

	Narrative Response
An environment that provides support for inquiry, scholarship, research, and/or professional practice.	PLNU offers an excellent context for academic inquiry. The Ryan Library on campus is readily available as are online resources related to academic research. Master of Ministry courses are offered with the goal of interaction between professors and students around selected texts and critical issues. The intensives are structured to include times of informal dialog including time around meals and breaks. Students may opt for a thesis equivalent selection of directed study courses, working under the supervision of a particular professor. All courses are focused on the practical aspects of ministry and include assignments that require the application of learning in the local context.
Expectation for student scholarship, evidence-based practice, and/or independent research, and engagement with faculty.	See #1 above. Additionally, Master of Ministry coursework is academically demanding and is designed for graduate level of scholarship.
Out of class learning from mentors, campus speakers, colloquia, practicum experiences, conference participation, and the opportunity to share scholarship	Each course in the program includes a week intensive on campus. The week intensive allows for face-to-face interaction with various professors along with expert voices and experienced practitioners whom also share in teaching. We have built into the program budget additional funds to ensure outside practitioners are involved in each week intensive. In pre-course and post-course online assignments, students are required to interact both with the professor and with one another around issues related to the content of the course. This often includes the sharing and discussion of student scholarship.
Exposure to the values, skills, attitudes and essential content knowledge of the discipline or profession.	Our professors of record and lecturers are all experts in the profession and bring their knowledge into the classroom, many of them are also involved in current ministry assignments. In addition, as part of the core Christian Formation course, students engage in a variety of self-assessment tools and are taught the skills necessary to be healthy leaders.
Collabration between students and faculty and between students and professionals in the field.	Each course is taught in a hybrid format where students are interacting several times a week with one another via discussion boards, peer reviews, etc. Faculty members are engaged, joining the discussions and providing individual feedback to assignment submissions. Each week intensive is also open for other ministry leaders to attend for continuing education units, allowing students to hear additional opinions from other professionals in the field.
Opportunity for advancement in knowledge, professional skills, and values.	
Fosters students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice.	
Builds a community of scholars searching for new knowledge and quest for higher learning.	
Expects candidates to explore diverse ideas and think critically about their own values and perspectives.	
Champions infusion of diversity experiences, cross-cultural elements, and diverse perspectives in the graduate curriculum	
Insists candidates take an active role in learning and assume a large share of the responsibility for their learning.	
Other:	
A baccalaureate degree is required for admission to a graduate program.	A baccalaureate degree is required for admission into the Master of Ministry program.
Suficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and mentoring of students.	The program is divided in a way so that there is a different faculty member responsible for each of the eight courses. This gives exposure of various professors to the students and provides well rounded teaching with more opportunity of student mentoring.
Clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes.	The MMin courses are significantly more rigorous than undergraduate courses taken within the SoTCM. Course requirements routinely include 1200-1500 pages of reading and several writing assignments. A final summative paper is also generally required. Please see attached syllabi for THE 350 (undergraduate course) in comparision to CMI 652 (graduate course).