



Academic Catalog

2026-2027



Academic Catalog 2026-2027

Garrett-Evangelical Theological Seminary

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Garrett-Evangelical Theological Seminary is an official seminary related to The United Methodist Church. It is accredited by the Association of Theological Schools of the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275-1103 and by the Higher Learning Commission, 230 S. La Salle Street, Suite 7-500, Chicago, IL 60602-1411.

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The seminary is an equal-opportunity employer.

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Seminary Introduction

About the Seminary

Mission

Garrett Seminary forms courageous leaders in the way of Jesus to cultivate communities of justice, compassion, and hope

Vision

For the thriving of the Church and the healing of the world.¹

Commitment to Diversity

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

The Garrett 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 discussion is a necessary precondition for genuine learning, faithfulness, and mutuality.

Academic & Community Life

The curricula of Garrett-Evangelical degree programs are based on sets of sequenced courses grounding students in the work of the Gospel in the church and the world. Coursework is designed to form students in the traditions of the church and the practices of ministry for a variety of leadership roles and ministry settings. This is combined with curricular attention to vocational discernment and to spiritual and professional formation. A key element of the curriculum is the focus on immersive, experiential learning in contextual, practical, and/or clinical settings. A distinguishing mark of Garrett-Evangelical's commitment to forming spiritual leaders is the wide variety of church, agency, and community opportunities students engage in while they are completing coursework.

Community life at Garrett-Evangelical is basic to seminary formation. Classrooms of hospitality, a dynamic worship life during the week, covenant groups, prayer circles,

¹ From the Strategic Plan adopted by the Board of Trustees on May 12, 2022.

community meals, and student-organized events are a key element in understanding and experiencing the formation of Christian community. Mentoring supports the seminary's commitment to accompanying each student on the journey. Coursework, academic advising, rich conversation, and community experience empower the call and gifts of each student to fulfill God's call and claim on their lives. Partnering with denominations, we seek to prepare students for entry into ministry in the church as it is living out its mission today, with a clear commission to empower students for the church which is yet to be.

Seminary Identity

In 1974, when Garrett-Evangelical Theological Seminary was formed, it already had deep roots in three pioneering institutions.

- Garrett Biblical Institute was established in 1853 in Evanston as the second Methodist Episcopal theological school in the United States.
- Evangelical Theological Seminary was founded in 1873 in Naperville, Illinois as a school of the Evangelical Association.
- Chicago Training School, developed by Lucy Rider Meyer in 1885, launched the deaconess movement in the Methodist Episcopal Church.

Out of this tradition, three major themes emerged that continue to shape the seminary's identity:

- evangelical commitment
- creative and critical reason
- prophetic participation in society

Community Statement for LGBTQ+ Inclusivity

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.²

² This statement was created to stand in continuity with the tradition of the 1997 Faculty Covenant and was revised in February 2019.

Campus Location

Garrett students who study in person enjoy a location on the Northwestern University campus in the community of Evanston and near the extraordinary resources of Chicago, a world-class city in the heartland of the United States. For most programs, students may choose to stay in their home communities and study online for part or all of their program requirements.

Northwestern University

Garrett is an autonomous institution located at the center of the Evanston campus of Northwestern University (NU). Seminary students have wide access to the life and resources of NU, which include (but are not limited to):

- use of the university library, one of the major academic collections in the United States
- cross registration in a number of courses and scholarly disciplines
- access to athletic facilities, marina, and Big Ten athletic events
- access to the fine- and performing-arts complex with its yearlong calendar of concerts, dance recitals, theater productions, and films
- fiber optic connections to the university computer network

For more information, see www.northwestern.edu.

Evanston

Garrett is located in the first suburb north of Chicago on the shore of Lake Michigan in a diverse community of more than 75,000 people. Evanston is noted for its cultural opportunities, recreational facilities, and nationally recognized schools. For more information, see cityofevanston.org or epl.org.

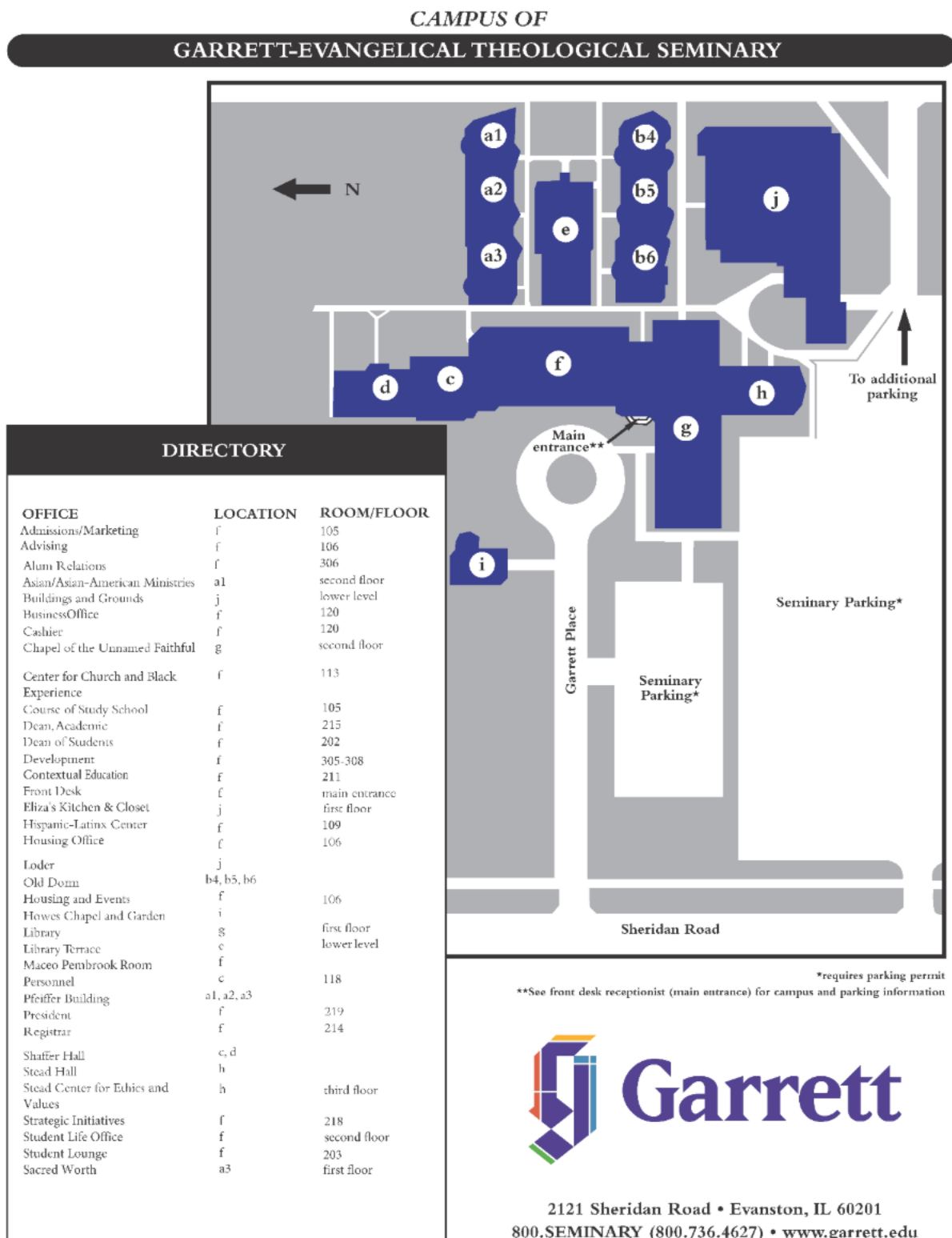
Chicago Area Seminaries

Garrett is part of the Association of Chicago Theological Schools (ACTS), comprised of 12 major seminaries. The seminaries represent a range of denominational traditions and theological orientations. Their combined full-time faculty totals nearly 300, the largest concentration of theological scholars in an ecumenical relationship in the United States. ACTS provides students access to:

- cross-registration among all schools, facilitated by an annual course catalog
- shared academic programs, lectures, and events
- lending privileges from all libraries

For more information, see actschicago.org.

Campus Map



Purpose of the Academic Catalog

All entering students receive access to the Academic Catalog (“the Catalog”) prior to their first course at Garrett and are reminded of its availability annually via email by the Registrar. It is available online for both public and student access on [myGETS](#).

The Catalog contains the official academic policies and procedures for students enrolled in courses at Garrett. It is updated annually to reflect the current policies approved by the faculty and degree committees.

Questions regarding the contents of the Catalog may be directed to the Office of Registration Services at registrar@garrett.edu.

Supplemental Academic Handbooks

Garrett uses academic handbooks as supplemental student resources, and they are designed to be used alongside the Academic Catalog. These handbooks provide more detailed guidance on specific practices and procedures related to both curricular and non-curricular aspects of seminary life.

The following handbooks are available on [myGETS](#):

- Contextual Education
- Doctor of Ministry (DMin) Program
- Financial Aid
- Doctor of Philosophy (PhD) Program
- Student Affairs
- Title IX and Sexual Misconduct Policy

How to Reach Us

Students interested in information that goes beyond what a catalog can provide – degree program materials, an application for admission, or to schedule a campus visit – can reach us in several ways.

Website www.garrett.edu

Mail

Office of Admissions & Recruitment
Garrett-Evangelical Theological Seminary
2121 Sheridan Road
Evanston, IL 60201

Phone

Office of Admissions & Recruitment	1.847.866.3997
Primary Phone Line	1.847.866.3900
WhatsApp/SMS	1.224.221.6924

Email

Office of Admissions & Recruitment	getadmitted@garrett.edu
Office of Financial Aid	financial.aid@garrett.edu

Academic Program Overview

Program Considerations

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 have 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. 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 of The United Methodist Church*, 2016, ¶ 1421.1.f). The seminary is accountable to the student as well as the church for this commitment.

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.

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 who seek **preparation 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 traditions and are supported in meeting their denominational requirements.

Doctor of Ministry (DMin)

- Doctor of Ministry in Leadership for Social Transformation
- Doctor of Ministry in Spiritual Direction
- Doctor of Ministry in Strategic Leadership in Black Congregations
- Doctor of Ministry in Liberative Preaching and Proclamation

Doctor of Philosophy (PhD)

- Doctor of Philosophy in Biblical Studies
- Doctor of Philosophy in Christian Education and Congregational Studies
- Doctor of Philosophy in History of Christianity and Historical Theology
- Doctor of Philosophy in Liturgical Studies
- Doctor of Philosophy in Pastoral Theology, Personality, and Culture
- Doctor of Philosophy in Theological and Ethical Studies

Master's Degree Programs

- Master of Arts in Pastoral Care and Counseling: Chaplaincy and Spiritual Care Track (MAPCC)
- Master of Arts in Pastoral Care and Counseling: Clinical Track (MAPCC)
- Master of Arts in Theology and Ministry (MATM)
- Master of Divinity (MDiv)
- Master of Theological Studies (MTS)

Non-Degree Programs

Certificate Programs

- Certificate in Christian Theological Studies
- Certificate in Foundations of Methodist Ministry
- Certificate in Child Advocacy
- Certificate in Christian Education
- Certificate in Ecological Regeneration

- Certificate in Evangelism and Church Planting

United Methodist Course of Study

- UMC Advanced Course of Study (ACOS)
- UMC Course of Study (COS)/*Escuela del Curso del Estudio* (ECE)
- *Escuela de Licencia en Espanol*

UM Deacon Studies/Basic Graduate Theological Studies (BGTS)

Preparation for Ministry

Through coursework, academic advising, spiritual formation, contextual education, vocational discernment, and mentoring, the community seeks to help students test gifts and options in ministry and leadership and to follow appropriate degree paths.

Garrett-Evangelical offers a comprehensive set of degree programs for those seeking preparation for ministry in congregations or in various forms of community leadership and service. These programs include the **Master of Divinity** and the **Master of Arts** programs in specialized ministries. All programs can be completed in person, in a combination of in-person and online, or mostly online. Though Garrett-Evangelical is a seminary related to The United Methodist Church, students come from many denominational traditions. Those seeking ordination are supported in meeting denominational requirements.

