Great Commission Pastors for the 21st Century

A Global Strategy for Theological Education

Church of the Nazarene

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Resource Institute for International Education
International Board of Education
Nazarene Theological Seminary
Clergy Services
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The Current Challenge

As the church enters Century 21, there are numerous factors at work in our global society and within the Church of the Nazarene that make it critical to develop a comprehensive strategy of theological education for ministers. Among the most significant challenges:

- The church is experiencing rapid global growth in the context of rising educational expectations.

- The opening of many new world areas has created a critical need for pastors where we have no educational structures in place.

- Expanded areas of ministry demand new contextualized textbooks and library materials for ministerial preparation beyond our current resources.

- The mission philosophy of the church includes a conscious effort to develop strong indigenous leadership. This requires that emerging leaders be firmly grounded theologically and Biblically and that they have resources and competency to preserve the heritage of the church.

21st Century Global Education Strategy

Preparing Great Commission Pastors

MISSION STATEMENT: *to develop a worldwide system of quality education to prepare pastors to carry out the mission of the church.*

IMPLEMENTATION STRATEGY: *to be accomplished through the church's 57 colleges, universities, seminaries, extensions, and distance education in collaboration with regional, national, and district leaders.*

The Development of Seven Strategic Initiatives

1. **Module Courses for Theological Education**
    - Contextualized Core Courses
2. **Pastor/Teachers Contextualized Training Program**
    - Extension and Non-Traditional Education
3. **Pastors' Ordination Libraries**
    - Library Scholarships for Two-thirds World Pastors
4. **Academy for Global Faculty**
    - Cross-cultural Faculty Development for 57 Campuses
5. **Bi-Vocational Ministry Preparation**
    - Design for District Centers and Seminary Campuses
6. **Partnership Structures for Mentoring Students**
    - Connections between educational centers and ministry settings
7. **Area Technology Center for Theology**
    - Regional/Field/District/Area Centers to Provide Theological Resources for Internet and Media Learning

Emerging Global Philosophy

An international gathering of representative Nazarene educators in 1995 at the Theological Education in the Two-Thirds World Conference adopted a statement known as *The Oxford Affirmation* which articulates important aspects of our emerging philosophy of education for the Church. It includes the statements to begin global dialogue:

Shared Responsibility for Theological Education
The responsibility for Nazarene ministerial preparation is shared by all Nazarene institutions of higher education who offer such training, Pastoral Ministries, and the various district boards of ministerial studies.

Historical Framework for College and University Education
Phineas Bresee's early 20th century statement laid the foundation for the evolution of liberal arts institutions, schools of nursing, and teacher education.

Educational Mission
All educational entities must be committed to equipping all the people of God for ministry to the whole Church in its mission to the world.

Contextualized Educational Programs
All higher educational institutions of the church are equal partners within the International Board of Education. We affirm both the diversity and the kinship of our institutions. No attempt should be made to make all Nazarene educational institutions identical; each should be enabled to become the best possible institution in fulfillment of its unique mission.

Available Global Leadership
The gifts needed for the understanding, analysis, design, and implementation of a Nazarene global strategy and system of education are endowed in the body of leaders God has chosen to lead His Church into the 21st century.

Nazarene System
The institutions of the International Board of Education will be more effective as they are integrated more fully into a global network of inter-related institutions with the goal of moving beyond network to an integrated system of education.

Multi-Level Programs
Our mission requires multi-level education, from certificate to doctoral programs, delivered in multiple settings and delivery systems including various forms of distance education along with campus-based programs.

