GOAL:** The goal of this area of training is to develop a comprehensive understanding and application of the regulative principle of public worship, and the basis of the place and practice of preaching within the Biblical Framework of public worship, as well as to equip the Pastor or Candidate to lead the congregation in public worship
- III. Evangelism
- A. Theology of Reformed Evangelism
- B. Role of the Pastor in Evangelism

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GOAL: An introduction to Evangelism in light of the doctrinal distinctives of the Reformed Faith, developing methods, practical experience and training of others in this area.

IV. Missiology

A. Reformed Theology of Mission at Home and Abroad

B. Strategy of Missions at Home and Abroad

GOAL: This area should analyze and understand the needs of missions at home and abroad through consideration of cross-cultural communication, relationships with national governments, an anthropological understanding of decision-making patterns, and the indigenization of Christianity, the application of modern linguistic science, and saturation evangelism. The effective use of missionary radio, TV films, correspondence courses, theological education by extension programs, gospel recordings, Bible translation, and Christian literature production and distribution will also be surveyed.

V. Pastoral Care

A. Theology of Pastoral Care

B. Applied Counseling (Gerontology, Pre-Marital, Family, Crisis, Etc.)

GOAL: A study in the understanding and development of the biblical principles of shepherding plus practical experience (e.g., case studies, observing actual counseling sessions, and practical experience in counseling).

PERSONAL THEOLOGY

VI. Christian Education

A. Theology of Christian Education

B. History of Christian Education

C. Practice of Christian Education

GOAL: The goal of this area is to understand the Biblical basis of Christian Education and its historic development, leading to a practical development of a Christian Education curriculum in the home and in the church, the training of Bible teachers for church related ministries, and the developing of spiritual gifts within the church.

VII. Pastoral Administration

A. Theology of Administration

B. Mechanics of Administration

GOAL: The goal of this area is to develop an understanding of the Biblical principles of administration and leadership, understanding the goals, strategy, and oversight (e.g. of time, body life [Ephesians 4:11-16], correspondence, and delegating responsibility.)

Attachment #2

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7th General Assembly, 1979

GUIDELINES FOR THEOLOGICAL EDUCATION

IV. THEOLOGICAL SUB-COMMITTEE

In accordance with the instructions of the 1978 General Assembly on page 219 of the Assembly *Minutes* the Committee sent the following letter to all presbyteries in March:

"The purpose of this letter is to elicit a written response from each presbytery in the matter of its plans and intentions with regard to implementing the Uniform Curriculum adopted by the Sixth General Assembly as a part of its obligations in preparing candidates for the Gospel ministry for ordination. Specifically, the material requested is needed in order that this Sub-Committee may carry out the injunction to give preliminary approval to presbytery training programs so that the presbyteries may be able to elect representatives to the certification committees (*Minutes of the Sixth General Assembly*, Item III, 13, 61, p. 87).

"Please review actions taken by the Sixth General Assembly which are pertinent to this matter: *Minutes*, Appendix G, Section IV. Theological Sub-Committee on Uniform Curriculum (pp. 214-217); the Report on the Committee of Commissioners, Recommendations III, 9 - 13 (pp. 86-87). Part IV of the Report of the Committee of Commissioners on Judicial Business contains material regarding necessary changes to the *Book of Church Order* to implement a mandatory year of licensure and probation before ordination (pp. 115-119). This material should also be studied as it is integrally related to the concept of ministerial training.

"As you study the Uniform Curriculum which has been adopted and compare it with the stipulated course requirements set forth by any of the four recognized seminaries, you will observe that the Uniform Curriculum is broader in scope than the graduation requirements of these seminaries. In addition, upon examination, many seminary graduates are found to be weak in some particulars to such a degree that remedial studies are indicated. These two conditions illuminate the fact that each presbytery is going to have to plan for some academic instruction, as well as practical instruction, to be carried out during the period of supervised probation.

