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**Pacific School of Religion**

**ACADEMIC PROGRAM MANUAL**

**Part I (of II)**

**For the**

**MASTER OF DIVINITY PROGRAM**

**Office of the Dean and Registrar**

**Effective August 2010**

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## WELCOME TO THE MASTER OF DIVINITY PROGRAM

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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. The goal of the M.Div. program is to provide students with:

- The ability to draw critically on the biblical Christian heritage and resources of contemporary society to provide for their own spiritual and ministerial formation and to prepare effective leaders to the Christian movement in witness and mission.
- Insight and skill for communicating Christian faith and ethics through preaching, teaching, speaking, writing, personal involvement, contemporary visual electronic media, arts, and other appropriate means.
- The capability, experience, and willingness to take leadership in social change on behalf of the prophetic witness of the Christian tradition and its commitment to justice and love.
- Knowledge, experience, and willingness to lead Christian communities in worship and to prepare laity to participate in leading worship.
- Preparation and practice in caring ministries

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.

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## WHY AN ACADEMIC PROGRAM MANUAL?

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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.

Registration in a PSR degree or graduate certificate program assumes the registrant has read and agreed to the terms as outlined in the program manual appropriate to their year of entry. The M.Div. Program Manual consists of two parts:

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

Academic and Administrative Calendars

PSR Extended Calendar

Academic Resources

Course Catalog

ONLINE GTU Course Catalog

Degree and Certificate Programs

[click on your program]

Registrar

Registration

Registration Instructions

Health Insurance

Transcripts

Registrar Services

Identification and Library Cards

Student Policies

Academic Disputes Policy »

Accessibility Accommodation and ADA »

Change of Program »

Commitment to Equality »

Common Academic Policies Chart »

Contact Information Updates »

English as a Second Language (ESL) Extension Policy »

Extensions & Lapsed Time »

Full-time or Part-time Status »

Grades »

Graduation »

Leave of Absence & Deferment »

Plagiarism Policy »

Policy Statement on the Use of Inclusive Language »

Privacy Policy (FERPA) »

Satisfactory Academic Progress & Academic Probation

Policy »

Special Needs »

Transferring Credits »

Use of Technology in Classrooms »

Withdrawal and Termination »

The manual was prepared by the Office of the PSR Dean and Registrar. It is our attempt to provide clear explanations of the structure of the program and to provide resources for you as you move through the program. We hope that you will use it frequently. Any questions of clarification should be directed to the dean or registrar.

Administrative procedures can be modified at any point in order to improve and clarify the program, so students and faculty are urged to be attentive to supplementary pages distributed during their course of study which may reflect changes in the program. **This manual reflects the details of the program as of August 2010.**

This is an academic program manual. Information on other aspects of student life at PSR can be obtained through the offices of Admissions, Community Life, Housing, and Financial Aid.

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## M.DIV.-SPECIFIC COURSE PLANNING INFORMATION

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### 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. When consulting with the Assistant Dean for Academic Programs or your advisor about specific course planning or program review, bring this document with you. As you can see, there are 81 credits. These credits are distributed amongst required courses (54 credits), Guided Elective/Areas of Concentration (12 credits) and General Electives (15 credits). The worksheet details the advised timing of required courses so consult it as you plan your course selections each semester.

### COURSEWORK REQUIREMENTS

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

#### Required courses (54 credits):

##### **Biblical Studies** (9 credits)

***Old Testament:*** OT 1115: Critical Introduction to Old Testament

***New Testament:*** NT 1016: Introduction to New Testament

***Upper level Bible course:*** OT, NT, or BS 2000+ level non-language 3.0 unit course with exegetical emphasis

##### **History, Theology and Ethics** (12 credits)

***History:*** HSST 1115 History of Christianity II

***Theology:*** ST 2170 Constructive Theology I

***Ethics:*** CE 1051 Introduction to Christian Ethics

***Upper level Theology course:*** ST 2000+ level 3.0 unit course

##### **Field Education** (6 credits)

***Field Education:*** FE 1005 & FE 1006

##### **Formation for Religious Leadership** (6 credits)

***Spiritual Formation:*** SPFT 1080 Spiritual Disciplines for Leadership<sup>1</sup>

***Leadership:*** FT 2923 Organizational Leadership for Church & Community  
MDV 4500 Senior Integrative Seminar<sup>2</sup>

##### **Cultural Resources for Ministry** (9 credits)

***Art and Religion:*** RA 1156 Visual Arts and Religion

***Other Faith Tradition:*** any HR 3.0 unit course centered around a non-Christian religion

***Contextual/Cross-Cultural Immersion:*** List published by Contextual Learning dept. each year

##### **Ministerial Practices for Leadership** (12 credits)

***Christian Worship:*** LS 1201 Christian Worship

***Homiletics:*** HM 2244 Preaching: Theology & Praxis

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<sup>1</sup> 1.5 unit course that meets 3 hours a week for the first half of the semester. Often is supplemented in the second half of the semester with SPED 1084.

