

Native American Course of Study Student Handbook

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INTRODUCTION

Welcome to the Native American Course of Study (NACOS). NACOS began as an “Extension” school of the Course of Study School of Ohio associated with the Methodist Theological School in Ohio. NACOS receives staff and missional support from the North Central Jurisdiction Committee on Native American Ministries (CONAM) as well as support from other Conference CONAMs. NACOS is a national Course of Study School for part-time and full-time Local Pastors. It draws American Indian students, and students called to Native ministries, from across the denomination. NACOS takes learning opportunities to central locations for enrolled students.

The Course of Study program is overseen by the Division of Ministry, General Board of Higher Education and Ministry (GBHEM) of the United Methodist Church. NACOS adheres to the Course of Study guidelines and requirements as set by GBHEM. NACOS offers the full five-year Course of Study on a rotating basis with two classes in the spring Session and two classes in the fall Session for each student.

NACOS’ mission is to educate and train Local Pastors in the United Methodist Church for effective ministry in a local church and in the connectional body of the United Methodist Church. The school uniquely prepares students to work cross-culturally in a variety of settings. NACOS endeavors to make pastoral training economically accessible, culturally interpreted, contextually relevant, and communally comfortable. NACOS is for Native American Indian pastors, pastors working full-time or part-time in Native American ministries, and pastors responding to a call to American Indian ministry, anywhere within the United States.

It is my pleasure to welcome you to the NACOS community. I am certain that you will find this experience stimulating, challenging, and enjoyable, for we are a part of the Body of Christ. We minister and support one another through Christ’s community of faith. I pray that you will grow spiritually, intellectually, and emotionally as we walk the Jesus Road together.

May God’s grace and blessing rest upon you and draw you further into the Circle of his love in Jesus Christ.



Fred A. Shaw (Shawnee), Director of NACOS

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MISSION

NACOS' mission is to educate and train American Indian Local Pastors in the United Methodist Church for effective ministry in a local church and within the connectional body of the United Methodist Church. The school uniquely prepares students to work cross-culturally in a variety of settings anywhere within the United States. In addition to American Indians, NACOS is open to other ethnicities responding to a call specifically to work in American Indian ministries. NACOS endeavors to make pastoral training economically accessible, culturally interpreted, contextually relevant, and communally comfortable.

FACULTY

The Executive Director and Faculty members have a Master of Divinity or higher degree and/or have an exceptional record in American Indian ministries. They are American Indians, or they are known for their knowledge of the American Indian experience. Each Instructor is experienced in leading a United Methodist congregation and is a recognized leader within the connectional church. Faculty members are committed to providing the best possible educational experiences, interactive dialogue, field applications, and constructive criticism for the spiritual and leadership growth of each student.

NACOS Instructors recognize that many American Indian students come from oral traditions and cultures that value the community as equal to the individual. Thus, the formation of a community of faithful and mutually supportive learners is at the heart of the educational experience. This emphasis is in keeping with the body of Christ, the communion of the saints, and the connectionalism of the United Methodist Church. NACOS classes emphasize verbal communication skills as culturally relevant within the learning community. Individual writing skills develop through instructive commentary by the Instructor responding to written assignments. If additional writing skills are required, the student may request a volunteer writing tutor, or the Instructor may assign a tutor for the student.

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STUDENT REQUIREMENTS

WHO MAY BE ADMITTED TO THE BASIC FIVE-YEAR NACOS PROGRAM?

1. Native American Indians.
2. Local Pastors of other ethnicities working full-time or part-time in Native American Indigenous ministries
3. Local Pastors who are responding to God's call specifically to serve in American Indian ministries dependent upon # 4 immediately below

REQUIREMENTS FOR ADMITTANCE:

1. Certification as a candidate for ordained ministry
2. Completion of the requirements for license for pastoral ministry
3. Endorsement by an Annual Conference Board of Ordained Ministry
4. Under appointment in The United Methodist Church, exceptions for a period not to exceed one year require the approval of the conference Board of Ordained Ministry, the Advisory Board of NACOS, and the Director of NACOS

Other students, including auditors and students from other denominations, at the discretion of the Director, may be admitted to the program. These students must pay their own expenses for tuition, lodging, food, and transportation. Students coming from the AME, AME Zion and CME churches, however, are not subject to a tuition fee. A report on the number of such special students shall be included in the Director's report to the Division of Ordained Ministry at the conclusion of each Session.

REGISTRATION

1. **Complete a Student Enrollment Form.** This form is only for the initial enrollment. For the form to be valid, it must include signatures from your District Superintendent, the Conference Local Pastor Registrar, and yourself. The form is on pages 16-17 of this handbook.
2. **Complete the Course Registration Form for the spring or the fall Session of NACOS.**
(Note that a session offers two courses, i.e. Bible 111 and Pastoral Care 113. Each course meets for forty hours. You may choose one course per session) The Course of Registration Form must include your signature and the signatures of your District Superintendent and the Conference Local Pastor Registrar. A copy of this form is on page 18 of the Student Handbook.

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The General Board of Higher Education and Ministry uses a PID number, rather than your Social Security number, for identification on the Course Registration Form. If you do not know your PID number, please contact Ms. Lynn Daye at the GBHEM, in Nashville, TN, at 615-340-7416, or email her at ldaye@gbhem.org to obtain it.