"Another factor to be considered is that the Uniform Curriculum must now be met unless an individual is to be ordained under the extraordinary clause (cf. *Minutes*, Item III, 13.4, p. 87). However, a presbytery cannot certify that a candidate has met the Uniform Curriculum requirements until the presbytery program itself has been approved by the Certification (Accrediting) Committee. Presbytery programs will initially gain certification by the 22-man Theological Education Sub-Committee. This preliminary approval will give the presbytery the right to place a man on the Certification (Accrediting) Committee, which becomes the permanent overseer of quality and uniformity in regard to each presbytery's program.

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"To gain this initial approval, presbytery must present a written plan to this Sub-Committee. To assist you in drafting this preliminary plan, some guidelines have been approved by this Sub-Committee. These are designed to help you understand your options and to indicate some of the categories to which consideration must be given in preparing your plan. These guidelines include typical models of the 3 + 1 and 2 + 2 plans, as well as some planning criteria. Enough detail should be included in your submittal to allow this Sub-Committee to determine the adequacy and the quality of your activities in the preparation of probationers for ordination."

The Committee also recommends that each presbytery supervise this program through joint efforts of the Christian Education Committee and a membership/candidates committee.

The introductory portion has explained the direction and purpose of this suggested guideline paper. It is suggested only because each presbytery may wish to include a different type plan altogether which would then be submitted to the 22-man Sub-Committee for tentative approval or the Certification (Accrediting) Committee which will finally replace the 22-man Sub-Committee.

The Sub-Committee has suggested three possible models for each presbytery to consider in developing its own program: If the *Book of Church Order* is changed to require the one-year mandatory training period of probation then every presbytery will be required to have its particular plan.

A. Model One - Three plus One.

The first suggestion of a model will deal with the 3 + 1 plan. This indicates that a candidate has received his M.Div. from a particular seminary but then is required to have one year of probationary training under the presbytery that would seek to ordain him at the end of that period or at some later period.

The presbytery would have the responsibility to examine the candidate in the required areas of training. If he is found to be deficient in any area, e.g. English Bible, then during that year the presbytery would have the responsibility to work with him in that particular area as well as in the pastoral areas.

The candidate could be assigned to a supervising pastor or pastors having expertise in certain areas. Remuneration for this year of probation is left to the discretion of the presbytery and candidate. He could work as a licentiate in serving pastorless churches, or as an assistant to another pastor.

During this year there are eight areas that would need particular attention from the presbytery. They are:

- 1) **English Bible.** He would be given opportunities to apply his knowledge in supervised, live teaching situations. Knowledge of the original languages is assumed because of his M.Div. degree.
- 2) **Devotional Life.** The licentiate should have regular times of prayer with his supervising pastor/pastors. The pastors should disciple the licentiate in his personal devotional life and his family's as well.
- 3) **Worship.** The licentiate should have training in leading and preaching in worship services. He should be critiqued by the supervising pastor. Instruction in baptism, Lord's supper, weddings and funerals must be given.

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- 4) **Evangelism.** The candidate should have an opportunity to observe supervising pastors in personal evangelism and be given opportunities to participate in personal evangelism and other expressive methods of evangelism.
- 5) **Missiology.** He should study the area of church growth both at home and throughout the world. He should demonstrate a working knowledge of the mission programs of the PCA.
- 6) **Presbyterian Polity.** The candidate should be given opportunity to sit in on major committees of Presbytery, and attend General Assembly. He should be developing a working knowledge of the *Book of Church Order* as he attends the meetings of the courts of the Church. *Robert's Rules* is another area in which the licentiate is to demonstrate a working knowledge. He is to be exposed to good church administration during this year and take responsibility in developing administrative abilities.
- 7) **Counseling.** He should be given opportunities to sit in on counseling situations and given some opportunity under direction to do some actual counseling.
- 8) **Christian Education.** The candidate should during this year also have an opportunity to work with the Sunday School program, to participate in teaching training courses, in instructing the youth in catechism and having some input with the youth work.