Specialized MA programs include:

- Pastoral Care and Counseling, with an emphasis on chaplaincy and spiritual care or on clinical training
- Theology and Ministry, with emphases in child advocacy, ecological regeneration, racial justice, educational leadership, liberative spirituality, and UMC deacon studies

Preparation for Teaching & Research

The seminary also offers degree programs for those preparing for teaching and research in theological seminaries, colleges, universities, and the church. Garrett-Evangelical is one of 20 schools that prepare the great majority of faculty in theological seminaries. These programs include the **Master of Theological Studies (MTS)** and the **Doctor of Philosophy (PhD)**, which provide a specialized focus in the study of the Christian tradition and its practices.

For those preparing to study and conduct research about the Christian faith, the MTS provides concentrations in but not limited to biblical study, theology and ethics, church history, liturgy, and religion and personality.

For those preparing for ministries of research and teaching, for teaching in theological seminaries and church-related colleges, or for serving the church through teaching and scholarship, the Doctor of Philosophy (PhD) program has a 100-year history of leadership in preparing scholars for theological education. Specializations are offered in the practices of ministry and the Christian tradition including programs in Bible; historical, moral, and systematic theology; liturgy and homiletics; Christian religious education; and pastoral theology, psychology, and culture.

Many resources for courses and placements are shared among the Chicago area seminaries in the Association of Chicago Theological Seminaries (ACTS).

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.

- 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). The program may be completed full-time or part-time.
- Students seeking ordination as **deacon** working in specialized ministries may enroll in the MDiv program, the MATM: UMC Deacon Studies, one of the other master's 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.
- **Certificate Programs** provide students with professional development or lifelong learning in a specific area of ministry as either clergy or laity. Garrett-Evangelical offers six certificate programs, and two of the programs offer a separate track for those looking to fulfill the course requirements to pursue professional certification in The United Methodist Church.
- Garrett also offers a sequence of stackable credit-bearing certificates that may be used for professional development or toward the completion of a degree program. Each certificate requires 15 credit hours and may be completed in one to two academic years.
- 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 and Spanish at Garrett. The Basic Course of Study program is administered by the Course of Study office at Garrett.
- Courses for those interested in the Advanced Course of Study option, leading to ordination as an **elder**, are available in English. 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.

Contextual Education

The Office of Contextual Education supports students in their vocational formation through ministry practice in context. Our students in the Master of Divinity, Master of Arts in Theology and Ministry, and Master of Arts in Pastoral Care and Counseling (and PhD in Pastoral Theology, Personality and Culture Clinical Track) degree programs are challenged to put theory into practice as they engage their ministry contexts, develop ministry skills and theologically reflect on their experiences. Our partners include clinical counseling sites, Clinical Pastoral Education (CPE) programs in hospitals and care facilities, Field Education and Immersive Learning (Educational Practicum) sites in churches and non-profits, and non-credit internships in a variety of contexts. The Office of Contextual Education is committed to sustaining mutually beneficial partnerships with our ministry practice sites not only for the flourishing of our students, but the thriving of the church and the healing of the world.

MDiv: Field Education Course (FE600/610)

Field Education (FE600/610) is a required six-credit hour internship course that supports MDiv students in their vocational and professional formation through ministry practice “in the field.” In an approved learning placement, with an experienced placement supervisor, and participating in a facilitated peer group, students begin developing competence in the practice of ministry in context and growing in their ability to reflect on ministry practice in light of the story of their context, their own story, their faith tradition and Scripture, and their experiences. We work with each student to find a placement that meets their vocational goals and challenges them to deepen their practice. Alternatively, for MDiv students with specific career goals, Clinical Pastoral Education (CPE) at an ACPE-accredited site – or for MDiv CME students through the Academy of Practical Theology’s Connectional CPE program – may be applied toward one-half of the Field Education requirements with approval from the director of contextual education.

The Office of Contextual Education is committed to helping students understand ministry practice as embedded in a specific context, be that a geographic place or community. Students are challenged to learn and practice skills in contextual analysis through deep listening, observation, and power and asset mapping. They are challenged to reflect theologically on how context affects their ministry practice and vocational formation. These transferable skills and reflexive practices are meant to become habitual, deepening their professional development as lifelong ministry practitioners committed to the thriving of the church and the healing of the world.

MATM: Experiential Learning Course (TM 600)

The MATM degree requires one (1) semester of contextual education called Experiential Learning (TM 600). Experiential Learning is an opportunity for students to interact with and experience a learning context or explore a practice that will be the focus of their degree program. The arc of the degree includes the Liberative Listening and Learning Lab or L4 (TM 678/TM 679) in the first two semesters, Experiential Learning in the third semester, and the Capstone Ministry Portfolio and Project in the fourth semester. Experiential Learning draws from the learnings of the L4 courses, and it allows students to connect their classroom experience with possible vocational pathways and/or a practice that will be central to their ministry portfolio project and to their goals for the degree.

Students may engage in Experiential Learning through a variety of contextual-education models including, but not limited to the following:

- **Participant-observation**, in which the student participates in the activities or practices of a setting of learning and/or ministry, makes disciplined observation and analysis using skills gained in the Experiential Learning assignment, contributes to collaborative research or ministry activities, and reflects theologically on learnings gained;
- **Apprenticeship** ministry practice in a context, in which the student engages in supervised ministry practice to learn and deepen skills, disciplined observation and analysis using skills gained in the Experiential Learning assignment, contribution to the mission of the context, and theological reflection on learnings gained; or
- **Practice centered learning**, in which the student engages a practice (i.e., writing, liturgy, liberative spirituality, teaching) through both receiving training and engaging in the practice, making disciplined observation and analysis using skills gained in the Experiential Learning assignment, contributing to collective understanding of the practice and theological reflection on learnings gained.

All three approaches are grounded in the context of the student's MATM track and concentration, as well as the orienting public concern for their MATM Capstone Ministry Portfolio and Project.

The personal and spiritual formation, vocational discernment, professional training, and leadership development for the MATM Experiential Learning are designed to be open and exploratory, even as students are already drawn to a particular specialization/degree concentration.

MAPCC Contextual Education

The Master of Arts in Pastoral Care and Counseling (MAPCC) Degree Program offers a distinctively interdisciplinary pastoral care and counseling program designed to produce highly skilled, critical, reflective, compassionate, and socially engaged practitioner-scholars with a robust and evolving sense of pastoral identity. Students will be equipped

to integrate theology with psychological theories to address human suffering and facilitate the healing and flourishing of persons and communities.

The MAPCC Degree is offered through two tracks:

1. **Clinical Track** (residential)

This track is best suited for students interested in licensure as professional counselors.

2. **Chaplaincy and Spiritual Care** (hybrid)

This track is best suited for students interested in various forms of chaplaincy or spiritual care work outside of a professional counseling setting.

The PhD in Pastoral Theology, Personality and Culture prepares persons for teaching in theological seminaries, for clinical services in pastoral care and counseling settings, and for leadership within the academy, clinic, and church. Students study the integration of theology and psychology with a focus on developing as pastoral theologians and (optionally) as pastoral psychotherapists.

As a program in practical theology, it is interdisciplinary and focuses on increasing the knowledge of the theories and practices of healing and care in church and society. The concentration is designed for persons who want to teach or conduct research in pastoral theology and is completed in residence at Garrett-Evangelical. An optional clinical track prepares persons beginning clinical training in affiliated pastoral-counseling centers.

Clinical Track: Clinical Practicum and Internship

The clinical practicum/internship helps clinical track students gain integrative knowledge, attitudes, and requisite skills related to professional, ethical, and supervised clinical training through Garrett-Evangelical Theological Seminary coursework and diverse clinical counseling agencies.

Following one academic year of course work theory, the two-year practicum/internship is a critical opportunity for students to integrate theory and practice in a supervised clinical setting. Each student completes a 700-hour practicum/internship, a minimum of 240 hours of which involve direct individual or group counseling contact. Students negotiate with site supervisors regarding some combination of weeks/hours per week to fulfill the requisite hours over the course of two (2) years. These hours reflect the minimum required for licensure in the State of Illinois. Clinical Counseling Agencies located outside of Illinois must comply with these minimum requirements regardless of their home state requirements for licensure, but they can choose to offer students more hours if that is what their state requires for licensure. Clinical Site Supervisors must hold one or more of the following qualifications: Doctor of Psychology (PsyD), Licensed Clinical Social Worker (LCSW), Licensed Clinical Pastoral Counselor (LCPC), Licensed Marriage and Family Therapist (LMFT), Doctor of Philosophy in Clinical Psychology (PhD in CP) or other approved licensure.

Concurrent with their clinical site experience, students participate in two semesters of weekly small group supervision with a Garrett faculty supervisor, beginning in late

August and ending in late April. Students will continue to take courses during the practicum/internship experience, and clinical counseling agencies are asked to accommodate the students' schedules accordingly.

This contextual experience is delivered in two parts:

- **Practicum (PCC 950):** Provides supervised practical experience in counseling for the purpose of developing both individual and group counseling skills. These experiences allow students an introduction to the activities expected of a Licensed Clinical Professional Counselor. The practicum is a minimum of 100 hours, which includes a minimum of 40 hours of direct client contact and a minimum of one hour per week of individual supervision.
- **Internship (PCC 960):** Provides supervised practical experience to deepen students' practice in direct client experiences (assessment, individual counseling, group counseling, etc.). In addition, the internship provides students the opportunity to hone skills in professional activities beyond direct service that are expected of a Licensed Clinical Professional Counselor (marketing and referrals, case management, progress notes, clinical administration, etc.). The internship is a minimum of 600 hours, which includes a minimum of 200 hours of direct client contact and a minimum of one hour per week of individual supervision.

Spiritual Care & Chaplaincy Track: Clinical Pastoral Education (CPE)

Clinical Pastoral Education (CPE) is an accreditation and training program that teaches students how to provide spiritual care in clinical settings like hospitals, nursing homes, prisons, and addiction treatment centers. Some CPE programs accept clinical settings that are community based. As a significant part of one's theological education, CPE provides a learning context in which the student develops awareness of the theological and psycho-social concerns of persons experiencing trauma and crises.

During the first month of the degree program, an orientation on CPE is offered to students. This orientation, along with information available on Canvas and from the Office of Contextual Education, guides the student through the process of identifying, applying, interviewing at and accepting a placement at an Association of Clinical Pastoral Education (ACPE) accredited CPE program.

Since CPE is an independent educational program, a completed CPE unit is considered a transfer course and must be registered as such through the Office of Registration Services at Garrett. The CPE Registration Form is available on myGETS and on the CPE Information Canvas course page. The CPE Registration Form must be completed and submitted to the director of contextual education at least two weeks before the start of the CPE Program. The director of contextual education will approve the registration, and the registrar will register the student for PCC 679 for the term indicated on the form. Students may receive up to three (3) semester hours per one (1) unit of CPE. There is an administrative cost per credit hour for the transfer. Students are fully and solely responsible for the tuition costs of the CPE units.

Upon completion of the required CPE Units, students submit the final evaluation and transcript/certificate of completion to the Office of Contextual Education, who verifies the completion and informs the registrar, who then transfers the units for academic credit. Acceptance, completion requirements, assessments, grievance procedures, and termination parameters for CPE are at the discretion of the CPE programs. Garrett will only accept completed ACPE-accredited CPE programs.

Please note that those wishing to become board-certified chaplains must complete multiple units of CPE but may have only up to three (3) hours of academic credit applied to their program for CPE.

Students in the MAPCC Chaplaincy and Spiritual Care track are required to take two (2) units of CPE. The first unit is transferred as three (3) credit hours, and the second unit is transferred as zero (0) credit hours.

Additional CPE information:

Students in the MAPCC Clinical Track program may take CPE for elective credit at zero (0) credit hours. Students in other programs also may take CPE for elective credit. For MDiv students with specific career goals, CPE may be applied toward one-half of the Field Education requirements with approval from the director of contextual education.

MDiv students who are part of the CME and Phillips experience at Garrett who are unable to participate in a traditional CPE program have the opportunity to complete the Academy for Practical Theology's Connectional Clinical Pastoral Education Program, which enables CME ministers and laypersons to meet the requirement of one (1) unit of CPE for full connection clergy membership.

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 to this commitment is the seminary's program of worship. Field education continues the covenantal community, and spiritual practice is explicitly connected to academic disciplines and practice of ministry.