<sup>2</sup> 1.5 unit course that meets 3 hours a week for the first half of the semester.

*Pastoral Theology and Care:* PS 2040 Angels Fear  
*Christian Education:* ED 1530 Introduction to Christian Education

**Electives (27 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 (15 credits)**

**Total = 81 semester credits**

**GTU Alternatives to Required PSR Courses**

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

**Field Education**

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

**OTHER COURSE OPTIONS & RESOURCES**

**Denominational Requirements**

Students seeking ordination may have denominational requirements to fulfill that fall outside the PSR M.Div. course requirements. Specific requirements vary according to denomination, local jurisdiction, and the individual ordination candidate. Be aware of courses you need to take to fulfill these requirements and when they are offered. Usually, PSR regularly offers the year long United Methodist (UMC) and United Church of Christ (UCC) denominational courses. Every other year or so, PSR also usually offers denominational courses for the Disciples of Christ (DOC) and the Metropolitan Community Church (MCC). For those in the Swedenborgian denomination, we offer a whole certificate program geared toward ordination in the Swedenborgian church which students may choose to do concurrently with the M.Div. However, PSR has also seen through several students of other denominations with resources of the GTU consortium and the various other denominations our sister schools serve. Except for the Swedenborgian courses, all denominational courses must be classified as general electives.

**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).

**PSR Resources for Choosing Courses**

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

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## **M.DIV.-SPECIFIC ACADEMIC STIPULATIONS**

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### **Required Number of PSR Credits**

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

### **Expected Program Time**

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

### **Lapsed Time Rule**

While the M.Div. is a three-year program, you may take up to seven years of part-time study to complete the M.Div. degree including semesters on leave. The beginning of the lapsed time period starts with the first course work applied to the degree, including transferred courses. Any extension beyond the stated lapsed time may be granted by the Dean, in consultation with the appropriate faculty. Additional extensions are extremely unusual, and all extensions are subject to the willingness of an advisor to continue to work with the student.

### **Special Reading Courses**

No more than 9 of the credits required for your degree may be SRC credits.

### **Summer Session Credit**

No more than 12 credits may be earned toward the M.Div. degree in Summer Session.

### **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.

### **Letter Grade vs. Pass/Fail Grade**

Required M.Div. courses must be taken for a letter grade with the exception of a few specified as P/F only. Furthermore, if a student anticipates additional graduate work, it is not advisable to take academic courses pass/fail, particularly in the anticipated field of study.

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## **M.DIV. PROGRAM CHANGE INFORMATION**

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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.

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## MILESTONES OF THE M.DIV. DEGREE

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

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

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

### **Academic Advisors' Role with Milestones**

Each entering M.Div. student is assigned an academic advisor. To complete the M.Div. program, you need to submit four reports throughout your program to your advisor for an approval signature then file with the Assistant Dean for Academic Programs. These include the Entrance Interview, Vocational Academic Plan, the Middler Review Report from the Middler Review, and the Exit Interview. The Senior Integrative Essay will be completed in your Senior Seminar class and turned in to the instructor of that class. Any documentation for your Contextual Learning Encounters is tracked and maintained by the Contextual Learning department.

### **Entrance and Exit Interviews**

During your first and last year, you will interview with your advisor at a key point, and together complete the Entrance Interview your first semester here and the Exit Interview your last semester here. Within the first semester at PSR you will meet with your advisor and complete the M.Div. Entrance Interview. This report is due to the Assistant Dean for Academic Programs by October 30 (or for Spring entering students, March 30). You will also hold an exit interview with your advisor in your last semester. That completed interview is due by May 1<sup>st</sup>. Both the Entrance and the Exit Interview should be signed by your advisor before submitting to the Assistant Dean for Academic Programs.

### **Vocational Academic Plan (VAP)**

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 responses to the questions posed on the VAP guidelines 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 Assistant Dean for Academic Programs 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, to gather and invite your attendees, and to submit a *Middler Summary Sheet* to the Assistant Dean for Academic Programs at least one week in advance of the meetings. The guidelines for planning and conducting the Middler Review are found in the appendix. Guidelines for writing the 10-15 page *Middler Theological/Vocational Statement* can also be found in the Appendix. Upon completion of this review, you must complete a *Middler Review Report* with your advisor in order to enter the program's final year. Students who are expected to complete their Middler Review in a given year but have not filed a *Middler Summary Sheet* with an upcoming Middler date and confirmed committee members by Spring registration will not be permitted to register. Students will not be allowed to begin their final 27 credits of the M.Div. degree work until a Middler Review has been scheduled.

