

School of Theology and Christian Ministry: Master of Ministry

TYPE 2: MAJOR PROPOSALS (requiring GSC, full faculty and Cabinet approval but not requiring WASC approval):

Section I: Overview

A. NAME OF SCHOOL OR DEPARTMENT:

School of Theology and Christian Ministry

Proposal I: To revise the curriculum in the Master of Ministry program.

Proposal II: To increase the number of units that a student may transfer into the Master of Ministry program from Nazarene Theological Seminary to 12. All other transfer policies will remain the same.

Proposal III: To remove the requirement in the catalog that states, "Evidence of one year of full-time Christian ministry".

B. Percent of program being offered via distance education and/or off-campus, if applicable. Submit additional Distance Education Form, if applicable. (See Section IX of this document). 0%

**C. Projected number of students
20-25**

**D. Initial date of offering
Fall of 2013**

E. Description of the external and/or internal partners contributing and/or participating in this proposal, if applicable. Attach any Memorandum of Understanding (final and signed) between the requisite parties.

The proposal assumes PLNU's participation in the NTS multi-campus seminary for the purposes of program articulation. All courses in the MMin would continue to be under the sole authority of PLNU.

Section II. Program/Course Need and Approval

A. How recently has your department/school completed a program review?

The SoTCM is currently in the middle of program review (2012-2014). It last completed a review in 2006.

B. How has assessment data informed the proposed change(s)? How does the change accommodate the department/school's program learning outcomes? Please provide a summary of the assessment process and results used to establish the need.

Assessment data for the Master of Ministry indicate a strong, stable, and viable program. The teach out of the M.A., projected changes in administration of the MMin, and PLNU's projected participation in NTS' multi-campus seminary have prompted the opportunity and need for a review of the MMin curriculum. This includes the need for an updated curriculum that has the potential to serve both the current MMin student population as well as the student population previously enrolled in the MA. The proposed changes are in line with PLNU's institutional learning outcomes. For example:

1. Learning, informed by our faith in Christ -- The proposed curriculum challenges the student to study and reflect on scripture, theology, church history, and pastoral ministry as a discipline of Christian faith and practice.

2. Growing, in a Christ-centered faith community -- The proposed curriculum includes a strong emphasis on Christian formation of the student in the context of the local congregation.

3. Serving, in a context of Christian faith -- The proposed curriculum includes a strong emphasis on the Church engaged in Christian mission.

C. How does the proposed change(s) relate to the mission and strategic plan of the university?

The proposed curricular changes take into account the changing needs of pastoral ministry in the current social context. It is our understanding that graduate level theological education including the preparation of students for pastoral ministry is directly related to the mission and long term strategic plan of PLNU.

D. Evidence used to support enrollment projections and to support the conclusion that interest in the program is sufficient to sustain it at expected levels—if the program is planned to be offered for a finite period, provide the enrollment data for the length of the program. If the program is planned to be offered continuously, then provide enrollment projections for the first three years. These enrollment projections should be reflected in the budget.

The enrollment in the MMin is currently 22 students. An additional 17 students were in the MA. A curriculum designed to serve both groups of students has the potential for increasing the current MMin enrollment.

E. State other rationale that you deem appropriate.

The rationale for proposal II to increase the number of credits students may transfer in from Nazarene Theological Seminary is based on the following:

- 1) PLNU is in negotiations to participate in NTS' Multi-Campus Seminary in which NTS grad coursework (2 courses per year) will be offered in module format on the PLNU campus. The design of the proposed MMin curriculum takes advantage of the NTS coursework that will be offered on the PLNU campus in ways that supplement the coursework offered through the MMin curriculum.**
- 2) The design of the program is for students to be able to graduate in 2 years. The current rotation of 4 MMin courses (12 units) offered per year appears to be appropriate for most of the student population. The NTS courses offered on PLNU's campus offer students the opportunity to complete their programs in the desired two years. (Note: Students may also take designated PLNU 400 level courses, directed study coursework, or transfer up to 6 units of coursework from other institutions to complete the units necessary for graduation).**