Story Circles is a voluntary co-curricular program consisting of cohorts of master's students in their first year of seminary; it is aimed at addressing spiritual, vocational, and theological leadership. These cohorts are facilitated by a staff and faculty duo and support the holistic thriving of students while also preparing them for engagement in contextual education later in their seminary journey. Story Circles is coordinated through the Office of Contextual Education.

Academic Calendar

2026-2027 Calendar

Link to 2026-2027 Academic Calendar: <https://canva.link/6zhtupfa7yt6d4l>

Three-Year Calendar

Please Note: Calendar dates are subject to change. Please see the Academic Calendar link for the relevant academic year for the most up-to-date version.

FALL	2026-2027	2027-2028	2028-2029
August Intensive, week 1	Aug 17-21	Aug 16-20	Aug 14-18
New Student Orientation	Aug 24-28	Aug 23-27	Aug 21-25
August Intensive, week 2	Aug 31-Sept 4	Aug 30-Sept 3	Aug 28-Sept 1
Labor Day	Sept 7	Sept 6	Sept 4
Regular Session Classes Begin	Sept 8	Sept 7	Sept 5
Board of Trustees Meeting	Oct. 22	Oct 21	Oct 19
Reading & Writing Days	Oct 22-23	Oct 21-22	Oct 19-20
Thanksgiving recess	Nov 23-27	Nov 22-26	Nov 20-24
Semester ends	Dec 16	Dec 15	Dec 13
JANUARY	2026-2027	2027-2028	2028-2029
January Intensive, week 1	Jan 11-15	Jan 3-7	Jan 8-12
January Intensive, week 2	Jan 19-22	Jan 10-14	Jan 16-19
Martin Luther King Jr Day (no classes; offices closed)	Jan 18	Jan 17	Jan 15
SPRING	2026-2027	2027-2028	2028-2029
Classes begin & last day to register	Jan 25	Jan 18	Jan 29
Board of Trustees Meeting	Feb. 19	Feb 18	Feb 16
Ash Wednesday (no classes)	Feb 10	Mar 1	Feb 14
Spring break (no classes)	Mar 22-29 (tentative)	Mar 27-31 (tentative)	Mar 26-30 (tentative)
Maundy Thursday and Good Friday (no classes; offices closed)	Mar 24-25	April 13-14	Mar 29-30
Semester ends	May 4	May 2	May 9
Board of Trustees Meeting	May 6	May 4	May 10
Graduation	May 7	May 5	May 11
SUMMER	2026-2027	2027-2028	2028-2029
May Session	May 10-21	May 15-26	May 14-25
Memorial Day (no classes; offices closed)	May 31	May 29	May 28

June Session	June 7-17	June 5-16	June 4-15
Juneteenth holiday (no classes; offices closed)	June 18 (observed)	June 19	June 19
Online session	June 1-July 31	June 1-July 31	June 1-July 31
Fourth of July holiday (no classes; offices closed)	July 5 (observed)	July 4	July 4

Enrollment Management

Admissions Eligibility & Procedures

While there is no way to guarantee a student's success in seminary, the admissions committee has identified the fewest requirements necessary for thriving at Garrett-Evangelical Theological Seminary. While a student who does not meet these requirements may be successful elsewhere, we believe these eligibility requirements for admission to be the minimum threshold to allow students to flourish.

Eligibility Requirements

Non-Discrimination Statement

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.

Requirements for All Programs

- GPA of at least 2.5 on a 4.0 scale (undergraduate as well as advanced studies).
- English proficiency. Those for whom English is not the first language must provide evidence of reading, listening, and writing proficiency as measured by the Test of English as a Foreign Language (TOEFL) or by the Duolingo English Test.
- Appropriate gifts and graces for the educational program, especially for professional programs of study, as demonstrated by experiences, references, and written statements provided, as well as interviews given through the application process. The seminary reserves the right to determine, in its sole judgment, whether an applicant exhibits gifts and graces for ministry and is a suitable candidate for a specific academic program or for the vocation an academic program represents.

Students without Bachelor's Degrees

The basic formal pre-requisite for admission to graduate theological studies is the completion of a baccalaureate degree from an accredited institution or its equivalent. The standards of the Association of Theological Schools in the United States and Canada permit the admission of persons without a baccalaureate degree, as long as we document through rigorous means that those students are prepared to do graduate-level work (ATS 3.15). Prospective students must be able to demonstrate and document that preparation through some combination of formal classes, military service, civil service

academies, professional development activities, certification programs, experiential learning, licensure programs, etc. Students without a baccalaureate degree may apply only to Garrett-Evangelical ministry degrees (MA and MDiv).

All students/applicants must demonstrate the ability to do graduate work in English.

Applicants from non-accredited undergraduate institutions (this does not apply to applicants from AETH accredited schools): As part of the application process, these applicants must provide the following materials:

- an application essay (750 to 1000 words) in which the student addresses their understanding of diversity, equity, inclusion, anti-racism, and justice in the work of ministry;
- an undergraduate research paper, five to 10 pages, using standard citation mechanisms (Chicago, MLA, APA);
- a transcript demonstrating a cumulative GPA above 2.5; and
- at least two academic references supporting the student's ability to do graduate work.

After submitting these materials, the degree director or other faculty from the appropriate degree program will review the portfolio, then lead an interview with the applicant to discuss the application essay(s) and to explore the applicant's readiness for graduate theological education. The faculty then makes a recommendation to the Office of Admissions.

Applicants without an undergraduate degree: In addition to the standard application essay and reference letters supporting application to a ministry program, these applicants must provide the following additional materials:

- a resume of work and/or vocational experience that prepares them for graduate work;
- at least two references regarding the student's ability to do graduate work, with particular attention to critical thinking skills, writing/speaking skills, leadership, and empathy;
- documentation (certificates, credentials, licensures) of previous skill development and learning undertaken in work and/or vocational experience;
- a supplemental essay of 750 to 1000 words in which the student: 1) describes a particular learning experience; 2) discusses what and how the student learned through that experience; 3) identifies three to five learning outcomes emerging from that experience and how the student thinks it prepared them for graduate theological education; and 4) discusses how they were able to apply what they learned from that experience in their work situation and how it might apply to other (new) situations.

After submitting these materials, the applicant will participate in an interview with faculty to discuss the essays and to explore the applicant's readiness for graduate theological education. The faculty then makes a recommendation to the Office of Admissions.

The student may then be granted provisional admission. Continued enrollment will depend on their successful completion of the first 15 hours of foundational coursework in their program with a GPA of 2.5 or better.

Requirements for Master's Degree Programs

Master of Divinity, Master of Arts, Master of Theological Studies

A bachelor's degree from an accredited institution of postsecondary education (listed by The Council for Higher Education Accreditation) or from an AETH-certified Bible institute is required for enrollment. At least three-quarters of a bachelor's degree must have been completed before a student can begin the application process at Garrett.

Prospective students with a degree from a non-accredited institution of postsecondary education and students who will not complete their undergraduate degree prior to beginning their program are eligible to apply but are required to show additional documentation of preparedness for graduate-level work.

Requirements for Doctoral Degree Programs

Doctor of Ministry

Doctor of Ministry applicants must have:

- an earned master's degree with theological training; and
- completion of at least three years of full-time, post-master's degree service in ministry.

Doctor of Philosophy

Doctor of Philosophy applicants must have:

- an earned MDiv or other master's degree in religion or its equivalent that is comparable to the Garrett-Evangelical MTS in curriculum and requirements.

Requirements for Non-Degree Programs

United Methodist Course of Study School

United Methodist Course of Study students must:

- be licensed as a local pastor in the United Methodist Church (students from other denominations may be admitted at the discretion of the director in conversation with a denominational supervisor);
- be endorsed by an annual conference board of ordained ministry's registrar for local pastors; and
- receive permission from their district superintendent and local pastor registrar.

Advanced Course of Study for United Methodist Students

Advanced Course of Study students must have completed UMC Course of Study and submit transcripts for these courses along with any other completed coursework. They also must:

- be licensed as a local pastor in the United Methodist Church (students from other denominations may be admitted at the discretion of the director in conversation with a denominational supervisor);
- be endorsed by an annual conference board of ordained ministry's registrar for local pastors; and
- receive permission from their district superintendent and local pastor registrar.

Deacon Studies for United Methodist Students (Basic Graduate Theological Studies)

In 2024, Garrett made a decision to incorporate all BGTS courses into the curriculum for the [Master of Arts in Theology and Ministry](#) degree. This allows students to receive institutional scholarships from Garrett while they complete their degree. Admission to this pathway is outlined in the instructions for MA admission (above).

If a student would like to complete BGTS courses outside of the structure of the MA in Theology and Ministry, the application materials will not change for the student based on that decision.

Certification Studies

For Certification Studies, students need:

- a completed bachelor's degree;
- promise for ministry in a certification area as demonstrated by an applicant's experiences, statement of call, and academic abilities; and
- for United Methodist certificates, affiliation with the United Methodist Church.

Enrichment Studies

Persons who elect to take a course for personal enrichment or to explore the possibility of attending theological seminary are welcome at Garrett-Evangelical. Some will have already completed graduate degrees; others may be in the last stages of a baccalaureate

degree; others may have been away from school for a time. Completion of at least three-quarters of a bachelor's degree with a minimum of a 2.5 GPA on a 4.0 scale constitutes a minimum requirement for non-degree students, or the completion of additional requirements as outlined in the non-bachelor's degree admission policies for MA and MDiv students.

Procedures for Admission

Overview of Application Process

To apply, students complete the following steps:

- Consult with seminary, church, or other representatives in order to identify the academic program most suited to their needs, interest, or vocational plans.
- Complete the online application found at <https://www.garrett.edu/admissions/apply/>.
- Submit a personal statement(s) and other required written materials as defined by the application requirements in the application portal, either by uploading it to the online application or by emailing it to getadmitted@garrett.edu.
- If required, submit recommendation requests via the online application. Recommendation forms will be sent directly to the recommender once that section of the application is saved.
- Request that official transcripts – from all institutions of postsecondary education the student has attended for one or more courses for credit – be sent to the Office of Admissions. Enrichment applicants may submit the Bachelor's Verification Form found in the application in place of official transcripts. Should legitimate hardship (i.e., war, civil conflict) be indicated by any applicant in the request or acquisition of their transcripts, the completion of this requirement will be assessed on a case-by-case basis.
- Students who have completed graduate-level theological education at another institution may be eligible to transfer credits toward their current program. To request a review of potential transfer credits, students complete the [Transfer Credit Request](#). For full guidelines and eligibility criteria, see the Transfer and Shared Credit policies in this catalog.
- Ensure that all admissions materials are received by the Office of Admissions in advance of deadlines for scholarship consideration or admission consideration for a desired term or semester of study for entry (see website for deadlines).

Tuition deposits are payable within 30 days after either notification of admission or notification of a scholarship offer from the seminary. Students needing additional time to make their decision should contact the admissions office. The deposit is applied toward student charges during the first term or semester of study and is otherwise non-refundable. International students are required to remit a deposit to be applied to

tuition and housing costs for the first semester and are given a two-step timetable for remittances.

International Student Applications

Language Requirements

The Test of English as a Foreign Language (TOEFL) OR Duolingo English Proficiency Test is required of all applicants for whom English is not the first language and who have not completed a postsecondary degree where instruction was in English. Results are forwarded to Garrett-Evangelical Theological Seminary (Educational Testing Service code #1245). A minimum score, as follows, is required for admission:

- TOEFL: Internet-based for PhD, MTS, DMin = 100; for MA and MDiv = 88
- TOEFL: Paper-based for PhD, MTS, DMin = 600; for MA and MDiv = 570
- Duolingo: PhD, MTS, DMin = 130; for MA and MDiv = 120

The seminary reserves the right to require a second assessment, in addition to the TOEFL or Duolingo test, to verify English language ability. In most cases, this would be an extended interview in person or via video chat with a member of the faculty or staff of the seminary.

Financial Resources

The United States Immigration and Naturalization Service (INS) requires complete documentation of all financial resources that will be available to meet educational and living expenses for the duration of a degree program. To that end, arrangements for use of savings, sponsorship support, grants in aid, or in-kind provisions for living expenses must be detailed and established for Garrett to issue an I-20, the document required to acquire a (F-1) student visa. While Garrett recognizes the difficulty many may find in making these financial arrangements in advance, only the United States government can issue a student visa and thus we are beholden to their financial requirements to obtain said visa. Student visa (F1) regulations do not allow off-campus employment as a source of revenue. Detailed information concerning international students can be found on the [International Students](#) page of the Garrett website.

