
Pacific School of Religion

ACADEMIC PROGRAM MANUAL

For the

MASTER OF DIVINITY PROGRAM

Office of the Dean and Registrar

Effective August 2008

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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.

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, requirements, 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.

This manual reflects information on the M.Div. program as of August 2009. Administrative procedures may be modified at any point in the future to improve the program, so students (and faculty advisors) should be attentive to supplementary pages distributed during their course of study that reflect changes in the program.

Information on other aspects of student life at PSR can be obtained through the offices of Recruitment and Admissions, Community Life, Business, Housing, and Financial Aid. The PSR Student Handbook produced by the Community Life office includes key policies of these offices as well as those that govern campus life at PSR.

GETTING STARTED

HOW DO I PLAN MY PROGRAM?

The first step to planning your program is to meet with your faculty advisor at orientation. Your advisor will assist you in understanding the degree requirements as they are set out on the M.Div. program worksheet.

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. Review this document with your advisor each time you select courses as part of Early Registration or General Registration. As you can see, there are 81 credits. These credits are distributed amongst required courses (51 credits), Guided Elective/Areas of Concentration (12 credits) and General Electives (18 credits). The worksheet details the advised timing of required courses so consult it as you plan your course selections each semester.

Coursework Requirements

The M.Div. requires a minimum of 81 total credit units, usually completed in three years of full-time study. A three-year course of study requires a full-time course load of 12-15 units per semester. You may, however, take up to seven years of part-time study. You are invited to take advantage of a wide variety of courses offered at other GTU schools, provided that you earn a minimum of 27 credits from PSR courses. The course requirements are distributed as follows:

Required courses (51 credits):

Biblical Studies (9 credits)

Situating the Bible: Contexts and Histories
Interpreting the Bible: Methods & Issues

History, Theology and Ethics (9 credits)

Intro to Christian Theology and History I
Intro to Christian Theology and History II
Introduction to Christian Ethics

Field Education (6 credits)

Formation for Religious Leadership (6 credits)

Spiritual Disciplines for Leadership
Organizational Leadership
Senior Integrative Seminar

Cultural Resources for Ministry (9 credits)

Art and Religion
Faith Tradition other than Christianity
Local or Global Contextual/Cross-Cultural

Ministerial Practices for Leadership (15 credits)

Christian Worship
Preaching
Pastoral Theology and Care
Christian Education

Electives (30 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 (18 credits)

In addition to these coursework requirements and the degree milestones above, students complete six certified non-curricular contextual events during the three year program.

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. Please consult this list carefully if scheduling difficulties or other issues require you to seek alternatives. There are some requirements (Field Education, Formation for Religious Leadership, 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 you should consider subsequent publications each year as official supplements.

Certified Contextual Learning Events

In addition to the coursework requirements, the M.Div. program requires the completion of three certified extra-curricular contextual learning events (see the bottom of the M.Div. worksheet). While the field education requirement is designed to help prepare students for leadership in the area or areas in which they plan to pursue professional ministry (chaplaincy, parish, etc.), the contextual learning requirement exposes students to the leadership issues of contexts (cultures, environments, topics, issues, peoples, etc.) with which they are not necessarily comfortable or familiar. This requirement, like the local or global contextual requirement, is designed to help students "stretch" beyond their comfort zones. A non-exhaustive list of approved events is published each year by the Office of Contextual Learning. The selection of appropriate events is made in conversation and by mutual agreement of the student and the faculty advisor. For more information, consult the *Certified Contextual Learning Events Guidelines* in the appendix.

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 **Proceeding through the M.Div. Degree** section. All the forms related to Field Education may be obtained directly from that office.

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.

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).

Discuss Plan with Your Advisor

Sometime before the deadline for registration each Fall and Spring semester, make an appointment with your advisor to review your plan. You are also encouraged to seek your advisor's suggestions regarding your selection of courses in the January intersession and PSR Summer Session.

WHERE DO I FIND COURSE LISTINGS?

GTU Course Schedule

The Graduate Theological Union (GTU) Course Schedule lists courses offered by all GTU schools, including course descriptions, instructors, time and location of the class, prerequisites (if any), any special registration registrations (i.e. limited enrollment, course PIN required, prior interview, etc.) and course credits.

When planning your program, be sure to look at prerequisites in January and Spring term courses in case these affect your Fall course selections. Some courses, particularly language courses or Biblical Studies courses, which require knowledge of biblical languages, are year-long and require completion of a Fall semester course for admission to the Spring course.

There may be changes to the GTU Course Schedule almost immediately following publication each year. Prior to each pre-registration period, the GTU registrar publishes a printed Addendum to the Course Schedule. However, the most up to date information can be found on the searchable course schedule on the GTU website (www.gtu.edu to 'students') and the PSR website (www.psr.edu to "students"). The searchable feature allows you to search by day of the week, school, academic area, or instructor name. To view PSR courses only, choose "PSR" in the School Course Ownership field on the searchable course schedule.

PSR Resources for Choosing Courses

Your advisor will be a valuable resource for you as you plan your coursework and make course selections each semester. You may also wish to consult the list of PSR courses available from the Dean's Office just prior to each registration period. In addition, you may consult the syllabus for any PSR course prior to enrollment. Referring to these syllabi will give you a good idea of the required readings and assignments, lecture or discussion topics, and method of evaluation. Following the *Suggested Sequencing for a 3-Year Program* along with consulting the *Alternatives to Basics* if needed for the current year will also help you in choosing which required courses to take each semester.

WHAT DO I NEED TO KNOW ABOUT REGISTERING FOR COURSES?

Registration

In the *GTU Course Schedule* and online at the PSR website you will find complete step-by-step instructions for registration. Read and follow these directions, noting particularly the deadlines which apply for classes with restrictions and the procedures for e-mailing instructors of restricted courses for course PINs.

Before registering, check the *Course Schedule Addendum* or the daily-updated online GTU Course Schedule for changes in course descriptions, class limits, class cancellations, and new courses.

For registration, you need access to the internet, the list of courses in which you wish to be enrolled, a WebAdvisor user ID and password, and course personal identification numbers (PIN) of any restricted courses you wish to take. You may obtain your WebAdvisor user ID and password from the PSR registrar while you may request course PIN's for restricted from instructors of those courses. Once you have enrolled for your first semester, you will have the opportunity to participate in Early Registration each semester. (See the GTU Course Schedule or www.gtu.edu for more information.) If you are taking 9 units or more, submit proof of health insurance by the close of general registration. No registration will be allowed after the end of the second week of classes.

Before the semester begins, check your schedule online with WebAdvisor by clicking on "My class schedule." This screen will reflect your most updated schedule. If there are still errors in your online schedule, and you have already consulted the instructions on how to register, please contact the PSR registrar.

Cross Registration

The University of California at Berkeley is one of the premier research institutions in the country. After completion of one semester at PSR, M.Div. students are allowed to cross-register for one graduate level course each semester at UCB, assuming that you can gain entry to the course. The only exception to the UCB graduate-level requirement is language courses, which may be taken at the undergraduate level. Cross-registration is handled through the GTU registrar. Cross-registration privileges apply only to the Fall and Spring terms; there is no cross-registration agreement between UCB and GTU in the Summer and intersession terms. Take special note that instruction at UCB usually begins earlier than at the GTU each semester. Cross registration may also be available at Holy Names College and Mills College in Oakland. For information on this possibility, see the GTU registrar.

Auditing Courses

Refer to the GTU Schedule course description to determine whether auditors are allowed in the course you wish to audit. If you are registered full-time (at least 9 credits per semester) you may audit one course for no additional tuition or fee each semester. If you choose to audit more than one course per semester, or if you are enrolled less than full-time, you will pay an audit fee at the current audit rate.

No grade or credit is given for courses that are audited, but the courses are listed on your official transcript. Expectations for class participation depend on the instructor. Usually they do not include writing papers or taking examinations.

Full-time/Part-time Status

Tuition, financial aid, and housing are based on a full-time load of 9 credit hours. In order to complete the MDiv degree in three years, you will need to take 12-15 credits per semester, as well as January and/or summer sessions. Choosing to take less than 9 credits in a term will affect your eligibility for financial aid and housing. You may take up to seven years of part-time study to complete the MDiv degree including semesters on leave. 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.

Course Overload

You may receive permission from the Dean if you wish to enroll in more than 15 credits during any semester.

Changes in Registration

Changes in registration (dropping a course, adding a course, changing from a letter grade to pass/fail or from pass/fail to a letter grade) can be made online via WebAdvisor with no extra fees until the end of the second week of classes. After the second week of classes, changes should be submitted on "Change of Enrollment: forms and are subject to a per change penalty published each year on the PSR website by the Business Office. All changes in registration must be made before the end of the tenth week of the semester.

If you wish to change your registration after the tenth week of the semester, you must turn in an **Academic Committee Petition** to the registrar.

Restricted Courses

Restricted classes may have any one of the following phrases in their course description: “# max enrollment”; “Course PIN required”; “Auditors with faculty permission”; “Auditors excluded”. Whenever these phrases appear in a course description, the course is restricted. However you need to obtain a course personal identification number (Course PIN) from the instructor only when the phrase “Course PIN required” appears. To obtain this PIN, email the instructor following the instructions for *Contacting Instructors for Restricted Courses* on the PSR website or in forms kiosk outside of Holbrook 135. Then enter the PIN in WebAdvisor under the Registration menu before you try to register for the class. If the Registration menu in WebAdvisor is closed, then please submit the PIN on a *Change in Enrollment* form or submit it to the PSR registrar in an email. If the restriction “# max enrollment” appears but “Course PIN required” does not appear, then students may enroll in the course on a first come first serve basis until the limit is reached at which point, registration for the course is closed. If a course description includes the phrase “Auditors with permission of faculty” and you wish to audit the course, please obtain the signature of the instructor on a *Change in Enrollment* form and submit it to the PSR registrar.

Special Reading Courses

The purpose of a Special Reading Course (SRC) is to provide students with course work not covered in regular courses offered by PSR or the wider GTU faculty. You may negotiate SRC's only with faculty members who have a regular (not adjunct) appointment at PSR or another GTU school. Such courses are not taken as replacements for regular curricular offerings and are not an appropriate means to fulfill required courses in the M.Div curriculum. For each SRC, a written contract called the *Special Reading Course form* showing faculty and student expectations and responsibilities is prepared and placed on file by the second week of the semester. This document is available online and in the forms kiosk outside Holbrook 135.

Each SRC cannot exceed 3 credits. In addition, no more than 9 of the credits required for your degree may be SRC credits.

HOW MUCH TIME DO I HAVE TO COMPLETE THE PROGRAM?

Lapsed Time Rule

The equivalent of 27 credits, or one full-time academic year, must be spent as a PSR student for the PSR M.Div. to be awarded. You have seven years in which to complete the M.Div. The beginning of the lapsed time period starts with the first course work applied to the degree, including transferred courses. An extension for one year beyond the stated lapsed time may be granted by the Dean, in consultation with the appropriate faculty. Additional extensions are extremely unusual and must be approved by the Degree and Certificate Program Committee of the faculty. All extensions are subject to the willingness of the advisor to continue to work with the student.

Leave of Absence

Any student who does not intend to register for degree work or approved field education during any regular semester (Fall or Spring) must apply for a leave of absence. Such requests, in writing, must be received by the Director of Academic Advisement before the conclusion of the registration period of the semester for which the leave is requested. “Request for a Leave of Absence” forms are available online or in the forms kiosk outside Holbrook 135. Failure to either register or request a leave of absence each semester will mean that a student who wishes to return to school will be required to apply for re-admission. Leaves of absence will not be granted for more than two consecutive semesters at a time. Exceptions are considered by petition to the Dean. Leave of absence entails a break in all academic work: library privileges, class work, examinations, thesis work, and interaction with the faculty. However students on leave should continue to check their school email accounts for important announcements and deadlines that will assist in their transition back.

