

**MONTREAL SCHOOL OF THEOLOGY  
IN-MINISTRY YEAR  
GRADING CRITERIA**

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**Grading Criteria for the In-Ministry Year**

**A. General Framework**

PASS with DISTINCTION	The student’s work shows an exceptionally high level of excellence and creative thought in meeting the key learning objectives (both academic and related to competence for ministry) identified in the course description.
PASS	The student’s work shows a satisfactory to good grasp of all the key learning goals.
PASS with NOTATION	The student’s work shows a sufficient grasp of most key learning goals, with one or two areas (set forth in the notation) that will require further attention in the first years of ministry to reach competence.
FAIL	The student’s work shows an insufficient grasp of many or most of the key learning goals.

**B. For Assignments within a Course**

<b>GRADING CRITERIA FOR IMY COURSE WORK ASSIGNMENTS</b>	
Pass with Distinction	<u>Thesis/Stated purpose:</u> Is solid, innovative, insightful, clearly posed. <u>Structure:</u> is clear, supports and advances the thesis/focus, has good transitions. <u>Content, Analysis:</u> is well grounded, well-researched, evidence is used to support and advance the argument/purpose. Analysis is

	<p>incisive and ventures new possibilities.</p> <p><u>Integration:</u> demonstrates sophisticated ability to integrate theory and theology with personal authenticity in the practice of ministry</p> <p><u>Overall:</u> Is creative, innovative, advances the knowledge of the subject matter.</p>
PASS	<p><u>Thesis/Stated Purpose:</u> Is solid, careful, thorough (but not original).</p> <p><u>Structure:</u> is logical and supports the thesis/topic /argument.</p> <p><u>Content &amp; Analysis:</u> Content is ‘on topic’ and ‘analysis’ demonstrates adequate mastery of the subject and capacity to integrate main points.</p> <p><u>Integration:</u> demonstrates competence in integrating theory, theology with personal authenticity in application to the practice of ministry.</p> <p><u>Overall:</u> Demonstrates a solid awareness of the key points of the assignment and an ability to communicate clearly these major points.</p>
Paper requiring a re-write or a supplement in order to meet criteria for passing.	<p><u>Thesis/Stated Purpose:</u> Is “on topic”, but unclear, or confused, and requires more work to sustain the thesis.</p> <p><u>Structure:</u> is generally weak and does not adequately support the advancement of the thesis/argument (poor paragraphing, poor transitions).</p> <p><u>Content &amp; Analysis:</u> Generally ‘on topic’ but poorly organized with little supporting data. Analysis is existent but weak, inconsistent, or derivative.</p> <p><u>Integration:</u> ability to integrate assignment content with competent practice of ministry is limited, unclear or inconsistent.</p> <p><u>Overall:</u> Shows awareness of the key points of the assignment, and a base-line minimal competence to identify the issues, but with significant ‘gaps’ or areas of weakness that will need further work in order to meet criteria for PASS.</p>
FAIL	<p>An assignment, having been submitted once and graded according to the rubric above: “requires re-write or supplement”, and which has been resubmitted, but which still fails to meet the basic competence requirements to pass, will be graded a “Fail”.</p>

### C. For IMY Courses

Pass with Distinction *	<p>Student’s work in all elements of the course (assignments, in-class work, field placement-based work, and integration with the practice of ministry) meets all identified learning objectives with sufficient standard as to be deemed ‘exceptional’.</p> <p>“Exceptional” = work which not only demonstrates competence in all identified learning goals, but which also exhibits originality, advanced integration, competency in the discipline’s relatedness to ministry, creativity, or produces written work of publishable</p>
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	quality.
Pass	Student's work meets all the key identified learning outcomes for the course. Student's work demonstrates competence, capacity to integrate course learning into the practice of ministry.
Pass with Notation *	A. Student's work meets most of the key identified learning outcomes for the course. One or more LO of the course may not have been met within the course; and these are noted within the 'NOTATION' (see below). B. Student's work barely meets the key identified learning outcomes, i.e. with a quality that is marginal in most key areas, such that this subject area is identified as an area of concern in the student's overall capacity for ministry.
Fail	Student's work has failed to meet the minimum required learning outcomes for the course. Student's work shows insufficient grasp of many/all of the competence areas covered by the course.

\* = Both Pass with Distinction and Pass with Notation are 'out of the normal range' expected of successful students in IMY Courses, and are therefore used rarely, where criteria warrant.

<b>Methods of Reporting a PASS with NOTATION.</b>
1. Identify the Learning Outcome(s) not met. <ul style="list-style-type: none"> <li>a. Write a brief statement showing how the outcome was not met.</li> <li>b. Write a brief proposal/recommendation outlining the type of remedial work/continuing education likely to help the student meet the learning outcome.</li> </ul>
2. All Pass with Notations are appended to the student's transcript.

Approved by the Academic Committee, June 13, 2011

## Criteria for Passing the Field Placement

The Field Placement is an integral part of the academic requirements for the program, and must be satisfactorily completed in order to pass the IMY. It is the responsibility of the Director of Studies to assign a grade, with input from the Supervisor and the Lay Committee.

Satisfactory completion of the Field Placement will be evaluated according to the following criteria:

- reliable attendance in the placement;
- a serious effort to address the tasks undertaken in the Learning Contract (should the Learning Contract prove to be unrealistic, it may be revised by mutual agreement of student, supervisor and Director of Studies);
- regular attendance and engagement in the Supervisory Session (and submission of case studies to Director of Studies);
- ability to reflect self-critically and theologically about ministry encounters;
- ability to respect and take into account the motivations and understanding of people being ministered to;
- an acceptable level of competency in basic ministry tasks.

Students are not expected to show perfection in their pastoral ministry skills. The IMY is a learning opportunity, and students must have the freedom to make mistakes. What is important is a growing competence in ministry skills, and a willingness to engage in reflection upon one's own ministry practice, and to adjust this practice accordingly.

Should the Supervisor determine that the student is failing to live up to these expectations, he or she should reflect this back to the student immediately, and, if no improvement is forthcoming, consult the Director of Studies as soon as possible.

It is not the Supervisor's responsibility to assess the student's suitability for ordination. Any serious concerns in this respect should be reported to the student and the Director of Studies, and included in the end-of-term evaluations.

## Criteria for Receiving the Grade Pass with Distinction

**M.Div Regulations** Article 4.4.1 reads: “A student who receives *Pass with distinction* in the equivalent of at least three year-long In-Ministry Year courses shall be considered to have passed the In-Ministry Year with Distinction.”

Given the current structure of the IMY Curriculum, the awarding of a Pass with Distinction for the In-Ministry Year shall be calculated using the following criteria:

Either: 3 courses under Section A (“year- long” equivalents)

Or: 6 courses under Section B and/or C (semester equivalent)

Or: A combination to add up to 3 “year-long equivalent” or 6 “semester equivalent.”

Section A (Year long equivalents)

- i) Pastoral Care and Counselling
- ii) Theology of Ministry
- iii) Field Placement
- iv) Preaching Tutorial

Section B (Semester long courses)

- i) Mission
- ii) Education in the Church
- iii) Congregational Leadership
- iv) Principles of Preaching
- v) Principles of Worship
- vi) Denominational Worship
- vii) Denominational Courses (semester length)

Section C

Denominational Courses which amount to less than a semester course, but which in combination may be considered as a semester equivalent. (= .5 of a full-length)

To be determined by the College Director of (Pastoral) Studies.

- Approved by Academic Committee, May 2007