

THE GLOBAL SYSTEM OF NAZARENE EDUCATION
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The Purpose of Nazarene Education

As the Church of the Nazarene grows dynamically in so many parts of today's world, God matches this growth with the activity of the Holy Spirit in calling persons to ministry. The Spirit of God reaches into the hearts of young men and women of all ages in calling them to places of servant leadership to develop the holiness church in their own cultures.

At the same time, the Church of the Nazarene attempts to provide a system of preparation for these persons. This system is bigger than our existing academic institutions but it begins in and emerges from the institutions.

The "core" preparation is the living and essential "story" of the Church of the Nazarene. This story begins with the call to holiness of heart and life and the unchanging scriptural basis for this story. This unchanging story is what holds the Nazarene family together.

Belief in the divine inspiration of Holy Scripture, inerrantly revealing the will of God concerning us in all things necessary to our salvation, the 16 Articles of Faith in the *Manual*, the mission and the core values of the denomination, and the covenants of Christian character and conduct shape the center of Nazarene education. These essentials enable Nazarene servant leadership to emerge in every culture and in every generation. This Nazarene core is the family resemblance as a church takes shape in diverse cultures. This Nazarene story will hold the church together as it grows in God's time and in God's way.

The System of Nazarene Education

The Church of the Nazarene is blessed with a worldwide system of education. The denomination supports 54 schools at various academic levels. Many of these institutions serve as hubs from which extension programs of ministerial education are offered through multiple systems of delivery.

The education providers are classified into six categories. You will find the placement of the 54 IBOE schools in the appendix section of this paper.

- *Graduate Seminaries and Theological Colleges.* These schools offer accredited master's and/or doctoral programs with an emphasis in theological studies and ministerial preparation.
- *Liberal Arts Universities and Colleges with Graduate Programs.* These schools offer accredited four-year undergraduate programs with a commitment of general education including one or more graduate programs.

- *Undergraduate Liberal Arts Colleges.* These schools offer four-year undergraduate programs with a commitment to general education.
- *Undergraduate Seminaries and Theological Colleges.* These schools offer campus-based and/or distance programs at certificate and/or diploma levels focused on theological studies and ministerial preparation.
- *Certificate and Diploma Bible College.* These schools offer campus-based and/or distance programs at certificate and/or diploma levels focused on theological studies and ministerial preparation.
- *Specialized Training Schools.* These schools offer undergraduate general education programs in specialized professional studies.

The International Board of Education

The resources of all these schools, including the American colleges and universities, are linked together in a great network of support and collaboration under the International Board of Education (IBOE). The IBOE is led by a 14-member Board representing Nazarene education institutions globally. The IBOE Board meets annually. Members of the Board include the Clergy Development director, World Mission director, and the Education Commissioner. The regional education coordinators from the Africa, Asia-Pacific, Caribbean, Eurasia, Mexico and Central America, South America, Canada, and United States Regions meet with the IBOE and serve as resource to the Board.

The International Board of Education (IBOE) functions as the global church advocate for education institutions in the Church of the Nazarene worldwide. The administrator of the Board is the Education Commissioner.

The IBOE is a dynamic worldwide consortium of Nazarene universities, colleges, and seminaries to facilitate the mission of the Church of the Nazarene in making Christlike disciples and developing leaders for local witness and global impact.

This mission is accomplished by the IBOE:

- **servicing** as a catalyst for networking, collaboration, and resourcing the IBOE schools globally for excellence in all educational disciplines and practice, especially in regard to ministerial education;
- **providing** connectivity between school needs for personnel and the diverse educational resources of the denomination within and between regions;
- **strengthening** the schools through quality and missional reviews and developing strong and effective governing boards for the institutions;
- **envisioning** the future of higher education in the denomination; and
- **assuring** theological and doctrinal coherency throughout the system of Nazarene education.

In addition, the IBOE functions as a consulting and linking agency of ministerial education to fulfill each institutional vision and mission, especially as they relate to clergy preparation. Global theological conferences are coordinated by the International Board of Education and the IBOE facilitates, as requested, regional theological conferences.

Resource Institute for International Education

The International Board of Education can assign projects to and receive recommendations from the Resource Institute for International Education (RIIE). The RIIE is a Global Ministry Center “think tank” and collaborative clearinghouse for efficient solutions to education needs. The group meets throughout the year between annual meetings of the International Board of Education.

The RIIE is chaired by the education commissioner and consists of the World Mission director, Clergy Development director, Nazarene Theological Seminary president, USA Mission/Evangelism director, RIIE coordinator, and two Global Ministry Center members appointed by the Education Commissioner in consultation with the other members.

The Resource Institute for International Education, as the “nuts and bolts” vehicle for the International Board of Education,

- creates ad hoc committees, as necessary, to follow through on global education initiatives;
- recommends program development and implementation plans;
- serves as a Global Ministry Center cooperative venture, where individual agencies share resources as needed, appropriate, and by agreement; and
- facilitates Global Ministry Center conversations, including discussions with the regional education coordinators, regarding education and mission while recognizing the unique mission, mandate, and resources of each Global Ministry Center department and/or region.

