



Appendix 1  
MNU Self Study



Overview of **Master of Arts in Pastoral Leadership in Community Context**

## APPENDIX ONE: SUPPORTING MATERIALS FOR CHAPTER NINE

# Master of Arts in Pastoral Leadership in Community Context

## Introduction

The mission statement of the university reads:

“MidAmerica Nazarene University is a comprehensive liberal arts university offering undergraduate and selected professional and graduate degrees. Sponsored by the North Central Region of the International Church of the Nazarene, the University is committed to serving the church and its global missions.” A Christian community in the Wesleyan-Holiness tradition, MidAmerica Nazarene University seeks to transform the individual through intellectual, spiritual, and personal development for a life of service to God, the church, the nation, and the world.”<sup>1</sup>

Currently, undergraduate students are recruited primarily from a seven-state educational zone which includes Kansas, Missouri, Nebraska, Iowa, South Dakota, North Dakota, and Minnesota. Graduate students generally matriculate from the Kansas City metropolitan area and surrounding communities into curricula designed primarily for the convenience of full-time working professionals.

Programming for MidAmerica Nazarene University is currently authorized by The Higher Learning Commission to be delivered through on campus and limited online means.

## Proposed Change

MidAmerica Nazarene University requests permission to offer a carefully selected graduate degree program under Graduate Studies in Religion, the Master of Arts in Pastoral Leadership in Community Context, offered in a hybrid format, to increase both campus graduate traffic and options for distance coursework.

*Table A1-1: Total and Online Enrollment in Postsecondary Institutions*

Online Course Offerings by Program and Year						
	2004	2005	2006	2007	2008	TOTAL
Graduate	94	81	96	76	49	396
IAE	10	15	14	16	19	74
Traditional	4	5	2	8	9	28
TOTAL	108	101	112	100	77	

<sup>1</sup> 2008-2009 MNU Catalog, p. 4

## **Expected Outcomes of Proposed Change**

This degree will allow MidAmerica Nazarene University to continue to be a best-practice institution in the use of instructional and informational technology in service of our mission to “serve [our] sponsoring church and its commitment to international education.” We submit that there are nested levels of impact relevant to the implementation of this program: Student Benefits, Denominational District and Educational Region Benefits, and University Benefits. These are summarized as follows:

### ***Student Benefits***

#### **Increased Accessibility to Master’s Level Coursework**

The online-hybrid design of the program allows and encourages practicing pastors to engage in continuing professional development while simultaneously improving the service they provide to the local church. The community of professionals they will engage in during their program will allow pastors to learn the skills necessary for reflective practice and offer peer and expert support and problem solving as they implement strategies in the local church under an apprenticeship model, without leaving their community assignment as is necessary in programs requiring a traditional mandatory residency.

#### **Transferability of Credits**

A significant benefit of the graduate program is the ability to participate in the Wesleyan Graduate Theological Studies Union, a denominational initiative to encourage cooperation between Wesleyan institutions of higher education. By agreement with Nazarene Theological Seminary through the Wesleyan Graduate Theological Studies Union, students will be able to transfer as many as 45 units of credit to a Master of Divinity Degree at NTS. This will allow students the option of taking a certificate or a Master of Arts degree (depending on their long-term goals for theological education), optimizing the MNU units to meet their goals. Students will also be able to fulfill their personal goals through direct transfer of approved coursework between partners within the Union as this partnership continues to develop. For example, a student wishing to have a stronger preaching emphasis would be able to take up to nine units from Trevecca Nazarene University, which offers an MA in preaching, transferring them back to the MNU program under the appropriate core area of study. Thus, MidAmerica can participate in a Master of Divinity degree program without offering the full 90-unit curriculum.

#### **Why a certificate and an M.A.?**

According to the policies of the accrediting agent for Nazarene Theological Seminary (ATS), up to 45 units of credit can be transferred into a seminary program. However, only half of the credit earned from a previously granted degree can be transferred. This would result in a net transfer for a degree-earning student of only 18 of 36 units. A student in the certificate program could transfer their entire 30 units of credit *plus* electives taken as CEU credits. Therefore, to offer the maximal number of potential transfer credits to the NTS M.Div. degree, it necessary to offer both the certificate and degree programs.

### **Relevance to Current Theological Conversations**

Utilizing course content rich with guest presenters within a structured curricular framework, students will receive input from many different voices within the theological community while being mentored by course instructors who have a proven history of service within the Wesleyan Holiness context. This rich learning environment will be regularly reviewed and updated to provide students with ongoing opportunity to think critically, creatively, and contextually about traditional and emerging practices of ministry.

### **Easy On ramp/Continuing Education Credit Option**

Students will be able to begin to participate in courses within eight weeks of their decision to pursue continuing education. The program allows for pastors to take up to nine units of coursework without being officially accepted to the program. Thus earned credits may be applied either to the program upon acceptance or to the Continuing Education Credits annually encouraged for pastors in the Church of the Nazarene.

### **Low Program Cost/Incentives for Regional Pastors and Staff Participation**

This program is designed to return maximum benefits to pastors serving within MNU's educational attachment area. The modest cost for completion of the degree program will be discounted 40% for pastors assigned to Nazarene churches within the educational region, making the tuition for the program the lowest cost graduate course of study within the Church of the Nazarene.<sup>2</sup> Additionally, in order to encourage the entire staff of a congregation to participate in the program as a community, we will offer a 50% discount from the full tuition to second and subsequent staff members from the same church who participate in the program simultaneously, regardless of their geographical area or denominational affiliation. This value, when combined with the transferability of the credit, will offer our regional pastors unprecedented flexibility in obtaining ongoing theological education. In addition, cost comparison with local institutions indicates that our courses are competitive with other sources of theological education in the area. Comparison to similar online degree programs offered by seminaries accredited through ATS show that we at a competitive cost advantage, even for non-regionally affiliated pastors.<sup>3</sup>

### **Built In Retention Strategies**

The design of the program offers students several research-based retention strategies while still maintaining the necessary flexibility for the adult learner. First, students will engage in face-to-face community as they participate in campus-based courses two weeks per year. Secondly, students will engage in peer-mediated synchronous cohort groups on a weekly basis. These groups will process the implementation of academic input, and will serve as an accountability group for personal formation in community context. Third, all online academic instruction will be delivered asynchronously and will utilize a consistent delivery format to minimize student adjustment to each course in the rapidly cycling curricular progression. Fourth, while all students will follow a consistent scope and sequence

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2 See Appendix 1A

3 See Appendix 1B

of study, individual students will select from available courses the electives that best meet their personal ministry goals within the core areas.

### ***Regional/District/Local Church Benefits***

#### **Pastoral Recruiting Tool**

The discount system in place within this program (which allows our regional pastors to participate at a significantly lower cost than comparable master's level programs) would be a benefit that district superintendents could offer as part of an overall benefit package to recruit pastors to serve in their districts.

#### **Lifelong Learning/CEU Credits**

Without enrolling in the program, pastors can choose courses to fulfill their district managed CEU requirements. While only 9 of these units can be transferred into the certificate or degree program, as many as 45 units could be earned within the program as CEU credit over a multiple-year period. This option is open to pastors from all educational regions.

#### **Immediate Implementation of Effective Ministry Strategies**

The local church will be enlisted as a participant in the pastor's learning process, helping the pastor to transition the church to a learning community model. Local churches will benefit from participating in the community-based learning projects almost immediately. Challenges that arise as the result of change in the systemic patterns of the church will be managed by cohort group problem-solving and mentorship of experienced professors and advisors.

### ***University Benefits***

#### **Opportunity and Mission Match**

Embedded within the university system in the Church of the Nazarene are the values of mutual servanthood and mutual submission. We are designed to serve the church and the church serves and supports the university with students and funding to carry out our mission. We both exist to fulfill the Great Commission as equal partners. Like any marriage, there are times when one partner invests the greater effort toward the good of both than the other, but the greatest health comes when both are contributing their best efforts simultaneously. When there is a sense of "over contributing" on a long-term basis and a perception of receiving little in return, the relationship begins to suffer, hurting both parties in the process. When both parties experience the sacrificial giving of each other, the relationship flourishes and both are made stronger and healthier. As the university receives ongoing financial support through the local church, the university has a moral obligation to give back to the local church as part of the relationship, based on our mission and core values.

To listen to the pastoral community and to serve them according to their expressed needs provides the opportunity to strengthen the relationship. Pastors who feel listened to, cared for and contributed to are most likely to experience high regard for the university and thus support the system with their influence, their financial resources, and their buy-in to the shared mission of the church and the university. This will ultimately result in the benefit of allowing the university to resource the pastor

through continuing education for effective ministry (creating a strong new contingency of graduate students in religion) and the benefit of the pastor's influence impacting the recruitment of traditional undergraduate students for all programs.

Furthermore, the uniqueness of this program which encourages a "bicultural approach" to the sociological challenges facing the church today will appeal broadly to the Nazarene pastoral community outside our attachment area. Beyond that, it has the capacity to appeal to many pastors of different denominational communities within the greater Kansas City area and globally, particularly to those within the Wesleyan Holiness tradition as we integrate the voices of our local faculty with those selected for their appeal to a larger theological community. These four constituencies (our regional denominational partners, the global Church of the Nazarene, our Wesleyan Holiness partners, and the universal church) are our Jerusalem, Judea, Samaria, and outermost parts of the earth in our partnership with the church to fulfill the biblical model of the Great Commission.