### **Senior Integrative Essay**

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

### **Certified Contextual Learning Encounters**

In addition to the coursework requirements, the M.Div. program requires the completion of three certified contextual learning events or encounters, or at least one per year if you are in the M.Div. program fewer than three years. 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, national or global contextual immersion course 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 Contextual Learning staff or advisor. For more information, consult the *Certified Contextual Learning Events Guidelines* in the appendix.

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

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## **FIELD EDUCATION**

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

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

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

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

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

**To fulfill the Basic Field Education requirement:**

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

**Advanced Field Education (varying credit)**

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

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

**Clinical Pastoral Education**

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

PSR students seeking academic credit for CPE must register for it (FE 2000) in advance by 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.

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## SUMMARY OF M.DIV. MILESTONES/ASSESSMENT POINTS

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|                     |   |
|---------------------|---|
| <b>First Year</b>   | <ul style="list-style-type: none"><li>✓ Initial Advising meeting</li><li>✓ Entrance Interview<br/>(first semester—end of October or end of March for spring entrance)</li><li>✓ Vocational Interview with Field Education Office</li><li>✓ Vocational Academic Plan (end of first year)</li><li>✓ 1<sup>st</sup> Contextual Learning Encounter (first year due to C.L. dept.)</li></ul> |
| <b>Middler Year</b> | <ul style="list-style-type: none"><li>✓ Field Education</li><li>✓ Middler Review including Middler Theological Statement<br/>(submit Middler Review Report by last day of second semester)</li><li>✓ 2<sup>nd</sup> Contextual Learning Encounter (second year due to C.L. dept.)</li></ul>   |
| <b>Senior Year</b>  | <ul style="list-style-type: none"><li>✓ Senior Integrative Essay (Due by April 30 in MDV 4500 class)</li><li>✓ Exit Interview (Due by May 1)</li><li>✓ 3<sup>rd</sup> Contextual Learning Encounter (third year due to C.L. dept.)</li></ul>  |

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

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## A FINAL WORD

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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.

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## APPENDIX

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

Items needed for course and program planning:

1. Suggested Sequencing of the M.Div. Degree
2. M.Div. Degree Worksheet
3. M.Div. Alternatives to Required Courses for 2010-2011

Items needed for the first year milestones

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

Items needed for middler year milestones

6. Middler Review Guidelines
7. Middler Review Summary Sheet
8. Middler Review Theological Statement Guidelines
9. Middler Review Report

Items needed for senior year milestones

10. M.Div. Exit Interview

Items needed milestones to be completed each year

11. Guidelines for Certified Contextual Learning Encounters

## SUGGESTED SEQUENCING OF COURSES FOR 3 YEAR PROGRAM

### For students entering Fall 2010 and after

| Credit   | Basic Required Course  | Milestone                            |
|--|--|--------------------------------------|
| <b>Fall, 1<sup>st</sup> Year</b>               |  |                                      |
| 3.0 hours                                      | Old Testament/Hebrew Bible   |                                      |
| 3.0 hours                                      | New Testament  |                                      |
| 1.5 hours                                      | Spiritual Disciplines for Leadership   | Entrance Interview                   |
| 4.5 hours                                      | Elective or [Other Faith Tradition req.]   |                                      |
| <b>Spring, 1<sup>st</sup> Year</b>             |  |                                      |
| 3.0 hours                                      | History  |                                      |
| 3.0 hours                                      | Christian Worship  |                                      |
| 3.0 hours                                      | Art & Religion   | 1 <sup>st</sup> Contextual Encounter |
| 3.0 hours                                      | Elective or [Other Faith Tradition req. or upper level Biblical Studies req.]          | Vocat. Acad. Plan (VAP)              |
| <b>Fall, 2<sup>nd</sup> Year</b>               |  |                                      |
| 3.0 hours                                      | Field Education  | form Middler cmte                    |
| 3.0 hours                                      | Preaching: Theology and Praxis   | & schedule. Submit                   |
| 3.0 hours                                      | Theology   | Middler Summary                      |
| 3.0 hours                                      | Elective or [Other Faith Tradition req. or upper level Biblical Studies req.]          | Sheet                                |
| <b>Spring, 2<sup>nd</sup> Year</b>             |  |                                      |
| 3.0 hours                                      | Field Education  | 2 <sup>nd</sup> Contextual Encounter |
| 3.0 hours                                      | Christian Education  | Middler Review &                     |
| 3.0 hours                                      | Introduction to Christian Ethics   | submit Middler Review Report         |
| 3.0 hours                                      | Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.] |                                      |
| <b>Fall, 3<sup>rd</sup> Year</b>               |  |                                      |
| 3.0 hours                                      | Organizational Leadership in Church and Community                                      | 3 <sup>rd</sup> Contextual Encounter |
| 9.0 hours                                      | Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.] |                                      |
| <b>Spring, 3<sup>rd</sup> Year</b>             |  |                                      |
| 3.0 hours                                      | Pastoral theology and Care   | Exit Interview                       |
| 1.5 hours                                      | Senior Integrative Seminar (Senior Integrative Essay)                                  |                                      |
| 7.5 hours                                      | Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.] |                                      |
| <b>January Intersession or Summer Sessions</b> |  |                                      |
| 3.0 hours                                      | Contextual Learning/Cross-Cultural Immersion req.                                      |                                      |
| 6.0 hours                                      | Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.] |                                      |