You are advised to consult with the Financial Aid Office about whether a leave of absence is the best financial decision. If you have educational loans, a leave of absence may jeopardize your deferment of payment. All semesters of leave are included in your time lapsed period.

GRADES AND REQUIRED ACADEMIC PROGRESS

Academic Standards

Course work is evaluated by instructors using letter grades understood as follows: A = excellent, B = good, C = fair, D = poor. No credits are given for courses that receive an F. For the purposes of calculation of the grade point average (GPA), grade values are: A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.

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. Required courses must be taken for a letter grade, unless specified as "P/F only" in the course description.

Petitioning for an Extension in a course

All coursework is due by the end of the semester (5:00 p.m. of the last day of the semester as listed in the GTU Course Schedule), except in cases where illness or other serious circumstances make this impossible. If an extension is needed, you must secure the signature of the instructor and the Dean on a *Petition to Take an Incomplete* form before the end of the semester. Deadlines for the completion of incomplete work after each semester are found in the academic calendar. Generally, three additional weeks are allowed. When the grade is submitted it replaces the Incomplete. Incompletes not resolved within the appropriate time limit appear on the transcript as I/F (Incomplete/Fail). As an M.Div. student, you may receive no more than five incompletes. After the maximum number of incompletes has been reached, a fail is recorded for all courses where work is not completed on time. *Petition to Take an Incomplete* forms are available online and in the forms kiosk outside of Holbrook 135.

Pass/Fail Grade Option

You may request permission to take a course on a pass/fail basis, but this option is always subject to the consent of the instructor. Some courses are offered only on a pass/fail basis. Pass is the equivalent of a C (2.0). Fail indicates the level of C- (1.7) or below. No credits are given for courses that receive a fail. 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.

Transferring credits

Transfer credit from an accredited theological or graduate school is accepted if that credit has not already been applied to a degree and if that credit is evaluated by the Director of Academic Advisement as an appropriate part of your M.Div. program. Furthermore, no credits that fall outside the lapsed-time rule (seven years for the M.Div.) may be counted toward the M.Div. *Petition to Transfer* forms should be submitted in the first semester of your program to the Director of Academic Advisement so that a decision may be rendered in time for you to plan your program. Petitions should include an official transcript showing the credits earned. In some cases, the Director of Academic Advisement may request that you supply course descriptions or syllabi to accompany the petition, particularly if you petition to use a transferred course toward a basic requirement of your program. Transferring Field Education credits requires, in addition to transcripts, submission of all field education reports documenting the field education experience and evaluation from the previous institution. *Petition to Transfer* forms are available online and in the forms kiosk outside of Holbrook 135.

Summer Session Credit

No more than 9 credits may be earned toward the M.Div. degree in Summer Session.

Repeating a Course

A course may be repeated once to improve a poor or failing grade (D, F, or fail). A repeated course is treated as part of a student load, **but when a course is repeated, the previous credits (*though not the grade*) are erased from the transcript.** The new grade and credit hours show on the transcript during the semester in which the course is repeated. Only the grade received in the repeated course, however, is computed in the grade point average.

Required Number of PSR Credits

In all degree programs, one-third of all credits earned toward the degree, including transfer credits from within and outside the GTU, must be earned from PSR courses. In the M.Div. program, this totals a minimum of 27 credits of PSR coursework.

Adding or Changing a Degree Program

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.

WHAT YOU SHOULD KNOW ABOUT ACADEMIC PROBATION & DISMISSAL

Satisfactory Academic Progress and Financial Aid

After each semester, student transcripts are reviewed by the Director of Academic Advisement, who informs the Dean of any students not making satisfactory progress. Satisfactory progress is defined as:

1. Cumulative GPA equal to or greater than 3.0. CSS students require GPA 2.0 or greater.
2. No more than five total incompletes for the MDiv and MDiv/MA and three total incompletes for all other programs.
3. Completion of at least 75% of the course units for which the student was registered in a Fall or Spring semester term (the "W", "I", and the "F" indicate non-completion).

Note that merit scholars may lose or compromise their scholarship if they do not meet satisfactory academic progress.

Academic Probation Policy

A student who does not fulfill the conditions for satisfactory academic progress is automatically placed on academic probation. The Director of Academic Advisement informs the student and advisor of this action. The student is required to meet with their advisor before the start of the semester.

A student on academic probation may only register for PSR courses during academic probation except to repeat a failed course. A student may not take courses from other schools, including all GTU schools.

The student is removed from academic probation if he or she is making satisfactory progress at the end of a probationary semester. The Director of Academic Advisement informs the student and advisor of this action. A student may remedy the situation for which probation was imposed by:

- bringing one's GPA to the required level.

- satisfactorily repeating a required course in which a D,F, or incomplete was received. A grade of "W" will replace the D or F. The new grade will appear with the course in the semester it was re-taken
- satisfactorily completing the following semester's work, if less than 75% of the coursework in the previous semester was completed

If a student has not met the terms of satisfactory academic progress at the end of the probationary semester, a hearing with the Director of Academic Advisement and Faculty Advisor is held before the end of the first week of the next semester. Based upon this hearing, the Director of Academic Advisement may require a second hearing with the Dean present. At the conclusion of this second hearing, a recommendation will be made to the Degree and Certificate Program Committee (DCPC) regarding the student's future status, either 1) continued probation or 2) dismissal from the academic program. DCPC's decision will be brought to vote before the faculty.

1. Continued Probation. The recommendation for continued probation might be made if there is improvement in the GPA that would suggest that the student could reach the GPA required for graduation within a reasonable period, or if the low cumulative GPA seems to be the result of an isolated semester of poor grades. If a student is permitted to continue on probation for a second semester, the hearing will be repeated if the conditions for satisfactory academic progress are not met after the end of the second probationary semester.

2. Dismissal. If academic progress is not being made at the end of the probationary semester, the Dean may recommend that the faculty act to dismiss a student immediately. A student cannot apply for re-admission after dismissal for academic reasons for at least one year (two semesters) following the dismissal. Re-admission is contingent upon the approval of the Admissions Committee.

Federal standards require that students receiving any form of federal assistance to be in good standing, making satisfactory academic progress. Therefore, the student placed on academic probation is also placed on financial aid probation for up to one year. If the student regains satisfactory progress, financial aid will continue. If the student fails to meet the standards after two semesters of probation, aid will be discontinued.

Merit Scholars and Academic Progress

1. In order to retain a merit scholarship, merit scholars must continue to make satisfactory academic progress.
2. If a merit scholar fails to make satisfactory academic progress and is placed on probation, he/she will receive a letter, warning that merit scholarship funds will be forfeited should the student remain on probation a second semester.
3. If a student continues on probation for a second semester, they will lose their merit scholarship. They may, however, be considered for need-based awards.
4. Conditions for the merit scholarships will be detailed in the original merit scholarship award information. Additionally, merit scholars will be required to file a financial aid form each year.

Withdrawal from Program

Withdrawal severs the relationship between the student and PSR. Committees are dissolved. It is intended to be an irreversible decision.

Termination of Program

Students who do not register and do not file for a leave of absence by the end of the fourth week of the semester will be removed from the active rolls and their programs will be terminated. If you wish to return after a termination, you must re-apply for admission. Please keep PSR informed of your current address at all times do that we can send you information you will need to keep your status active.

PROCEEDING THROUGH THE M.DIV. DEGREE

Academic Advisors

Each entering M.Div. student is assigned an academic advisor. This advisor will work with you in your first year of study on course selection and planning, vocational discernment, and first year milestones (Entrance Interview and Vocational Academic Plan).

After completing the first year of study, you'll work with this advisor on the fulfillment of your Entrance Interview, Vocational Academic Plan, course planning for the second and third year, and the second and third year milestones, including the Middler Review, Senior Integrative Essay, and Exit Interview.

To complete the M.Div. program, you need to submit three reports to your advisor for approval then file with the Director of Academic Advisement. These include the Vocational Academic Plan, the Middler Review, and the Senior Integrative Essay. You may also meet with your advisor each time you register for the semester to discuss your course selections. These reports and interviews are considered integral to your progress through the M.Div. program and for the school to assess the impact of its academic programs.

Interviews with Advisor

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 meet with your advisor and complete the M.Div. Entrance Interview. This report is due to the Director of Academic Advisement by October 15 (or for Spring entering students, February 30). You will also hold an exit interview with your advisor in your last semester. That completed interview must be submitted to the Director of Academic Advisement by May 1st.

Vocational Academic Plan

By the end of your first year of study, you will submit a Vocational Academic 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 Plan consists of one or two pages of prose 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 signed by your advisor before you hand it in to the Director of Academic Advisement by the last day of the year.

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, your second advisor 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 and to submit a *Middler Summary Sheet* to the Director of Academic Advisement at least one week in advance of the meetings. The guidelines for planning and conducting the Middler Review are found in the appendix. It includes a self-assessment form and the development of a substantive middler theological statement of 15-20 pages which forms the basis for discussion at the review meeting. Guidelines for writing this essay can be found in the Appendix. Upon completion of this review, you must complete a Middler Review Report with your advisor in order to enter the program's final year. Students who have not completed their Middler Review or filed a Middler Summary Sheet with an upcoming Middler date in the Dean's Office 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.

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 (which is taken in the last semester of MDiv 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 on April 30 of the year in which the student will graduate.

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) or a full-time, nine-month internship. 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 in advance by turning in a gold registration card signed 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 Degree Milestones/Assessment Points	
First Year	<ul style="list-style-type: none"> ✓ Initial Advising meeting (Orientation) ✓ Entrance Interview (first semester—end of October or end of March for spring entrance) ✓ Vocational Interview with Field Education Office ✓ Vocational Academic Plan (Due by last day of second semester)
Middler Year	<ul style="list-style-type: none"> ✓ Field Education ✓ Middler Review including Middler Theological Statement (Due by last day of second semester)
Senior Year	<ul style="list-style-type: none"> ✓ Senior Integrative Essay (Due by April 30) ✓ Exit Interview (Due by May 1)

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. 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.

Graduation

PSR holds a commencement once a year at the end of May. In the fall prior to your expected graduation, you will be asked to file an “Intent to Graduate” form and return it, with a completed M.Div. degree worksheet to the Director of Academic Advisement. Once you do so, you will become a candidate for graduation and will begin to receive mailings explaining the details and deadlines related to graduation, including information about your robe and hood. PSR does not issue diplomas at graduation, but you will receive your diploma cover then. Your diploma will be mailed to you around July 15.

SPECIAL NEEDS OF THEOLOGICAL STUDENTS

POLICY

Pacific School of Religion (PSR) shares a responsibility with the ordaining and commissioning agencies of churches and other religious communities for the determination of a person's fitness for professional religious leadership. This special needs policy and process involves, in part, the School's exercise of this responsibility. Master of Divinity students and other students preparing for ministry agree by their enrollment at PSR to accept the policy and procedures described below as part of their education and to be bound by them. These standards do not preclude the School's application of other policies such as those pertaining to the occupancy of school housing, academic discipline, and student conduct.

DEFINITION: SPECIAL NEEDS

A "special need" refers to any situation or condition that brings into question the personal and professional development of a student and that appears to make necessary consultation and/or intervention which may go beyond the teacher-student or advisor-advisee relationship. This process is designed to assess the need for and possibility of professional development for ministry and whether and how that development is feasible. It is not meant to address matters that are more properly concerns of student conduct policies.

