

Evaluations are holistic, addressing formational (i.e. moral, spiritual, and denominational), cross-cultural, cognitive, and ministerial dimensions. Evaluations seek to assist students in growing toward ministry and fulfilling curricular and vocational goals. Advancement in the MDiv and MA program is by faculty vote. If the faculty votes not to advance the student, then the student is dismissed from the program at the end of that academic semester.

1. Degree Goals

Both ministry degrees share the following goals. In addition, Master of Arts programs have specific goals related to effectiveness in ministry in the particular specialized area (Christian Education; Music Ministry; Pastoral Care and Counseling; and Spiritual Formation and Evangelism).

- Personal and corporate spiritual formation—growth in knowledge of God and of faith through personal formation and covenantal communities of prayer and mission so the student lives with integrity, enhances personal and emotional health (self-care), is empowered by the Gospel of Jesus Christ, and engages in prophetic interaction and evangelical witness in a diverse society.
- Knowing, understanding, and interpreting the theological tradition—developing as a theologian in the practice of ministry with attention to capacities for critical, reflective, faithful, and creative thinking and doing in ministry.
- Professional ministerial practice—developing as a leader and reflective practitioner in ministry, mission, and outreach.

2. Mid-program Evaluation Conference

The mid-program evaluation conference is scheduled in the MDiv program in the spring semester after the completion of 40 semester hours and in the MA program in the fall semester after the completion of 24 semester hours. In-ministry students may be scheduled during January or summer depending on their schedules. Students will be notified by the registrar's office of times materials are due.

The evaluation conference is held with one's advisor and another faculty chosen by the director of academic studies (in MA program another faculty member in the area of specialization). Students should invite the field education site supervisor, or site committee chair, to attend if available. After reviewing portfolio materials, the faculty makes recommendations to the student regarding next steps in the program and/or requirements the student must complete to continue in the program. After this evaluation conference, a recommendation is made to the entire to the whole faculty about the student's continuation in the program. A faculty team can schedule one additional evaluation conference with the student.

3. Final Evaluation Conference

The final evaluation is scheduled the term of final registration. The evaluation is held with one's advisor and a report of completion is shared with the registrar's office. The student is expected to provide the advisor with the full portfolio and a 2-3 page update of the integrative essay. The student should focus on continuing education goals beyond the degree program and clarify how any recommendation or requirements from the mid-point were successfully completed.

4. Portfolio

In the MDiv and MA programs, students continuously develop and update a portfolio. The portfolio is cumulative, expressing student development through the curriculum. The portfolio includes a variety of materials (e.g. written course materials, external evaluations, field education reports, interviews, examinations) appropriate to expected degree learning outcomes. This portfolio is the basis of evaluations with the advisor and faculty action for advancement.

Check with advisor before assembling portfolio for details.

The following materials are included in the portfolio:

- a. Admissions essay
- b. Rule of life and other evidence of spiritual formation (e.g. art work, journal, covenant group participation)
- c. Call and Ministry vocation paper
- d. Mid-point essay: In 5-7 double-spaced pages, the student should:
 - i. Respond to the degree outcomes (Personal and corporate spiritual formation; Knowing, understanding, and interpreting the theological tradition; Professional ministerial practice) and how they are being addressed in courses, field education, and seminary life.
 - ii. Identify and describe at least 3 primary changes experienced as a result of his or her education at Garrett-Evangelical Theological Seminary, and
 - iii. Describe areas in which he or she has the most work yet to do in preparation for ministry.
- e. Marked and/or graded papers, projects, exams or other items that provide supporting evidence for progress toward the degree outcomes. At least one from each field should be included.
- f. Written reviews from student's VFCL small group leader and an initial report from the field education site supervisor.
- g. If the student wishes to declare a field concentration, she or he must seek out a faculty person in the field who will serve as the student's advisor.

MDIV AND MA PORTFOLIO CHECKLIST

REGISTRAR'S OFFICE

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In the MDiv and MA programs, students continuously develop and update a portfolio. The portfolio is cumulative, expressing student development through the curriculum. The portfolio includes a variety of materials (e.g. written course materials, external evaluations, field education reports, interviews, examinations) appropriate to expected degree learning outcomes. This portfolio is the basis of evaluations with the advisor and faculty action for advancement.

Portfolio Checklist:

Check with advisor before assembling portfolio for details.

Students should collect the following materials in the portfolio:*

- 1. Admissions essay
- 2. Rule of life and other evidence of spiritual formation (e.g. art work, journal, covenant group participation)
- 3. Call and Ministry vocation paper
- 4. Mid-point essay: In 5-7 double-spaced pages, the student should:
 - Respond to the degree outcomes (Personal and corporate spiritual formation; Knowing, understanding, and interpreting the theological tradition; Professional ministerial practice) and how they are being addressed in courses, field education, and seminary life.
 - Identify and describe at least 3 primary changes experienced as a result of his or her education at Garrett-Evangelical Theological Seminary, and
 - Describe areas in which he or she has the most work yet to do in preparation for ministry.
- 5. Marked and/or graded papers, projects, exams or other items that provide supporting evidence for progress toward the degree outcomes. At least one from each field should be included.
- 6. If the student wishes to declare a field concentration, she or he must seek out a faculty person in the field who will serve as the student's advisor.

Student's signature

Date

*This signature signifies that the above items checked were submitted to the registrar's office.
Please submit this form with your materials.*

* In addition to these materials, reviews will be collected from the first-year VFCL small group leader and the field education site supervisor (as available) for distribution to the evaluation team.