**Pacific School of Religion**  
**Master of Divinity Worksheet (81 credits)**  
**students entering Fall 2010 and after**

Student Name \_\_\_\_\_ Start Term \_\_\_\_\_ Advisor \_\_\_\_\_

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

| REQUIRED CREDITS (54.0)  | PSR Course Number & Name<br>(or GTU Alternative Course Name & Number)   | Units        | School | Semester/Yr Taken<br>(recommended) |
|--|---|--------------|--------|------------------------------------|
| <b>Biblical Studies (9.0)</b>  |   |              |        |                                    |
| Old Testament (3.0)  | <i>OT 1115 Critical Introduction to Old Testament</i> _____   | (4.5 or 3.0) | _____  | _____ (FA1)                        |
| New Testament (3.0)  | <i>NT 1016 Introduction to New Testament</i> _____  | (4.5 or 3.0) | _____  | _____ (FA1)                        |
| Upper level Bible course: <i>OT, NT, or BS 2000+ level non-language 3.0 unit course with exegetical emphasis</i> | _____   | (3.0)        | _____  | _____                              |
|  | Students who took OTNT & NTOT before 2008-2009 should circle 4.5 units and are exempt from the 2000+ level exegetical course. |              |        |                                    |
| <b>History, Theology &amp; Ethics (12.0)</b>   |   |              |        |                                    |
| History (3.0)  | <i>HSST 1115 History of Christianity II</i> _____   | (3.0)        | _____  | _____ (SP1)                        |
| Theology (3.0)   | <i>ST 2170 Constructive Theology I</i> _____  | (3.0)        | _____  | _____ (FA2)                        |
| Ethics (3.0)   | <i>CE 1015 Introduction to Christian Ethics</i> _____   | (3.0)        | _____  | _____ (SP2)                        |
| Upper level Theology course:<br><i>ST 2000+ level 3.0 unit course</i>  | _____   | (3.0)        | _____  | _____                              |
| <b>Field Education (6.0)</b>   |   |              |        |                                    |
|  | <i>FE 1005 &amp; FE 1006 Concurrent Field Study I &amp; II</i> _____  | (6.0)        | _____  | _____ (Yr 2)                       |
| <b>Formation for Religious Leadership (6.0)</b>  |   |              |        |                                    |
| Spiritual Formation (1.5)  | <i>SPFT 1080 Spiritual Disciplines for Leadership</i> _____   | (1.5)        | _____  | FA 1 (required)                    |
| Leadership (3.0)   | <i>FT 2923 Organizational Leadership</i> _____  | (3.0)        | _____  | _____ (FA3)                        |
| Senior Integrative Seminar (1.5)   | <i>MDV 4500 Senior Seminar</i> _____  | (1.5)        | _____  | _____ (SP3)                        |
| <b>Cultural Resources for Ministry (9.0)</b>   |   |              |        |                                    |
| Arts & Religion (3.0)  | <i>RA 1156 Visual Arts &amp; Religion</i> _____   | (3.0)        | _____  | _____ (SP1)                        |
| Other Faith Tradition (3.0)  | <i>[HR course non-Christian]</i> _____  | (3.0)        | _____  | _____                              |

Contextual/Cross-Cult. Immersion (3.0) [\[see Contextual Learning list\]](#) \_\_\_\_\_ (3.0) \_\_\_\_\_ (INT)

**Ministerial Practices for Leadership (12.0)**

Christian Worship (3.0) [LS 1201 Introduction to Christian Worship](#) \_\_\_\_\_ (3.0) \_\_\_\_\_ (SP1)  
 Homiletics (3.0) [HM 2244 Preaching: Theology & Praxis](#) \_\_\_\_\_ (3.0) \_\_\_\_\_ (FA2)  
 Pastoral Care (3.0) [PS 2040 Angels Fear](#) \_\_\_\_\_ (3.0) \_\_\_\_\_ (SP3)  
 Christian Education (3.0) [ED 1530 Introduction to Christian Education](#) \_\_\_\_\_ (3.0) \_\_\_\_\_ (SP2)

**ELECTIVE CREDITS (27.0)**

**Guided Electives/Area of Concentration (12.0)**

Area:

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

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

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 Check-Off Box**

|  |  |   |
|--|--|---|
| First year:                                |  | Midler Review mo/yr _____                           |
| Entrance Interview submitted _____         |  | 2 <sup>nd</sup> Contextual Encounter _____          |
| Vocational Academic Plan submitted _____   |  | Third Year:   |
| 1 <sup>st</sup> Contextual Encounter _____ |  | Senior Integrative Essay submitted _____            |
| Second Year:                               |  | Exit Interview submitted _____                      |
|  |  | 3 <sup>rd</sup> Contextual Learning Encounter _____ |

PACIFIC SCHOOL OF RELIGION  
 MASTER OF DIVINITY PROGRAM  
**ALTERNATIVES TO REQUIRED COURSES 2010-2011**

Students in the Master of Divinity program are required to 54 units of required course credits. The PSR faculty offers the required M.Div. 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 M.Div. 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 M.Div. requirements.