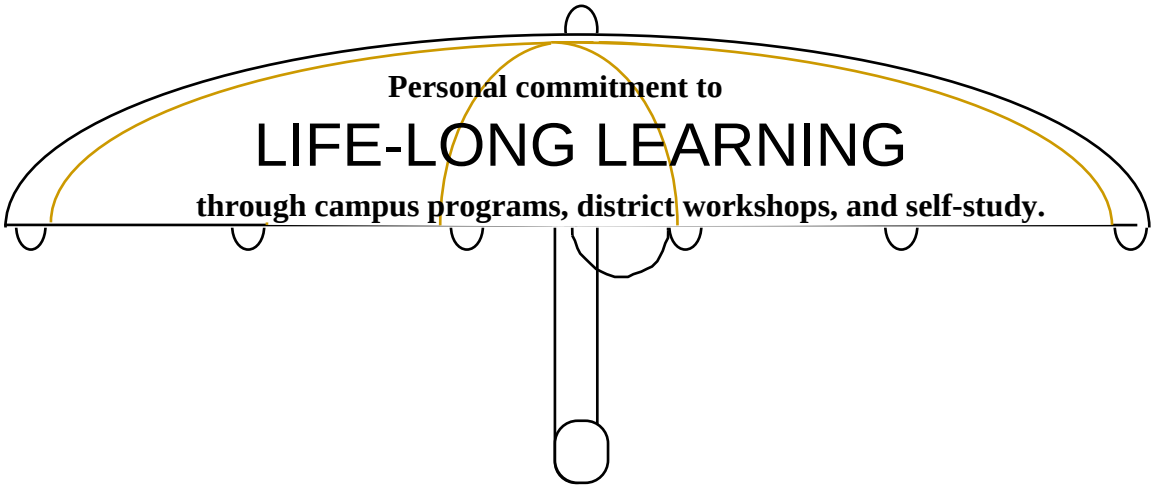
New Technologies
Nazarene education must take advantage of modern technology in resourcing and delivering theological education.

Life-long Learning
Missionaries, regional educators, pastors, and other ministers have a need and desire for appropriate orientation, continuing education, and programs for personal and professional development.

Shared Resources
Nazarene Institutions around the world long for reciprocal sharing of resources and professionals from other countries and institutions. This resourcing can be done without invading institutional autonomy, while facilitating institutional development and the movement of institutions from primary dependence upon World Mission Division funding.

The Philosophy of Nazarene Education must affirm and protect BOTH --

Campus Programs	AND	Extension/Distance Programs
Academic Theology	AND	Applied Theology
“Education”	AND	“Training”
Preparation of Full-time pastors	AND	Bi-vocational pastors
Academic degrees	AND	Professional degrees
Contextualized Education	AND	Multi-cultural Education
Clergy Preparation	AND	Liberal Arts Education for Laity



Levels & Tracks

of Ministerial

Education

Leading to Ordination

DOCTORAL PROGRAMS

D.Min, Ph.D, Ed.D.

Master's degree on-line

Master's degree on campus

Bachelor's Degree

Additional courses by distance or Internet

Transfer to campus degree program

Upgrade internet component for college credit

Ordination Curriculum

Core contextualized courses "entry" level

BASIC BIBLE STUDIES

DISCIPLESHIP PROGRAMS

Graduation from Courses of Study

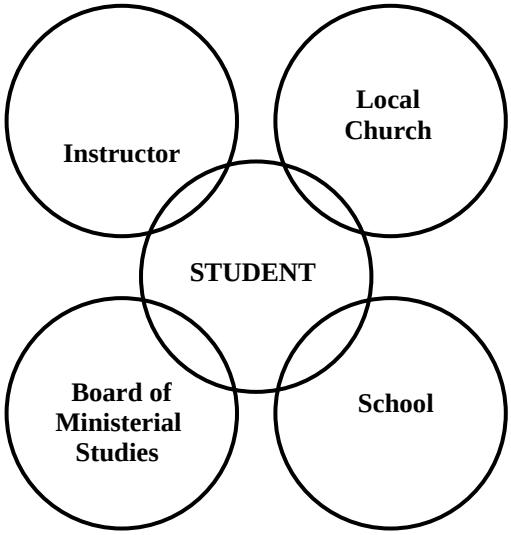
ORDINATION

A COOPERATIVE, INTEGRATED APPROACH TO MINISTERIAL EDUCATION

The Legislative Action of the 1997 General Assembly requires that the Nazarene education system must integrate all of the aspects of the person of the minister, and of the disciplines needed by the minister, and instructional arms of the church.