The Academy for International Education

For instance, the Academy for International Education (AIE) is a key project of the Resource Institute for International Education and approved by the International Board of Education. The AIE, in collaboration with IBOE school leaders, is being created to provide the structure, utilize the available technology, and coordinate the resources to network and facilitate the work of ministerial education in all IBOE schools.

Regional Education Coordinators

Regional education coordinators (RECs) serve as key strategic links between the Global Ministry Center, including the World Mission Department and the International Board of Education, and the IBOE schools within the regions served by the regional education coordinators. In each of the six regions serving the World Mission Department (Africa, Asia-Pacific, Caribbean, Eurasia, Mexico and Central America, and South America), RECs serve

under World Mission appointment, report directly to the regional director for the region he/she serves, and may have other regional responsibilities.

The RECs work closely with the International Board of Education in ways already referenced. They attend the annual IBOE meetings, participate with the IBOE in the International Course of Study Committee (ICOSAC), and facilitate institutional mission and quality reviews. They are the chief advocates for education on the regions they serve.

Canada has a regional education coordinator. The ten USA universities, colleges, and seminary relate to the IBOE through the USA/Canada Council of Education, who elects a chair person to lead the Council.

Regional Education Councils

IBOE schools are joined together on their regions they serve through regional education councils. The councils serve the education providers on their regions through networking, collaboration, policy formulation, curriculum and literature development, conference coordination, communication, and providing opportunities for mutual support.

The regional education coordinators usually lead the regional education councils; however, each council is developed and structured based on missional priorities and critical issues of institutions on the region and the strategic plans of the regional director.

International Course of Study Advisory Committee (ICOSAC)

The International Course of Study Advisory Committee (ICOSAC) comprises two representatives from each world region, including the regional education coordinators from each region. The ICOSAC is responsible for approving all ministerial curriculum submitted through each regional Course of Study Advisory Committee (COSAC). Unless ICOSAC approves a particular ministerial course of study from an educational provider, that course of study will not be a validated pathway for students preparing for ministry in the Church of the Nazarene.

The committee is chaired by the Clergy Development director. The education commissioner is an ex officio member of ICOSAC as the Clergy Development director is an ex officio member of the International Board of Education.

The concept of “the schools educate and the church ordains” is affirmed through the dynamic relationship between the International Board of Education and the International Course of Study Advisory Committee.

Consortia of Nazarene Schools

The International Board of Education seeks to facilitate several consortia of institutions and agencies to further envision the future of Nazarene education. These clusters of schools can more efficiently and effectively coordinate the diverse educational resources of the

denomination in response to the Gospel of Jesus Christ. In addition to the Academy for International Education, two collaborative initiatives to be launched in 2009 are the Consortium of Undergraduate Bible/Theological Colleges and the Luce Foundation funded, Nazarene Theological Seminary facilitated, Consortium of Nazarene Graduate Seminaries and Theological Colleges. In addition, a conversation with leaders of universities, colleges, and seminaries of the Church of the Nazarene globally is planned to pursue ways and means to mutually resource each other in appropriate and meaningful ways.

Collaborative initiatives are especially needed in countries where the church is being blessed with rapid growth and the need of holiness ministerial preparation, pastoral leadership development, discipleship training, and missionary education are crucial in developing Christlike leaders in the nations.

The International Board of Education and Member Institutions

The International Board of Education (IBOE) and the above mentioned entities in no way replaces what is currently being done at individual Nazarene institutions. Each of the 54 IBOE schools within the system, uniquely and strategically led by elected leaders and appropriate governing boards, serves as a catalyst for consistent and coherent holiness ministerial preparation true to our heritage and worthy of the educational mission of the denomination.

In addition to the functions of the IBOE mentioned earlier, the Board also serves as facilitator for conversations between universities, colleges and seminaries on

- excellence in educational methodologies and practice;
- personnel and technological connectivity between schools within and between regions; and
- theological and doctrinal coherency throughout the system of Nazarene education.

The International Board of Education embraces the goal of Dr. Phineas F. Bresee, General Superintendent of the Church of the Nazarene, 1908-1915, who affirmed for the Nazarene university he founded:

“The Word of God is taught through this institution... We believe in all branches of knowledge. God helping us, we propose to teach men and women that they may be at their best advantage for God.”

This overarching goal is critically important to ministerial preparation in the Church of the Nazarene. We seek no less than the very best level of education possible around the world consistent with the *Manual* expectations for clergy preparation.

The Church of the Nazarene colleges, universities and seminaries embrace Charles Wesley’s plea to “unite the pair so long disjoined, knowledge and vital piety.”

The late Dr. John A. Knight, who faithfully served the Church of the Nazarene as pastor, teacher, writer, editor of the *Herald of Holiness*, college president and finally as General

Superintendent, often stated, “Holiness, missions, and education are the hallmarks of who we are.” He was passionate in his conviction that “education and evangelism walk hand in hand. Without evangelism, education can become rationalistic and sterile. Put them together, and they are a powerful force for changing people and society.”