International students who do not wish to apply for an F-1 student visa but instead wish to study online for all or part of their program will work with Academic Affairs to determine readiness for online studies.

Financial Aid, Tuition, and Fees

Costs cited are for 2026-2027 and are subject to change without notice.
See the [Tuition and Fees](#) page of the Garrett website for current information.

Tuition & Fees

Master's Degree Programs

Tuition for coursework	\$963 per credit hour
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- Typical full-time load of 27 credit hours per year: \$26,001

Doctoral Degree Programs

Doctor of Ministry

Tuition for coursework	\$868 per credit hour
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Doctor of Philosophy

Tuition for coursework	\$448 per credit hour
First year examination preparation	\$448 per semester
First year of candidacy	\$1,344 per semester

- Typical full-time coursework load of 21 credit hours per year: \$9,408
- For additional continuation fees, see the full Tuition and Fees schedule at the link above.

Non-Degree Programs

Certificates & UM Certification	\$500 per credit hour
Enrichment courses	\$500 per credit hour
Audit Fee	\$86 per credit hour

Housing & Food Services

Please visit [Housing](#) on the Garrett website for a complete listing of housing charges.

Students also are welcome to contact the assistant director of student affairs at garrett.housing@garrett.edu for additional help.

Healthcare

Northwestern University hospitalization insurance is \$5,919, including the health service clinic fee.

All active students must re-enroll in a healthcare/insurance plan or prove outside enrollment annually by September 24. Failure to do so will result in automatic enrollment in the NU SHIP. Contact the Office of Student Affairs for assistance at student.life@garrett.edu.

Technology Fee

5 semester hours or more	\$328 each term
Less than 5 semester hours	\$164 each term

Student Fee

5 semester hours or more	\$149 each term
Less than 5 semester hours	\$75 each term

Financial Aid

The primary purpose of financial aid is to assist degree candidates who demonstrate need. Need is defined as the difference between the cost of attending seminary and the amount of resources available to the student. Garrett is committed to supporting our students through their seminary education; a portion of institutional resources is designated for those who present a record of academic excellence, leadership, and a profile of outstanding gifts and graces for ministry.

Funding Seminary Education

Funding for seminary education can come from many sources and take a variety of forms. Most students use a combination of the following resources. While every option may not be suitable for all students, students will find a robust offering of opportunities.

Federal Financial Aid

The seminary participates in the following programs offered through the U.S. Department of Education and is open to U.S. citizens and eligible Resident Aliens who complete the FAFSA (Free Application for Federal Student Aid) each year:

- Direct Unsubsidized Loans of up to \$20,500 per year, no credit check required and not need-based
- Federal Work-Study, allowing students to work a part-time job on campus earning money to help pay education expenses

- Direct PLUS Loans for Graduate Students can be applied for (credit check required) to help cover tuition, fees, housing and/or food expenses (*previous borrowers only – program has been eliminated for new students*)

One Student – One Scholarship

At Garrett-Evangelical, every degree-seeking student receives a scholarship. Scholarships are available for full-time and part-time students and are available to both online and in-person students. Scholarships can range from 50 percent of tuition up to 100 percent of tuition for master's degree students. Doctor of Ministry students are eligible for scholarships that cover 25 to 50 percent of tuition. Doctor of Philosophy students are eligible for scholarships that cover 100 percent of tuition. Scholarship levels are determined based on a student's application, and the review process is holistic in nature. Students maintain their scholarship throughout their program as long as they maintain eligibility as outlined in the Financial Aid Handbook and in stipulations given in their admission packet.

In certain specific situations, the scholarship committee may use scholarship funds to support non-degree students in taking a course as a way to discern if seminary is right for them. Students interested in such opportunities should reach out to the admissions office to see what programs might be available to them in the upcoming term.

Any scholarship reviews after admission are completed by submitting a scholarship appeal through the financial aid office, which is then reviewed by the scholarship committee. As a reminder, it is not a guarantee that you will receive a higher scholarship, only that it can be reviewed with the possibility of increasing.

Minoritized Community Scholarships

Applicants who qualify are considered after they have been admitted to a master's degree program at the seminary. Garrett offers the following scholarships:

- *Ila Marshall Turpeau Scholarship* – for a returning female ethnic minority student
- *Edsel A. Ammons Scholarship* – preference to a United Methodist student
- *William Holmes Borders Scholarship* – preference to a Baptist student
- *Archibald J. Carey Scholarship* – preference to an AME student
- *African Methodist Episcopal, African Methodist Episcopal Zion, and Christian Methodist Episcopal Church Scholarships* – for ministerial candidates from these denominational traditions who have the written endorsement of their bishop or presiding elder.

Doctoral Fellowships (PhD)

Applicants for admission to the PhD program are considered for a doctoral fellowship on the basis of prior academic performance and future academic promise. Spots are limited, but all students admitted to the PhD program are offered a scholarship covering 100 percent of the student's tuition.

Deacon & Certificate Scholarships

Less than part-time students (4.5 credit hours or less) who are enrolled in Deacon Studies or Certification Studies for United Methodists and attending classes may be eligible for partial reimbursement for qualified coursework from the General Board of Higher Education and Ministry. Forms are available in the Financial Aid Office.

Veteran Benefits

The seminary is approved to certify Veterans Affairs (VA) benefits. Students should check the Department of Veterans Affairs website to see if they are eligible for VA benefits <http://www.gibill.va.gov/>. Eligible students should submit a copy of their certificate of eligibility to the registrar's office upon enrollment at the seminary. The Office of Registration Services confirms enrollment with the VA each term.

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 Office of Registration Services.

Personal & Family Resources

Students are also encouraged to cultivate in-kind gifts of support from their immediate or extended family, friends, and community of support. Other personal resources may include savings, assets, employment, employee reimbursement, tuition 529 plan, service vouchers, education tax credits.

Outside Scholarships

Students are encouraged to research and apply for as many outside scholarships as possible. Our website includes various resources that can be helpful in your scholarship search: Financial Aid Resources. For United Methodist students, we especially encourage you to apply for GBHEM and UMHEF scholarship opportunities. Deadlines for outside scholarships vary, so pay close attention to when applications are due.

Employment Opportunities

- *Seminary jobs* – Students who are ineligible for federal work-study jobs may still apply for positions in many campus departments.
- *Community jobs* – In some cases, students are able to serve as full-time pastors while pursuing a degree.
- *Field Education* – A requirement of several master's degree programs, students serve in local churches or in church or community agencies. Students typically receive an annual \$4,500 stipend for these positions.

Tuition Refund Policy

The following articulates the Garrett Seminary policy associated with course registration changes and tuition refunds. We highly recommend that all students considering a course registration change consult their assigned advisor prior to making any changes to their course registration(s). Questions related to the impact a registration change may have on a student's financial aid or scholarships can be explored in the Financial Aid Handbook or sent to the Director of Financial Aid, Ashley Schreiner, via Garrett email.

Tuition for classes dropped before the add/drop deadline will be 100 percent refundable to the student (and any applied institutional scholarships will be reversed).

Course Withdrawals

For course withdrawals after the drop/add period, tuition reversals will be considered based on whether there are extenuating circumstances. The student may be asked to provide documentation of extenuating circumstances, which include but are not limited to family or medical emergency – someone the student is a caregiver for – or military deployment.

- No extenuating circumstances – With no extenuating circumstances, there is no tuition refund, and you will keep your full institutional scholarship that was applied to that course.
- Extenuating circumstances – With extenuating circumstances, if less than 50 percent of the semester has been completed, the student can petition Academic Affairs for full tuition reversal. If approved, any applied institutional scholarship for that course will be removed. If more than 50 percent of the semester has been completed and the student is passing the course, the student can request an incomplete (“Y” grade) from the professor and keep their applied institutional scholarship.

Seminary Withdrawals

If a student withdraws from the seminary (or takes a leave of absence) at any point in the semester, tuition reversals will be considered based on the following:

- No extenuating circumstances – If less than 50 percent of the semester has been completed, the student will pay tuition on a sliding scale based on the number of days/weeks completed. Any applied institutional scholarship will be adjusted based on this sliding scale calculation. If more than 50 percent of the semester has been completed, the student will pay full tuition for the term, and any applied institutional scholarship will remain on the student's account.
- Extenuating circumstances – If less than 50 percent of the semester has been completed, the student can petition Academic Affairs for full tuition reversal (the student may be asked to provide documentation of extenuating circumstances). If approved, any applied institutional scholarship will be removed. If more than 50 percent of the semester has been completed, the student will pay tuition on a

sliding scale based on the number of days/weeks completed. Any applied institutional scholarship will be adjusted based on this sliding scale calculation.

Academic Affairs

Onboarding & Orientation

All students admitted to a Garrett program for the first time are expected to participate in a carefully planned sequence of onboarding and orientation activities designed to acquaint them with the academic and community life of the seminary, as well as the resources offered by the Evanston/Chicago area.

Pre-Orientation Program (POP)

Garrett's summer pre-orientation programs are designed to help students prepare for a smooth transition to Garrett, by helping them apply for housing, learn about Garrett's technology platforms, participate in academic advising, and register for upcoming semester/term courses. Master's and DMin students are required to attend one pre-orientation event (optional for PhD and non-degree students).

Summer Online Workshop for International Students

All international students, whether studying online or in person, are required to attend the Summer Online Workshop, which provides an introduction to the degree programs and Garrett's advising program, budgeting and financial aid management, arrival and housing details, academic study in the US, the use of Garrett technology platforms, and resources for parents.

New Student Orientation

New Student Orientation (NSO), offered both in online and in-person formats, helps incoming students prepare fully for their seminary journey. NSO gives new students a chance to build their social and academic networks, meet new peers and faculty, begin exploring their purpose and vocational goals, learn to access Garrett's academic and student support services, participate in a mock classroom, and tour the campus and the Evanston community.

Applying for Housing

Garrett offers a variety of housing options for students to live on or near campus – residence halls and apartments. Students planning to live in Garrett housing should apply as early as possible ([2026-2027 Housing Application](#)).

Submitting Health Information

Newly admitted students – if they are registered for two or more on-campus classes and/or reside in Garrett Housing – are required to submit health records in compliance with both Illinois state law and institutional policy. Students are expected to provide proof of immunizations: measles, mumps, rubella, DTP, and TB. These records are kept confidential. Any eligible student who does not submit proof of immunization

records by the deadline will have a health-records hold placed on their academic record, preventing them from further course registration until the requirement has been met.

All degree-seeking students enrolled in two or more on-campus classes and/or reside in Garrett Housing must also submit proof of participation in a comprehensive hospitalization insurance program at the time of registration. Students will be prompted to submit this information at the start of each academic year. Any eligible student who does not submit proof of health insurance by the deadline will be automatically enrolled and billed for the appropriate health insurance based on visa status.

Completing the Financial Aid Process

Garrett offers a variety of financial aid resources to help students fund their education. Students can apply for financial aid at [How to Apply](#). For more information on financial aid resources, see [Financial Aid](#) in this catalog; also visit [Financial Aid](#) on myGETS or visit the [Garrett Financial Aid Website](#).

Information Technology (IT)

MS Outlook (email)

Garrett's official email platform is MS Outlook. New students are expected to use this as their primary email account; it will also provide access to other Microsoft 365 products needed for coursework.

MS Teams (video conferencing)

MS Teams is Garrett's videoconferencing platform, which is used for all online classes as well as for online meetings and conferences with staff and faculty.

myGETS (seminary information)

Garrett's intranet/information site (myGETS) gives students access to general information about the seminary: course schedules, academic calendar, course syllabi, help with technology, etc. It also provides personalized information such as class schedule, grades, transcript, and student account.

Canvas (course information)

Garrett's online learning management system provides detailed information for all courses. Course pages include MS Teams links for online sessions, details about weekly readings and assignments, and other information related to the course.

netID (library access)

All new students received a netID, which is used to log onto the VPN for a more secure connection, and to provide access to both the Styberg and Northwestern Libraries' physical and online collections.

Hardware & Software Requirements

Operating System: Students need a computer running a modern operating system, Windows or MacOS with at least 8GB of memory. Tablets, Chromebooks, and mobile/cell phones are not sufficient for coursework.