Examples of possible special need situations include but are not limited to: personal and professional difficulties arising from field placement; matters of character, self-understanding or integrity that raise questions about the student's fitness, competencies, readiness or effectiveness for religious leadership; short or long term emotional difficulties that significantly impact the student's ability to attend to personal and professional development.

The primary purpose of this process is to identify needs relevant to the appropriate preparation for ministry, and resources to meet those needs for students in the professional degree programs. Where it does not appear that a student can appropriately attend to those needs, the policy may lead to limits on the range of the student's participation in PSR classes and other activities up to and including temporary removal from classes or permanent expulsion.

PROCEDURES

Complaints

A special need situation is identified by the student himself/herself, other students, faculty or staff, a field education supervisor, or others with whom the student associates, and communicated in writing to the dean of the faculty.

Information Gathering Phase

- a. The dean or the dean's designee will gather preliminary information from relevant sources and decide if the situation warrants the special needs process.
- b. The dean will notify the student's advisor of the special needs situation and meet with him/her and one other member of the PSR faculty or staff (e.g., the DCPC chair or the Director of Academic Advisement), selected by the dean, within five business days following determination of a special needs situation.

Consultative Phase

- a. The information gathering phase leads to a consultation with the student, her or his advisor, and the member of the faculty or staff selected by the dean. A course of action is outlined that defines and deals with the special need.
- b. If the proposed course of action is accepted by the student, a written statement of the proposal, together with a statement of the student's assent, is placed in the advisor's file, the dean's office, and a copy is sent to the student.

Committee Phase

- a. If the proposed course of action is not accepted by the student, or if the dean determines that the course

of action is not being followed by the student, the dean shall then convene the special needs subcommittee within 10 business days. The student shall be notified in writing of the convening of the subcommittee.

- b. The special needs subcommittee shall consist of three faculty members appointed by dean for the academic year. The dean will serve as an ex officio member.
- c. The subcommittee shall review the special need, the steps taken to date, and any documentation that is considered relevant. The subcommittee shall choose a chair for its work with each particular student. The dean serves as recorder/secretary. The subcommittee will set a place, time, date within ten business days for an informal hearing with the student.

Hearing of the Special Needs Subcommittee

- a. The student will be informed in writing of a time, date and location for the informal hearing with the special needs subcommittee, at least four business days in advance.
- b. These proceedings may be conducted in the absence of a student who fails to appear after proper notice.
- c. The special needs subcommittee, together with the student's advisor, shall meet with the student in an informal hearing. Formal rules of evidence will not be used. Any person who disrupts the hearing may be excluded.
- d. The student shall have the privilege of presenting to the subcommittee written statements from others with knowledge of pertinent facts or of presenting other pertinent materials.
- e. If a professional psychological evaluation has been requested by the subcommittee, the professional who prepared the evaluation may be requested to appear at the informal hearing and to respond to relevant questions, upon request of any party, if the chair of the subcommittee determines that such participation is essential to the resolution of the case.
- f. The subcommittee may require the attendance of persons from the PSR community. The committee may also request persons from outside the community to be present whose participation is deemed to be necessary to the adjudication of the case.
- g. The student may choose to be accompanied by no more than one person, such as a family member, a duly authorized mental health worker, a member of the faculty or staff, or a fellow student. The student may consult with but not be accompanied by a lawyer. The student shall communicate to the subcommittee chair the name of the person who will accompany him/her to the informal hearing two days in advance of the hearing.
- h. The informal hearing may be tape recorded by the dean or designee. This recording will be available only to the student, the subcommittee and, if needed for appeal, to the president. The president shall store this tape for an appropriate period of time following the resolution of the matter.
- i. When the committee determines by majority vote that it has received all information necessary to its determination, it shall terminate the process and, in private session, render its decision with respect to the matter under consideration.

Reporting

- a. The subcommittee's decision shall be given to the student in writing by the dean or designee within five business days after the completion of the informal hearing. The written decision should contain a statement of reasons for the subcommittee's determination. In the case of a decision for expulsion, the student should be advised as to when or whether a petition for reinstatement would be considered, along with any conditions for reinstatement. The student should also be advised of his/her right of appeal.
- b. If the subcommittee makes a decision not affecting the student's tenure, it shall initiate a process of consultation and/or action which it considers appropriate to meet the student's need. Examples of appropriate action include, but are not limited to the following: special training in study skills; the requirement of additional course work in writing or academic research skills; an appropriate term of psychological counseling; removal from or change of field education or internship placement; specified medical treatment; etc.
- c. When in the judgment of the subcommittee a process has met the student's need, no further action is needed. A brief report shall be made to the faculty, enclosed in the student's file, and destroyed at

graduation.

- d. If the subcommittee makes a decision affecting the student's tenure, that is, recommends expulsion or a conditional or non-conditional leave of absence, the chair shall present at the following executive faculty meeting as full a report as needed to inform the faculty of the case. The faculty may accept the report or, if presented with new substantive information, ask the subcommittee to reconsider its decision within 30 days.

Professional Evaluation

- a. After initial review of the situation and at any time during these proceedings, the special needs subcommittee may refer a student for appropriate professional evaluation. For example, a student may be referred to a mental health counselor approved by the School if the subcommittee members reasonably believe that the student has engaged or threatens to engage in behavior which poses a danger of causing physical or emotional harm to self or others, impedes the academic or other lawful activities of others, or would cause significant property damage. Students may also be referred to appropriate medical professionals for evaluation of learning disabilities or other medical conditions. Results of all professional evaluations will be made available to the subcommittee.
- b. Students referred for professional evaluation shall be informed in writing and shall be given a copy of these standards and procedures. The evaluation must be completed within ten business days from the date of the referral letter, unless an extension is granted by the dean in writing. Legal representation will not be permitted during any professional evaluation.
- c. The cost of the professional evaluation is the responsibility of the student.

Immediate Interim Suspension

- a. An interim suspension may be implemented immediately if the dean determines that a student's behavior poses an imminent danger of causing serious physical or emotional harm to the student or others; substantially impeding the academic and other lawful activities of others; or causing significant property damage.
- b. The dean shall determine whether the student will be suspended from classes, campus and/or housing.
- c. A student subject to an interim suspension shall be given written notice of the suspension and shall be given a copy of these standards and procedures.
- d. The student shall then be given an opportunity to appear personally before the members of the special needs subcommittee (or substitute faculty members, if necessary), within five business days from the effective date of the interim suspension, in order to review the following issues only: the reliability of the information concerning the student's behavior; whether or not the student's behavior poses a danger of causing imminent, serious physical or emotional harm to the student or others, substantially impeding the academic and other lawful activities of others, or causing significant property damage; whether or not the student has completed a professional evaluation, in accordance with these procedures.
- e. The student has the right to present a current professional psychological evaluation relevant to any and all of the issues listed above.
- f. When appearing before the special needs subcommittee the student may be accompanied by a family member, appropriate mental health worker, a member of the faculty or staff, or another student.
- g. The student will be allowed to enter campus to attend hearings, or for other necessary purposes, as authorized by the dean.
- h. A student on interim suspension will remain suspended unless and until the suspension is reversed by this subcommittee (defined below).
- i. The dean will notify the student in writing of the decision of the special needs subcommittee.

APPEALS

- a. The student may appeal the decision of the special needs subcommittee to the president within ten business days after the dean's written communication of the decision to the student.
- b. The president may consult with the special needs subcommittee and any other persons of his/her choosing. The president shall have access to the tape recording of the proceedings of the informal hearing (if any exists) as well as any documentation pertinent to the case. The president may then meet

with the party or parties involved in the complaint. If the president chooses to meet with them, the student or students involved may choose to be accompanied by a family member, appropriate mental health worker, faculty member, staff member or another student. Students may not be accompanied by an attorney. Students must communicate the name of the accompanying person two business days in advance of the meeting.

- c. The president may affirm the decision of the subcommittee, overrule the decision, or return it to the subcommittee for further consideration and resubmission with appropriate time limits set by the president. The president's decision shall be final and conclusive and not subject to appeal within the institution.
- d. If the matter before the subcommittee is one in which the president is directly involved, then the president shall delegate the review powers described herein to a member of the faculty, administration, Board of Trustees or third party unaffiliated with PSR who is not otherwise involved in the matter.

CONFIDENTIALITY

Except as legally required, all papers, tape recordings and other documents are confidential and to be kept in the president's office separate from general student records.

RESOURCES

PSR Faculty

The PSR faculty, your most important resource for succeeding in the M.Div. program, is committed to working with M.Div. students as advisors and instructors. Members of the faculty have a wide range of interests and experience in ministry and see their work with M.Div. students as a priority. Contact info and faculty areas of specialty are listed on the website. It is possible to request a change of advisor, but we recommend that you wait to do this until you have completed at least one semester of your program at PSR. There is a *Change of Advisor* form available online and in the forms kiosk outside of Holbrook 135 to request a change of advisor. Your advisor must be a regular (not adjunct) member of the PSR faculty. Your advisor oversees your program, but you are expected to take initiative in formulating the precise requirements of the program.

Field Education Faculty and Staff

The Field Education office is one of the most important resources to you during your M.Div. program. The faculty and staff in this office are not only able to help you with matters concerning your field education placement, they are vocational advisors who can guide you in discerning the ministry to which you feel called and direct you to people and places that will assist you to equip yourself for that ministry. They are extremely knowledgeable about the wide variety of ministries being practiced in the Bay Area and can help you find a worshiping community or social ministry in which to become involved. Visit the Field Education Office early in your program for assistance in your vocational discernment and preparation.

Graduate Theological Union (GTU)

The GTU is a structurally unique organization that embodies a set of ecumenical and academic ideals. It consists of nine denominational, or inter-denominational member schools — all of which are theological institutions preparing people for ordination and church leadership.

GTU has an informal but highly significant relationship with UCB (University of California at Berkeley). The GTU is further enriched by the presence of a number of affiliates and programs representing a range of religious traditions and theological perspectives.

Each of the nine schools is an autonomous institution with its own faculty, Board of Trustees, and a distinctive mission based on its denominational affiliation(s). These autonomous institutions come together in a number of ways to create the GTU consortium. The nine GTU consortium schools share a library. There is also a GTU Common Registrar who establishes the *Schedule of Classes* and assigns classrooms for the consortium. (See www.gtu.edu and go to “current students” for the most up-to-date information on which classes have been added, dropped, etc.) For the most part, consortium schools that have classrooms share classroom space. The nine schools have open cross-registration agreements.

The consortium awards the Ph.D. and Th.D. degrees, and governance of those programs is by the GTU Dean and the Core Doctoral Faculty, not by any one of the nine schools.

The GTU has a small number of its own faculty in fields that do not readily fit into the member schools (e.g., Jewish Studies, Chinese Studies, Eastern Orthodox Christianity). By-and-large, faculty of the doctoral programs are culled from the nine member-schools, whose services are available to all students through consortial agreements and arrangements.

GTU Faculty

The resources of the GTU faculty are immense in their range and variety — giving both an inter-religious/ecumenical dimension and a broader intellectual dimension to theological education. The GTU has a common course schedule and cross-registration agreements among its members. Thus the approximately 700 courses taught annually by 120 full-time faculty and over 50 adjuncts will almost all be possible resources for your studies. You will undoubtedly want to take some courses with faculty outside PSR.

The GTU ecumenical structure enhances the education of our students. Whether or not your topic of interest is defined denominationally, we believe that perspectives from other denominations and religions assist in the formation of a critical perspective of one's studies.

