

# MASTER OF DIVINITY

## Rubrics for Program Learning Outcomes

Rubrics/Criteria	Excellent	Proficient	Inadequate	Comments
<p><b>1.</b> <b>Articulate an understanding of texts and traditions, apply them to particular situations, and critically engage with those texts and traditions</b></p>	Demonstrates compelling leadership in articulating critically and constructively the meaning and practical significance of theological and/or religious texts and traditions for today.	Demonstrates helpful ways to articulate the meaning and practical significance of texts and traditions in contemporary contexts and for some key audiences.	Demonstrates some serious gaps in understanding particular texts and traditions and/or how to apply them in contemporary contexts.	
Theologically ground ministerial and vocational arts, including preaching, worship leadership, pastoral care, and community organizing.	The practical significance of texts and traditions is woven throughout a compelling integration of the performative aspects of ministry and religious leadership.	Texts and traditions are consistently related to the art and practice of ministry in faith and/or spiritual communities.	The various ministerial arts seem only tangentially related to each other and/or lack apparent grounding in texts and traditions.	
Communicate the theological and/or philosophical and/or aesthetic traditions of one's own religious community or communities.	Exhibits exceptional rhetorical skill in communicating the significance of texts and traditions for a wide range of audiences within a religious or spiritual community.	Exhibits good communication skills when presenting the significance of texts and traditions within one's own religious and/or spiritual community.	Seems unaware of contextually sensitive ways to communicate effectively within one's own religious and/or spiritual community.	
Engage in creating new theological discourses.	Illustrates how religious and/or spiritual traditions evolve by constructing new avenues of engagement with texts and practices.	Proposes fresh ways to engage with texts and traditions to address contemporary challenges.	Little or no attention is devoted to expanding theological and/or religious texts and traditions.	
Articulate the relationship of a theological and/or religious text to its context of origin and use	Exemplifies the role played by religious and/or spiritual leadership to (re)interpret	Appreciates the vital importance of interpreting sacred texts in ways that are	Significant gaps appear in how to relate the historical origin of a text and/or	

and understand a spectrum of approaches for interpreting sacred texts today.	historical sacred texts for today's contexts.	appropriate for today's questions and challenges.	tradition to a contemporary context or challenge.
<b>2. Recognize all knowledge as contextual</b>	Demonstrates a compelling appreciation for the contextual character of all human knowledge, how it is embedded in particular cultures, and how it is communicated in contextually specific ways.	Demonstrates skills for recognizing the contextual character of human knowledge and the ways such knowledge is transmitted.	Serious gaps persist in the capacity to recognize the contextual character of human knowing and communicating.
Articulate the importance and significance of the various factors that shape one's own context.	Expresses effectively the gifts and limitations of one's own social history and cultural context(s).	Acknowledges the key aspects and features of one's own social and cultural context.	Appears insufficiently aware of the factors shaping one's own history and context.
Demonstrate an awareness of another's context, especially across differences with respect to race, sexuality, gender, ethnicity, class, culture, nationality and religious affiliation, etc.	Understands and illustrates in various ways how contextual differences intersect and shape the character of relationships and communities and why this matters for religious and/or spiritual leadership.	Appreciates key contextual differences in the dynamics of various types of relationship and community as well as the significance of these differences for religious and/or spiritual practice.	Seems unable to identify clearly the factors that contribute to contextual differences and why these matter for religious and/or spiritual communities.
Imagine how to translate across and among various contexts.	Exhibits effective strategies for communicating across and among contextual differences in ways that build community.	Articulates a variety of ways for translating key ideas and practices across cultural differences.	Effective strategies for communicating across contextual differences remain vague or unarticulated.
Avoid inappropriate boundary crossing and misappropriation.	Identifies effectively and respects both personal and social boundaries while recognizing and affirming the	Personal and social boundaries are understood broadly and respected; appreciates the need to affirm	Boundaries are loosely conceived or absent in articulating the integrity of social and cultural contexts.