Headphones/microphone: To participate in videoconferencing for classes, students need to use headphones or earbuds with both a speaker and a microphone built in.

Webcam: A webcam with at least 720p resolution is required to participate in the video portions of courses. Most laptops have a built-in camera, but desktops often do not.

Software: Microsoft software is provided free to students with a Garrett email address.

Internet connection: In order to participate in videoconferencing and stream video portions of class, students need access to a reliable, high-speed internet connection, with a recommended down bandwidth of 30 Mbps and 10 Mbps up, one that is dedicated and not publicly shared.

Advising Structure Overview

Academic Affairs Staff Advisors

Academic advising is central to the success of all programs. Each of these programs of study requires communication between students, their academic advisor, their faculty advisor, and the relevant degree program director. Through the advising process, students and advisors will review academic requirements and performance, discuss vocational goals, and map out a plan for completing both academic coursework and preparing for future ministry. Group advising meetings are offered prior to each registration period, but students may request individual advising sessions at any time, and advisors can be a resource to students throughout the year.

All students are assigned to an academic affairs staff advisor for their first year. Students in the master's and DMin programs are assigned an academic affairs staff advisor prior to orientation; during their first year, the staff advisor will help guide students in understanding program requirements, course planning and selection, and course registration.

Faculty Advisors

At the beginning of year two, students are reassigned to a faculty advisor who serves as an advisor and mentor and who will assist them with vocational discernment and professional development.

When a faculty advisor is on sabbatical:

PhD, DMin, MTS	Faculty retain full advising responsibilities while on sabbatical, or may determine with the student another option for advising with approval of the degree director and academic dean.
MA & MDiv	Students are transitioned to Academic Affairs staff for advising for the duration of a semester long sabbatical. In the case of a year-long sabbatical, the student will be transferred to a new faculty advisor. A student's first year/midpoint evaluation may be deferred by no more than one semester. The student may be assigned another faculty member to complete the evaluation.
Specializations within degrees (e.g., tracks or concentrations)	Faculty may retain full advising responsibilities, but may also work with the academic dean and director of advising to reassign students temporarily to another faculty member who has expertise with the specialization.

When a faculty advisor retires or otherwise separates from GETS:

PhD, DMin, MTS	Faculty may retain full advising responsibilities for up to two years if the student is in candidacy/thesis phase. If the student does not graduate within two years or is still in a prior phase of the program when the faculty member separates from Garrett, the faculty member may remain on the committee as a reader or the student may choose a new faculty reader as a replacement, but the student will be moved to a new faculty advisor in consultation with the degree director.
MA & MDiv	Faculty cease all advising responsibilities. Students are reassigned to new faculty advisors by the academic dean and director of advising.
Specializations within degrees (e.g., tracks or concentrations)	Faculty cease all advising responsibilities. Students are reassigned to new faculty advisors by the academic dean and director of advising.

Changing Advisors

If the advisor/advisee relationship is not a good fit, 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 program should change advisors to a faculty person in the relevant field. Students and faculty advisors will be notified via Garrett email regarding any requested and/or approved advisor changes.

Academic Structure Overview

Academic Year

Garrett currently has four primary academic semesters/terms:

1. Fall semester: a 13-week term with two one-week August intensives
2. January intensives: one- to two-week intensive courses
3. Spring semester: a 13-week term
4. Summer intensives: one- to two-week intensive courses offered in May session and June session, an 8-week online session, and occasional travel courses.

Students are typically limited to one course per intensive session (including online and travel courses) due to the intense nature and time commitments for these courses, although in summer term, students may take up to three courses if they do not overlap. Students are not required to take courses in January or summer terms, though taking courses during these terms can help to balance academic course loads throughout the year.

Full-Time & Part-Time Course Load

For **master’s level students**, full- and part-time status is as follows:

- Full-time course load is 9 to 16 semester hours (three or more courses)
- Half-time course load is 4.5 to 8.99 semester hours (two courses)
- Less than half-time is 1.5 to 4.49 semester hours (one course)

Please note that for master’s students, 16 semester hours are the maximum number of hours per term. Master’s students are considered full-time when they are completing a clinical internship or practicum, even if their course load is fewer than 9 hours.

For **PhD students**, full- and part-time status is as follows:

- Full-time course load is 6 to 12 semester hours (the norm is 9 credit hours per term).
- Half-time course load is 3 to 5.99 semester hours.
- Less than half-time is 0 to 2.99 semester hours.

DMin students are considered full-time when they take one course in August and one in each of the regular fall and spring semesters. Beginning one year after they have completed DM 790 Proposal Research and Writing, they are considered to be part-time students.

Course Modalities

Most of the first-year required courses for our master's degree programs, the Basic Graduate Theological Studies (BGTS) program, and United Methodist Certification programs are available in online formats and are open to all students enrolled in one of Garrett's degree, certificate, or enrichment programs.

All online courses are open to students enrolled in one of Garrett's graduate degrees, certificates, or enrichment programs. The number of online courses master's degree students may take toward completion of a degree is limited only by denominational requirements or other external limitations. Per SEVIS/DHS regulations, students with an F-1 visa are normally limited to one online course per term.

In some cases, online courses will offer the option of in-person meetings. Students who attend all of these in-person sessions will be considered to have enrolled in an in-person (rather than an online) course. The meeting requirements are as follows:

- 1.5 credit courses = 2 in-person meetings
- 3 credit courses = 4 in-person meetings

Time Management & Graduate Studies

Garrett-Evangelical is a graduate school of theology. Garrett-Evangelical defines one semester hour as the equivalent of one hour of class time and three hours of preparation and other coursework outside of class each week for a 13-week semester. In other words, for each three-hour course, students are expected to dedicate a total of 12 hours per week to their studies.

Academic Support & Writing Services

Garrett's Academic Support and Writing Services helps students access the resources they need to build reading, research, study, and writing skills so they can complete seminary assignments competently and confidently and experience success in their program of study. The Academic Support and Writing Services Canvas page directs students to a variety of resources to support their academic work:

- online resources on the basics of research, writing, editing, formatting;
- strategies for reading, note-taking, and study;
- Chicago style citation guides;
- resources for international students;
- guidelines for doctoral students; and

- proofreading assistance for student papers and assignments.

Students needing English language support may be referred to seminary-approved language assessment programs or English as a Second Language (ESL) study opportunities. A student taking ESL instruction is eligible for reduced semester hours during the term of the course.

Students can find more information on the [Academic Support and Writing Services Canvas page](#) or by emailing academic.support@garrett.edu.

Academic Accommodations

Garrett is committed to providing the most accessible learning environment as possible for students with disabilities and provides academic accommodations as needed. Students who anticipate or experience disability-related barriers in the academic setting should contact the director of academic support and student thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process.

Continuing students who have already established accommodations with Student Access will receive a copy of their access letter at the start of the semester when it is emailed to the faculty member of each course the student is enrolled in. Students should contact their instructors prior to the first class session so the instructor can work with them to implement the accommodation(s). Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations, so no one other than the access coordinator, Academic Affairs staff, and professors will see a student's accommodation letter.

Unforeseen Personal Emergencies

If a student encounters an unforeseen personal emergency (medical emergency, unplanned surgery, death in the family, etc.) that disrupts their typical academic engagement or ability to fully participate in classes/coursework, they may request **temporary academic supportive measures**.

To request academic support measures related to an unforeseen emergency, students can email Student Support (student.support@garrett.edu) for assistance. Student Support will partner with the student, their assigned advisor, and appropriate professors for the coordination of the agreed upon supportive measures.

Directory of Academic Affairs Offices

General Contacts

Student Support	Student.support@garrett.edu	n/a
Contextual Education	Field.education@garrett.edu	847.866.3879

Registration Services	registrar@garrett.edu	847.866.3905
Student Affairs & Housing	Garrett.housing@garrett.edu	847.866.3950
IT/Technology	Technology.support@garrett.edu	n/a

Academic Dean's Office

Academic Dean & Vice President for Academic Affairs			
Jennifer Harvey	Main 215	Jennifer.harvey@garrett.edu	847.866.3904
Associate Dean for Institutional & Educational Assessment			
Ron Anderson	Main 110	Ron.anderson@garrett.edu	847.866.3875
Associate Vice President for Academic Affairs			
Whitney R. Harris	Main 202	Whitney.harris@garrett.edu	847.866.8969
Administrator of Academic Affairs			
Jennifer Ould	Main 214	Jennifer.ould@garrett.edu	847.866.3903
Student Records Specialist			
Pat Wheeler	Main 202	Pat.wheeler@garrett.edu	847.866.3905

Advising, Academic Support, and Writing Services

Director of Academic Support & Student Thriving			
Melanie Baffes	Main 213	melanie.baffes@garrett.edu	847.866.3869

Contextual Education

Director of Contextual Education			
Lisl Paul	Main 212	Lisl.paul@garrett.edu	847.866.3961

Registration Services

Registrar & Director of Registration Services			
Kelsey Wallace	Schaffer 723	Kelsey.wallace@garrett.edu	847.866.3907

Assistant Director of Registration Services			
Emily Rosales	Main 214	Emily.rosales@garrett.edu	847.866.3908

Student Affairs & Housing

Dean of Students			
Thehil Russelliah Singh	Main 106	Thehil.russelliahsingh@garrett.edu	847.866.3939
Assistant Director of Student Affairs			
Kristen Beck	Main 106	Kristen.beck@garrett.edu	847.866.3939
Senior Administrator Strategic Initiatives & Student Affairs			
Yana Pedenko	Main 106	Yana.pedenko@garrett.edu	847.866.3862

Technology

Associate Vice President for Technology			
Willie Sanders	Schaffer 725	Willie.sanders@garrett.edu	847.866.3952
Associate Director of Technology			
David Frisk	Schaffer 726	David.frisk@garrett.edu	847.866.3932
System Administrator			
Olivia Merced	Schaffer 721	Olivia.merced@garrett.edu	847.866.3928

Program Directors

Deacon Studies Program		
Virgina Lee	Virginia.lee@garrett.edu	847.866.4549
Master of Divinity		
Kenneth Ngwa	Kenneth.ngwa@garrett.edu	847.866.3945
Master of Arts in Pastoral Care & Counseling		
AHyun Lee	Ahyun.lee@garrett.edu	847.866.3985
Master of Arts in Theology & Ministry		
Brian Bantum	Brian.bantum@garrett.edu	847.866.3989

Master of Theological Studies		
Julie Duncan	Julie.duncan@garrett.edu	847.866.3934
Doctor of Ministry		
Esther Acolatse	Esther.acolatse@garrett.edu	847.866.3888
Doctor of Philosophy		
Kate Ott	Kate.ott@garrett.edu	847.866.3933

Student Affairs

The Office of Student Affairs uniquely serves the Garrett-Evangelical Theological Seminary community by attending to the well-being of its students. The Office of Student Affairs comprises student life, residential life, spiritual life, international student services, vocational discernment and career guidance services, and all campus events. The dean of students serves as chief advocate and strategist for holistic wellness of Garrett students, provides oversight for Student Council (StuCo), and student groups and promotes a student-centered environment that fosters development and learning outside of the classroom and within the Garrett community. The Office of Student Affairs strives to address the needs of particular cohorts of the Garrett-Evangelical student community, including in-person and online international students, domestic students, students of color, queer students, differently abled students, online only students, commuter students, and residential students. The Office of Student Affairs enhances and enriches the life of Garrett students by sponsoring programs, activities, and events and providing resources and services in support of spiritual formation, civic engagement, emotional and physical wellness, co-curricular learning opportunities, and fellowship and community building. These services are intended to support the eight aspects of student wellness, including physical, social, emotional, spiritual, academic, environmental or residential, financial, and academic wellness.

For more information about Student Affairs at Garrett please see the Student Affairs Supplemental Handbook located on myGETS.

Other Educational Resources

The Styberg Library

Committed to staying current and relevant to the ever-changing needs of the diverse student body, the Styberg Library strives to provide access to various scholarly and pastoral resources, enhance the student learning experience, and cultivate a hospitable space for collaboration and intellectual inquiry. Additionally, in an effort to reach out to all students regardless of their location or background, the library is expanding its electronic and digital collections as well as offering comprehensive teaching and learning support services in multiple formats, such as in-person, virtual, and hybrid.