Dean's Office Staff

Although the faculty does the primary advising of students, the staff of PSR's Dean's Office will be happy to help you answer any questions. Most of the forms mentioned in this manual are located immediately outside the Office of the Dean and Registrar (Room #135, first floor of the Holbrook Building). Staffing the office includes

- Dr. Mary Ann Tolbert (starting 2009-2010), Vice President of Academic Affairs and Dean
George H. Atkinson Professor of Biblical Studies
- Dr. Mary Donovan Turner (2008-2009), Vice President of Academic Affairs and Dean
Carl Patton Professor of Preaching
- Delphine Hwang, Director of Academic Advisement and Registrar
- Jaekuk Jo, Interim Administrative Assistant to the Dean and Faculty

Library Resources

Flora Lamson Hewlett Library (GTU Library)

The GTU is fortunate to have one of the largest theological libraries in the world. The staff at the Reference Desk will acquaint you with the collection and introduce you to the online catalog. Individual sessions and workshops about the necessary techniques for successful library research are also available each semester. The Flora Lamson Hewlett Library also has access to UCB's online catalog, the catalog for the entire UCB library system, and interlibrary book-loan services. Tours of the Flora Lamson Hewlett library will be available during Orientation Week. Group tours can be arranged during the year.

UCB Libraries

The GTU has negotiated borrowing privileges for GTU member-school students with all UCB branch libraries. Take your GTU ID card to UCB's Main Library Service Desk (not the Flora Lamson Hewlett Library) to obtain borrowing privileges throughout the UC library system. Most of your library needs (if not met by Flora Lamson Hewlett Library – otherwise known as GTU Library) will be met by using the Main Library or one of the many UCB branch libraries on campus.

Access to Moffitt, UCB's *undergraduate* library, is restricted. When the material you are seeking is located only at Moffitt and nowhere else on the UCB campus, you can obtain a referral form from the Information Desk at the UCB Main Library to get into Moffitt. If the book you want is in the UCB Main Library *and* in Moffitt, you will need to obtain the Main Library's copy. If the UCB's Main Library copy is checked out, you can recall it. Check with the Information Desk at the UCB Main Library for more information.

GTU Affiliates and Programs

Over the past 30 years, a variety of specialized centers, programs, and institutes have become a vital part of the life and identity of the GTU. Some of these organizations originated within, and have been sponsored by the GTU itself; others have entered into the informal association or contractual affiliation with the GTU from outside.

As a group, the affiliate organizations and programs provide important perspectives and resources to the GTU community. They have broadened the ecumenical and inter-religious representation in the GTU beyond the denominations represented in the member schools. They have expressed and advocated the identity and interests of women and ethnic minorities within the GTU — academically, culturally, and socially.

In addition to providing academic resources and expertise relevant to the overall curriculum of the GTU, these affiliates have conceived, sponsored, and produced forums, public lectures, and conferences — bringing outside scholars and religious leaders into direct conversation with the GTU community. The PSR catalog (which is sent to prospective students) has brief descriptions of GTU affiliates and programs.

University of California at Berkeley

The UCB roster of courses is stunning and extends, vastly, the academic opportunities for GTU students. But because of budget cuts in the University of California system, course availability may be limited. See more on cross registration on page 5 on online. Instructions for cross-registration are available online or in the forms kiosk outside of Holbrook 135.

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.

PLAGIARISM POLICY FOR PSR

In the United States and many other countries, one of the important markers of high academic standards is proper attribution (giving credit) for someone else's ideas, thoughts, words, or methods of scholarship. Proper credit should be given in both oral and written contexts. Proper credit is:

- When you use an actual sentence from a published article or unpublished essay, you must put the sentence in quote marks and give a footnote or citation to indicate who said it. The citation should include full bibliographic information. (For further information about correct citation form, see Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.)
- When you paraphrase or summarize another person's ideas, you must give a footnote or citation to indicate whose ideas they are and where you got them. (Or, in lecturing, make clear from whose ideas you are drawing.)
- When you adopt a significant idea from someone else's work, you must give a footnote or citation to indicate where you got the idea.
- When you use a method developed by someone else, you must give a footnote or citation to indicate the source of the method.

When you fail to do this, it is considered plagiarism. Plagiarism can apply both to students and to faculty. Plagiarism is using someone else's ideas, thoughts, words, or methods of scholarship as if they were your own and without giving proper credit to that person. Plagiarism is considered wrong because (1) it is 'stealing' another person's ideas, methods, etc., and (2) it is 'lying' — representing something as your own when it is not yours. At PSR, as at many comparable graduate-level institutions, plagiarism is considered a serious offense.

- Plagiarism includes failing to give citations in the examples above.
- Plagiarism also includes copying another student's exam or part of an exam or essay.

It is not plagiarism when you indicate clearly that you are summarizing someone else's views in order to provide the context for an assessment or critique of those views, or to incorporate them into a larger project. In this case, you must indicate clearly that you are giving the views of someone else — e.g. by starting with "so-and-so argues that..." It is also not plagiarism to use a well-established idea that has been developed in multiple sources — e.g. to claim that God can be called "woman" as well as man is now sufficiently well established that it needs no attribution. Some phrases — e.g. "the personal is political" — are in such wide usage that sometimes we do not know where they originated; in such cases, it is acceptable to use them without attribution. However, the best scholarship will make every effort to give attribution where possible (e.g. to note that this phrase came from Robin Morgan).

Procedures and Penalties

Instances of suspected plagiarism will be reported to the Academic Dean (or, in the case where the Dean is suspected of plagiarism, to the President). Suspected plagiarism may be reported by either students or faculty. The Dean or President will assess the evidence and investigate in order to determine whether plagiarism has occurred.

In the case of students

When plagiarism has been substantiated, the faculty person shall inform the dean's office (every instance of substantiated plagiarism must be reported to the dean's office so that plagiarism can be monitored). The faculty member will discuss the plagiarism policy with the student and the student shall fail the assignment.

Additionally, the student will sign a letter stating that he/she has committed plagiarism, has received a warning, and is aware of the consequences. This letter will be re-signed each time the student has committed plagiarism. The letter will be kept in the student's file.

If, when reporting student plagiarism to the dean's office, it is discovered that it is the student's second

attempt at plagiarism, the faculty member, dean, and student shall meet together. The student will fail the course.

If a student plagiarizes a third time, the student shall be immediately expelled from the school.

In the case of faculty

If allegations of plagiarism appear to be substantiated, the faculty member has been charged with "action justifying dismissal," and shall be dealt with according to the procedures described in the Faculty Manual. Faculty who serve on the Core Doctoral Faculty of the Graduate Theological Union are also subject to the plagiarism policies and procedures of the GTU.

This policy was adopted by the PSR faculty on September 12, 2007.

POLICY STATEMENT ON THE USE OF INCLUSIVE LANGUAGE

The basic assumptions of our statement are:

1. Language shapes and informs our impressions of reality. It is basic to learning.
2. Language informs our attitudinal stereotypes and subtly influences people into roles, positions, status, and other forms of fragmentation. It is a key to human relationships.
3. Language can be a creative, liberating force or a captive, oppressing force. It is an expression of shared assumptions and a major factor in all liberation struggles.
4. Both women and men suffer from the use of a male-oriented language which forces personalities into culturally approved roles, limiting free decisions.
5. Our use of male-dominated language images and forms deny the feminine\masculine duality in each of us.

There are some basic theological assumptions which need affirmation in light of the above assumptions:

1. God is not a male person (SUPER-Superman). Terminology about God, particularly in worship, which uses exclusively masculine words (e.g., He, Him, His, Father, Lord) distorts our concepts of a deity in whose image both females and males are created.
2. All persons share equally in God's plan for humanity.
3. Jesus recognized women as valuable persons, even to the point of violating the social mores of his time (e.g., by conversing with women in public).
4. The Church, as the Body of Christ, is a liberating and creative force enabling persons to transcend the boundaries of language and society in being faithful to the Word (Gospel) of Love.
5. The historical periods described in the Bible as well as the times in which the Scriptures were written, compiled and translated were all in patriarchal social settings. Thus, images of male-female roles described are colored by the cultural understandings of those times and need not be literally interpreted for our changed cultural situation. The truths of the faith are denied by sex role stereotypes. They can be conveyed more clearly without the male-dominant, female-submissive images of a given historical period.

The following suggestions are given as guidelines for use in printed materials. The guidelines are based on the above assumptions and theological affirmations.

1. Much of the language which appears in printed materials reflects a masculine bias. Therefore, the following list of words is given as alternatives to the exclusively masculine phraseology:
 - a. for **mankind**: Humankind, humanity, people, persons, creatures, citizens, community, ourselves, yourselves, folk, mortals, beings, etc.
 - b. for **brotherhood**: sisters and brothers, society, public, unity, community, amity, kinship, corporateness, etc.
 - c. for **masculine pronouns**:he/she, we, our, their, one, the person, individual, someone, member, etc.
2. In worship language, attempts need to be made to refer to God in other than exclusive masculine words in order to balance our images of the deity. Some options include: Creator, Redeemer, Holy Spirit, Sustainer, Mother and Father God, One, Life Giver or Giver of Life, etc. (See nonsexist

liturgies in the book Women and Worship by Sharon and Thomas Emswiler, Harper & Row, 1974).

3. Occupational and status terms often suggest role and position stereotypes which need to be avoided. This is true for both women and men. The following titles should be avoided:
 - a. policeman, fireman, serviceman, statesman, watchman, salesman, etc.
 - b. authoress, aviatrix, heiress, sculptress, songstress, poetess, etc.Such terms not only give young people false impressions about their vocational prospects, they also tend to perpetuate discriminatory practices that exist. Occupational and status terms can be avoided by the use of diction, by changing the sentence construction, or by altering the terminology.
4. It is often demeaning to women to be identified entirely by their relationship to men. One form of this discrimination is the use of the terms Mrs. and Miss, which identify women according to marital status. It is preferable to use the general title Ms. to identify a woman, as Mr. is used to identify a man.
5. In referring to married couples, use such identifying phrases as "Mary and John Jones" rather than "Mr. and Mrs. John Jones" or "John Jones and his wife Mary" or "the John Joneses." There is more dignity in using a woman's full name. Editors should also be aware of the number of couples using hyphenated last names (e.g., "Marcia and John Clark-Johnson"), which include the woman's premarital name as well as her husband's--and also the number of married couples using different last names when the wife does not change hers. If it is important to identify them as a married couple, it can be done as "Jane Smith and John Jones, wife and husband," or "Jane Smith and her husband, John Jones." (Whether the wife's or husband's name comes first is optional, but should not be consistently one way or the other, implying a more important status to the first.)
6. The common ways in which identification of persons is written suggests a predominant male orientation. Identifications and family relations often reflect fixed roles, stereotyped duties, or child affinity and possession. For example, "housewife," "the little woman," etc. suggest attitudes which imply that only women are in the home and doing domestic chores. This is demeaning to both men and women.
7. Application forms for educational institutions (e.g., seminaries), or membership in organizations (e.g., craft unions), or employment in jobs traditionally held by men (e.g., welding), should not discriminate against women applicants by such means as asking for the "wife's name." If such information is necessary, the word is "spouse."

