

The background of the image is a dimly lit room filled with travel-related items. Several globes of various sizes are suspended from the ceiling, showing different continents. Below them, there are several backpacks and bags in various colors (green, orange, blue, black) and a brown suitcase. A person's legs and feet are visible in the background, suggesting a travel or outdoor gear store. The overall atmosphere is warm and focused on global exploration.

# Northwest

Master of Arts in Biblical Leadership  
Intercultural Ministry



the fellowship

# Contents

Purpose	3
Outcomes	3
Program Description	3
Year One (Certificate)	3
Year Two	4
Year Three	5
Mentoring	5
Mentor Team Roles	6
Ministry Mentor	6
Academic Mentor	7
Network Mentor	7
Pastoral Mentor	8

## Purpose

The Master of Arts in Biblical Leadership - Intercultural Ministry (IM-MABL) is a Competency Based Theological Education (CBTE) approach that mentors men and women immersed in a ministry setting towards those biblical, theological, and practical ministry competencies required for them to become confident, imaginative, and compelling intercultural disciple makers who develop disciple makers.

## Outcomes

The student will be competent...

- As a committed follower of Jesus with deep faith and obedience,
- As a cross-cultural change agent for the gospel,
- To appropriately adapt to unfamiliar contexts,
- In the practice of disciple-making principles, so that they
  - Develop believers to live their lives as contextualized expressions of God's kingdom competently and knowledgeably,
  - Train others to be disciple makers,
- To contextualize ministry, gospel, and church,
- As a biblically literate and theologically grounded teacher,
- To navigate intercultural encounters and relationships with culturally sensitive skill and communicative competence,
- As a humble servant leader who exhibits a godly lifestyle and healthy interpersonal relationships (family, colleagues, community).

## Program Description

Students are required to complete four assigned outcomes every year. The first year is structured as a certificate with years 2 and 3 laddering into the MABL. Each learning outcome is worth 3 credit hours (12 credit hours total for certificate, 36 credit hours total for MABL).

### Year One (Certificate)

#### **Prayer, Vision, Planning, and Evaluation**

Implement the foundational disciple-making principles of prayer, Kingdom-oriented vision, planning, and evaluation using a ministry praxis based on a *missio Dei* theology. Disciple-making principles and practices are adapted for your specific cultural context and worked out through healthy relationships in life and ministry.

#### **Missional Praxis**

Regularly use a ministry praxis of social and theological reflection, planning and implementation so that you develop theology through the application of disciple-making principles and

practices that takes into account your cultural context and impacts your relationships in life and ministry.

### **Cross-Cultural Sensitivity**

Develop cultural sensitivity in life and ministry to relate effectively and comfortably in your ministry context as you implement disciple-making principles and practices in socially appropriate and theologically reflective ways.

### **Team and Partnership**

Play a key role in a healthy and creative team that applies disciple-making principles and practices. In a culturally sensitive and theologically reflective manner, cultivate synergistic team and partnership relationships in life and ministry.

## **Year Two**

### **Engaging a Community**

Within a missional praxis and as an expression of relational skills in life and ministry, a developing theology of fruitful practices, and sensitivity to the cultural context, apply the disciple-making practices of engaging a community through service, cultivating trust with community leaders, developing networks, and abundant sowing that results in the identification of people of peace and the establishment of disciple-making groups.

### **Contextualization**

Apply disciple-making principles and practices in your life and ministry as you identify and develop contextually appropriate expressions of gospel, theology, and church.

### **Resilient Character**

Develop a robust theology of Christ-like character evident through contextually appropriate expressions of humility, self-giving service, gracious forgiveness, and perseverance in your life and ministry that results in sincere and consistent application of disciple-making principles and practices.

### **Faith and Spirituality**

Develop a Trinity-centered theology that is lived out through spiritual disciplines that cultivate health (spiritual, emotional, mental, physical, and relational) in life and ministry. These spiritual disciplines take shape in contextually appropriate behaviors that are reflected in your sincere and consistent application of disciple-making principles and practices as you equip and empower others to have holistic, healthy lifestyles.

## Year Three

### **Empowering, Multiplication, and Reproduction**

Empower others to apply disciple-making practices in life and ministry with a consistent theology of church and leadership and in culturally sensitive ways to reproduce disciple makers with the potential for a multiplication of disciple makers. These disciple-making practices introduced in the outcome “Engaging a Community,” refer to service, cultivating trust with community leaders, developing networks and abundant sowing that results in the identification of people of peace and the establishment of disciple-making groups.

### **Communication and Language**

Communicate in culturally sensitive ways using the local language of your ministry community in both life and ministry. This culturally sensitive communication includes competent expressions of disciple-making principles and practices, and empowering others to articulate their faith and theology.

