
Pacific School of Religion

ACADEMIC PROGRAM MANUAL

Part I (of II)

For the

MASTER OF DIVINITY PROGRAM

Office of the Dean and Registrar

Effective August 2016

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WELCOME TO THE MASTER OF DIVINITY PROGRAM

Welcome to the Master of Divinity Program (M.Div.) at Pacific School of Religion (PSR). You have entered a professional graduate degree program designed to prepare students from diverse backgrounds for various forms of ministry. Our program offers structure and flexibility, and is intended to enhance your intellectual, spiritual, and professional formation for religious leadership. Your study will be rigorous and reflective. Whether you are a recent college graduate or a person in mid-career, we know that you bring a wealth of experience to this program and we are pleased to have you here.

As a degree accredited by the Association of Theological Schools (ATS), PSR's M.Div. includes instruction in Biblical Studies, Christian history, theology, and ethics; instruction in the social contexts in which religious communities exist; education to develop ministerial skills and critical frameworks for effective leadership in religious communities; and intentional efforts to help students mature in the qualities and capacities needed for religious leadership. The PSR faculty has made a special commitment to graduate theological education emphasizing critical interdisciplinary thinking, contextuality, partnership in learning with faith communities and the Graduate Theological Union (GTU), and formation for leadership. Students who complete this degree successfully will be able to:

- Articulate an understanding of texts and traditions, apply them to particular situations, and critically engage with those texts and traditions
 - Theologically ground ministerial and vocational arts, including preaching, worship leadership, pastoral care, and community organizing.
 - Communicate the theological and/or philosophical and/or aesthetic traditions of one's own religious community or communities.
 - Engage in creating new theological discourses.
 - Articulate the relationship of a theological and/or religious text to its context of origin and use and understand a spectrum of approaches for interpreting sacred texts today.
- Recognize all knowledge as contextual
 - Articulate the importance and significance of the various factors that shape one's own 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.
 - Imagine how to translate across and among various contexts.
 - Avoid inappropriate boundary crossing and misappropriation.
- Articulate the connection between spiritual practice(s) and the development of a leadership style
 - Demonstrate personal integrity and character based on spiritual values.
 - Practice a spirituality that engages the wider society.
 - Develop a spiritual-rootedness to sustain world-changing work.
 - Effectively link spirituality and leadership in a community of accountability.
 - Engage life and work with cultural humility and respect for cross cultural differences.
- Form effective partnerships with various organizations and individuals
 - Work effectively with people of different backgrounds, cultures and experiences.
 - Incorporate insights from non-academic contexts.
- 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
 - Articulate a theologically grounded position on social justice issues.
 - Organize community efforts toward achieving social change.
 - Develop a definition of social transformation in critical, constructive, theological, and historical modes.

What is our view of the M.Div. student? First, the M.Div. student is a graduate student no longer considered to be engaged in "general education." While you are expected to seek academic

guidance and advice throughout your program, the faculty makes presumptions of maturity, of intellectual and vocational motivation, of basic study skills, and of self-discipline that are not generally made of undergraduate students.

Second, the M.Div. student is a professional degree student. Professional theological degree programs include strong elements of community formation, personal spiritual growth, practical ministry instruction, and assessment of professional competence and readiness for ministry that are not characteristic of the academic master's degree.

Third, the M.Div. degree includes field education as an integral and integrative part of theological education. This part of your program provides opportunities to integrate theological and ethical commitments with your practice of ministry. Through field education, you have the opportunities to develop vocational clarity and specific competencies in the work of ministry. For most students, field education is a critical time in their professional development as a religious leader.

Finally, you will be responsible for working with advisors, mentors, and peers throughout your program to assess the impact of your education and your own progress through the program. In other words, you are one among several key partners in the process of educational assessment, through which you can assess your own progress through the M.Div., and in addition, PSR can learn whether or not it is adequately preparing professional religious leaders, and work to make improvements to that end.

WHY AN ACADEMIC PROGRAM MANUAL?

It is standard academic policy that students are governed by the requirements of the catalog under which they were admitted. This manual is an official supplement to the catalog. The standards, requirement, policies and procedures of the program presented here provide a common understanding of these elements of the program among faculty, and students enrolled in the M.Div. program. This manual was prepared to provide clear explanations of the structure of your program and to provide resources as you move through the program. We hope you will use it frequently. Any questions of clarification should be directed to the dean or registrar.

Registration in a PSR degree or graduate certificate program assumes the registrant has read and agreed to the terms as outlined in the program manual appropriate to their year of entry. A [Statement of Understanding](#) must be signed and submitted by the second week of the first semester in the program in order to continue. The M.Div. Program Manual consists of two parts:

- 1) Part I: This portion of the program manual outlines academic standards, requirements, policies, and procedures that are particular to the M.Div. program.
- 2) [Part II](#): This portion of the program manual outlines other academic and non-academic standards, requirements, policies, and procedures that are common to all PSR programs. It covers in more detail the following topics:

[Academic and Administrative Calendars](#)

[PSR Extended Calendar](#)

[Academic Resources](#)

[Course Catalog](#)

[ONLINE GTU Course Catalog](#)

[Degree and Certificate Programs](#)

[click on your program]

[Registrar](#)

[Registration](#)

[Registration Instructions](#)

[Transcripts](#)

[Registrar Services](#)

[Identification and Library Cards](#)

[Policies for Students](#)

[Academic Disputes Policy »](#)

[Accessibility Accommodation & ADA »](#)

[Advising »](#)

[Building and Facilities Care Guidelines »](#)

[Campus Security & Clery Act »](#)

[Change of Program »](#)

[Commitment to Equality »](#)

[Common Academic Policies Chart »](#)

[Community Covenant »](#)

[Complaint Procedure »](#)

[Credit Hour Policy »](#)

[Dining »](#)

[Drug Free Schools & Communities Policy »](#)

[Email Account Policy, Contact & Profile Information Updates »](#)

[English as a Second Language \(ESL\) Extension Policy »](#)
(ESL

students only)

[Extensions & Lapsed Time »](#)

[Full-time or Part-time Status »](#)

[Grades »](#)

[Graduation »](#)

[Grievance Policy »](#)

[Health Insurance for Students »](#)

[Housing »](#)

[Information Technology \(CITS\) »](#)

[Leave of Absence & Deferment »](#)

[Plagiarism Policy »](#)

[Policy Statement on the Use of Inclusive Language »](#)

[Privacy Policy \(FERPA\) »](#)

[Provisional Student Policy »](#)

[Satisfactory Academic Progress & Academic Probation](#)

[Policy »](#)

[Sexual Harassment Policy »](#)

[Student Conduct and Special Needs Policy »](#)

[Transferring Credits and Advanced Standing »](#)

[Tuition, Fees and Refund »](#)

[Use of Technology in Classrooms »](#)

[Withdrawal and Termination »](#)

All students who matriculate in this program must sign the Statement of Understanding at the start of their program which verifies that have read and agreed to abide by the policies within both Part I and Part II of their program manual. The manual was prepared by the Office of the PSR Dean and Registrar. It is our attempt to provide clear explanations of the structure of the program and to provide resources for you as you move through the program. We hope that you will use it frequently. Any questions of clarification should be directed to the dean or registrar.

Administrative procedures can be modified at any point in order to improve and clarify the program, so students and faculty are urged to be attentive to supplementary pages distributed during their course of study which may reflect changes in the program. **This manual reflects the details of the program as of August 2016.** This is an academic program manual. Information on other aspects of

student life at PSR can be obtained through the offices of Admissions, Community Life, Housing, and Financial Aid.

M.DIV.-SPECIFIC COURSE PLANNING INFORMATION

USING YOUR WORKSHEET

The *M.Div. Worksheet* (see appendix) is your planning document. All course requirements are listed for you to follow. Using this document will ensure that you meet the program's requirements. Alternatively, you can run your requirements in "My Progress" through Student Planning in [WebAdvisor](#). When consulting with the Assistant Dean for Academic Programs or your advisor about specific course planning or program review, bring either of these documents with you. As you can see, there are 81 credits. These credits are distributed amongst required courses (58.5 credits), Guided Elective/Areas of Concentration (12 credits) and General Electives (10.5 credits). The worksheet details the advised timing of required courses so consult it as you plan your course selections each semester.

COURSEWORK REQUIREMENTS

The ***required areas*** are in bold italics with the required PSR course that is offered at the year of entry listed. However, since different courses are required at different years and semesters during your three years in the program, by the time you are ready to take a second or third year requirement, it is possible that the course number or title will have changed. While the ***required areas*** are not subject to change for your entering cohort, the course titles, numbers and even possibly the recommended semester to take them may change minimally from year to year, so please make sure to check the [Course Schedule](#) and the [M.Div. Program page](#) each semester for the correct course that will satisfy the area you are planning to fulfill in the future. Note that these ***required areas*** usually cannot be fulfilled by taking just any course in that area but only by taking either the specific PSR course listed below or a course or course-combination that is listed on the [Alternatives to Basics](#) published each year.

