Garrett-Evangelical Theological Seminary

Garrett

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# Academic Handbook
# Spring-Summer 2020

Garrett-Evangelical Theological Seminary, a graduate school of theology related to The United Methodist Church, was founded in 1853. Located on the campus of Northwestern University, the seminary serves students from various denominations and cultural backgrounds, fostering an atmosphere of ecumenical interaction. Garrett-Evangelical creates bold leaders through master of divinity, master of arts, master of theological studies, doctor of philosophy, and doctor of ministry degrees. Its 4,500 living alumni serve church and society around the world.

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The editable texts of the academic handbook are kept in the office of the registrar,
Garret-Evangelical Theological Seminary.

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**Signing for the academic handbook indicates that students have received this information and agree by their enrollment to accept these procedures and criteria as part of their theological education and to be bound by them. It is the student's responsibility to know the requirements, procedures, and due dates related to their progress towards graduation and to know the information that is included pertaining to plagiarism and special needs. The human subjects review, plagiarism, and special needs policies are included here for informational purposes only. These policies are subject to review and revision at any time. The most current policies may be found on myGETS.**

***Garrett-Evangelical Theological Seminary does not discriminate, or permit discrimination by any member of its community against any individual, on the basis of race, color, religion, national origin, sex (including pregnancy), sexual orientation, gender identity, gender expression, parental status, marital status, age, disability, citizenship, veteran status, genetic information, or any other classification prohibited by law in admissions, recruitment, financial aid, employment, housing, services, or in its educational programs or activities.***

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# INTRODUCTION

All entering degree students receive a copy of the academic handbook with their orientation materials. Additionally the handbook is posted for public and student access on MyGETS (https://mygets.garrett.edu). The handbook includes copies of the documents on plagiarism and special needs.

The academic handbook contains the official academic policies and procedures for students enrolled in courses at Garrett-Evangelical. This handbook is annually updated to include the current policies of the faculty and the degree committees. The academic handbook, edited by the registrar in consultation with the academic dean, is for internal use in the seminary.

The following publications relate to specific parts of the degree programs and must be consulted in relation to them:

- **The Academic Bulletin (catalog)** is a publication containing descriptions of all courses offered and general information about the seminary and is available from the registrar's office.
- **The class schedule and academic calendar** are available on the **Garrett web** (www.garrett.edu), **MyGETS** (https://mygets.garrett.edu/), and in the registrar's office.
- **The Student Life handbook**, published by the office of student life, provides information on student life in general.
- **The Field Education handbook** contains policies related to student field placements and is maintained by the Field Education office.
- **Additional DMin and PhD policies** are available in the program handbooks created for each program.

**The sexual harassment policy and the educational guide** are distributed to the students.
**The racism policy and document** are available through the office of student life and distributed to the students.

## PETITIONS

Students may petition the director of academic studies/registrar or the academic dean when circumstances require special exceptions to the academic handbook's policies and regulations. Submit the completed petition form well in advance of the date of the particular requirement or deadline change requested. All petitions must be in writing. The student is responsible for an official petition for all exceptions. Check with the director of academic studies/registrar for which signatures are needed for any specific request. The denied or approved petition is provided to the student with copies filed in the student's folder in the registrar's office. Appeals to the petition decision should be directed to the academic dean.

**Helpful Links:**

| | |
|---|---|
| **Garrett-Evangelical Theological Seminary:** | www.garrett.edu |
| **MyGETS:** | https//mygets.garrett.edu/ICS |
| **ACTS Catalog:** | www.actschicago.org |
| **Northwestern University**: | www.northwestern.edu |

# ACADEMIC CALENDAR 2019-2020

## FALL SEMESTER, 2019 September 3-December 11

**Last day to apply for fall conferral** ..... **July 26**
All holds must be cleared & bills paid to be enrolled for fall ..... August 5
Summer papers due to faculty: Session 1 ..... July 26
Session 3 & online ..... August 23
**Summer grades due from faculty** ..... **September 6**
Due date for DMin project, MTS thesis, & PhD dissertation to advisor for fall conferral ..... **August 19**
International Student Orientation & Advising ..... August 21-23
Orientation & Advising ..... August 28-30
*Labor Day (no classes) ..... September 2
**First day of class and last day to register (without a late fee)** ..... **September 3**
Drop (last day without notation on record) ..... September 16
Mid-program evaluation materials due to registrar ..... September 20
All requirements met & holds cleared for fall degree conferral ..... September 23
Advanced standing MTS evaluation conference materials due ..... October 4
Holds due from business, health & library ..... October 18
*Reading days ..... October 17-18
Board of Trustees meeting ..... October 17
Mid-program evaluations ..... begins October 21
**Registrations January/Spring begins (10 am) ..... Nov 1 (doctoral & seniors) & Nov 15 (All)**
Fall diplomas mailed ..... beginning November 1
**Thanksgiving recess ..... November 25-29**
*Labor Day make-up classes ..... Mon December 9
*Make-up class for reading day (Thursday classes meet) ..... Tues December 10
*Make-up class for reading day (Friday classes meet) ..... Wed December 11
**Last day to apply for spring graduation** ..... **December 11**
**Fall grades due from faculty** ..... **January 3**
Fall extensions due ..... January 8

## JANUARY TERM, 2020 January 13-24

Last day to add classes (without a late fee) ..... **January 13**
Fall extensions due ..... January 8
DMin orientation and first day ..... January 13
First day of class ..... January 13
Drop (last day without notation on record) ..... January 14
Mid-program evaluation materials for In-Ministry due to registrar ..... January 15
Mid-program evaluation conferences ..... January 20-24
**Martin Luther King Jr. holiday- (no classes; offices closed)** ..... January 20
Jan term course work due to faculty (recommended before spring term) ..... February 21
**January grades due from faculty ..... March 2**
January extensions due ..... March 13

## SPRING SEMESTER, 2020 February 3-May 13

First day of class and last day to register (without a late fee).....February 3
Mid-program evaluation conference materials due.....February 14
Drop (last day without notation on record).....February 14
Senior graduation meeting (exit interviews & survey) .....February 19
***Ash Wednesday (no classes)**.....February 26
Holds due from business, health, development & library..... March 2
Mid-program evaluation conferences .....Mon/Thurs in March
Jan. extensions & senior course work due from previous terms ..... **March 13**
**Registration for Summer begins (10 am)..... Mar 16 (doctoral & seniors) & Apr 1 (All)**
**Spring Break**..... **March 23-27**
Due date for DMin project, MTS thesis, & PhD dissertation to advisor..... **April 1**
***Maundy Thursday and Good Friday (no classes)**..... **April 9-10**
Grades for senior's course work due from previous terms
(all grades except Garrett-Evangelical spring courses) .....April 17
Financial clearance deadline for graduation.....April 17
Due date for final approved MTS thesis, PhD dissertation, & DMin
projects to ProQuest & approval forms to registrar .....April 30
Cross-Cultural & Final Evaluation forms due to the registrar's office..... May 1
All requirements met & holds cleared for Commencement participation ..... May 11
*Make-up class for Ash Wednesday (Wednesday classes meet)..... Mon **May 11**
*Make-up classes for Maundy Thursday (Thursday classes meet)..... Tues **May 12**
*Make-up classes for Good Friday (Friday classes meet)..... Wed morning May 13
Graduation rehearsal .....afternoon May 20
Board of Trustees meeting ..... May 21
**Graduation ..... May 22**
**Spring grades due from faculty** ..... **May 27**
**Registration for Fall begins (10 am)**..... **June 29 (doctoral & seniors) & June 13 (All)**
Diplomas mailed for all with final grades ..... June 1
Spring extensions due ..... June 10

## SUMMER TERM, 2020 June 15-August 28

Session 1 and DMin Session .....June 15-26
Last day to register without late fee ..... June 15
Drop – Session 1 (last day without notation on record) ..... June 16
Summer online session .....May 25-August 21
Last day to register without late fee ..... June 15
Drop – Online Session (last day without notation on record) ..... July 3
**July 4th holiday (no classes; offices closed)**.....**July 3**
Course of Study school .....July 19-31
Session 3 Spanish language.....July 19-31
Drop – Session 3 (last day without notation on record)..... July 21
Summer papers due to faculty: Session 1 ..... July 24
Online & Session 3 .....August 28
**Summer grades due from faculty .....September 11**

# DIRECTORY OF ACADEMIC AFFAIRS OFFICES

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# THE SEMINARY ACADEMIC COMMUNITY

(A statement of policy adopted by the Board of Trustees, May 1997)

Garrett-Evangelical seeks to become a nurturing, caring, and fortifying community for all its members and to acknowledge their legitimate rights, regardless of race, color, physical disability, national and ethnic origin, or sexual orientation and identity. We seek in all our relationships to exhibit and embody the transcendent unity that is ours in Jesus Christ.

The Garrett-Evangelical community welcomes diverse theological convictions and social perspectives. The seminary academic program seeks to encourage vigorous discussion as an integral element in our common search for truth. We believe that the engagement of one another in debate and discussion is not a violation of but a necessary precondition for genuine learning, faithfulness, and mutuality.

The seminary seeks to be a prophetic arm of the church on issues of pressing human concern by providing a forum in which these social questions can be addressed freely and critically in the context of biblical and theological perspectives. The seminary supports and encourages individuals and groups of individuals who on their own behalf address difficult issues as a part of their Christian witness and ministry.

## COMMUNITY STATEMENT FOR LGBTQ+ INCLUSIVITY

*This statement was created to stand in continuity with the tradition of the 1997 Faculty Covenant and was revised in anticipation of the called General Conference of the UMC in February 2019.*

Our statement is a proactive affirmation of full inclusion of LGBTQ+ persons in the life of the seminary, the Church, and ordained clergy.

We, the community of Garrett-Evangelical Theological Seminary have sought to discern the will of God as we become an even more open and inclusive seminary community with respect to gender identity and sexual orientation. Therefore, we affirm the following:

1. As children of God, all persons are created in the image of God in all their diversity and they are of sacred worth. We shall therefore be a community where dignity and respect are accorded to each person.
2. As a Christian seminary, we commit to the parity, advocacy, and flourishing of all persons, especially the most precarious and vulnerable. We seek to create an environment as well as pertinent institutional structures in which the policies and practices of admissions, education, scholarship and loan programs, housing, hiring, and employment are in keeping with the human and civil rights commitments of The United Methodist Church (see, The Book of Discipline of the United Methodist Church, 2016, Part V).
3. Within The United Methodist Church and its educational institutions, there are differing understandings regarding sexuality, gender, and gender identity. However, Garrett-Evangelical Theological Seminary affirms an educational commitment to critically and respectfully engage various understandings of diverse biblical, theological, and political perspectives.

## ACADEMIC FREEDOM IN THE CLASSROOM

The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and in course assignments, persons are always to be respected and ideas are to be freely discussed. The seminary has had a long-standing commitment to the use of scientific, historical, and theological methods. Although disagreements on the evidence and its interpretation are inevitable, the quest for truth is to be engaged because we believe that truth is finally grounded in the nature of God.

Faculty has the right to present the conclusions of their research and reflection while safeguarding the students' freedom to learn and to draw their own conclusions about the truth. Students have the right of the freedom to learn, drawing their own conclusions about truth. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. Course readings and requirements should contain items that represent a range of perspectives so that freedom of inquiry is guaranteed. When alternative viewpoints are discussed in class, disagreements are to be presented by faculty and students alike with fairness to the evidence and respect for the persons advocating such viewpoints. Faculty members are responsible to maintain an atmosphere of fairness in all matters of discussion between themselves and students as well as between students who have differing opinions.

## PROFESSIONAL STANDARDS

The seminary accepts the shared responsibility placed upon it by The United Methodist Church "for the selection and education of candidates" for professional and ordained ministry (The Book of Discipline, 1988). The seminary is accountable to the student as well as the church for this commitment.

The first year and mid-program evaluation, the advising system, the portfolio, and a special needs process for review and support in extreme cases of personal need have been instituted to carry this out. A copy of the process used to assist a student with special needs is available to each student who matriculates. The process is designed to utilize the advisee-advisor relationship, to ensure fair treatment, and to protect the confidentiality and the identity of the persons involved. Though it can affect student tenure in extreme cases, the procedure is rooted in the Christian understanding of grace and in the needed requirements placed upon each person called to Christian ministry.

It is in such a spirit that the personal and professional qualities as well as the academic progress of each student are reviewed annually by the faculty. Advancement in the professional degree programs is dependent upon affirmation by the faculty of the individual student's growing readiness for ministry.

# GETTING STARTED

## 1. Orientation

All students admitted for the first time are expected to participate in orientation activities designed to acquaint them with the academic and community life of the seminary, as well as the resources offered by the Chicago area. Advising and completion of registration is included.

## 2. Time Management and Graduate Studies

Garrett-Evangelical is a graduate school of theology. Students should expect to spend approximately 3 hours on course work for each hour of class time scheduled.

Garrett-Evangelical defines 1 semester hour as the equivalent of 1 hour of class time and 3 hours of preparation and other coursework outside of class each week for a 13 week semester. This means that over the course of a semester, students should expect to dedicate 52 hours of time to each 1 semester hour of a course. This meets the Department of Education guidelines that approximately 45 hours of time be dedicated to each 1 semester hour over the course of a semester.

## 3. ID and Directory Photo

ID pictures are taken during orientation the first term of enrollment. This is required of each student and is free of charge. To redo an ID card for any reason, except name change or clerical mistake, there is a charge of $25. Appointments are made with the registrar's office. Library and food service barcodes for meal plans are part of the ID card. ID cards expire each August 31st for students. The student ID picture is used in the directory on myGETS.

## 4. Information Technology

**All students are required to have a Garrett.edu e-mail address.** New students are assigned an account upon admission and are expected to use this address when communicating with the seminary. Students are expected to check their Garrett.edu e-mail on a regular basis. **Garrett.edu e-mail is the seminary's primary means of communicating with students.**

Garrett-Evangelical makes use of a Learning Management System (LMS) to provide additional learning support beyond the classroom. Many courses make use of the LMS and additional online resources.

Students are activated in myGETS as soon as they are admitted and receive their Garrett e-mail address. The registrar's office will e-mail each new student the directions for reserving courses online through the myGETS portal. If a student should take a temporary leave, he or she must request reinstatement to their degree or program through the registrar's office to have access to myGETS reactivated.

## 5. Video / Social Media Participation of Students in Classes

The following applies to forms of student participation / attendance in class using platforms such as Skype, FaceTime, Google Hangouts, or Zoom.

1. Because video conferencing / social media participation is a mode of distance education, distance education needs to an intentional part of the course design. Faculty who make an on-campus (face-to-face) course available to a student or students via video conferencing / social media are required to document how the above requirements are being met.
2. Because video conferencing / social media participation is a mode of distance education, courses are not normally offered in this mode on an individual student basis.
3. Video conferencing / social media participation in courses not otherwise designed for distance education is permissible, only with instructor approval, under two circumstances:
    a. To enable participation by a student who is enrolled and participating in an on-campus course but cannot be on campus for no more than two class sessions (for example, due to travel or short-term illness). Students must request permission from the instructor at least one week in advance of the class session, contact the educational technology office to confirm that the appropriate technology (such as the Zoom cart) and support is available, and complete the online request form, which must be signed by the instructor. If technology and

support is not available, students may request permission from the instructor to approach another student in the class to use either that other student's computer and social media platform or a computer checked out from the library.

b. To enable a student to complete a required course when the most recent on-campus offering of that course has been cancelled. Students must a) consult with their academic advisors to confirm that the course is required for the student's program and that the student has not exceeded the maximum number of distance education courses for that program, b) request permission from the instructor at least one month in advance of the first class session, c) confirm with the EdTech office that the appropriate technology and support is available throughout the semester and determine which platform will be used for the course, and d) complete the online request form, which must be signed by the instructor and student's advisor. The registrar's office will track this as a distance education course on the student's transcript.

**6. International Students**

**a)** All international students are required to participate in language assessment testing during orientation. Normally any international student without a prior degree from an English speaking accredited institution will be required to take WRIT-502 Theological Research and Writing-International Students the first semester of enrollment. It may be necessary to repeat the course.

**b)** Data from general interactions with the seminary community, faculty assessment of classroom participation, and recommendations from the language assessment evaluation may necessitate further English as a Second Language (ESL) study at a seminary approved program. The ESL course does not count toward the graduation requirements. The student is eligible for reduced semester hours the term of the ESL course.

**7. Accessibility, Special Needs, and Disabilities**

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations for documented conditions. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the director of academic studies/registrar. The director of academic studies/registrar can advise students on other support services and resources, for example, diagnostic testing. Students must complete a request for accommodations using the form available from the director of academic studies/registrar or through myGETS documenting their condition(s) through appropriate verification methods.

**8. Plagiarism and Academic Integrity**

Garrett-Evangelical takes the question of academic integrity and plagiarism very seriously. All incoming students are required to complete an online tutorial designed to help them identify and avoid plagiarism. Garrett-Evangelical makes use of the online plagiarism tutorial developed and hosted by Indiana University. Incoming students must successfully complete the graduate-level tutorial before the end of their first term. Failure to do will result in an academic hold. (See Appendix: Plagiarism for additional information)

Plagiarism tutorial URL: https://www.indiana.edu/~istd/

# ACADEMIC ADVISORS

Academic advising is central to the success of the degree programs. Each of these programs requires communication between students and their advisor. Students are assigned an advisor at orientation. Students should contact their advisor for an advising appointment before each registration. With the support of their advisors, students are responsible for the completion of all degree requirements. Advisors approve all registrations.

**1. Changing Advisors**

All students are assigned an advisor for their first semester or term. Following the first term, students may initiate a change of advisor by completing the *Change of Advisor Form* available on myGETS. Students seeking to complete a field concentration in the MDiv should change advisors to a faculty person in the relevant field. **Students should expect to change advisors if their advisor goes on sabbatical**.

# REGISTRATION

**1. Adding and Changing Courses**

**a)** Students are encouraged to meet with their advisor prior to making course selections.

**b)** Review graduation requirements with grids found on myGETS (https://mygets.garrett.edu/ICS)

**c)** Check that all holds are cleared.

**d)** Students then pre-select courses on-line through myGETS. Students should indicate the grading option of letter grade (**LG**), pass/fail (**P/F**), or audit (**AU**) at the time of registration by notifying the registrar's office. Students admitted on a provisional basis or students on probation need to take courses for a LG until their status is changed. An audit carries no academic credit and requires instructor permission. An audit cannot later be changed to a graded option.

**e)** To register for **CPE, independent studies, cross-registration with Northwestern University (NU) or the Association of Chicago Theological Seminaries (ACTS), or thesis continuation** courses, additional paperwork must be submitted to the registrar's office. Student forms can be found in the Student section of myGETS (https://mygets.garrett.edu/ICS/Student/Student_Forms/). See additional information on pages 12-14.

**f)** Only students can add courses. Once a course is approved by the advisor, only the advisor can drop a previously approved course.

**g)** All registrations must be finalized by the designated dates on the academic calendar. If a student does not complete all the steps of registration by this date the reservations are subject to cancellation and the class will go to the next person in priority on the waiting list.

2. **Closed or Waitlisted Courses**

   **a)** If a class closes due to low enrollment students will be notified by e-mail or phone. In some cases the professor will offer the course as an independent study.

   **b)** Students may be put on a waiting list if a class is full and will be notified if they are moved into the class from the waiting list. Students planning to graduate have priority on wait lists. Otherwise, students are added in the order of their registration as space becomes available.

3. **Completing Registration -Advisor's Course Approval**

   **a)** Once students reserve space in a course the next step is to obtain their advisor's approval. This completes registration. A completed course is indicated by a C or Current on myGETS. Students may drop or add courses before completing registration with their advisor.

   **b)** Students may make changes to their schedules through myGETS through the final day for registration (usually the first day of the term; check the academic calendar for details).

   **c)** During the drop/add week (first two weeks of each semester) students complete drop/add forms and bring them to the registrar's office for completion. Advisor's and instructor's signatures are required.

4. **Adding and Changing Courses After Semester Begins**

   **a) Adding Courses**

   Courses may be freely added through 4:30 pm on the date stated on the academic calendar. Courses may be added with instructor permission for an additional week beyond this date. There is a late fee for adding classes after the date stated on the academic calendar.

   **b) Dropping Courses**

   The professor's approval is required to drop a course after final drop date (as indicated on the academic calendar). If a student withdraws before the end of the drop/add period (first two weeks of the semester), the course is removed from the transcript. If a student withdraws from a course after the final drop date (see the academic calendar for dates), a mark of withdrawn (W) will be entered. **A student who fails to withdraw from a course by this official procedure will receive a grade of F.**

   Students who need to drop a course after the deadline due to a medical or family emergency may petition the academic dean for permission to drop the course without penalty. Documentation of the medical or family emergency may be requested.

5. **Registration Times**

   Registration opens at 10:00 am central time on the dates specified in the academic calendar.

   Course schedules and academic calendars are posted on Garrett-Evangelical's web-site located at http://www.garrett.edu and on myGETS at https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_the_Registrar/. All course schedules are subject to change.

6. **Registration Priority**

   **a)** Doctoral students and students in the last year of their degree/program, and BGTS students will be able to register first. An application for graduation must be on file and all holds must be cleared.

   **b)** All other Garrett-Evangelical students admitted for the current semester or term are eligible to register through the end of the registration period if all holds are cleared.

   **c)** Cross-registration and ACTS students are allowed to register during the last week of the registration period.

   **d)** Online courses are open to all students enrolled in one of Garrett-Evangelical's degree, certificate, or enrichment programs.