### **Increased Revenue Distribution**

The history of similar programs within the Church of the Nazarene in particular (and to a greater extent among partners in the Council for Christian Colleges and Universities) indicates that the addition of a graduate program generates funding to be self-supporting as well as dollars to support additional faculty who can be creatively integrated into the undergraduate faculty. In other programs, that faculty has been integrated primarily into the religion division, but given the multidisciplinary nature of this graduate program, additional faculty might be secured who would best serve primarily in the Behavioral Science Division, the IAE division, or the Business Division.

### **Potential Students**

In addition to our regional pastors, we may also recruit from newly appointed pastors who have been part of the undergraduate online educational system through Nazarene Bible College. These students are thoroughly acclimated to online theological study. The program also has the potential to serve our own graduates with a program that deepens the theological inquiry begun in our undergraduate program or for those graduates from other programs who now wish to augment their degrees with practical theological study. Pastors who are considering an M.Div. degree at Seminary but are currently serving in geographic locations that make onsite attendance in Kansas City prohibitive may choose to begin their studies in such a way as would immediately augment their local church practice and transfer credits to the M.Div. program when they are ready to relocate. Furthermore, pastors from all denominational affiliations who are drawn to the missional and emerging theological conversations but are operating in a traditional model church will find a supportive environment that allows them to explore adapting culturally-sensitive ministry practices into their existing church communities without alienating or separating them from their ecclesiastic moorings. This blended approach will allow pastors to explore postmodern philosophy and practice implications in supportive community with full commitment to the ongoing work of the existing church, thus navigating the waters of change better equipped to deal with storms from multiple ideological camps.

**Exposure to the University Community**

As pastors are physically present on campus, they will be exposed to the campus environment and become familiar with the physical plant of the university as well as a portion of the campus community, making it easier for them to relate the benefits of the environment to the potential undergraduate students in their home circle of influence.

**Economic Impact**

The fee structure will enable the institution to sustain Graduate Studies in Religion over time.<sup>4</sup> Start-up costs will be funded through loans from member districts of our Educational Region and through partnership with the Sullivan Center for Innovative Ministry, which exists to serve the local church through multiple venues of non-academic programming.

**Fit with Strategic Positioning**

A partial mandate for the Strategic Positioning Committee for the University was to expand educational opportunities for adult learners throughout our educational region and beyond. While the educational region is clearly our primary target audience, the online delivery model with the unique structure of the available courses (and their transferability of credits to members of the Wesleyan Graduate Theological Union) opens a significant pool beyond those who reside in the educational region, and clearly aligns with the greater University plan.

**Commission Policy Relevant to Proposed Change**

Since this proposal falls under Chapter Nine of the Self-Study Report, it is a request for change in relationship with the Commission (policy I.C.2.d). Specifically, this is the first program proposed pursuant to this request.

**Factors Leading the Institution to Undertake Proposed Change*****Relationship Between Proposed Change and Ongoing Institutional Planning***

The Mission Statement of MidAmerica Nazarene University challenges administration, faculty, staff, and students to develop a local, regional, national and global mind set, and our Core Values focus on the mandate of servant leadership. The process of listening to our constituency was undertaken through both informal and formal research methods.

First, we identified potential areas of continuing education through direct pastoral experience and reports, listening at district assemblies, pastor's retreats, and interviews with church leaders. Secondly we did several surveys of the local ministry professionals who attended the University's Ministry Resource Center conferences, consulted with the presenters who presented at these MRCs and engaged in informal conversations with pastors nationwide. Primary concerns of the pastors based on these preliminary ventures were program cost and availability in hard to reach areas. Third, we attended graduate education and continuing education forums attended by others in our denomination

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4 See Appendix 1C

who are already running graduate programs for comparative purposes. Fourth, we surveyed D.S.'s and selected pastors on the region. Fifth, we did an open comparison to other Nazarene graduate programs to discover how we could make a unique contribution to the Wesleyan Theological Union. Sixth, we looked at programs that are accredited through ATS and sought to utilize their research to help us identify trends in successful programs. Seventh, we hosted a pastor's luncheon in conjunction with the regional prayer summit, listening to their needs and running a sample curriculum past them for comment. Finally, we opened the sample program to a complete e-mail listing of pastors from our region to ascertain their level of interest in pursuing master's level coursework and asked for their responses to the proposed curriculum and their assessment of their personal readiness to engage in such a program via an online survey.<sup>5</sup>

Essentially, what we discovered through both statistical and narrative analysis is that in-service pastors have a wide variety of issues and concerns, but most relate to understanding how to help the church be more responsive and effective in whatever their unique setting is. Thus, the curricular structure for the Pastoral Leadership in Community Context degree focuses on the sociological, psychological, and theological necessity to understand both the dynamics of community building and the strategies for responsive ministry in pastors' respective communities. The degree vision was developed to address the need for pastors to have low-cost, high-touch, cutting-edge, multidisciplinary courses that teach these skills while allowing them to maintain an active and effective ministry in their local churches.

Our primary model for online graduate theological education via the University (rather than the seminary) is Northwest Nazarene University, a sister school who's original research involved a sample of 40 to ascertain interest in a similar educational opportunity five years ago. Their program has now funded six new faculty positions and enrolls 150 students in six Master's degree programs. The level of interest in our program at the developmental level is significantly greater than NNU's as is the number of individuals returning surveys.

As significant, perhaps, are the national trends for enrollment in online postsecondary institutions.

*Table A1-2: Total and Online Enrollment in Postsecondary Institutions*

	Total Enrollment	Online Enrollment as Percent of Total Enrollment
2002	16,611,710	9.7%
2003	16,900,479	11.7%
2004	17,272,043	13.5%
2005	17,428,500	18.2%
2006	17,647,720	19.8%

Citing a more specific comparison group operating with a Christian philosophy, Grand Canyon University in Phoenix, Arizona, has experienced exceptional enrollment growth by providing graduate degree programs through distance learning means. Grand Canyon is affiliated with The

<sup>5</sup> See Appendix 1D

Higher Learning Commission and has received HLC approval to offer their curricula through distance education means. MidAmerica Nazarene University has hired a consultant from Grand Canyon University for input during the developmental phase of this and other graduate initiatives.<sup>6</sup>

Given the current state of the economy, there is every reason to believe that the option of distance education will continue to grow in prominence and will become a significant factor in decision-making about graduate education among all adults, but particularly those with limited time and funding to invest in continuing education (such as the bi-vocational pastor). The hybrid program maintains the values of face-to-face interaction still maintained by a significant proportion of our constituency and the benefit of a physical connection to the campus community while offering the benefits of online education during the majority of the degree program and to those who are seeking professional development rather than the degree itself.

Data from the Council for Christian Colleges and Universities also leads us to believe that there is growth potential through our affiliation with this organization. According to the U.S. Department of Education, total fall enrollment at member campuses of the Council for Christian Colleges and Universities (CCCU) grew significantly more than enrollment in other segments of higher education from 1999-2004. CCCU campuses grew 70.6 percent, from 134,592 students in 1990 to 229,649 students in 2004. All public four-year campuses grew 12.8 percent in the same time frame; all independent four-year campuses grew 28 percent; and all independent religious four-year campuses grew 27.5 percent. CCCU reports that while the latest numbers from U.S. Department of Education are from 2004, many CCCU campuses report record enrollment for the fall of 2005 and 2006. As a member of CCCU, MidAmerica Nazarene University continues to explore information and data from CCCU membership to help increase enrollment opportunities. An online learning delivery system is one component of an overall plan to help the university grow in enrollment and subsequent revenue. Finally, Nazarene Bible College, a sister institution accredited through HLC and ABHE offers fully online undergraduate degrees for adults who are called to ministry. Students graduating from NBC provide a rich source to be tapped as potential students for our program, having already experienced the value of online education. Cross-over faculty who serve both MNU and NBC provide a connecting point between the institutions and allow us to serve those global graduates with a cohesive educational approach.

### ***Involvement of Various Constituencies in Developing Proposed Change***

Whenever a decision is made to offer a new degree or a degree by alternative means, a deliberative and collaborative effort involving the academic department chairperson and faculty, an advisory council, the president's cabinet, university graduate and adult council, the associate dean of graduate and adult studies, and faculty assembly is required.<sup>7</sup>

The Graduate Studies in Religion director, faculty members, and administrators together determine the need for new courses and program changes for both on campus and online learning delivery

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6 See Appendix 1E

7 See Appendix 1F

models based primarily through ongoing outcomes assessment. The process of the development of online learning courses involves faculty members, professional advisors, the department chair and the associate dean for graduate and adult studies.

In the case of the Master of Arts in Pastoral Leadership in Community Context, background research was completed by doctoral candidate Kenneth H. Niles in alignment with his dissertation. The research involved seeking and analyzing the literature and the input of all levels of our constituency under the supervision of Dr. Leonard Sweet (Drew University, George Fox Evangelical Seminary), Dr. Larry Shelton (George Fox Evangelical Seminary), and Dr. Lori Niles (MidAmerica Nazarene University, George Fox Evangelical Seminary-Adjunct). The input of members of his dissertation team integrated the perspectives of both established and emerging church leaders outside the University's denominational affiliation, as well as that from within the denominational educational region. This breadth of research augmented the knowledge base of the Religion Division faculty for curriculum development for a unique degree that will address a broad cross-section of the Wesleyan/Holiness and Evangelical populations.

## **Necessary Approvals Obtained to Implement Proposed Change**

### ***Internal Approvals Required and Confirming Documentation***

The Master of Arts degree in Pastoral Leadership in Community Context (MAPL) has been approved by the religion division, the graduate and adult council, faculty assembly, president's cabinet and the boards of trustees.<sup>8</sup> A formal process is followed to obtain internal approvals. It begins at the department faculty/advisory level and progresses to religion faculty, associate dean for adult and graduate studies, graduate and adult council, faculty assembly, president's cabinet, and finally the board of trustees.