This curriculum must integrate the four "Cs" of ministerial preparation.

CONTENT KNOW Theological, Church History, Biblical Studies, etc.	**CHARACTER** BE Spiritual Formation, Christian Family, etc.
COMPETENCY DO Preaching, Administratration,	**CONTEXT** Sociology, Anthropology,



Each course should integrate as much as possible of the four "Cs" of ministerial preparation.

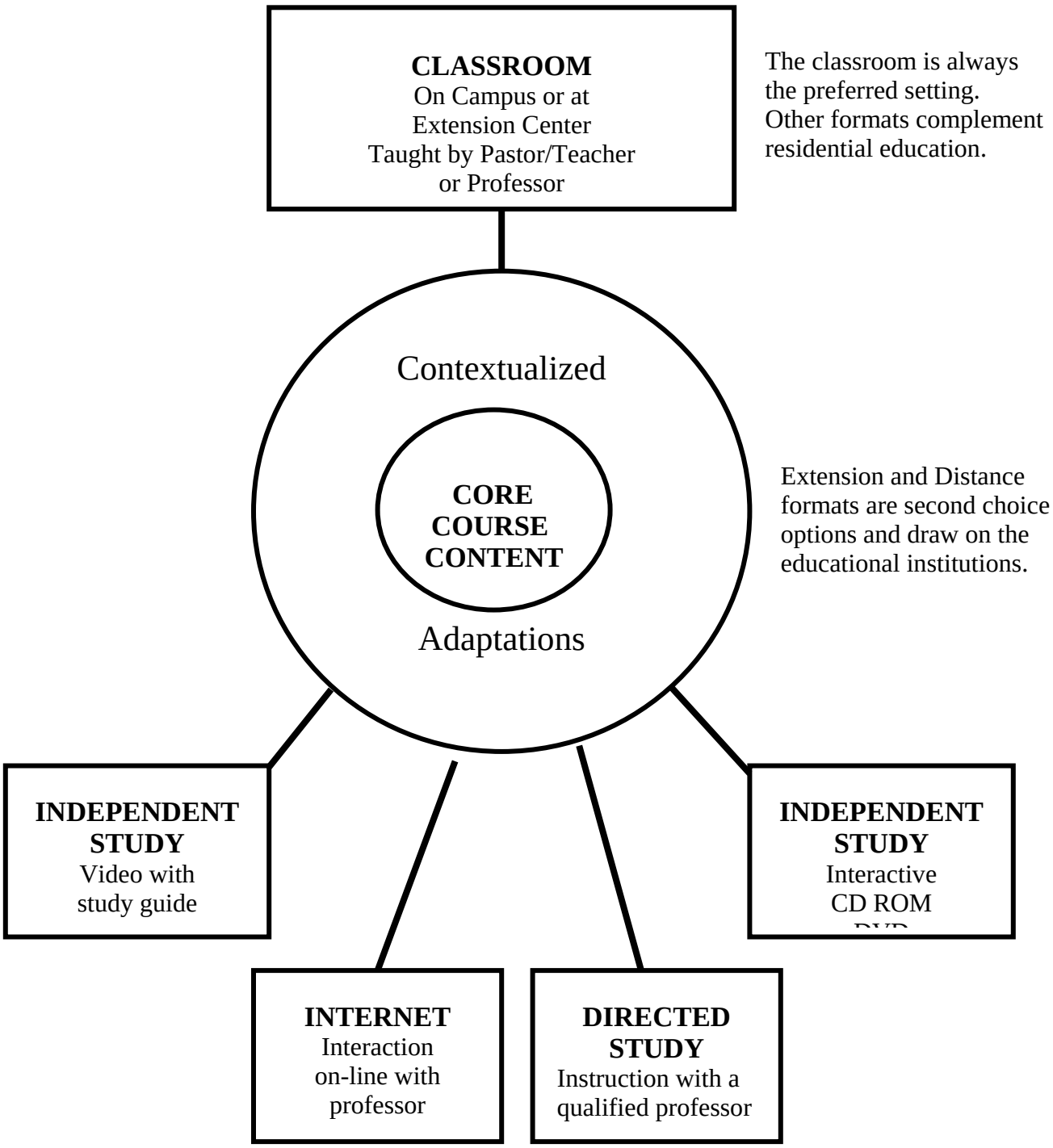
The philosophy underlying this approach builds on the following assumptions**:**