Required courses (54 credits):

Biblical Studies (9 credits)

Old Testament: OT 1115 or OT 8114: Critical Introduction to Hebrew Bible

New Testament: NT 1016: Introduction to New Testament

Upper level Bible course: OT, NT, or BS 2000+ level non-language 3.0 unit course with exegetical emphasis (may be cross-listed with another area e.g., NTRS)

History, Theology and Ethics (12 credits)

History: HS 1120/1041/1040/8100 History of Christianity or HSST 1115 History of Christianity II

Theology: ST 2160 Introduction to Theology

Ethics: CE 1051 or 8147 Introduction to Christian Ethics

Upper level Theology course: ST 2000+ level 3.0 unit course (maybe cross-listed with another area e.g., STRA)

Field Education (6 credits)

Field Education: FE 1005 & FE 1006

Formation for Religious Leadership (7.5 credits)

Spiritual Formation: SPFT 1082/8182 Spiritual Disciplines/Formation for Leadership¹

Leadership: FT 2923 Organizational Leadership for Church & Community

Integration: MDV 4500 Senior Integrative Seminar or MDV 8400 (online)¹

Cultural Resources for Ministry (12 credits)

¹ 1.5 unit course that meets 3 hours a week for the first half of the semester.

Race as Context: RS 1394 Race as Context
Art and Religion: RA 1156 Visual Arts and Religion
Other Faith Tradition: any HR 3.0 unit course centered around a non-Christian religion
Contextual/Cross-Cultural Immersion: List published by [Contextual Learning](#) dept. each year

Ministerial Practices for Leadership (12 credits)

Christian Worship: LS 1201 Christian Worship

Homiletics: HM 2244 Preaching: Theology & Praxis

Pastoral Theology and Care: PS 1060 or PS 1008 Pastoral Care & Congregations

Christian Education: ED 1530/ 8135 Introduction to Christian Education or ED 1135/8135
Critical Religious Pedagogy: A Christian Approach

Electives (22.5 credits):

Guided Electives/Area of Concentration (12 credits)

These are upper level courses in an academic area or interdisciplinary field that continue work done in required courses.

General Electives & Denominational Requirements (10.5 credits)

Total = 81 semester credits

GTU Alternatives to Required PSR Courses

In some cases it is possible to substitute courses from other GTU schools as alternatives to PSR required courses. Each year the Dean's Office produces a list of approved alternatives for the coming academic year. Alternatively, you can look in "My Progress" in WebAdvisor for all the possible alternatives for a particular requirement. You can check also in WebAdvisor which of those alternatives are being offered in an upcoming term. Please consult these alternatives carefully if scheduling difficulties or other issues require you to seek alternatives. There are some requirements (Race as Context, Field Education, Senior Integrative Seminar, etc.) for which there may be no suitable alternative, and these you are expected to take at PSR. The *Alternatives to Required Courses* list is included in the Appendix, and it changes every year, so you should consider subsequent publications each year as official supplements to your manual.

Field Education

All second-year M.Div. students are required to fulfill their 6-credit field education placement midway through their academic program. This placement must be arranged by the second semester of your first year by contacting the Field Education Office. For more detailed information see "Field Education," in this manual. All the forms related to Field Education may be obtained directly from that office.

OTHER COURSE OPTIONS & RESOURCES

Denominational Requirements

Students seeking ordination may have denominational requirements to fulfill that fall outside the PSR M.Div. course requirements. Specific requirements vary according to denomination, local jurisdiction, and the individual ordination candidate. Be aware of courses you need to take to fulfill these requirements and when they are offered. Usually, PSR regularly offers the United Methodist (UMC) courses over two years and United Church of Christ (UCC) denominational courses over one year. Every few years or so, PSR also usually offers denominational courses for the Disciples of Christ (DOC) and the Metropolitan Community Church (MCC). However, PSR has also seen through several students of other denominations with resources of the GTU consortium and the various other denominations our sister schools serve. All denominational courses must be classified as general electives and are not M.Div. requirements.

Thesis/Project

In special situations, an M.Div. student may apply to the Dean for permission to do a Thesis/Project as part of the M.Div. degree program. Any M.Div. student seeking this option must have a GPA of 3.5 and have the endorsement of the appropriate faculty member(s). Students should register for MA 5000 for this option.

PSR Resources for Choosing Courses

Because the M.Div. program is relatively more structured than some of the other programs, course selection is usually apparent. In addition to the general resources that may assist you in [choosing your courses](#) listed in Part II of the manual, as well as the **Coursework Requirements** section of Part I, M.Div. students may also consult the *Suggested Sequencing for a 3-Year Program* along with *Alternatives to Required Courses* if needed for the current year. Transfer students who have already fulfilled certain PSR basic requirements may find it helpful to consult with the Assistant Dean for Academic Programs to plan a slightly different sequencing of the program.

M.DIV.-SPECIFIC ACADEMIC STIPULATIONS

Required Number of PSR Credits

In all certificate and degree programs, at least one-third of all credits earned toward the program, including transfer credits from within and outside the GTU, must be earned from PSR courses. In the M.Div., this totals a MINIMUM of 27 PSR credits. A PSR course is one in which the "School Course Ownership" field of the online course schedule is PSR. Usually at least one instructor of the course is PSR faculty.

Transfer Credits

Up to two-thirds of your program or 54 credits may be transferred if your petition is approved and credits follow guidelines in [PSR's Transfer and Advanced Standing Policy](#)

Expected Program Time

For the M.Div. to be awarded, the equivalent of 81 credits, which usually translates to three full-time academic years at 12-15 credits per semester, must be spent as a PSR student. Although full-time is still counted as 9 units or more for purposes related to housing, financial aid, etc., for the purposes of finishing in the prescribed time of three years, students will need to average 13.5 credits per semester (if no Intersession or summer courses are taken), or 27 credits per year. Students who register at a 9-13 unit load in the Fall and Spring may be able to reach this recommended yearly average by taking courses during Intersession and Summer. It is important to note that housing and financial aid are limited to three years, so taking longer to complete the degree will impact these areas.

Lapsed Time Rule

While the M.Div. is a three-year program, you may take up to ten years of part-time study to complete the M.Div. degree including semesters on leave. The beginning of the lapsed time period starts with the first course work applied to the degree, including transferred courses. There is no extension beyond the stated lapsed time.

Special Reading Courses (SRC)

No more than nine of the credits used toward your degree may be SRC 9999 independent study credits. There are no limits to the number of upgraded courses (SRC 8888's) you may complete.

Summer Session Credit

Up to 12 summer session credits may be applied to the M.Div.

Online credits

Up to 50% (or 40 credits) of your program may be taken online (usually 8000-level course or any course that doesn't require physical presence on campus) you can use toward your program.

International students on an F-1 visa in any program may take only one online course per semester if registered full-time.

Cross Registration

M.Div. students may cross-register for up to one U.C. Berkeley, Dominican University, Holy Names, or Mills course per Fall and Spring semester if admitted into the course by the instructor and approved by the Assistant Dean for Academic Programs. Courses must be applicable to the M.Div. degree and at the graduate level or in some cases, upper-level undergraduate level.

Required GPA

Satisfactory completion of the M.Div. degree requires the completion of the necessary courses with an overall GPA of 3.0 (B) or higher.

Incompletes/Extensions in Courses

No more than 5 incompletes may be taken during your entire program.

Letter Grade vs. Pass/Fail Grade

Required M.Div. courses must be taken for a letter grade with the exception of a few specified as P/F only. Furthermore, if a student anticipates additional graduate work, it is not advisable to take academic courses pass/fail, particularly in the anticipated field of study. If you select an approved alternative at another school to your requirement that is pass/fail only, you will need to ask the instructor in writing before the course begins if they are willing to issue you a letter grade for the course and remind them to submit a letter grade for you at the end of the course.

M.DIV. PROGRAM CHANGE INFORMATION

Application materials regarding changes in program from the certificate to a degree program, a change in degree program, or an additional degree program are available from the Recruitment and Admissions Office. Students should be aware that these changes require admission procedures and adhere to application deadlines for admission into the desired program. Students changing to or adding the Common M.A. program apply through the GTU Admissions Office.

The most common change in degree program is the addition of an M.A. to the M.Div. degree. The combined M.Div./M.A. program requires 105 credits of work normally completed in four years of full-time study. Since the degrees, taken separately, require five years and 129 credits, this represents one year of work (24 credits) credited to both degrees. If you wish to apply to the joint program, you should apply for admission to the M.A. program no later than the beginning of your fourth semester in the M.Div. program. Students who add the MA after the start of their fifth semester will incur additional fees above normal MA tuition rates.

MILESTONES OF THE M.DIV. DEGREE

In addition to the 81 credits specified for the degree, M.Div. students must also complete a set of milestones, non-course requirements for graduation that are due at specific points of the program:

- **Entrance Interview**, in the first semester
- **Vocational Academic Plan**, in the second semester
- **Middler Review**, in the second year
- **Senior Integrative Essay**, in the last semester
- **Exit Interview**, in the last semester

These reports and interviews from these milestones are considered integral to your progress through the M.Div. program and for the school to assess the impact of its academic programs. After a student has left the program and data has been gathered, milestones are retained for a limited time in the Office of Academic Affairs then destroyed.