Established in 1981 during the merger of the library collections of the Garrett-Evangelical and Bexley Seabury Theological Seminaries, the United Library was later renamed the Styberg Library in May 2017 in recognition of the contributions of Ernest and Bernice Styberg to the Seminary. The Styberg Library provides online access to numerous databases, e-books, and journal articles and maintains a physical collection of about 300,000 books and other valuable resources. Notable elements of the collection include but are not limited to: collections in Methodist and Anglican studies, ancient Near Eastern studies, and biblical archeology; rare Bible collections with several outstanding first editions; and manuscript and archival collections including Garrett-Evangelical institutional records, personal papers, and church archives of the United Methodist Church Northern Illinois Conference.

Although it is considered one of the top theological research libraries in the United States, the Styberg Library continues to seek partnerships with other institutions and libraries for access to materials beyond the scope of its own collection. Collaboration with Northwestern University has benefited both communities by providing them with access to a single shared library catalog and electronic databases as well as seamless borrowing privileges. Partnerships with ACTS (Association of Chicago Theological Schools) and Atla (American Theological Library Association) also offer mutual borrowing privileges with other member libraries and access to additional resources offering a rich diversity of perspectives.

Dedicated to reaching out to all students and serving their academic needs, the librarians at the Styberg Library pursue excellence and provide student-friendly, personalized services to each student they encounter. A great number of online resources, tutorials, and guides are available through the library website (<https://library.garrett.edu>). Alongside these resources, library workshops, in-class instruction sessions, and individual consultations support student learning and research. Librarians always welcome questions and inquiries and can be reached via phone (1-877-600-8753 or 847-866-3909), email (styberg.library@garrett.edu), or chat (<https://library.garrett.edu/chat>).

Centers & Institutes

In 1974, Garrett-Evangelical affirmed three institutional commitments:

- church and the Black experience
- women and ministry
- peace and justice

Today, additional institutional commitments address the changing needs of the culture of the student body. The following centers and institutes have been established to enrich seminary life, to allow students, faculty, and the church to interact in programs of mutual interest, and to bring new perspectives to the community.

Missional Church Center

The Missional Church Center (MCC) recognizes that God is already at work through the Holy Spirit to empower churches around the world to participate in Jesus' mission to offer abundant life. The center's desire is to build the capacity of these churches by providing them a way to link their faith and unique contextual understanding to the seminary's biblical, theological, and practical expertise.

The MCC is proud to support churches with a large library of materials that bring together the best scholarship on missiology, evangelism, leadership, and administration. These have been written and edited by some of the most forward-thinking missiologists of the past half-century who dedicated their work to making the best scholarship accessible and usable by local churches.

Most of this library is available through the Garrett Collective. These include bible studies, spiritual discipline guides, congregational training manuals, and administrative handbooks.

Religion & Global Health Forum

The Religion and Global Health Forum (RGHF) examines the historical and contemporary relation between religion and wholistic health. The Forum assumes that religion – broadly defined – is a social determinant of health (SDOH) and plays a major role in individual and communal approaches to health in local and global settings: how people and communities understand life fully lived, process sickness and fight disease and dis-ease; why people access conventional and non-conventional healthcare practices and procedures; how individuals and communities cope with collective trauma and build hope; and how people create, understand, and administer integrated healthcare systems for human and environmental flourishing.

The Forum partners with religious leaders, clergy, scientists, medical practitioners, writers, poets, educators, counselors, and researchers in the fields of medical, social, political, and environmental sciences to address the medical, human, cultural, spiritual, financial, and technological/digital dimensions of disease and dis-ease, address gaps in

healthcare delivery, overcome inequities in care access, and accelerate personal-and-community-empowered wholistic healthcare and quality of life.

The Cátedra Paulo Freire

Founded in 2016, the Cátedra is dedicated to promoting Paulo Freire's innovative ideas within the field of religious studies. Focusing on dialogue and critical thinking, the Center organizes educational events, supports research projects, and creates platform for interactions among students, faculty, religious leaders, and community members in collaboration with local and international partners. Guided by a commitment to justice and ethical Christian witness, the Center aims to inspire public theologians who thoughtfully engage with contemporary issues with creativity, courage, and solidarity. For more information, please contact the Cátedra director, Dr. Débora Junker at debora.junker@garrett.edu.

The Center for the Church and the Black Experience

Instituted in 1970 as one of the primary emphases of the seminary, CBE focuses on the African American experience and ministry. It also models the inclusive church as it seeks to equip students with skills for ministerial and educational leadership.

The Junius B. Dotson Institute for Music and Worship in the Black Church and Beyond (JBDI)

Founded in 2022, in partnership with Discipleship Ministries of The United Methodist Church, JBDI is a one-of-a-kind global institute that provides training in the sacred musics of Africana church traditions and beyond for musicians and worship leaders. The four-fold purpose of the institute is: (1) To provide ongoing training and mentoring in the areas of contextual worship and sacred musics born out of Black Church traditions while seeking to give homage to the global ethos of Africana musics. (2) To enrich, revitalize, and strengthen leaders of congregational worship for the 21st century. (3) To create an archive of music and scholarship that will preserve and promote the rich history and legacy of Black Church musics. (4) To acknowledge, uplift, and celebrate the contributions of past, present, and future Africana church musicians.

The Institute's initial efforts will focus on professional development for practitioners who have experienced limited or no formal training in the areas of sacred music and worship unique to the Black church. The Institute will be itinerant, holding events and trainings around the country to reach churches, musicians, and choral leaders who cannot easily come to the Chicago area.

Center for Asian/Asian American Ministry

Established by the seminary in 1984, this center offers holistic guidance and support to Asian/Asian American students. The center organizes mentoring programs, lectures, religious services, cultural fellowships, and social outreach. These activities are planned with the intent of intersectionally engaging (Asian) Christian experience/tradition with contemporary socio-political issues. For further inquiries, please contact Dr. Dong Hyeon Jeong at dong.jeong@garrett.edu.

Center for Ecological Regeneration

The Center for Ecological Regeneration supports the [seminary's commitments](#) to addressing the environmental crises facing the world's peoples today and to promoting the just healing of creation for the flourishing of all. The Center provides opportunities for eco-theological education and formation, supports implementation of the seminary's sustainability plan, and collaborates with internal and external partners to foster reparative actions for ecological justice throughout the Midwest bioregion and beyond. For more information, please contact the center director at timothy.eberhart@garrett.edu.

Hispanic-Latinx Center

The Hispanic-Latinx Center was established in 1988 to bring Hispanic-Latinx culture and experience into the life of the seminary. The Center's mission has been to meet the needs of Hispanic-Latinx students, pastors, parishioners, and community leaders in creative, insightful, useful, and organic ways. It also seeks to cultivate a community of friends who have a heart and concern about the realities of Latinx communities across the United States, Latin America, and beyond. Throughout the school year, we develop activities such as lectures, conferences, and other occasional programs aiming to provide resources and academic discussions on relevant topics related to Latinx's experiences. From a theological and social justice standpoint, we seek to promote dialogue and partnership with community leaders and non-profit organizations that together can work for the common good.

The Jerre L. and Mary Joy Stead Center for Ethics and Values

The Stead Center for Ethics and Values promotes teaching and research on a wide range of social ethics issues, creating accessible resources for a diverse audience. We seek to enhance moral communities by providing a space (online and offline) to engage, think critically, and ask questions about relevant, current, critical justice issues. While much of what we do at the Stead Center is with and for Christian communities, we also engage in interfaith conversations and have an interdisciplinary, collaborative approach that extends beyond religious partners. The Stead Center is endowed and led by a faculty director.

Styberg Preaching Institute

Endowed in 2005, the institute exists to form Christian leaders in the theological and practical disciplines necessary to proclaim the Gospel of Jesus Christ faithfully in the context of contemporary cultures. The institute sponsors workshops each year and develops other resources available to students, pastors, and alumni.

Rueben P. Job Institute for Spiritual Formation

Directed by the Rueben P. Job Chair in Spiritual Formation, the Center offers a wide array of resources that will deepen spiritual community, formation, and direction within the Garrett community and beyond. These resources include spiritual accompaniment

groups for Garrett students, annual conference, on-line courses, and links to resources devoted to spiritual practice and other topics. The Institute also sponsors on-line conversations and symposia that are open to the public, featuring conversations of relevance to pastors, chaplains, spiritual directors, and others.

Hispanic Scholars Program (HSP)

The Hispanic Scholars Program (formerly Hispanic Summer Program) seeks to shape the next generation of Latiné theological and academic leaders. In addition to the summer programming they are best known for, HSP has expanded to include a January-term course and a Latiné Doctoral Accompaniment Seminar each fall. January and Summer courses are held each year at one of several seminaries that sponsor the program. To register, the student completes the "Hispanic Scholars Program Request" form and submits it to the Garrett registrar. The registrar enrolls the student in the course and pays the program fee directly to HSP. The student may ask for reimbursement of travel expenses.

Hispanic/ Latiné students and bilingual students who are interested in Hispanic ministries may enroll for a maximum of two courses per summer, toward a Garrett degree. Participants get the opportunity to take accredited, graduate level courses with some of the nation's top Latiné faculty in an environment that centers Latiné methods, pedagogies, and stories. Instruction is in Spanish and English, covers a wide range of the theological curriculum, and focuses on the Hispanic/ Latiné church and Hispanic ministries within multicultural settings.

Additional details and registration information is available at <https://hispanicscholarsprogram.org/>. More information about course offerings and the Latiné Doctoral Accompaniment Seminar can be found on the Education page under Programs on the HSP website. All master's courses are 3 semester hours and conferred by the host school. Garrett will apply the credit to a student's record on receipt of the transcript as a field elective or general elective.

Institutional Policies

Enrollment Status

Enrollment Verification

Verification of enrollment is posted to the National Student Loan Clearinghouse several times each term. The office of registration services will also send verifications on request when needed for other purposes. Requests can be submitted via the [Enrollment Verification form](#). Please note the following stipulations:

- Registration Services can only verify enrollment in current or past terms. Because a future term has not yet begun, we cannot technically “verify” a student’s current registrations (if any) are their final enrollment for that term. Once the add/drop period for a term has passed, we can then verify enrollment.
- Students requesting enrollment verifications for upcoming terms may be supplied a “registration confirmation” letter instead. This lists the student’s current registration as of the date the letter was created and includes instructions for obtaining a subsequent verification if needed.
- If registration confirmations are insufficient for a student’s purpose, they must wait to submit the form until after the add/drop period for the current term has passed.

Enrollment Status Changes

Students planning to take a Leave of Absence or withdraw completely from the seminary, must submit a Change of Status form (available in myGETS) to the Office of Registration Services in order to remain in good standing.

Leave of Absence

A student who does not intend to enroll in courses for a given term may apply for a Leave of Absence (LOA) by completing the Change of Status form. Students may take a leave for up to two consecutive semesters (i.e., fall and spring, not including January or summer).

Students on an existing LOA may request additional semesters of leave up to the two consecutive term limit by submitting the Change of Status form again to indicate the new leave dates. Students seeking an exception to the maximum leave length must do so via academic petition. Students may not use the form to request leave that extends beyond the two consecutive term maximum.

Students will be administratively withdrawn upon failure to enroll in a third consecutive semester (not including January or summer) and do not have an approved petition granting an extension on file.

Course Withdrawals

If a student needs to withdraw from a course after the final drop date for the term, they should complete the Schedule Change Request Form available on myGETS. The professor and advisor(s) will be notified of the course withdraw, and a mark of withdrawn (W) will be entered on the student transcript. *A student who fails to withdraw from a course by the official procedure will receive a grade of F.*

The deadline for withdrawing from a course is the end of the sixth week of the term. Once a student chooses to remain enrolled in a course, the course cannot be later converted to a withdrawal. Incompletes cannot be converted to a withdrawal if the outstanding work is not completed.

Hardship Withdrawals

Hardship is considered to be an incapacitating illness or injury requiring extensive recuperation or a significant personal emergency such as a death in the immediate family. Verification of the hardship is required. Hardship withdrawals may be considered for individual classes or all classes in a given term.

Petitions for hardship withdrawal should be made via academic petition. Approved petitions will be granted “W” grades for any withdrawn classes; however, submission or approval of the petition does not equate to an automatic approval for financial accommodation (i.e. tuition refunds). Requests for financial accommodation will consider all pertinent information for decision-making, such as course participation (attendance, online activity, coursework submission, exam, etc.), meeting with advisors, notes from the medical provider (if applicable), etc. Students will be notified of the petition decision within 21 days from the date of submission via their official school email.