APPENDIX

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

Items needed for course and program planning:

1. Suggested Sequencing of the MDiv Degree
2. M.Div. Degree Worksheet
3. M.Div. Alternatives to Required Courses for 2009-2010
4. Guidelines for Certified Contextual Learning Encounters

Items needed for the first year advising/assessment milestones

5. M.Div. Entrance Interview
6. Vocational/Academic Plan

Items needed for middler year advising/assessment milestones

8. Middler Review Guidelines
9. Middler Review Summary Sheet
10. Middler Review Theological Statement Guidelines
11. Middler Review Report

Items needed for senior year advising/assessment milestones

12. M.Div. Exit Interview

SUGGESTED SEQUENCING OF COURSES FOR 3 YEAR PROGRAM

For students entering Fall 2008 and after

Credit	Basic Required Course	Milestone
Fall, 1st Year		
3.0 hours	Situating the Bible: Contexts and Histories	
1.5 hours	Spiritual Disciplines for Leadership	
3.0 hours	Art and Religion	Entrance Interview
3.0 hours	Area of Concentration or Free Elective/HR req/Interm.+ OT, NT, or BS req.	
Spring, 1st Year		
3.0 hours	Interpreting the Bible: Methods and Issues	
3.0 hours	Christian Worship	
3.0 hours	Area of Concentration or Free Elective/HR req/Interm.+ OT, NT, or BS req.	Vocat. Acad. Plan
3.0 hours	Area of Concentration or Free Elective/HR req/Interm.+ OT, NT, or BS req.	1 st Ctxl.Lrn. Encntr.
Fall, 2nd Year		
3.0 hours	Theology and Christian History, Part I	form Middler cmte
3.0 hours	Field Education	& schedule. Submit
3.0 hours	Preaching: Theology and Praxis	Middler Summary
3.0 hours	Introduction to Christian Ethics	Sheet
Spring, 2nd Year		
3.0 hours	Area of Concentration or Free Elective/HR req/Interm.+ OT, NT, or BS req.	
3.0 hours	Theology and Christian History, Part II	
3.0 hours	Field Education	Middler Review
3.0 hours	Christian Education	2 nd Ctxl.Lrn. Encntr.
Fall, 3rd Year		
3.0 hours	Faith Tradition Other than Christianity	
3.0 hours	Organizational Leadership in Church and Community	
6.0 hours	Area of Concentration or Free Elective/HR req/Interm.+ OT, NT, or BS req.	
Spring, 3rd Year		
3.0 hours	Pastoral theology and Care	Exit Interview
1.5 hours	Senior Integrative Seminar =====>====>====>====>	Snr. Integr. Essay
9.0 hours	Area of Concentration or Free Elective/HR req/Interm.+ OT, NT, or BS req.	3 rd Ctxl.Lrn. Encntr.
<u>January Intersession</u>		
3.0 hours	Contextual Learning/Cross-Cultural Experience	
<u>January or Summer Sessions</u>		
6.0 hours	Area of Concentration or Free Elective or Other Faith Trad. if above sequence is followed	

Pacific School of Religion
Master of Divinity Worksheet (81 credits)
 For students entering Fall 2004 or later

Student Name _____ Start Term _____ Advisor _____

REQUIRED CREDITS (54.0)	PSR Course Number & name (or GTU Alternative Course Name & Number)	Units	School	Semester/Yr Taken (recommended)
Biblical Studies (9.0)				
	Bible in the Near East/Situating the Bible _____	(4.5 or 3.0)	_____	_____ (FA1)
	Interpreting Sacred Texts/Interprtnng Bible _____	(4.5 or 3.0)	_____	_____ (SP1)
	OT, NT, or BS 2000+ level non- language 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 (9.0)				
Prior to 2007-2008				
	IDS 1021 (4.5) _____	(4.5)	_____	_____ (SP2)
	IDS 1022 (4.5) _____	(4.5)	_____	_____ (SP2)
OR starting 2007-2008				
	Intro Christ. Theology and History I (3.0) _____	(3.0)	_____	_____ (FA2)
	Intro Christ. Theology and History II (3.0) _____	(3.0)	_____	_____ (SP2)
	Intro to Christian Ethics (3.0) _____	(3.0)	_____	_____ (SP2)
Field Education (6.0)				
	_____	(6.0)	_____	_____ (Yr 2)
Formation for Religious Leadership (6.0)				
	Spiritual Disciplines for Leadership (1.5) _____	(1.5)	_____	FA 1 (required)
	Organizational Leadership (3.0) _____	(3.0)	_____	_____ (FA3)
	Senior Integrative Seminar (1.5) _____	(1.5)	_____	_____ (SP3)
Cultural Resources for Ministry (9.0)				
	Art & Religion (3.0) _____	(3.0)	_____	_____ (FA1)
	Other Faith Tradition (3.0) _____	(3.0)	_____	_____ (FA3)
	Contextual/Cross-Cultural (3.0) _____	(3.0)	_____	_____ (IN)
Ministerial Practices for Leadership (15.0)				
	Frameworks for Critical Engagement (3.0) _____	(3.0)	_____	_____ (SP/1)
	for students who entered before Fall 2008. For students who entered after, please fill in any elective course.			
	Christian Worship (3.0) _____	(3.0)	_____	_____ (SP/1)

Preaching: Theology Praxis/Pract. (3.0)	_____ (3.0)	_____	_____ (FA/2)
Angels Fear: Pastoral Theol. & Care (3.0)	_____ (3.0)	_____	_____ (SP/3)
Intro. to Christian Education (3.0)	_____ (3.0)	_____	_____ (SP/2)

ELECTIVE CREDITS (27.0)

Guided Electives/Area of Concentration (12.0)

Area:

**General Electives (15.0)
& Denominational Requirements**

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

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

Number of PSR credits _____ (minimum 27)
 Transfer Credits _____ from _____
 _____ from _____

TOTAL CREDITS
 _____ (minimum 81)

Milestones

First year: Entrance Interview Date _____ Vocational Academic Plan submitted _____ 1 st Contextual Encounter _____ Second Year:	Middler Review Date _____ 2 nd Contextual Encounter _____ Third Year: Senior Integrative Essay submitted _____ Exit Interview Date _____ 3 rd Contextual Learning Encounter _____
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PACIFIC SCHOOL OF RELIGION
 MASTER OF DIVINITY PROGRAM
ALTERNATIVES TO REQUIRED COURSES 2009-2010
 For students entering the MDiv program Fall 2004 and later

Students who enter the Master of Divinity program under the new curriculum beginning Fall 2004 are required to 54 units of required course credits. 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.

Biblical Studies (9.0 units)

- | | | | | |
|--------------|----------------------------|------|-----|-----|
| 1. OTNT 1708 | The Bible in the Near East | Fall | PSR | 3.0 |
| 2. NTOT 1709 | Interpreting Sacred Texts | Spr | PSR | 3.0 |
3. Any 3.0 unit upper level course approved by the Biblical studies faculty. Please see below for approved list.

Alternatives to OTNT 1708 and NTOT 1709:

Students may meet both the PSR OT and NT requirements by taking the 2008-2009 full-year 6-unit interdisciplinary sequence consisting of OTNT 1708 The Bible in the Near East AND NTOT 1709 Interpreting Sacred Texts. In lieu of that sequence, they may meet the first two OT and NT requirements separately by pursuing the alternatives below (a minimum of 6 units total).

OT Alternatives:

OT 1200	Pentateuch and Former Prophets	Fall	SFTS	3.0
OT 2025	Teaching the Old Testament: An Introduction	Fall	CDSP	3.0
OT 2095	Methods, Pentateuch and Histories	Fall	JSTB	3.0

NT Alternatives:

*NT 1004	New Testament Introduction: Gospel & Acts	Spr	SFTS	3.0
& *NT 1005	New Testament Introduction: Paul	Fall	SFTS	3.0
NT 1009	Introduction to the New Testament	Spr	CDSP	3.0
NT 1011	Introduction to the New Testament	Spr	FST	3.0
NT 1075	Interpreting the Gospels	Spr	PLTS	3.0
NT 2000	New Testament Exegesis	Spr	SFTS	3.0

Students are encouraged to enroll in the non-credit Hebrew Scriptures and New Testament workshops, which are designed to introduce students to the library tools used in Bible study. It is not necessary to include these workshops as part of the official course registration; registration consists of a sign-up sheet at the PSR Reception desk.

Approved Upper Level Classes:

BS 1135	Biblical Hebrew I	Sum	PSR	3.0
BS 1136	Biblical Hebrew II	Sum	PSR	3.0
*BSRS 2334	Queering the Bible I: Erotic Knowing and Scripture	Sum	PSR	1.5
& *BSRS 2335	Queering the Bible II: Tools for Justice Making	Sum	PSR	1.5
BS 4228	Biblical Interpretation in Africa	Fall	PSR	3.0
NTLS 4510	Illness and Healing	Fall	PSR	3.0
NT 2523	Paul's Letters – Context and Theology	Fall	JSTB	3.0
NT 4490	Luke-Acts	Fall	PLTS	3.0
NT 4665	Apocalyptic Literature	Fall	DSPT	3.0
NT 8260	New Testament Exegesis: Luke/Acts	Fall	CDSP/PSR	3.0
OT 3220	The Book of Job	Fall	PSR	3.0
OT 4000	Literary Criticism in the Old Testament	Fall	JSTB	3.0
OT 4106	Texts of Reconstruction	Fall	PLTS	3.0
OT 4460	1 and 2 Chronicles	Fall	JSTB	3.0
OT 4625	Wisdom in the Old Testament	Fall	SFTS	3.0
BS 2684	Asian/Asian American Biblical Hermeneutics	Spr	PSR	3.0
BSRS 8220	Gender, Sexuality and the Bible	Spr	PSR	3.0
NT 2277	Johannine Corpus	Spr	DSPT	3.0

NT 2520	The Pauline Corpus	Spr	DSPT	3.0
NT 4423	Philippians/Philemon/Colossians	Spr	PLTS	3.0
NT 4495	Luke-Acts: Narrative	Spr	JSTB	3.0
OT 2198	Jeremiah and Empire	Spr	PLTS	3.0
OT 2504	The Psalms	Spr	FST	3.0
OT 2511	The Psalms	Spr	CDSP	3.0
OT 2604	Wisdom/Deuterocanonical Books	Spr	JSTB	3.0

***BOTH OF THESE COURSES must be taken to satisfy the PSR basic requirement.**

History, Theology and Ethics (9.0 units)

1. STHS 1060	Intro to Christian Theology and History I	Fall	PSR	3.0
2. HSST 1061	Intro to Christian Theology and History II	Spr	PSR	3.0
3. CE 1051	Intro to Christian Ethics	Spr	PSR	3.0

Alternatives:

The 9.0 units substituted must include introductions to Christian History, Theology, and Ethics. Approval for any specific set of alternative courses must be given by one of the faculty teaching the PSR sequence above. Below are some faculty-approved alternatives:

HISTORY OF CHRISTIANITY (HS)

Note: Be sure to check prerequisites for denominational history and polity courses and denominational requirements to see that you have enough church history.

Alternatives:

*HS 1080	History of Christianity I	Fall	SFTS	3.0
& *HS 1081	History of Christianity II	Spr	SFTS	3.0
*HS 1102	History of Christianity I	Fall	PLTS	3.0
& *HS 1112	History of Christianity II	Spr	PLTS	3.0
*HSST 1114	History of Christianity I	Fall	CDSP	3.0
& *HSST 1115	History of Christianity II	Spr	CDSP	3.0
*HS 2498	Church to 1400	Fall	JSTB	3.0
& *HS 2499	Modern Christianity	Spr	JSTB	3.0
HS 1070	History of the Church	Fall	FST	3.0

***BOTH OF THESE COURSES must be taken to satisfy the PSR basic requirement.**

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

1. Bring Prof. Walker a syllabus or reading list from the course.
2. Take a more advanced course of your choice.

CHRISTIAN THEOLOGY (ST)

Alternatives:

ST 1011	Perspectives: Introduction to Theology	Fall	FST	3.0
ST 1085	Systematic Theology II	Fall	SFTS	3.0
ST 2180	Introduction to Theology	Fall	JSTB	3.0
ST 2003	Systematic Theology	Fall	PLTS	3.0
ST 1084	Systematic Theology I	Spr	SFTS	3.0

Students who wish to satisfy the ST basic by taking a set of courses other than those noted above should consult with Prof. Matsuoka.