**Biblical Studies (9.0 units)**

- |  |  |      |     |     |
|--|--|------|-----|-----|
| 1. OT 1115   | Critical Introduction to Old Testament | Fall | PSR | 3.0 |
| 2. NT 1016   | Introduction to New Testament          | Fall | PSR | 3.0 |
| 3. Any 3.0 unit upper level course approved by the Biblical studies faculty. |  |      |     |     |

**Alternatives to OT 1115 and NT 1016:**

**OT Alternatives:**

|         |                                 |      |          |     |
|---------|---------------------------------|------|----------|-----|
| OT 1075 | Intro to the Old Testament      | Fall | PLTS     | 3.0 |
| OT 1080 | Introduction to Old Testament   | Fall | FST/CDSP | 3.0 |
| OT 1101 | Intro to the OT                 | Fall | FST/CDSP | 3.0 |
| OT 1200 | Pentateuch & Former Prophets    | Fall | SFTS     | 3.0 |
| OT 2095 | Methods: Pentateuch & Histories | Fall | JST      | 3.0 |

**NT Alternatives:**

|            |   |      |          |     |
|------------|---|------|----------|-----|
| NT 1003    | Intro to New Testament                    | Fall | DSPT     | 3.0 |
| *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  | FST/CDSP | 3.0 |
| NT 1011    | Introduction to the New Testament         | Spr  | FST/CDSP | 3.0 |
| *NT 1075   | Interpreting the Gospels                  | Spr  | PLTS     | 3.0 |
| & *NT 2500 | Paul                                      | Fall | PLTS     | 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.

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

**History, Theology and Ethics**

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

- |   |                            |        |          |       |
|---|----------------------------|--------|----------|-------|
| 1. HS 1040  | Intro to Christian History | Summer | PSR      | 3.0   |
| OR HSST 1115  | History of Christianity II | Spr    | PSR/CDSP | (3.0) |
| 2. ST 2170  | Constructive Theology I    | Fall   | PSR/CDSP | 3.0   |
| 3. CE 1051  | Intro to Christian Ethics  | Spr    | PSR      | 3.0   |
| 4. Upper Level Theology 3.0 unit course for students entering Fall 2010 and later |                            |        |          |       |

**Alternatives:**

The 9.0/12.0 units substituted must include introductions to Christian History, Theology, Ethics, and for student entering PSR Fall 2010 and later, an upper level course in Theology. 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 2498   | Church to 1400             | Fall | JST  | 3.0 |
| & *HS 1112 | History of Christianity II | Spr  | PLTS | 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 | JST  | 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. Grau or Radzins.

### CHRISTIAN ETHICS (CE)

#### Alternatives:

|         |  |      |      |     |
|---------|--|------|------|-----|
| CE 1318 | Fundamental Moral Theology(Catholic students only)     | Fall | FST  | 3.0 |
| CE 2062 | Christian Ethics in Anglican Tradition (Anglican only) | Fall | CDSP | 3.0 |
| CE 2501 | Economic Justice                                       | Fall | SFTS | 3.0 |
| CE 2505 | Environmental Ethics                                   | Spr  | SFTS | 3.0 |
| CE 2514 | Medical Ethics   | Spr  | FST  | 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)

|   |   |              |            |            |
|---|---|--------------|------------|------------|
| <b>1. SPFT 1080</b>   | <b>Spiritual Disciplines for Leadership</b>               | <b>Fall</b>  | <b>PSR</b> | <b>1.5</b> |
| <b>Alternatives:</b>  |   |              |            |            |
| SP 2492   | Experiments in Prayer and Meditation                      | Fall         | JST        | 3.0        |
| SPFT 8400   | Spiritual Practice in these Times (online)                | Fall         | SKSM       | 1.5        |
| *SP 2527  | Spiritual Life and Leadership                             | Fall         | SFTS       | 1.0        |
| & *SP 2527  | Spiritual Life and Leadership                             | Spr          | SFTS       | 1.0        |
| SPFT 8400   | Spiritual Practice in these Times (online)                | Spr          | SKSM       | 1.5        |
| SP 2495   | Spiritual Direction Practicum                             | Spr          | JST        | 3.0        |
| <b>*BOTH OF THESE COURSES must be taken to satisfy the PSR basic requirement.</b> |   |              |            |            |
| <b>2. FT 2923</b>   | <b>Organizational Leadership</b>                          | <b>Fall</b>  | <b>PSR</b> | <b>3.0</b> |
| <b>Alternatives:</b>  |   |              |            |            |
| FT 1130   | Church Leadership   | Fall         | ABSW       | 3.0        |
| FT 2204   | Ministry Across Cultures                                  | Fall         | PLTS       | 3.0        |
| FT 4071   | Congregational Life & Administration                      | Fall         | SKSM       | 3.0        |
| *FTRS 5035  | Diversity and Context (doctoral level; permission req'd)  | Intersession | CDSP       | 3.0        |
| *FTRS 5040  | Congregational Systems (doctoral level; permission req'd) | Intersession | CDSP       | 3.0        |
| FT 2531   | Art and Practice of Church Administration                 | Spr          | FST        | 3.0        |
| FT 2533   | Public Ministry Needs/Assessment                          | Spr          | PLTS       | 3.0        |