Please note that students will still be subject to Department of Education rules in regard to Satisfactory Academic Progress (SAP) and Title IV funding per the policies in the Academic Catalog. Granting of hardship withdrawals affects internal policy penalties only.

Students experiencing medical hardship are also encouraged to seek advising regarding potential academic accommodations.

Complete Seminary Withdrawal

Students seeking complete withdrawal from the seminary (all classes, all programs) must complete the Change of Status form (available in myGETS). Students who withdraw mid-term are still responsible for tuition as outlined in the Tuition Refund Policy. Please also see the Withdrawal and Return of Title IV Funds policy for financial aid implications of withdrawal.

Inactive Status

Students who are not on an approved leave of absence and who do not register for courses for two consecutive semesters (i.e., fall and spring) not including January and summer terms will be administratively withdrawn and marked as “Inactive/Unknown.” Student enrollment is checked once each term after the drop/add period. Students who are administratively withdrawn are eligible to reapply to the seminary in order to

continue their studies. To remain in good standing, students taking an intentional leave should complete the Change of Status form available on myGETS.

Reinstatement

To resume studies at Garrett-Evangelical after a temporary leave, students should meet with their advisor and register by the registration deadlines for that term. If a student is in good standing and the time limit on the degree has not expired, the student will be reinstated 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 to resume studies.

Higher Education Opportunity Act of 2008

Under the [Higher Education Opportunity Act of 2008](#) (HEOA) and related Department of Education policies, higher ed institutions must adhere to the following for students in the military:

- **Readmission** - Institutions must readmit service members who leave to perform military service (voluntary or involuntary) in the Armed Forces, National Guard, or Reserve for more than 30 consecutive days.
- **Conditions** - The student must provide notice of their absence, and the cumulative length of absences must not exceed five years.
- **Reinstatement** - Upon returning, students must be readmitted to their program with the same academic status as they had before leaving.
- **Tuition/Fees** - If a student withdraws due to orders, institutions often cannot impose financial penalties, such as forfeiting tuition for the current semester.

Advanced Standing & Transfer Credit

Transfer & Shared Credit

Credits Earned at Another Institution

The following stipulations apply to potential transfer credits from other institutions:

- Courses must have been completed within the last 10 years. Any transfer credits accepted at the time of admission that will exceed 10 years at the time of graduation will not be retained.
- Courses must have been graded at a B- or better. Courses taken on a pass/fail basis will not be considered for transfer.
- Courses must have been taken at the graduate level.
- Courses must have been taken at an accredited institution. Transfer credits are not accepted from institutions that are not fully accredited.
- No more than one-half of the credits required for a degree can be completed through the use of transfer credits.

Credits Earned Through Previous Garrett Coursework

To transfer credit from a completed Garrett course or program to another Garrett program, the following stipulations apply:

- Courses must have been completed within the last 10 years. Any transfer credits accepted at the time of admission that will exceed 10 years at the time of graduation will not be retained.
- Courses must have been graded at a B- or better.
- Credit earned from a previous Garrett degree and applied to a new degree may not exceed more than half of the shorter degree.

International Students

Because of the residency requirements for a study visa, transfer credit may be limited for international students to ensure that students remain in compliance with full-time student status during their course of study. All above stated criteria apply for transfer credit.

Advanced Standing

Advanced standing is the recognition of previous successful study that is relevant to the program to which a student has been admitted at Garrett-Evangelical. These studies may be credited to the student's Garrett-Evangelical degree program, enabling the student to complete the program in a reduced amount of time.

Advanced standing may be granted without credit or with credit.

Advanced standing without credit is granted by exempting students from some courses but not reducing the total number of academic credits required for the degree. Students are rarely given exemption from required foundational and introductory courses.

Students seeking advanced standing without credit must provide documentation (transcripts, certifications, references, course syllabi, etc.) sufficient to evaluate the student's competence in the subject matter and 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 seek exemption and advanced standing. In some cases, the student may be asked to complete a version of the course final exam and a subsequent in-depth interview with the instructor(s).

Advanced standing with credit is granted by reducing the number of hours required for the degree. However, students are rarely given exemption with credit from required foundational and introductory courses. Advanced standing with credit is usually granted on the basis of transfer credit from another master's degree program at an accredited institution [see Transfer & Shared Credit above]. Advanced standing with credit is typically not granted for P/F courses or for courses for which the student received a grade lower than B-. Decisions for advanced standing are made by the degree program director, in consultation with the academic dean if necessary.

Any credit awarded for prior learning must be documented, evaluated, and appropriate for the level of degree awarded. Advanced standing with credit cannot be granted on the basis of ministerial or life experience. Therefore, students seeking advanced standing with credit are required to provide to the registrar and degree program director a transcript from an accredited institution and copies of relevant syllabi for the courses for which they are seeking waiver.

If advanced standing is granted with credit, not more than 1/6 of the total credits required for the degree may be granted in this way. Under current degree requirements, no more than 8 to 9 hours for an MA (depending on the program) and no more than 12 to 13 hours for the MDiv (depending on the total number of credits required to complete the degree).

PhD students who have completed coursework beyond an initial theological master's degree may be eligible for advanced standing with credit for 6 semester hours if the work has been completed at another accredited doctoral granting institution within the previous ten years. These courses can count toward meeting the coursework requirements in the field in which they are concentrating or toward a minor field of study. Approval for such credit requires approval by the field, the student's advisor, and the PhD director.

Submitting Transfer Credits for Review

Courses Taken at Another Institution

- Students who have taken courses at another institution and want previous coursework evaluated for transfer credit must complete the [Transfer Credit Request form](#).
- Students complete the form (once per course), reviewing criteria to make sure their courses are eligible for transfer credit (all criteria are detailed on the form).
- Students upload all associated syllabi when submitting the form.
- For a preliminary review prior to application, an unofficial transcript is sufficient. Once a student has been admitted, if the Office of Admissions does not have an official transcript for that student, the student must submit one at this time in order for the transfer credit review to be completed.
- The student and their advisor will be informed of final faculty decisions and, if approved, the transfer credit or advanced standing will be applied to the program. Only after completion of this review will transfer credit or advanced standing be added to the student's Garrett-Evangelical academic record.

Previous Garrett Courses

- To receive credit for previous courses taken at Garrett, students do not need to do anything; the courses will be automatically applied when they are enrolled in the new program.

Additional Notes

- Acceptance of field education credit in transfer requires the approval of the degree program director and the director of field education.
- Transfer credits are reviewed by the faculty regularly, on a schedule of their choosing. Please expect a minimum of 2 weeks for processing and review, longer if the form was submitted during term breaks.

Credit Revalidation

If a student has transfer credits that are relevant to theological study but are older than ten years, they may complete a credit revalidation process. To initiate the process, the student provides syllabi for the courses under consideration. If the faculty approves/agrees, the student may get advanced standing, with the courses themselves being waived but not the credits. In this case, in order to make up the credits, the student has to take another course in the field or any other course Garrett offers.

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 one-third of the total MDiv degree. In addition to the 15 semester hours of elective credit for the five summers, an additional 12 semester hours can be applied to the following fields with the approval of the academic dean and degree program director:

- 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 (using the process noted above) upon admission to the Master of Divinity degree program.

Change of Degree Program

Changing Degrees

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.

If a change in degree program is considered at any point after a student has matriculated, the student should submit the Application for Degree Change form (on the Student Forms page of myGETS), along with an updated statement of purpose highlighting the reason for the change. The degree change application works as a discernment process between the student, current advisor, program director, and the potential new advisor and program director. If a student is currently taking field education, the student should also consult with the director of contextual education. Once all faculty have signed off with their consent, the completed paperwork is submitted to the Office of Registration Services.

Any petition for a change of degree program should be received prior to the completion of the second full-time semester (or equivalent).

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

Dual Degree Programs

Garrett-Evangelical offers approved dual degree pathways for select degree programs. Dual degree options are limited to institutionally approved program combinations and are not available for all degree programs.

Students interested in pursuing an approved dual degree may declare their intent during the Spring semester of their first year of enrollment by submitting the appropriate request through the Office of Registration Services.

Admission to the second degree program is subject to approval through an admissions led review process.

Upon approval, the dual degree designation will be added to the student's academic record, effective for the Fall semester of the second year, and the student will follow the curriculum requirements for the approved dual degree pathway.

Students who pursue two-degree programs (dual degree) are subject to the institution's Shared Credit Policy for the application of coursework between degree programs.

Registration Policies

Registration Times

Online registration opens at 10:00 AM Central time on the dates specified in the academic calendar. Online registration closes at 11:59 PM Central time on the dates specified on the academic calendar.

Course schedules and academic calendars are posted on Garrett-Evangelical's website located at <https://www.garrett.edu> and on myGETS at

https://mygets.garrett.edu/ICS/Registrar_and_Advising/. All course schedules are subject to change.

Add/Drop Period

Adding a Course after the Term Starts (with permission)

Courses may be freely added through 11:59 pm on the date stated on the academic calendar. If a student needs to add or make changes to the course schedule after online registration closes, courses may be added/changed with instructor permission up to the deadline listed on the academic calendar using the Schedule Change Request Form available on myGETS.

Dropping a Course

Students may drop a course through myGETS through the end of the drop/add period indicated in the academic calendar for each term. If a student drops a course before the end of the drop/add period, the course is removed from the transcript. Students should consult their advisor before dropping a course.

Course Withdrawals

See the Enrollment Status Changes section of this catalog for information about withdrawing from a single course or all courses in a term.

Hardship Withdrawals

See the Enrollment Status Changes section of this catalog for information about hardship withdrawals.

Registration Priority

Doctoral students, 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 for senior students to be able to register early.

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

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

Registration Process

Students are encouraged to meet with their advisor(s) prior to making course selections.

- Review the Curriculum Guide for the specific program (<https://mygets.garrett.edu/ICS>).
- Check that all holds are cleared. Please note that it often takes up to two business days for certain holds to completely clear.
- Register for courses using the Registration Portal on myGETS.

- Indicate the grading option of letter grade (LG) or pass/fail (P/F), or audit (AU) at the time of registration by notifying the Office of Registration Services. 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.*
- 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 registration services. Student forms can be found in the Student Information section of myGETS. Additional information about Cross-Registration and CPE can be found below.
- 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.

Registration Status

In order to receive academic course credit, students must be fully registered for the course in the term that the course is taken. *Students will forfeit any course work if registration was not completed.* Retroactive registration is not available.

Closed or Waitlisted Courses

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.

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.

Registration Holds

Business office clearance is a requirement for completing registration.

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 Office of Registration Services releases such holds only upon notification from the office indicating the hold.

Type of Hold	Office
Financial	Business Affairs/Bursar
Health Records	Student Affairs
Academic	Registrar and/or Academic Dean
Overdue Books	Library
Student-loan-related	Financial Aid Services

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

Special Registration Options

Independent Study

The seminary encourages independent scholarship balanced by direct instruction from qualified faculty and learning with peers. Students may arrange for a course as an independent study under an individual professor's direction. Registration for an independent study is subject to the professor's agreement to the proposed plan of study, the completion of the independent study form by the student in consultation with the professor, and the academic dean's approval. 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 master's degree program is 9 semester hours; for PhD, the maximum is 18 semester hours.
- PhD students may take up to four master's-level courses; beyond that, they must arrange for an independent study with a faculty member.

To be considered complete, independent study requests must include learning outcomes, bibliography, and information about the means of assessment or learning assignments. Independent study requests with non-Garrett-Evangelical faculty must also include a CV of the intended faculty leading the study. Paperwork that does not include complete information will be returned as incomplete.

Completed requests should be submitted to the Office of Registration Services at least 30 days before term start to allow time for review and approval.

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.

Cross-Registration Options

Cross-registration is processed through the Garrett-Evangelical Office of Registration Services 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. Incompletes are determined by the policies of the school at which the student is taking the course. As a rule, students must also take Garrett-Evangelical courses along with any cross-registered courses from ACTS or Northwestern.

The first and 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 first or final term must petition their advisor and the registrar for permission. Please be aware that cross-registration in the final term may block students from on-time graduation if grades are not received by the Garrett-Evangelical registrar by the deadlines stated in the academic calendar. Please note that foundational courses and other 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 Office of Registration Services for more details.