**7. Enrollment Limitations for students without a Bachelors**

The Association of Theological Schools (ATS) standards require that if Garrett-Evangelical admits a student into a non-degree program without a BA degree (or equivalent), Garrett-Evangelical must limit the number of such students in any course to 20% or fewer of the course's enrollees. This means that those admitted without a bachelor's degree may be ineligible to take certain courses with low enrollment.

**8. VA Pending Payment Compliance**

In compliance with The U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) and the Vocational Rehabilitation and Employment (Ch. 31) benefits, VA eligible students will not be prevented from enrolling, be charged a late fee, be required to seek additional funding, or be denied access to courses while payment from the U.S. Department of VA is pending, provided that students produce the VA's Certificate of Eligibility by the first day of class or provide a verification letter from the VA to the registrar's office.

**9. Full-Time and Part-Time Load**

**a)** Semester full-time definitions:

Sixteen semester hours is the maximum number of hours per semester.

Full-time course load is 10 to 16 semester hours for masters students and 6 to 12 (the norm is 9) semester hours for doctoral students.

Half-time course load is 5 to 9.99 semester hours for masters students and 3 to 5.99 semester hours for doctoral students.

Less than half-time is 0-4.99 semester hours for masters students and 0-2.99 semester hours for doctoral students.

**b)** In order to complete the degree program in the 3 year frame work, master of divinity students should take 27 semester hours each year.

**c)** ***Exception***: Due to the additional training necessary for state licensure built into the MA-PCC clinical track, this MA track is a 3-year program. Students complete one full-time year solely at Garrett-Evangelical before completing the 2-year clinical training program primarily at CRPC and elsewhere in years two and three.

Therefore, MA-PCC students in the clinical track have a lower full-time threshold in years two and three. (These lower numbers apply only to students in the MA-PCC clinical track that have been admitted to the CRPC training program.)

Full-time course load is 9 to 16 semester hours for MA-PCC clinical track students.

Half-time course load is 4.5 to 8.99 semester hours for MA-PCC clinical track students.

Less than half-time is 0-4.49 semester hours for MA-PCC clinical track students.

**9. Hold Policy**

The types of holds that may be placed on registration and the offices involved are listed below. If holds are placed on registration and/or transcripts, the registrar releases such holds only upon notification from the office indicating the hold.

| Type of Hold | Office |
|---|---|
| Financial | Business |
| Health Service | Student Affairs |
| Academic | Academic Dean or Registrar |

| | |
|---|---|
| Overdue books | Library |
| Scholarship "thank you's" | Development |
| Student Loan-related | Financial Aid |

Students on hold are not eligible for registration, class attendance, release of transcript, or use of facilities and services such as financial aid and housing, until the hold is cleared.

**10. Tuition Payment and Late Fee**

**Business office clearance is a requirement for completing enrollment**. A late fee is charged to those registering after Monday and before Friday of the first week of classes. See the academic calendar for this year's dates.

**11. Missing a Registration Period**

In order to receive academic course credit, a course must be registered in the term that the course is taken. **A student will forfeit any course work if registration was not completed. Retroactive registration is not available.** If a student is planning a temporary leave from their studies they must submit a *Change of Status* form to the registrar's office in order to remain in good standing.

**12. Auditing**

Regularly enrolled students who wish to undertake course work for which they do not desire to receive a grade are permitted to enroll as auditors, subject to approval by the professor. Registration for audits uses AU as the grading preference and is for 0 semester hours. Enrichment students may also audit courses, with prior approval of the professor. Students do not receive academic credit for an audit and an audited course may not later be changed to a grade.

**13. ACTS & NU Cross-Registration Procedures**

Cross-registration is processed through the **Garrett-Evangelical** registrar's office and is subject to the approval of the host school. Academic regulations and related procedures concerning deadlines for dropping or adding courses are determined by the student's primary school. Extensions are determined by the policies of the school at which the student is taking the course. As a rule, students also take Garrett-Evangelical courses along with any cross-registered courses from ACTS or Northwestern.

**The last semester of full-time work (or its equivalent in semester hours) toward any degree program should be completed at Garrett-Evangelical.** Students wishing to cross-register in their final term must petition their advisor and registrar for permission. Please be aware that cross-registration in the final term may block students from walking at commencement if grades are not received by the Garrett-Evangelical registrar by the deadlines stated in the academic calendar.

Please note that courses specifically required for a degree **must** be taken at Garrett-Evangelical. If students wish to take required courses through cross-registration, they will have to petition the field in which the course falls for permission to substitute a course. Please check with the registrar's office for more details.

**a) Association of Chicago Theological Schools**

The ACTS catalog lists all courses open for cross-registration. It is available on the web at www.actschicago.com. Courses not included in the ACTS catalog may not be available for cross-registration.

**i)** Masters students: Masters degree students are permitted to take masters courses without payment of additional fees at other accredited Chicago-area seminaries. Normally, these courses are part of the elective course selection available to Garrett-Evangelical students after the first year of foundational courses.

**ii)** PhD students: There are two ways to do PhD cross-registrations:

(1) For a PhD student to cross-register with any ACTS seminary that offers a PhD degree we would use the current cross-registration form. PhD courses at:

| | |
|---|---|
| CTS | 500 and 600-level |
| LSTC | 500 and 600-level |
| TEDS | 7500-level and above |

(2) For a PhD student to do an independent study with any ACTS professor including professors from the schools mentioned above:

1. The student consults the advisor and the director of PhD and/or Advanced Studies (following home school procedures for approval), registrar, and dean's office. A courtesy e-mail between deans is expected.
2. The student would contact the professor to discuss interest in an independent study.
3. The ACTS deans have approved a set compensation for each student.
4. The student registers at the primary school, pays tuition to the primary school, and the independent study is registered at the primary school with the ACTS professor listed as instructor.
5. If a masters level course is part of the PhD independent study, the student should submit both a cross-registration form and an independent study form to the registrar's office.

**b) Northwestern University**

A Garrett-Evangelical student enrolled in a degree program may take a limited number of graduate-level courses at Northwestern. These are normally elective courses, chosen from those listed at http://www.northwestern.edu/caesar/. Masters students should not take NU courses until the first-year sequence of foundational courses is completed. Information about cross-registration is available in the registrar's office. In order to receive academic credit for Northwestern courses, students should take courses that are 300-level and higher.

**c) Cross-registration limits**

To meet the residency requirements, the total combination of transfer/advanced standing credits and cross-registration credits shall not exceed the maximum of 40 semester hours for the MDiv degree and 24-28 semester hours for the MA and MTS degrees. PhD students may take a maximum of 12 semester hours.

## 14. Clinical Pastoral Care (CPE)

Clinical Pastoral Education is a requirement for ordination in many United Methodist conferences and in some other denominations. At Garrett-Evangelical, CPE counts toward completion of the MA in Pastoral Care and Counseling or as elective credit towards graduation for other degrees. For MDiv students with a career goal of Chaplaincy, CPE may be applied toward part of the Field Placement requirements with permission from the director of field education.

CPE programs vary. If a student's CPE course spans two semesters (Extended), the student must take other courses to be considered full-time. If the CPE course is condensed into one semester, the student will not need to take other courses during that semester to be considered full-time. The student may also complete a CPE program during the summer.

All students wishing to take CPE must sign an Information Disclosure Permission form and obtain the signature of the academic dean on the CPE Registration form. Students must attend orientation and de-briefing sessions conducted by the Pastoral Care and Counseling faculty and complete their CPE site work by the final clearance deadline for graduation.

**a) For Elective Credit**

CPE (PCC-679) may be taken as an elective for 6 credit hours.

**b) For Field Education Credit**

As an alternative, registration for CPE may serve as the Field Education placement with permission of the field education director for those students seeking Chaplaincy. The registration is FE-679 for 0 semester hours.

NOTE: Although one CPE unit may meet one year of the Field Placement requirement, most chaplaincy programs require another CPE unit (often in conjunction with a residency year).

**15. January and Summer Intensives**

Students may earn academic credit for intensive courses offered in January and summer. Students are limited to one course per intensive session (including online and travel courses).

## ADVANCED STANDING AND TRANSFER CREDIT

**1. Definitions**

Advanced Standing: Students who previously have completed a masters degree in a related field either at Garrett-Evangelical, another ATS accredited seminary, or another accredited institution, and who are now seeking to enroll in a second masters degree may submit a petition to the registrar for Advanced Standing. Decisions for advanced standing are made by the degree program director, in consultation with the academic dean. Advanced standing may be granted (1) *without credit* by exempting students from some courses but not reducing the total number of academic credits required for the degree, or (2) *with credit* by reducing the number of hours required for the degree. Advanced standing with credit cannot be automatically granted on the basis of ministerial or life experience. Advanced standing will not be provided for P/F courses. Students may be required to provide syllabi for courses for which they are seeking credit.

Students seeking advanced standing must demonstrate, by appropriate written assessment (either a written exam or paradigmatic assignment), to the faculty responsible for the specific courses, that they have the knowledge, competence, or skills that would normally be provided by those courses for which they have been admitted with advanced standing.

If advanced standing is granted with credit on the basis of appropriate evaluation, not more than 1/6 of the total credits required for the degree may be granted in this way (under current requirements, no more than 8 to 9 hours for an MA (depending on the program) and no more than 13 to 15 hours for the MDiv depending on the total number of credits completed).

Transfer credit refers to credit from a degree program either at Garrett-Evangelical or another ATS accredited seminary applied towards the completion of a degree at Garrett-Evangelical. Course work must have been completed within the last 10 years to be considered for transfer credit and have been graded at a B- level or better. P/F courses are not eligible for transfer. Transfer credits are not usually available for required foundational courses. Per ATS guidelines, all credits used towards degree requirements must have been completed within 10 years prior to graduation.

Shared credit refers to credit earned while a student is enrolled in two degree programs at Garrett-Evangelical concurrently. Shared credit cannot exceed more than half of the smaller degree.

Maximum credit granted for related course work toward a Garrett-Evangelical degree program is as follows: MDiv 40 semester hours if transferring from another 3-year MDiv degree including ETS (Ecumenical Theological Seminary) and for the MA 25 semester hours or MTS 24-28 semester hours (depending on total hours required) if transferring from a 2 or 3 year degree program. For field education to be counted for advanced standing in an MA degree, it must be in an appropriate area of study.

Waived courses: Equivalent undergraduate or graduate courses or ministry experience may allow a student to waive a required course with permission of the field. This does not reduce the number of academic credits required for the degree.

2. **Transfer Credit from Non-ATS Accredited Schools or Non-degree Programs**

   Some departments of religion in a university are not ATS accredited. If the graduate school is accredited by a regional accreditation association transfer credit may be considered on a case-by-case basis in the range of 15 semester hours. We do not currently accept transfer credits from schools that do not have either ATS or regional accreditation.

3. **Receiving Transfer/Advanced Standing Credit**

   Students make an appointment with the director of academic studies to finalize transfer or advanced standing credit. The director of academic studies in consultation with the academic dean evaluates transcripts in order to determine the total number of transfer semester hours and Garrett-Evangelical course equivalencies. Acceptance of field education credit in transfer requires the approval of the director of field education. The grade for any course transferred or waived should be **B- or better**. Transfer credit is added to the Garrett-Evangelical academic record following review by the director of academic studies/registrar and acceptance of transfer credit by the student. Because of the different purpose of introductory courses in a theological seminary and in undergraduate schools, students may not waive Introduction to OT or Introduction to NT on the basis of undergraduate course work.

   MTS: Transfer credit under the time limit of 10 years may be granted (maximum of *28 semester hours) to those who have another masters degree in religion or theology from an accredited seminary. **Because of the rigor of the program and preparation necessary for thesis writing, the advanced standing and transfer credit may be restricted to 9-12 semester hours.*

4. **International Students**

   Because of the residency requirements for a study visa, transfer credit may be limited for international students. International students entering the MDiv program may be considered for up to 21 hours of transfer credit and those entering the MA or MTS programs may be considered for up to 12 hours of credit.

5. **Course of Study School Transfer Credit**

   Transfer credit for Course of Study course work may be awarded toward the MDiv degree. One and a half semester hours per module may be awarded up to 15 semester hours and applied to the MDiv as elective credit. A graduate of the Garrett-Evangelical Course of Study School may receive up to a total of 27 semester hours or approximately 1/3 of the total MDiv degree. In addition to the 15 semester hours of elective credit for the 5 summers, an additional 12 semester hours can be applied to the following fields with the approval of the academic dean and director of academic studies:

| | |
|---|---|
| 3 hours | Bible elective |
| 3 hours | History elective |
| 3 hours | PCC-501 Introduction to Pastoral Care |
| 3 hours | Preaching or Worship |

   Only courses with grades of B or higher may be counted in this additional credit. Those students under the former grading system must have grades of D (distinction) or P+. Interested students need to apply for transfer credit upon admission to the Master of Divinity degree program.

## COURSE INFORMATION

1. **Attendance Policy**

   The seminary expects that students will attend all classes. Each faculty member weighs class attendance and participation differently in determining a grade, depending on the particular needs and structures of the course. How attendance and participation is weighed will be specified in the syllabus for each course. Students who miss more than 20% of the class sessions should not expect to pass the class.

**2. Independent Study**

The seminary encourages independent scholarship. Thus the opportunity to arrange for a course as an independent study under an individual professor's direction is an option available to students. Registration for an independent study is subject to the professor's agreement as signified by the completion of the independent study form. Independent studies are numbered according to the professor's field and the student's program. The independent study may be taken in any semester hour increment and is to cover subjects not covered by course offerings for that academic year. **Required courses may not be taken as independent studies.** The **maximum** number of independent studies for any masters degree program is **9 semester hours**; for PhD, the maximum is **18 semester hours**.

**3. Extensions/Incomplete Course Work**

**a)** All course requirements are to be submitted to the professor by the class deadline or no later than the **last day** of the semester or term. In the case of an emergency an extension may be requested.

**i)** **For Masters students**, extensions, if granted, are normally for **four weeks following the last day of class** in spring and fall semesters or the final due date for coursework for January and summer terms. **Extensions may not exceed three months following the end of the term. Students admitted conditionally are not eligible to receive extensions.**

**ii)** **For PhD students**, extensions must be completed before the end of the next semester. If a student, due to unusual circumstances needs to change the due date for an extension he or she needs to **petition** the director of academic studies or the academic dean. This petition requires the support and signatures of the student's advisor, professor (of the incomplete course), and director of the PhD program.

**iii)** **For DMin students,** given the length of time granted to DMin students for completing their paperwork, the policy is not to provide extensions. In the very rare instances that an emergency extension is needed beyond when the grade is due, the professor can confer with the student and the director of the program to establish a suitable deadline.

**b)** Students **may not have any more than three extensions at any one time**. If a student has **three** extensions in process, he or she **will not be able to register** for the next semester or term. Students should note that professors have two weeks from the date that work is turned in to submit a grade.

**c)** If an extension is granted for a prerequisite course, the student may not register for the next course requiring the prerequisite until the grade is complete or a petition approved. All extension request forms are due to the registrar **before the last day of the course**. A temporary grade of "Y" is listed on the grade report.

**d)** Students taking courses at other institutions are subject to the extension policies of the school at which the student is taking the course.

**e)** Faculty may choose to grade down for late work, including work completed as part of an official extension.

**f)** **The student e-mails all extension work to the professor and copies the registrar's office (registrar @garrett.edu). If the student misses the deadline, the registrar will record the grade indicated by the professor on the extension form.**

**4. Language Credit for Degree Programs**

Students may receive elective credit for completing graduate-level language courses. This includes BIBHB-511 Elementary Hebrew I and BIBNT-511 Elementary Greek I as well as other occasional language offerings. MDiv students may take BIBHB-512 Elementary Hebrew II and BIBNT-512 Elementary Greek II as their required bible electives.

MTS students completing a concentration in one of the Biblical areas should plan to complete a full year of the appropriate Biblical language as a part of their program of study.

5. **Change of Degree Program**

   **a)** If a change of degree program is considered between the date of admission and the initial date of matriculation, the agreement must be made in writing with the director of admissions.

   **b)** If a change in degree program is considered at any point after a student has matriculated, a degree change application with the support of the advisor and a faculty in the field of the previous degree and new degree is required. Any petition for a change of degree program must be received prior to the completion of the second full-time semester (or equivalent).

   **c)** A change of degree program is not available to students who have been denied further registration in one degree program. This does not preclude formal application through the normal admissions process.

6. **Off-Campus Trips**

   **a)** Risk management issues related to class off-campus trips

   All off-campus travel, e.g., field trips, requires having a planning checklist, a list of approved drivers, and liability waivers signed by participants, all submitted in advance. Faculty may request copies from the academic affairs office. Approved drivers are those whose driving record has been checked through the Secretary of State's office. To assure that there are approved drivers, faculty should fill out forms at the beginning of the term. Filling out the form indicates willingness to have your driving record checked. The seminary will assume the cost of the check.

   **b)** Risk management for cross-cultural seminars and off-campus intensives

   In addition to the procedures above, faculty fill out a detailed itinerary and each student fills out an emergency notification form. Students and faculty traveling abroad who wish to take out additional insurance coverage may purchase low-cost short-term insurance especially designed for this purpose, as well as insurance covering emergency evacuation or repatriation in the event of illness or death, from MEDEX through the seminary.

7. **Online Course Limits**

   Garrett-Evangelical has been approved to offer a limited number of courses in an online format. The maximum number of courses which may be taken in an online format is 1/2 of the degree. Students receiving advanced standing or transfer credit can take no more than 1/2 of remaining credits toward the degree in an online format. Students seeking ordination should check with the appropriate church authorities to see if there are more stringent guidelines that must be met.

## ENROLLMENT STATUS

Student standing is reviewed by the registrar each January and summer after fall and spring grades have been posted. Students will be notified of any status changes that may occur as a result of review.

1. **Enrollment Verification**

   Verification of enrollment is posted to the National Student Loan Clearinghouse several times each term. The registrar's office will also send verifications on request when needed for other purposes. Requests can be submitted in writing or via the garrett.edu e-mail. The registrar's office can only verify enrollment in current or previous terms.

2. **Good Standing**

   A student is in good standing who has a CUM GPA of 2.50 or greater, has not been dismissed from the institution for any reason, does not have a hold from any office, and is currently enrolled.

3. **Enrollment Status Changes**

   To stay in good standing when voluntarily withdrawing from Garrett-Evangelical, completion of the **change of status form** is required. Such changes could include a temporary leave for a semester, the

completion of all degree requirements before graduation, or a permanent withdraw. **All students graduating or withdrawing** must complete an exit interview with the registrar.

**a) Inactive Status**

Degree students who do not register for 2 consecutive semesters during the academic year will have their status changed to inactive. **To stay in good standing,** the student should complete the enrollment status form available in the registrar's office.

**b) Leave of Absence or Withdrawing from Seminary**

Students who require an approved leave of absence or are withdrawing permanently from Garrett-Evangelical **are required to complete the change of status form.**

**c) Reinstatement**

In order to resume studies at Garrett-Evangelical after a temporary leave or withdrawal, a letter requesting reinstatement is required. The request letter must be addressed to the director of academic studies/registrar prior to the term when one expects to register. If a student is in good standing and the time limit on the degree has not expired, the director of academic studies/registrar will reinstate the student into the same degree program. If the time limit for degree completion has expired or the student exited the seminary other than in good standing the student must reapply to the degree program through the admissions office in order to resume studies.

**4. Conditional Admission Status**

Students may be admitted on a conditional basis when one or more of the following conditions are in evidence.

**a)** A cumulative grade point average below 2.5.

**b)** Students who have graduated from a non-accredited institution but have met the minimum GPA requirement, or the student has not yet graduated from an undergraduate institution.

**c)** The student's written statements or references indicate that the student would benefit from additional reinforcement in language, writing, or critical thinking courses.

**d)** Further evidence is necessary to assess a student's readiness to engage in communal learning in accordance to the seminary's mission and values.

In each of these cases, specific requirements will be drafted into a contract by the Office of Academic Affairs or the Office of Student Life. The student may enroll for their first term but an academic hold will be placed on their account until they have successfully met the requirements to be removed from conditional admission status.

Conditional admission status will be removed when the student has:

**a)** Completed a minimum of 15 credit hours, taking at least 5 credit hours per semester (minimum part-time status).

**b)** All coursework has been taken for a letter grade unless the course is only offered pass/fail.

**c)** Received a grade of B- or higher in all courses taken for a letter grade and passed all courses registered as pass/fail.

**d)** Finished coursework by the dates stipulated in each course. Conditionally admitted students are not eligible to receive course extensions.

**e)** Shown evidence of readiness to engage in communal learning in accordance to the seminary's mission and values.

The student's continuation in the program during and beyond the initial conditional period is at the discretion of the Academic Dean, in consultation with the appropriate administrative offices. Academic conditions may be added during the conditional admission period or extended if the student is not meeting specified benchmarks at the discretion of the Academic Dean.

Dismissal of Students Admitted Conditionally

Students admitted conditionally may be dismissed at any time if they fail to meet the requirements agreed upon in their contract or the minimum requirements stated above for removal from conditional admission. Students who are dismissed are eligible to reapply after one year. See Academic Readmission after Dismissal below in section 8.c.