The rationale for proposal III to eliminate the admission requirement for students to have completed a minimum of a year in full time ministry is based on the following:

- 1) There are students who could benefit from the program, interested in enrolling and qualified in every way except for the ministry requirement.**
- 2) Although the program is designed to continue to serve students at a distance, many of whom are in ministry positions, it is also designed to include students who in the past may have enrolled in PLNU's MA, many of whom are recent grads who do not meet the ministry requirement.**

Section III. Program Description and Evaluation

A. Curriculum

1. Overall description of the program including the alignment of the program philosophy, curricular design, and pedagogical methods with the target population and degree nomenclature selected.

The Master of Ministry program is designed to educate and accommodate students who live at a distance (often in ministry assignments). Courses are offered in one week intensives. Students are expected to engage in pre-course assignments (reading, etc.) and post-course assignments (supervised ministry, term papers, etc.) This curricular design is consistent with Master of Ministry programs offered in other similar institutions. The proposed curricular design also takes into consideration the pool of prospective students who have in the past enrolled in PLNU's Master of Arts program. As a result, the proposed curriculum has a strong emphasis both on academic rigor (preparation for possible continuation of further graduate studies) and practical ministry.

The proposed curriculum is designed around four central emphases that are highlighted in four core courses:

- **Christian Formation**
- **Christian Scripture**
- **Church in Mission**
- **Christian Tradition**

Each course is coupled with a course that focuses on ministry practice:

- **Leadership and Ministry**
- **Preaching and Teaching the Scripture**
- **Christian Mission in Local Contexts**
- **Wesleyan Theology and Contemporary Ministry**

2. Program learning outcomes that articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree.

Upon completion of the program, the student will be able to:

- A) Incorporate Christian formation in the local congregation and the life of the minister.**
- B) Interpret Scripture especially as related to preaching and teaching in the local church.**
- C) Explain the nature, mission and social context of the Church, especially as related to ecclesial practices and the leadership of the pastor in the local congregation.**
- D) Analyze theology, ethics, and Church history, especially as related to the Wesleyan tradition and contemporary ministry.**

3. Curricular map articulating the alignments between program learning outcomes and course learning outcomes and demonstrating the progression from introductory to advanced levels

	A	B	C	D
Christian Formation	X			
Leadership and Ministry	X			
Christian Scripture		X		
Preaching and Teaching the Scripture		X		
Church in Mission			X	
Christian Mission in Local Contexts			X	
Christian Tradition				X
Wesleyan Theology and Contemporary Ministry				X

4. Process by which syllabi are reviewed and approved to ensure that: 1) course learning outcomes are described and are linked to program learning outcomes, 2) materials are current, 3) pedagogy is appropriate for the modality of the course.

All syllabi will be submitted to the program director for approval.

5. Attach three sample syllabi that are representative of the program and attach the capstone/ thesis or culminating experience syllabus (if applicable). Syllabi should include specific student learning outcomes for the course, be adapted to the modality of the course, and be appropriate to the level of the degree—Syllabi should also reflect information literacy requirements (WASC standards 2.2 and 3.6) and use of the library.

Below are the titles, descriptions, content and learning outcomes for each of the four proposed core courses. There is no culminating experience proposed. All learning outcomes are preceded by the words, "Upon completion of this course, the student will be able to:"

1) Christian Formation

Course Description: A study of Christian formation including personal and congregational practices that contribute to mature faith formation and healthy ministerial personhood and practice.

Course Content:

- Classical disciplines of Christian Formation
- Personal development and well-being of the minister
- Christian thinking about ordination and vocational discernment.
- Psychological inventories

Course Learning Outcomes:

- Identify the disciplines of Christian Formation from a variety of Christian traditions including the Wesleyan-Holiness tradition.
- Relate personal and corporate Christian formation practices in daily life.
- Explain the nature of Christian vocation and ordination.