### ***External Approvals Required and Confirming Documentation***

While there are no external approvals required for this degree, advisory relationships have been established with the Wesleyan Graduate Theological Union and its members and Clergy Development Services of the International Church of the Nazarene.

## **Possible Impact of Proposed Change on Challenges Identified by Commission**

In its February 1999 Team Report, The Higher Learning Commission (HLC) identified institutional challenges and provided advice and suggestions for improvement which are related to and may be affected by this proposed change.

First, the commission encouraged MidAmerica Nazarene University to "develop and implement recruitment strategies that will allow the institution to achieve its admission goals in today's highly competitive environment." This Request for Institutional Change is one of several new ways that

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8 See Appendix 1G

MidAmerica Nazarene University is responding to the Team Report by developing new program delivery mechanisms which will, in turn, aid in the recruitment of students and further allow the university to achieve its admission goals in a highly competitive environment. A second avenue to reach new markets includes broadening the constituency through offering a program with a high-interest, yet largely unaddressed, curricular focus. This report shows a trend analysis in the demand for online courses at MidAmerica Nazarene University and a responsiveness to market demand for a degree that is both relevant and practical, and makes the case that the proposed change will positively impact recruitment.

Additionally, one of the anticipated soft benefits of this graduate program is that a positive experience with MidAmerica's educational programs will help to make regional and international pastors favorably inclined to refer potential undergraduate, as well as graduate, students within their spheres of influence to our programs. Since many of the individuals within these pastor's spheres of influence are in alignment with the University's mission and vision, they are likely to be strong candidates who can be reached most effectively through personal contact.

Second, HLC recognized that MidAmerica Nazarene University had a "high percentage of debt" which needed to be reduced. This Request for Institutional Change is one measure to address the commission's concern by providing new streams of revenue which will assist the university in meeting its budget and retire existing debt. This report makes the case that MidAmerica Nazarene University's online offerings are financially self-supporting and will help the institution's balance sheet rather than hinder it.

Third, the commission encouraged MidAmerica Nazarene University to "develop a plan to strengthen the image of the university in Olathe and the surrounding area." On page 23 of the team report, the evaluators cite comments from community members who said "that the university was the 'best kept secret' in town" and then go on to recommend that "there could be more attention given to developing closer ties with the community." MidAmerica Nazarene University has responded to this concern in a variety of ways since its last self study. There are several current initiatives underway to strengthen MidAmerica Nazarene University's "brand" identity and it is suggested that this Request for Institutional Change plays an important role in the overall strategy. A new course of study perceived to be responsive and relevant will help to lift the veil of secrecy surrounding the University and make the University's offerings more accessible to Olathe and the surrounding area.

Finally, in its 1999 report, the evaluation team identified other institutional challenges and provided additional advice and suggestions. These other items are not directly connected to the Request for Change and would only be impacted tangentially.

## **Institution's Plan to Implement and Sustain Proposed Change**

### ***Faculty and Staff Involvement to Accomplish Proposed Change***

Included in this request for change are maps detailing various processes engaged as the initiative has

been developed.<sup>9</sup>

Full-time faculty members from MidAmerica Nazarene University who carry the proper credentials and who are content experts may apply to develop and/or teach courses offered through Graduate Studies in Religion. When non-full-time faculty members desire to teach graduate religion courses, their credentials are reviewed by the Graduate Studies in Religion director and associate dean of adult and graduate studies to ensure they meet guidelines and that there is a clear mission fit with the institution. Module facilitators are selected with preference to the module developer, university faculty, adjuncts from sister faculties, adjuncts with doctoral degrees, adjuncts with master's degrees and significant professional experience in the content area (in that order).

Once approved, the Graduate Studies in Religion director, associate dean for graduate and adult studies and the vice-president for academic affairs issue contracts for faculty to teach in the Graduate Studies in Religion program. Specific training requirements must be met by all contracted faculty before teaching their first online course.

### **Curriculum Development**

The Master of Arts in Pastoral Leadership in Community Context (MAPL) is designed to help students explore the classical disciplines of pastoral leadership (Administration, Organizational Development, Sociological and Philosophical Studies, Pastoral Theology, Missiology, and Worship) synergistically embedded between personal spiritual formation and the formation of the body of believers in local context. The curricular framework asserts that community occurs at least five levels: ecclesiological community, missional community, discipling community, interpersonal community, and intrapersonal/ formative community. Additionally, the program reflects an emphasis on the graduate experience as a model of authentic Christian community while recognizing the need for the serving pastor to contextualize the learning in his or her own local congregation. In keeping with the historic context of the Church of the Nazarene, this program is intentionally Wesleyan in its core theological study and enduring understandings, as well as the Wesley model of field education in “on-the-job” training and apprenticeship in the practice of ministry.

Each individual course is designed in modular format, following the framework of “Explore, Relate, Practice, and Reflect” and will include two authentic assessments based on content-based practice experiences. The curricular module will be facilitated by a faculty guide. Each course is designed with attention to theological core dialog, a formational application, and a community contextualization and is designed around a set of enduring understandings and desired results (outcomes), following a standardized template to make student transitions from course to course seamless. Within the template, various materials in addition to text are integrated by the developer with a focus on authentic student performances within their local contexts. The modules are developed with guest “lecturers” from various venues: visiting professors, authors, speakers, leaders in various movements, and cross denominational influences with the intent of stimulating

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9 See Appendix 1H



rich thinking and discussion among peers. The module developer will also create all formative and summative assessments and the standards (rubrics) by which student performance is to be measured, while the facilitator will guide the discussion through appropriate questions based on his or her analysis of student need in real time. Any content deviation from the module by an individual facilitator must be approved by the supervising graduate faculty and is for one term only. Modules will be revised on a regular rotational schedule, based on faculty and student feedback and changes in available resources so that they maintain a “cutting edge” approach to ministry practice. Each module is 8 weeks long with one week of ramp-up, six weeks of prescribed coursework, and one week of ramp-down focusing on reflection and integration.

Students may only take one module at a time for degree or certificate credit. Four modules are required along with one prerequisite orientation course. Degree seeking students are also required to complete a Research Methods and Strategies module and complete a thesis based on a research project. The remainder of the required 30 or 36 units (for the degree) may be selected from electives offered in theology, leadership, missiology, interpersonal/administrative core areas.

Additionally, all students are expected to engage in weekly peer facilitated cohort communication in one-hour synchronous chat or telecommunication, with prescribed formational topics related to the core area of study. These cohort groups of four to six persons will remain consistent over the course of the degree program, regardless of the elective modules each participant selects within a given core unit.<sup>10</sup>

### **Evaluation of Instruction and Programs**

Students in each module evaluate both the faculty facilitation and the module content in terms of the overall quality of their learning experience. A standardized set of evaluations will be included in each Blackboard template. The evaluations will be tabulated electronically and reviewed by the Director of Graduate Studies in Religion.<sup>11</sup> A summary of the written feedback will be provided to each facilitator for each course taught.

### ***Administrative Structure Necessary to Support Proposed Change***

The management of online learning courses and degrees is a collaborative effort between Graduate Studies in Religion and the office of the Associate Dean for Graduate and Adult Studies. The content and development of electronic learning programs is the prerogative of each individual academic unit. The same administrative procedures used for developing on campus courses are used for developing electronic learning courses.<sup>12</sup> Graduate Studies in Religion directs the marketing, admission and enrollment management of the graduate studies in education electronic learning courses in conjunction with the existing resources of the university.

<sup>10</sup> An overview of the course schedule and the list of course offerings and descriptions with related outcomes is provided in Appendix 1I.

<sup>11</sup> For a complete discussion of the assessment guidelines, see Appendix 1J.

<sup>12</sup> See Appendix 1J

Graduate Studies in Religion faculty and staff members will be charged with performing the primary advising function for electronic learning education courses and programs. Online advising information is readily available for all graduate students both through the MidAmerica Nazarene University website and through its course management system, Blackboard. Additional assistance is provided as needed through the Graduate Studies in Religion office, director and other staff members assigned to this program.

### **Leadership Role**

The overall administrative leadership of online learning at MidAmerica Nazarene University is currently the responsibility of the Associate Dean for Graduate and Adult Studies. Supervisory leadership for Graduate Studies in Religion is the responsibility of the Graduate Studies in Religion Director. This includes administrating efforts in marketing, general advising, registration, receipt of payment, and issuance of Blackboard passwords to online learning students. The director's staff currently consists of one graduate assistant providing supervised leadership to student workers. The program also is responsible for establishing and scheduling classes, initiating contracts with approved developers and facilitators, and monitoring the contracts of faculty for teaching online learning courses.

The director of Graduate Studies in Religion is a full time, eleven month administrative position responsible for managing this graduate program and teaching a half-time load. The position is supported by one full-time graduate assistant, one student worker and adjunct graduate faculty members (including those who are professors in the undergraduate Religion Division).

## **Support Services and Learning Resources for Distance Education Students**

### ***Student Support Services***

The technical requirements and required technical competence for Internet online learning students are listed on the MidAmerica Nazarene University's website.<sup>13</sup> Students complete a self-assessment instrument to determine their technology readiness as part of the admission process. Student eligibility for and admission to an online learning course is governed by the same requirements governing on campus courses.