## 5. Probation

When a student is placed on probation, notification is sent to the advisor, the academic dean, the dean of students, and the director of financial aid. It is recommended that students on probation meet with their advisor to plan a semester in the 10 to 13 semester hour range. All courses (except pass/fail only courses) should be taken for letter grade while under the probation status. Repeating the required courses as soon as possible is recommended to improve your CUM GPA.

a) <u>One grade below B-</u> for PhD

PhD students who receive a grade below B- in a course will be placed on probation. The director of the PhD program and advisor will be notified. A hearing including the advisor and the program director will be held to review the student's academic performance and any possible remediation. A second hearing will be called after a student receives a second grade lower than B- with the possibility of dismissal.

b) <u>One or two grades of D or F</u> for DMin

DMin students who receive a failing grade will be placed on probation. The director of the DMin program and advisor will be notified. There is a DMin dismissal hearing after receiving the second course failure.

c) <u>One grade of D or F for MA,MTS, and other graduate-level students</u>

Students are reviewed academically in January (after the fall extension due date) and summer (after the spring extension due date). Any student enrolled in an MA, MTS, or nondegree program who receives one grade of D or F will be placed on probation.

d) <u>Two grades of D or F for Master of Divinity Students</u>

Students are reviewed academically in January (after the fall extension due date) and summer (after the spring extension due date). Any student enrolled in the MDiv degree who accumulates two grades of D or F will be placed on probation.

e) <u>CUM GPA below 2.5 for all students</u>

When a student's CUM GPA falls below 2.50 the student is placed on probation. In order to graduate a student must have a CUM GPA of 2.50 or higher. A student is **dismissed** if the CUM GPA is below 2.50 for two semesters of full-time course work. Nondegree students are dismissed after one semester with a CUM GPA below 2.50.

f) <u>Removal from Probation</u>

When the number of failing grades is reduced to less than the minimum required for probation (due to a grade change) a student will be removed from probation. If a student was placed on probation due to a CUM GPA less than 2.5, a student is removed from probation when the CUM GPA rises to 2.5 or higher. Students are reviewed in January and summer.

**6. Repeating a Required Course**

A student has the option of repeating a **required** course if the grade is D or F. After the course is completed successfully the student petitions for a grade change of the original grade. The professor of the original course and the student's advisor must sign the petition request. Student's who fail the same required course twice are dismissed.

Denominational requirements may also be repeated if failed. If a denominational course is failed a second time, it must be taken at another school and cannot be repeated at Garrett-Evangelical but does not necessarily lead to dismissal.

**7. Grade Changes**

If a student receives a passing grade in any course, they are not eligible to petition for a grade change unless an error has been made. If students think that an error has been made, they should first consult the professor of the course. If this proves unsatisfactory, students should contact the dean of students and the academic dean.

Students who have failed a course have two options for receiving a grade change.

**a)** Students who have failed a course due to an extension that was not completed by the due date may petition the academic dean for a grade change upon completion of the work. The dean will consider the petition and, if approved, the work will be forwarded to the professor for a grade. Please note that professors do have the option for grading down work submitted late. If the petition is denied, the failing grade stands.

**b)** Students who have failed a required course (curricular or denominational requirement) have the option of repeating the course. Only required courses may be repeated for the purpose of replacing a failing grade. The original grade of the repeated required course is changed to an RD or RF upon the successful completion (C- or better) of the repeated course and filing of a petition for a grade change. The grades of RD and RF do not count toward graduation or the student's CUM GPA. All grades remain on the transcript. PhD students also need the support of the PhD director and agreement of the academic dean.

**8. Dismissal**

**a) Academic Dismissal**

**i)** **MDiv** students are dismissed after accumulating 3 grades of D or F; 2 grades of D or F in the **same course** required for graduation; or an F in one semester of field education.

**MA** students are dismissed after accumulating 2 grades of D or F, or an F in one semester of field education.

**MTS** students are dismissed after accumulating 2 grades of D or F.

**Masters** students on probation are dismissed who do not have a CUM GPA of 2.50 or higher after two full-time semesters.

**ii)** There is a **PhD** dismissal hearing after receiving the second grade below B-. Within the equivalent of the next full-time term, for students who's CUM GPA is less than 2.50, they must achieve a CUM GPA of 2.50 or higher or be dismissed.

**iii)** **DMin** students who receive a course failure will be placed on probation. The director of the DMin program and advisor will be notified. There is a DMin dismissal hearing after receiving the second course failure.

**b) Dismissal with CUM GPA Below 2.50**

Degree-seeking students are dismissed with a CUM GPA lower than 2.50 after two full-time semesters of course work or after provisional admission and one full-time semester with a CUM

GPA lower than 2.50.

Nondegree students are dismissed after one semester with a CUM GPA below 2.50.

**c) Academic Readmission after Dismissal**

After one full year a student may be readmitted to an academic program if the conditions that led to the dismissal have been significantly addressed. A student completes a new application for admission focusing on the condition for dismissal and noting significant changes. References also need to address the changes. Admission is then reviewed by the admissions office and appropriate committee, by the academic dean, and by the director of academic studies/registrar. Readmission may be then granted or denied. If a student is readmitted they may retake required courses only; failing grades in non-required courses cannot be replaced. See the section on Repeating a Required Course above.

**9. Satisfactory Academic Progress**

The phrase "satisfactory academic progress" is a financial aid phrase which refers specifically to a student's eligibility for federal financial aid. In order to be making satisfactory academic progress, students must be making steady cumulative progress towards the completion of their degree programs. While this is roughly equivalent to student status, there are additional criteria. Therefore it is possible for students to be in good standing academically but determined not to be making satisfactory progress for financial aid eligibility. Additional information may be found in the student financial aid handbook available from the financial aid office.

## GRADING SYSTEM

**1. Grading Options**

Students should indicate the grading option of letter (**LG**), pass/fail (**P/F**), or audit (**AU**) at the time of registration. Before a course begins, students may notify the registrar's office and their advisor to change the grading type. Students admitted on a probationary basis or students on probation should take courses for letter grade (LG) until their status is changed. The default grading type for all courses is Letter Grade (LG) unless indicated below.

The deadline for changes from letter grade to pass/fail is the end of the second week of classes. Petitions for changes beyond this deadline will be accepted only a) in the event of a serious illness that takes a student out of class for a significant period or that seriously impairs a student's ability to function at their previous level but still allows them to complete the class, or b) when the course instructor recommends that the student seek such a change.

**2. Pass / Fail Guidelines**

**a)** By recommendation from the professor, a specific course may be designated as **only P/F** (pass/fail). Courses with P/F grading **only**:

**INT-500 Intro to Theological Education**
**PCC-679 or FE-679 CPE**
**PCC-879 Practicum in PCC**
**TS-601/602 MTS Colloquium**
**PH-903 Teaching Seminar**
**34-602/603 Practicum SF**
**NCTI-600 or NCTI-601**
**TS-690 MTS Thesis**
**PH-904 Research Seminar**
**WRIT-502 Theological Research and Writing**

**b)** It is a general guideline that students preparing for ministry should take required courses for letter grade. Students in masters programs may take up to 1/3 of the program for pass/fail credit.

Students receiving advanced standing or transfer credit can take no more than 1/3 of remaining credits toward the degree as pass/fail.

In the PhD program only PH-903 PhD Teaching Seminar, PH-904 PhD Research Seminar, and courses taken to complete research tools may be taken Pass/Fail

## 3. Grading System and Symbols

**a)** Letter Grade — Grade Points

| Letter Grade | Grade Points | |
|---|---|---|
| A | 4.0 | excellent |
| A- | 3.7 | |
| B+ | 3.3 | good quality expected of graduate professional students |
| B | 3.0 | |
| B- | 2.7 | |
| | 2.5 | required CUM GPA for graduation |
| C+ | 2.3 | satisfactory |
| C | 2.0 | |
| C- | 1.7 | |
| D * | 1.0 | unsatisfactory; required courses must be repeated |
| F * | 0 | failure; required courses must be repeated |

***Does not count toward graduation requirements BUT is calculated in the CUM GPA until repeated**

**TQP (Total Quality Points)** is the sum of the letter grades converted into grade points.

**b)** Grade Point Average (GPA)

The GPA is calculated using the TQP and the hours taken for letter grade or failed (GPA hours). On the transcript a GPA is given for each term as well as a cumulative GPA (CUM GPA). GPA=TQP/GPA hours

**c)** Other notations

The following notations may also appear on a transcript and are not figured into the GPA:

| | | |
|---|---|---|
| AU | audit | not taken for academic credit; does not count towards graduation; may not be changed at a later date |
| IP | in process | courses taken over several semesters |
| CR | credit | learning goal achieved (A through C-) |
| P | pass | learning goal achieved (A through C-) |
| NC | no credit | no credit earned toward graduation |
| RD | repeated course | no quality points w/petition |
| RF | repeated course | no quality points w/petition |
| NG | no grade | grade not received from professor |
| RW | rewrite | DMin rewrite required |
| S | satisfactory | no credits |
| W | withdrawn | drop after the drop/add deadline |
| W/P | withdrawn passing | official drop while passing |
| W/F | withdrawn fail | official drop while failing |
| Y | official extension | approved extension petition on file |

DA is the notation on the transcript when a student is dismissed for academic reasons.
DIS is the notation on the transcript when a student is dismissed for other than academic reasons.

CUM GPA credits are all attempted for a letter grade.

CREDITS COMPLETED are all semester hours counted toward graduation including grades of PF.

## 4. Faculty Grade Report Due Dates

Grade reports are due in the registrar's office two weeks following the last day of each semester or two weeks after student work is due for intensive terms. See the academic calendar for exact dates.

# GRADUATION

## 1. Requirements for Graduation

Students, with the support of their advisors, are responsible for the completion of all degree requirements. Advisors approve all registrations.

A minimum 2.50 cumulative grade point average is required for graduation for masters students and for continuing in registration without a probation notice. Only courses with a grade of C- or above will be counted toward graduation.

PhD students need a minimum cumulative grade point average of 3.0.

## 2. Degree Completion Limitations

All graduation requirements must be completed within the following limits dating from the initial registration:

| | | | | | |
|---|---|---|---|---|---|
| MDiv | 8 yrs | MTS | 6 yrs | MA | 6 yrs |
| DMin | 6 yrs | PhD | 8 yrs | | |

## 3. Graduation and Commencement

Graduation, including participation in commencement and receipt of diploma, is **contingent upon completion of all academic requirements and payment of all fees by the dates noted for each academic year.** An exit survey is required before graduation. Failure to meet these deadlines delays graduation until the next commencement of the following year, with diploma and date of degree noted accordingly. The diploma will be mailed only when all clearances are satisfied, rented regalia returned, and all courses completed.

The last semester of full-time work (or its equivalent in semester hours) toward any degree program must be completed at Garrett-Evangelical. Petitions for exceptions may be granted if it is possible to receive the grade by the graduation clearance date.

Commencement takes place once a year at the end of the spring semester. Degrees may be conferred in either the fall or the spring. Students receiving degrees in the fall may participate in the following spring conferral. See the academic calendar for appropriate deadlines.

## 4. ProQuest for MTS, DMin, and PhD Degrees

The seminary now requires the use of ProQuest to publish all MTS theses, DMin projects, and PhD dissertations. ProQuest makes the academic work available in a full text format through online academic search engines, provides electronic copies to our library, and offers printing in book format as an optional service. Submissions will be made online through a special web portal made available to students before graduation. Students are only required to submit the dissertation for Basic Publishing; additional copies and options are at the student's discretion. All fees for the service will be collected by ProQuest at time of submission. This cost is subject to change at ProQuest's discretion.

# STUDENT RECORDS

## 1. Return Policy for Student Papers

All written assignments and exams are to be returned to students no later than one week following the day that grades are due in the registrar's office. As far as is possible, these policies apply to both physical and digital media.

Process for returning papers.

**a)** Papers may be returned in class.

**b)** Faculty will not leave papers outside offices for pick-up but rather return them through the mail (students should provide a self-addressed stamped envelope). All ACTS students should provide a self-addressed stamped envelope.

**c)** When faculty members have followed the measures in a & b and papers remain unclaimed for three months, the papers will be discarded.

**2. Confidentiality and Retention of Student Records**

Student records are maintained with integrity and discretion and in keeping with the guidelines of the **Family Educational Rights and Privacy Act (FERPA).** A student's academic record shall be available for review by the student, to the extent specified by law, during regular working hours of the registrar's office. A student's academic record is held in confidence by the seminary as permitted or required by law, and is not released to persons (including parents or spouses), other than appropriate academic offices of the seminary, without authority of the student. All requests for academic transcripts should be in writing. Records in other offices are held in confidence, and can be discussed with students in the context of procedures operating within each office.

**a) Family Educational Rights and Privacy Act (FERPA)**

FERPA affords students with certain rights in respect to their education records. They are:

**i)** The right to inspect and review the student's education records within 45 days of the day the seminary receives a request for access.

*Students should submit to the director of academic studies a written request that identifies the records they wish to inspect. The director of academic studies will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the seminary official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.*

**ii)** The right to request the amendment of the student's education record that the student believes is inaccurate or misleading.

*Students may ask the seminary to amend a record they believe is inaccurate or misleading. They should write the seminary official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.*

*If the seminary decides not to amend the record as requested by the student, the seminary will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.*

**iii)** The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

*One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the seminary in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the seminary has contracted ( such as an attorney, auditor, National Student Loan Clearinghouse, Institutional Assessment Consultant, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.*

*A second exception is for disciplinary actions taken against a student, those actions concerning " imposed sanctions by an educational agency or institution with respect to an infraction or violation of the internal rules of conduct (e.g. Special Needs) applicable to students of the agency or institution," may be shared with institutions who have legitimate educational interest.*

**iv)** The right to file a complaint with the U.S. Department of Education concerning alleged failures by the seminary to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave, SW
Washington, D.C. 20202-4605

**v)** ***Please note:*** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including your Social Security Number, grades, or other private information — may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

**3. Retention of Records**

**a)** Letters of reference are destroyed at the time a student is enrolled
**b)** Academic record - kept permanently
**c)** Academic folder - maintained on file for five years and then destroyed

**4. Public Information**

The seminary has traditionally included certain information regarding each student in a directory published annually. Items classified as "public information" are indicated below and are continued in this category unless the registrar is notified in writing during the fall registration week of every academic year. Public information may also be shared with those outside of the seminary who request student information. No student information will be shared with anyone for commercial purposes.

Because religious information cannot be considered public information, we cannot release information to denominational authorities without student permission or waiver.

Items classified as public information

(1) Name of student
(2) Name of student spouse
(3) Photograph of student
(4) Local address
(5) Local telephone number
(6) Degree for which registered
(7) Confirmation of student current status
(8) Place of birth
(9) Dates of attendance
(10) Degrees and academic awards received
(11) Most recent college attended, and degrees awarded
(12) E-mail address and NU Net ID

### 5. Transcript Requests

**a)** All requests for academic transcripts require proof of identity from the student. Transcripts can therefore be requested through Parchment or in writing.

**b)** Transcript request forms are available in the registrar's office or online. A processing fee is charged per transcript. In an emergency, a transcript may be faxed for an additional fee, with an official copy sent in the mail. When requesting a facsimile of a transcript, it is with the understanding that the transcript may go to an open or unattended FAX machine or may be seen by someone other than the intended receiver. **If you request a facsimile transcript, you do so with the understanding that Garrett-Evangelical Theological Seminary is not responsible for the privacy of your transcript**. Transcripts on hold are not released. Faculty action about dismissal will be noted on the transcript.

**c)** It is the policy of the registrar's office to release official transcripts only to an institution, agency or person for whom the transcript was requested; such transcripts will be mailed directly by the registrar's office. Students may print unofficial transcripts through myGETS for free.

**d)** Transcripts include all work completed at Garrett-Evangelical or our predecessor institutions (Chicago Training School, Evangelical Theological Seminary, and Garrett Theological Seminary/Garrett Biblical Institute). Transcripts in student files from other schools will not be released by the Garrett-Evangelical registrar's office.

**e)** Transcripts for the Basic Course of Study program are the property of the General Board of Higher Education and Ministry and cannot be released by Garrett-Evangelical.

## ACADEMIC PROGRAMS

### 1. Degree Programs

Garrett-Evangelical offers a comprehensive set of **degree programs for those seeking preparation for ministry** in congregations or in community leadership and service. Garrett-Evangelical also offers **degree programs for those preparing for teaching and research** in theological seminaries, colleges, universities, and the church. Though Garrett-Evangelical is a seminary of The United Methodist Church, students come from many denominational traditions. Those seeking ordination are supported in meeting denominational requirements.

**a.** For congregational or community ministry, the **Master of Divinity** (MDiv) degree or **Master of Arts** degrees (in Christian Education; Music Ministry; Pastoral Care and Counseling; Public Ministry or Spiritual Formation and Direction) provide academic and professional preparation.

**b.** For advanced preparation in ministry, the **Doctor of Ministry** (DMin) provides training in leadership and congregational development, mission and evangelism, and spiritual formation. In addition we are partners with the ACTS schools in offering a Doctor of Ministry in Preaching.

**c.** For preparation for ministries of research and teaching, the **Master of Theological Studies** (MTS) and the **Doctor of Philosophy** (PhD) provide a specialized focus in the study of the Christian tradition and its practices.

### 2. Programs for United Methodists

Garrett-Evangelical works in cooperation with United Methodist district committees of ministry and conference boards of ordained ministry to assist students as they clarify their call to ministry, engage in spiritual formation, and develop the understandings, skills, and practices for faithful church leadership.

**a.** Students seeking ordination as **elder** in The United Methodist Church usually enroll in the MDiv program (though the Course of Study School may be an option). Most students are full-time; however some of the program may be completed part-time.

**b.** Students seeking ordination as **deacon** working in specialized ministries may enroll in the MDiv program, one of the MA programs, or in the Basic Graduate Theological Studies (BGTS) program. Students may enroll in these programs full-time or, as in-ministry students, take intensive courses in January and summer terms.

**c.** **Certificate Programs** provide students with professional development or lifelong learning in a specific area of ministry as either clergy or laity. Garrett-Evangelical offers five certificate programs and four of the programs offer a separate track for those looking to fulfill the course requirements to pursue The United Methodist Church's Professional Certification.

**d.** Garrett-Evangelical also participates with the United Methodist General Board of Higher Education and Ministry in providing a Course of Study School for those seeking to serve in ministry as **local pastors**. The Basic Course of Study Program is provided in English, Hmong, Spanish, and Portuguese. The Basic Course of Study program is administered by the Course of Study office at Garrett-Evangelical.

**e.** Courses for those interested in the Advanced Course of Study option, leading to ordination as an **elder**, are also available in English and Spanish. Advanced Course of Study requires the completion of at least 32 semester hours of graduate level course work after the completion of the 5-year Basic Course of Study. Advanced Course of Study students must be admitted to Garrett-Evangelical and take classes alongside other graduate level students.

### 3. Spiritual Formation

Spiritual formation is intrinsic to coursework in the Master of Divinity and Master of Arts degrees. Students are also expected to devote time outside of class to significant formative experiences, such as corporate worship, common meals, service, and informal discussions. The Seminary exercises rigorous care to provide a variety of formational events for students. Foundational is the seminary's program of worship. Students are introduced to designated personal spiritual practices, the historic "rule of life," Wesleyan perspectives on spiritual formation, and covenantal communities within the Practice and Theology of Christian Spirituality course. Field education continues the covenantal community, and spiritual practice is explicitly connected to academic disciplines and practice of ministry.

The student's "rule of life" and annual covenants may be reviewed with the faculty advisor. They become a part of a student's continuing evaluation.

### 4. Cross-Cultural Requirement (for MDiv and MA students)

Students in the MDiv and MA programs complete a cross-cultural immersion course as a part of their first year of coursework. The course provides first-year students with the foundational building blocks needed for cultivating meaningful, effective, and transformative ministry in a culturally diverse world. To this end, the course offers instruction in concepts and approaches basic to intercultural understanding and learning, including biblical and theological resources; virtues, skills, and strategies for meaningful intercultural engagement; opportunities for substantive immersion in a cultural context not one's own; and assessment tools to enable effective feedback and continued growth as a Christian leader.

This course must be complete before students begin field education.

### 5. Program Evaluations

#### a. Evaluations and Advancement in the MDiv and MA programs

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 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. Advancement in the MDiv program is determined by successful completion of the first year evaluation conference and successfully completing the 27 credit hours of the foundational coursework.

### i) Degree Goals

The 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; Public Ministry; and Spiritual Formation and Evangelism). Goals specific to each program can be found in the Academic Bulletin, available from the registrar's office or on https://mygets.garrett.edu.

(1) 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.

(2) 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.

(3) Professional ministerial practice—developing as a leader and reflective practitioner in ministry, mission, and outreach.

### ii) First Year Evaluation Conference for MDiv Program

The first-year program evaluation conference is to document the student's progress toward the degree program learning outcomes, to identify any emerging problems or "gaps" and what work remains to be done, and to help the student plan for the next stage of coursework. The conference must be completed no later than October 30 of the second year of study, enabling decisions about course planning to be made prior to the opening of registration in early November. Students who began in spring or summer terms, part-time students, and transfer students must complete the evaluation in the first semester of eligibility (after completion of 27 credit hours). The Registrar's Office will notify students when they are eligible for their evaluation conference.

The evaluation conference is held with the student's faculty advisor and one other faculty member assigned by the director of academic studies/registrar. The student will assemble a portfolio of first year coursework; provide evidence of spiritual formation; and fill out the student self-evaluation form prior to the evaluation conference. During the conference, the faculty and student will discuss the student's portfolio work and assess the student's progress in the program so far and future work. After the evaluation conference, the faculty will provide a summary of the conversation with the student with plans for continued work and make recommendations for required work to facilitate continued development toward learning outcomes. To prepare for the conference, the student will:

(1) Assemble graded/marked copies of assignments from *all* foundational courses completed during the first year;
(2) Provide evidence of spiritual formation (rule of life or some similar document);
(3) Fill out the student self-evaluation form (available from the Registrar's Office).