1. The preferred educational setting is the classroom – replaced by other means only when needed.
2. Theological education must be transforming and requires mentoring, modeling, and as much personal interaction as possible.
3. Course modules must be designed so that even distance learning modules require interpersonal interaction, personal evaluation, and, where relevant, field experiences.
4. Every minister is encouraged to move as far up the educational ladder as possible.

After completing the Course of Study, a minister is expected to be committed to a lifetime of study and development.

Multiple Delivery Systems of the Same Course

Basic Course Content can be used in many parts of the world with added segments for contextualization. The Module Package (Sourcebook) can be massaged and delivered in a variety of formats. e.g. an Internet version can be recorded on CD ROM for areas without Internet access.



1. Module Courses for Theological Education

- Contextualized Core Courses

PURPOSE

Courses should satisfy the Course of Study (*Manual*) leading to ordination, offered in a variety of settings including:

- Classroom settings (intensives, quarter, semester)
- Campus-based, extension center based
- Distance learning models
- Face-to-face contact with mentor/ instructor

LEVELS OF DEVELOPMENT

1. **Non-college credit** for the basic course taught by professors or pastor-teachers

2. **College credit** when Level 1 is completed with an overlay of additional requirements supervised by Internet or other method under the auspices of an accredited degree program (e.g. ENBC under MNU with approval of North Central Accrediting Agency.)

You must teach what is in accord with sound doctrine.
(Titus 2:1, NIV)

METHODS

a) Taught by a local pastor, missionary, or education director

b) Classroom sessions supported by an all-inclusive "notebook style" document including course outline, lecture notes, exams, methodologies, supplementary articles for enrichment, bibliography, etc.

c) Directed study courses on CD ROM, DVD, video, and/or Internet

STAGES OF IMPLEMENTATION

1. Development of 25-30 contextualized complete **module courses** for professors or pastor/teachers to use in teaching ministerial adult education classes.

2. Development of **college credit courses** and/or add-on layers

3. Subsequent development of additional **bachelor's degree courses** for Internet delivery or other distance delivery that will provide the additional courses needed for an accredited bachelor's degree

NOTE: All courses and curricula must be in compliance with International Course of Study Committee Handbook.

2. Pastor/Teachers Contextualized Training Program

- Extension and Non-Traditional Education

PURPOSE

There is a need to develop a corps of teachers to provide ministerial training in the numbers needed, in the locations needed, and at a number of levels.

And the things you have heard me say . . . entrust to reliable men who will also be qualified to teach others.

(2 Timothy 2:2, NIV)

METHODS

a) Regional training seminars on college/seminary campuses

b) Have qualified multi-cultural faculty visit each institution.

c) Resident faculty and pastor/teachers participate in cooperative learning techniques.

d) Sponsor faculty leaves of up to one semester so that faculty can attend courses at regional schools that operate at a higher academic degree level (e.g. – non-degree faculty to AB Bible College, AB level to graduate school)

LEVELS OF DEVELOPMENT

1. **Development of Pastor/Teachers**
   Training and certification of pastor/teachers in content and methodology who can re-teach courses in local settings.
2. **Development of Master Teachers**
   Enrichment of current faculty members in five areas:
   a) Exposure to the latest in content
   b) Exposure to new pedagogical methodologies
   c) Equipping with skills for taking their classes to remote settings for basic level credit
   d) Enhancement of their vision of the mission
   e) Enrichment of peer associations
   This program would lead to certification of these persons as "Master Teachers" capable of training Pastor/Teachers
3. **Development of Future Faculty**
   Identification, education, mentoring of potential professional faculty persons

STAGES OF IMPLEMENTATION

1. Development of certification **guidelines** for levels 1 and 2.
2. Development of **seminars** and resource persons for the training involved for levels 1 and 2.
3. Develop programs and **financial resources** to provide scholarship assistance for those pursuing advanced academic degrees who plan on a teaching career.