Assessment data gathered from the online student survey and graduate student exit surveys of online learning students reveal that students are generally satisfied with the online learning courses, programs, and services offered through existing graduate studies programs at MNU. Student data collected from 2006-2007 end-of-course surveys indicate satisfaction with the online learning experience. Three questions in the survey ask for feedback about appropriate facilitation of online usage. Of 336 students surveyed 287 responded with an 84% approval listed as either always or frequently satisfied.

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13 [http://www.mnu.edu/services/it/help/min\\_computer\\_spec.php](http://www.mnu.edu/services/it/help/min_computer_spec.php)

### ***Library Resources***

MidAmerica Nazarene University's, Mabee Library provides access to a variety of library resources and services to electronic distance education students online, by telephone, and through the mail.

Services include:

- Electronic delivery of articles in the library's collection
- Electronic & postal delivery of articles and books from the collections of other institutions
- Postal delivery of books in the library's collection
- Research assistance via online chat, e-mail, and telephone
- Online access to the library's catalog
- Online access to a variety of research databases and indexes, including full-text periodical articles
- Online access to reference guides

Mabee Library also provides information to faculty on copyright protocols in the creation of instructional materials for electronic distance education courses.

### ***Academic Advising***

Online learning students receive advising for the degree program through the Graduate Studies in Religion faculty and staff throughout their degree program. Initially, online learning students receive general advising through the Graduate Studies in Religion office. Online learning students have access to advisory information through the Blackboard course management system as well as the Graduate Studies in Religion office. ***Financial Aid Counseling*** Information concerning financial aid is readily available to online learning students through MidAmerica Nazarene University's website.<sup>14</sup> Counseling services also are available by e-mail and telephone.

## **Financial Capacity to Implement and Sustain Proposed Change**

Delivery of a hybrid program is not unprecedented for MidAmerica Nazarene University. The school has always been willing and able to locate funding for new programs which it deems viable. The Master of Education and baccalaureate Management of Human Relations have been in existence for nearly twenty years. Each was subsidized out of operating expenditures and both have consistently returned 50% to the institution over annual operating costs. Similarly, the Master of Arts in Counseling, Master of Education Technology and Master of Arts in Organizational Administration have been part of graduate programming for nearly a decade with varying degrees of reliance on online delivery systems. The graduate and adult arm of MidAmerica Nazarene University consistently demonstrates financial self-sufficiency and return 50% or more to the university's operating budget. While the anticipated return from the Master of Arts in Pastoral Leadership in Community Context is not anticipated to bring in revenue at the rate of those programs, it is anticipated that the program will support itself and contribute to faculty resources available to both the graduate and undergraduate faculties.

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14 <http://www.mnu.edu/services/sfs/>

## APPENDIX 1A

Table 1A-1: Nazarene Graduate Religion Program Statistics

INSTITUTION	DEGREE NAME	NUMBER OF UNITS FOR DEGREE	COST PER UNIT VARIATIONS IN COST	COURSE DELIVERY	COHORT/ CLASSES	NOTES
NNU	MDiv Spiritual Formation MDiv Christian Ed	75	NW Naz 24% All Naz 10% Must be assigned \$420/unit \$32, 840 total	All Online  Blackboard	Program Cohort 15-20	
NNU	Master of Arts Religion: Missional Leadership,		\$340/unit	All Online  Blackboard	Cohort 24 mo. completion	4 credit courses 1 credit courses 6 or 8 week modules
NNU	Pastoral Ministry	37	\$355/unit	All Online  Blackboard	30 mo completion	
NNU	Christian Education (Youth and Children)	33	\$340	All Online  Blackboard	24 mo completion	
NNU	Spiritual Formation	33	\$340	All Online  Blackboard	24 mo completion	
MVNU	Master of Ministry	30	\$245 10% Nazarene	No online Mon-Friday classes 5X/yr (2 mo assignment completion)	2-6 year completion	
Olivet	Master of Ministry: General  Master of Ministry: Strategic Church Leadership		ONU cost <i>Not available</i>			Offers certificate in ministerial studies: Any five courses of program
Olivet	Master of Youth Ministry	30	ONU cost <i>Not available</i>	On campus, intensive modular, residency at a church		
Olivet	Master of Religion	30	ONU cost <i>Not available</i>	Combination		
PLNU	Master of Ministry	36	\$255/ unit		30 cohort/6 independent	
	Master of Arts Religion		\$255/ unit			
SNU	Master of Arts: Theology	36	\$457	One week modules/ Traditional/ Seminars	Pulls from undergrad (12)	
TNU	MA Religion Bible, Theology, or Preaching	36	\$384/unit Scholarship for district licensed	Concentrated seminars (one week/ semester/two courses each)	Pulls from undergrad (15)	

NTS	MDIV and others	90	\$289/unit for Nazarene	Modular, online, traditional		Transfer in up to 45 OR ½ of degree hours (per ATS)
<b>MNU Proposed</b>	Master of Arts: Leadership in Community Context	36 degree (with research) 30 certificate (all 30 transfer to NTS MDIV)  48 units offered from which to select toward degree (non-degree): 16 courses plus 2 research courses and introductory module	\$300/unit with 40% discount to assigned Nazarene ministers in attachment region  25% discount to assigned off-region Nazarene  Additional 10% discount for successive members from same church	Modular (summer) Online 10 courses for certificate 10 courses plus research methods and paper for degree  Four required courses (on ground) One required course (online) Five electives  Up to 9 hours can be transferred from other partners in the Wesleyan Theological Union  One course at a time (courses above one do NOT count toward degree)  Six (8 week) courses per year  Certificate can be completed in one year plus two fall sessions on site		Rationale: Degree would have action research component  <i>Certificate is required coursework minus research (degree can be completed with research within 5 years, post MDIV if desired)</i>  <u>Up to 45 units of credit can be taken at MNU to be applied to NTS degree program, so long as no degree is obtained</u>

## APPENDIX 1B

Table 1B-1: Regional Graduate Religion Program Statistics

	Program Hours	Annual Expenses	Per Credit Hour	Annual Hours	Annual Fees	Miles from MNU
<b>REGIONAL GRADUATE PROGRAMS</b>						
<b>Calvary Theological Seminary</b>						
Christian Studies (MS)	33	\$6,000.00	\$280.00	18	\$360.00	24.90
Bible & Theology (MS)	36	\$6,000.00	\$280.00	18	\$360.00	24.90
Biblical Counseling (MA)	60	\$6,000.00	\$280.00	18	\$360.00	24.90
Biblical Studies (MA)	60	\$6,000.00	\$280.00	18	\$360.00	24.90
Christian Ministry (MA)	60	\$6,000.00	\$280.00	18	\$360.00	24.90
Christian Theology (MA)	60	\$6,000.00	\$280.00	18	\$360.00	24.90
New Testament (MA)	60	\$6,000.00	\$280.00	18	\$360.00	24.90
Old Testament (MA)	60	\$6,000.00	\$280.00	18	\$360.00	24.90
Pastoral Studies (MDiv)	90	\$6,000.00	\$280.00	18	\$360.00	24.90
<b>NTS</b>						
Christian Education (MA)	51	\$7,308.00	\$356.00	18	\$300.00	22.40
Intercultural Studies (MA)	48	\$7,308.00	\$356.00	18	\$300.00	22.40
Theological Studies (MA)	51	\$7,308.00	\$356.00	18	\$300.00	22.40
Master of Divinity (MDiv)	90	\$7,308.00	\$356.00	18	\$300.00	22.40
<b>Midwestern Baptist Theological Seminary</b>						
Christian Education (MA)	60	\$6,180.00	\$300.00	18	\$180.00	28.70
Church Music (MA)	60	\$6,180.00	\$300.00	18	\$180.00	28.70
Counseling (MA)	60	\$6,180.00	\$300.00	18	\$180.00	28.70
Biblical Archaeology (MA)	60	\$6,180.00	\$300.00	18	\$180.00	28.70
Biblical Languages (MA)	60	\$6,180.00	\$300.00	18	\$180.00	28.70
Master of Divinity (MDiv)	89	\$6,180.00	\$300.00	18	\$180.00	28.70
<b>Central Baptist Theological Seminary</b>						
Missional Church Studies (MA)	48	\$7,200.00	\$350.00	18	\$300.00	15.10
Theological Studies (MA)	48	\$7,200.00	\$350.00	18	\$300.00	15.10
Master of Divinity (MDiv)	75	\$7,200.00	\$350.00	18	\$300.00	15.10
<b>Saint Paul School of Theology</b>						
Specialized Ministry (MA)	60	\$9,342.00	\$450.00	18	\$642.00	24.30
Theological Studies (MA)	60	\$9,342.00	\$450.00	18	\$642.00	24.30
Master of Divinity (MDiv)	90	\$9,342.00	\$450.00	18	\$642.00	24.30
<b>SIMILAR ONLINE PROGRAMS</b>						
<b>Fuller</b>						
Global Leadership (MA)	72*	\$8,634.00	\$321.00	24*	\$330.00	N/A
<b>George Fox</b>						
Ministry Leadership (MA)	56	\$7,620.00	\$390.00	18	none found	N/A
<b>OUR ONLINE PROGRAM</b>						
<b>MidAmerica Nazarene University</b>						
Pastoral Leadership in a Community Context (MA)	36	\$5,400.00	\$300.00	18	\$0.00	N/A
:: Regional Assigned Nazarene (40% discount)	36	\$3,240.00	\$180.00	18	\$0.00	N/A
:: Additional Pastors from Same Church (50% discount)	36	\$2,700.00	\$150.00	18	\$0.00	N/A

:: Non-Region Assigned Nazarene (25% discount)	36	\$4,050.00	\$225.00	18	\$0.00	N/A
:: Additional Pastors from Same Church (35% discount)	36	\$3,510.00	\$195.00	18	\$0.00	N/A
* Fuller uses 4 units per class instead of 3 credit hours. Compared in hours, it would be closer to 54.						