Academic Advisors' Role with Milestones

Each entering M.Div. student is assigned an academic advisor. To complete the M.Div. program, you need to submit four milestones throughout your program to your advisor and file with the Assistant Dean for Academic Programs. These include the Entrance Interview, Vocational Academic Plan, Spiritual Formation Plan, the Middler Review Report from the Middler Review, and the Exit Interview. The Senior Integrative Essay will be completed in your Senior Seminar class and turned in to the instructor of that class.

Entrance and Exit Interviews

During your first and last year, you will interview with your advisor at a key point, and together complete the [Entrance Interview](#) your first semester here and the [Exit Interview](#) your last semester here. Within the first semester at PSR you will complete the M.Div. Entrance Interview, and either you or your advisor may schedule a follow up meeting based on your responses. This report is due to the Assistant Dean for Academic Programs by October 30 (or for Intersession/Spring entering students, March 30). You will also submit an Exit Interview with your advisor in your last semester. That completed interview is due by the last day of the last semester. Both the Entrance and the Exit Interview should be submitted online to your advisor. The Assistant Dean for Academic Programs receives a copy once you submit to your advisor online.

Vocational Academic Plan (VAP) & Spiritual Formation Plan

By the end of your first year of study, you will submit a [Vocational Academic Plan](#) and a [Spiritual Formation Plan](#) as a statement of covenant between you and PSR for the completion of your degree. This plan proposes a rationale for course selection in light of your vocational plans and denominational and academic requirements. It becomes a working covenant between you and PSR for the completion of the M.Div. degree, although it certainly can be subject to change and revision in consultation with your advisor as you progress through the program. The Plans consists of one or two pages of responses to the questions posed on the VAP guidelines and a Structured Conversation with a Campus Pastor together with the M.Div. program worksheet projecting the courses you will take throughout your program. Guidelines for writing up the plan are in the Appendix. It must be submitted online to your advisor. The Assistant Dean for Academic Programs receives a copy once you submit to your advisor online.

Middler Review

The Middler Review, a meeting held at midpoint in the M.Div. program, is a comprehensive review of your theological understanding of ministry, academic record, field education experience, and development of proficiencies in ministry in the light of your denomination's requirements for ordination and personal vocational objectives. This Middler Review meeting—attended by you, your primary advisor, perhaps a second advisor which may be assigned by the Dean's Office, a denominational representative, your field education supervisor, and a peer—is a time of support, assessment, review, and planning. Your primary faculty advisor chairs the meeting. It is your responsibility to plan your Middler Review, to gather and invite your attendees, and to submit a [Middler Scheduling Sheet](#) to the Assistant Dean for Academic Programs at least one week in advance of the meetings. The guidelines for planning and conducting the Middler Review are found in the appendix. Guidelines for writing the 10-15 page *Middler Theological/Vocational Statement* can also be found in the Appendix. Upon completion of this review, you must complete a [Middler Review Report](#) online to your advisor in order to enter the program's final year. Students who are expected to complete their Middler Review in a given year but have not filed a [Middler Scheduling Sheet](#) with an upcoming Middler date and confirmed committee members by Spring registration will not be

permitted to register. Students will not be allowed to begin their final 27 credits of the M.Div. degree work until a Middler Review has been scheduled by submitting a [Middler Scheduling Sheet](#) online first.

Senior Integrative Essay

Finally, you will complete a Senior Integrative Essay at the end of the M.Div. program. This essay is developed in the Senior Integrative Seminar (MDV 4500/8400 which is taken in the last semester of M.Div. studies), and should demonstrate the competencies of a person completing the required courses of study in the M.Div., and ready for professional ministry. The Senior Integrative Essay is also a learning experience, and so should involve peer discussion in the Seminar and work with the advisor. It may be possible to write the Essay in a way which makes it appropriate for use as an ordination paper, or similar ecclesial document, or to provide the final preparation for writing such an ecclesial document. Guidelines for the Senior Integrative Essay will be provided by the Seminar instructor. The Essay is due to the instructor by April 30 or earlier of the year in which the student will graduate. All Essays are evaluated against a consistent rubric *Senior Integrative Essay Rubric*.

In some cases usually related to a change of program or transfer that leads to advanced standing in the program, requirements for one or more milestones may be waived or modified with the approval of the Assistant Dean for Academic Programs.

FIELD EDUCATION

Field education is both an integral and integrative part of theological education. PSR is committed to providing opportunities to integrate theological and ethical commitments with the practice of ministry, supporting the development of vocational clarity and the deepening of faith, and assisting in the development of specific competencies in the work of ministry.

The distinctive characteristics of field education include: an appropriate setting in which students are responsible and accountable for significant work of ministry; competent supervision in the field; disciplined group reflection on the experiences of ministry; reflection and feedback from constituency (laity) groups; and the development of a Learning/Serving Covenant and subsequent written evaluations.

All M.Div. students are expected to contact the Field Education by the end of the first semester of their first year to set up an interview with the field education faculty. Plans for field education must be approved in advance of registration.

Applications for Internships and Clinical Pastoral Education often must be completed months in advance. Concurrent placements are generally arranged by April for the following September. It is your responsibility, in consultation with Field Education staff and faculty, to arrange an appropriate placement. The range of placements for field education includes prisons, campus ministries, social service agencies, and social justice organizations. Credit is not given for past experience.

All M.Div. students are expected to fulfill a basic field education in their second year. This requirement of six semester credits may be met through either concurrent Field Education spread over two semesters (FE 1005 & 1006) or a full-time, nine-month internship (FE 1011-1014 series). The latter usually extends the M.Div. program to a four-year program. The maximum number of field education credits that can be applied to the M.Div. is 12 credits.

To fulfill the Basic Field Education requirement:

- **Concurrent Field Education (6 credits)**
Placement in a setting (parish, agency) for approximately 15 hours each week (including January), plus weekly class meetings for full academic year starting in September
- OR -
- **Internship (6 credits)**
Full-time, on-site participation for nine-months in a field setting; includes theological reflection, reading, supervision, and evaluation, but no weekly class.

Advanced Field Education (varying credit)

In addition to fulfilling the *basic* Field Education requirement, students have the opportunity to use elective credits in *special* and/or *advanced* Field Education experiences.

Advanced Field Education might include a second year in the same placement or a new situation for exposure to different ministries. Course designations and credit for additional Field Education experiences vary depending on the particular option chosen by the student. All Field Education work requires the approval of the Associate Professor of Ministry and Field Education, and must meet supervision, evaluation, and theological-reflection requirements.

Clinical Pastoral Education

Students may earn six academic credits through study and work at a center accredited by the Association for Clinical Pastoral Education (ACPE). Clinical Pastoral Education (CPE) is supervised training primarily in hospital settings. It is not required by PSR for graduation but is required by some denominations and conferences as part of preparation for ordination.

PSR students seeking academic credit for CPE must register for it (FE 2000) in advance by Field Education faculty. CPE programs include full-time summer intensives, part-time programs during the academic year, and full-time residencies. Students must apply directly to CPE centers and pay tuition to the ACPE. More information about the application process is available in the Field Education Office. Only six PSR credits may be earned through CPE. No retroactive credit is given. (CPE requires approval of Field Education faculty.)

Information about the above-mentioned Field Education experiences is available at PSR's Field Education Office.

SUMMARY OF M.DIV. MILESTONES/ASSESSMENT POINTS

First Year	<ul style="list-style-type: none">✓ Initial Advising meeting✓ Entrance Interview (first semester—end of October or end of March for spring entrance)✓ Vocational Interview with Field Education Office✓ Vocational Academic Plan (end of first year)✓ Spiritual Formation Plan
Middler Year	<ul style="list-style-type: none">✓ Field Education✓ Theology✓ Middler Review including Middler Theological Statement (submit Middler Review Report by last day of middler year)
Senior Year	<ul style="list-style-type: none">✓ Senior Integrative Essay (Due by April 30 in MDV 4500/8400 class)✓ Exit Interview (Due by end of the last semester)

In addition to the "assessment points" listed above, PSR participates in national surveys conducted by the Association of Theological Schools (ATS) and uses the results to understand theological students at PSR in comparison to those at other institutions. You will be asked to complete a brief ATS questionnaire at your first and last semesters called the ATS Entering Student Questionnaire (ESQ) and the Graduating Student Questionnaire (GSQ). You may also have the opportunity to participate in alumni/ae surveys after you leave PSR. We are interested in finding out how our programs impact graduates and the professions and communities they serve, as well as improving our programs for future students. As a PSR student, you are an important partner in PSR's ongoing efforts to assess the quality and impact of our programs.

A FINAL WORD

It is the sincere intention and desire of PSR faculty and staff that you complete your M.Div. program successfully. The program is designed to provide you with both the foundation and freedom to explore your call to ministry and to gain competence in the fields of theological study necessary for professional religious leadership. We will offer you assistance to make it not merely a means to an end, but an experience you will complete efficiently and remember positively. Although we cannot anticipate all your questions, we encourage you to ask any that arise. We would like to know if there are ways in which this handbook could be more helpful to you. Any comments, suggestions, or questions would be very much appreciated.

We wish you a productive stay at PSR.