3. Pastors' Ordination Libraries

- Library Scholarships for Two-thirds World Pastors

PURPOSE

To make it possible for every ordination candidate to have access to our biblical and doctrinal resources for their personal study and development.

The goal will be that these resources would be made available to every pastor either by Internet downloading or by published books at a major discount.

When you come, bring . . .
my scrolls,
especially the parchments.
(2 Timothy 4:13, NIV)

LEVELS OF DEVELOPMENT

1. **Translation** of core textbooks and resource books from the Wesleyan holiness tradition into all needed languages

2. Development of **supplemental** materials and study guides that are l**ocal/contextual** in nature to accompany translated textbooks

3. Writing of **original** contextualized textbooks in languages other than English by national scholars.

4. **Printing** of low cost books critical to a Pastor's Basic Library and a funding program to subsidize distribution.

METHODS

a) Production of literature needed

b) Subsidize the cost of a basic library for pastors with limited financial resources

STAGES OF IMPLEMENTATION

1. Identify important **texts** to be translated and books to be developed.

2. Identify **translators** and national **writers** to write original texts needed in their own culture for theological clarity and coherency.

3. Create **guidelines** for eligibility and distribution of the Pastor's Basic Library

4. Create **funding** for translation, writing, and production of textbooks

4. Academy for Global Faculty

- Cross-cultural Faculty Development for 57 Campuses

PURPOSE

To mobilize the entire faculty of the Church to contribute to the global educational ministry of the church with the particular goal of meeting the short and long-term needs of developing institutions around the world. To enrich the offerings of the 57 educational institutions of the Church of the Nazarene.

Paul had a vision of a man of Macedonia . . . begging him, "Come over to Macedonia and help us."

(Acts 16:9, NIV)

LEVELS OF DEVELOPMENT

1. **The Registry** - Listing of at least 100 professors, scholars, educational administrators, and consultant volunteering to contribute their skills and expertise to help fulfill the educational mission of the church.

2. **The Academy** - An association of Nazarene scholars committed to preparing themselves for global certification through cross-cultural and missiological seminars and study programs which give orientation for international teaching.

3. **Global Faculty** - An official roster of faculty from the academy with international teaching experience upon whom the church can call for strategic educational assignments.

METHODS

a) Global Academy Conference, Johannesburg 2000

b) Conference goal: To explore and define the role of the Academy for International Education and the Global Faculty; to expand our vision of global education; and to promote faculty, curriculum and administrator development in the educational institutions of the Church of the Nazarene.

STAGES OF IMPLEMENTATION

1. **Approval** of the document proposed by RIIE.

2. Gathering of **Registry Forms** from all countries

3. Scheduling of **workshops** required under the Academy.

4. **Certifying** and **deploying** Global Faculty Members

5. Bi-Vocational Ministry Preparation

- Design for District Centers and Seminary Campuses

PURPOSE

To provide vocational training for ministers in areas of the world where financial resources are scarce so that they have a skill with which to provide additional support for their family. In addition, these pastors will be equipped to provide vocational training to members of their congregations and communities.

Paul had a vision of a man of Macedonia . . . begging him, "Come over to Macedonia and help us."

(Acts 16:9, NIV)

METHODS

a) Provide vocational classes as well as theological education that will provide an income-producing skill for the minister.

b) Find ways of matching pastors to vocational opportunities in their area

LEVELS OF DEVELOPMENT

1. Apprenticeships tied to Nazarene schools.
2. Collaborative vocational programs linked to public schools.
3. Technical laboratories at Nazarene schools.
4. Technical programs connected to seminaries for bi-vocational pastors.