Breakeven—over five years with all students paying 40% discounted rate

Average high and low fixed costs per year	77,280
Divided by average revenue per student per year	3,320
Equals breakeven number of students per year (retained + new)	23

Breakeven—over five years with all students paying full tuition

Average high and low fixed costs per year	77,280
Divided by average revenue per student per year	5,975
Equals breakeven number of students per year (retained + new)	13

Breakeven—year one only

**18**

## APPENDIX 1C

Table 1C-1: Projected Budget for the Master of Arts in Pastoral Leadership

	Prior to Year 1	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUE:</b>						
Tuition 20 students per track at 40% discount	0	68,400 OR	129,600 OR	129,600 OR	129,600 OR	129,600 OR
OR at Full Tuition		114,000	216,000	216,000	216,000	216,000
Requested loan from districts	20,000					
Grants and funds from the Sullivan Center for Innovative Ministry	41,000					
<b>Totals (low)</b>	61,000	68,400 OR	129,600 OR	129,600 OR	129,600 OR	129,600 OR
<b>(high)</b>		114,000	216,000	216,000	216,000	216,000
<b>FIXED EXPENSES:</b>						
Course Development fees (\$1000@ 18 courses)	18,000	X	X	X	X	X
Course Redevelopment fees (\$300@ 16 courses)	X	X	4,800	4,800	4,800	4,800
Guest Speaker Honorariums (\$1000@ 18 courses)	18,000	X	X	X	X	X
Guest Speaker residuals (1/4 honorarium)	X	X	2,500	4,000	4,000	4,000
New Guest Speakers	X	X	5,000	5,000	5,000	5,000
Facilitator Fees (\$550 for all Master's level/\$600 for all doctoral level)	X	15,400 OR 16,800	23,100 OR 25,200	23,100 OR 25,200	23,100 OR 25,200	23,100 OR 25,200
Administrative Costs	20,000	30,000	30,000	30,000	30,000	30,000
Marketing Costs	5,000	10,000	10,000	10,000	10,000	10,000

Development repayment (over 4 years)	X	5,000	5,000	5,000	5,000	X
<b>TOTAL FIXED EXPENSES (HIGH)</b>	61,000	61,800	82,500	84,000	84,000	79,000
<b>TOTAL FIXED EXPENSES (LOW)</b>	X	60,400	80,400	81,900	81,900	76,900
<b>NET INCOME (HIGH income minus low expense )</b>	0	52,200	133,500	134,100	134,000	139,100
<b>NET INCOME (LOW income minus high expense)</b>		6,600	47,100	45,600	45,600	50,600

Five Year Projected Revenue/Expenses: PLCC

## APPENDIX 1D

### STATISTICAL ANALYSIS OF SURVEY DATA

#### **Average on six-point scale ranking importance of topics/skills to ongoing education needs/desires**

Pastors: N=121

1. Spiritual Formation 5.27
2. Creative and innovative ministry 5.13
3. Leading in change 5.05
4. Worship 4.68
5. Ministry to 18-40 yr. olds 4.64
6. Core theological 4.53
7. Intergenerational ministry 4.45
8. Compassionate ministry skills 3.92
9. Cross-cultural 3.88
10. Pastoral counseling 3.74

District Superintendents: N=11 (Our region, Chicago, Dallas, Eastern Ohio)

1. Spiritual Formation 5.64
2. Leading in change 5.50
3. Core Theology 5.36
4. Intergenerational 5.1
5. 18-40 year olds 5.09
6. Worship 5.09
7. Cross Cultural 5.0
8. Creative and Innovative ministry 4.6
9. Compassionate ministry skills 4.6
10. Counseling 3.74

How important is degree? (N=121, pastors only, reported in percentage of response)

Essential: 16.9%; Fairly important: 28.74%; Nice, but certificate would be adequate: 33.34%

Must offer Transfer Credits: 21.84%

Readiness to Engage in Such a Degree:

88% met or exceeded the entrance requirements

84% were interested in taking courses through the program

51% of those interested would likely participate ASAP or within the next year

## APPENDIX 1E

### STRATEGIC POSITIONING COMMITTEE New Programming Sub-Committee Report July 18, 2007

Site visit June 22, 2007, to Grand Canyon University by Roy Rotz, Martin Dunlap and Willadee Wehmeyer

#### **Background:**

Southern Baptist affiliation until 2003  
Now is a non-denominational school in Phoenix that looked very similar to MNU  
Until about 4 years ago had enrollments in graduate and undergraduate programs that looked remarkably like us  
Decided to end affiliation with Southern Baptists and as a result lost significant financial funding which resulted in bankruptcy in November, 2003  
Group of Christian businessmen bought their debt and kept the doors open for the spring term 2004  
Moved immediately and aggressively into online delivery for programming

#### **Results:**

Erased a \$44 million debt in 2 years  
Now spend about \$6 million/year on advertising and marketing  
Have gone from 900 on ground undergraduates to 2,500  
Have gone from no online presence to 11,000 FTE in 4 years

#### **Short-term Objectives:**

Develop a strategy that positions MNU in the marketplace in our unique niche as institution of *Christian* higher education  
Aggressive online development for Graduate Studies in Education to begin in Fall, 2008 as pilot which will incorporate online and on-ground to provide flexibility for the consumer  
Use that to work out the bugs and write a status change for HLC for site visit in 2009  
Use GSE template to inaugurate online programming for Graduate Studies in Business in 2009  
Develop additional majors in grad education and non-traditional (IAE) beginning in 2009-10 to deliver online and on-ground  
Pursue professional accreditation for the Master of Arts in Counseling which will enable the addition of a track in School Counseling

#### **Action Steps:**

Hired a consultant, Dr. Jennifer Scott from GGU who will be here July 31, 2007  
    Currently Provost at GCU  
    Formerly Dean of Online Instruction at Phoenix University  
Build infrastructure to support increased enrollment  
Develop strategic marketing/advertising plan  
Design responsive customer service for all consumers

**Long-term Objectives:**

Develop additional certificate programs:

Graphic Arts

Develop additional Master's level programs:

Nursing

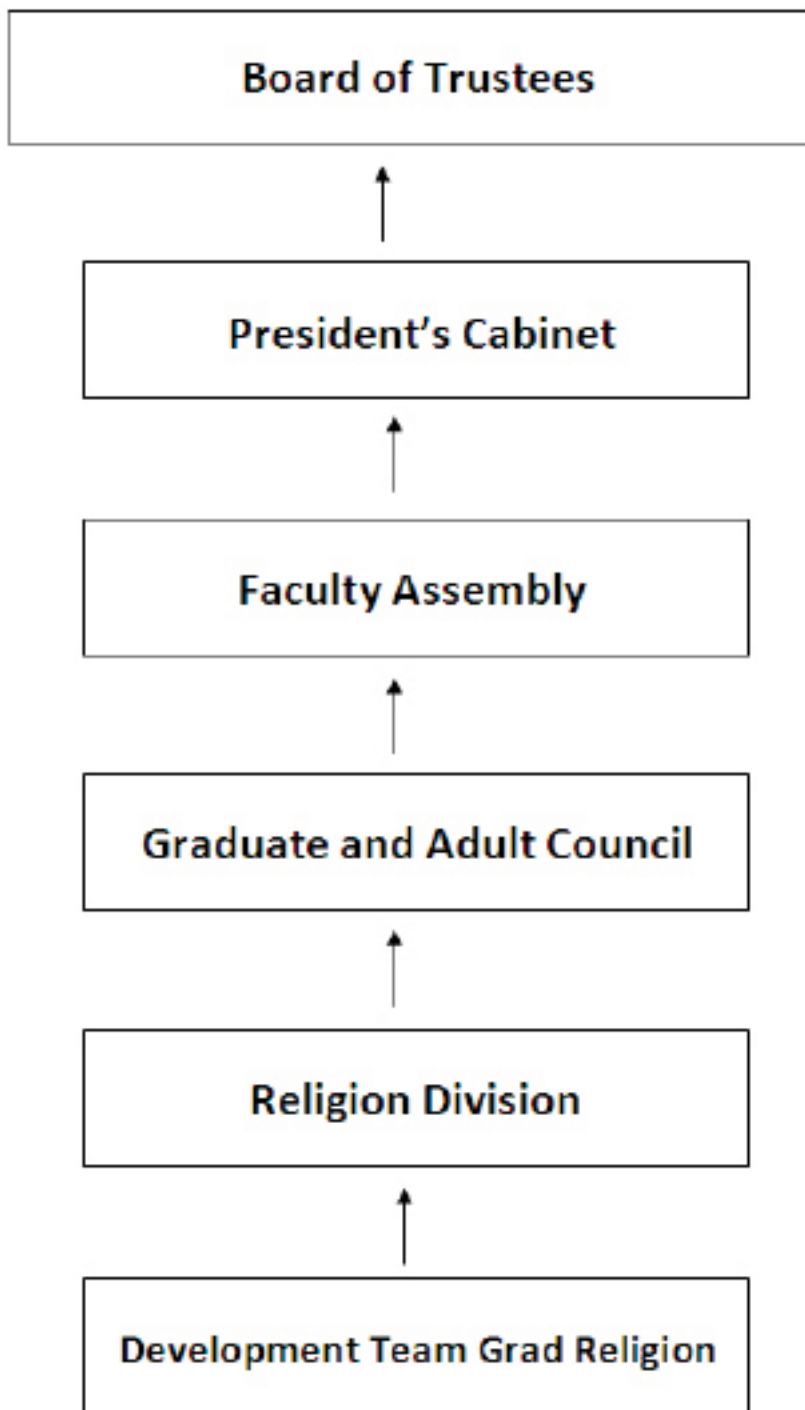
Physician's Assistant

Religion (in conjunction with NTS)