APPENDIX

All forms in this Appendix are available in electronic format on the PSR website
<http://www.psr.edu/mdiv>

Items needed for course and program planning:

1. Suggested Sequencing of the M.Div. Degree
2. M.Div. Degree Worksheet (or use "My Progress" in WebAdvisor)
3. M.Div. Alternatives to Required Courses for 2016-2017 (or use "My Progress" in WebAdvisor)

Items needed for the first year milestones

4. [M.Div. Entrance Interview](#) (link only)
5. [Spiritual Formation Plan](#) (link only)
6. [Vocational/Academic Plan](#) (link only)

Items needed for middler year milestones

7. Middler Review Guidelines
8. [Middler Review Scheduling Sheet](#) (link only)
9. Middler Review Theological Statement Guidelines
10. [Middler Panel Member Assessment](#)
11. [Middler Self-Assessment](#)
12. [Middler Review Report](#) (link only)

Items needed for senior year milestones

13. [M.Div. Exit Interview](#) (link only)
14. Senior Seminar Essay Rubric

SUGGESTED SEQUENCING OF COURSES FOR 3 YEAR PROGRAM

2016-2017 only; pending faculty approval

81 credits

58.5 required; 22.5 elective

Credit	Basic Required Course	Milestone
Fall, 1st Year		
3.0 hours	Old Testament/Hebrew Bible	
3.0 hours	Race as Context	
3.0 hours	Spiritual Disciplines for Leadership	Entrance Interview
3.0 hours	Elective or [Other Faith Tradition req.]	
Spring, 1st Year		
3.0 hours	History	
3.0 hours	Christian Worship	
3.0 hours	New Testament	Sprtl Frmtn Plan
3.0 hours	Elective or [Other Faith Tradition req. or upper level Biblical Studies req.]	Vocat. Acad. Plan
Fall, 2nd Year		
3.0 hours	Field Education	form Middler cmte
3.0 hours	Preaching: Theology and Praxis	& schedule. Submit
3.0 hours	Theology	" Middler Scheduling
3.0 hours	Elective or [Other Faith Tradition req. or upper level Biblical Studies req.]	Sheet "
Spring, 2nd Year		
3.0 hours	Field Education	
3.0 hours	Christian Education	Middler Review &
3.0 hours	Introduction to Christian Ethics	submit Middler Review
3.0 hours	Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]	Report
Fall, 3rd Year		
3.0 hours	Organizational Leadership in Church and Community	
9.0 hours	Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]	
Spring, 3rd Year		
3.0 hours	Pastoral theology and Care	
3.0 hours	Art & Religion	Exit Interview
1.5 hours	Senior Integrative Seminar (complete Senior Integrative Essay)	
4.5 hours	Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]	
<u>January Intersession or Summer Sessions</u>		
3.0 hours	Contextual Learning/Cross-Cultural Immersion req. (see CL web page for list of courses)	
6.0 hours	Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]	

**Pacific School of Religion
Master of Divinity Worksheet (81 credits)
students entering Fall 2016 and after**

Student Name _____ Start Term _____ Advisor _____

Grey course numbers and titles are the recommended PSR basic courses that fulfill these requirements for the current year. Since different courses are required at different years and semesters during your three years in the program, by the time you are ready to take a second or third year requirement, it is possible that the course number or title will have changed. While the required areas are not subject to change for your entering cohort, the course titles, numbers and even possibly the recommended semester to take them may change minimally from year to year, so please make sure to check the [Course Schedule](#) and the [M.Div. Program page](#) each semester for the correct course that will satisfy the area you are planning to fulfill in the future. Note that these required areas listed usually cannot be fulfilled by taking just any course in that area but only by taking either the specific PSR course listed below in grey font or a course/course-combination that is listed on the [Alternatives to Basics](#) published each year.

REQUIRED CREDITS (58.5.0)	PSR Course Number & Name (or GTU Alternative Course Name & Number)	Units	School	Semester/Yr Taken
(recommended)				
Biblical Studies (9.0)				
Old Testament (3.0)	OT 1115/8114 Critical Intro. to Old Testament _____	(3.0)	_____	_____ (FA1)
New Testament (3.0)	NT 1016 Introduction to New Testament _____	(3.0)	_____	_____ (SP1)
Upper level Bible course: OT, NT, or BS 2000+ level non-language 3.0 unit course with exegetical emphasis	_____	(3.0)	_____	_____
	Students who took OTNT & NTOT before 2008-2009 should circle 4.5 units and are exempt from the 2000+ level exegetical course.			
History, Theology & Ethics (12.0)				
History (3.0)	HS 1041/1120/1040/8100 or HSST 1115 _____	(3.0)	_____	_____ (SP1)
Theology (3.0)	ST 2160 Intro Theology or ST 2170 _____	(3.0)	_____	_____ (FA2)
Ethics (3.0)	CE 1051/8147 Introduction to Christian Ethics _____	(3.0)	_____	_____ (SP2)
Upper level Theology course: ST 2000+ level 3.0 unit course	_____	(3.0)	_____	_____
Field Education (6.0)	FE 1005 & FE 1006 Concurrent Field Study I & II _____	(6.0)	_____	_____ (Yr2)
Formation for Religious Leadership (7.5)				
Spiritual Formation (3.0)	SPFT 1082/8182 (1080) Spiritual Formation (Disciplines) for Leadership _____	(3.0)	_____	_____ (FA1req)
Leadership (3.0)	FT 2923 Organizational Leadership _____	(3.0)	_____	_____ (FA3)
Senior Integrative Seminar (1.5)	MDV 4500/8400 Senior Seminar _____	(1.5)	_____	_____ (SP3)

Cultural Resources for Ministry (12.0)

Race as Context (3.0)	RS 1394 Race as Context _____	(3.0)	_____	_____ (FA1req)
Arts & Religion (3.0)	RA 1156 Visual Arts & Religion _____	(3.0)	_____	_____ (SP3)
Other Faith Tradition (3.0)	[HR course non-Christian] _____	(3.0)	_____	_____
Contextual/Cross-Cult. Immersion (3.0)	[see Contextual Learning list] _____	(3.0)	_____	_____ (INT)

Ministerial Practices for Leadership (12.0)

Christian Worship (3.0)	LS1201 Introduction to Christian Worship _____	(3.0)	_____	_____ (SP1)
Homiletics (3.0)	HM 2244 Preaching: Theology & Praxis _____	(3.0)	_____	_____ (FA2)
Pastoral Care (3.0)	PS1060/1008 Pastoral Care & Congregations _____	(3.0)	_____	_____ (SP3)
Christian Education (3.0)	ED 1135/8135/1530 Intro. CEEd/Critical Rlgs Pegagogy_ _____	(3.0)	_____	_____ (SP2)

ELECTIVE CREDITS (22.5)

Guided Electives/Area of Concentration (12.0)

Area:

Course No. & Title	Units	School	Sem/Yr taken
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____
_____ ()		_____	_____

**General Electives (10.5)
& Denominational Requirements**

When completing the worksheet, use an (*) to indicate PSR courses.

Number of PSR credits _____ (minimum 27)
 Transfer Credits _____ from _____
 _____ from _____
 Online Credits (8000-level or non-face-to-face; max 40) _____
 Summer Session credits _____ (maximum 12)
 SRC-9999 credits _____ (maximum 9)

TOTAL CREDITS
 _____ (minimum 81)

All credits including transfers within 7 contiguous years?

Milestones Check-Off Box

First year: Entrance Interview submitted _____ (Oct) Vocational Academic Plan submitted _____ (May) Spiritual Formation plan submitted _____ (May) Second Year:	Middler Review mo/yr _____ Third Year: Senior Integrative Essay submitted _____ (Apr) Exit Interview submitted _____ (May)
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**PACIFIC SCHOOL of RELIGION
MASTER OF DIVINITY PROGRAM
ALTERNATIVES TO REQUIRED COURSES 2016-2017**

Students in the Master of Divinity program are required to 54 credits of required course credits (58.5 for MDiv students entering 2016-2017 year) . The PSR faculty offers the required MDiv courses on a regular basis. However, because of scheduling conflicts, commuting schedules, or denominational requirements, students may choose to take certain courses offered at other GTU schools as alternatives to PSR MDiv requirements, which satisfy the basic requirements. Since listings of the alternatives may vary from one year to the next, reflecting GTU course offerings, students are advised to keep a record of any alternative courses they take to meet the PSR MDiv requirements. **NOTE:**

- 1) All alternatives normally offered for pass/fail, must acquire instructor approval that a **LETTER GRADE** be given to PSR students in order for the course(s) to be used toward the PSR MDiv. Please ensure you obtain this approval in writing from your instructor before you enroll in the alternative.
- 2) **IF IT'S NOT ON THIS LIST, THE COURSE CANNOT BE USED TOWARD YOUR MDiv FOUNDATIONAL REQUIREMENT.** We understand that sometimes schools post new courses late and as a result are not on this list. If this is the case with a late-listed course, please note that you must obtain **APPROVAL IN WRITING** from the **PSR core faculty** supervising the area as noted below. This approval in writing must then be forwarded to the Assistant Dean. Obtaining verbal or written approval from just any adjunct in the area does not constitute approval.
- 3) **If a CDSP-only** course is listed below, please note that you may need to register separately through CDSP (not through WebAdvisor). CDSP, a member school of the GTU, participates in cross-registration with other GTU schools and centers. However, CDSP has its own registration system. CDSP courses are listed here: <http://cdsp.edu/register-for-courses/> . Cross-registration with CDSP requires registration in WebAdvisor for CDSP-9000 and completion of a separate form: <https://cdsp1-public.sharepoint.com/>.