B. Model Two - Two Extensions plus Two Serving.

If the Presbytery has allowed a man to go the 2 + 2 route, i.e. two years of academic training at an established institution, then he would receive two years of tutorial training. We suggest one of two methods in fulfilling the 2 + 2 program. First:

The presbytery may allow a candidate first to attend an extension seminary in his area or some other approved area. During this time he remains closely connected to the local church and could even continue employment in other areas. Then after two years, he would attend a resident seminary.

Those already using this method do something like this:

<u>YEAR ONE</u>		
First Quarter	Second Quarter	Third Quarter
Bible Content	Bible Content	Bible Content
Greek Grammar	Greek Grammar	Greek
Church History	Church History	Church History
Reformed Theology	Reformed Evangelism	Personal Life
<u>YEAR TWO</u>		
First Quarter	Second Quarter	Third Quarter
Bible Content	Bible Content	Bible Content
NT Interpretation	History of Reformation	Teaching Bible Courses
Polity	Principles of Preaching	Pastoral Administration
Pastoral Care	Hebrew	Hebrew
Hebrew		

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The last two years of resident training would follow this general course direction, as adapted from the 1977-78 Catalogue of *Reformed Theological Seminary*. Courses listed in the *RTS Catalogue* in Junior Year.

<u>YEAR THREE</u>		
First Quarter	Second Quarter	Third Quarter
Hebrew Exegesis	Hebrew Exegesis	Old Testament Theology I
Advanced New Testament Interpretation	Prophets	New Testament History
Church History	NT Introduction	Missions
Evangelism Clinic	Educational Ministry	Ministry of Teaching
	Preaching Clinic	Pastoral Counseling Clinic
<u>YEAR FOUR</u>		
First Quarter	Second Quarter	Third Quarter
Old Testament Theology Introduction II	Old Testament Introduction I	Old Testament Theology II
Systematic Theology	Poets	Systematic Theology
History of Christianity in America	NT Theology	Ethics II
	Systematic Theology	
	Ethics I	

C. **Model three - Two Seminary plus Two Tutorial.**

This approach would allow a man to attend a resident seminary for the first two years and possibly work towards a Master of Religious Arts, such as is available at Westminster Theological Seminary, or the Master of Theological Study at CTS, or equivalent at RTS or TPTS. The Presbytery would then pick up the third and fourth years of tutorial training.

It would work like this. On page 215 of the 1978 *Minutes of the Sixth General Assembly*, where the approved curriculum is located:

		<u>To be taught by:</u>
Under Scripture:		
I. Bible Content		Presbytery
II. Languages		Seminary
III. Methods of Interpretation		Seminary
IV. Supervised Practical Opportunities		Presbytery
Under Doctrine:		
I. Church History		
A. Survey of Church History		Seminary
B. American Church History		Presbytery
C. History of Reformation		Seminary
D. Presbyterian Church History		Presbytery
II. Apologetics		Seminary

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III. Theology and Ethics

A. Systematics

B. Ethics

IV. Polity

V. Practical Theology

Seminary

Seminary

Presbytery

Presbytery

Except possibly Christian

Education and Missiology

As the presbytery picks up the third and fourth years of tutorial training it would follow this progression:

Third Year

Prophetic Books

General Epistles & Revelation

The Reformation

Doctrine of the Holy Spirit

Sermon Content

Pastoral Theology

Poetic Books

Modern Age

Doctrine of Christian Life

Church Mission and Ministry

Sermon Delivery

Fourth Year

Bible Content (English)

Supervised Practical Opportunities

American Church History

Presbyterian Church History

Theology of the Church

Theology of Westminster Standards

Polity and Parliamentary Procedure

Practical Theology

Personal Theology

Pastoral Administration

The Sub-Committee has met with the presidents of the above four seminaries and reviewed these plans. A general spirit of cooperation and encouragement was given to the Committee in its assignment and execution of it.

Not only do the seminaries have the regular three-year M. Div. degree program that would continue to be used, but several of them have a two-year degree program that would meet the 2 + 2 approach, if that is the method desired.

The Committee offers as its recommendations the following: see numbers 16-21.