3. One or two courses may be taken each Session . A \$25.00 registration fee must accompany each course registration. Please make your check payable to “NCJ Course of Study”.
4. **Mail the completed Registration Form and registration fee to:**
Rev. Danira Parra, Assistant to the Director
2401 Springfield Road
East Peoria, IL 61611
5. Although the Director of NACOS maintains a file of completed courses and grades, it is your responsibility to track the courses you require for each session. Please refer to the Curriculum chart on page 15 of this handbook for the required courses.
Contact Lynn Daye at GBHEM for an official copy of your transcript.
6. NACOS assists in providing transportation to and from the school. Students who must fly are required to make travel arrangements at least six weeks before the first class to secure economical rates. NACOS provides meals and lodging during the Session. A Reimbursement form is on page 20 of this handbook.
7. Tuition is \$275.00 per course. After receiving the registration fee, NACOS bills the student’s Annual Conference for the amount designated for Course of Study courses. NACOS receives funds from other sources for the remainder of its operating funds.
8. If you have any questions, please feel free to contact the Director of NACOS, Rev. Fred Shaw at 513-280-6246 or by e-mail fashaw@juno.com.

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COURSE INFORMATION

SYLLABUS

The syllabus for each course is provided with a goal to have it available at least three months prior to each Session. The syllabus includes the Instructor's contact information, the list of books, the assignments, and the Instructor's specific grading policy.

GRADING

The general grading policy for NACOS is:

“A”, **“A-”** - The requirements of the course have been met with exceptional levels of excellence and creativity.

“B+”, **“B”**, **“B-”** - Good work has been achieved.

“C+”, **“C”**, **“C-”** - The work meets minimum standards set for the course.

“D” - The work is substandard, but passing.

“F” - All the requirements of the course have not been adequately met and no credit will be given. The work is failing.

“WD” - The student did not attend the course or withdrew after the course was begun.

Grades **“B+”** or higher may be transferred into other educational programs (e.g., Advances Course of Study, seminary level work, etc.)

Note - National policy stipulates that a person cannot miss more than twenty percent (20%) of a course and still receive credit.

The Director receives the grade sheets and forwards them to the Course of Study School of Ohio, the General Board of Higher Education and Ministry, the District Committee on Ordained Ministry, the Local Pastor Registrar, and the student. A sample grade sheet is on page 19 of this handbook.

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GENERAL POLICIES

EXPECTATIONS

All of the classes require preparation and reflection work by the student. This involves reading the required textbooks and may include writing papers prior to the first class meeting. The investment of time in preparation and reflection assists each student in effectively preparing for ministry and in successfully completing the Course of Study program in as positive a manner as possible.

NACOS Instructors recognize that Native American Indian cultures largely have been oral and that some students may have difficulty in specific areas of writing. Instructors adjust teaching styles to the needs of the student to ensure a successful experience and completion of the class work. Individual writing skills develop through instructive commentary by the Instructors responding to written assignments. If additional writing skills are required, the student may request a volunteer writing tutor, or the Instructor may assign a tutor for the student. The faculty members are committed to working with each student on an individual basis as needed.

Instructors work with the student to complete all assignments on time. The course Instructor, with the approval of the NACOS Director and the Chair of the NACOS Advisory Committee, may grant a one-month extension if an assignment is incomplete due to unavoidable circumstances. A Course Extension Request form is on page 21 of this handbook.

The required number of class hours for each of the basic courses in a Session is a minimum of twenty (20) hours, usually with a class of ten (10) hours in one week and a class of ten (10) hours in a week the following month. Expected written work is twenty pages, or their equivalent, per course.

A student may take a maximum number of four courses per year in the Basic Five-Year Course of Study. Students may take additional courses with the approval of the Board of Ordained Ministry, the Regional Director of the Course of Study School, the Division of Ordained Ministry, and Director of NACOS.

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ACADEMIC HONOR POLICY

The Native American Course of Study requires that all material submitted by a student in fulfilling academic requirements be the original work of the student. Written work requires accreditation of sources.

Violations of academic honor include any action by a student indicating dishonesty or lack of integrity in academic ethics. Violations in this category include, but are not limited to, cheating, plagiarism, or knowingly passing off work of another as one's own.

Cheating includes seeking, acquiring, using, giving, or obtaining unauthorized assistance in any academic assignment.

Plagiarism is the act of presenting as one's own work, the work of another whether published or unpublished (including the work of another student). A writer's work should be regarded as his or her own property. Any person who knowingly uses a writer's distinctive work without proper acknowledgement is guilty of plagiarism.

A good rule of thumb is if you cite someone else's work, even your own from another source, give them credit for it.

A student found guilty of a violation of the academic honor code, after a review of the case, may be subject to one or more of the following actions: (1) warning; (2) probation; (3) suspension for the remainder of the session; (4) a grade of "F" for the course; (5) dismissal from the Native American Course of Study School. If a student is found guilty of violation of the honor code, and the matter cannot be successfully resolved, the student's District Superintendent and Board of Ordained Ministry may be notified.

**Adopted from Course of Study School of Ohio, Information Handbook 2009-2010*

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SEXUAL HARASSMENT POLICY page 1

From COURSE OF STUDY FOR LICENSED AND ORDAINED MINISTRY AND ADVANCED COURSE OF STUDY ADMINISTRATIVE POLICIES, General Board of Higher Education and Ministry, Division of Ordained Ministry, The United Methodist Church - October 3, 2008

Students, faculty and employees of the Course of Study come under the jurisdiction of their own annual conference policies on sexual harassment. However, while the person is at the Course of Study School, the following policy shall also apply.