|         |  |     |      |     |
|---------|--|-----|------|-----|
| FT2763  | Issues in Parish Leadership              | Spr | CDSP | 3.0 |
| FT 8404 | Organizational Systems Thinking (online) | Spr | SKSM | 3.0 |

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

|                    |                                   |            |            |            |
|--------------------|-----------------------------------|------------|------------|------------|
| <b>3. MDV 4500</b> | <b>Senior Integrative Seminar</b> | <b>Spr</b> | <b>PSR</b> | <b>1.5</b> |
|--------------------|-----------------------------------|------------|------------|------------|

The course in this area does not have alternatives at other GTU schools.

### Cultural Resources for Ministry (9.0 units)

|                   |                               |            |            |            |
|-------------------|-------------------------------|------------|------------|------------|
| <b>1. RA 1156</b> | <b>Visual Art in Religion</b> | <b>Spr</b> | <b>PSR</b> | <b>3.0</b> |
|-------------------|-------------------------------|------------|------------|------------|

**Alternatives:**

|           |                          |      |      |     |
|-----------|--------------------------|------|------|-----|
| RAHS 1604 | Christian Iconography    | Fall | DSPT | 3.0 |
| RAHS 4179 | Art, Ritual, and Culture | Fall | DSPT | 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 immersion** is normally satisfied through involvement in a PSR sponsored January intersession or Summer immersion (whether local, national, or international), however, similar immersion courses offered by other schools and taken while you are matriculated in the M.Div. degree may be considered. Please consult the Contextual Learning dept.

### Ministerial Practices for Leadership (12.0 units)

|                   |                          |            |            |            |
|-------------------|--------------------------|------------|------------|------------|
| <b>1. LS 1201</b> | <b>Christian Worship</b> | <b>Spr</b> | <b>PSR</b> | <b>3.0</b> |
|-------------------|--------------------------|------------|------------|------------|

**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 |

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

Students from the Reformed or Presbyterian 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.

All other students are advised to take the PSR basic.

|                   |   |                    |            |            |
|-------------------|---|--------------------|------------|------------|
| <b>3. HM 2244</b> | <b>Preaching: Theology &amp; Praxis</b> | <b>Fall or Spr</b> | <b>PSR</b> | <b>3.0</b> |
|-------------------|---|--------------------|------------|------------|

**Alternatives:**

|         |                           |      |      |     |
|---------|---------------------------|------|------|-----|
| HM 2525 | Biblical Preaching        | Fall | PLTS | 3.0 |
| HM 1001 | Introduction to Preaching | Spr  | SFTS | 3.0 |

|                   |  |            |            |            |
|-------------------|--|------------|------------|------------|
| <b>4. PS 2040</b> | <b>Angels Fear: Pastoral Theology &amp; Care</b> | <b>Spr</b> | <b>PSR</b> | <b>3.0</b> |
|-------------------|--|------------|------------|------------|

**Alternative:**

|         |                                     |     |      |     |
|---------|-------------------------------------|-----|------|-----|
| PS 1015 | Pastoral Care and Counseling        | Spr | SFTS | 3.0 |
| PS 2606 | Narrative & Pastoral Family Therapy | TBA | PSR  | 3.0 |

|                   |  |            |            |            |
|-------------------|--|------------|------------|------------|
| <b>5. ED 1530</b> | <b>Introduction to Christian Education</b> | <b>Spr</b> | <b>PSR</b> | <b>3.0</b> |
|-------------------|--|------------|------------|------------|

**Alternatives:**

|         |                                   |      |      |     |
|---------|-----------------------------------|------|------|-----|
| ED 2020 | Christian Education in the Parish | Fall | PLTS | 3.0 |
| ED 1225 | Postmodern Christian Education    | Fall | CDSP | 3.0 |
| ED 3116 | Adults as Practical Theologians   | Spr  | CDSP | 3.0 |