### **Lifestyle and Ministry Balance**

Discover how consistent faithfulness to Jesus in your life and ministry shapes your attentiveness to the health (emotional, mental, spiritual, physical, and relational) of the people you are personally close to, and informs your culturally sensitive adaptations of relationship expectations for the people to whom you minister. As a result, your disciple-making principles and practices will be consistent with your theology and your practice of being a disciple and disciple maker.

### **Relational Skills**

Relate to people and resolve conflict in culturally sensitive ways based on a robust theology of your role as disciple maker that allows you to be effective in guiding others towards disciple-making principles and practices.

## Mentoring

Mentoring is a well-established concept both inside and outside ministry settings. The American Psychological Association (APA) defines a mentor as, “an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee. The career-related function establishes the mentor as a coach who provides advice to enhance the mentee’s professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee. Both functions provide explicit



and implicit lessons related to professional development as well as general work–life balance.”<sup>1</sup> While Northwest CBTE mentors do fulfill a traditional mentoring role, they also have a critical secondary role, that of faculty assessor. They are not only expected to guide development of their mentee in work and life, but also to assess when they have achieved competence. As faculty assessors, all Northwest mentors are also designated as core, adjunct or affiliate faculty, with commensurate responsibility and accountability to the Northwest Dean’s office for defensible grading practices.

In a conventional course-based setting, the ratio of faculty to students is typically one-to-many, for periods of roughly four to twelve weeks. In Northwest CBTE programs, however, the faculty/student ratio is reversed and is many-to-one, over a period of one to four years. Each student is assigned an interdisciplinary mentor team comprised of an academic mentor, ministry mentor, and network or pastoral mentor. Each of these individuals must be appropriately qualified for the mentorship role to which they are assigned.

## Mentor Team Roles

Mentoring in a Northwest CBTE program is a collaborative effort that enables holistic, longitudinal guidance and assessment of the student. Different programs within the NBS CBTE initiative have slightly different compositions of mentor teams depending on the needs of the program, but all teams have at least three mentors, each assessing through a different lens as they fulfill common responsibilities.

The longitudinal mentor/mentee relationship in CBTE makes it harder for a student to hide where development is needed, particularly with competencies that are difficult to assess, like habits, behaviours, character, and interdisciplinary application. It also facilitates credential-level assessment of the program purpose and objectives by the mentor team.

Mentors have purview of the credential and can guide their student toward achieving its overall purpose. Course-based programs, on the other hand, assume that the program purpose and objectives have been achieved if a student passes the courses required for graduation.

## Ministry Mentor

### Primary Role

Ensure the student is practicing and connecting learning and assignments into their ministry context, and assess demonstrated achievement of competencies in that context.

### Focus

---

<sup>1</sup> American Psychological Association, 2012. Introduction to Mentoring: A Guide for Mentors and Mentees. Retrieved Dec 13, 2021 from: <https://www.apa.org/education-career/grad/mentoring>.

Guide and facilitate the student to connect their work in the ministry context with the program assignments, ensuring appropriate opportunities are provided to practice and apply learning in real life.

## Academic Mentor

### Primary Role

Act as official Professor of Record for the student and academically approve the student's degree, ensuring the student's work achieves the program outcomes and meets an academic standard commensurate with the level of credential.

### Focus

Critical reading, research assignments, and academic growth, ensuring the student's work produces proficient scholarship appropriate to the credential. Challenge the student to think more deeply and consider broad perspectives, including those with whom they may disagree.

### **Academic Mentors: Discipline Specialists and Expert Integrationists**

The course-based model of education offers the student opportunity to study with multiple discipline specialists over the course of their degree, whereas in CBTE programs, students develop a longitudinal relationship with one academic mentor over one or more years.

Students receive expert input and feedback from discipline specialists through online and in-person seminars and workshops, but assessment of competencies is the responsibility of the academic mentor. Research indicates that investment by academic mentors in their personal development through encouragement, feedback, wisdom, guidance, and prompting new perspectives is a highlight of the CBTE experience.

While academic mentors are typically specialists in their own discipline, the role requires them to also guide their students in how to integrate learning across disciplines, like the student will have to do in the role for which they are being prepared. In essence, academic mentors become 'expert integrationists.' Course-based programs, on the other hand, typically leave program-level integration and field application to the student to work out on their own.

## Network Mentor

### Primary Role

Ensure the student understands the vision and direction of the broader ministry context (e.g., denomination, ministry agency, church). Guide their development for transferability and adaptability of skills, knowledge, and character into other roles within the denomination, agency or church.

### Focus

Help bridge and integrate theological scholarship and ministry application for the student to help them see the bigger picture of preparation for long-term service in the broader field or context.

## Pastoral Mentor

### Primary Role

Monitor and speak into the student's character, spiritual and emotional development, and their commitment to Jesus' mission.

### Focus

Help ensure that theological scholarship and ministry skills goes beyond head and hands to impact the heart, so that the student believes and acts upon the conviction that the foundational issue for ministry is their own integrity and posture of worship before God.