**Questions/Comments:**

## APPENDIX 1F

Figure 1F-1: *Governance System for new Graduate Studies in Religion programs*



## APPENDIX 1G

**MidAmerica Nazarene University**  
**Division of Religion and Philosophy**  
**Division Meeting Minutes**  
**October 1, 2007, 3:00 - 4:30 p.m.**

**Members Present: JEdlin, LFine, BSmith, MHayse, LNiles**

**Members Absent: RBeckum, RCloud**

1. **Jim Edlin opened the meeting with prayer.**
2. **Information Items:**
  - a. Calendar
    - October 5 – SCOUT Academic Preview 2:45 p.m.; 3:00 to Division (SM209)
    - October 6 – Campus Work Day 8:00 a.m. – noon
    - October 9-10 – NTS Explo & Grider-Wingett Lectures
    - October 12 – MidTerm Break
    - October 15 – Division Meeting
    - October 18 – NTS Recruitment [in classes; dinner at 5:00 p.m. Zio's]
  3. Assessment of Events:
    - a. Post-Modern Youth Conference
      - more discussion, Friday 10:00 a.m. Smith 123
      - reaction: speaker's post-modern paradigm
      - help process all approaches
      - came out in the black
      - response of Nazarene Youth Pastors good
    - b. Luau
      - good fellowship
      - eleven signed up for Women Exploring Ministry Options
      - relocation worked out well
4. **Discussion Items:**
  - a. Masters Program Proposal (See attachment)
    - Adult Council for recommendation to Faculty Assembly
    - Faculty Assembly to Board of Trustees & Higher Learning Commission
    - Assessment of every class now being reviewed in undergraduate level – Graduate level the same
    - Important to review every course and reviewed by instructor, course designers, etc. Pivotal to annual course review and ability to review every year by course assessor.
    - Matriculation Interview before degree – Exit interview necessary to assess reasons for staying or leaving
    - District input in funding assistance from CEU funds
    - For every student over 15 in cohort group brings bonus of \$100
    - Recommend to Academic Council pending course descriptions
    - Mark Hayse motion to proceed, Larry Fine second, motion passed unanimously.
5. Items for Next Meeting:

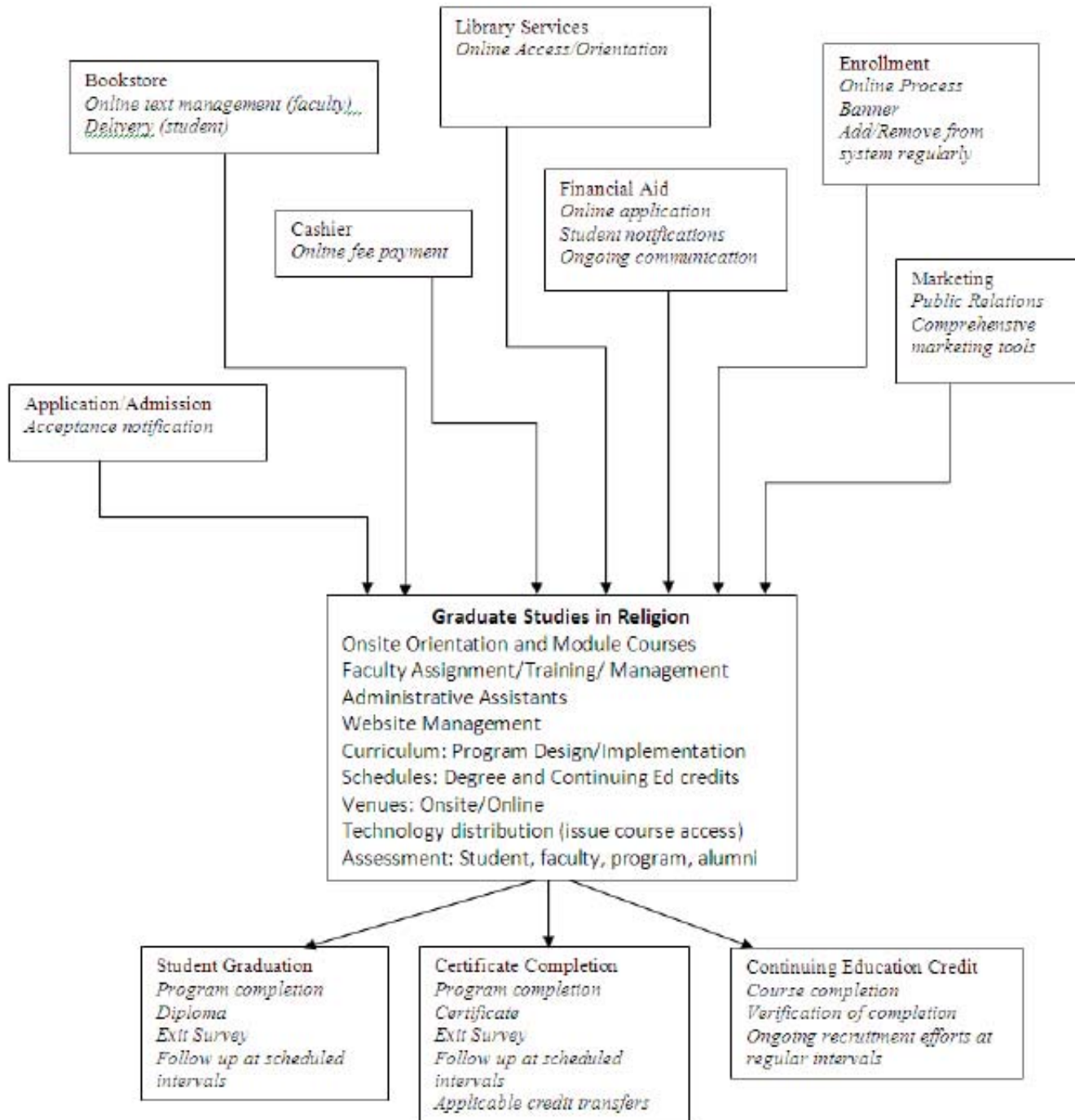
- a. Ministry Major revisions
- b. Mission Major revisions
  - Add International Experience (2 hrs.)
  - Reduce Concentrations to 18 hours (except Ordination Concentration)

Meeting adjourned at 4:45 p.m.

Respectfully submitted,  
Wanda Wood

## APPENDIX 1H

Figure 1H-1: Conceptual Framework for Student Services related to the Master of Pastoral Leadership



## APPENDIX 11

### SCHEDULE OF COURSES IN SEQUENCE

Year A: 28 units offered in 10 facilitated courses

2009 and 2011 starters noted in red

2010 starters noted in blue

Courses with students from both 2009 and 2010 noted in purple

Months	Courses
May-June	Required Core: Personal Formation: The Heart of Community (08) Communities of Saints (08) Learning in an Online Environment (08)
July-August	Required Core: Exegeting the Local Community (08)
September-October	Theology Electives: Theology of Incarnational Ministry Perspectives from the Biblical Community
November-December	Program Break
January - February	Leadership Electives: Facilitating Vision and Change Team-Based Leadership
March-April	Missiology Electives: Holiness as Social Justice Christian Responses in a Pluralistic World

Year B 42 units offered in 15 facilitated courses (independent research managed administratively)

Months	Courses
May-June	Required Core: Spirituality and Formational Practices (08) Wesleyan Models of Community Care (08)  Personal Formation: The Heart of Community (09) Communities of Saints (09) Learning in an Online Environment (09)
July-August	Interpersonal Administration Electives (08): Challenges to Unity Group Dynamics  Required Core (09): Exegeting the Local Community

Sept-Oct	<p><i>Worship Electives (09) (08):</i>                  Media for Ministry                  Exegeting and Applying the Biblical Message</p>
Nov-December	<p>Research Methods and Strategies (08)</p> <p>Program Break (09)</p>
Jan-Feb	<p><i>Independent Research and Writing (08)</i></p> <p><i>Leadership Electives (09):</i>                  Facilitating Vision and Change                  Team-Based Leadership</p>
March-April	<p><i>Research Project Due by April 1 for May graduation (08)</i></p> <p><i>Missiology Electives(09):</i>                  Holiness as Social Justice                  Christian Responses in a Pluralistic World</p>

Year C 42 units in 15 facilitated courses (2010 mirrors 2008; 2011 mirrors 2009, etc.)

Months	Courses
May-June	<p><i>Required Core:</i>                  Spirituality and Formational Practices (09)                  Wesleyan Models of Community Care (09)</p> <p>Personal Formation: The Heart of Community (10)                  Communities of Saints (10)                  Learning in an Online Environment (10)</p>
July-August	<p><i>Required Core:</i>                  Exegeting the Local Community (10)</p> <p><i>Interpersonal Administration Electives (09):</i>                  Challenges to Unity                  Group Dynamics</p>
Sept-Oct	<p><i>Theology Electives (09) (10):</i>                  Theology of Incarnational Ministry                  Perspectives from the Biblical Community</p>
Nov-December	<p>Research Methods and Strategies (09)</p> <p>Program Break (10)</p>
Jan-Feb	<p>Independent Research and Writing (09)</p> <p><i>Leadership Electives (10):</i>                  Facilitating Vision and Change                  Team-Based Leadership</p>

March-April	<p>Research Project Due by April 1 for May graduation (09)</p> <p><i>Missiology Electives (10):</i>  <b>Holiness and Social Justice</b>  <b>Christian Responses in a Pluralistic World</b></p>
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**Catalog-ready course descriptions:**

**CORE COURSES**

**(45 credits)**

The course of study will lead to a 30-hour certificate program, or a 36-hour Master of Arts degree. Courses will be selected from the following core areas with required courses indicated by an \* before the course number and \*+ before the degree-required courses.