CHRISTIAN ETHICS (CE)

Alternatives:

CE 1318	Fundamental Moral Theology	Fall	FST	3.0
CE 2011	Contemporary Theory in Ethics	Fall	SFTS	3.0
CE 2045	Fundamental Moral Theology	Fall	DSPT	3.0

CE 2505	Environmental Ethics	Spr	SFTS	3.0
CE 3230	Christian Social Ethics	Spr	JSTB	3.0

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

Field Education (6.0 units)

FE 1005-1006 or FE 1011-1014

Field Education placements are approved through the PSR Field Education office

Formation for Religious Leadership (6.0 units)

1. SPFT 1080	Spiritual Disciplines for Leadership	Fall	PSR	1.5
Alternatives:				
SP 2492	Experiments in Prayer and Meditation	Fall	JSTB	3.0
SPRS 2512	Spirituality and Liberation	Fall	JSTB	3.0
SP 2514	Spirituality in Ministry	Fall	CDSP	3.0
SP 2040	Introduction: Christian Spirituality	Spr	SFTS	3.0
2. FT 2923	Organizational Leadership	Fall	PSR	3.0
Alternatives:				
FT 2531	Art and Practice of Church Administration	Spr	FST	3.0
FT 1130	Church Leadership	Fall	ABSW	3.0
3. MDV 4500	Senior Integrative Seminar	Spr	PSR	1.5
The course in this area does not have alternatives at other GTU schools.				

Cultural Resources for Ministry (9.0 units)

1. RA 1179	Historical Relationship of Art & Church	Fall	PSR	3.0
Alternatives:				
RAHS 1604	Christian Iconography	Fall	DSPT	3.0
RAST 2332	Death, Judgment, Heaven and Hell	Spr	DSPT	3.0
HSRA 3490	Masterpieces of Religious Art	Spr	JSTB	3.0

2. The 3.0 units 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 and the Institute of Buddhist Studies and the Institute of World Religions.

3. The 3.0 unit requirement in a cross cultural context is normally satisfied through involvement in a PSR sponsored January intercession immersion (whether local 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 your advisor.

Ministerial Practices for Leadership (15.0 units)

1. FT 1267	Frameworks for Critical Engagement	Spr	PSR	3.0
Alternatives:				
RS 2107	Church and Society (cancelled)	Sum	ABSW	3.0
FT 2523	Leadership in Urban Communities**	Sum	ABSW	3.0
FT 2204	Ministry across Cultures	Fall	PLTS	3.0
FT 8404	Organizational Systems Thinking for Religious Leaders	Fall	SKSM	3.0
FT 2523	Leadership in Urban Communities**	Int	ABSW	3.0
**Class in conducted in Korean with translation to English				

2. LS 1201	Christian Worship	Spr	PSR	3.0
Alternatives:				
LSSP 1355	Liturgy and Spirituality	Fall	FST	3.0

LSST 2106	Liturgics	Fall	CDSP	3.0
LSHS 1100	Introduction to Worship	Spr	CDSP	3.0
LSFT 1501	Ministry of Word & Sacrament	Spr	PLTS	3.0
LSFT 2525	Reformed Worship	Spr	SFTS	3.0
LSRS 4020	Worship in the 21 st Century	Spr	ABSW	3.0

Students from the Roman Catholic tradition are invited to choose LSSP 1355.

Students from the Reformed tradition are invited to choose LSFT 2525.

Students from the Episcopal tradition are invited to choose LSHS 1100 or LSST 2106.

Students from the Lutheran tradition are invited to choose LSFT 1501.

Students from the Baptist tradition are invited to choose LSRS 4020.

Students from the Presbyterian tradition are invited to choose LSRS 4020.

All other students are advised to take the PSR basic.

3. HM 2244/2246	Preaching: Theology & Practice/Practicum	Fall	PSR	1.5/1.5
Alternatives:				
HM 1001	Introduction to Preaching	Spr	SFTS	3.0
HM 2100	Introduction to Homiletics	Fall	CDSP	3.0
HM 2525	Biblical Preaching	Fall	PLTS	3.0
4. PS 1023	Angels Fear: Pastoral Theology & Care	Spr	PSR	3.0
Alternative:				
PS 1015	Pastoral Care and Counseling	Spr	SFTS	3.0
5. ED1530	Introduction to Christian Education	Spr	PSR	3.0
Alternatives:				
ED 2020	Christian Education in the Parish	Fall	PLTS	3.0
ED 4056	Teacher and Prophet	Fall	SKSM	3.0

Guidelines for Certified Contextual Learning Encounters

Number of Encounters

Master of Divinity students are required to participate in one (1) encounter per academic year for a total of three (3) certified encounters for graduation. There will be three encounters each semester designated as Certified Contextual Learning Encounters, for a total of six per academic year. The six Certified Encounters will be posted by the Office of Contextual Learning at the beginning of each semester.

Registration for an encounter is required. Each encounter will be limited to no more than 25 registered students.

Required Consultation with Faculty Advisor

Students will schedule appointments with their faculty advisors early in their first semester to discuss both their educational/vocational goals and their life experiences that will contribute to their leadership formation. The goals and past experiences of the students revealed in this interview should inform the student's selection of the certified encounters. Students are expected to give careful consideration to the certified encounters. It is important to ask yourself: (1) What is the context of this encounter? (2) How is this context different from my own? (3) How will this experience challenge me? Students are encouraged to choose encounters that are challenging and that will put the student in a context significantly different from their own.

Expectations of Encounters

Each encounter will be several hours in length. Significant engagement by the student during the encounter is expected. Many of the encounters will include travel to explore diverse community settings for discussion on theological, social, gendered, ethnic, cultural, economic, environmental, and historical contexts.

Group reflection will take place with a member of the PSR faculty within a week of the encounter.

Participation in group reflection with faculty is not required but strongly recommended. Depending on the time and type of encounter, group reflection may take place immediately following the encounter. Within a week of the encounter students will have an opportunity to reflect on the experience as a group with a faculty member and a representative from the sponsoring center. Students must sign the attendance sheet.

If a student is unable to attend the group reflection session, the student must submit a 2-3 page reflection paper to the Director of Contextual Learning within ten days of the encounter. (See reflection paper guidelines and example at the end of this section.)

Credit for the encounter will not be given if the student has not signed the reflection session attendance sheet or written and submitted a reflection paper.

Sponsorship of Certified Encounters

The Office of Contextual Learning will work with three PSR educational centers to develop specifically-designed Contextual Learning Encounters. These centers may offer various events during a semester, but only events designated as a Certified Contextual Learning Encounter will be accepted. Each center will offer two certified encounters per academic year, one in the fall semester and one in the spring semester. The three PSR educational centers that will offer Certified Contextual Learning Encounters are:

- **PANA** (Institute for Leadership Development and Study of Pacific and Asian North American Religion)
- **CLGS** (Center for Lesbian and Gay Studies in Religion and Ministry)
- **DRC** (Dismantling Racism Committee)

Reflection Papers

Students who do not attend the reflection session with a faculty member will complete a 2-3 page written reflection paper on their experience and its contribution to their spiritual/vocational leadership formation.

This reflection paper must be submitted to the Director of Contextual Learning within 10 days of participating in the encounter. Content should include:

- Personal cultural identity/social context – what social/cultural lense do I bring to this encounter? (Ex. “I view this encounter as a gay, African American man who grew up in a middle income family in the suburbs....”)
- Theological reflection – what are the one or two theological issues that are raised for me and how do I think about them? (examples of theological issues: justice, hospitality, suffering, mission of the church)
- Integration with course work – what have I learned in my classes that inform me or help me to think about this encounter?
- Implication for future vocation and spiritual growth – how might I use what I learned in this encounter in my ministry? How might I use what learned in my own spiritual development?

Summary of Student Responsibilities

1. Choose one encounter for the year and sign up for that encounter on the sign-up sheets outside of the Contextual Learning office.
2. Attend the Encounter.
3. Within a week of the encounter, students will have the opportunity to reflect on the experience as a group with a faculty member. **Students must sign the attendance sheet.**
4. For students unable to attend the reflection session, a 2-3 page reflection paper following the above guidelines, will be submit to the Director of Contextual Learning. ***If a reflection paper is not received within 10 days of the registered encounter, the encounter will not count as the student's annual contextual encounter.*** The paper will be read by the Director of Contextual Learning and comments will be sent to the student. The student may be requested to revise and resubmit the paper if the guidelines for reflection are not met (for example, if the paper is only a description of the event and does not contain theological reflection and implications for ministry.)
 - See end of this section for an example Reflection Paper
6. Note: ***Encounter attendance and attendance at the reflection session or the reflection paper are required.***

Student ID _____

**PACIFIC SCHOOL OF RELIGION
MASTER OF DIVINITY ENTRANCE INTERVIEW**

(Please fill this out in consultation with your advisor and please print clearly)

Name _____

Date: _____

Advisor's Name _____

Current Denomination/Religious Tradition _____

Please circle the number corresponding to the answer that best describes your response to each of the following questions.

CAREER PLANS

1. Are you:

- 1. Currently ordained or certified
- 2. Seeking ordination or certification by a denomination
- 3. Not seeking ordination or certification
- 4. Undecided



1a. Are you seeking:

- 1. Ordained ministry
- 2. Other forms of denominational certification, please indicate _____

2. Are you involved in a denominational process of discernment and/or approval?

- 1. Yes _____
- 2. No _____



What is your stage in that process?

3. What is your denominational judicatory body? _____

4. For what form(s) of ministry or religious leadership you are preparing?

(circle as many as apply)

- 1. Chaplaincy
- 2. Non-profit leadership
- 3. Parish pastor
- 4. Pastoral care specialist
- 5. Religious education
- 6. Social justice ministry
- 7. Spiritual director
- 8. Teaching
- 9. Other _____

5. The Master of Divinity (MDiv) degree can be completed in three years of full-time study. How long do you expect to be working toward your degree?

- 1. 2 yrs
- 2. 3 yrs
- 3. 4 yrs
- 4. more than 4 yrs

Student ID _____

6. How many hours a week do you expect to be employed while enrolled in the MDiv program? _____

7. Do you anticipate completing a degree in addition to the MDiv (either at PSR or elsewhere)?

- 1. Yes, I plan to complete another degree
- 2. No, I do not plan to complete another degree

7a. What degree?

- 1. Master Social Work (MSW)
- 2. MASM
- 3. Master of Arts in _____
- 4. Master of Theological Studies
- 5. D.Min
- 6. Ph.D
- 7. Other _____

EXPECTATIONS OF YOUR EDUCATION AT PSR

Please indicate how important each item below is to you as you being your education at PSR by please circling a number 0-10, with 0 meaning "not at all important" and 10 meaning "extremely important."