### iii) Mid-program Evaluation Conference for MA Programs

The mid-program evaluation conference is usually scheduled after completion of 24 semester hours (or for full-time students early in the fall of the second year). 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 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.

(1) **Portfolio**

In 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.

**(a) Portfolio Checklist**

**Check with advisor before assembling portfolio for details.**

The following materials are included in the portfolio:

(i) Admissions essay

(ii) Rule of life and other evidence of spiritual formation (e.g. art work, journal, covenant group participation)

(iii) Call and Ministry vocation paper

(iv) Mid-point essay: In 5-7 double-spaced pages, the student should

1. 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.
2. Identify and describe at least 3 primary changes experienced as a result of his or her education at G-ETS, and
3. Describe areas in which he or she has the most work yet to do in preparation for ministry.

(v) Marked and graded final papers/projects from Foundational Courses, as well as any completed practice of ministry courses must be included as supporting evidence for progress toward the degree outcomes. Papers or projects from integrative coursework or elective courses may also be included.
(Check with advisor for more details.)

(vi) Written or oral review from student's field education site supervisor. The site supervisor should be invited by the student to participate in the conference (either in person or via phone) or to provide written feedback when participation is not possible.

(vii) 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 and submit a completed field concentration intention form to the registrar.

**iv) Final Summative Project**

The MDiv and MA programs each contain an integrative summative project. These projects are meant to be completed in the final year of the program. Students are expected to demonstrate the ability to integrate the coursework completed for the degree and to show competency in their primary area of study

**(1) MDiv Senior Colloquy and Project**

The Senior Colloquy and project provides a context and process through which students demonstrate the ability to integrate the curricular components of the M.Div. degree and their capacity for public theological reflection. Through a considered theological and practical response to opportunities, openings, dilemmas, and/or ambiguities emerging in and from a particular context. Students develop a portfolio of six primary assignments and a series of short written reflections/discussions on selected biblical texts and theological essays. The work at each stage of the process is undertaken in the context of small peer groups, through which students will provide each other with critical feedback about their work as well as ongoing support.

**(2) MA Final Project**

Each of the MA programs has developed a final project appropriate to the degree. Successful completion is required for graduation.

(a) **MA in Christian Education**:

The project is built into the course CE-690 Senior Christian Education Colloquy taken in the final year.

**(b) MA in Music Ministry:**

The project is built into the course LTRGY-690 Music Ministry Project taken in the final year.

**(c) MA in Pastoral Care and Counseling:**

The project is built into the course PCC-879 Practicum in PCC taken in the final year.

**(d) MA in Public Ministry:**

The project is built into the course Public Ministry Project taken in the final year.

**(e) MA in Spiritual Formation and Direction:**

The project is built into the course CE-679 Practicum in Spiritual Direction taken in the final year.

**b) MTS Evaluation Conference**

<u>For those in the basic 2-year program</u>

The MTS evaluation conference is held in the second semester of full-time registration, or after the completion of or in process with at least 28 semester hours. This conference is to be a demonstration of the student's ability to integrate material already covered and to include goal setting for the completion of the degree. Evaluation materials are due to the registrar's office, usually in the spring of the first year. The date for submission of materials is noted in the academic calendar. The conference must be completed before January term of the final year. The evaluation committee shall be the student's first year advisor plus a second faculty member in the proposed area of specialization. The faculty team are assigned by the registrar. Upon successful completion of the evaluation conference, the student is recommended to the faculty for advancement in the degree program.

<u>For those with advanced standing</u>

For MTS students with advanced standing, the evaluation conference, with the same goals as noted above, is held within the first semester of full-time enrollment, or with at least 14 semester hours in process. The deadline for submission of materials is noted in the academic calendar. Students must be in contact with their advisors. Faculty advisor and evaluating teams are assigned as noted above.

**i) Evaluation Conference Materials**

(1) Complete the MTS Graduation Requirements form.

(a) Fill in the course number and title for all courses taken and projected.

(b) Circle the area of specialization.

(2) Write a 3-4 page double spaced paper of approximately 1,250 words describing your vocational goals. Include life experiences that directed you and show how your course selections and MTS thesis will help further your interests and vocational goals.

(3) Submit three papers, with the faculty's comments, that you have recently written. Submit at least one from the current semester. If you are a transfer student you may use a paper from another seminary.

(4) In addition to the advisor, recommend two faculty members (of whom one will be selected) for the second reader.

(5) Submit a statement of your thesis plans, which includes:

(a) The proposed topic of research

(b) Plans to proceed with thesis research and writing, especially plans for specialized coursework

(c) Research question

(d) Bibliography of the thesis

**c) DMin Mid-Program Evaluation Conference/Advancement to Candidacy**

Students prepare for advancement to candidacy by writing a mid-program professional identity paper and a project proposal. The student will work with his/her faculty research advisor on these documents. The mid-program professional identity paper and the project proposal are reviewed by the mentor in ministry and the on-site advisory team. Their reflections become a part of the on-campus mid-program evaluation conference by the faculty advisory team. The faculty team will recommend the student for advancement to candidacy, subject to review by the DMin committee and approval by the full faculty.

**d) PhD First-Year Assessment Conference**

After the completion of 11 and before the completion of 18 semester hours, the performance of each student will be assessed by the adviser in conference with advisee using a form provided by the PhD coordinator in the registrar's office. Prior to assessment, other faculty in program area will be consulted on student's performance. The adviser shares the review of each student with the PhD director. If issues emerge, the adviser and PhD program director meet with the student.

The purpose of the assessment conference is to assist with the following concerns:

(1) academic strengths and weaknesses

(2) progress in research tool mastery

(3) participation in core courses

(4) outside courses

(5) outside committee members

(6) coherence of course selection

(7) proposed date and topics of qualifying examinations

(8) projected area of dissertation research

# PROGRAMS FOR PREPARING FOR MINISTRY

## MASTER OF DIVINITY

The core purpose of Garrett-Evangelical Theological Seminary is "to know God in Christ and, through preparing spiritual leaders, to help others know God in Christ." The Master of Divinity degree has historically been one of the Seminary's primary means for accomplishing this purpose. It has been designed to equip persons for the ordained ministry, especially for the order historically identified as "elders" (among Methodists), i.e., ministers of Word and Sacrament, yet it also includes options for "deacons."

Each student's sequence of courses will be developed under the direction of a faculty advisor (and in consultation with appropriate church relations staff and denominational leaders.) The program is built on the academic and professional outcomes defined by the faculty in consultation with church leaders. Students take an active part in working out the design in terms of strengths, background, gifts for ministry, and vocational calling.

Required components of this degree include:

1. foundational courses
2. required field elective courses
3. integrative courses
4. general elective courses
5. spiritual formation
6. cross-cultural education
7. continuing evaluations

**1. Core Requirements -** 80 semester hours

a. Foundational courses -27 semester hours

During the first year or equivalent, students complete courses designed to provide the foundation for the remainder of the program. Foundational coursework will orient students to the seminary community, introduce students to intercultural ministry, provide boundaries training for church leaders, and cover introductory courses in bible, church history, and theology.

b. Required elective courses – 30 semester hours

To provide a broad basis for future ministry, students complete a selection of courses from across the academic disciplines. In some cases, students may choose from various elective courses in each field or area while in other cases a particular course is offered to meet the requirement.

c. Integrative courses -8 semester hours

The following courses are designed to form students in the habits of integrated reflection within the practice of Christian ministry:

| | | |
|---|---|---|
| Second Year: | Leadership Seminars 1 & 2 and Field Education 1 | 4 semester hours |
| Third Year: | Senior Colloquy & Project and Field Education 2 | 4 semester hours |

d. General elective courses – 15-24 semester hours

Elective courses allow room for students to take additional courses of interest to round out their education. These can include CPE, field concentrations, denominational requirements, or other topics of special interest that do not otherwise fit the requirements for the degree.

**2. First-year courses**

It is strongly recommended that MDiv students complete all of the Foundational courses in their first year. All Foundational courses must be completed before the mid-program evaluation.

At a minimum, students must complete 18 hours of Foundational courses before beginning Integrative Leadership and Field Education.

- Must take (12 hrs)
  - Intro to Theological Education (2 hrs)
  - History of Christian Thought and Practice 1 (3 hrs)
  - Practice and Theology of Christian Spirituality (2 hrs)
  - Person in Community (2 hrs)
  - Cross-cultural Immersion (3 hrs)
- Must take at least one (3 hrs)
  - Intro to Hebrew Bible (3 hrs)
  - Intro to New Testament (3 hrs)
- Must take at least one (3 hrs)
  - Intro to Theology (3 hrs)
  - Global Christianity in an Interfaith World (3 hrs)
- History of Christian Thought and Practice 2 (3 hrs) may be delayed to second year

3. **Concentrations** -15 semester hours for at least 5 courses

While a concentration is not required in the MDiv, some students choose to develop a concentration in a field or area of study, either as preparation for further graduate study or for church certification. Some concentrations, listed below, have specific requirements determined by faculty in the field of study. Other concentrations may be developed in consultation with an advisor in a field or area of study.

All concentrations require a minimum of 5 courses in a field or area of study, usually including the foundational course in the field/area, four elective courses determined in consultation with the faculty advisor, and a portfolio [or senior project] in the area of study. Students seeking to develop a new or cross-disciplinary concentration will need to identify a faculty member who is willing to advise them in their work. The student will discuss with the faculty advisor the student's learning objectives for the concentration. The advisor with the student will then determine the appropriate sequence of courses for the concentration, a schedule of elective courses to support the concentration, and shape the expectations for a senior project as part of the Senior Colloquy.

Concentrations are currently available in: church history, theology, ethics, worship and music, pastoral care and counseling, Christian education, spiritual formation, evangelism, pastoral leadership, African American church leadership (interdisciplinary), LGBTQ+ studies (in conjunction with Chicago Theological Seminary, CTS), and peace studies (in conjunction with Anabaptist Mennonite Biblical Seminary, AMBS). Other concentrations are possible with appropriate faculty consultation and support.

The concentration is listed on the transcript if (1) at least the minimum number of courses is completed, (2) a portfolio (including the senior project) is completed and reviewed with faculty during the regular processes of evaluation, and (3) any additional requirements set by faculty in the field are completed.

Because of the limited time frame for completion, any student interested in completing a concentration should begin consulting with their advisor during their first semester. This will maximize the time available and allow the student to switch advisors to someone in the concentration field as soon as possible in the program. Students intending to pursue a field concentration should submit a completed field concentration intention form to the registrar. This serves as the advisor change form and helps with tracking student progress.

For additional information, see the MDiv Field Concentration Guide available online or from the registrar's office.

4. **Spiritual Formation**

Spiritual formation is intrinsic to coursework in the Master of Divinity degree.

5. **Cross-Cultural Requirement**

   Students in the MDiv program complete a cross-cultural immersion course as a part of their first year of coursework.

6. **Boundaries training**

   Students complete sexual ethics and boundaries training as a part of the first year course Person in Community. This requirement must be met before students begin their first Field Education placement.

# Master of Divinity
## Graduation Requirements
## 2019 Fall

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

### FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 505 | Practice and Theology of Christian Spirituality | | 2 |
| INT 510 | Person in Community | | 2 |
| INT 580 | Cross-Cultural Immersion | | 3 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 | History of Christian Thought & Practice I | | 3 |
| HIST 502 | History of Christian Thought & Practice II | | 3 |
| THEO 540 | Global Christianity in an Interfaith World | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| | | | 27 |

### INTEGRATIVE COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| Year 2 or equivalent | | | |
| INT 600 | Leadership Seminar 1 | | 2 |
| INT 605 | Leadership Seminar 2 | | 2 |
| FE 600 | Field Education 1 | | 0 |
| Year 3 or equivalent | | | |
| FE 610 | Field Education 2 | | 0 |
| INT 690 | Senior Colloquy | | 2 |
| INT 691 | Senior Project | | 2 |
| or approval by the field | | | 8 |

### REQUIRED ELECTIVES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | (Bible or History elective) | | 3 |
| | (Bible or History elective) | | 3 |
| | (Bible or History elective) | | 3 |
| THEO | Theology elective | | 3 |
| ETH 500 | Introduction to Christian Ethics | | 3 |
| LTRGY 500<br>LTRGY 502 | Preaching and Proclamation or Preaching in an African American Context | | 3 |
| LTRGY 510<br>LTRGY 511 | UM Worship or Worship in Ecumenical Perspective or foundational denominational worship course through ACTS | | 3 |
| PCC 500 | Introduction to Pastoral Care | | 3 |
| CE 502 or<br>CE 510 or<br>CE 520 | Teaching for Biblical Faith or Introduction to Youth Ministry or Educating Christians for Social Change | | 3 |
| CL 510 or<br>CL 520 or<br>CL 560 | Theology of Evangelism or Church and Community or History and Theology of Christian Spirituality | | 3 |
| or approval by the field | | | 30 |

### GENERAL ELECTIVE COURSES

A minimum of 15 hours of elective credits are required to complete the program. Students have the option of up to 9 additional hours to complete concentrations and ordination requirements.

Courses to meet United Methodist ordination requirements for History, Doctrine, and Polity count as general electives. A course in Evangelism is also required for UM ordination and may count for congregational leadership or general elective.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | *optional* | | |
| | *optional* | | |
| | *optional* | | |
| | | | 15 (up to 24) |

TOTAL: 80 (up to 89)

A minimum of 80 semester hours is required to complete the program. Students have the option of up to 9 additional hours to complete concentrations and ordination requirements if needed.

Evaluation Conference date:

# Master of Divinity
Graduation Requirements
Spring 2020

Garrett

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

## FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 505 | Practice and Theology of Christian Spirituality | | 2 |
| INT 510 | Person in Community | | 2 |
| INT 580 | Cross-Cultural Immersion | | 3 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 | History of Christian Thought & Practice I | | 3 |
| HIST 502 | History of Christian Thought & Practice II | | 3 |
| THEO 540 | Global Christianity in an Interfaith World | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| | | | 27 |

## REQUIRED ELECTIVES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | (Bible elective) | | 3 |
| | (History elective) | | 3 |
| | (Bible or History elective) | | 3 |
| THEO | Theology elective | | 3 |
| ETH 500 | Introduction to Christian Ethics | | 3 |
| LTRGY 500<br>LTRGY 502 | Preaching and Proclamation or Preaching in an African American Context | | 3 |
| LTRGY 510<br>LTRGY 511 | UM Worship or Worship in Ecumenical Perspective or foundational denominational worship course through ACTS | | 3 |
| PCC 500 | Introduction to Pastoral Care | | 3 |
| CE 502 or<br>CE 510 or<br>CE 520 | Teaching for Biblical Faith or Introduction to Youth Ministry or Educating Christians for Social Change | | 3 |
| CL 510 or<br>CL 520 or<br>CL 560 | Theology of Evangelism or Church and Community or History and Theology of Christian Spirituality | | 3 |

or approval by the field 30

## INTEGRATIVE COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| Year 2 or equivalent | | | |
| INT 600 | Leadership Seminar 1 | | 2 |
| INT 605 | Leadership Seminar 2 | | 2 |
| FE 600 | Field Education 1 | | 0 |
| Year 3 or equivalent | | | |
| FE 610 | Field Education 2 | | 0 |
| INT 690 | Senior Colloquy | | 2 |
| INT 691 | Senior Project | | 2 |

or approval by the field 8

## GENERAL ELECTIVE COURSES

A minimum of 15 hours of elective credits are required to complete the program. Students have the option of up to 9 additional hours to complete concentrations and ordination requirements.

Courses to meet United Methodist ordination requirements for History, Doctrine, and Polity count as general electives. A course in Evangelism is also required for UM ordination and may count for congregational leadership or general elective.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | *optional* | | |
| | *optional* | | |
| | *optional* | | |

15 (up to 24)

TOTAL: 80 (up to 89)

A minimum of 80 semester hours is required to complete the program. Students have the option of up to 9 additional hours to complete concentrations and ordination requirements if needed.

Evaluation Conference date:

## MASTER OF ARTS DEGREE PROGRAMS

The Master of Arts programs are developed to equip persons in the following areas of specialized ministry:

Master of Arts in Christian Education; also with a concentration in Youth Ministry
Master of Arts in Music Ministry; also with a concentration in Organ
Master of Arts in Pastoral Care and Counseling; also with a clinical track
Master of Public Ministry; with concentrations in: ecological regeneration, racial justice, and child advocacy
Master of Arts in Spiritual Formation and Direction

These programs prepare students for leadership in congregations and agencies in specialized ministries. They can also meet educational requirements for those seeking ordination as deacons in The United Methodist Church.

1. **Core Requirements** – 48-63 semester hours

   a. Foundational courses – 14-27 semester hours.

      Normally completed during the first year or equivalent, students complete courses designed to provide the foundation for the remainder of the program. Foundational coursework will orient students to the seminary community, introduce students to intercultural ministry, provide boundaries training for church leaders, and cover introductory courses in bible, church history, and theology.

   b. Concentration courses - 18 to 49 semester hours

      The student chooses courses with approval of faculty advisor in the focused concentration of the degree program. Specific requirements for each degree program are listed on degree templates. A student's plan of study is approved by the advisor. Concentrations include a practicum or field education experience.

      The MA-PCC clinical track requires 49 hours of specific courses completed at Garrett-Evangelical, Northwestern University and the Center for Religion and Psychotherapy of Chicago (CRPC).

   c. Additional Electives

      Most MA programs include the option of additional elective courses that can be used to complete ordination requirements or to explore additional courses related to ministry.

2. **First-year courses**

   It is strongly recommended that MA students complete all of the Foundational courses in their first year. All Foundational courses must be completed or in progress before the mid-program evaluation.

3. **Spiritual Formation**

   Spiritual formation is intrinsic to coursework in the Master of Arts degree. It is related more fully above.

4. **Cross-Cultural Requirement**

   Students in most MA programs complete a cross-cultural immersion course as a part of their first year of coursework. It is related more fully above. Those in the MA-PCC clinical track are expected to complete a cross-cultural internship in place of the traditional cross-cultural immersion course.

5. **Boundaries training**

   Students normally complete sexual ethics and boundaries training as a part of the first year course, Person in Community. Other options are available for programs that do not include this course. This requirement must be met before students begin their Field Education or Practicum placement.

# Master of Arts
## in Christian Education
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

### FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 505 | Practice and Theology of Christian Spirituality | | 2 |
| INT 510 | Person in Community | | 2 |
| INT 580 | Cross-Cultural Immersion | | 3 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 or HIST 502 | History of Christian Thought & Practice I or History of Christian Thought & Practice II | | 3 |
| THEO 540 | Global Christianity in an Interfaith World | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| LTRGY 510 or LTRGY 511 | UM Worship or Worship in Ecumenical Perspective or foundational denominational worship course through ACTS | | 3 |

**27**

### GENERAL ELECTIVE COURSES

Students complete a total of 9 hours of elective courses. These may be used to complete denominational requirements for ordination or to expand knowledge in other areas.

Students pursuing ordination as a Deacon in The United Methodist Church should complete 6 hours covering United Methodist History, Doctrine, and Polity and 3 hours in Evangelism.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |

**9**

### CONCENTRATION COURSES

*Choose 2 of the following:*

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| CE 502 | Teaching for Biblical Faith | | 3 |
| CE 510 | Introduction to Youth Ministry | | 3 |
| CE 520 | Educating Christians for Social Change | | 3 |

**6**

*Complete all of the following:*

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| CE 800 | History, Theory, and Approaches to Christian Education | | 3 |
| CE | Approved Christian Education elective | | 3 |
| CE | Approved Christian Education elective | | 3 |
| CE 690 | Senior Christian Education Colloquy | | 3 |
| FE 600 | Field Education 1 | | 0 |

**12**

**TOTAL: 54**

**Mid-program evaluation conference** **date:**

# Master of Arts
## in Music Ministry
Graduation Requirements
2019-2020

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

### FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 505 | Practice and Theology of Christian Spirituality | | 2 |
| INT 510 | Person in Community | | 2 |
| INT 580 | Cross-Cultural Immersion | | 3 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 or HIST 502 | History of Christian Thought & Practice I or History of Christian Thought & Practice II | | 3 |
| THEO 540 | Global Christianity in an Interfaith World | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| | | | 24 |

### CONCENTRATION COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| LTRGY 510 or LTRGY 511 | United Methodist Worship or Worship in Ecumenical Perspective | | 3 |
| LTRGY 665 | Congregational Song | | 3 |
| LTRGY 667 | Music Ministry in the Local Church | | 3 |
| LTRGY | Approved Music elective (Conducting/Choral Lit) | | 3 |
| LTRGY | Approved Worship/Music elective | | 3 |
| *Sacred Music Colloquium* | | | |
| LTRGY 670 | Sacred Music Colloquium 1 | | 1 |
| LTRGY 671 | Sacred Music Colloquium 2 | | 1 |
| LTRGY 672 | Sacred Music Colloquium 3 | | 1 |
| LTRGY 673 | Sacred Music Colloquium 4 | | 1 |
| *Applied Music (Instrument/Voice)* | | | |
| LTRGY 679 | Approved Applied Music | | 1 |
| LTRGY 679 | Approved Applied Music | | 1 |
| LTRGY 679 | Approved Applied Music | | 1 |
| LTRGY 679 | Approved Applied Music | | 1 |
| LTRGY 690 | Music Ministry Project | | 3 |
| FE 600 | Field Education 1 | | 0 |
| or approval by the field | | | 26 |

**TOTAL: 50**

A minimum of 50 semester hours is required to complete the program.

### OPTIONAL ELECTIVE COURSES

Students have the option of up to 9 additional hours to complete ordination requirements.