2) Christian Scripture

Course Description: An exploration of the literature and theology of the Christian canon with special attention to its ancient contexts and significance for contemporary Christian ministry.

Course Content:

- The authority of scripture understood as canonical
- A study of selected books, texts and genres of Old and New Testament Scripture

Course Learning Outcomes:

- Articulate the inspiration and authority of Christian Scripture
- Apply methods of interpretation appropriate to selected books, texts, and genres of Christian scripture.
- Evaluate the unity of scripture in its witness to Christ.

3) Church in Mission

Course Description: A survey of the nature and mission of the Church and the relationship of ecclesiology to other major Christian doctrines.

Course Content:

- Trinitarian theology and ecclesiology
- The nature and mission of the Church
- Sacraments

Course Learning Outcomes:

- Define the nature and mission of the Church
- Demonstrate the relationship between ecclesiology and other Christian doctrines.
- Develop a theology of worship and the sacraments.

4) Christian Tradition

Course Description: A survey of the history of Christian thought.

Course Content:

- Theology

- **Ethics**

Course Learning Outcomes:

- **Outline the general history of Christian thought.**
- **Express the historical context and significance of the creeds.**
- **Evaluate the nature of Christian ethics and the application of Christian thought for personal/corporate practice in contemporary society.**

6. Internship requirements and monitoring procedures, if an internship is required.

7. Special requirements for graduation, i.e. comprehensive examination, service learning, etc.

B. Catalog Copy

1. New Graduate Courses: If proposing to modify existing courses or to substitute new courses for old ones, list old and new course descriptions side by side.

Catalog Copy (Present)	Catalog Copy (New)
<p>We are proposing a new curriculum for the MMin but the following courses currently offered roughly correspond to the proposed courses in the new curriculum.</p>	
<p>CMI 612 - The Life of the Minister</p>	<p>Christian Formation</p>
<p>CMI 622 - Communicating the Gospel</p>	<p>Preaching and Teaching the Scripture</p>
<p>CMI 632 - The Old Testament in the Christian Pulpit</p>	<p>Christian Scripture</p>
<p>CMI 642 - The New Testament and Ministry</p>	<p>(CMI 632 and 642 combined in Christian Scripture course)</p>
<p>CMI 652 - The Christian Faith</p>	<p>Christian Tradition</p>
<p>CMI 662 - Worship, Leadership, and Liturgy</p>	<p>Leadership and Ministry</p>
<p>CMI 672 - Contemporary Ministry</p>	<p>Wesleyan Theology and Contemporary Min.</p>
<p>CMI 675 - Theology and Christian</p>	<p>Christian Mission in Local Contexts</p>