STAGES OF IMPLEMENTATION

1. Develop network of possible providers and resource persons in the local economy and from outside along with a needs assessment.
2. Establish pilot programs in neediest areas and evaluate results. These programs would be instituted within the church/district structure.
3. In selected schools, establish a limited vocational track, perhaps helping to fund the student's education.

6. Partnership Structures for Mentoring Students

- Connections between educational centers and ministry settings

PURPOSE

To build relationships between educational centers and ministry settings which provide direction to students in ministerial practices and competency development. The community of faith must provide a learning environment in connection with the academic classroom that supports the development and shaping of emerging pastors and church leaders.

LEVELS OF DEVELOPMENT

1. Initiate collaboration between mentoring faculty and appropriate church leaders to provide a mentoring program for the students.
2. Create a strategy for developing an effective ministry on the basis of the student's gifts.
3. Give direction for candidate feedback with action/reflection expectations in regular meetings.
4. Provide appropriate evaluation and recommendations.

Paul had a vision of a man of Macedonia . . . begging him, "Come over to Macedonia and help us."

(Acts 16:9, NIV)

METHODS

a) Develop established informal relationships with intentional objectives.
b) Create structured covenants with accountability for the mentor/ student relationship.
c) Establish formal commitments that offer the integration of the best in both the academic and congrega-tional environments for the student's development.
d) Conduct seminars on the basic principles of mentoring for church leaders, pastors, and laity.

STAGES OF IMPLEMENTATION

1. Develop positive trusting relationships between local churches and educational providers.
2. Develop instruments and processes to facilitate mutually established learning goals and objectives between the mentor and students.
3. Provide appropriate ministry opportunities for the student with built-in accountability.
4. Prepare the student for developing competen-cies in what ministers should BE, KNOW, and DO.

7. Area Technology Centers for Theology

- Regional/Field/District/Area Centers to Provide Theological Resources for Internet and Media Learning

PURPOSE

To provide as many persons as possible with access to the wealth of knowledge needed to resource teachers and students involved in theological education on campuses, at extension centers, or distance learning.

Every skilled person to whom the LORD has given . . . ability . . . are to do the work just as the LORD has commanded.
(Exodus 36:1, NIV)

METHODS

To develop Resource Centers which contain a technologically-based network of library and instructional resources for a campus-based program, extension education courses, and distance learning formats.

Find and/or train supervisors for these centers.

LEVELS OF DEVELOPMENT

1. **CD ROM** study stations with software, self-study courses, computerized textbooks and research libraries. (e.g. Sage Library) (I think Global Mapping was working on a library of 200 books like this.) At this level there would also be equipment to support video courses.

2. **Internet** study stations for course work and research

3. Interactive **satellite** capabilities

STAGES OF IMPLEMENTATION

1. Enhance **existing centers** that are partially set up at Regional or National schools, Regional Media Centers, Regional Offices, Field Offices, etc. probably in the following order
   a) One per Region
   b) One per Country or Field
   c) One per District

2. Fund **new sites** and equip them as central hubs to serve remote areas.

THE PROGRAMS

The accomplishment of the mission of the Church of the Nazarene will require that current ministerial educational programs must

- be more intentionally integrated
- be more effectively staffed
- be more flexible in their approaches
- be transformational in nature
- be sensitive to the need for mentoring and modeling.

It will also require that new educational mechanisms for ministerial education will have to be developed that will be effective in locations that are remote or where the church is just emerging.

THE GLOSSARY

Since many terms are used differently in various settings, the following definitions indicate how some ambiguous terms are used in this document.

MODULE -- A complete sourcebook containing all that is needed for the teaching of a course including syllabus, objectives, examinations, assignments, lecture notes, methodologies, overheads, bibliography, supplemental readings, etc.

INTENSIVE -- A course presented in a brief, concentrated time period ranging from one week to one month.

EXTENSION CLASSES -- Full classes taught off-campus by a qualified instructor (certified Pastor/Teacher or Professor) under the auspices of an educational institution.

DISTANCE LEARNING -- Classes taught by remote connection to the professor and the sponsoring institution by Internet, satellite, or other delivery system.