Biblical Studies (9.0 credits)

1. OT 1115/OT 8114 3.0	Critical Introduction to Old Testament	Fall (online)	PSR
2. NT 1016 3.0	Introduction to New Testament	Spring	PSR
3. Upper level Biblical Studies course: Any 3.0 credit upper level non-language course with OT, NT, or BS in course number. Upper level means 2000-level or above.			

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
OT-1070	01	INTRODUCTION TO THE OT	3.0	SFTS	Faculty(SFTS)
OT-2095	01	METHODS:PENTATEUCH & HISTORIES	3.0	JSTB:217	Endres(JST)
OT-8174	01	INTRODUCTION TO OT	3.0	ABSW:ONLINE	Flesher(ABSW)

Spring 2017

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
OT-2094	01	PENTATEUCH & FORMER PROPHETS	3.0	DSPT:2	Green,B.(DSPT)
OT-3275	01	OLD TESTAMENT EXEGESIS	3.0	SFTS	Faculty(SFTS)

CDSP alternative: OT-1076/OT-8176. Note: This course has a [different registration procedure](#).

Students who wish to satisfy the basic by taking a set of courses other than those noted above should consult with Prof. Aaron Brody (abrody@psr.edu).

Alternatives to NEW TESTAMENT requirement NT 1016:

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
NT-1003	01	INTRO TO NEW TESTAMENT	3.0	DSPT:2	Green,B.(DSPT)
NT-1005	01	INTRO TO NT	3.0	SFTS	Park,E.(SFTS)

Spring 2017

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
NT-1004	01	NT INTRODUCTION:	3.0	SFTS	Weissenrieder(SFTS)
NT-2000	1	NEW TESTAMENT EXEGESIS	3.0	SFTS	Park,E.(SFTS)

Students who wish to satisfy the NT basic by taking a set of courses other than those noted above should consult with the PSR Dean.

History, Theology and Ethics (12.0 credits)

(9.0 credits for student entering before Fall 2010; 12.0 credits for students entering Fall 2010 and later)

1. HS 1120 Intro to Christian History Spr
PSR 3.0
2. ST 2160 Introduction to Theology Fall
PSR 3.0
3. CE 1051 Intro to Christian Ethics Spr
PSR 3.0
4. Upper Level Theology 3.0 credit course with ST in the course number for students entering Fall 2010 and later. Upper level means 2000-level or higher.

Alternatives for CHRISTIAN HISTORY requirement HS 1120:

ONE-SEMESTER course that fulfill the HS requirement:

Summer 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
HSRS-8259	01	HIST OF XNITY & SOCIAL CHANGE	3.0	PSR:ONLINE	Walker,R.(PSR)

TWO-SEMESTER courses that fulfill the HS requirement:

Any course listed in Part 1 list must be taken with any course listed in Part 2.

Courses that fulfill **part 1** of History requirement

Fall 2016

Course	Sec	Course Title	Units	Bldg Room	Faculty
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Number					
HS-1080	01	HISTORY I	3.0	SFTS	Ocker(SFTS)
HS-1102	01	HISTORY OF CHRISTIANITY I	3.0	n/a	Stjerna(PLTS)
HS-1105	01	HISTORY OF CHRISTIANITY I	3.0	DSPT:3	Thompson(DSPT)
HS-2498	01	CHURCH TO 1400	3.0	JSTB:216	Dohar(JST)
HS-8102	01	HISTORY OF CHRISTIANITY I	3.0	PLTS:ONLINE	Stjerna(PLTS)
PHHS-1050	01	HISTORY OF PHILOSOPHY:ANCIENT	3.0	DSPT:2	Mellein(DSPT)

CDSP alternative: HSST-1114 & 2115. Note: This course has a different registration procedure.

Courses that fulfill **part 2** of History requirement

Fall 2016

HS-2776	01	CHURCH: 1400 TO PRESENT	3.0	JSTB:216	Dohar(JST)
PHHS-2000	01	HISTORY OF PHILOSOPHY: MODERN	3.0	DSPT:1	Ramelow(DSPT)

Spring 2017

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
BSHS-2050	01	HISTORY OF BIBLICAL INTERP	3.0	PSR:6	Esterson(GTU/CSS)
HS-1081	01	HISTORY II	3.0	SFTS	Ocker(SFTS)
HS-2195	01	CHURCH:MODERN TO CONTEMPORARY	3.0	DSPT:1	Boenzi(DSPT)

CDSP Alternative: HSST-2115 History of Christianity II. Note: This course has a different registration procedure.

IF YOU HAVE RECENT UNDERGRADUATE OR GRADUATE WORK IN CHURCH HISTORY and feel you do not need another basic course, you should:

1. Bring Prof. Randi Walker (rwalker@psr.edu) a syllabus or reading list from the course.
2. Take a more advanced course of your choice for advanced standing
3. Forward approval from Walker to Assistant Dean

Alternatives for INTRODUCTION TO THEOLOGY requirement ST 8260 or ST 2160

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
ST-1085	01	SYSTEMATIC THEOLOGY II	3.0	SFTS	Love,G.(SFTS)
ST-2003	01	SYSTEMATIC THEOLOGY	3.0	PLTS:GH1	Jacobson,C.(PLTS)
ST-8214	01	FOUNDATIONS OF THEOLOGY	3.0	JSTB:ONLINE	Benders(JST)

Spring 2017

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
ST-1084	01	SYSTEMATIC THEOLOGY I	3.0	SFTS	Love,G.(SFTS)

CDSP Alternative: ST-2188/ST-8218 Note: This course has a different registration procedure.

Students who wish to satisfy the ST basic by taking a set of courses other than those noted above should consult with Prof. Inese Radzins (iradzins@psr.edu) or Prof. Jay Johnson (jjohnson@psr.edu)

Alternatives for CHRISTIAN ETHICS requirement CE 1051

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
CE-2056	01	FUNDAMENTAL MORAL THEOLOGY	3.0	n/a	Fullam(JST)
CE-2065	01	INTRO TO CHRISTIAN ETHICS	3.0	n/a	Moe-Lobeda(PLTS)
CE-4900	01	INTRO TO THEA/OLOGICAL ETHICS	3.0	SKSM	Dowdell(SKSM)

Spring 2017

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
CE-2045	01	FUNDAMENTAL MORAL THEOLOGY	3.0	DSPT:18	Krasevac(DSPT)
CE-2505	01	ENVIRONMENTAL ETHICS	3.0	SFTS	Faculty(SFTS)

CDSP alternative: CE-8210 Intro to Christian Ethics (online). Note: This course has a different registration procedure.

Students who wish to satisfy the CE basic by taking a set of courses other than those noted above should consult with the PSR Dean.

Field Education (6.0 credits)

FE 1005-1006 or FE 1011-1014

No alternatives. Field Education placements are approved through the PSR Field Education office. (olockwood-stewart@psr.edu). If you are a transfer student and you have fulfilled Field Education through your prior school, please contact the PSR Field Education office (olockwood-stewart@psr.edu).

Formation for Religious Leadership (7.5 credits)

1. SPFT 1082/8182 Spiritual Formation for Leadership Fall (online) PSR 3.0
Alternatives for SPIRITUAL FORMATION requirement SPFT 1082/8182

Fall 2016

SP-1500	01	ORIENTATION TO THEO EDUCATION*	1.5	SFTS	Liebert(SFTS)
SP-2492	01	EXPERIMENTS PRAYER & MEDITATN	3.0	n/a	Murphy,G.(JST)

SP-2527	01	SPIRITUAL LIFE AND LEADERSHIP*	1.5	SFTS	Faculty(SFTS)
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Spring 2017

SP-2495	01	SPIRITUAL DIRECTION PRACTICUM	3.0	JSTB:216	Murphy,G.(JST) Ferdon(JST)
SPST-2504	01	SPIRITUALITY OF THOMAS MERTON	3.0	JSTB:217	Ronzani(JST)
SP-2527	01	SPIRITUAL LIFE AND LEADERSHIP*	1.5	SFTS	Faculty(SFTS)

Students who wish to satisfy the SP basic by taking a set of courses other than those noted above should consult with Prof. Jim Lawrence (jlawrence@gtu.edu)

2. FT 2923 Organizational Leadership Fall PSR 3.0

Alternatives for ORGANIZATIONAL LEADERSHIP requirement FT 2923

Fall 2016

RSFT-8405	01	FAITH-ROOTED ORGANIZING	3.0	SKSM:ONLINE	Rueters-Ward(SKSM)
FT-2204	01	MINISTRY ACROSS CULTURES	3.0	PLTS:GH1	Vargas,A.(PLTS)

Spring 2017

FT-1130	01	CHURCH LEADERSHIP	3.0	ABSW	Faculty(ABSW)
FTRS-2973	01	TRANSFORMATIVE LEADERSHIP	3.0	MUDD:103	Blake,D.(PSR)
FTRS-8297	01	TRANSFORMATIVE LEADERSHIP	3.0	PSR:ONLINE	Blake,D.(PSR)

CDSP Alternative: FT-2763 Issues in Parish Leadership. Note: This course has a different registration procedure.