<p>Ministry</p> <p>CMI 685 - Bible and Christian Ministry</p> <p>CMI 682 - Stewardship and Management in Ministry</p>	<p>(CMI 675 and 685 combined)</p> <p>Drop</p> <p>Church in Mission (Add)</p>
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<p>Old Descriptions</p> <p><u>The Life of the Minister</u> Course Description: This course presents a study of factors that occur in the life of the minister. The study could include psychological profiles, stress factors, family life issues or relationships.</p> <p><u>Communicating the Gospel</u> Course Description: This course addresses aspects of public speaking, learning theory, writing, the minister as prophet, priest, and king, the reading of Scripture, and the proclamation of scriptural holiness.</p> <p><u>The Old Testament in the Christian Pulpit</u> Course Description: The proclamation of the Old Testament. The literature and theology of the Old Testament are utilized in developing a perspective for ministry.</p> <p><u>The New Testament and Ministry</u> Course Description: The New Testament, its literature and theology, is explored as a resource for ministry.</p> <p><u>The Christian Faith</u> Course Description: This course provides opportunity for an examination of one or more significant doctrines, persons, or historical movements with particular application for contemporary ministry.</p>	<p>New Descriptions</p> <p><u>Christian Formation (3 units)</u> Course Description: A study of Christian formation including personal and congregational practices that contribute to mature faith formation and healthy ministerial personhood and practice.</p> <p><u>Leadership and Ministry (3 units)</u> Course Description: A study of biblical, theological and practical understandings of leadership in the Church.</p> <p><u>Christian Scripture (3 units)</u> Course Description: An exploration of the literature and theology of the Christian canon with special attention to its ancient contexts and significance for</p> <p><u>Preaching and Teaching the Scripture (3 units)</u> Course Description: An engagement with the texts of scripture to consider their use in Christian proclamation and the appropriate methods and practices to facilitate that use.</p> <p><u>Church in Mission (3 units)</u> Course Description: A survey of the nature and mission of the Church and the relationship of ecclesiology to other major Christian doctrines.</p>
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<p><u>Worship, Leadership, and Liturgy</u> Course Description: This course presents aspects of corporate worship and renewal, spiritual formation, models and theology of leadership, sociology of groups, community resources, and pastoral counseling.</p> <p><u>Contemporary Ministry</u> Course Description: This course presents an analysis of demographic, social and cultural factors impacting ministry, with attention to pastoral care and church growth including ethnic diversity, urbanization, evangelism, and missions.</p> <p><u>Stewardship and Management in Ministry</u> Course Description: This course presents the principles of finance as they relate to pastoral involvement in church and life, church budgeting, fund raising, building financing, family budgeting, and long-range financial planning.</p> <p>Electives:</p> <p><u>Theology and Christian Ministry</u> Course Description: This course presents selected topics relating to theological understanding and ministry. May be repeated for a total of six units.</p> <p><u>Bible and Christian Ministry</u> Course Description: This course presents selected topics relating to Biblical interpretation and ministry. May be repeated for a total of six units.</p>	<p><u>Christian Mission in Local Contexts (3 units)</u> Course Description: A study of the social, cultural and demographic contexts of ministry as related to the mission of the Church.</p> <p><u>Christian Tradition (3 units)</u> Course Description: A survey of the history of Christian thought.</p> <p><u>Wesleyan Theology and Contemporary Ministry (3 units)</u> Course Description: A study of Wesleyan history, theology and practice with implications and applications for ministry in the local congregation.</p>
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Note: For modifications to existing courses, please note any changes in number of units or in grading type.

C. Schedule/ Format

1. Length of time that the typical student is expected to complete all requirements for the program.

2 years

2. Description of the cohort or open registration model being used—Minimum attendance/ participation requirements and the provisions made for students to make-up assignments or for students who have to drop out of the cohort for a short period of time.

The MMin assumes an open registration model in which new students may begin the program at any point in the rotation of courses. Non-required courses may be offered not only in modular format, but also through specified 400 level coursework. Students missing a core course may wait for the next time that course is offered (every two years) or upon petition, may take it as a directed/independent study.

3. How will the academic unit faculty ensure that timely and appropriate levels of interactions between students and faculty, and among student are maintained?

The responsibilities of the program director and administrative assistant will include advising and facilitation of interaction between students and faculty.

4. Timeframe of courses, i.e. accelerated, weekend, traditional, etc.—if the course timeframe is abbreviated; an institution must allow adequate time for students to reflect on the material presented in class. Faculty using the accelerated course format should be expected to require pre-and post-course assignments, as appropriate. The Committee will expect course syllabi for accelerated courses to be adjusted accordingly to reflect the pre and post-course assignments, and the accelerated nature of the curriculum.

All MMin modular courses will require pre- and post-course assignments.

5. Sample schedule of courses for a full cycle of the program with faculty assignments, if available.

There is no preference for courses being taught in the Spring, Summer or Fall terms. However, the rotation of courses is proposed as following:

**Christian Formation
Leadership and Ministry
Christian Scripture
Preaching and Teaching the Scripture
Church in Mission
Christian Mission in Local Contexts
Christian Tradition
Wesleyan Theology and Contemporary Ministry**

D. Plan for evaluating educational effectiveness

1. Plan for assessing the program at various stages in the first year including achievement of student learning outcomes and how findings from the review will be used to improve the program—Attach the assessment plan.