Students pursuing ordination as a Deacon in The United Methodist Church should complete 6 hours covering United Methodist History, Doctrine, and Polity and 3 hours in Evangelism.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | *optional* | | |
| | *optional* | | |
| | *optional* | | |
| | *optional* | | |
| | | | 9 |

**TOTAL: 50 (up to 59)**

**Mid-program evaluation conference** **date:**

# Master of Arts
## in Pastoral Care and Counseling
Graduation Requirements
2019-2020

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

### FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 505 | Practice and Theology of Christian Spirituality | | 2 |
| INT 510 | Person in Community | | 2 |
| INT 580 | Cross-Cultural Immersion | | 3 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 or HIST 502 | History of Christian Thought & Practice I or History of Christian Thought & Practice II | | 3 |
| THEO 540 or CL 520 | Global Christianity in an Interfaith World or Church and Community | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| | | | 24 |

### CONCENTRATION COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PCC 500 | Introduction to Pastoral Care and Counseling | | 3 |
| PCC 840 | Psychology of Religion | | 3 |
| PCC 800 | Premarital, Marital, and Family Counseling | | 3 |
| PCC 801 | Pastor as Counselor | | 3 |
| PCC 879 | Practicum in Pastoral Care and Counseling | | 2 |
| PCC | Approved Pastoral Care elective | | 3 |
| PCC | Approved Pastoral Care elective | | 3 |
| PCC 679 | Clinical Pastoral Education (CPE) | | 1 |
| or approval by the field | | | 21 |

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

### ELECTIVE COURSES

Students must take 3 hours of elective credit. Students have the option of up to 12 additional hours to complete ordination requirements.

Students pursuing ordination as a Deacon in The United Methodist Church should complete 6 hours covering United Methodist History, Doctrine, and Polity, 3 hours in Worship, and 3 hours in Evangelism.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | *optional* | | |
| | *optional* | | |
| | *optional* | | |
| | *optional* | | |
| | *optional* | | |
| | | | 3 (up to 15) |

**TOTAL: 48 (up to 60)**

A minimum of 48 semester hours is required to complete the program. Students have the option of up to 12 additional hours to complete ordination requirements if needed.

**Mid-program evaluation conference** **date:**

**Sexual Boundaries and Ethics workshop** **date:**

# Master of Arts
## in Pastoral Care and Counseling-Clinical Track
Graduation Requirements
2019-2020

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

### FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 510 | Person in Community | | 2 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 or HIST 502 | History of Christian Thought & Practice I or History of Christian Thought & Practice II | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| | | | 16 |

### INTEGRATIVE COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PCC 600 | Integrative Seminar in Pastoral Theology | | 1 |
| FE 679 | Clinical Pastoral Education (CPE) | | 0 |
| | | | 1 |

### CONCENTRATION COURSES (Garrett-Evangelical)

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PCC 500 | Introduction to Pastoral Care and Counseling | | 3 |
| PCC 840 | Psychology of Religion | | 3 |
| PCC 800 | Premarital, Marital, and Family Counseling | | 3 |
| PCC 660 | Research Methods in Pastoral Counseling | | 3 |
| PCC 850 | Topics: Substance Abuse and Addiction | | 3 |
| PCC 860 | Psychopathology | | 3 |
| PCC 861 | Psychological Testing, Measurement, and Assessment | | 3 |

or approval by the field 21

### CLINICAL COURSES (Northwestern*)

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | Group Dynamics | | 3 |
| | Lifestyle and Career Development | | 3 |

* or other approved school 6

### CLINICAL COURSES (CRPC)

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PCC 900 | Human Growth and Development | | 3 |
| PCC 910 | Counseling Theory | | 3 |
| PCC 920 | Counseling Techniques | | 3 |
| PCC 930 | Professional, Legal, and Ethical Responsibilities | | 3 |
| PCC 940 | Social and Cultural Foundations | | 3 |
| PCC 950 | Clinical Practicum (100 hours) | | 3 |
| PCC 960 | Clinical Internship (600 hours) | | 3 |

or approval by the field 21

**TOTAL: 65**

**Students intending to seek ordination as a Deacon in The United Methodist Church will need to complete an additional 15 hours of coursework beyond the courses listed here for the degree: a basic Worship course, an Evangelism course, Global Christianity in an Interfaith World (Mission), and courses covering United Methodist history, doctrine, and polity.**

**Mid-program evaluation conference** **date:**

**Sexual Boundaries and Ethics workshop** **date:**

# Master of Arts
## in Public Ministry
Graduation Requirements
2019-2020

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

### FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 505 | Practice and Theology of Christian Spirituality | | 2 |
| INT 510 | Person in Community | | 2 |
| INT 580 | Cross-Cultural Immersion | | 3 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 or HIST 502 | History of Christian Thought & Practice I or History of Christian Thought & Practice II | | 3 |
| THEO 540 | Global Christianity in an Interfaith World | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| FE 600 | Field Education 1 | | 0 |
| | | | 24 |

### GENERAL ELECTIVE COURSES

Students complete a total of 12 hours of elective courses. These may be used to complete denominational requirements for ordination or to expand knowledge in other areas.

Students pursuing ordination as a Deacon in The United Methodist Church should complete 6 hours covering United Methodist History, Doctrine, and Polity, 3 hours in Worship, and 3 hours in Evangelism.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | 12 |

Mid-program evaluation conference date:

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | Theories & Theologies for Public Justice | | 3 |
| | Models, Methods, & Tools for Social Change | | 3 |
| | Concentration Course | | 3 |
| | Concentration Course | | 3 |
| | Concentration Course | | 3 |
| | Concentration Course | | 3 |
| | Public Ministry Project | | 2 |
| | | | 20 |

TOTAL: 56

### CONCENTRATION COURSES

Concentration area: _____
(e.g., Ecological Regeneration, Racial Justice, Child Advocacy; chosen in consultation with advisor)

**Ecological Regeneration**:
- Ecological Theology: God and Creation in Travail
- Faith in Place: Organizing for Environmental Justice
- Regenerative Ethics: Theory, Design, Practice
- Earth Ministry for Ecological Renewal

**Racial Justice**:
- TBD

**Child Advocacy**:
- Educating Christians for Social Change
- Child Advocacy
- Proctor Institute for Child Advocacy Ministry
- Additional approved course

# Master of Arts
## in Spiritual Formation and Direction
Graduation Requirements
2019-2020

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

### FOUNDATIONAL COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| INT 500 | Intro to Theological Education | | 2 |
| INT 510 | Person in Community | | 2 |
| INT 580 | Cross-Cultural Immersion | | 3 |
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| HIST 501 | History of Christian Thought & Practice I | | 3 |
| HIST 502 | History of Christian Thought & Practice II | | 3 |
| THEO 540 | Global Christianity in an Interfaith World | | 3 |
| THEO 500 | Introduction to Theology | | 3 |
| | | | 25 |

### GENERAL ELECTIVE COURSES

Students complete a total of 12 hours of elective courses. These may be used to complete denominational requirements for ordination or to expand knowledge in other areas.

Students pursuing ordination as a Deacon in The United Methodist Church should complete 6 hours covering United Methodist History, Doctrine, and Polity, 3 hours in Worship, and 3 hours in Evangelism.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | 12 |

### CONCENTRATION COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| CL 661 | Intro to the Study of Spirituality | | 3 |
| CL 560 | History & Theology of Christian Spirituality | | 3 |
| CL 662 | Spirituality, Diversity, & the Global Landscape | | 3 |
| CL 663 | Spiritual Practice | | 3 |
| CL 664 | Spiritual Direction and the Leader | | 3 |
| CL 679 | Practicum in Spiritual Direction | | 3 |
| | | | 18 |

**TOTAL: 55**

**Sexual Boundaries Workshop** date:

**Mid-program evaluation conference** date:

## DOCTOR OF MINISTRY

The doctor of ministry (DMin) is an advanced degree in Christian ministry for persons who have an MDiv (master of divinity) degree or its equivalent and at least 3 years of full-time post-MDiv ministry experience. The doctor of ministry is designed to enhance capacities for spiritual leadership in the church in the following areas:

- Community Organizing
- Congregational Leadership
- Spiritual Direction
- Strategic Leadership in the Black Congregation
- Preaching as Leadership in Hispanic/Latinx Congregations
- Preaching (ACTS program)

In these challenging times within the culture and the life of the church, the DMin program at Garrett-Evangelical provides a critical link between the church and the seminary. DMin students find a stimulating cohort of mature colleagues in ministry engaging in significant conversation with faculty members and leaders in ministry. The program provides the opportunity to renew ministry vocation, while making a significant contribution to the life of the church through guided research. Affiliations with other seminaries in the Chicago area create opportunities for specialized studies. Mentor relationships with pastoral leaders enable DMin students to grow within their own leading edge of ministry development.

1. **Core Requirements** – 30 semester hours

   **a.** The Garrett-Evangelical doctor of ministry degree program includes two years of coursework usually requiring attendance at two 2-week intensive sessions in January and two summer sessions of two weeks in June and July. Additionally, some courses for specializations are offered in seminar format in fall and spring. The program can be completed in as few as three years, or as many as six.

   **i)** Foundational courses - 9 semester hours.

   Students must complete three foundational courses which provide the research background required to complete the program. The Preaching as Leadership in Hispanic/Latinx Congregations and Preaching tracks have unique foundational courses. More information can be found in the Doctor of Ministry Program Handbook and in the Academic Bulletin available from the registrar's office or on https://mygets.garrett.edu.

   **ii)** Area of Concentration – 15-16 semester hours

   Students choose courses with approval of their faculty advisor in the focused concentration of the degree program.

   **iii)** Project Proposal – 3 semester hours

   Students, working with their advisory committee, develop a research proposal for their final project. Research proposals may make use of biblical, historical, ethical, psychological, sociological and other methodologies, but they must demonstrate the sense in which they are genuinely theological. After the research proposal has been approved by the faculty committee it is submitted to Human Subjects Review committee (additional info in the Appendix)

   **iv)** Project Research and Writing – 2-3 semester hours

   The research project involves a major ministry intervention. Students will research appropriate peer reviewed journals for the content of their project and write an article suitable for publication summarizing their research. Both the full research thesis and the article will be submitted for the oral defense.

**b.** The ACTS DMin in Preaching requires three years of course work and a thesis, completed through summer intensives over the three years.

**2. Additional requirements**

Additional program guidelines, policies, and requirements are contained in the Doctor of Ministry Program Handbook.

**Doctor of Ministry**- Graduation Requirements **2018-2019**

ID#: Name: Advisor:

Garrett-Evangelical Theological Seminary
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## COMMUNITY ORGANIZING

### COURSEWORK PHASE

**FOUNDATIONAL COURSES**- 9 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-702 | Research Design and Methodology* | | 3 |
| DM-701 | Cultural Values in Congregational Life | | 3 |
| DM-703 | Seminar on Practical Theology | | 3 |

*course can be repeated as an audit during the Mid-Program Phase

**TRACK COURSES- 15 hours**

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-721 | Planning for Renewal | | 3 |
| DM-773 | Kellogg Seminar (Faith-based) | | 3 |
| DM-720 | Church and Community | | 3 |
| DM-7xx | Elective (consult with advisor) | | 3 |
| DM-723 | Community Organizing Capstone | | 3 |

### MIDPROGRAM PHASE- 3 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-790 CO | Proposal Research and Writing | | 3 |

### CANDIDACY PHASE- 3 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-795 CO | Project Research and Writing | | 3 |

**TOTAL** Semester Hours: **30**

**Most course numbers in the DMin program will begin with DM-7...**

**Research Project Title:**

**Research Project Defense Date:**

**Last Updated:**

**Doctor of Ministry**- Graduation Requirements **2018-2019**

ID#: Name: Advisor:

Garrett-Evangelical Theological Seminary
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## CONGREGATIONAL LEADERSHIP

### COURSEWORK PHASE

**FOUNDATIONAL COURSES**- 9 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-702 | Research Design and Methodology* | | 3 |
| DM-701 | Cultural Values in Congregational Life | | 3 |
| DM-703 | Seminar on Practical Theology | | 3 |

*course can be repeated as an audit during the Mid-Program Phase

**TRACK COURSES- 16 hours**

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-712 | Administration and Leadership | | 3 |
| DM-743 | Spiritual Formation and the Leader | | 3 |
| DM-7xx | Elective (Congregational Leadership) | | 3 |
| DM-773 | Kellogg Seminar (Faith-based) | | 3 |
| | Kellogg Seminar (General) (2 courses) | | 1.5 1.5 |
| DM-779 | Kellogg Seminar- Capstone Course | | 1 |

*the set of courses must have an African-American emphasis and be in one of the following 7 fields: Theology, Biblical Studies, Liturgical Studies-Preaching & Worship, Christian Education, Evangelism, Pastoral Leadership & Development, Congregational Leadership & Development

### MIDPROGRAM PHASE- 3 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-790 CL | Proposal Research and Writing | | 3 |

### CANDIDACY PHASE- 2 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-795 CL | Project Research and Writing | | 2 |

**TOTAL** Semester Hours: **30**

**Most course numbers in the DMin program will begin with DM-7...**

**Research Project Title:**

**Research Project Defense Date:**

**Last updated:**

**Doctor of Ministry**- Graduation Requirements **2018-2019**

ID#: Name: Advisor:

Garrett-Evangelical Theological Seminary
Garrett
redefine **seminary**

## STRATEGIC LEADERSHIP IN THE BLACK CONGREGATION

### COURSEWORK PHASE

**FOUNDATIONAL COURSES**- 9 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-702 | Research Design and Methodology* | | 3 |
| DM-701 | Cultural Values in Congregational Life | | 3 |
| DM-703 | Seminar on Practical Theology | | 3 |

*course can be repeated as an audit during the Mid-Program Phase

**TRACK COURSES- 19 hours**

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-731 | Seminar on the Black Church | | 6 |
| DM-7xx | Elective (Leadership in the Black Church) | | 3 |
| DM-7xx | Elective (Leadership in the Black Church) | | 3 |
| DM-773 | Kellogg Seminar (Faith-based) | | 3 |
| | Kellogg Seminar (General) (2 courses) | | 1.5 1.5 |
| DM-779 | Kellogg Seminar- Capstone Course | | 1 |

*the set of courses must have an African-American emphasis and be in one of the following 7 fields: Theology, Biblical Studies, Liturgical Studies-Preaching & Worship, Christian Education, Evangelism, Pastoral Leadership & Development, Congregational Leadership & Development

### MIDPROGRAM PHASE- 1 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-790 SL | Proposal Research and Writing | | 1 |

### CANDIDACY PHASE- 1 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-795 SL | Project Research and Writing | | 1 |

**TOTAL** Semester Hours: **30**

**Most course numbers in the DMin program will begin with DM-7…**

**Research Project Title:**

**Research Project Defense Date:**

**Last updated:**

**Doctor of Ministry**- Graduation Requirements **2018-2019**

ID#: Name: Advisor:

Garrett-Evangelical Theological Seminary
Garrett
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## SPIRITUAL DIRECTION

## COURSEWORK PHASE

### FOUNDATIONAL COURSES- 9 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-702 | Research Design and Methodology* | | 3 |
| DM-701 | Cultural Values in Congregational Life | | 3 |
| DM-703 | Seminar on Practical Theology | | 3 |

*course can be repeated as an audit during the Mid-Program Phase

### TRACK COURSES- 15 hours
**(classes must be taken in order)**

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-740 | History and Theology of Christian Spirituality (includes SD Module 1) | | 3 |
| DM-741 | Spirituality, Diversity, and the Global Landscape (includes SD Module 2) | | 3 |
| DM-742 | Spiritual Practice (includes SD Module 3) | | 3 |
| DM-743 | Spiritual Formation and the Leader (includes SD Module 4) | | 3 |
| DM-744 | Practicum in Spiritual Formation (includes SD Module 5) | | 3 |

## MIDPROGRAM PHASE- 3 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-790 SD | Proposal Research and Writing | | 3 |

## CANDIDACY PHASE- 3 hours

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| DM-795 SD | Project Research and Writing | | 3 |

**TOTAL** Semester Hours: **30**

**Most course numbers in the DMin program will begin with DM-7…**

**Research Project Title:**

**Research Project Defense Date:**

**Last Updated:**

# ACTS Doctor of Ministry in Preaching

Graduation Requirements
**2018-2019**

Garrett-Evangelical Theological Seminary
Garrett

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

**Research Project Title:**

**EVALUATIONS:**

**Mid-program evaluation conferences**

| | |
|---|---|
| **On-site advisory team** | **Date:** |
| **Faculty committee** | **Date:** |
| **Advancement to Candidacy** | **Date:** |
| **Research project defense** | **Date:** |

REQUIRED COURSES

**YEAR 1**

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| DMPRC-721 | Core Course I – Preaching as an Interpretative Act | | 3 |
| DMPRC-731 | Colloquy I | | 3 |
| DMPRC-700 | Elective | | 3 |
| DMPRC-741 | Preaching Ministry Project-Year 1 Integrative Paper | | 0 |
| | | | 9 |

**YEAR 2**

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| DMPRC-722 | Core Course II – Preaching as a Performative Act | | 3 |
| DMPRC-732 | Colloquy II | | 3 |
| DMPRC-700 | Elective | | 3 |
| DMPRC-742 | Preaching Ministry Project-Year 2 Integrative Paper | | 0 |
| | | | 9 |

**YEAR 3**

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| DMPRC-723 | Core Course III – Preaching as a Social Act | | 3 |
| DMPRC-733 | Colloquy III | | 3 |
| DMPRC-700 | Elective | | 3 |
| DMPRC-750 | Thesis | | 3 |
| | | | 12 |

**TOTAL** Semester Hours **30**

**Last Updated:**

## DEACON STUDIES FOR UNITED METHODIST STUDENTS

Persons ordained as deacons are engaged in ministries of word, service, compassion, and justice which connect church and world. Persons complete educational requirements by one of two routes:

1. through the completion of an **MA or MDiv** degree that includes the Basic Graduate Theological Studies *or*
2. through completion of **Basic Graduate Theological Studies** at Garrett-Evangelical in conjunction with a masters degree in an area of service (e.g., counseling, social work, peace studies) *or*, for those over 35, in conjunction with United Methodist certification studies.

**Basic Graduate Theological Studies** at Garrett-Evangelical consists of 27 semester hours across the 8 areas specified in the Book of Discipline:

- BIBHB-500 Introduction to Hebrew Bible (3 semester hours)
- BIBNT-500 Introduction to New Testament (3 semester hours)
- HIST-501 History of Christian Thought and Practice I (3 semester hours) *or* HIST-502 History of Christian Thought & Practice II (3 semester hours)
- Mission of the Church (3 semester hours) – THEO-540 Global Christianity in an Interfaith World
- Theology (3 semester hours) – THEO-500 Introduction to Theology
- Worship (3 semester hours) – *One of the following:* LTRGY-510 UM Worship: Theology and Practice *or* LTRGY-511 Worship in Ecumenical Perspective
- Evangelism (3 semester hours) – *One of the following:* CL-510 Theology of Evangelism or CL-611 Empowering Congregations for Evangelism
- United Methodist Studies (6 semester hours) –
    - On-campus: *Both of the following:* DENOM-603 United Methodist Studies: Wesley/19th Century *and* DENOM-604 United Methodist Studies: 20th Century to the Present
    - Online: *All three of the following:* DENOM-600 United Methodist History, DENOM-601United Methodist Doctrine, and DENOM-602 United Methodist Polity

Garrett-Evangelical offers a record of completion to students who complete the entire sequence through Garrett-Evangelical. By recommendation of the General Board of Higher Education and Ministry (GBHEM), the maximum number of transfer courses is 4. *The Book of Discipline of The United Methodist Church* requires a minimum total of 27 semester hours. Per the University Senate, online course credit for Deacon Studies (BGTS) may not exceed a total of 18 semester hours.

## CERTIFICATE PROGRAMS

Certificates provide students with professional development or lifelong learning in a specific area of ministry as either clergy or laity. Garrett-Evangelical offers five certificate programs and four of the programs offer a separate track for those looking to fulfill the course requirements to pursue The United Methodist Church's Professional Certification. These credit-bearing, non-degree certificate programs equip students in the following areas of specialized ministry. Christian education, evangelism and church planting, music ministry, and spiritual formation and direction have a separate track for persons seeking UMC Professional Certification. Additionally, Garrett-Evangelical offers a certificate in child advocacy.

Students who complete these programs (including those that meet UMC Professional Certification) will earn a certificate of complete from Garrett-Evangelical and are invited to participate in Commencement. Those who complete the UMC Professional Certification track will completed the course requirements set by the General Board of Higher Education and Ministry of The United Methodist Church for professional certification.