The Course of Study School is committed by Christian faith to justice for all persons and does not tolerate any behavior, verbal or physical, by any person associated with the school, which constitutes sexual harassment against any other person associated with the school. Any person of the Course of Study School community who believes that he or she has been subjected to sexual harassment should immediately report the situation to the Director of the Course of Study School. When reporting a complaint, the individual should be prepared to furnish accurate information (i.e., date, name and facts). All such complaints shall be treated in a confidential manner to the extent feasible, while permitting the school to investigate the complaint thoroughly and to take appropriate action.

The school expects the cooperation of all members of the school community with respect to avoiding the harassment.

The school will investigate all complaints. If it is determined after an investigation that a member of the school community has violated this policy, he or she will be subject to appropriate action up to and including suspension or termination from the school. In addition, a full report will be made to that person's annual conference or judicatory body.

Definition of sexual harassment¹:

“Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when

1. submission to such conduct is made, either explicitly or implicitly, a term of condition of an individual's employment *or academic standing*; *or*

¹ The U.S. Equal Employment Opportunity Commission Section 1604.11 of Title 29. Italicized words are added for the academic environment at the Course of Study School.

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2. submission to or rejection of such conduct by an individual is used as the basis for employment *or academic standing* decisions affecting such an individual; or
3. such conduct has the purpose or effect of unreasonably interfering with an individual's work *or study* performance or creating an intimidating hostile, or offensive work *or studying* environment.”

Procedures

The Course of Study School is committed to using the process outlined below to deal with allegations of sexual harassment within the school community. A sexual harassment allegation may be resolved on an informal basis.

Any member of the school community who wishes to make a formal complaint, must submit a written description of the incident to the Director.

Allegations are thoroughly investigated by the Sexual Harassment Committee which is composed of the Director and two members of the faculty chosen by the faculty. The investigation shall include a meeting with the person alleged to have engaged in harassment. The accused and/or the complainant may bring a trusted colleague (other than an attorney), committed to maintaining confidentiality, with him or her to such a meeting.

If the Sexual Harassment Committee decides inappropriate behavior has occurred, after the investigating, the Director takes appropriate disciplinary and/or other action related to the accused person's participation in the Course of Study School on that campus. In addition, the Director will inform the accused person's annual conference or judicatory body of the action taken.

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SEXUAL HARASSMENT POLICY page 3

Those called to investigate the allegations take appropriate steps to ensure that a person who in good faith brings forth a complaint of sexual harassment will not be subjected to retaliation. The Course of Study School also takes steps to ensure that a person against whom such a complaint is brought is treated appropriately and has adequate opportunity to respond to such accusations.

The complainant and the person complained against are notified of the disposition of the complaint. If the disposition involves any ongoing process, the Director keeps the complainant informed until the process is completed.

Appeal Process

If the accuser or the accused is not satisfied with the action taken by the Course of Study School, s/he may express such dissatisfaction in writing to the Director of Board of Ordained Ministry Relations, Division of Ordained Ministry, General Board of Higher Education and Ministry within 15 days after receiving the notification of the disposition of the complaint.

Confidentiality

Every effort will be made to ensure confidentiality to the extent feasible while permitting the Course of Study School to investigate the complaint thoroughly and to take appropriate action.

The Course of Study School will not tolerate retaliation against any member of the school community who complains of sexual harassment.

Explanatory notes

If a person alleged to have engaged in sexual harassment is the Director, then the person bringing the complaint shall notify either one or both faculty members who serve on the Sexual Harassment Committee. The two faculty members shall ask the president of the seminary at the host school to appoint an administrative officer to serve as chairperson of the Sexual Harassment Committee and to function as the Director in the process outlined above.

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RACIAL HARASSMENT POLICY, page 1

**From COURSE OF STUDY FOR LICENSED AND ORDAINED
MINISTRY AND ADVANCED COURSE OF STUDY
ADMINISTRATIVE POLICIES**, General Board of Higher Education and
Ministry, Division of Ordained Ministry, The United Methodist Church -
October 3, 2008

Persons enrolled in the Course of Study come under the jurisdiction of their own annual conference policies on racial harassment. However, while the person is in the Course of Study School the following policy shall also apply.

The Course of Study School is committed by Christian faith for justice for all persons and does not tolerate any behavior, verbal or physical, by any person associated with the school, which constitutes racial harassment against any other person associated with the school. Any person of the Course of Study School community who believes that he or she has been subjected to racial harassment should immediately report the situation to the Director of the Course of Study School. When reporting a complaint, the individual should be prepared to furnish accurate information (i.e., date, name and facts). All such complaints will be treated in a confidential manner to the extent feasible, while permitting the school to investigate the complaint thoroughly and to take appropriate action.

The school expects the cooperation of all members of the school community with respect to avoiding such harassment.

The school will investigate all complaints. If it is determined after an investigation that a member of the school community has violated this policy, he or she will be subject to appropriate disciplinary action up to and including suspension or termination from the school. In addition, a full report will be made to that person's annual conference or judicatory body.

Definition of Racial Harassment

Any conduct directed against a person with the effect of insulting, degrading or abusing him/her because of his/her racial background.

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RACIAL HARASSMENT POLICY, page 2

Procedures

The Course of Study School is committed to using the process outlined below to deal with allegations of racial harassment within the school community. A racial harassment allegation may be resolved on an informal basis.

Any member of the school community who wishes to make a formal complaint must submit a written description of the incident to the Director.

Allegations are thoroughly investigated by a Racial Harassment Committee composed of the Director and two members of the faculty. The investigation shall include a meeting with the person alleged to have engaged in the harassment. The accused and/or the complainant may bring a trusted colleague (other than an attorney), committed to maintaining confidentiality, with him/her to such a meeting.