**\*ONL 1000 Learning in an Online Environment (religion)**

This course introduces the learner to the online environment of the MAPL learning unit. Students will walk through the structure of each of the content courses and learn the basics of the delivery system including how to post files, communicate in learning groups, participate in discussion groups and access each of the file types found in the course delivery system. Students will also learn how to access the library databases and other sources of appropriate research materials. This course is required for all program participants prior to taking their first course.

**Course Objectives**

1. Students will express confidence in their ability to navigate in the MAPL learning environment.
2. Students will be able to perform actions in each of the identified sections of instruction.
3. Students will identify appropriate and inappropriate research sources, recognize characteristics of plagiarism, and know how to submit work according to appropriate academic standards.

**\*PLCC 6001 Personal Formation: The Heart of Community**

A course emphasizing the significance of personal integrative health as the foundation of community-building. Emphasis on indicators for assessing personal health and wholeness, and the practice of contemplative and reflective practices.

**Course Objectives**

1. Relate personal formation and interpersonal community to effective leadership in pastoral context
2. Understand and practice Wesleyan models of community in spiritual formation
3. Explore the role of pastor as servant leader within the body of believers

**\*PLCC 6002 Communities of Saints**

A study of church history through the lens of community with emphasis on how historical trends inform current practices. Alternative models and configurations of community in the church will be examined and their impact analyzed.

**Course Objectives**

1. Explore how the historic doctrines of the church have been and can be lived out in community
2. Appreciate and apply the historic traditions and rituals of the church to current practices
3. Explore the role of art in the church from a historical perspective and relate it to the church today
4. Explore postmodern philosophy in relation to modernity and premodernity and its relation to the function of the church in different ages and contexts

**\*PLCC 6003 Exegeting the Local Community**

This course emphasizes understanding the impact of sociological and demographic trends. Emphasis will be placed on developing and utilizing research tools as foundational for practices and programming in the local church; matching existing and potential resources to ministry projects; and developing community networking resources and skills.

**Course Objectives**

1. Know how to read, analyze and apply sociological and demographic research
2. Construct tools to analyze needs within varying communities
3. Develop skills and strategies for networking and partnership with community-based organizations
4. Explore the effects of urbanization and new urbanization on the local congregation

**PLCC 6004 Theology of Incarnational Ministry**

An introduction to understanding how the works and presence of Christ as described in Scripture are foundational to practices of community building in the church and local outreach ministries. Special emphasis is given to developing strategies of relationship building in crisis, trauma, and chronic suffering.

**Course Objectives**

1. Explore postmodern philosophy in relation to modernity and premodernity and its relation to the function of the church in different ages and contexts
2. Explore the role of pastor as servant leader within the body of believers
3. Trace the development of evangelistic practices in the church and project a strategy for evangelism in the local setting based on socio-cultural understandings\*

**PLCC 6005 Perspectives from the Biblical Community**

This course is an exegetical exploration of the communal aspects of biblical faith. Topics to be examined include: the Creator of community, family sagas, laws for living in community, the kingdom of God and human kingdoms, prophetic concern for community, restoring the people of God, the gospel of communion, early church experiments, and eschatological images of community.

**Course Objectives**

1. Construct a framework for sermon preparation integrating the elements of the course
2. Develop a theological basis for understanding the role of worship in the community

**PLCC 6006 Facilitating Vision and Change**

This course emphasizes understanding the change process as a complex interaction of social and psychological dynamics. Pastors will learn to use motivational and change management techniques with respect to community processes.

**Course Objectives**

1. Understand the change process and develop skills for overcoming resistance and implementing change strategies
2. Understand principles of multiple resource streams to support visionary leadership in the local congregation

**PLCC 6007 Team Based Leadership**

In this course, students will compare traditional leadership models with emerging models of leadership. Pastors will learn skills to develop a team with sensitivity to interpersonal dynamics and individual gifts; build a culture of mutual submission and shared servant leadership; and explore how varying models fit with their own leadership context.

**Course Objectives**

1. Develop models and practice strategies for team building in various constellations of congregational membership
2. Compare and contrast classic and emerging models of leadership

**PLCC 6008 Holiness as Social Justice**

This course looks at the witness of the church in society throughout church history, explores holiness as Wesley's conception of social gospel, and explores mission through the lens of community action.

**Course Objectives**

1. Explore the relationship between the doctrine of holiness and the practices of the church
2. Relate the development of missiological theology to the practices of the local church
3. Research how social justice and mission movements have intersected historically and are currently intersecting

**PLCC 6009 Christian Responses in a Pluralistic World**

This course analyzes the effects of urbanization, globalization, and multicultural influence on the message, witness, and action of the church. Emphasis on developing strategies to implement a sound missiological theology in local and global communities.

**Course Objectives**

1. Explore the effects of urbanization and new urbanization on the local congregation
2. Relate the development of missiological theology to the practices of the local church

3. Explore how globalization and multicultural influences affect the local congregation
4. Participate in ecumenical and interfaith conversations to better understand the role of the church in a pluralistic society
5. Trace the development of evangelistic practices in the church and project a strategy for evangelism in the local setting based on socio-cultural understandings

**\*PLCC 6010 Spirituality and Formational Practices**

An exploration of traditional and modern practices of spiritual disciplines to apply to personal practice and community development with an emphasis on lifelong spiritual formation.

**Course Objectives**

1. Understand and practice Wesleyan models of community in spiritual formation
2. Relate personal formation and interpersonal community to effective leadership in pastoral context

**\*PLCC 6011 Wesleyan Models of Community Care**

A study of the principles of Wesleyan circles of community, focusing on Wesley's methods of pastoral care, preaching, and teaching and an analysis of their application for today's church.

**Course Objectives**

1. Understand and practice Wesleyan models of community in spiritual formation

**PLCC 6012 Challenges to Unity**

An introduction to the use of systems theory in the church with emphasis on learning methods of consensus-building, conflict resolution, and understanding individual giftedness and preferences.

**Course Objectives**

1. Understand multiple models of conflict resolution
2. Know how systems theory applies to the local congregation

**PLCC 6013 Group Dynamics**

This course focuses on the processes of groups, group participation, and organization with emphasis on fostering understanding of group development, styles of facilitation, and principles of interdependency.

**Course Objectives**

1. Understand multiple models of conflict resolution
2. Know how systems theory applies to the local congregation

**PLCC 6014 Media for Ministry**

A course surveying the history of media use in the church, the role of media in today's society, the theology and principles of media use in worship, and tools for integrating effective multidimensional ministry practices in the

life of the worshipping community.

### **Course Objectives**

1. Develop a theological basis for understanding the role of worship in the community
2. Develop an awareness of the role of media in today's culture and apply this awareness to the worship context
3. Perform media and current event analyses and apply these to preaching ministry in the local setting
4. Create a multifaceted worship experience integrating elements influenced by local congregational analysis

### **PLCC 6015 Exegeting and Applying the Biblical Message**

This course will explore the role of community in the hermeneutical task. It will examine the implications of the canonical process, the communal concerns of interpreters both past and present, and the readings of the Bible by various communities over the centuries. It will also explore the varied communicative devices employed to bring these concerns to the community (preaching, publishing, creedal affirmations, catechisms, liturgies, statements of faith, art, media, etc.), and emphasize the development of specific strategies to bring the local community into the development of meaningful worship experiences.

### **Course Objectives**

1. Recognize how the Hebraic construct of community and communal responsibility infiltrates both the Old and New Testament biblical message and relates to modern ecclesiology
2. Practice Wesleyan models of exegesis in regard to Scripture and community practice
3. Develop a theological basis for understanding the role of worship in the community\*
4. Create a multifaceted worship experience integrating elements influenced by local congregational analysis

### **\*+PLCC 6016 Research Methods and Strategies for the Pastoral Leader**

This course exposes the individual who has successfully completed the coursework for the PLCC degree and has been accepted for matriculation into the research phase of the program to the varying styles of research methodology appropriate for completion of the final project of the course. Course content includes action research, ethnographic methods, and using technology to manage data collection and analysis and will culminate in the design of a research project suitable for the master's level thesis.

### **Course Objectives**

1. Students will learn how to formulate appropriate research questions.
2. Students will be able to identify the best research methods for various research questions.
3. Students will learn strategies for analyzing data according to their chosen method of research.

### **\*+PLCC 6017 Project Research and Writing for the Pastoral Leader**

This independent study under the mentorship of a faculty project advisor allows the student to complete the research project designed in the prerequisite course and to report his or her findings in the form of a master's level thesis paper. Prerequisite: PLCC 6016 Research Methods and Strategies for the Pastoral Leader.

### **Course Objectives**

1. Students will formulate an effective research study for their thesis paper.
2. Students will use selected core areas and foundational outcomes as a foundation for their research analysis.
3. Students will write the thesis paper based on their research and analysis.
4. Students will defend and make appropriate responses to feedback on their thesis paper.