Students who wish to satisfy the Organizational Leadership basic by taking a set of courses other than those noted above should consult with Prof. Dorsey Blake (dblake@psr.edu)

3. MDV 4500 /8400 Senior Integrative Seminar Spr only (online) PSR 1.5

The course in this area does not have alternatives at other GTU schools and is not offered any other term. However, the course is offered in both classroom & asynchronous online formats concurrently. Note: if you plan to finish in Fall, you must take this requirement in the Spring PRIOR to your final term.

Cultural Resources for Ministry (12.0 credits)

1. RA 1156 Visual Arts and Religion Spr PSR 3.0

Alternatives for RELIGION & ARTS requirement RA 1156

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
RAHS-1604	01	CHRISTIAN ICONOGRAPHY	3.0	DSPT:1	Morris,M.(DSPT)

Spring 2017

Course	Sec	Course Title	Units	Bldg Room	Faculty
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Number					
RAHS-2061	01	CHRISTIANITY IN 50 OBJECTS	3.0	JSTB:217	Barush(GTU/JST)

Students who wish to satisfy the Religion & Art basic by taking a set of courses other than those noted above should consult with Prof. Rossitza Schroeder (rschroeder@psr.edu).

2. **The 3.0 credits in a faith tradition other than Christianity** may be satisfied by taking any one of a number of courses in the GTU course schedule under the Cultural and Historical Study of Religion (HR) area, and students are especially encouraged to explore courses offered by the Center for Jewish Studies, Institute of Buddhist Studies, Center for Hindu Studies, and the Center for Islamic Studies. Please do not choose course that have HR in the course number but revolve around a Christian-only faith tradition.

3. **The 3.0 credit requirement in a cross cultural context immersion** is normally satisfied through involvement in a PSR sponsored January intersession or Summer immersion (whether local, national, or international), however, similar immersion courses offered by other schools and taken while you are matriculated in the MDiv degree may be considered. Please consult the [Contextual Learning](#) dept.

NEW!

4. **The 3.0 credit RS 1394 requirement in Race as Context** must be satisfied in the first semester an MDiv student can take face-to-face courses starting for any MDiv beginning at PSR (including transfer students and students who change programs to the MDiv) in the 2016-2017 academic year. There are no alternatives to this requirement. This course is required for all MDiv students who begin the PSR MDiv Summer 2016 and later. MDiv students who entered prior to this semester and any other student in any other program at the GTU are invited to take the course, but it is not required for continuing PSR MDivs or students in other programs

Ministerial Practices for Leadership (12.0 credits)

1. LS 1201	Christian Worship	Spr	PSR
3.0			

Alternatives for CHRISTIAN WORSHIP requirement LS 1201

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
LSST-4181	01	INCULTURATION AND LITURGY	3.0	JSTB:217	McGann(JST)

Summer 2016

LS-4106	01	LITURGY & LDSHPS: TRADITION	1.5	SKSM	Favreault(SKSM)
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For UU only must be taken with LS 4013

Intersession 2017

LS-4013	01	LITURGY AND LEARNING	1.5	Favreault(SKSM)
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For UU only must be taken with LS 4106

Spring 2017

LSST-4015	01	ECOLOGY AND LITURGY	3.0	JSTB:217	McGann(JST)
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CDSP alternative: LSHS-1100 Introduction to Worship (Episcopal). Note: This course has a different registration procedure.

Students who wish to satisfy the Worship basic by taking a set of courses other than those noted above should consult with Prof. Sharon Fennema (sfennema@psr.edu).

3. HM 2244 Preaching: Theology & Praxis Fall PSR 3.0
Alternatives for HOMILETICS requirement HM 2244

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
HM-1073	01	FOUNDATIONS OF PREACHING	3.0	DSPT:CHPL	Propst(DSPT)
HM-1073	02	FOUNDATIONS OF PREACHING	3.0	DSPT:CHPL	Propst(DSPT)
HM-2230	01	LITURGICAL PREACHING (catholic only)	3.0	DSPT:CHPL	Propst(DSPT)
HM-2525	01	BIBLICAL PREACHING	3.0	PLTS:GH1 PLTS:SWYR	Hannan,S.(PLTS)

Spring 2017

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
HM-1001	01	INTRODUCTION TO PREACHING	3.0	SFTS	Childers(SFTS)
HM-8101	01	INTRODUCTION TO PREACHING	3.0	SFTS:ONLINE	Childers(SFTS) S. Alexander

CDSP alternative: HM 2100. Note: This course has a different registration procedure.

Students who wish to satisfy the Preaching basic by taking a set of courses other than those noted above should consult with the PSR Dean.

4. PS 1008/1060 Pastoral Care Spring PSR 3.0
Alternative for PASTORAL CARE requirement PS [course number TBA]

Fall 2016

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
STPS-2100	01	CTSC GOD,SUFFERING,PSTR L CARE	3.0	SFTS SFTS	Love,G.(SFTS)
PS-1009	01	INTRODUCTION TO PASTORAL CARE	3.0	PLTS:GH1	Pence(PLTS) Stein-Webber(PLTS)
PS-1016	01	PAST COUNSLNG:PROCESS/SKILLS	3.0	DSPT:2	Ormond(JST)

Spring 2017

Course Number	Sec	Course Title	Units	Bldg Room	Faculty
PS-1062	01	CONGREGATIONAL CARE	3.0	ABSW	Clark,P.(ABSW)

Students who wish to satisfy the Pastoral Care basic by taking a set of courses other than those noted above should consult with the PSR Dean.

5. ED 8130/8135	Introduction to Christian Education/Critical Religious Pedagogy: A Christian Approach	Spring	PSR	3.0
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Alternatives for CHRISTIAN EDUCATION requirement ED 8310/8135

No alternatives available yet

Students who wish to satisfy the Education basic by taking a set of courses other than those noted above should consult with the Prof. Boyung Lee (blee@psr.edu)

MIDDLER REVIEW / GUIDELINES

A Middler Review is held after a student has earned 27 credits and before the completion of 54 (usually this is in the second year of full-time study). It is required for students to either have completed or be currently taking their Field Education requirement and Theology requirement before the Middler may be allowed. A student may not register for her/his final 27 credits until the Review has been completed and completion of the MDiv may be delayed if the Middler is not completed in the expected time frame.

I. PURPOSE

The Middler Review has a multi-fold purpose: 1) to assist the student as she/he prepares for the last half of seminary education by a review and assessment of the student's academic and vocational preparation; 2) to clarify the student's vocational direction. In addition to these purposes, the Middler Review is an opportunity for the student to demonstrate their growth and knowledge as well as a time for evaluating one's own intellectual and spiritual formation.

II. PREPARATION

Responsibility for gathering the panel, preparing and circulating review material, and scheduling the review lies with the student. All members should receive the entire packet of review material, but as listed below, each member of the panel has specific responsibility for assessing the materials.

A. THE PANEL. This review is most thoroughly and effectively done in a formal and inclusive process that joins faculty members and students with representatives from local communities of faith.

The panel is normally comprised of 4 to 6 persons selected for their expertise in one or another component of the review and for their experience with the student. The student should invite panel members at least a month in advance of the review, and involve them in the preparation of materials. This consultation may be carried out on the phone, in person, or by written correspondence, but should precede the circulation of materials to committee members.

- Faculty Advisor. (required) This panel member is a regular member of the PSR faculty. The faculty advisor reviews the transcript, vocational/academic plan and update & degree worksheet with the student; and consults with the student regarding the theological statement. The faculty advisor also chairs the review.
- Second Faculty Member. (assigned; optional for Dean's Office to assign) In some cases, this panel member is appointed by the Assistant Dean, in consultation with the faculty advisor. The member's primary role is that of second academic reader of the written essay and to provide additional academic response to the oral presentation. You will be notified if you will be assigned a second faculty member. Otherwise the default policy is to have only one primary faculty advisor (above) serve on your panel.
- A Field Education Supervisor/Mentor. (required) This panel member is a minister, church leader, or agency administrator who is familiar with the student's work in a field setting for ministry. The field education supervisor reviews all materials distributed to the panel which reflect the student's practice of ministry. The Field Supervisor reviews the field report with the student. If the student does not have a current field education supervisor, any other professional who is acquainted with the student's work in a ministry setting should be invited.
- Student Peer(s). (required) One or two students are selected as panel members. These students should know the student personally and should be able to offer personal critique. Student peers ensure that the middler is taped and may also take notes to supplement the taping.
- One of the two categories below is required:
 - A Denominational Representative. This panel member is an ordained church leader who is familiar with the expectations and rules of the student's denomination. The denominational representative reviews ordination requirements and progress with the student.

OR

- A Representative of a Professional Credentialing Body. If a student is not pursuing ordination but is considering a vocation which has a professional credentialing body, a member of that body who knows the requirements and rules for admittance should be included in the panel.