If the Racial Harassment Committee decides inappropriate behavior has occurred, after completing the investigation, the Director takes appropriate disciplinary and/or other action related to the accused person's participation in the Course of Study School on that campus. In addition, the Director will inform the accused person's annual conference or judicatory body of the action taken.

The Course of Study School takes steps to ensure that a person against whom such a complaint is brought is treated appropriately and has adequate opportunity to respond to such accusations.

The complainant and the person complained against are notified of the disposition of the complaint. If the disposition involves any ongoing process the Director keeps the complainant informed until the process is complete.

Appeal Process

If the accuser or the accused is not satisfied with the action taken by the Course of Study School, s/he may express their dissatisfaction, in writing to the Director of Board of Ordained Ministry Relations, Division of Ordained Ministry, General Board of Higher Education and Ministry, within 15 days after receiving notification of the disposition of the complaint.

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Confidentiality

Every effort will be made to ensure confidentiality to the extent feasible, while permitting the school to investigate the complaint thoroughly and to take appropriate action.

The school will not tolerate retaliation against any member of the school community who complains of racial harassment.

Explanatory Notes

If the person alleged to have engaged in racial harassment is the Director, then the person bringing the complaint shall notify one or two faculty members who serve on the Racial Harassment Committee. The two faculty members shall ask the president of the seminary at the host school to appoint an administrative officer to serve as chairperson of the Racial Harassment Committee and to function as the Director in the process outlined above.

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CURRICULUM FOCUS	Year One	Year Two	Year Three	Year Four	Year Five
Bible	121 Bible Introduction	221 Bible II: Torah Israel's History	321 Bible II: Gospels	421 Bible IV: Prophets, Psalms, Wisdom Lit	521 Bible V: Acts, Epistles Revelation
Theology	122 Theological Heritage Introduction	222 Theological Heritage II: Early Church	322 Theological Heritage III: Medieval Reformation	422 Theological Heritage IV: Wesleyan Movement	522 Theology in the Contemporary Church
Congregational Life	123 Formation & Discipleship	223 Worship & Sacraments	323 Congrega- tional Care	423 Mission	523 Evangelism
Pastoral Identity	124 Transform- ative Leadership	224 Adminis- tration Polity	324 Preaching	424 Ethics	524 Theological Reflection: Practice of Ministry

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NACOS 121-BIBLE I: INTRODUCTION

This course introduces biblical interpretation. Attention is given to the inspiration, formation, and function of the canon and to the development of a methodology of interpretation consistent with the nature of scripture. The importance of the Bible as a witness to the life and faith of ancient Israel and earliest Christianity will be emphasized.

Students will be able to:

1. Articulate the place of scripture in the life of the congregation and the role of the pastor in interpretation.
2. Understand the inspiration and formation of the canon and its authority within the community of faith.
3. Understand and apply historical, literary, and theological approaches to various types of literature in scripture using Genesis, Hosea and Amos, Mark, and Philippians.
4. Develop a method of exegesis consistent with the nature and authority of the Bible.

Texts: Gordon Fee & Douglas Stuart, *How to Read the Bible for All It's Worth*
John Hayes & Carl Holladay, *Biblical Exegesis: A Beginner's Handbook*
Bernhard Anderson, *The Unfolding Drama of the Bible*

Reference: *The Interpreters One-Volume Commentary*
Harper Collins Bible Dictionary
NRSV – New Interpreter's Study Bible

NACOS 122 – THEOLOGICAL HERITAGE I: INTRODUCTION

This course introduces the student to theological reflection in the Wesleyan tradition. Basic terms, tasks, and methods of Christian theology will be introduced. Representative classical themes will be defined and illustrated. The course provides a foundation for further historical and theological study.

Students will be able to:

1. Examine their understanding of faith, sin, salvation, grace, and the place of doctrine in the life of the Church.
2. Use and understand classical theological terms and themes.
3. Critically consider the sources of theological reflection, including scripture, tradition, experience and reason.
4. Reflect theologically as a resource for pastoral ministry.

Texts: Ted Campbell, *Methodist Doctrine: The Essentials*
Justo Gonzales & Zaida Perez, *An Introduction to Christian Theology*

Reference: *2012 Book of Discipline**, *United Methodist Hymnal**

Supplementary: Ted Runyon, *The New Creation: John Wesley's Theology Today*
Ken Collins, *The Theology of John Wesley: Holy Love and the Shape of Grace*

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NACOS 123- FORMATION AND DISCIPLESHIP

This course grounds the student in the theology and core practices of personal and congregational formation and discipleship.

Students will be able to:

1. Articulate a theological basis for the Wesleyan emphasis on spiritual disciplines and practice them as means of grace.
2. Explain and implement the General Rules and the practices of small groups in a congregation.
3. Educate and resource a congregation in the disciplines Christian formation. Organize congregations to help people discern their callings and gifts for ministry

Texts: Sondra Matthaëi, *Formation in the Faith*
Marjorie J Thompson, *Soul Feast: An Invitation to the Christian Spiritual Life*

Supplementary: Jack Seymour, *Teaching the Way of Jesus*
Norma Everiste, *Church as Learning Community*
Anne Wimberly & Evelyn Park, *In Search of Wisdom: Faith Formation in the Black Church*

NACOS 124- TRANSFORMATIVE LEADERSHIP

This course forms the student's identity as pastoral leader and change agent in congregations, The United Methodist Church, and the world.