### **Program Outcomes:**

Inservice pastors will study within the classic arenas of pastoral education through the lens of community in the Wesleyan Holiness tradition: Administration and Leadership, Sociological and Philosophical Studies, Pastoral and Biblical Theology, Missiology, and Worship/Preaching Ministry. They will integrate these areas of pastoral ministry within five levels of community practice in their local congregations: ecclesiological community, discipling community, missional community, interpersonal community, and intrapersonal/ formational foundations of community. As a result of this course of study, pastors will be able to formulate, plan for and engage in responsive ministry within each level of community, leading to healthy development of intentional incarnational congregations serving the 21<sup>st</sup> century church. The following list of objectives by arena are integrated into the courses as described in the previous section of the document.

#### Core Areas and Foundations Outcomes

##### A. Administration and Leadership

1. Compare and contrast classic and emerging models of leadership
2. Develop models and practice strategies for team building in various constellations of congregational membership
3. Understand multiple models of conflict resolution
4. Know how systems theory applies to the local congregation
5. Understand the change process and develop skills for overcoming resistance and implementing change strategies.
6. Understand principles of multiple resource streams to support visionary leadership in the local congregation
7. Relate personal formation and interpersonal community to effective leadership in pastoral context.

B. Sociology and Philosophy

1. Know how to read, analyze and apply sociological and demographic research
2. Construct tools to analyze needs within varying communities
3. Develop skills and strategies for networking and partnership with community-based organizations.
4. Explore postmodern philosophy in relation to modernity and premodernity and it's relation to the function of the church in different ages and contexts.
5. Explore the effects of urbanization and new urbanization on the local congregation.

C. Pastoral and Biblical Theology

1. Understand and practice Wesleyan models of community in spiritual formation
2. Explore how the historic doctrines of the church have been and can be lived out in community
3. Recognize how the Hebraic construct of community and communal responsibility infiltrates both the Old and New Testament biblical message and relates to modern ecclesiology.
4. Practice Wesleyan models of exegesis in regard to Scripture and community practice.
5. Explore the role of pastor as servant leader within the body of believers
6. Appreciate and apply the historic traditions and rituals of the church to current practices
7. Explore the relationship between the doctrine of holiness and the practices of the church

D. Missiology

1. Relate the development of missiological theology to the practices of the local church.
2. Explore how globalization and multicultural influences affect the local congregation
3. Research how social justice and mission movements have intersected historically and are currently intersecting

4. Participate in ecumenical and interfaith conversations to better understand the role of the church in a pluralistic society
5. Trace the development of evangelistic practices in the church and project a strategy for evangelism in the local setting based on socio-cultural understandings.

E. Worship and Preaching

1. Develop a theological basis for understanding the role of worship in the community
2. Develop an awareness of the role of media in today's culture and apply this awareness to the worship context.
3. Perform media and current event analyses and apply these to preaching ministry in the local setting.
4. Construct a framework for sermon preparation integrating the elements of the course.
5. Explore the role of art in the church from a historical perspective and relate it to the church today.
6. Create a multifaceted worship experience integrating elements influenced by local congregational analysis.

## APPENDIX 1J

### Assessment Plan for MAPL

#### Assessment mechanisms:

As part of ongoing assessment the program will complete the following:

1. Each course will assess students on the basis of one implementation project and one summary project. 90% of students will score 80% or above on each project completed.
2. Students will engage in ongoing weekly self-assessment through the mechanism of the synchronous group growth reports. 90% of students will rate their personal participation at 4 or above on a five-point scale in 80% or more of their weekly reports.
3. Students will engage in weekly peer review through participation in synchronous growth groups. 90% of students will participate in 80% or more of the peer reviews.
4. Students will engage in program review on a course by course basis, offering feedback on both course content and course facilitation. The results of these reviews will be available to facilitating faculty, course designers, and the program director.
5. Courses will be reviewed by their designer annually and will include analysis based on student and professor feedback; revision of content will be made annually as deemed appropriate.
6. Students will participate in a matriculation interview before proceeding to the research phase of their degree. The results of the matriculation interviews will be analyzed and reported to the Graduate and Adult Council annually.
7. All students leaving the program, whether before or after program completion, will participate in an exit interview process to help identify strengths and weaknesses of the program in meeting student need. All exit interviews will be analyzed and reported to the Graduate and Adult Council annually.
8. District superintendents from our region will be interviewed bi-annually to assess needs that may need to be reflected in course content or the development of new programs.
9. Program graduates will be interviewed at the first, third, and seventh anniversary of their graduation to track long-range effectiveness of the program.

#### Impact of Assessment

Faculty facilitators will be trained through a technology unit and a content-specific unit prior to teaching any course. Faculty and adjunct faculty will be expected to participate in ongoing professional development on an annual basis. Written faculty evaluation procedures will be presented to program faculty and supervisors at the beginning of each evaluation period and whenever changes are made in the procedures.

Assessment data will be analyzed annually, and modules will be redeveloped on the basis of trends in feedback over a two-year period.

**APPENDIX 1K***Table 1K-1: Return on Graduate and Adult Programming*

Program	Income	Expenses	Net	Return	ReportStart	ReportEnd
IAE-MAPP	\$196,906.16	\$51,664.77	\$145,241.39	74%	6/1/2008	6/30/2008
LTI	\$53,978.43	\$4,496.84	\$49,481.59	92%	6/1/2008	6/30/2008
MAC	\$64,830.21	\$14,965.12	\$49,865.09	77%	6/1/2008	6/30/2008
MAOA	\$60,342.31	\$12,087.04	\$48,255.27	80%	6/1/2008	6/30/2008
MBA	\$55,105.42	\$27,789.24	\$27,316.18	50%	6/1/2008	6/30/2008
MED	\$39,661.20	\$21,164.08	\$18,497.12	47%	6/1/2008	6/30/2008
MET	\$95,116.97	\$23,449.78	\$71,667.19	75%	6/1/2008	6/30/2008
PLAY	\$19,133.49	\$4,041.01	\$15,092.48	79%	6/1/2008	6/30/2008
TOTAL	\$585,074.19	\$159,657.88	\$425,416.31	73%		

\*Income does not include MASE and Transition to Teaching

## APPENDIX 1L

### Excerpt from the Faculty Handbook, 2.2.7, Article VI

#### *Section 2. Graduate and Adult Council*

A. The Graduate and Adult Council shall consist of the Academic Dean, Associate Academic Dean for Graduate and Adult Studies, Registrar, Graduate Program Directors, Adult Program Director, Recertification Program Director, Education

Unit Head, one faculty representative from each graduate and adult degree area, and two at-large faculty members who are not teaching in graduate programs as elected in the fall of the academic year.

B. The Graduate and Adult Council shall recommend to the Faculty Assembly:

1. Standards for admission into the graduate programs
2. Establishment of new graduate programs
3. Degree requirements
4. Candidates for degrees

C. The Graduate and Adult Council shall be empowered by the Faculty Assembly to:

1. Review graduate academic progress.
2. Oversee graduate degree programs.
3. Oversee the adequacy of student services.
4. Appoint committees to conduct student appeals of grades or other evaluations.
5. Review and set policies for the application of credit earned by examination (e.g., AP, CLEP, Dantes, or university proficiency) to fulfill requirements of programs within the guidelines of the University.
6. Review and rule on proposed program changes that do not require additional university resources (e.g., financial, human, spatial, and technological) for their full implementation. (See Appendix for the Program Change Policy.)
7. Review and rule on proposed program changes that do not take the program outside the policy parameters adopted by the Faculty Assembly.
8. Review and rule on curricular proposals recommended by programs in light of their mission-centrality, academic structure, academic integrity, goals, objectives, and teaching methodologies. (See Appendix for the New Course Proposal Policy.)
9. Review and rule on the resources (e.g., financial, human, spatial) necessary in the operational conduct of programs (current and proposed).
10. Serve to work as a unit to coordinate, collaborate on, and implement operational procedures for greater University effectiveness and efficiency in the achievement of the curricular mission of the University.
11. Inform the Faculty Assembly of decisions made regarding operational issues.
12. Refer all proposals regarding the University's non-traditional undergraduate general education program to the General Education Committee for review and recommendation.

13. The Academic Council shall review and rule on all proposals from the General Education Committee regarding the University's non-traditional undergraduate general education program.

14. Bring to the floor for discussion and consideration any action items approved by any graduate or adult program.

D. The Graduate and Adult Council shall meet at least twice each semester with the Associate Academic Dean for Graduate and Adult Studies serving as chair.

### **Excerpt from the Faculty Handbook, 2.4.2**

#### ***Associate Academic Dean for Graduate and Adult Studies***

The Associate Academic Dean for Graduate and Adult Studies is appointed by the President in consultation with the Dean, to whom he/she is responsible. The Associate Academic Dean for Graduate and Adult Studies serves on a twelve-month basis with a four-week vacation. Duties include the following:

1. To assist the Vice President in a variety of administrative duties including staff relations, problem solving, and daily program management;
2. To represent the Vice President as needed;
3. To make recommendations to the Vice President regarding the courses to be offered, class schedules, teaching load assignments, and the hiring of faculty for the Graduate and Adult Studies programs;
4. To administer and implement the curriculum of the Graduate and Adult Studies programs;
5. To create a vision or plan for enrollment growth and program development in the Graduate and Adult Studies Programs;
6. To prepare an annual budget and to supervise all expenditures related to Graduate and Adult Studies program operations;
7. To chair and coordinate the functioning of the Graduate and Adult Council;
8. To supervise the Director of Admission for the Graduate and Adult Studies Programs and coordinate recruiting efforts in all areas;
9. To serve on the Dean's Cabinet and Academic Council
10. To conduct Performance Evaluations of Graduate and Adult Program Directors and the Director of Admissions for Graduate and Adult Studies; and
11. To submit an annual report to the Vice President.