	Not at all Important											Extremely Important
8. Knowledge of theological traditions.....	0	1	2	3	4	5	6	7	8	9	10	
9. Knowledge of church history	0	1	2	3	4	5	6	7	8	9	10	
10. Knowledge of my own religious tradition, its polity and history.....	0	1	2	3	4	5	6	7	8	9	10	
11. Knowledge of ethics	0	1	2	3	4	5	6	7	8	9	10	
12. Skill in community organizing	0	1	2	3	4	5	6	7	8	9	10	
13. Skill in using the arts in communication	0	1	2	3	4	5	6	7	8	9	10	
14. Ability to preach well	0	1	2	3	4	5	6	7	8	9	10	
15. Ability to interpret and use Scripture.....	0	1	2	3	4	5	6	7	8	9	10	
16. Ability to give spiritual direction	0	1	2	3	4	5	6	7	8	9	10	
17. Ability to plan and lead religious education.....	0	1	2	3	4	5	6	7	8	9	10	
18. Ability to lead others.....	0	1	2	3	4	5	6	7	8	9	10	
19. Ability to conduct worship/liturgy.....	0	1	2	3	4	5	6	7	8	9	10	
20. Ability to relate faith to social issues.....	0	1	2	3	4	5	6	7	8	9	10	
21. Ability in pastoral counseling.....	0	1	2	3	4	5	6	7	8	9	10	
22. Ability to lead an organization/parish	0	1	2	3	4	5	6	7	8	9	10	
23. Ability to think and preach theologically	0	1	2	3	4	5	6	7	8	9	10	
24. Ability to write clearly	0	1	2	3	4	5	6	7	8	9	10	
25. Ability to seek out relevant and appropriate resources.....	0	1	2	3	4	5	6	7	8	9	10	
26. Ability to explore new issues independently and develop your own point of view	0	1	2	3	4	5	6	7	8	9	10	
27. Appreciation for what is intellectually unfamiliar or novel.....	0	1	2	3	4	5	6	7	8	9	10	
28. Ability to think critically and grasp and analyze new ideas	0	1	2	3	4	5	6	7	8	9	10	
29. Ability to interpret the arts	0	1	2	3	4	5	6	7	8	9	10	
30. Ability to think theologically about current issues.....	0	1	2	3	4	5	6	7	8	9	10	

Student ID _____

31. Which of the above items are the most important to you as you begin your study at PSR? *Please write in three item numbers from 8-30 above that are the most important.*

32. What are your expectations about your academic load at PSR? (note that a 3 hour course equals ten hours of work per week on average)

33. What are your expectations for participation in PSR's common worship life?

34. What are your expectations for spiritual practice/formation while at PSR?

35. Who do you expect to be providing your pastoral care/spiritual direction while you are at PSR?

36. What are your expectations for regular participation in a faith community while at PSR?

37. In what ways do you expect PSR to help you increase your knowledge of and skill for ministries with people of other cultures, races, sexual orientations, class, etc.?

38. What led you to choose PSR?

39. What concerns/reservations/apprehensions, if any, do you have about your study at PSR?

40. What do you want you advisor to know about you that may affect your ability to do academic work and engage in the life of the community?

Other comments:

Advisor's signature and date _____

Student: Keep a copy for your records for future reference
PLEASE FORWARD THIS FORM TO THE DIRECTOR OF ACADEMIC ADVISEMENT

Student ID _____

Student's name _____

Professor's Name _____

Signature _____

Signature _____

Date _____

**PACIFIC SCHOOL OF RELIGION
MASTER OF DIVINITY VOCATIONAL ACADEMIC PLAN**

All MDiv students need to submit a Vocational Academic Plan to the Director of Academic Advisement before the end of the first semester of study. The purpose of the plan is to help students plan their academic work based on critical reflection of their vocational call and leadership development. Here are the steps:

- A. Write up the plan. This may be a page or two of prose exploring your vocational objective along with a filled in "degree worksheet" outlining how you anticipate going through the degree requirements at this time. It may change by the time your Middler Review happens and that's okay.

Consider the following questions. You may also address any other vocational/academic/ formational issues you find relevant:

1. As I consider my future vocation, what am I most enthusiastic about?
 2. What are the personal/professional expectations of organizations and institutions in which I plan to serve?
 3. What are my strengths and weaknesses, as a person and as a student?
 4. What are the expectations of my spouse, my family, other important persons in my life, relative to my vocation and vocational lifestyle?
 5. To what extent is my ideal image of myself and my future vocational objectives limited by my talents? By realities in my situation?
 6. What spiritual disciplines do I currently follow, and what disciplines do I hope to acquire while a student at PSR?
 7. What practical learning objectives should I set for myself for the next few years in the light of my objectives, for example:
 - i. Relating specifically to electives, in what area or areas of the curriculum should I choose to concentrate?
 - ii. What type(s) of supervised ministry (field education) would be best for me?
 - iii. What practical functional skills do I need to develop, such as preaching, teaching, administration, worship leadership, etc.?
 - iv. What other interests or needs would I like to develop while still in school?
- B. Return this plan to your professor, who will endorse it with a signature.
- C. Make a copy and keep for your records. You will need it the following year for your Middler Review.
- D. Bring it to the Office of Academic Advisement. It will be filed in your student folder, and used as a reference for your middler review and for other vocational/academic consultations.

Student: Keep a copy of your VAP. You will need it later for your Middler.
**RETURN THIS SIGNED FORM AND ATTACHED VAP TO THE OFFICE OF ACADEMIC ADVISEMENT,
HOLBROOK 135, BY THE LAST DAY OF YOUR FIRST YEAR**

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 spring of the second year of full-time study). A student may not register for her/his final 27 credits until the Review has been completed.

I. PURPOSE

The Middler Review has a threefold 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; 3) to set the student's agenda and learning goals for the Senior Integrative Seminar

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 5 or 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.

- A Faculty Advisor. This panel member is a regular member of the PSR faculty. The faculty advisor reviews the transcript, vocational/academic plan and update, and degree worksheet with the student; and consults with the student regarding the theological statement. The faculty advisor also chairs the review.
- Second Faculty Member. This panel member is appointed by the 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.
- A Field Education Supervisor. 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). 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.
- 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.

B. THE MATERIAL. The student will gather or prepare the following material for circulation to all panel members prior to the review:

- Midler Review Guideline Sheet. A copy of this statement describing the Midler Review, to give panel members an understanding of the goals and procedures of the Midler 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 of grades from Student Web Advisor. If the student does not have access to a recent/current grade report, an official transcript may be requested from the PSR Registrar.
- Degree Worksheet. A "filled in" worksheet which shows how the student is meeting the M.Div. degree expectations outlined in the PSR Catalogue. (Panel members from outside the school should be given copies of the relevant Catalogue 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.
- Self-Assessment Sheet, completed, which reflects the student's current personal and vocational development.
- Panel Member Student Assessment Guide 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 Midler 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) 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 Midler 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 Midler Review and think about your panel. The name of your second faculty member will be given to you at the Midler Orientation, or can be obtained from the Academic Advisement Office.
- 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 Midler Review should be scheduled for two hours. The PSR Conference Room should normally be used for Midler 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--through the PSR Receptionist.) Reserve parking for panelists who are visitors to the PSR campus at the Reception desk.
- Submit Summary Sheet. As soon as the date, time, place, and participants for the Midler Review have been set, return the Midler Review Summary Sheet (attached) to the Academic Advisement Office so the date of your review can be recorded. The Faculty Advisor should receive a copy of the summary sheet as well.
- Consult with Panel Members. Each panel member can help you prepare yourself for the review, and sharpen you 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

supervisor to help you articulate your experience in the practice of ministry. Use your denominational 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. 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, this must be confirmed.

- Distribute your Material. There is a DEADLINE for the circulation of material to your panel. **Panel members and the Academic Advisement Office 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.
- The Panel Member Student Assessment Guide Please bring 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 a minute or two 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.
- 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.

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. After the student returns to the room she/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. Panel members may use this presentation as a beginning point for their questions.

Questions. Questions 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 Vocational Academic Plan and what the student has done at PSR to move toward his/her chosen ministerial goals.
- evaluate the goals of the student in view of student's self-assessment
- counsel the student as to vocational clarity and fit
- create goals for the student's work in the Senior Integrative Seminar

C. SUMMARY STATEMENTS. After the time for questions has been spent, the student will leave the room while the faculty advisor calls for the preparation and presentation of summary statements by panel members to the student. At this time, the faculty member will hand out a new copy of the Panel Member Student Assessment form 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—the faculty member will return these forms to the Academic Advisement Office).

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.

The student will return to the room. 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. Before the student and the faculty advisor leave the Review, the faculty advisor should arrange with the student a time to share and sign the Middler Review Report.

E. MIDDLEL REPORT. Following the review, the student creates the Middler Review Report, drawing on notes from the middler, feedback, and assessment forms. The report will also include the student's goals for the Senior Integrative Seminar.

IV. FOLLOW UP

Normally the follow up meeting to share and sign the Middler Review Report should be completed within two weeks of the Middler Review session. The student and the advisor discuss the Report, revise it as needed, and both sign it. The student then transmits a copy of the report to the Academic Advisement Office, along with supporting documentation. At the latest, the report as well as the Vocational/Theological Statement, and all other supporting documentation for the student's Middler Review should be submitted to the Office of Academic Advisement by the last day of the year in which the Middler was completed.

Revised 8/08

PANEL MEMBER STUDENT ASSESSMENT GUIDE

Panel members are encouraged to use this too, based on the core competencies of the PSR MDiv (Critical Engagement with Texts and Tradition, Leadership Formation, Contextual Learning, and Communities of Accountability) to help assess the student and provide critical feedback during the Middler.

Knowledge of theological traditions

Knowledge of church history

Understanding of ethics

Ability to interpret and use Scripture

Clarity of vocational direction

Skill in using the arts in communication

Ability to reflect on theological, historical and cultural issues related to providing spiritual guidance

Ability to reflect on theological, historical and cultural issues related to planning and implementing religious education

Ability to reflect on theological, historical and cultural issues related to pastoral theology and care

Ability to reflect on theological, historical and cultural issues related to leading an organization/parish

Ability to reflect on theological, historical and cultural issues related to thinking and preaching theologically

Ability to reflect on theological, historical, cultural, and esthetic issues with regard to planning, conducting, and evaluating worship.

Ability to write clearly

Comfort with role and authority

Practice of spiritual disciplines

An understanding of one's own social location

Ability to explore new issues independently and develop one's own point of view

Appreciation for what is intellectually unfamiliar or novel

Ability to think critically and grasp and analyze new ideas

Understanding dynamics of social and economic class

Ability to discern issues of justice in context

Knowledge of and sensitivity to racial justice and cross-cultural competency

Knowledge of and sensitivity to g/l/b/t issues

Knowledge of and sensitivity to those who are differently-abled

Knowledge of and sensitivity to other faith traditions

Knowledge of one's own religious tradition, its polity and history

Ability to seek out relevant and appropriate resources

Ability to be accountable and responsible to particular communities

Ability to work cooperatively across community lines

Student's Communities of Accountability (Name/description of community/ies: _____)

Other concerns or affirmations related to this persons fitness for ministry:

PANEL MEMBER STUDENT ASSESSMENT GUIDE

At the conclusion of the middler, panel members are asked to use this tool to help assess the student and provide critical feedback and information for the student's future academic plans. Please evaluate the student in the following areas by circling a number 0-10, with 0 meaning "not prepared" and 10 meaning "well-prepared." If you do not have information or experience with the student related to the knowledge or skill set, mark "n/a". Please return this form to the advisor before leaving the middler.