Students will be able to:

1. Identify and understand the attributes of good leaders, biblically and theologically.
2. Evaluate and strengthen their own identities and skills as pastoral leaders.
3. Explain and reflect on the nature of change in the local congregation and wider society.
4. Implement visioning, strategizing, and planning processes in their local congregations.

Texts: Bruce Birch & Lewis Parks, *Ducking Spears, Dancing Madly: A Biblical Model of Church Leadership*
Brandon O'Brien and Jim Belcher, *The Strategically Small Church: Intimate, Nimble, authentic, and Effective*

Supplementary: Larry Goleman, *Finding Our Story: Narrative Leadership and Congregational Change*

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NACOS 221- BIBLE II: TORAH AND ISRAEL'S HISTORY

This course interprets the critical events, developing institutions, and traditions of Israel. Attention is given to the earliest Covenants, to the Exodus, to the rise of the monarchy, and to other events up to the eighth century prophets.

Students will be able to:

1. Articulate a historical overview of the experience and faith of ancient Israel.
2. Exegete selected passages that illustrate crucial turning points in the history of Israel.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.

Texts: Michael Coogan, *The Old Testament: A Historical & Literary Introduction*
Terrence Fretheim, *The Pentatuch*

Reference: *Oxford Bible Atlas*
Bruce Birch, Walter Brueggemann, Terence Fretheim, David Petersen,
A Theological Introduction to the Old Testament, 2nd Edition

NACOS 222 – THEOLOGICAL HERITAGE II: EARLY CHURCH

This course focuses on the history and theology of the Church through the first five centuries. Using primary sources, students will reflect on significant individuals, events, and the articulation of the Christian faith during this period.

Students will be able to:

1. Understand and articulate the doctrine of the Trinity, and the historical debates in the early Church around the person and nature of Christ.
2. Understand and articulate a doctrine of salvation in light of the controversies of the early church.
3. Understand the history and significance of the creeds and ecumenical councils.
Appropriate historical theology for pastoral ministry.

Texts: Justo Gonzales, *The Story of Christianity, Vol 1*
Roberta Bondi, *To Love As God Loves*

Reference: Henry Bettenson & Chris Maunder, *Documents of the Christian Church*

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NACOS 223 - WORSHIP AND SACRAMENTS

This course examines worship within The United Methodist Church including liturgy, sacraments, and special services. Attention will be given to the pastor's role as leader in worship.

Students will be able to:

1. Articulate a theology of worship consistent with the Wesleyan tradition, including reflection on the theology and rhythm of the Christian year.
2. Articulate a Wesleyan theology of the sacraments and be competent in their administration.
3. Interpret theologically the rites of Christian marriage, and of Death and Resurrection, and be able to lead such services well.
4. Construct a worship service, and reflect theologically on the use of hymns, media, contemporary music, and lay leadership.

Texts: Robin Knowles Wallace, *The Christian Year: A Guide for Worship and Preaching*

Laurence Stookey, *Let the Whole Church Say Amen!*

Hoyt Hickman, *Worshipping with United Methodists:*

A Guide for Pastors and Church Leaders

Reference: *UM Hymnal**, *Book of Worship**

Gayle Felton, *This Holy Mystery**

Gayle Felton, *By Water and the Spirit**

NACOS 224- POLITY AND ADMINISTRATION

This course focuses on developing the student's competency as an administrator in a United Methodist congregation.

Students will be able to:

1. Articulate a biblical and theological understanding of polity.
2. Understand and explain the polity of The United Methodist Church, including conferencing, oversight, and discipline.
3. Articulate the nature of stewardship biblically and theologically.
4. Identify techniques and develop skills as effective administrators of local churches, including financial management.

Texts: Lacey Warner, *The Method of Our Mission* (Due out in July, 2014)

Lovett Weems, *Leadership in the Wesleyan Spirit*

Reference: *2012 Book of Discipline**

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NACOS 321- BIBLE III: GOSPELS

This course focuses on the content and message of the Gospels, as well as the theological perspectives of the Gospel writers. The practice of exegesis will be emphasized.

Students will be able to:

1. Understand the origin, message, and purpose of each Gospel.
2. Exegete this form of literature.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.

Texts: Mark Allen Powell, *Introducing the New Testament*
Frederick Murphy, *An Introduction to Jesus and the Gospels*
Alan Culpepper, *Anatomy of the 4th Gospel*

Supplementary: Sharon Ringe, *Luke* (Westminster Bible Companion)
Moody Smith, *Abingdon New Testament Commentary on John*

NACOS 322 – THEOLOGICAL HERITAGE III: MEDIEVAL THROUGH THE REFORMATION

This course focuses on major movements and events beginning with the split between Eastern and Western forms of Christianity and continuing through the Reformation. Using primary sources, students will reflect on individuals, decisive events, and theological developments.

Students will be able to:

1. Understand major theological developments in medieval Christianity leading up to the reformation.
2. Distinguish the theological characteristics of Luther, Zwingli, the Anabaptists, Calvin, the English Reformation, and Puritanism.
3. Understand and articulate reformation era debates around justification, sanctification, the sacraments, and church unity.

Texts: James Tracy, *Europe's Reformation, 1450-1650*
Justo Gonzales, *The Story of Christianity, Vol 1**, *Vol 2*

Reference: Henry Bettenson & Chris Maunder, *Documents of the Christian Church**

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NACOS 323 - CONGREGATIONAL CARE

This course introduces students to practices of congregational care and the pastor's responsibility in caregiving.