In some cases the Field Education Supervisor/Mentor may also serve as the Denominational Representative/ Professional Credentialing Body Representative if they fulfill both functions.

B. THE MATERIAL. The student will gather or prepare the following material for circulation to all panel members at least 10 days prior to the review. It is recommended that you send your packet as a pdf attachment via email to your panel. If you prefer a hard copy packet, you should provide dividers in your packet for each section described below and on the title page or cover of your packet, list the names of your panel members and the role they fulfill as described above.

- Middler Review Guideline Sheet. A copy of this statement describing the Middler Review, to give panel members an understanding of the goals and procedures of the Middler Review.
- Transcript. An unofficial copy of the student's PSR transcript. Students are encouraged to use their most recent grade report, or a print out their grades from [Student Web Advisor](#). If the student does not have access to a recent/current grade report, an [official copy](#) may be requested.
- Degree Worksheet or "My Progress" printed from Student Planning. A "filled in" [worksheet](#) and/or a degree audit run by clicking on "My Progress" in Student Planning from [WebAdvisor](#)—both of which shows how the student is meeting the MDiv degree expectations outlined in the PSR Catalogue and/or MDiv Program Manual. (Panel members from outside the school should be given copies of the relevant Catalogue and/or [Program Manual](#) pages.)
- Vocational/Theological Statement. A carefully prepared written statement of 15-20 pages. Students should refer to the attached instruction sheet for guidance on preparing the paper. Samples of Vocational/Theological Statements may be downloaded at the PSR website or browsed outside of Holbrook 135.
- Self-Assessment Sheet, completed by the student, which reflects the student's current personal and vocational development.
- Panel Member Student Assessment Guide, blank, which provides panel members with criteria on which to evaluate student's paper and presentation (the panel members will complete an assessment prior to the conclusion of the Middler Review).
- Field Evaluation. An evaluation is requested from the Field Education supervisor. The evaluation required for the field education can be used unless confidentiality concerns require a separate document be substituted.
- Ordination Requirements/Professional Accreditation. The student should meet with a representative of his/her denomination (or professional accrediting agency or intended vocation) for a consultation on the procedures and requirements which apply to the student. The student should include in the packet these procedures/requirements as well as detailed information that details where the student is in that process.

Oral Presentation. This is not to be circulated in advance. The oral presentation is delivered at the beginning of the review itself. In it the student integrates her/his sense of call, theological studies and practice of ministry.

C. THE PROCEDURE. Attention to the Middler Review begins several months before the event itself. Here are the steps that the student needs to take during that time.

- Consult your Faculty Advisor. Your faculty advisor will help you plan for the Middler Review and think about your panel. If you are required to have a second faculty member on your panel, the name of your second faculty member will be given to you from the Assistant Dean.
- Recruit a Panel. Each member of the panel is important in order to insure the comprehensive nature of the review. Invite panel members to participate in the review. Also, invite them to consult with you prior to the review as you collect and prepare material. In certain cases, it may be desirable to invite a distant panel member to participate through conference telephone facilities. This should be discussed with your faculty advisor.
- Set a Time and Reserve a Place. The Middler Review should be scheduled for two hours. The PSR Conference Room (either Holbrook 133 or 134) should normally be used for Middler Reviews

because participants can sit comfortably across from one another, see one another, and have a place to take and review notes. Reserve the Conference Room—as well as conference call equipment if needed for Holbrook 134—by going to <http://roomres.psr.edu/>. First check for room availability through <http://ems.psr.edu/BrowseForSpace.aspx> on the online form. Reserve parking for panelists who are visitors to the PSR campus at the Reception desk (reception@psr.edu).

- Submit Middler Scheduling Sheet. As soon as the date, time, place, and participants for the Middler Review have been set, return the Middler Review Summary Sheet (attached) to the Assistant Dean for Academic Programs so the date of your review can be recorded. The Faculty Advisor and the rest of your panel will receive a copy as well when this form is submitted online.
- Consult with Panel Members. Each panel member can help you prepare yourself for the review, and sharpen your material so all panel members will find it helpful. Use the faculty members to help you complete your degree worksheet and to read a draft of your theological statement. Use your field ed supervisor to help you articulate your experience in the practice of ministry. Use your denominational/vocational representative to help you understand the personal and professional skills you need to be a minister in the denomination of your choice. You should remind your student peers to ensure that the interview is taped or notes are taken. A few days before the review, consult with your faculty advisor to decide details of format and procedure. If a conference telephone call is anticipated, make sure this is confirmed and that the outside caller has the procedure to join the conference.
- Distribute your Material. There is a DEADLINE for the circulation of material to your panel. **Panel members and the Assistant Dean for Academic Programs must receive your completed Middler packet ten (10) working days before the review.** If the deadline is not met the Faculty Advisor may cancel the review. Again, emailing as PDF attachment may be the best method.
- The Panel Member Student Assessment Guide. Panel members will be able to fill this out at the meeting if they have a phone, mobile device, or laptop. But in case they do not bring these, Please bring blank copies of this form (the one with the ratings scale) for each member of your panel. This will be distributed by your advisor at the conclusion of the question and answer period.

III. THE REVIEW

The Middler Review is organized around three steps: getting under way, structured conversation, and summary statements.

A. GETTING UNDER WAY. Most Middler Reviews bring people together who do not know one another. Care needs to be taken to help panel members get acquainted and feel comfortable.

- Gathering. The student needs to arrive about ten minutes ahead of time to see that the place is in order and to greet panel members as they arrive.
- Introductions. When the faculty advisor calls the meeting to order, the student will be asked to introduce members of the panel, giving a word or two about their role and why they were selected. At this time, it will be noted whether a recording device has been set-up, or if a student peer will be taking notes.

B. STRUCTURED CONVERSATION. The bulk of the session is spent in conversation with the student. The faculty advisor is responsible to see that all component areas of the review are addressed and that there is room for the questions and concerns of panel members. The primary task of panel members is to ask questions which will press the student to think about and respond to the areas under consideration. Speeches by panel members usually are reserved for the summary section of the review.

Oral presentation. Before the student is asked to leave the room s/he is invited to give a carefully prepared 5-10 minute oral presentation, integrating his/her sense of call, theological studies and practice of ministry. At this time, the student should lift up concerns about what would be important to talk about from the student's perspective, their hopes for the conversation, and about what areas they need feedback from the panel

Student leaves room. After the brief presentation, the student is then asked to leave the room as the panel remains.

Setting the Agenda. With the student excused from the room, the faculty advisor will invite panel

members to state questions and concerns they want to raise during the review. The faculty advisor designs the flow of the review so that each element of the review will receive the time it needs, and so that the review participant with special competence in an area is given an opportunity to pursue that area with the student. This is a time for panel members to test with one another their perception of the student and of the task of the review. This time is to help all members of the review panel understand the agenda and anticipate the process. Faculty advisors should note the questions below under "Structured Conversation" to assist with framing this conversation.

Panel Questions. Panel members may use this presentation as a beginning point for their questions. Panel members are asked to:

- evaluate the student's theological understanding and ability to articulate her/his faith.
- consider the relationship of the student to the church or agency and its assumptions about ministry.
- assess the adequacy of the completed and planned courses described in the attached worksheet/"My Progress" audit and discuss curricular needs the student should plan for in their last year or as an alum after graduation.
- assess the adequacy of the student's vocational plans and what the student has done at PSR to move toward his/her chosen ministerial/vocational goals.
- evaluate the goals of the student in view of student's self-assessment
- counsel the student as to vocational clarity and fit in both planned vocation and degree program
- discuss strengths/gifts and growing edges

Student returns to the room. Items above are discussed with panel and student, with the faculty advisor leading the conversation.

C. SUMMARY STATEMENTS. After the time for questions has been spent, faculty advisor calls for the preparation and presentation of summary statements by panel members to the student. At this time, the student may be asked to leave the room again as the faculty member will hand out a new copy of the [Panel Member Student Assessment form](#) (or give out the link which includes a ratings scale. Panel members will use this tool to consider their summary statements and will hand in the form to the faculty member at the conclusion of the middler (to be shared at a later time with the student)

Statements should identify both strengths and weaknesses panel members discern in the student from their work with her/him and from the review itself. Summary statements should be as direct, brief and memorable as possible.

If the student has been asked out of the room, they will be welcomed back, panel members will speak their summary statements. The faculty advisor will then make a final remark, thank the participants and draw the review to a close.

D. ADVISOR MEETING FOR MIDDLE REVIEW REPORT. Before the student and the faculty advisor leave the Review, the faculty advisor should arrange with the student a time to go over and submit online the Middler Review Report. Normally this process should be completed within two weeks of the Middler Review session.

E. MIDDLE REVIEW REPORT. Following the review, the student meets with their advisor to fill out and submit the Middler Review Report form online, drawing on notes from the middler, feedback, and assessment forms. Middlers are not complete until the [Middler Review Report](#) is submitted

Revised 05/16

The Middler Review Vocational/Theological Statement *Theologically and Spiritually Rooted Leadership for Social Transformation*

The Middler Vocational/Theological Essay offers an opportunity for students to reflect critically and constructively on their progress to date in the M.Div. program, demonstrate their integration of scholarly theological disciplines with communal spiritual practices, and articulate a vision of transformative leadership.