	Not Prepared	1	2	3	4	5	6	7	8	9	10	n/a
Knowledge of theological traditions	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of church history	0	1	2	3	4	5	6	7	8	9	10	
Understanding of ethics	0	1	2	3	4	5	6	7	8	9	10	
Ability to interpret and use Scripture	0	1	2	3	4	5	6	7	8	9	10	
Clarity of vocational direction.....	0	1	2	3	4	5	6	7	8	9	10	
Skill in using the arts in communication.....	0	1	2	3	4	5	6	7	8	9	10	
Ability to reflect on the theological, historical, and cultural issues related to:												
Providing spiritual guidance.....	0	1	2	3	4	5	6	7	8	9	10	
Planning and implementing religious education.....	0	1	2	3	4	5	6	7	8	9	10	
Pastoral theology and care	0	1	2	3	4	5	6	7	8	9	10	
Leading an organization/parish	0	1	2	3	4	5	6	7	8	9	10	
Thinking and preaching theologically	0	1	2	3	4	5	6	7	8	9	10	
Ability to reflect on theological, historical, cultural, and esthetic issues with regard to planning, conducting, and evaluating worship.	0	1	2	3	4	5	6	7	8	9	10	
Ability to write clearly.....	0	1	2	3	4	5	6	7	8	9	10	
Comfort with role and authority.....	0	1	2	3	4	5	6	7	8	9	10	
Practice of spiritual disciplines.....	0	1	2	3	4	5	6	7	8	9	10	
An understanding of one's own social location.....	0	1	2	3	4	5	6	7	8	9	10	
Ability to explore new issues independently and develop one's own point of view.....	0	1	2	3	4	5	6	7	8	9	10	
Appreciation for what is intellectually unfamiliar or novel.....	0	1	2	3	4	5	6	7	8	9	10	
Ability to think critically and grasp and analyze new ideas.....	0	1	2	3	4	5	6	7	8	9	10	
Understanding dynamics of social and economic class	0	1	2	3	4	5	6	7	8	9	10	
Ability to discern issues of justice in context	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to racial justice and cross-cultural competency	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to g/l/b/t issues.....	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to those who are differently-abled ..	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to other faith traditions.....	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of one's own religious tradition, its polity and history ..	0	1	2	3	4	5	6	7	8	9	10	
Ability to seek out relevant and appropriate resources.....	0	1	2	3	4	5	6	7	8	9	10	
Ability to be accountable and responsible to particular communities	0	1	2	3	4	5	6	7	8	9	10	
Ability to work cooperatively across community lines.....	0	1	2	3	4	5	6	7	8	9	10	

Communities of Accountability (Name/description of community/ies: _____)

Other:

Other concerns or affirmations related to this persons fitness for ministry:

MIDDLER SELF ASSESSMENT

Please indicate your vocational growth and development in the following areas by circling a number 0-10, with 0 meaning "not prepared" and 10 meaning "well-prepared." If you have not yet taken a course or had ministry preparation related to the knowledge or skill set, mark "n/a".

	Not Prepared										Well Prepared										n/a		
Knowledge of theological traditions	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of church history	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Understanding of ethics	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to interpret and use Scripture	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Clarity of vocational direction.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Skill in using the arts in communication.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to reflect on the theological, historical, and cultural issues related to:																							
Providing spiritual guidance.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Planning and implementing religious education.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Pastoral theology and care	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Leading an organization/parish	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Thinking and preaching theologically	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to reflect on theological, historical, cultural, and esthetic issues with regard to planning, conducting, and evaluating worship.	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to write clearly.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Comfort with role and authority.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Practice of spiritual disciplines.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
An understanding of one's own social location.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to explore new issues independently and develop one's own point of view.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Appreciation for what is intellectually unfamiliar or novel.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to think critically and grasp and analyze new ideas.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Understanding dynamics of social and economic class	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to discern issues of justice in context	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to racial justice and cross-cultural competency	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to g/l/b/t issues.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to those who are differently-abled .	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of and sensitivity to other faith traditions.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Knowledge of one's own religious tradition, its polity and history ..	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to seek out relevant and appropriate resources.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to be accountable and responsible to particular communities	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	
Ability to work cooperatively across community lines.....	0	1	2	3	4	5	6	7	8	9	10	0	1	2	3	4	5	6	7	8	9	10	

Communities of Accountability (Name/description of community/ies: _____)

Other:

The Middler Review Vocational/Theological Statement

One of the key elements of the Middler Review is the preparation of a Vocational/Theological statement, which is approximately 15-20 pages in length. This essay, carefully prepared by the student in advance of the Review, is read critically by all panelists and forms the basis for much of the conversation that occurs in the Review.

The goal of this portion of the middler is to demonstrate 1) your facility with critical theological tools, and 2) your ability to integrate your knowledge of scripture, the history of Christian thought, and Christian communities and practices in a project of constructive theology.

Develop your essay by giving a critical reflection on your experience of life and faith, using theological and sociological categories. You may have written about your experience or journey before, but in this paper you are expected to bring to bear newly acquired tools of analysis, including awareness of your social location and a critical assessment of not just *what* you know or experience, but *how* you know and experience. You may want to consider your experience critically in light of academic disciplines to which you've been exposed, texts and thinkers you have encountered, and contexts that have helped you test your experience against that of other individuals and communities.

In your essay, you should give specific attention to the following areas, indicating your current understanding of them. On this basis your committee can more helpfully recommend areas of further study and reflection.

- Define your social location. How does your race, gender, sexual orientation, faith affiliation, economic class, etc, impact the way you relate to others, particularly those who are different from your own location?
- Articulate your theological statement in a way that is integrative of your faith, life and practice. What is the ultimate reference/source/grounding of your faith? How is your faith manifest in life? How is it related to the historical formulations of faith (God, Christ, Spirit, Scripture, Church, Sin)? How does your faith find a place in a community of accountability? How do you understand your responsibility as a person of faith? What is the role of theology in your life and ministry?
- How does your theology inform your relationship to neighbors (individually, globally, ecologically)? How is your commitment to justice and peace/prophetic stance expressed in regard to the relational nature of life? How do you propose to cope with the destructive forces that alienate one from another (evil, injustice, etc.)? Where does your theological position fit in the unfolding historical story of faith? Are there any useful references in the historical formulations of these issues and what are they? What theological thinkers have helped you and why?
- How does memory, history, locality, and future/hope play in your understanding of faith?
- Where are the growing edges in your continuing growth in faith? Who are the conversation partners? What are your theological questions?

Include in your essay a one-to-two page self-assessment of your competencies in ministry. How have life experiences, the MDiv curriculum, and field work assisted you in the development of your skills for ministry? Utilizing the Middler Self-Assessment tool, what are your limitations? What areas do you need to address to strengthen your role as a religious leader? How can you use the resources of the MDiv curriculum and programs of the school to further your vocational development? What are ways you can utilize the Senior Integrative Seminar for your development? What other resources do you need and how can you find them? You may find it helpful to consult with your advisor as you prepare your essay.

**SUBMIT A COPY OF YOUR MIDDLE VOCATIONAL/THEOLOGICAL STATEMENT
TO THE ACADEMIC ADVISEMENT OFFICE**

MIDDLER REVIEW SUMMARY SHEET

Student _____
Address, phone _____ PSR Box _____
Date of Middler Review _____ Time of Review _____
Location _____ (reserve with front desk receptionist if needed)

Review Participants

Faculty Advisor _____

Second Faculty Member _____

Field Education Supervisor _____

Address _____ Phone _____

Student Peer _____ Box _____ Phone _____

Student Peer _____ Box _____ Phone _____

Denominational Representative _____

Address _____

Conference Calls _____ yes .

Please indicate which participant will be present via telephone and telephone number

Students approaching the end of their second year (54 units) may be blocked from registration and other services if this form is not submitted by the next registration period.

**PLEASE RETURN THIS FORM TO THE ACADEMIC ADVISEMENT OFFICE
AS SOON AS YOUR MIDDLER REVIEW DATE IS SET.**

For Office Use

Report received

Follow up

MIDDLER REVIEW REPORT

Student _____ Date of Middler Review _____

Address, phone _____ PSR Box _____

Review participants/Relationship to student and/or Role in Review:

STRENGTHS:

AREAS FOR GROWTH:

SENIOR SEMINAR OBJECTIVES:

YOUR ASSESSMENT OF THE REVIEW:

Signature of Advisor/Review Committee Chair

Student Signature

Date: _____

Date: _____

SUBMIT THIS COMPLETED REPORT TO THE ACADEMIC ADVISEMENT OFFICE

Student ID _____

**PACIFIC SCHOOL OF RELIGION
MDIV EXIT INTERVIEW**

(Please fill this out in consultation with your advisor and please print clearly)

Name _____

Date: _____

Advisor's Name _____

<p>The Director of Academic Advisement will fill in the information in this box.</p> <p>_____ Student is on schedule to complete 81 credits _____ G.P.A. (3.00 or better required) _____ Field Education completed _____ Middler Review completed _____ Contextual Learning Events/Encounters completed</p>

CHANGES

Review your answers to the questions on your Middler Self-Assessment form and Entrance Interview. If you did not keep a copy for yourself, please request a copy from the Director of Academic Advisement who will provide you a copy if there is one on file.

Have your plans concerning vocation, ordination and/or other forms of certification, or further study changed? Has your degree program, denomination or religious tradition changed? Briefly describe these changes and how they have affected your program.

Have your plans for further degrees changed? If so, how?

Student ID _____

How helpful was the field education/internship experience to you?

Please indicate how helpful the field education/internship was in the following areas by circling a number 0-10, with 0 meaning "not at all helpful" and 10 meaning "extremely helpful."

	Not at all Helpful																			Extremely Helpful		
25. Greater vocational clarity	0	1	2	3	4	5	6	7	8	9	10											
26. Improved pastoral skills	0	1	2	3	4	5	6	7	8	9	10											
27. Greater ability to reflect theologically	0	1	2	3	4	5	6	7	8	9	10											
28. Greater interest in future ministry	0	1	2	3	4	5	6	7	8	9	10											
29. More self-confidence	0	1	2	3	4	5	6	7	8	9	10											
30. Greater sense of people's needs	0	1	2	3	4	5	6	7	8	9	10											
31. Better idea of my strengths and weaknesses.	0	1	2	3	4	5	6	7	8	9	10											
32. Greater self-understanding.....	0	1	2	3	4	5	6	7	8	9	10											
33. Deepening your personal faith	0	1	2	3	4	5	6	7	8	9	10											

YOUR PERSONAL FORMATION AT PSR

How have you changed since you began the MDiv program?

On a scale of 1-5, please rate your abilities in the following areas now as compared to when you began the MDiv program

	Much Weaker	Weaker	About the Same	Stronger	Much Stronger
34. Empathy for the poor and oppressed.	1	2	3	4	5
35. Ability to pray	1	2	3	4	5
36. Concern about social justice	1	2	3	4	5
37. Enthusiasm for learning.....	1	2	3	4	5
38. Insight into the troubles of others.....	1	2	3	4	5
39. Desire to become an authority in my field	1	2	3	4	5
40. Trust in God.....	1	2	3	4	5
41. Self-discipline and focus	1	2	3	4	5
42. Respect for other religious traditions .	1	2	3	4	5
43. Respect for my own relig. traditions ..	1	2	3	4	5
44. Ability to live my faith in daily life.....	1	2	3	4	5
45. Clarity of vocational goals	1	2	3	4	5
46. Self-confidence	1	2	3	4	5
47. Self-understanding.....	1	2	3	4	5
48. Strength of spiritual life	1	2	3	4	5
49. Knowledge and sensitivity to racial justice and cross-cultural competency	1	2	3	4	5
50. Knowledge and sensitivity to g/l/b/t issues	1	2	3	4	5
51. Understanding dynamics of social and economic class	1	2	3	4	5

Student ID_____

52. Which courses best assisted you in preparation for your vocation? How?

53. Which courses left you feeling unprepared? What will you do to gain the knowledge/skills you feel you lack?

54. Is PSR what you expected it to be? Why or why not?

55. In what way has community worship impacted your learning and studies at PSR?

56. What have been the best features of program, your best experiences thus far?

57. What have been problematic features of program, disappointments, your worst experiences thus far?

58. What are your plans for continuing education?

Additional comments:

Advisor's signature & date

PLEASE FORWARD THIS FORM TO THE DIRECTOR OF ACADEMIC ADVISEMENT BY MAY 1st