Students will be able to:

1. Implement and oversee appropriate types of care in varieties of settings, including prisons, hospitals, nursing facilities, and homes.
2. Organize caring ministries within the congregation.
3. Discern and implement appropriate boundaries, knowing when and to whom to refer people, and when and when not to share information.
4. Reflect on and practice skills of sensitive caregiving, using role play and analysis case studies.

Texts: Larry Webb, *Crises Counseling in the Congregation*
Ed Wimberly, *African American Pastoral Care and Counseling: Oppression and Empowerment*

Supplementary: Jeanne Hoeft, Shannon Jung, Joretta Marshall, *Practicing Care in Rural Congregations and Communities*
Howard Clinebell, *Basic Types of Pastoral Care and Counseling*

NACOS 324 - PREACHING

This course focuses on preaching the gospel from the Old and New Testaments.

Students will be able to:

1. Articulate a theology of proclamation.
2. Exegete a variety of biblical passages for preaching.
3. Evaluate sermons for biblical integrity, theological soundness, internal logic, and delivery, and appropriate insights gained from the evaluation of their own sermons.
4. Develop plans for ordering and delivering sermons in their congregational and communal context.

Texts: Fred Craddock, *Craddock on the Craft of Preaching*
Cleophus LaRue, *The Heart of Black Preaching*
Barbara Brown Taylor, *The Preaching Life*

Reference: Paul Scott Wilson, Editor, *The New Interpreter's Handbook of Preaching*

Supplementary: Joseph Webb, *Preaching Without Notes*
Adam Hamilton, *Unleashing the Word*

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NACOS 421 - BIBLE IV: PROPHETS, PSALMS, AND WISDOM LITERATURE

This course examines God's Word as expressed through Israel's prophets, selected Psalms, and selected passages from Wisdom literature.

Students will be able to:

1. Understand the origin, history, and use of these forms of biblical literature among God's people.
2. Exegete these forms of biblical literature.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.

Texts: Walter Brueggemann, *Spirituality of the Psalms*
Louis Stulman & Hyun Paul Kim, *You Are My People: An Introduction to Prophetic Literature*
Richard Clifford, *Wisdom Literature*

Reference: Bruce Birch, Walter Brueggemann, Terrence Frietham, David Petersen, *A Theological Introduction to the Old Testament, 2nd Edition**

NACOS 422 – THEOLOGICAL HERITAGE IV - WESLEYAN MOVEMENT

This course covers the significant individuals, decisive events, and theology of the Methodist movement. Utilizing categories of grace, faith, and holiness, the student will appropriate the Wesleyan heritage.

Students will be able to:

1. Understand and reflect on the movements, major figures, and events that led to the eighteenth century revivals, especially the lives and ministries of John and Charles Wesley.
2. Understand and articulate the vision of holiness and the theology of grace as it shaped the Wesleys, and the structures of the Methodist movement.
3. Identify and discuss significant theological and historical developments in American Methodism, including ordination and episcopacy.
4. Reflect theologically on their Wesleyan heritage and identity.

Texts: Richard Heitzenrater, *Wesley and the People Called Methodists*
Russ Richey, Ken Rowe, Jeanne M. Schmidt, *American Methodism: A Compact History*
Randy Maddox, *Responsible Grace*

Supplementary: John Wigger, *Taking Heaven By Storm*

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NACOS 423 – MISSION/EVANGELISM

This course introduces the theology and scope of mission, and the pastor's role in leading congregations in their mission as agents of God's transforming redemption.

Students will be able to:

1. Articulate a biblical and theological framework for Christian mission.
2. Explain the Wesleyan relationship of personal piety and social holiness.
3. Examine and reflect on unjust social realities and the response of the church locally and globally.
4. Analyze their ministry context and develop strategies for transforming mission.

Texts: Mortimer Arias, *Announcing The Reign of God*
Henry Knight & F Douglas Powe, *Transforming Evangelism: The Wesleyan Way of Sharing Faith*
Eddie Fox and George Morris, *Faith-Sharing*

Supplementary: Doug Powe, *New Wine and New Wineskins: How African American Congregations Can Reach New Generations*
Stephen Gunter, Elaine Robinson, ed., *Considering the Great Commission*

NACOS 424 - ETHICS

This course introduces the biblical and theological bases for Christian behavior, emphasizing the pastoral skills needed for moral leadership in the congregation and community.

Students will be able to:

1. Articulate a biblical and theological basis for ethical thinking and moral behavior, and distinguish major approaches to ethical reasoning.
2. Comprehend the relationship between their personal stories, pastoral vocation, local contexts, and responsibility as moral leaders.
3. Develop a Christian framework for moral reason and action, and apply it to the use of power and the setting of boundaries in ministry.
4. Demonstrate familiarity with and make use of the Social Principles of The United Methodist Church as a resource for ethical reflection and action.

Texts: Robin Lovin, *An Introduction to Christian Ethics: Goals, Duties and Virtues*
Patricia Jung and Darryl W. Stephens, *Professional Sexual Ethics*

Reference: *Social Principles, Book of Resolutions*

Supplementary: Rebekah Miles, *The Pastor as a Moral Guide*
Richard Hays, *Moral Vision of the New Testament*
Stephen Mott, *Biblical Ethics and Social Change*

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NACOS 521 – BIBLE V: ACTS, EPISTLES, AND REVELATION

This course focuses on the content and context of these writings, and the theological emphases of their writers. In addition to Acts and Revelation, Romans, 1 Corinthians, Hebrews, James, and 1 John will receive special attention. Students will articulate a theology of scripture.