Conclusion

For these strategic reasons, a stronger, more intentional and cohesive global system of Nazarene education is emerging as a network of Nazarene institutions worldwide under the umbrella of the International Board of Education. These education institutions are committed to the mission, Articles of Faith, core values, and the covenants of Christian character and conduct affirmations of the denomination AND to each other!

The International Board of Education seeks the very best resources possible in shaping the emerging servant leaders. Collaboratively and collectively, the Board wants to insure that well trained, highly qualified, culturally sensitive, spiritually mature, and spirit-filled Christians depart from our schools to serve our churches nurtured in the best of the Wesleyan-holiness theological tradition.

For this to happen we really do need to affirm and strengthen the global system of Nazarene education institutions committed to and collaborating with each other if, indeed, we will nurture and develop Christlike leaders in the nations. To this vision, the International Board of Education will commit its time, resources, and energy. We can do no less for such a noble purpose.

Appendix

Graduate Seminaries and Theological Colleges.

These schools offer accredited master's and/or doctoral programs with an emphasis in theological studies and ministerial preparation.

Asia-Pacific Nazarene Theological Seminary, Manila, Philippines
Nazarene Theological Seminary, Kansas City, Missouri, USA
Nazarene Theological College, Manchester, England
Seminario Nazareno de las Américas, San José, Costa Rica
Nazarene Theological College, Queensland, Australia

Liberal Arts Universities and Colleges with Graduate Programs.

These schools offer accredited four-year undergraduate programs with a commitment of general education including one or more graduate programs.

Africa Nazarene University, Nairobi, Kenya
Caribbean Nazarene College, Santa Cruz, Trinidad
Eastern Nazarene College, Quincy, Massachusetts, USA
Korea Nazarene University, Seoul, Korea
MidAmerica Nazarene University, Olathe, Kansas, USA
Mount Vernon Nazarene University, Mount Vernon, Ohio, USA
Northwest Nazarene University, Nampa, Idaho, USA
Olivet Nazarene University, Bourbonnais, Illinois, USA
Point Loma Nazarene University, San Diego, California, USA
Southern Nazarene University, Bethany, Oklahoma, USA
Trevecca Nazarene University, Nashville, Tennessee, USA

Undergraduate Liberal Arts Colleges.

These schools offer four-year undergraduate programs with a commitment to general education.

Ambrose University College, Alberta, Canada
Brazil Nazarene College, Campinas, Brazil

Undergraduate Seminaries and Theological Colleges.

These schools offer campus and/or extension programs at certificate, diploma and bachelor's levels with an emphasis on theological studies and ministerial preparation.

European Nazarene College, Busingen, Switzerland
Indonesia Nazarene Theological College, Yogyakarta, Indonesia
Japan Nazarene Theological Seminary, Tokyo, Japan
Luzon Nazarene Bible College, Baguio City, Philippines

Melanesia Nazarene Bible College, Mt. Hagen, Papua New Guinea
Nazarene Bible College, Colorado Springs, Colorado, USA
Nazarene College of Theology, Siteki, Swaziland
Nazarene Theological College, Honeydew, South Africa
Seminario Biblico Nazareno, Santiago, Chile
Seminario Nazareno del Area Central, La Paz, Bolivia
Seminario Nazareno Dominicano, Santo Domingo, Dominican Republic
Seminario Nazareno Mexicano, México
Seminario Teológico Nazareno, Chiclayo, Peru
Seminario Teológico Nazareno Cubano, Ciudad Habana, Cuba
Seminario Teológico Nazareno de Guatemala, Guatemala
Seminario Teológico Nazareno del Cono Sur, Pilar, Argentina
Seminario Teológico Nazareno Do Brasil, Campinas, Brazil
Seminario Teológico Nazareno Sudamericano, Quito, Ecuador
South Pacific Nazarene Theological College, Suva, Fiji
Southeast Asia Nazarene Bible College, Chiang Mai, Thailand
Taiwan Nazarene Theological College, Taiwan (inactive)
Visayan Nazarene Bible College, Cebu City, Philippines

Certificate and Diploma Bible College.

These schools offer campus-based and/or distance programs at certificate and/or diploma levels focused on theological studies and ministerial preparation.

Eastern Mediterranean Nazarene Bible College, Sin el Fil, Lebanon
Instituto Biblico Nazareno, Amazonas, Peru
Instituto Biblico Nazareno, Cobán, Guatemala
Nazarene Bible College of East Africa, Nairobi, Kenya
Nazarene Theological College of Central Africa, Lilongwe, Malawi
Nazarene Theological Institute, ITN/NTI, Equatorial and West Africa
Seminare Theologique Nazareen D'Haiti, Petion-Ville, Haiti
Seminario Nazareno de Cabo Verde, Cape Verde
Seminário Nazareno de Mozambique, Maputo, Mozambique
South Asia Nazarene Bible College, Bangalore, India

Specialized Training Schools.

These schools offer undergraduate general education programs in specialized professional studies.

Nazarene College of Education, Manzini, Swaziland
Nazarene College of Nursing, Mount Hagen, Papua New Guinea
Nazarene College of Nursing, Manzini, Swaziland
Nazarene Nurses Training College, Maharashtra, India

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