# Certificate Programs

Graduation Requirements

2019-2020

UMC Professional Certification is available for Christian Education, Evangelism and Church Planting, Music Ministry, and Spiritual Formation and Direction. Contact The United Methodist Church to sign-up for enrollment in a specific certification track.
www.gbhem.org/certification/cert_home.html

NAME: _____

ID #: _____

CERTIFICATION: _____

## CHILD ADVOCACY

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| CE-520 | Educating Christians for Social Change | | 3 |
| CE-510 | Introduction to Youth Ministry | | 3 |
| CE-850 | Christian Education Seminary: Child Advocacy | | 3 |
| | Proctor Institute for Child Advocacy | | 3 |
| CE-850 | Christian Education Seminar: Literacy and Children's Books | | 3 |

## CHRISTIAN EDUCATION

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| CE-502 | Teaching for Biblical Faith | | 3 |
| CE-606 | Theological Education in the Parish | | 3 |
| CE-520 | Educating Christians for Social Change | | 3 |
| CE-510 | Introduction to Youth Ministry | | 3 |
| CE-850 | Emancipatory Pedagogy | | 3 |

## CHRISTIAN EDUCATION TRACK FOR UMC PROFESSIONAL CERTIFICATION

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| CE-502 | Teaching for Biblical Faith | | 3 |
| CE-606 | Theological Education in the Parish | | 3 |
| CE-520 | Educating Christians for Social Change | | 3 |
| CE-850 | Emancipatory Pedagogy | | 3 |
| 1 of the following: | 1 of the following: | | 2-3 |
| DENOM-600X | United Methodist History | | 2 |
| DENOM-601X | United Methodist Doctrine | | 2 |
| DENOM-602X | United Methodist Polity | | 2 |
| DENOM-603 | UM Studies: Wesley and the 19th Century | | 3 |
| DENOM-604 | UM Studies: 20th Century to the Present | | 3 |

## EVANGELISM & CHURCH PLANTING

| COURSE# | TITLE | | HOURS |
|---|---|---|---|
| CE-502 | Teaching for Biblical Faith | | 3 |
| CL-510 | Theology of Evangelism | | 3 |
| THEO-540 | Global Christianity in an Interfaith World | | 3 |
| 2 of the following: | 2 of the following: | | 6 |
| CL-611 | Empowering the Congregation for Evangelism | | |
| TBD | Planning and Planting Congregations | | |
| CL-606 | Pastor and People | | |
| CL-520 | Church and Community | | |

## EVANGELISM & CHURCH PLANTING FOR UMC PROFESSIONAL CERTIFICATION

| COURSE# | TITLE | | HOURS |
|---|---|---|---|
| CE-502 | Teaching for Biblical Faith | | 3 |
| CL-510 | Theology of Evangelism | | 3 |
| 2 of the following: | 2 of the following: | | 6 |
| CL-611 | Empowering the Congregation for Evangelism | | |
| TBD | Planning and Planting Congregations | | |
| CL-606 | Pastor and People | | |
| CL-520 | Church and Community | | |
| 1 of the following: | 1 of the following: | | 2-3 |
| DENOM-600X | United Methodist History | | 2 |
| DENOM-601X | United Methodist Doctrine | | 2 |
| DENOM-602X | United Methodist Polity | | 2 |
| DENOM-603 | UM Studies: Wesley and the 19th Century | | 3 |
| DENOM-604 | UM Studies: 20th Century to the Present | | 3 |

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## SPIRITUAL FORMATION AND DIRECTION

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| INT-505 | The History and Theology of Christian Spirituality | | 3 |
| CL-662 | Spirituality, Diversity, and the Global Landscape | | 3 |
| CL-663 | Spiritual Practice | | 3 |
| CL-664 | Spiritual Formation and the Leader | | 3 |
| CL-678 | Practicum in Spiritual Direction | | 3 |

## SPIRITUAL DIRECTION TRACK FOR UMC PROFESSIONAL CERTIFICATION

| COURSE# | TITLE | GRADE | HOURS |
|---|---|---|---|
| CE-502 | Teaching for Biblical Faith | | 3 |
| CL-660 | Introduction to Spiritual Direction | | 3 |
| CL-663 | Spiritual Practice | | 3 |
| CL-679 | Practicum in Spiritual Direction | | 3 |
| 1 of the following: | 1 of the following: | | 2-3 |
| DENOM-600X | United Methodist History | | 2 |
| DENOM-601X | United Methodist Doctrine | | 2 |
| DENOM-602X | United Methodist Polity | | 2 |
| DENOM-603 | UM Studies: Wesley and the 19th Century | | 3 |
| DENOM-604 | UM Studies: 20th Century to the Present | | 3 |

## MUSIC MINISTRY

| COURSE# | TITLE | | HOURS |
|---|---|---|---|
| 1 of the following: | 1 of the following: | | 3 |
| BIBHB-500 | Introduction to Hebrew Bible | | |
| BIBNT-500 | Introduction to New Testament | | |
| THEO-500 | Introduction to Theology | | 3 |
| LTRGY-665 | Congregational Song | | 3 |
| LTRGY-667 | Music Ministry in the Local Church | | 3 |
| 2 of the following: | 2 of the following: | | 2-3 |
| LTRGY-670 | Sacred Music Colloquium 1 | | |
| LTRGY-671 | Sacred Music Colloquium 2 | | |
| LTRGY-672 | Sacred Music Colloquium 3 | | |
| LTRGY-673 | Sacred Music Colloquium 4 | | |
| CL-520 | Church and Community | | |

## MUSIC MINISTRY TRACK FOR UMC PROFESSIONAL CERTIFICATION

| COURSE# | TITLE | | HOURS |
|---|---|---|---|
| 1 of the following: | 1 of the following: | | 3 |
| BIBHB-500 | Introduction to Hebrew Bible | | |
| BIBNT-500 | Introduction to New Testament | | |
| CE-502 | Teaching for Biblical Faith | | |
| 1 of the following: | 1 of the following: | | |
| THEO-500 | Introduction to Theology | | |
| | Theological Education in the Parish | | |
| LTRGY-665 | Congregational Song | | 3 |
| LTRGY-667 | Music Ministry in the Local Church | | 3 |
| 1 of the following: | 1 of the following: | | 2-3 |
| DENOM-600X | United Methodist History | | 2 |
| DENOM-601X | United Methodist Doctrine | | 2 |
| DENOM-602X | United Methodist Polity | | 2 |
| DENOM-603 | UM Studies: Wesley and the 19th Century | | 3 |
| DENOM-604 | UM Studies: 20th Century to the Present | | 3 |

Completion on: _____
(date)

## ADVANCED COURSE OF STUDY FOR UNITED METHODIST STUDENTS

In conjunction with the General Board of Higher Education and Ministry, Garrett-Evangelical offers the opportunity for Local Pastors who have completed the five-year Course of Study School to complete additional coursework at the graduate level as they seek full conference membership and ordination as an elder. From GBHEM:

> The purpose of the Advanced Course of Study for Ordained Ministry is to provide a curriculum which will enable a local pastor to meet the educational requirements for full conference membership and ordination as elder.

Per the *Book of Discipline*, the Advanced Course of Study consists of a minimum of 32 hours of graduate course work (¶324.6). Current GBHEM guidelines require Advanced Course of Study students to include the 27 hours of BGTS requirements expected of all candidates for ordination as a part of the 32 hours.

Garrett-Evangelical also offers a record of completion for those students who complete a 33-hour sequence of Garrett-Evangelical courses in the following areas:

- Old Testament course (3 semester hours)
- New Testament course (3 semester hours)
- Church History course (3 semester hours)
- Mission of the Church (3 semester hours) – THEO-540 Global Christianity in an Interfaith World *(or an approved alternative)*
- Theology course (3 semester hours)
- Worship course (3 semester hours)
- Evangelism course (3 semester hours) – CL-510 Theology of Evangelism (*or an approved alternative)*
- United Methodist Studies (6 semester hours) –
    - On-campus: *Both of the following:* DENOM-603 United Methodist Studies: Wesley/19th Century *and* DENOM-604 United Methodist Studies: 20th Century to the Present
    - Online: *All three of the following:* DENOM-600 United Methodist History, DENOM-601 United Methodist Doctrine, and DENOM-602 United Methodist Polity
- Additional courses (6 semester hours)
  Choose 6 semester hours from the following areas
    - Preaching (3 semester hours)
    - Pastoral Care (3 semester hours)
    - Christian Education (3 semester hours
    - Clinical Pastoral Education (CPE) (6 semester hours)

By recommendation of the Division of Ministry of the UMC General Board of Higher Education and Ministry, the maximum number of transfer courses is 4. Per GBHEM, online course credit for the Advanced Course of Study (ACOS) may not exceed a total of 10 semester hours.

# PROGRAMS FOR PREPARING FOR TEACHING, RESEARCH, AND LEADERSHIP IN THEOLOGICAL EDUCATION

## MASTER OF THEOLOGICAL STUDIES

This two-year degree program in theological studies allows for specialization in a chosen area of research. Graduation requirements include course work and thesis. The MTS provides the background for preparation for the doctoral study of religion. It can also be combined with another professional degree, such as law, journalism, or social work, to provide the foundation for a career in religious leadership.

Areas of specialization include the following: Old Testament, New Testament, history of Christianity, theology & ethics, liturgy, and religion, personality, & culture. The faculty advisor will normally be in the field of specialization. Advisors in other fields may be made with the approval of the program director in consultation with the field of specialization.

1. **Core Requirements -** 60 semester hours

   a. Designated field courses -24 semester hours

   The student must complete courses within the following designated fields. Students and their advisors must be careful in developing a student's curriculum to insure that the student completes prerequisite courses early in the degree program, or can demonstrate to faculty in the designated fields that they have equivalent background preparation.

| | | |
|---|---|---|
| Area I: | The Christian Tradition in Scripture and History | 12 semester hours |
| | Bible (6 semester hours) | |
| | Church History (6 semester hours) | |
| Area II: | Theology and Ethics | 6 semester hours |
| Area III: | Theory and Practice of Ministry | 6 semester hours |

   b. Specialization courses -15 semester hours

   Courses are chosen in consultation with advisor in a student's area of study.

   c. Elective courses – 12 semester hours

   Elective courses allow room for students to take additional courses of interest to round out their education. These can include CPE, denominational requirements, or other topics of special interest that do not otherwise fit the requirements for the degree. Students concentrating in Old Testament or New Testament are required to complete one year of the appropriate Biblical language.

   d. Colloquium and Thesis – 9 semester hours

2. **MTS Residency**

   **a)** The Master of Theological Studies is a two year full-time residency program. Students under visa restrictions from United States Citizenship and Immigration Services (USCI) are expected to be registered as full-time students at all times during the degree program.

   **b) MTS continuation**

   i) MTS students may stay in continuous registration until the thesis is completed by registering for either TS-693 or TS-695.

   (1) TS-693 MTS Thesis (post course work)

   For students who do not complete the thesis within the 57 semester hour time frame, **two semesters** of continuing full-time status is available immediately following the last semester of thesis credit. Registration is full-time for 0 credits.

(2) TS-695 MTS Thesis Continuance

For continuous registration at less-than-half time status and 0 credits.

ii) MTS students unable to stay in continuous registration may request a temporary leave from the degree program until the thesis is ready for review.

To leave in good standing, a student needs to complete a change of status form (registrar's office). To be reinstated you must be in good standing and write to the director of academic studies asking for reinstatement into the MTS program. This needs to be completed before your thesis reader becomes involved again in the review of your thesis, usually the spring semester before graduation.

Upon receiving the application for graduation and the request for reinstatement, the student will be required to register for at least one semester of TS-695 MTS Thesis Continuance.

The degree needs to be completed within the 6 year time limit.

**3. MTS Thesis**

A thesis or project is required which reflects the academic specialization and the vocational goals of the student. The topic for the project is approved by the faculty advisor at the time of the evaluation conference. A finished copy of the thesis or project must be submitted to the faculty advisor by the date noted in the academic calendar. If May graduation is anticipated, the approved copy of the thesis must be submitted to the registrar's office on the date noted in the academic calendar. Six semester hours of credit are granted for the thesis and three semester hours for the MTS colloquium.

a. Guidelines for the MTS Thesis

i) The thesis represents research designed and carried out by the student specifically for the MTS thesis under the faculty advisor's guidance. It can draw on previous research of the writer or of others, provided appropriate acknowledgment is made.

ii) Students are expected to follow the Style Manual guidelines outlined below:

(1) Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 8th Edition. Chicago: University of Chicago Press. 2013.

(2) American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.

(3) Guidelines recommended by individual professors based on the standards of their learned societies, or as their preference of a. or b. above.

iii) The length of the thesis in its final double-spaced typed form is between 50 and 80 pages.

iv) The final typed draft of the thesis is submitted to the advisor by the due date.

v) The thesis is graded either pass or fail.

vi) The thesis must be approved by the advisor and posted to ProQuest-UMI and the signed certification form must be submitted to the registrar's office by the date on the academic calendar.

vii) Laying out the text: (primarily drawn from Turabian, Appendix)

(1) See and follow the example title page (sample below).

(2) Margins: Leave a margin of at least one-inch all around. Left margins should be justified.

(3) Spacing: The text should be double-spaced except for block quotations, notes, captions, and long headings, which should be single-spaced with a blank line between items. See Turabian, chapter 25 and Appendix.

(4) Pagination: All pages should be numbered according to the appropriate style guide.

(5) For other questions about the layout, see Turabian, Appendix, or the *Publication Manual of the APA*, Appendix A.

viii) Footnotes, Endnotes, or Reference Citations, and Bibliographies or Reference lists: See Turabian, chapters 15-19, or the *Publication Manual of the APA*, chapter 3.

ix) Be consistent in following one of the above styles after consulting with your faculty advisor.

**b) Sample of Thesis Title Page**

Thesis format: Left margin = 1"; top, bottom and left margin = 1"; Double spaced and single sided
The title page information (see below) should be centered on the front page of the thesis.

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

YOUR THESIS TITLE

A
THESIS

Submitted in Partial Fulfillment
of the Requirements

for the degree

MASTER OF THEOLOGICAL STUDIES

Field of _____

By

Your full name

Evanston, Illinois

Date

# Master of Theological Studies

Graduation Requirements

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

AREA I

## THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

### BIBLICAL INTERPRETATION

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| BIBHB500 | Introduction to Hebrew Bible | | 3 |
| BIBNT500 | Introduction to New Testament | | 3 |
| | | | 6 |

### CHURCH HISTORY

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| HIST501 | History of Christian Thought & Practice I | | 3 |
| HIST502 | History of Christian Thought & Practice II | | 3 |
| | | | 6 |

AREA II

## THEOLOGY AND ETHICS

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 6 |

AREA III

## THEORY AND PRACTICE OF MINISTRY

*(Choose courses from Worship/Liturgy, Pastoral Care, Christian Education, and/or Christian Leadership)*

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 6 |

THESIS REQUIREMENTS

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| TS-601 | MTS Colloquium, 1st year | | 0 |
| TS-602 | MTS Colloquium, 2nd year | | 3 |
| TS-690 | MTS Thesis | | 6 |
| | | | 9 |

Students must meet or waive (petition) prerequisites for all courses.

MTS Continuation following coursework:

- TS-693 MTS Thesis (post course work) for 0 semester hours with full-time status (two semesters maximum).
- TS-695 MTS Thesis Continuance for 0 semester hours with less than half-time status.

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

**SPECIALIZATION (15 hours) - Select One:**

- ☐ Old Testament
- ☐ New Testament
- ☐ History of Christianity
- ☐ Theology/Ethics
- ☐ Liturgy
- ☐ Religion, Personality & Culture (requires Psychology of Religion)

Specialization courses chosen in consultation with advisor

| | | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 15 |

ELECTIVE COURSES

As part of their elective courses, students concentrating in Bible should complete at least one year of the appropriate biblical language.

Old Testament – Hebrew

New Testament - Greek

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 12 |

**TOTAL** Semester Hours: **60**
*(up to 63)*

**Sexual Boundaries Workshop completed** **date:**

Mid-program Evaluation Conference date:

Advisor's Signature:

Second Reader's Signature:

## DOCTOR OF PHILOSOPHY

The Doctor of Philosophy Program prepares persons for church leadership and teaching and research in theological seminaries and departments of religion in colleges and universities. While the program is centered at Garrett-Evangelical, it draws on faculty resources at Northwestern; the Association of Chicago Theological Schools (ACTS), which includes four seminaries with PhD programs; and other approved universities. Students may specialize in one of five concentrations:

- Bible and Culture
- Christian Education and Congregational Studies
- History of Christianity and Historical Theology
- Liturgical Studies
- Pastoral Theology, Personality, and Culture (2 possible tracks of study)
- Theological and Ethical Studies

2. **Core Requirements** – 40 semester hours (60 hours for PTPC-Clinical Track)

   **a.** Foundational courses - 7 semester hours.

   Students must complete three foundational courses which provide the research background required to complete the program.

   **b.** Area of Concentration - 33 semester hours

   Students choose courses with approval of their faculty advisor in the focused concentration, usually in both a major and minor area designed to support their research.

   **c.** Research Tools – in addition to 40 semester hours of course work

   Each concentration requires at least 2 research tools. These tools may take the form of ancient or modern languages, qualitative and quantitative research, ethnography, or other area determined in consultation with the advisor.

   **d.** Boundaries Workshop

   Students are expected to complete sexual ethics and boundaries training before beginning their first TA experience.

   **e.** Qualifying Examinations

   **f.** Dissertation Proposal

   **g.** Dissertation

3. **Optional focus in African American/Black Religious Studies**

   A student would take a minimum of fifteen hours of courses with specific African American/Black content, as selected by the student in consultation with the advisor. These courses would be fulfilled within the concentrations. Courses can be taken at Garrett-Evangelical Theological Seminary, Northwestern University, Trinity Evangelical Divinity School, University of Chicago Divinity School, Lutheran School of Theology, and Chicago Theological Seminary. Persons opting for this focus would have an African American/black advisor or consulting co-advisor, or as a committee member. Also at least one of the student's Qualifying Examination questions would be on a dimension of African American/black religion. The student's dissertation would incorporate some element relating to African American/black religious life and thought.

### 4. Optional PhD Teaching Certificate

As a part of the PhD program, PhD students can earn a PhD teaching certificate. If successfully completed, the teaching certificate is listed on the student's transcript.

The PhD teaching certificate program assists PhD students to:

- Be reflective practitioners in the scholarship and practice of teaching
- Become a partner with other students in reflecting on and supporting colleagues as teachers
- Reflect critically on teaching philosophies and practices
- Foster relationships that will support and sustain participants over the year of the workshop and beyond
- Fashion unique identities as teachers
- Understand and navigate institutional cultures
- Prepare a teaching portfolio in anticipation of future employment in college or theological school

**Requirements:** A certificate in teaching is awarded and placed on the academic transcript with a completion of the following:

- PH-903 PhD Teaching Seminar
- Successful completion of 2 TA experiences
- Attend at least 3 TA Case Conferences during TA experiences
- Attend 4 approved Teaching Workshops (at Garrett-Evangelical or other approved workshop)
- Complete a teaching portfolio:
    - Brief statement about teaching in one's academic discipline,
    - Syllabus for an introductory course in one's academic discipline, noting course goals and strategies for evaluation
    - Class lesson plan
    - Faculty evaluation of TA experiences

### 5. Additional requirements

Additional program guidelines, policies, and requirements are contained in the Doctor of Philosophy Program Handbook.

# Doctor of Philosophy
## in Biblical Studies
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

CORE CURRICULUM

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH-901 | Hermeneutics (taken 1st semester) | | 3 |
| PH-903 | Teaching Seminar (taken 1st year of course work) | | 2 |
| PH-904 | Research Seminar (taken last year of course work) | | 2 |

or approval by the field 7

CORE BIBLICAL STUDIES COURSES

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH-910 | Methods, Approaches, & Theories of Biblical Interpretation | | 3 |
| PH-911 | Biblical Theology | | 3 |
| PH-912 | Introduction to Biblical History and Archeology | | 3 |

9

MAJOR: select one from Old Testament or New Testament

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |

9-12

MINOR: select other testament or another field in theological curriculum

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |

6-9

ELECTIVES: as decided with adviser

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |

6-9

**Total Semester Hours 40**

Independent Studies: maximum of 18 semester hours

Outside courses: maximum 12 semester hours at other institutions

Residency Requirement: 3 semesters at Garrett-Evangelical, minimum 6 hours each semester

**Sexual Boundaries Workshop completed date:**

Research languages:
Ancient Hebrew and Greek, and a modern language (usually French or German). One-year equivalent of language in student's major testament is required for admission. Advanced work in that language must be completed by the end of 1st-year course work. Ordinarily, one-year equivalent of language in student's minor testament and proficiency in chosen modern language are expected by the beginning of the second year. The ancient-language requirement may be modified in cases where the student's minor is not the other biblical testament.

Hebrew _____
Greek _____
_____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

# Doctor of Philosophy
## in Christian Education & Congregational Studies
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

CORE CURRICULUM

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH-901 | Biblical & Theological Hermeneutics (taken 1st semester) | | 3 |
| PH-903 | Teaching Seminar (taken 1st year of course work) | | 2 |
| PH-904 | Research Seminar (taken last year of coure work) | | 2 |

or approval by the field **7**

MAJOR: Christian Education and related disciplines

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| CE-800 | History, Theory, and Approaches to Christian Education | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | **18-24** |

MINOR: In a cognate concentration in the theological curriculum (determined with advisor).

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | **9-12** |

ELECTIVES: as needed

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |

**Total Semester Hours 40**

Independent Studies: maximum of 18 semester hours

Residency Requirement: 3 semesters at Garrett-Evangelical, minimum 6 hours each semester

Outside coursework: 6-9 semester hours are to be taken from Northwestern University or another approved university or theological school

**Sexual Boundaries Workshop completed date:**

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

**Research languages &/or *research tools: 2 required**

1. Research language and research tools: One language related to field of research and one research tool related to field of research (a research tool is met by two graduate courses or equivalent)

**Or**

2. Languages: if you choose this option, then 2 courses in research must be taken as a part of your regular course work.

☐ _____

☐ _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, 2 from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, 2 from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

# Doctor of Philosophy
## History of Christianity and Historical Theology
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

CORE CURRICULUM

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH 901 | Biblical & Theological Hermeneutics (taken 1st semester) | | 3 |
| PH 903 | Teaching Seminar (taken 1st year of course work) | | 2 |
| PH 904 | Research Seminar (taken last year of coure work) | | 2 |
| or approval by the field | | | 7 |

MAJOR: Six (6) hours should be in designated courses in applied historiography.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | Applied Historiography | | 3 |
| | Applied Historiography | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 18-24 |

MINOR: in a cognate concentration (determined with advisor)

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 9-12 |

ELECTIVES: as needed

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 6 |

**Total Semester Hours 40**

Independent Studies: maximum of 18 semester hours

Residency Requirement: 3 semesters at Garrett-Evangelical, minimum 6 hours each semester

Outside coursework: 6-9 semester hours are to be taken from Northwestern University or another approved university or theological school

**Sexual Boundaries Workshop completed date:**

Research languages &/or *research tools: 2 required
(One in a language for academic research and a second research language or pertinent research methodology, plus all tools necessary to complete the dissertation. A social science research tool, such as ethnography, may require satisfactory completion of two graduate-level courses.)