Signature assignments will be assessed in two modular courses per year. Over the course of two years, all four proposed learning outcomes will be assessed through the signature assignments. Data from the assessments will primarily be used in the scheduled program review but will also help to inform curricular adjustments in the two year cycle. Assessment plan may be found in Appendix A.

2. Plan for incorporating assessment of this program into the school and/or institution's program review process.

Assessment of signature assignments for the MMin will be part of the regular program review for the School of Theology and Christian Ministry.

Section IV. Resources

A. Faculty

1. Number and type (full-time, part-time, tenured, and non-tenured) of faculty allocated to support the program in terms of developing the curriculum, delivering instruction to students, supervising internships and dissertations, and evaluating educational effectiveness.

The full time professors in the School of Theology and Christian Ministry have participated in the re-design of the MMin curriculum. The director will have primary responsibility for overseeing the development of the curriculum and faculty resourcing of the program, advising /supervising students, and program assessment.

2. Information about the balance of full-and part-time faculty members involved, and how that balance will ensure quality and consistency in instruction and advising.

It is the intent of the design of the program to utilize full-time professors in the School of Theology and Christian Ministry to serve as course instructors. The program director (and administrative assistant) will have primary responsibility for quality assurance, consistency in instruction and advising.

3. Analysis of the impact that the proposed program or change will have on faculty workload for all involved in the program, including teaching, research, and scholarship. Who will teach courses no longer being taught by the faculty reassigned to this program? What will be the maximum number of students that each faculty member can advise?

The curricular design calls for two courses to be offered during the academic year and two to be offered during the summer. The two courses offered during the academic year will be taught by SoTCM faculty as part of their course load. This is half the course load of the MA (which is being phased out). This represents a net reduction in the courses offered as part of professors' course loads. The two courses offered during the summer months will also preferably be taught by SoTCM faculty.

A professor and/or the director may advise up to a total of 30 students.

4. Overview of the key credentials and experience of primary faculty responsible for the program—Include abbreviated vitae (3-5 pages) that demonstrate the most current activities in relationship to the program (scholarship, teaching, etc.)

See Appendix B

B. Physical Resources

Description of the physical resources provided to support the proposed program(s) and the impact if any of the proposed change on the physical resources capacity of the institution. This includes but is not limited to the physical learning environment – classrooms study spaces student support areas.

MMin modules will continue to be taught in Smee 100. There is no projected change in facility use.

- C. **Financial Resources:** Assessment of the financial viability and sustainability of the program including:

1. Narrative describing all start-up costs for the institution and how the costs will be covered (including direct program cost and institutional indirect cost) or is it intended to meet a specific need while being subsidized by the institution –Costs for licensing, hardware, software, technical support, training for faculty and students, and instruction design should be included.

Since this proposal is not for a new program, but rather a curricular update and redesign of an existing program, there are no start up costs anticipated. The budget is constructed with the goal of covering direct costs in the assumption, given the coherence of the program with the mission of the university, that the university will continue to assist with indirect costs. The proposed budget also includes a significant increase in tuition.

SoTCM

Proposed MMin Budget for 2013-2014

Revenue	
Tuition	\$48,000
(\$200 per credit unit x 3 units per course x four courses x 20 students)	
Expenses (Direct Costs)	
Professors of Record	\$29,600
(2 full time profs teaching during the school year = \$20,000)	
(2 adjunct profs teaching during the summer = \$9600)	
Visiting Professors	\$4000
(This allows for expert voices and experienced practitioners to share in teaching)	
Course related expenses and Misc. Expense	\$4400
(copying, meals, lodging, entertainment = \$1100 per class)	
Administrative Assistant	\$6000
Marketing	\$4000
(\$1000 per course)	
Program Director	
Total	\$48,000

2. Description of the proposal impact, if any, to total cost of the program to students, including tuition and any special fees.