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 \_\_\_\_\_ Advisor's Signature: \_\_\_\_\_

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 (M.Div.) 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 M.Div. program? \_\_\_\_\_

7. Do you anticipate completing a degree in addition to the M.Div. (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,<br>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<br>appropriate resources.....                          | 0                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                     |
| 26. Ability to explore new issues independently<br>and develop your own point of view ..... | 0                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                     |
| 27. Appreciation for what is intellectually<br>unfamiliar or novel.....                     | 0                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |                     |
| 28. Ability to think critically and grasp and<br>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<br>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:

Student: Keep a copy for your records. You may need it to fill out your Exit Interview your last year.  
**PLEASE FORWARD THIS TO THE ASSISTANT DEAN FOR ACADEMIC PROGRAMS  
BY 10/30 (or 03/30 for Spring admits)**

Student ID \_\_\_\_\_

Student's name \_\_\_\_\_

Advisor's Name \_\_\_\_\_

Signature \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

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

All M.Div. students need to submit a Vocational Academic Plan to the Assistant Dean for Academic Programs 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 advisor, 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 Assistant Dean for Academic Programs. 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 ASSISTANT DEAN FOR ACADEMIC PROGRAMS HOLBROOK 135, BY THE LAST DAY OF YOUR FIRST YEAR**

## MIDDLER REVIEW / GUIDELINES

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

- 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 Assistant Dean, in consultation with the faculty advisor. The member's primary role is that of second academic reader of the written essay and to provide additional academic response to the oral presentation.
- A Field Education Supervisor/Mentor. 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. It is recommended that you provide dividers in your packet for each section described below and on the title page or cover of your packet, list the names of your panel members and the role they fulfill as described above.

- Middler Review Guideline Sheet. A copy of this statement describing the Middler Review, to give panel members an understanding of the goals and procedures of the Middler Review.
- Transcript. An unofficial copy of the student's PSR transcript. Students are encouraged to use their most recent grade report, or a print out their grades from Student Web Advisor. If the student does not have access to a recent/current grade report, a copy 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 and/or MDiv Program Manual. (Panel members from outside the school should be given copies of the relevant Catalogue and/or Program Manual pages.)
- Vocational/Theological Statement. A carefully prepared written statement of 15-20 pages. Students should refer to the attached instruction sheet for guidance on preparing the paper. Samples of Vocational/Theological Statements may be downloaded at the PSR website or browsed outside of Holbrook 135.
- Self-Assessment Sheet, completed by the student, which reflects the student's current personal and vocational development.
- Panel Member Student Assessment Guide, blank, which provides panel members with criteria on which to evaluate student's paper and presentation (the panel members will complete an assessment prior to the conclusion of the Middler Review).
- Field Evaluation. An evaluation is requested from the Field Education supervisor. The evaluation required for the field education can be used unless confidentiality concerns require a separate document be substituted.
- Ordination Requirements/Professional Accreditation. The student should meet with a representative of his/her denomination (or professional accrediting agency) for a consultation on the procedures and requirements which apply to the student. The student should include in the packet these procedures/requirements as well as detailed information that details where the student is in that process.
- Oral Presentation. This is not to be circulated in advance. The oral presentation is delivered at the beginning of the review itself. In it the student integrates her/his sense of call, theological studies and practice of ministry.

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

- Consult your Faculty Advisor. Your faculty advisor will help you plan for the Middler Review and think about your panel. The name of your second faculty member will be given to you at the Middler Orientation, or can be obtained from the Assistant Dean's 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 Middler Review should be scheduled for two hours. The PSR Conference Room should normally be used for Middler Reviews because participants can sit comfortably across from one another, see one another, and have a place to take and review notes. (Reserve the Conference Room—as well as conference call equipment--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 Middler Review have been set, return the Middler Review Summary Sheet (attached) to the Assistant Dean for Academic Programs so the date of your review can be recorded. The Faculty Advisor 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 your material so all panel members will find it helpful. Use the faculty members to help you complete your degree worksheet and to read a draft of your theological statement. Use your field 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 or notes are taken. A few days before the review, consult with your faculty advisor to decide details of format and procedure. If a conference telephone call is anticipated, make sure this is confirmed and that the outside caller has the procedure to join the conference.
- Distribute your Material. There is a DEADLINE for the circulation of material to your panel. **Panel members and the Assistant Dean for Academic Programs must receive your completed Middler packet ten (10) working days before the review.** If the deadline is not met the Faculty Advisor may cancel the review.
- 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 Programs 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. MIDDLEL REVIEW REPORT. Following the review, the student creates the Middler Review Report (attached), drawing on notes from the middler, feedback, and assessment forms.

E. ADVISOR MEETING FOR MIDDLEL REVIEW REPORT. 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. Normally this process should be completed within two weeks of the Middler Review session.