☐ _____

☐ _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

# Doctor of Philosophy
## in Liturgical Studies
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

CORE CURRICULUM

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH 901 | Biblical & Theological Hermeneutics (taken 1st semester) | | 3 |
| PH 903 | Teaching Seminar (taken 1st year of course work) | | 2 |
| PH 904 | Research Seminar (taken last year of coure work) | | 2 |

or approval by the field **7**

MAJOR: Liturgical Studies

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| LTRGY 811 | Sacramental Theology | | 3 |
| LTRGY 810 | Liturgical Theology | | 3 |
| LTRGY 812 | Baptism & Reaffirmation | | 3 |
| LTRGY 813 | Eucharist | | 3 |
| PH 940 | Ritual Studies | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |

**24**

MINOR: focus area in Church History, Biblical Studies, Theology, Ethics or Homiletices other approved area (determined with advisor). Those taking a minor in homiletics must take Teaching Preaching, History of Preaching, and a Focused Course in Preaching.

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |

**9**

**Total Semester Hours 40**

Independent Studies: maximum of 18 semester hours

Residency Requirement: 3 semesters at Garrett-Evangelical, minimum 6 hours each semester

Outside Courses: 6-9 semester hours must be taken at other approved schools

**Sexual Boundaries Workshop completed date:**

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages: 2 required

Select from Latin, Greek, or Hebrew

☐ _____

Select from French, German, or Spanish

☐ _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

# Doctor of Philosophy
## in Pastoral Theology, Personality, and Culture
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

CORE CURRICULUM

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH-901 | Biblical & Theological Hermeneutics (taken 1st semester) | | 3 |
| PH-903 | Teaching Seminar (taken 1st year of course work) | | 2 |
| PH-904 | Research Seminar (taken last year of coure work) | | 2 |
| or approval by the field | | | 7 |

MAJOR: Pastoral Theology

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 18 |

MINOR: select one from Church History, Biblical Studies, Theology, or Ethics

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 9 |

ELECTIVES: 6 semester hours of electives at Northwestern or another university

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 6 |

**Total Semester Hours 40**

Independent Studies: maximum of 18 semester hours

Residency Requirement: 3 semesters at Garrett-Evangelical, minimum 6 hours each semester

**Sexual Boundaries Workshop completed date:**

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages &/or *research tools: 2 required
(*each research tool is met by two graduate courses or equivalent)

☐ _____

☐ _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

# Doctor of Philosophy
## in Pastoral Theology, Personality, and Culture – Clinical Track
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

CORE CURRICULUM

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH-901 | Biblical & Theological Hermeneutics (taken 1st semester) | | 3 |
| PH-903 | Teaching Seminar (taken 1st year of course work) | | 2 |
| PH-904 | Research Seminar (taken last year of coure work) | | 2 |

or approval by the field **7**

MAJOR: Pastoral Theology

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PCC-905 | Integrative Seminar in Pastoral Theology | | 3 |
| PCC-840 | Psychology of Religion | | 3 |
| PCC-800 | Premarital, Marital, and Family Counseling | | 3 |
| PCC-861 | Psychological Testing, Measurement, and Assessment | | 3 |
| PCC-860 | Psychopathology | | 3 |
| | Substance Abuse and Addiction | | 3 |

**18**

MINOR: select one from Church History, Biblical Studies, Theology, or Ethics

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |

**9**

CLINICAL TRAINING:
6 semester hours at Northwestern or other approved school

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | Group Dynamics | | 3 |
| | Lifestyle and Career Development | | 3 |

**6**

CLINICAL TRAINING:
21 semester hours at Center for Religion and Psychotherapy in Chicago (CRPC)

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PCC-900 | Human Growth and Development and Maladaptive Behavior | | 3 |
| PCC-910 | Counseling Theory | | 3 |
| PCC-920 | Counseling Techniques | | 3 |
| PCC-930 | Professional, Legal and Ethical Responsibilities | | 3 |
| PCC-940 | Social and Cultural Foundations | | 3 |
| PCC-950 | Clinical Practicum (100 hrs) | | 3 |
| PCC-960 | Clinical Internship (600 hrs) | | 3 |

**21**

**Total Semester Hours 61**

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages &/or *research tools: 2 required
(*each research tool is met by two graduate courses or equivalent)

☐ _____

☐ _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

Independent Studies: maximum of 18 semester hours

Residency Requirement: 3 semesters at Garrett-Evangelical, minimum 6 hours each semester

# Doctor of Philosophy
## in Theological and Ethical Studies
Graduation Requirements
**2019-2020**

Garrett-Evangelical Theological Seminary
Garrett
redefine seminary

CORE CURRICULUM

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| PH-901 | Biblical & Theological Hermeneutics (taken 1st semester) | | 3 |
| PH-903 | Teaching Seminar (taken 1st year of course work) | | 2 |
| PH-904 | Research Seminar (taken last year of coure work) | | 2 |
| or approval by the field | | | 7 |

MAJOR: select one from Theology or Ethics (though students are expected to take courses in each of the Concentration's two cognate disciplines of Theology and Ethics)

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| THEO-912 | Readings in Theological Method | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 18-24 |

MINOR: in a cognate Concentration or field of study in the theological curriculum (determined with advisor)

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 3 |
| | | | 9-12 |

ELECTIVES: as needed

| COURSE# | TITLE | GRADE | HRS |
|---|---|---|---|
| | | | 3 |
| | | | 3 |
| | | | 6 |

**Total Semester Hours 40**

Independent Studies: maximum of 18 semester hours

Residency Requirement: 3 semesters at Garrett-Evangelical, minimum 6 hours each semester

Outside coursework: 6-9 semester hours are to be taken from Northwestern University or another approved university or theological school

**Sexual Boundaries Workshop completed date:**

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages &/or *research tools: 2 required
(*each research tool is met by two graduate courses or equivalent)

☐ _____

☐ _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

Other academic Programs

## ENRICHMENT STUDIES – NON-DEGREE

Applicants may be accepted as enrichment students. International students are not eligible because of Visa restrictions. Enrollment in this special category is permitted for a maximum of 15 semester hours with a limit of 7 semester hours per semester. The admissions committee reserves the right to deny admission. Candidates denied admission to a degree program are automatically denied admission as non-degree students. All prerequisite requirements must be completed before enrolling in a course. Not all courses are available to non-degree students. Field education courses are only available to degree seeking students. Enrichment students must maintain a grade point average of 2.5 to continue registration each semester or term. Enrichment students are not eligible for NU or ACTS cross-registration.

## GUEST STUDENTS

In certain special cases, guest student arrangements may be made with other schools which allow students from the other school to take courses at Garrett-Evangelical without going through the usual application process. These students are considered students of their home school, but are subject to the academic policies of Garrett-Evangelical while enrolled in courses here.

## COOPERATIVE DEGREE PROGRAMS

MDiv & MSW Degrees:

Garrett-Evangelical and the School of Social Work at Loyola University cooperate in a program that enables a student to fulfill the requirements of the MDiv degree at Garrett-Evangelical and the MSW degree at Loyola in four years of full-time study. Students must apply to each school, are admitted according to each school's criteria, and must meet the requirements of each of the respective degrees.

The normal pattern for the dual degree program consists of an initial first full year or its equivalent at Garrett-Evangelical, one year primarily at the Loyola School of Social Work, one year primarily at Garrett-Evangelical, and a final year primarily at Loyola . Work in the final year will be primarily elective courses with an emphasis on integration of the perspectives and professional training provided in the respective programs.

In their work for the MDiv degree the specifics of each student's program are determined in consultation with the student's advisor and with the approval of the academic dean at Garrett-Evangelical. A similar process is followed for work toward the MSW degree at Loyola. Planning with the respective advisors at each school should begin as soon as a student is admitted by both schools. Up to 19 semester hours, or the equivalent, may be granted in the MDiv program for courses including field education, taken in the MSW program upon approval of the academic dean. Similarly, 9 semester hours of credit toward the MSW degree may be granted for work done in the MDiv program upon approval of the appropriate academic officer at the Loyola School of Social Work.

MDiv with Peace Studies Concentration:

Garrett-Evangelical and Anabaptist Mennonite Biblical Seminary (AMBS) cooperate in a program that enables Garrett-Evangelical students to complete a concentration in peace studies and AMBS students to complete a United Methodist Studies certificate. Garrett-Evangelical students wishing to complete the concentration will take a minimum of five courses that AMBS offers as a part of their Peace and Justice program. These five courses will cover a minimum of four different areas – Theory, Practice, Biblical background, and Theological background – plus one elective course in Peace Studies. Courses are offered in a mix of online, intensive, and regular semester courses on the AMBS campus in Elkhart, IN. Students completing the concentration will have it reflected on their Garrett-Evangelical transcripts.

To assist students at AMBS in meeting United Methodist ordination requirements, Garrett-Evangelical will be offering a certificate in United Methodist Studies. This certificate consists of five courses which meet six key United Methodist educational requirements - United Methodist History, Doctrine, and Polity; Evangelism; Mission of the Church in the World; and Worship. AMBS students interested in studying at Garrett-Evangelical will complete a Guest Student registration form and submit it to the AMBS registrar for approval.

MDiv with LGBTQ Studies Concentration:

Garrett-Evangelical and Chicago Theological Seminary (CTS) cooperate in a program that enables Garrett-Evangelical students to complete a concentration in LGBTQ and CTS students to complete a United Methodist Studies certificate. Garrett-Evangelical students wishing to complete the concentration will take a minimum of five courses that CTS offers as a part of their LGBTQ Studies program. Where possible these five courses should cover these four different areas – Theory, Practice, Biblical background, and Theological background – plus one elective course in LGBTQ Studies. Courses are offered at CTS in the Hyde Park neighborhood of Chicago. Students completing the concentration will have it reflected on their Garrett-Evangelical transcripts.

To assist students at CTS in meeting United Methodist ordination requirements, Garrett-Evangelical will be offering a certificate in United Methodist Studies. This certificate consists of 15 semester hours which meet six key United Methodist educational requirements - United Methodist History, Doctrine, and Polity; Evangelism; Mission of the Church in the World; and Worship.

CTS and Garrett-Evangelical are both members of ACTS, and students can register at either school using the ACTS cross-registration form available through their registrar's office.

MDiv with Anglican Studies Courses:

Episcopalian students can complete the MDiv at Garrett-Evangelical and take additional coursework through Bexley Seabury. Up to two Anglican Studies courses may be taken through cross-registration. Students planning ordination in the Episcopal Church should check with their local diocese for educational expectations. In some cases, the Diploma in Anglican Studies may not be required.

# Appendices

The Human Subjects Review, Plagiarism, and Special Needs policies are included here for informational purposes. These institutional policies are regularly reviewed and updated and are therefore subject to change. While the handbook each year will have the latest policy included, the most current information can be found on myGETS.

Human Subjects Review – https://mygets.garrett.edu/ICS/Student/Student_Forms/

Plagiarism - https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_the_Registrar/Plagiarism_and_Academic_Integrity.jnz

Special Needs - https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_Student_Life/All_Forms__Handbooks.jnz

# HUMAN SUBJECTS RESEARCH

**Rationale:** Both the extension of human knowledge and the demands of justice to protect the vulnerable are commitments grounded in the Christian Scriptures and tradition. Exceptional care is required when these two commitments interact. The communal nature of Christian faith also demands our mutual accountability to each other. In all of the expressions of our lives together, including our work and research, these commitments should find their fullest expression.

Anyone performing research on human subjects must identify threats to the rights or wellbeing of persons or groups of persons who participate in that research. The Researcher must then establish appropriate research protocols to protect participants from this potential harm. To guide Researchers in identifying these threats and establishing the necessary protocols, they are required to receive authorization for their research from the Human Subjects Committee.

**The Purpose and Scope of the Human Subjects Committee (HSC):** The Human Subjects Committee (HSC) oversees the review and approval of research protocols for research conducted at Garrett-Evangelical related to human subjects. The process of submitting the protocols to the HSC is referred to as the Human Subjects Review (HSR).

The HSC is how Garrett-Evangelical Theological Seminary enacts the following accreditation guideline: "The institution shall define and demonstrate ongoing efforts to ensure the ethical character of learning, teaching, and scholarship on the part of all members of the academic community, including appropriate guidelines for research with human participants." (ATS, *General Institutional Standards*, 3.3.5)

The purview of the HSC is to review and approve research protocols related to the safety and wellbeing of humans who are participating in research related to Garrett-Evangelical. It is not to review and approve the value, methodology, or feasibility of the research. This is something to be worked out by the Researcher in conjunction with others (e.g., between a doctoral Student and an Advisor).

**Research Requiring HSR:** The HSC provides the Research Risk Assessment Rubric to help determine the types and levels of risk that a research project may present to participants. The Researcher should score their project on the Rubric. If the risk is low enough, the project may not require HSR approval. See below categories of research projects to see if any further steps are required.

*1. Classroom Projects:* All courses requiring research with human subjects must include the Research Risk Assessment Rubric in the syllabus and time should be taken in class for the instructor to make Students aware of the possible risks of doing research with human subjects.

In general, classroom research projects will not need to be reviewed by the Human Subjects Research Review Committee because they present low risks to the human subjects. Examples of projects which involve low risk include:

(a) Recording of data from Subjects 18 or older using non-invasive procedures.
(b) Anonymous voice recordings for research purposes.
(c) Participation observation in a public venue such as worship services or other community gathering places.
(d) Study of existing data, documents, or records.

In the case that an instructor determines that the risk of the classroom assignment is sufficient to require HSR approval, the instructor will submit the classroom assignment to the HSC for review. Once passed, the assignment will be considered approved for all Students taking the course provided the Students follow the approved protocols.

*2. Major Student Research Projects:* Students at Garrett-Evangelical who seek to engage in major research projects involving human subjects must ensure that their research is authorized under Human Subjects Review at G-ETS. If a Student is doing research with another organization and receives approval from an outside review board, that approval must be submitted to the HSC chair so that it is recorded at Garrett-Evangelical.

Major student research projects include, but are not limited to:

- Doctor of Ministry Projects
- Doctor of Philosophy Dissertations
- MTS major papers
- MDiv final projects

Students engaging in these projects must complete the Research Risk Assessment Rubric to determine the extent of human subjects risk their research entails. Some projects (like DMin Projects) must receive HSR approval regardless of their score on the Rubric. Students should check with their program handbooks and Advisor to determine if this is the case.

*3. Faculty Research:* Members of the Faculty at Garrett-Evangelical who seek to engage in extended research projects involving human subjects must ensure that their research is authorized under Human Subjects Review either at G-ETS, a sponsoring institution, or funding agency (if the research is done collaboratively with scholars at other institutions). Faculty may submit an HSR application for HSC review.

If a faculty member receives approval from an outside review board, that approval must be submitted to the HSC chair so that it is recorded at Garrett-Evangelical. If there is no outside review board, but the faculty member is doing work on human subjects, the faculty member should use the Research Risk Assessment Rubric to determine whether HSR approval is needed.

*4. Outside Researchers Doing Research with Human Subjects at Garrett-Evangelical:* If an outside Researcher seeks to do research among human subjects related to Garrett-Evangelical (including, but not limited to, students, faculty, staff, and administrators), the Researcher must receive approval prior to beginning research either from the HSC or from an outside organization's review board. If the Researcher receives approval from an outside review board, the Researcher must submit both a completed Research Risk Assessment Rubric and a copy of the outside review board's approval to the HSC Chair. This will allow the HSC to have on file both the expected risk level of the research and the approval provided by the outside review board.

*5. Research with Minors:* Research with those seventeen (17) years of age or younger, regardless of the setting for the research, must receive HSR approval. It must demonstrate that it will only be conducted in a way that is minimal risk or that has significant benefits to counterbalance greater risks, per the Research Risk Assessment Rubric. It will also require parental consent. See the Appendix 3 "Parent Permission and Child Assent" for more information.

**The Process of Submitting a Research Proposal for HSC Approval:** *All research requiring HSR approval must be reviewed and approved by the HSC before the research commences. Beginning research prior to approval is an ethical breach by the Researcher and will be submitted to the Dean of Academic Affairs for investigation.*

1. Researcher develops conceptualization and design of project. Researcher completes the Research Risk Assessment Rubric to determine the type and extent of human subjects risk their research entails. If the Researcher is a Student, the Student should discuss the outcome of the Rubric with the Advisor. See Appendix 1 for the Rubric.

2. If required by the Rubric, Handbook, or Advisor, the Researcher completes HSR Application and submits it along with all supporting paperwork (Consent Form, data collection instruments, etc.) to the Chair of HSC along with the completed Rubric. If the Researcher is a Student, the Student must obtain

the Advisor's approval of the completed application with the Advisor's signature *prior* to submitting the application to the HSC Chair. Note that the Consent Form should directly acknowledge and address the risks illuminated by the Rubric. See Appendix 2 for the Consent Form Checklist.

3. HSC Chair reviews the submitted application to ensure all research protocols are satisfied. If the application is properly completed, HSC Chair sends the application through HSC's review process (which normally involves careful evaluation by a Second Reviewer and vote of the whole committee). HSC Chair records and communicates committee recommendation to the Researcher. If the Researcher is a Student, the recommendation is also provided to the Advisor.

4. If the HSR Application is approved, the Researcher may commence research. If revision is necessary, then Researcher must submit a revised application to HSC Chair, who evaluates and gives final approval in consultation with a Second Reviewer.

Typically, the HSC is no longer involved with the project after its approval. However, the Chair of the HSC or the convened HSC may suspend a study at any time if it is determined that the study requires further review or evaluation. This determination may be made due to an adverse event, noncompliance, or other danger to human subjects. Once a study has been suspended, the convened HSC will review the study and either require changes to the protocol, allow the study to restart, or terminate the study. Although the Chair may suspend a study, only the convened HSC can make the decision to terminate a study.

HSR applications may be submitted on the 1st of each month between September and November in the fall semester, and between February and April in the spring semester. New and revised applications submitted on the 1st of each month will receive committee response by the end of that month.

**Required Research Protocols:** Researchers must attend to the following five areas of research protocol in order to receive HSC approval. These areas correspond to what is required on the Consent Form Checklist and the areas that are considered in the Human Subjects Review.

*1. Protection of Subjects*

- Is the Subject assured of anonymity?
- Is there adequate explanation of how data will be stored securely?
- Is the Subject assured of the protection of response data for (at least) three years?
- Is there a clear explanation that the data will be destroyed at a certain point?
- Has the Researcher adequately thought through potential adverse effects? The Rubric will help illuminate these.
- Has the Researcher addressed how they will protect research Subjects from potential violations of the Subject's rights?
- Has the Researcher addressed the different levels of risks to participants of the research?
- Has the Researcher adequately addressed potential conflicts of interest or breaches of confidentiality?
- Is there an adequate plan for dealing with adverse effects?

*2. Full Disclosure*

- Is there an adequate (clear, accessible) description of the project and its purpose given to research participants (in the consent form)?
- Has the Researcher explained why the particular Subject(s) was/were chosen?
- Is the Subject informed about the potential benefits and risks of the project? The Rubric provides language to explain this.
- Are research Subjects informed that they may opt out of the research at any point without negative consequences? (Is this clearly reflected in the consent form?)
- Is the Subject informed of how the research will be used/reported?
- Is the Subject informed that the research may be published (and, if so, where)?

*3. Consent*

- Is there a complete consent form that includes all pertinent information (as requested in the "Consent Form Checklist"), with adequate contact information and addressing of the risks illuminated by the Rubric?
- If a conversation is to be recorded, is consent to be recorded included?

*4. Mandated Reporting*

- Is the Subject informed that Researcher(s) will comply with mandatory reporting requirements?

*5. Research Instruments*

- Is there inclusion of research tools for review (including, but not limited to, interview questions, surveys/questionnaires, focus group protocols)?

# PLAGIARISM

Garrett-Evangelical takes the question of academic integrity and plagiarism very seriously. All incoming students are required to complete an online tutorial designed to help them identify and avoid plagiarism. Garrett-Evangelical makes use of the online plagiarism tutorial developed and hosted by Indiana University. Incoming students must successfully complete the graduate-level tutorial before the end of their first term.

https://www.indiana.edu/~istd/

## 1. What is plagiarism?

"Many people think of plagiarism as copying another's work or borrowing someone else's original ideas. But terms like 'copying' and 'borrowing' can disguise the seriousness of the offense:

"According to the Merriam-Webster Online Dictionary, to 'plagiarize' means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source [including your own material previously written and submitted].

*"In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.*

"But can words and ideas really be stolen? According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

*"All of the following are considered plagiarism:*

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not."

*Note that these examples apply equally to print and online sources.*

[This information is from <http://www.plagiarism.org/plag_article_what_is_plagiarism.html> (accessed 11 October 2012), reprinted by permission.]