With changes in administration of the MMin, we are proposing an increase in tuition offset by scholarship assistance previously designated for the MA program.

3. Financial impact of the change on the institution including evidence that the institution has incurred a deficit in the past three years, supplemental information describing the financial capacity of the institution to start and sustain the new

program(s) is required.

In the proposed budget, there is no increased cost to the university.

4. Statement of the minimum number of students per year necessary to make the program financially viable—the budget should reflect anticipated attrition and should include plans to respond to low enrollment.

The proposed budget assumes a minimum of 20 students in the program. If the enrollment were to decrease, necessary cuts could be made in the budget to accommodate the decrease in income.

5. Budget projections, for at least the first three years of the proposed program, based on the enrollment data in the market analysis and including projected revenues and costs—the budget should include all budgetary assumptions.

Section V. Recorded Department/School Vote

Please state the number and percentage of department school faculty who voted for the proposal. If other departments are affected, please inform the committee how those departments voted.

Nine of the eleven full-time professors were present for the vote. All nine voted in favor.

Section VI. Library Impact

What new library acquisitions, if any, will be needed to support the proposed changes? (If none, please state that.) Please consult the check off list at the end of the template.

Library acquisitions are expected to be consistent with current requests.

Section VII. Technological Impact

What additional or new software, hardware, lab space or tech supported space will be needed to support the proposed changes? (If none, please state that.) For hybrid or online proposals, please answer questions in Section IX.

Technological requirements are expected to be consistent with current MMin requests.

Section VIII. WASC Credit Hour Standards

All new course proposals must meet the standards as set by the United States Department of Education with regard to the credit hour definition. One semester unit represents an hour (minimum fifty minutes) of class time per week for at least 15 weeks (Carnegie definition). Two hours of preparation are normal for each hour of class. Please state how this new course(s) will meet the minimum requirements. See Section IX on distance learning to answer questions on hybrid or online courses.

Direct instructional hours are equivalent to the following:

- 1 credit hour =750 minutes instructional time
- 2 credit hours=1,500 minutes
- 3 credit hours=2,250 minutes
- 4 credit hours=3000 minutes
- 5 credit hours=3750 minutes

Each of the proposed courses will be taught in one week intensives with 37.5 seat hours.

Section X. Teach-out

Teach-out plan detailing how students who begin this program will be able to finish if the institution determines that the program is to be closed.

In case a teach out plan is indicated for the MMin, every effort would be made to ensure that students could complete their programs, including the following steps:

- 1) The dean or the dean's representative would meet individually with each student in the program to determine how much work remains for them to complete their degree.**
- 2) Selected courses would be offered if there is sufficient need based on the number of students who need a particular course or courses.**
- 3) Designated PLNU 400 level courses would be presented to students as possible options.**
- 4) Curricula from other schools would be reviewed to determine if particular courses offered in other programs would be functional equivalents for courses needed by students. Students would be advised of these courses as transfer options.**
- 5) Independent/directed study would be arranged for students if other options are not possible or logistically convenient.**

Section XI. Final Summary and Check-off List:

Review course and staffing impact with your College Dean or appropriate administrator.

SUMMARY:

Total course additions: 8

Total course deletions: 10

Total unit additions: 24

Total unit deletions: 30

Staffing impact/increase or decrease: neutral

CHECK-OFF LIST:

The College Dean or appropriate administrator has been consulted.

All affected departments have been contacted and the results are indicated in the proposal.

The proposal has been voted on by the department.

Appropriate contacts have been made with Media Services, Instructional Technology, and the Director of Ryan Library. With whom have you spoken? No changes to the current program. _____

Staffing impact has been addressed.

For hybrid and online courses, instructional technology has signed off verifying appropriate pedagogical expertise.

Appropriate budget considerations have been reviewed.

Office of Records has been consulted for appropriate course numbering sequences for traditional and/or hybrid and online courses.