



United Methodist Core Competencies for Evangelism Education in Theological Seminaries: “Evangelism” (¶324)

Goals

The following five items should be considered as interdependent parts of a complete course and not as a prioritized list. The course in evangelism should enable a student to achieve basic competence in the following areas:

1. articulation of a definition of evangelism, with awareness of other possible definitions;
2. articulation of the biblical basis of evangelism;
3. articulation of a theology of evangelism;
4. familiarity with practical tools for helping individuals share the gospel along with the motivation to engage personally in the ministry of evangelism; and
5. familiarity with practical tools for leading a congregation to be evangelistically effective along with the motivation to do so.

Common Elements

- Biblical/theological
 - The course should address the biblical and theological grounding of the ministry of evangelism, both why we do it and how our biblical and theological commitments should shape the practice of evangelism.
 - The course should represent a diversity of theological understandings, for example, Wesleyan, church growth, liberation, narrative, and revivalist.
 - The course should challenge the student to be able briefly to articulate the content of the gospel in a way that is understandable by seekers.
 - The course should enable students to articulate criteria by which ministries of evangelism can be considered to be more or less faithful and effective.
- Congregational
 - The course should address the practice of evangelism by individuals and congregations.
 - The course should take some account of the holistic process of discipleship, helping students make the connections between evangelism and ministries of education, preaching, worship missions and social justice.
 - The course should help students lead congregations toward understanding themselves as fundamentally missional and evangelistic rather than as institutions



where evangelism is a mere “program” of the church, thus proceeding from stagnant maintenance to vital mission.

- Contextual
 - The course should introduce the student to a variety of different contemporary contexts in which the ministry of evangelism is done, with appropriate attention to the similarities and differences between contexts. Such contexts might include different ethnic and racial communities, urban/suburban/rural locations, social class, and denominational backgrounds.
 - The course cannot fully treat the history of evangelism but should enable the student to have some awareness of how Christians have practiced evangelism differently at different times.
 - The course should take into account contemporary culture, including the changing methods of communication, different manifestations of community, and generational differences.