	integrity of distinct traditions and practices.	contextual distinctions.	
<p><b>3.</b> <b>Articulate the connection between spiritual practice(s) and the development of a leadership style</b></p>	<p>Demonstrates a deeply integrated approach to spiritual practice and the factors that contribute to effective religious and/or spiritual leadership.</p>	<p>Spiritual practices are identified in helpful ways for the sake of sustaining an effective approach to leadership.</p>	<p>The significance of spiritual practice and formation for sustainable and effective leadership seems vague or missing altogether.</p>
<p>Demonstrate personal integrity and character based on spiritual values.</p>	<p>Exhibits commendable interpersonal virtues and a work ethic based on readily identifiable values drawn from spiritual practice.</p>	<p>Appreciates the important links between exhibiting personal character and adopting identifiable spiritual values.</p>	<p>The link between character and spirituality seems vague or missing.</p>
<p>Practice a spirituality that engages the wider society.</p>	<p>Lives in exemplary ways an approach to spiritual formation related directly to the needs and concerns of the wider society.</p>	<p>A solid connection appears between spiritual practice and engaging in modes of social analysis.</p>	<p>Spiritual practices seem entirely individualistic or otherwise disengaged from wider social concerns.</p>
<p>Develop a spiritual-rootedness to sustain world-changing work.</p>	<p>Illustrates in various ways how spiritual formation both sustains and informs work devoted to positive social change.</p>	<p>Spiritual practices are adopted that respond to the need for sustaining effective social change.</p>	<p>Spirituality seems either absent or disconnected from a commitment to engage in positive social change.</p>
<p>Effectively link spirituality and leadership in a community of accountability.</p>	<p>Compelling connections between spiritual practice and leadership development are lived in clearly identified contexts of accountability.</p>	<p>Both spiritual practice and leadership development respond directly to the challenges and opportunities of a given community.</p>	<p>Direct avenues of accountability are vaguely articulated or absent entirely from the spiritual formation for leadership.</p>
<p>Engage life and work with cultural humility and respect for cross cultural differences.</p>	<p>The integration of effective work and sustainable self-care is illustrated in a posture of</p>	<p>Articulates effectively how the embrace of cultural diversity reflects key spiritual</p>	<p>Spiritual practice seems unrelated to an awareness of differing cultural contexts.</p>

respect and appreciation for different cultural contexts.

values and practices.

**4.  
Form effective partnerships  
with various organizations  
and individuals**

Demonstrates the capacity for imagining and creating effective partnerships with both explicitly religious and non-religious groups and people for compelling approaches to ministry.

Articulates the importance of developing a wide range of partnerships for more effective ministry and exemplifies helpful approaches.

The importance of developing partnerships is only vaguely articulated and/or the skills to develop them are not evident.

Work effectively with people of different backgrounds, cultures and experiences.

Exhibits various ways to engage effectively with multiple contexts while respecting the integrity of each.

Diversity and multiplicity are welcomed and treated with respect in collaborative projects.

Collaborations seem to lack awareness of or sensitivity to diversity and multiplicity.

Incorporate insights from non-academic contexts.

Recognizes and promotes the importance of drawing religious and/or spiritual insights from a wide range of sources outside of academia.

Sources not typically understood as “academic” provide regular insights for the work of ministry in diverse settings.

Exhibits an unwillingness to engage atypical sources for insights or relies exclusively on traditional venues.

**5.  
Integrate the various  
intellectual disciplines,  
fields, topics, and themes  
of theological education in  
the practices of ministry  
and public leadership in a  
variety of contexts**

Demonstrates an inspiring approach and malleable strategies for employing theological education in public modes of religious and/or spiritual leadership.

Illustrates effective models for applying theological education to multiple modes of religious and/or spiritual leadership in various public venues.

Significant aspects or modalities of theological education seem absent from approaches to ministry or public leadership.

Articulate a theologically grounded position on social justice issues.

Articulates compellingly how theological ideas shape and inform the commitment to social justice.

Approaches to social justice are clearly articulated in theological terms.

The connection between theological discourse and social justice advocacy is vaguely articulated or seems to be missing.

Organize community efforts toward achieving social change.	Exhibits skills for inspiring communities to engage in challenging work and for organizing their efforts effectively to create positive social change.	Employs effective strategies for mobilizing various kinds of communities to engage in efforts toward positive social change.	Organizational skills are limited or otherwise underutilized in efforts to mobilizing communities for social change work.
Develop a definition of social transformation in critical, constructive, theological, and historical modes.	Expresses a critically constructive approach to social transformation drawn from theological and historical insights.	Exhibits an ongoing engagement with refining the meaning of social transformation rooted explicitly in theological and historical sources.	The meaning of social transformation remains thinly articulated or disconnected from critically constructive sources of historical and theological insight.

**[Additional Comments]**