Students will be able to:

1. Distinguish these genres of biblical literature, and understand the major theological themes in these writings.
2. Faithfully exegete these forms of biblical literature.
3. Apply exegesis to preaching, other pastoral responsibilities, and issues of the present day.
4. Articulate the unity and authority of Scripture as a whole.

Texts: Warren Carter/ Amy-Jill Levine, *The New Testament: Methods and Meanings*

Jouette Bassler, *Navigating Paul*

Supplementary: Victor Furnish, *The Moral Teaching of Paul*

N T Wright, *Revelation*

Mark Allen Powell, *Introducing the New Testament**

NACOS 522 – THEOLOGY IN THE CONTEMPORARY CHURCH

This course covers significant individuals, movements, events, and theological developments from the nineteenth century to the present. Students will read selected primary sources.

Students will be able to:

1. Understand the origins and theological tenets of liberalism from the early 19th century to the present, including its influence on ecumenism and process theology.
2. Understand and distinguish reactions to liberalism, including Fundamentalism, Neo-Orthodoxy, and Evangelicalism.
3. Understand the historical development and theology of the Holiness Movement, Pentecostalism, and the Charismatic Movement.
4. Understand the origins and tenets of Liberation and Contextual theologies.

Texts: John Caputo, *What Would Jesus Deconstruct?*

Daniel Migliore, *Faith Seeking Understanding*

Reference: Henry Bettenson & Chris Maunder, *Documents of the Christian Church**

Supplementary: Henry H Knight, *From Aldersgate to Azusa Street*

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NACOS 523 - EVANGELISM

This course introduces students to the theology and practices of evangelism as an expression of the mission of God.

Students will be able to:

1. Reflect on and articulate the meaning of the Gospel and an understanding of the Church as bearers of God's Word to the world.
2. Ground a theology of evangelism in scripture, the Gospel, and the mission of God.
3. Interpret of the Wesleyan heritage of evangelism.
4. Reflect on and implement strategies and models for evangelism by the congregation.

Texts: Dana Robert, *Christian Mission*
Miroslav Volf, *A Public Faith: How Followers of Christ Should Serve the Common Good*
Selected Wesley Sermons

Supplementary: Theodore W. Jennings, *Good News to the Poor*

NACOS 524 – THEOLOGICAL REFLECTION ON THE PRACTICE OF MINISTRY

This course introduces students to the theology and practices of evangelism as an expression of the mission of God.

Students will be able to:

5. Reflect on and articulate the meaning of the Gospel and an understanding of the Church as bearers of God's Word to the world.
6. Ground a theology of evangelism in scripture, the Gospel, and the mission of God.
7. Interpret of the Wesleyan heritage of evangelism.
8. Reflect on and implement strategies and models for evangelism by the congregation.

Texts: Will Willimon, *Pastor: The Theology and Practice of Ordained Ministry*
Kathleen Cahalan, *Introducing the Practice of Ministry*
Charles Wood and Ellen Blue, *Attentive to God: Thinking Theologically in Ministry*

Supplementary: Lacey Warner and Ken Carder. *The Grace to Lead*
Frederick Buechner, *The Sacred Journey*

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STUDENT ENROLLMENT FORM, page 1

PERSONAL INFORMATION

Date _____

Name: _____

Address: _____

Home Phone: _____ Day Phone: _____ E-mail: _____

Birthday: _____ Gender: Male: ___ Female: ___

(This information is used only in accordance with Title VI of the Civil Rights Acts of 1964)

Predominate Racial/Ethnic Background *(This information is used in accordance with Title VI of the Civil Rights Act of 1964)*

American Indian or Alaskan Native tribe or nation affiliation

If you are not an American Indian, what is your involvement in American Indian ministries?

Person to notify in case of an emergency:

Name: Relationship Phone/Contact Information

UNITED METHODIST CHURCH CONFERENCE INFORMATION

Conference: _____ District: _____

Licensing School: (location and date of completion)

Conference Status:

___ Part-time Local Pastor ___ Student Local Pastor ___ Other: _____

Indicate appointment and address _____

___ Full-time Local Pastor _____

Name and address of church _____

___ Not currently serving a church _____

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STUDENT ENROLLMENT FORM, page 2

EDUCATION BACKGROUND

Please list all of your formal education experiences, beginning with high school and indicate each degree you earned.

Name of Institution	Years Attended	Degree Earned
_____	_____	_____
_____	_____	_____
_____	_____	_____

MEALS AND HOUSING

I have these dietary needs:

I have these accessibility needs:

SIGNATURES
ALL THREE ARE REQUIRED

I give permission for release of my grades to the Division of Ordained Ministry, my Annual Conference, and District Board of Ordained Ministry.

(Student's Signature) (Date)

This student is a certified candidate and has completed Licensing School.

(District Superintendent's Signature) (Date)

This candidate is approved for financial assistance from the Annual Conference.

(Local Pastor Registrar's signature) (Date)

Please mail the completed form to:

Rev. Danira Parra
2401 Springfield Road
East Peoria, IL 61611

Questions: Call Rev. Fred A. Shaw 513-280-6246 or contact fashaw@juno.com

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NACOS COURSE REGISTRATION FORM

Name: _____ Part-time LLC ____ Full-time LLC ____

Email: _____ Telephone: _____

Conference: _____

Please select one course per week:

Week 1: ___ COS #

 ___ COS #

Week 2: ___ COS #

 ___ COS #

- A Non-Refundable Registration fee of \$25.00 per course is to be included with the Course Registration Form.
- Checks are payable to: NCJ Course of Study School
- The tuition fee for each course is \$275. You will receive an invoice for your tuition fee, less scholarships and expected payment from your Annual Conference.