#### **IV. FOLLOW UP**

A draft of the middler review is prepared by the student. The Report will include the student's goals for the Senior Integrative Seminar. 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 Assistant Dean for Academic Programs, along with supporting documentation.

Revised 11/09

## PANEL MEMBER STUDENT ASSESSMENT GUIDE

*Panel members are encouraged to use this too, based on the core competencies of the PSR M.Div. (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". After you complete this form, keep a copy for your records. You may need it in your last year to fill out your Exit Interview.

|  | Not Prepared |   |   |   |   |   |   |   |   |   | Well Prepared | 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:

## 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 M.Div. 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 M.Div. 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.

## MIDDLER REVIEW SUMMARY SHEET

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|  |
|--|
| Student _____  |
| Address, phone _____ PSR Box _____                                 |
| Date of Middler Review _____ Time of Review _____                  |
| Location _____<br>(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 MAKE A COPY FOR YOUR ADVISOR, THEN RETURN THIS FORM TO THE ASSISTANT DEAN FOR ACADEMIC PROGRAMS AS SOON AS YOUR MIDDLER REVIEW DATE IS SET.**

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For Office Use

Report received

Follow up

## MIDDLER REVIEW REPORT

Please complete this form with your Advisor/Review Committee Chair within two weeks after your Middler Review and submit the completed form to the Assistant Dean for Academic Programs. Your Middler is not complete until you submit this form.

Student \_\_\_\_\_ Date of Middler Review \_\_\_\_\_

Address, phone \_\_\_\_\_ PSR Box \_\_\_\_\_

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

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STRENGTHS:

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AREAS FOR GROWTH:

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SENIOR SEMINAR OBJECTIVES:

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YOUR ASSESSMENT OF THE REVIEW:

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Signature of Advisor/Review Committee Chair \_\_\_\_\_

Student Signature \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**SUBMIT THIS COMPLETED REPORT TO THE ASSISTANT DEAN FOR ACADEMIC PROGRAMS BY THE  
LAST DAY OF YOUR MIDDLER SEMESTER**

Student ID \_\_\_\_\_

**PACIFIC SCHOOL OF RELIGION  
M.DIV. EXIT INTERVIEW**

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

**Name** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Advisor's Name** \_\_\_\_\_

The Assistant Dean for Academic Programs will fill in the information in this box.

- \_\_\_\_\_ Student is on schedule to complete 81 credits
- \_\_\_\_\_ G.P.A. (3.00 or better required)
- \_\_\_\_\_ Field Education completed
- \_\_\_\_\_ Middler Review completed

**CHANGES**

Review your answers to the questions on your Middler Self-Assessment form and/or Entrance Interview. If you did not keep a copy for yourself, please request a copy from the Assistant Dean for Academic Programs 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<br>Helpful |   |   |   |   |   |   |   |   |   |    |  |  |  |  |  |  |  |  |  | Extremely<br>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 M.Div. program?

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

|  | Much<br>Weaker | Weaker | About<br>the Same | Stronger | Much<br>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<br>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<br>and cross-cultural competency ..... | 1              | 2      | 3                 | 4        | 5                |
| 50. Knowledge and sensitivity to<br>g/l/b/t issues .....                               | 1              | 2      | 3                 | 4        | 5                |
| 51. Understanding dynamics of social<br>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:

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Advisor's signature & date

**PLEASE FORWARD THIS FORM TO THE ASSISTANT DEAN FOR ACADEMIC PROGRAMS BY MAY 1<sup>st</sup>  
OF YOUR LAST YEAR OF YOUR PROGRAM**

## 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.***

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## [CONTINUE ON TO PART II ONLINE](#)

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Part II covers the following topics you are required to read as part of your program manual:

[Academic and Administrative Calendars](#)

[PSR Extended Calendar](#)

[Academic Resources](#)

[Course Catalog](#)

[ONLINE GTU Course Catalog](#)

[Degree and Certificate Programs](#)

[click on your program]

[Registrar](#)

[Registration](#)

[Registration Instructions](#)

[Health Insurance](#)

[Transcripts](#)

[Registrar Services](#)

[Identification and Library Cards](#)

[Student Policies](#)

[Academic Disputes Policy »](#)

[Accessibility Accommodation and ADA »](#)

[Change of Program »](#)

[Commitment to Equality »](#)

[Common Academic Policies Chart »](#)

[Contact Information Updates »](#)

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

[Extensions & Lapsed Time »](#)

[Full-time or Part-time Status »](#)

[Grades »](#)

[Graduation »](#)

[Leave of Absence & Deferment »](#)

[Plagiarism Policy »](#)

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

[Privacy Policy \(FERPA\) »](#)

[Satisfactory Academic Progress & Academic Probation Policy »](#)

[Special Needs »](#)

[Transferring Credits »](#)

[Use of Technology in Classrooms »](#)

[Withdrawal and Termination »](#)