## 2. How does Garrett-Evangelical respond to plagiarism and other forms of academic dishonesty?

All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism.

*First incident*: Faculty responses to clear incidents of plagiarism or academic dishonesty should begin by notifying the student of the problem by email, providing evidence of the problem (such as a Turnitin report or a copy of the material in question), and requesting a meeting with the student to review the material. The registrar's office must be copied on this email, as it will record such incidents in students' files. If the registrar's office determines that this is the first incident for a student, the professor will meet with the student to review the problem and its remedies. The student's advisor and/or the academic

dean may be invited to join the meeting at the discretion of the faculty member. Assignments in which plagiarism or other forms of academic dishonesty are discovered receive an automatic grade of F.

*In the case of Master's students*, faculty have the discretion to permit students to revise and resubmit the assignment for regrading. During this meeting, the professor will also communicate to the student the need to know and apply consistently our policies for writing academic papers, refer them to the Writing Center for assistance if deemed necessary, and alert the student that a second incident will start a formal process administered by the Academic Dean that could lead to their dismissal.

*In the case of DMin and PhD students*, the faculty member must notify the academic dean's office, which initiates a conference with the student, advisor, and the dean. On the basis of the conference the academic dean will write a letter to the student reporting the content of the conference, including any decisions made. A copy goes to the student's file and is destroyed at the time of graduation. DMin or PhD students may be dismissed on a first case, and a second instance of documented academic dishonesty is cause for the student's automatic dismissal from the degree program.

*Second incident:* If the registrar's office determines that this is a second incident for a student, then, in addition to notifying the student and providing evidence to the student of the problem, the professor must report the case to the Academic Dean. The Academic Dean will schedule a conference with the student, the student's academic advisor, the reporting faculty member, and, if necessary,, the appropriate program director. On the basis of the conference, the Academic Dean will write a letter to the student reporting the content of the conference, indicating in the letter any decisions made and actions to be taken. Dismissal from the degree program is one possible action following the second incident. A copy of this letter will be placed in the student's file and will remain there until the time of graduation, after which the letter will be destroyed.

*Third incident:* A third instance of documented academic dishonesty or plagiarism will result in the student's automatic dismissal from the degree program.

### *Reuse of the student's own work—"self-plagiarism"*

While presenting as new and original one's own material previously written and submitted is technically a form of plagiarism, in many cases our courses assume the progressive development of a larger work—term papers that become theses or dissertation chapters, case studies that are incorporated into Final Integrative Projects, etc. Such reuse in larger work is both expected and permitted when it conforms to guidelines provided in the program handbook or the course syllabus.

Where such reuse is not expected, students who incorporate previously submitted material into new papers must acknowledge the original source and context with appropriate citations. In cases where a student fails to cite such modest uses of their own prior writing (that is, no more than 10% of the new paper), the instructor may reduce the grade for the assignment.

Students may not submit the same paper to different professors for different courses (seeking a kind of "two-for-one" arrangement) without prior permission from both professors. When such permission has not been granted, the student will receive a failing grade on the paper that is submitted to the second professor.

## 3. How to avoid plagiarism

"Most cases of plagiarism can be avoided…by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism." [From plagiarism.org, as cited earlier.] *This basic rule applies to both print and online sources.*

"A simple principle can be helpful when one is trying to determine whether in a specific case acknowledgment is necessary:

"If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source [whether print or online] after beginning preparations, it must be acknowledged. Sometimes the

materials from an outside source are extremely broad and contribute only to your general understanding of the subject. If so, acknowledgment by means of a bibliographical note at the end is sufficient. But wherever they are specific facts, explanations, judgments, opinions, or hypotheses, their exact source must be given in a footnote. *Such acknowledgement is required even when you present this specific material entirely in your own words.*

"Though this discussion is concerned with acknowledging the source of material taken from books and articles, whether in print or online, one has exactly the same obligation to cite any indebtedness to class or public lectures, student papers, and even discussions with friends and roommates. If two students writing on the same subject talk it over together, they should take special care to acknowledge any exchange of facts or opinions.

"Even where acknowledgment is faithfully included, there are right and wrong ways of incorporating material from outside sources, and the right ones must be used lest the true nature of indebtedness be obscured." [From plagiarism.org, as cited earlier.] Manuals of proper footnote form are listed below under Resources. They are also available from the United Library at <http://www.garrett.edu/library/citation.htm>. The United Library site also provides a summary of the information contained here.

"One general principle can be asserted: *Any direct quotation must be placed in quotation marks* (or otherwise designated as a direct quotation, such as a block quote if the quoted material exceeds four lines in your paper) *and the source immediately cited in a footnote*. Some students have the odd notion that quotation marks are needed only when the quotation is at least a complete sentence and that phrases can be transcribed without quotation marks or acknowledgment. But any phrase so appropriate and effective as to be taken over from the original, including especially apt epithets [unique words or phrases], should be treated according to the principle asserted here." [The preceding paragraphs and the examples included below are adapted from *Sources: Their Use and Acknowledgement* (Dartmouth College, 1964) for the use of its students. A revised document is available at <http://www.dartmouth.edu/~writing/sources/sources-citation.html>]

**4. Examples**

The following are examples "in which sources have been misused and where, had these passages been submitted as a student's work, the 'author' would have been guilty of academic dishonesty. These examples hardly exhaust the possible kinds of misuse of sources. But they do offer the conscientious student some idea as to the kinds of acts that are not tolerated." *Note that these examples apply equally to print or online source material.*

**a)** <u>Direct Plagiarism</u>

i) Source Material (Psychology source)

The human face—in repose and in movement, at the moment of death as in life, in silence and in speech, when alone and with others, when seen or sensed from within, in actuality or as represented in art or recorded by the camera—is a commanding, complicated, and at times confusing source of information. The face is commanding because of its very visibility and omnipresence. While sounds and speech are intermittent, the face even in repose can be informative. And, except by veils or masks, the face cannot be hidden from view. There is no facial maneuver equivalent to putting one's hands in one's pockets. Further, the face is the location for sensory inputs, life-necessary intake, and communicative output. The face is the site for the sense receptors of taste, smell, sight, and hearing, the intake organs for food, water, and air, and the output location for speech. The face is also commanding because of its role in early development; it is prior to language in the communication between parent and child. [From: Paul Ekman, Wallace V. Friesen, and Phoebe Ellsworth, *Emotion in the Human Face: Guidelines for Research and an Integration of Findings* (New York: Pergamon Press, 1972), 1.]

ii) Use of Source (*italics* indicates direct plagiarism)

Many experts agree that *the human face*, whether *in repose or in movement, is a commanding, complicated, and sometimes confusing source of information*. *The face is commanding because it's visible*

*and omnipresent*. Although *sounds and speech may be intermittent, the face even in repose* may give information. *And, except by veils or masks, the face cannot be hidden.* Also, *the face is the location for sensory inputs, life-supporting intake*, and communication.

iii) Comment

The plagiarized passage is an almost verbatim copy of the original source. The student has compressed the book's opinions into fewer sentences by omitting several phrases and sentences. But this compression does not disguise the student's reliance on this text for the concepts he passes off as his own. The writer tries to disguise his indebtedness by beginning with the phrase "Many experts agree that…" This reference to 'many experts' makes it appear that the student's work is a summary of generally held opinions, and it could seem that the student was somehow acknowledging the work of scholars 'too numerous to mention.' The plagiarized passage makes several subtle changes in language (e.g., it changes 'visibility and omnipresence' to 'it's visible and omnipresent'). The student has made the language seem more informal in keeping with his/her own writing style. He ignores any embellishments or additional information given in the source passage. He contents himself with borrowing the sentence about how only masks and veils can hide the face, without using the follow up elaboration about there not being a 'facial equivalent to putting one's hands in one's pockets.' He also reduces the source's list of the face's diverse activities at the end of the paragraph. Had the student credited the authors of the *Emotions* book in his text or in a footnote, and enclosed the borrowed material in quotation marks, this would have been a legitimate use of the source.

**b)** <u>The Mosaic</u>

i) Source Material (Linguistics source)

In a relatively open and fluid society there will be few characteristics of lower class speech that are not also present (albeit to a lesser extent) in the speech of the working and lower middle classes. Whether we look to phonological features such as those examined by Labov or to morphological units such as those reported by Fischer (1958) (Fischer studied the variation between -in' and -ing for the present participle ending, i.e. runnin' vs. running—and found that the former realization was more common when children were talking to each other than when they were talking to him, more common among boys than among girls, and more common among "typical boys" than among "model boys"), we find not a clear-cut cleavage between the social classes but a difference in rate of realization of particular variants of particular variables for particular context. Even the widely publicized distinction between the "restricted code" of lower-class speakers and the "elaborate code" of middle-class speakers (Bernstein 1964, 1966) is of this type, since Bernstein includes the cocktail party and the religious service among the social situations in which restricted codes are realized. Thus, even in the somewhat more stratified British setting the middle class is found to share some of the features of what is considered to be "typically" lower-class speech. Obviously then, "typicality", if it has any meaning at all in relatively open societies, must refer largely to repertoire range rather than to unique features of the repertoire. [Joshua Fishman, *Language in Sociocultural Change* (Stanford University Press, 1972), 67.]

ii) Use of Source (*italics* indicates plagiarism)

*In a relatively fluid society* many characteristics of lower-class speech will also be found among the working and lower middle classes. Labov's and Fischer's studies show that *there is not a clear-cut cleavage between social classes but only a difference* in the frequency of certain speech modes. All classes share certain speech patterns. The difference among classes would only be apparent by the frequency with which speech expressions or patterns appeared. By this standard, then, Bernstein's distinction between the "restricted code" of lower-class speakers and the "elaborated code" of middle-class speakers is useful only up to a point, since Bernstein mentions cocktail parties and religious services as examples of "restricted speech" groupings. "Typicality" *refers more to speech "range" than to particular speech features*.

iii) Comment

While this passage contains relatively few direct borrowing form the original source, all its ideas and opinions are lifted from it. The student hides her dependency on the source by translating its academic terms into more credible language for a novice sociology. For example, the plagiarist steers clear of sophisticated terms like "phonological features, "morphological units," and "repertoire range." However, her substitutions are in themselves clues to her plagiarism, since they over-generalize the source's meaning. The writer seems to acknowledge secondary sources when she refers to Labov's and Fischer's studies, but she obviously has no first-hand knowledge of their research. If she had consulted these studies, she should have footnoted them rather than pretending that both she and her audience would be completely familiar with them. She intertwines her own opinions with the source and forms a confused, plagiarized mass. The student should have acknowledged her indebtedness to her source by eliminating borrowed phrases and crediting her paragraph as a paraphrase of the original material.

**c)** Paraphrase

i) Source Material

*The Discipline of the Code Hero:* If the old traditional values are no good anymore, if they will not serve man, what values then will serve man? Hemingway rejects things of abstract qualities--courage, loyalty, honesty, bravery. These are all just words. What Hemingway would prefer to have are concrete things. For Hemingway a man can be courageous in battle on Tuesday morning at 10 o'clock. But this does not mean that he will be courageous on Wednesday morning at 9 o'clock. A single act of courage does not mean that a man is by nature courageous. Or a man who has been courageous in war might not be courageous in some civil affair or in some other human endeavor. What Hemingway is searching for are absolute values, which will be the same, which will be constant at every moment of every day of every week…. Ultimately, therefore, for Hemingway the only value that will serve man is an innate faculty of self-discipline. This is a value that grows out of man's essential being, in his inner nature. If a man has discipline to face one thing on one day he will still possess that same degree of discipline on another day and in another situation. Thus Francis Macomber in the short story "The Short, Happy life of Francis Macomber," has faced a charging animal, and once he has had the resolution to stand and confront this charging beast, he has developed within himself a discipline that will serve him in all situations. This control can function in almost any way in a Hemingway work. [Gary Cary, *Cliff's Notes on Hemingway's The Sun Also Rises* (Cliff's Notes, 1964).]

ii) Use of Source

Hemingway tries to discover the values in life that will best serve man. Since Hemingway has rejected traditional values, he himself establishes a kind of "code" for his heroes. This code is better seen than spoken of. The Hemingway hero doesn't speak of abstract qualities like courage or honesty. He lives them. But this living of values entails continual performance – the Hemingway hero is always having his values put to the test.

How can the hero be up to this continual test? Hemingway stresses the faculty of self-discipline as the backbone of other virtues. Self-discipline places man's good qualities on a continuum. The dramatic change in Francis Macomber in "The Short, Happy Life of Francis Macomber" stems more from his now-found self-control than from any accidental combination of traits.

iii) Comment

This illustrates plagiarism since the author has used the notion of the "Hemingway code hero" presented in *Cliff's Notes* as the sole basis for his own essay. He has absorbed his source's concept re-phrased them, and, perhaps, made them seem simpler. But there is a one-to-one relationship between the development of ideas in the *Cliff's Notes* and the plagiarist's rendition. The first two sentences of the plagiarist's are directly borrowed from his source; the remaining sentences are more artfully disguised. The worst features of this idea-copying is that it seems to be the end-product of a close reading of Hemingway, rather than the stealing of a source. By citing Hemingway's "Short, Happy Life," the student makes it appear that his comments are based on

this short story. The writing here would be acceptable if he had written the same paraphrase with the proper acknowledgment of his source.

**d)** Insufficient Acknowledgement

i) Source Material

The tenacious particularism of the Italian states gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been. If power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes. [Peter Laven, *Renaissance Italy: 1464-1534* (New York: Capricorn Books, 1964), 130-1.]

ii) Use of Source

In his comprehensive study, *Renaissance Italy*, Peter Laven discusses the peculiar organization of Renaissance city-states:

> The tenacious particularism of the Italian states gave rise to a wide variety of constitutional solutions and class structures throughout Italy. Even conquered territories and those swallowed up by bigger neighboring powers often managed to retain much of their internal organization as it had been.

This means that if power changed hands, the instruments and forms of power usually remained the same. Since the economic needs of such territories did not suddenly alter with a change of government or master, those classes which had been important before the change tended to continue to be important afterwards as well. Only when the nature of the change was economic and social might there have been a reversal in the relationships of classes; but even in this there was no sudden revolution in the structure of classes.

iii) Comment

This half-crediting of a source is a common form of plagiarism. It stems either from a desire to credit one's source and copy it too or from ignorance as to where to footnote. The general rule is to footnote after rather than before your source material. In this case, the plagiarist credits historian Peter Laven with two sentences and then continues using the author without giving acknowledgment. The student disguises the direct plagiarism as a paraphrase by using the falsely-explanatory phrase "This means that…" in the third sentence. This example of plagiarism is especially reprehensible because the student seemingly acknowledges her source—but not enough.

**5. Resources: The following manuals address the primary citation and style formats used at Garrett-Evangelical Theological Seminary:**

The Garrett-Evangelical faculty have determined that Turabian's Manual for Writers and the Chicago Manual of Style are the standard formats for all introductory courses. In advanced courses an instructor may require another style guide appropriate to the discipline (such as APA). Students are expected to use the latest versions of the appropriate style guide. Samples below were current at time of this document

- Turabian, Kate L., Booth, Wayne C., Colomb, Gregory G. and Williams, Joseph M. *A Manual for Writers of Term Papers, Theses, and Dissertations.* 8th ed. Chicago: University of Chicago Press, 2013.
- *Chicago Manual of Style.* 16th ed. Chicago: University of Chicago Press, 2010. For a quick guide see http://www.chicagomanualofstyle.org/tools_citationguide.html. This guide provides examples of citations from online/electronic sources, such as ebooks, Kindle, and online journals.

- Web resources for both A Manual for Writers of Term Papers, Theses, and Dissertations and Chicago Manual of Style are available at <http://www.wisc.edu/writing/Handbook/DocChicago.html>.
- American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.) Washington, D.C. An online tutorial is available at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>. An online guide is also available at http://owl.english.purdue.edu/owl/section/2/10/ (accessed 11 October 2012).

# SPECIAL NEEDS PROCESS

**Procedures and Criteria**

More broadly than specific preparation for professional church service, Garrett-Evangelical holds the responsibility of determining a person's fitness for graduation from a seminary institution. It reserves the right, through the special needs process, to determine whether the student may continue to pursue studies leading toward graduation or whether corrective action should be undertaken to enable the student to continue matriculation.

**1. Introduction**

The identification of "a special need" of a seminary student obliges faculty and students to follow the special needs process described below. A "special need" refers to any situation in a student's relation to his/her theological education which appears to make necessary consultation and action potentially beyond the teacher-student and/or advisor-advisee relationship.

The special needs document outlines procedures to be followed in matters of a student's potential professional qualifications as well as his/her functioning within the Garrett-Evangelical community. It also describes the regulated procedures for both student and institution in questions of dismissal or suspension of a student's tenure.

Although Garrett-Evangelical as a seminary of The United Methodist Church shares responsibility with the ordaining and commissioning agencies of the church for the determination of person's fitness for professional church service, we serve a larger constituency. The special needs process is in part the exercise of this responsibility.

The special needs procedure and criteria are based on the seminary faculty's interpretation of the nature of professional function in The United Methodist Church and in the wider community as expressed in the various Garrett-Evangelical degree curricula.

Garrett-Evangelical students, including those of other religious traditions, agree by their enrollment to accept these procedures and criteria as part of their theological education and to be bound by them.

**2. Outline of Procedure**

(The academic dean may be directly involved in leading all steps of special needs process except appeal to president and board.)

**a) Advisor-Advisee Consultation**

A special need is identified by the student himself/herself, the advisor, a member of the faculty or administration, or by other students, and communicated to the student's advisor. This leads to consultation of the advisor with the student and to a course of action by student and advisor which defines and deals with the special need.

**b) Expanded Advisor-Advisee Consultation with Academic Dean**

If a) does not deal with the special need to the satisfaction of the student or the advisor or the faculty member who identified the special need, the advisor or faculty member includes in the conversations with the advisee, the academic dean, and any one or several of the following persons: dean of

students, other faculty members (or their delegate[s]). The academic dean works with the advisor and student seeking a course of action which defines and deals with the special need.

**c) Special Needs Committee**

**i)** If b) does not meet the special need to the satisfaction of those involved, the academic dean asks the chair of the special needs committee to convene the special needs committee (annually appointed by the president) within seven business days.

**ii)** The convener describes to the committee the special need, reviews the steps taken, and presents any documentation which is considered relevant. The committee elects a chairperson for the committee's work with that student. The academic dean is informed of their recommendations and the academic dean's office keeps the report. The academic dean communicates to other administrative offices when that information is relevant to services to the student.

**iii)** The special needs committee meets with the student's advisor and, together with the dean of students, meets the student. The student may invite a faculty/staff member or a seminary student to accompany him/her. If the student chooses to do so, the name of that person must be communicated three days in advance to the chairperson. The student shall have the privilege of presenting to the committee anyone with knowledge of pertinent facts or of presenting pertinent materials, subject to prior approval of the committee. The committee may, but is not required to, accord the student the privilege of asking questions of the persons with pertinent facts.

**iv)** If the student (and invitee) fail to appear at the stipulated time and place, the special needs committee may nevertheless proceed.

**v)** If the special needs committee makes a recommendation not affecting the student's tenure, it shall initiate processes of consultation and/or action, which it considers appropriate to meet the student's need. When in the judgment of the committee the process has met the student's need, no further action is needed but a report is made to the academic dean and enclosed in the student's file, and destroyed at graduation.

**vi)** The chair of the special needs committee communicates the final action to the student and the academic dean in writing and informs the student of the right to appeal (D. below). The academic dean may meet with the committee chair and student to define procedures to address the committee action.

**vii)** If the special needs committee makes a recommendation affecting the student's tenure, that is, recommends dismissal, the academic dean shall give at the following faculty meeting as full a report as is needed to inform the faculty of the case. The faculty accepts the report unless new substantial information is presented. In that case, the recommendation may be returned to the committee for further consideration and resubmission. Under circumstances in which the nature of the case permits or demands immediate faculty action, the faculty may opt for another disposition of the case.

**d) Appeal to the President**

**i)** The student may appeal in writing to the president the faculty's action (c.vii) within two weeks after the academic dean's communication of it to the student.

**ii)** The president, after consultation with the special needs committee, shall also consult, with or without persons of his/her choosing, with the student, who may be accompanied by a faculty/staff member or seminary student of his/her choosing. The name of that person must be communicated to the president three days in advance.

**iii)** The president may affirm the decision of the faculty or return it to the faculty for further consideration and resubmission. Under circumstances in which the nature of the case permits or demands immediate action, the president may choose in favor of another disposition of the case.

**iv)** The president communicates his/her final decision to the student and to the faculty in writing and informs him/her of the right to appeal (e) below).

**e) Appeal to the Board of Trustees**

**i)** The student may appeal the action (see d.iv) of the president to the board of trustees within two weeks by letter to the president.

**ii)** The chairperson of the board of trustees constitutes, within a reasonable period of time, a committee of trustees. The student may submit in writing a statement of reasons for his/her appeal. The committee of the board of trustees, after review of actions taken under b), c) and d), may 1) uphold the president's decision; 2) request the president to reconsider and resubmit the case; or 3) make its own disposition of the case.

**iii)** With the communication of the board's decision to the student, the appeal provisions of the special needs process are exhausted. The action of the board of trustees is final.

***Signing for the Academic Handbook indicates that students have received this information, including the statement in the Introduction, above,*** "Garrett-Evangelical students, including those of other religious traditions, agree by their enrollment to accept these procedures and criteria as part of their theological education and to be bound by them."

**The complete text of the Special Needs document, including criteria for evaluation, is available on myGETS from the Office of Student Life.**

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