ALL OF THE FOLLOWING SIGNATURES ARE REQUIRED.

Student Release: I give my permission for the release of my grades to the Conference Division of Ordained Ministry, my Annual Conference as directed by it, and my District Board of Ministry.

Student's Signature: _____

Superintendent Certification: This student is a Certified Candidate for ministry and has completed Licensing School.

District Superintendent's Signature: _____

Financial Assistance: This student is approved for financial aid from the Annual Conference.

Local Pastor Registrar's Signature: _____

Return the signed registration form to:

Rev. Danira Parra
2401 Springfield Road
East Peoria, IL 61611

REIMBURSEMENT AND AID

Travel reimbursement is 20 cents-per-mile. If you must travel by air, contact me three months in advance for approval. Reserve your airline tickets at least two months in advance as a good steward. NACOS will reimburse up to \$_____ of airfare. Please request additional assistance from your Board of Ministry, CONAM, District, and/or Local Church.

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NATIVE AMERICAN COURSE OF STUDY SCHOOL Grade Sheet

Course Number & Title: _____ **Date:** _____

Instructor: _____

Student: _____

PID: _____ **Full Time** ____ **Part Time** ____

Annual Conference: _____ **District:** _____

GRADE:

Overall Academic Performance	Very Good	Good	Avrg	Poor	Very Poor	N/A
Critical Thinking						
Evidence of Foundational knowledge and specific vocabulary of discipline						
Research skills						
Preparation for class						
Evidence of theological depth						
Evidence of engagement with different perspectives						
Evidence of mature response to criticism						
Written Communication						
Correct grammar, spelling and sentence structure						
Expansive vocabulary and illustration						
Progression and coherence of argument/logical consistency						
Appropriate citations and bibliography						
Meets standards of assignments						
Relational Skills						
Contributions to learning community						
Interpersonal interaction						
Self-awareness						
Improvement/growth						

Comments:

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Student Reimbursement Request Form

Date of Request: _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Email: _____

Conference: _____

You must attach receipts for categories other than mileage. Mileage reimbursement is 20 cents per mile for students. Please carpool whenever possible.

Course #, Title, and Date of Class

Location of Class _____

Mileage: _____

Airplane tickets: _____ (Up to \$300 reimbursable; contact Executive Director if an advance is required.)

Lodging Expense while traveling: _____

Food Expense while traveling up to \$10 per meal: _____

Office Expense (Instructor): _____ Phone calls (Instructor): _____

Honorarium (Instructor): _____ Textbook & Other Expenses (Instructor): _____

Total Expenses: _____

Explanatory notes on expenses:

Send to: Rev. Danira Parra
2401 Springfield Road
East Peoria, IL 61611

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COURSE EXTENSION REQUEST

DATE OF REQUEST _____
COURSE NUMBER & TITLE _____
INSTRUCTOR _____

DATES OF CLASS _____ DUE DATE _____

NAME OF STUDENT _____

ADDRESS _____

ANNUAL CONFERENCE _____

REASON FOR REQUEST: CHECK ALL THAT APPLY

ILLNESS/HOSPITALIZATION _____ DEATH OF FAMILY MEMBER _____
DISASTER (Flood, fire, tornado, etc) _____ ACCIDENT _____
CHANGE OF APPOINTMENT _____

EXPLANATION _____

GRANTED _____ NOT GRANTED _____

SIGNATURES:

INSTRUCTOR _____ DATE _____

NACOS DIRECTOR _____ DATE _____

NACOS CHAIR OF ADVISORY BD _____ DATE _____

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CONTACT INFORMATION

Assistant General Secretary
Division of Ministry
GBHEM
PO Box 32007
Nashville, TN 37205-0007
615-340-7388

Lynn Daye
Course of Study Coordinator
Director, GBHEM
PO Box 32007
615-340-7415
ldaye@gbhem.org

Karen Gee, COSSO Coordinator
3081 Columbus Pike
Delaware, OH 43015
740-362-3120
kgee@mtso.edu

Rev. Danira Parra
Assistant to the NACOS Director
2401 Springfield Road
East Peoria, IL 61611

Director, Course of Study School of Ohio
MTSO
3081 Columbus Pike
Delaware, OH 43015
740-362-3369
dsharazz@mtso.edu

Rev. Fred A. Shaw
Executive Director, NACOS
109 Springwood Drive
Oxford, OH 45056-2711
513-280- 6246
fashaw@juno.com

Rev. Dr. Michelle Oberwise-Lacock
NACOS Advisory Board Chairperson
250 Farm Court
Yorkville, IL 60560

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APPENDIX

Exchange Credits for Course of Study Current COS Revised Curriculum

OLD #	NEW #
Bible	
111	= Bible 121
211	= Bible II 221
311	= Bible III 321
411	= Bible IV 421
511	= Bible V 521
Theology	
112	= Theological Heritage 122
212	= Theological Heritage II 222
312	= Theological Heritage III 322
412	= Theological Heritage IV 422
512	= Theology–Contemporary 522
Congregational Life	
113	No direct equivalent
213	= Formation and Discipleship 123
313	= Evangelism 523
413	= Worship & Sacraments 223
314	= Congregational Care 323
513	= Mission 423
Pastoral Identity	
114	= Administration and Polity 224
	No equivalent Transformative Leadership 124
214	= Preaching 324
314	= Congregational Care 323
414	= Ethics 424
514	= Theological Reflection: Practice of Ministry 524

630-336-2317 (cell) 630-551-0511

mickiol@aol.com