The 15-20 page essay, prepared in consultation with the student's advisor well in advance of the Review, is shared with the Review panelists and provides a foundation for the Review itself. The essay should reflect the student's engagement with the learning outcomes of the M.Div. program in relation to the student's particular vocational goals, giving due attention to each of the following prompts:

1. How do sacred texts, theological traditions, and their varying interpretations shape the practice of ministry (in relation to, for example, preaching, worship, pastoral care, education, and community organizing)? How has your engagement with these texts and traditions shaped your own theological convictions (concerning, for example, God, Christ, sin, salvation, ecclesiology, sacramental practice, the issues involved in theodicy, such as suffering and evil, and other similar matters)? In what ways do you envision constructing and advancing theological work in your own religious/spiritual tradition?
2. Describe and articulate your own social location (with respect to race, ethnicity, culture, sexuality, gender, class, etc.) and how these contextual factors shape the development of theological ideas and spiritual practices. What kind of strategies are the most effective for engaging with contexts that are different from your own and for the sake of social and economic justice?
3. How are the spiritual practices that you have developed and are developing crucial for a leadership style marked by social justice, personal integrity, cultural humility, shared accountability, and a sustainable vision for a world where all can thrive and flourish?
4. Where would you locate the best partnerships (with individuals, groups, and organizations) for informing and enhancing the work you hope to undertake in the world? Indicate why such collaborative efforts are vital for constructive theological work and effective ministry.
5. Identify at least three "growing edges" moving forward in your process of integrating the intellectual disciplines of theological education with the practice of ministry for the sake of organizing and nurturing communities of social transformation.

While students are not expected to address these prompts definitively (much less comprehensively) in an essay of this length, the responses will provide important material to help the Review panelists to: assess with the student particular areas of academic strength and limitation; refine and hone the student's vocational aspirations and professional goals; and discern together how best to utilize the time remaining in the student's program.

Students are strongly encouraged to submit a draft of the Vocational Essay to their advisor at least one month before Review materials are due to the Review panelists. This will provide an opportunity for the student and the advisor to discuss the draft, consider revisions, and anticipate key areas for conversation and mutual discernment during the Review.

MASTER OF DIVINITY
Senior Seminar Essay Rubric

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

<p>approaches for interpreting sacred texts today.</p>	<p>texts and practices.</p> <p>Exemplifies the role played by religious and/or spiritual leadership to (re)interpret historical sacred texts for today's contexts.</p>	<p>Appreciates the vital importance of interpreting sacred texts in ways that are appropriate for today's questions and challenges.</p>	<p>Significant gaps appear in how to relate the historical origin of a text and/or tradition to a contemporary context or challenge.</p>
<p>2. Recognize all knowledge as contextual</p> <p>Articulate the importance and significance of the various factors that shape one's own context.</p> <p>Demonstrate an awareness of another's context, especially across differences with respect to race, sexuality, gender, ethnicity, class, culture, nationality and religious affiliation, etc.</p> <p>Imagine how to translate across and among various contexts.</p>	<p>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.</p> <p>Expresses effectively the gifts and limitations of one's own social history and cultural context(s).</p> <p>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.</p> <p>Exhibits effective strategies for communicating across and among</p>	<p>Demonstrates skills for recognizing the contextual character of human knowledge and the ways such knowledge is transmitted.</p> <p>Acknowledges the key aspects and features of one's own social and cultural context.</p> <p>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.</p> <p>Articulates a variety of ways for translating key ideas and practices across cultural differences.</p>	<p>Serious gaps persist in the capacity to recognize the contextual character of human knowing and communicating.</p> <p>Appears insufficiently aware of the factors shaping one's own history and context.</p> <p>Seems unable to identify clearly the factors that contribute to contextual differences and why these matter for religious and/or spiritual communities.</p> <p>Effective strategies for communicating across contextual differences remain</p>

<p>Avoid inappropriate boundary crossing and misappropriation.</p>	<p>contextual differences in ways that build community.</p> <p>Identifies effectively and respects both personal and social boundaries while recognizing and affirming the integrity of distinct traditions and practices.</p>	<p>Personal and social boundaries are understood broadly and respected; appreciates the need to affirm contextual distinctions.</p>	<p>vague or unarticulated.</p> <p>Boundaries are loosely conceived or absent in articulating the integrity of social and cultural contexts.</p>
<p>3. Articulate the connection between spiritual practice(s) and the development of a leadership style</p> <p>Demonstrate personal integrity and character based on spiritual values.</p> <p>Practice a spirituality that engages the wider society.</p> <p>Develop a spiritual-rootedness to sustain world-changing work.</p> <p>Effectively link spirituality and leadership in a</p>	<p>Demonstrates a deeply integrated approach to spiritual practice and the factors that contribute to effective religious and/or spiritual leadership.</p> <p>Exhibits commendable interpersonal virtues and a work ethic based on readily identifiable values drawn from spiritual practice.</p> <p>Lives in exemplary ways an approach to spiritual formation related directly to the needs and concerns of the wider society.</p> <p>Illustrates in various ways how spiritual formation both sustains and informs work</p>	<p>Spiritual practices are identified in helpful ways for the sake of sustaining an effective approach to leadership.</p> <p>Appreciates the important links between exhibiting personal character and adopting identifiable spiritual values.</p> <p>A solid connection appears between spiritual practice and engaging in modes of social analysis.</p> <p>Spiritual practices are adopted that respond to the need for sustaining effective social change.</p>	<p>The significance of spiritual practice and formation for sustainable and effective leadership seems vague or missing altogether.</p> <p>The link between character and spirituality seems vague or missing.</p> <p>Spiritual practices seem entirely individualistic or otherwise disengaged from wider social concerns.</p> <p>Spirituality seems either absent or disconnected from a commitment to engage in positive</p>

<p>community of accountability.</p> <p>Engage life and work with cultural humility and respect for cross cultural differences.</p>	<p>devoted to positive social change.</p> <p>Compelling connections between spiritual practice and leadership development are lived in clearly identified contexts of accountability.</p> <p>The integration of effective work and sustainable self-care is illustrated in a posture of respect and appreciation for different cultural contexts.</p>	<p>Both spiritual practice and leadership development respond directly to the challenges and opportunities of a given community.</p> <p>Articulates effectively how the embrace of cultural diversity reflects key spiritual values and practices.</p>	<p>social change.</p> <p>Direct avenues of accountability are vaguely articulated or absent entirely from the spiritual formation for leadership.</p> <p>Spiritual practice seems unrelated to an awareness of differing cultural contexts.</p>
<p>4. Form effective partnerships with various organizations and individuals</p> <p>Work effectively with people of different backgrounds, cultures and experiences.</p> <p>Incorporate insights from non-academic contexts.</p>	<p>Demonstrates the capacity for imagining and creating effective partnerships with both explicitly religious and non-religious groups and people for compelling approaches to ministry.</p> <p>Exhibits various ways to engage effectively with multiple contexts while respecting the integrity of each.</p> <p>Recognizes and promotes the importance of drawing religious and/or spiritual</p>	<p>Articulates the importance of developing a wide range of partnerships for more effective ministry and exemplifies helpful approaches.</p> <p>Diversity and multiplicity are welcomed and treated with respect in collaborative projects.</p> <p>Sources not typically understood as "academic" provide regular insights for the</p>	<p>The importance of developing partnerships is only vaguely articulated and/or the skills to develop them are not evident.</p> <p>Collaborations seem to lack awareness of or sensitivity to diversity and multiplicity.</p> <p>Exhibits an unwillingness to engage atypical sources for insights or relies exclusively on</p>

	insights from a wide range of sources outside of academia.	work of ministry in diverse settings.	traditional venues.
<p>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</p> <p>Articulate a theologically grounded position on social justice issues.</p> <p>Organize community efforts toward achieving social change.</p> <p>Develop a definition of social transformation in critical, constructive, theological, and historical modes.</p>	<p>Demonstrates an inspiring approach and malleable strategies for employing theological education in public modes of religious and/or spiritual leadership.</p> <p>Articulates compellingly how theological ideas shape and inform the commitment to social justice.</p> <p>Exhibits skills for inspiring communities to engage in challenging work and for organizing their efforts effectively to create positive social change.</p> <p>Expresses a critically constructive approach to social transformation drawn from theological and historical insights.</p>	<p>Illustrates effective models for applying theological education to multiple modes of religious and/or spiritual leadership in various public venues.</p> <p>Approaches to social justice are clearly articulated in theological terms.</p> <p>Employs effective strategies for mobilizing various kinds of communities to engage in efforts toward positive social change.</p> <p>Exhibits an ongoing engagement with refining the meaning of social transformation rooted explicitly in theological and historical sources.</p>	<p>Significant aspects or modalities of theological education seem absent from approaches to ministry or public leadership.</p> <p>The connection between theological discourse and social justice advocacy is vaguely articulated or seems to be missing.</p> <p>Organizational skills are limited or otherwise underutilized in efforts to mobilizing communities for social change work.</p> <p>The meaning of social transformation remains thinly articulated or disconnected from critically constructive sources of historical and theological insight.</p>

[Additional
Comments]