Association of Chicago Theological Schools (ACTS)

The ACTS catalog lists all courses open for cross-registration. It is available at actschicago.org. Courses not included in the ACTS catalog are might not be available for cross-registration.

Master's students: Master's degree students are permitted to take master's 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 students after the first year of foundational courses.

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

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

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

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

- The student consults the advisor and the director of PhD and/or Advanced Studies (following home school procedures for approval), registration services, and dean's office. A courtesy e-mail between deans is expected.
- The student contacts the professor to discuss interest in an independent study.
- The ACTS deans have approved faculty compensation for each student taught.

- 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.
- If a master's level course is part of the PhD independent study, the student should submit both a cross-registration form and an independent study form to registration services.

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/>. Master's students may not take NU courses until the first-year sequence of foundational courses is completed. Information about cross-registration is available from the Office of Registration Services. In order to receive academic credit for Northwestern courses, students should take courses that are 300-level and higher.

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 one half of the MDiv, MA, and MTS programs. PhD students may take a maximum of 12 semester hours through cross-registration.

Course Information

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. A general seminary expectation is that students should not miss more than 20% of class sessions.

Incomplete Grade Policy

In cases involving an extenuating circumstance that prevents a student from completing required coursework, prohibiting the professor of record from issuing a final grade, a student can request an incomplete "Y" grade be entered by the professor.

- For **Master's students**, incomplete grades for fall and spring terms, if granted, must be completed by the first day of their next term of enrollment, not to exceed 3 months. For January and summer terms incomplete grades may not exceed the final due date for coursework listed in the academic calendar. Faculty may set earlier deadlines with the student.

- For **PhD students**, incomplete grades must be completed by the last day of the next semester or term per the academic calendar.
- For **DMin students**, incomplete grades for fall and spring semesters must be completed by the first day of their next semester of enrollment, not to exceed 3 months. For January and summer terms incomplete grades may not exceed the final due date for coursework listed in the academic calendar. Faculty may set earlier deadlines with the student.
- Students may not have any more than three incomplete grades at any one time.
- Graduating students should not request Incompletes in their final term of enrollment except in extenuating circumstances. If an Incomplete is deemed necessary, this will delay the student's graduation date until the next available graduation term.
- If an incomplete grade 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.
- Students taking courses at other institutions are subject to the incomplete grade policies of the school at which the student is taking the course.
- Faculty may choose to grade down for late work, including work completed as part of an official incomplete.

To receive an incomplete grade, students must obtain permission from the course professor of record. Requests must be made by the last day of the term in which the class was taken (see the Academic Calendar for specific dates).

- By the final grade deadline as noted in the academic calendar, the course professor of record enters a temporary grade of "Y" and submits the official Incomplete "Y" Grade Form to registration services.
- Once the coursework is completed (no later than the deadline indicated on the Incomplete "Y" Grade Form), the professor of record will submit the Change of Grade form to registration services, informing the office of the student's final grade for processing and documentation.
- If a Change of Grade form indicating the student's final grade is not received by registration services following the deadline indicated on the Incomplete "Y" Grade Form, registration services will record the grade indicated by the professor on the Incomplete "Y" Grade Form.
- In rare emergency circumstances, students may petition the academic dean to extend the incomplete grade timeframe beyond the allowable limits stated above. The petition must be submitted to the academic dean by the deadline listed on the Incomplete "Y" grade form and prior to the final grade posting. The academic dean will consult the professor of record, degree director, and assigned advisor as appropriate.
- Except for a suspected grading error or capricious grading, once a final grade is posted, students will no longer be able to petition for a grade change or petition for additional time to complete coursework.

Courses Taught Off-Campus

Off-Campus Trips

All off-campus travel (e.g., field trips) requires having a planning checklist, medical and emergency contact information, and liability waivers signed by participants, all submitted in advance. Faculty may request copies from the Academic Affairs Office.

Off-Campus Courses

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.

Online Course Limits

The number of online courses **master's degree students** may take toward completion of a degree is limited only by denominational requirements.

As of January 2023, The United Methodist Church no longer has a denominational limit on coursework completed online toward ordination through the official United Methodist seminaries. Annual conferences may still place limits on the amount of online coursework candidates for ordination may complete. All master's students seeking ordination or other denominational approvals are encouraged to confirm any online course limits with the appropriate offices in their denomination.

There is no limitation for **DMin students**.

The Association of Theological Schools requires that **PhD students** complete at least half of their coursework in residence at Garrett; this means PhD students may not do more than half online and/or through outside schools. PhD students may not take asynchronous online courses.

Per current SEVIS/DHS regulations, **F-1 students** are limited to one online course per semester/term. Please contact the PDSO for more information.

Grading System

Students should indicate the grading option of letter (LG), pass/fail (P/F), or audit (AU) at the time of registration. Before the end of the drop/add period each term, students may notify the office of registration services and their advisor to change the grading type. Students admitted on a probationary basis or students on probation must 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 final drop deadline listed on the academic calendar for each term. Changes beyond this deadline will only be considered for extenuating circumstances and must be requested via academic petition.

Grading Scale

Letter Grade	Range	Grade Points	Description
A	94-100	4.0	Excellent
A-	90-93	3.7	
B+	87-89	3.3	Good Quality (expected of graduate students)
B	84-86	3.0	
B-	80-83	2.7	
C+	77-79	2.3	Satisfactory
C	74-76	2.0	
C-	70-73	1.7	
D	60-69	1.0	Unsatisfactory; required courses must be repeated
F	< 60	0	Failure; required courses must be repeated

Additional 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
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 towards graduation
NR	No Record	No credit earned toward graduation; course not recorded on the transcript; used in academic contingency situations
RD	Repeated Course	No quality points
RF	Repeated Course	No quality points
NG	No Grade	Grade not received from professor
RW	Rewrite	DMin rewrite required
S	Satisfactory	No credits
W	Withdrawn	Withdrawal from a course after the add/drop deadline
WP	Withdrawn Passing	Withdrawal from a course while passing
WF	Withdrawn Failing	Withdrawal from a course while failing
Y	Incomplete	Official incomplete form on file
DA	Academic Discontinuation	A student has been discontinued for academic reasons
DIS	Discontinuation	A student has been discontinued for other than academic reasons

Grade Point Average (GPA)

The GPA is calculated on a 4.0 scale 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. $GPA = TQP / GPA \text{ hours}$.

GPA Notes

- Required Cumulative GPA for Graduation: 2.5
- Total Quality Points (TQP): the sum of the letter grades converted into the equivalent 4.0 grade scale.
- Cumulative GPA credits are all attempted for a letter grade.
- Total credits completed includes all semester hours that are counted toward graduation, including Pass/Fail grades.

Faculty Grade Deadlines

Grades should be submitted online through the faculty portal 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 deadlines.

Pass/Fail Guidelines

By recommendation from the professor, a specific course may be designated as only P/F (pass/fail). Courses with P/F grading only include, but are not necessarily limited to, the following:

- PCC 679 CPE
- FE 600/FE 610 Field Education
- TS 601/602 MTS Colloquium
- PCC 950 Clinical Practicum
- PCC 960 Clinical Internship
- TS 690 MTS Thesis
- PH 904 Research Seminar

It is a general guideline that students preparing for ministry should take required courses for letter grade. Students in master's programs may take up to one third of the program for pass/fail credit.

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

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

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 new grade replaces the earlier D or F. Students who fail the same required course twice will receive an academic warning and may face discontinuation.

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. The student will receive an academic warning and may face discontinuation.

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 academic dean.

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. The grades of RD and RF do not count toward graduation or the student's cumulative GPA. All grades remain on the transcript. PhD students also need the support of the PhD director and agreement of the academic dean.

Academic Petitions

Students may submit a petition when circumstances require special exceptions to the standard policies and regulations. The "Student Petition Form" is available on the Student Forms page in myGETS and includes instructions for submission. Students should submit the completed petition form well in advance of the date of the particular requirement or deadline of change requested (as appropriate). All petitions must be in writing and sent via Garrett email. All petitions, whether denied or approved are provided to the student via Garrett email with copies saved in the student's academic file. Appeals to the petition decision should be directed to the academic dean.

Academic Integrity

Plagiarism & AI Technology

Plagiarism is the acquisition of academic work in whole or in part from any source (from textbooks and journal articles to web resources to generative AI) and the subsequent

presentation of those materials as the student's own work (whether that material is paraphrased or copied in verbatim or near-verbatim form). Plagiarism is a violation of academic integrity and a form of academic dishonesty. This constitutes an academic integrity violation unless it is otherwise allowed by the instructor. Individual assignments and exams may have additional, specific requirements related to original work which should be clearly defined by the instructor.

All incoming students are required to complete an online tutorial designed to help them identify and avoid plagiarism. The tutorial is completed through video modules and a final test Canvas: [Plagiarism Tutorial](#). All new students will be added to the Canvas course automatically in their first fall or spring semester. Incoming students must successfully complete the tutorial before the end of their first semester. Failure to do so will result in an academic hold.

Garrett's Response to Plagiarism

Garrett takes the question of academic integrity and plagiarism very seriously. Professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism or the inappropriate use of AI.

Responding to Suspected Incidents of Academic Dishonesty

If a professor suspects a student of academic dishonesty (plagiarism or the inappropriate use of AI), they should take the following steps:

- Notify the student via Garrett email of the suspected academic integrity violation, including all evidence (such as a Turnitin report or a copy of the material in question).
- Schedule a meeting with the student to review the material. The director of academic support may be invited to join the meeting at the discretion of the professor and/or the student.
- Following the student meeting, determine whether an academic integrity violation was committed or not.
 - If not, no further action is required.
 - If yes, professor must submit the [Academic Integrity Documentation form](#) available on the [Faculty Forms page](#) in myGETS and notify the student that the assignment in question will receive an automatic F.
- Upon submission of the [Academic Integrity Documentation form](#) by the professor, the Office of Registration Services will notify the student and professor of the following:
 - academic integrity violation incident number (first, second, or third); and
 - appropriate steps based on incident number (see the following information for potential implications based on incident number).

Potential Implications Based on Incident Number

Master's Students

1. *First incident.* If the Office of Registration Services determines that this is a first incident of academic dishonesty for the student:
 - a. Assignments in which plagiarism or other forms of academic dishonesty are confirmed receive an automatic grade of F.
 - b. Faculty have the discretion to permit students to revise and resubmit the assignment for regrading. The professor will communicate to the student the need to know and apply consistently Garrett's policies for writing academic papers and refer them to Academic Support and Writing Services (academic.support@garrett.edu) for assistance if deemed necessary.
2. *Second incident.* If the Office of Registration Services determines that this is a second incident of academic dishonesty for the student:
 - a. In addition to notifying the professor and the student, the Office of Registration Services will also notify the academic dean, which will initiate a conference with the student and the dean. At their discretion, the academic dean may invite additional faculty or staff into the student conference. Master's students are eligible for academic discontinuance after the second incident of an academic integrity violation.
3. *Third incident.* If the Office of Registration Services determines that this is a third incident of academic dishonesty for the student:
 - a. The student will be automatically discontinued from the degree program.

Doctoral Students

1. *First incident.* If the Office of Registration Services determines that this is a first incident of academic dishonesty for the student:
 - a. In addition to notifying the professor and the student, the Office of Registration Services will also notify the academic dean, which will initiate a conference with the student and the dean. At their discretion, the academic dean may invite additional faculty or staff into the student conference. Doctoral students are eligible for academic discontinuance after the first incident of an academic integrity violation.
2. *Second incident.* If the Office of Registration Services determines that this is a second incident of academic dishonesty for the student:
 - a. The student will be automatically discontinued from the degree program.

All documented instances of academic integrity violations will be officially recorded in the student's academic record.

The Use of AI Technology

The use of AI technology must be in consultation and agreement with the instructor(s). With the permission of the instructor(s), AI technology may be used for research, writing, editing/proofreading, note-taking, image and video creation, disability assistance, and other classroom matters. Since the development of AI technology is ongoing, the instructor(s) and the students must constantly remind, exchange, and

update each other about their concerns and use of AI technology for the duration of the course. Moreover, the instructor(s) has the prerogative to prohibit the use of AI technology in his/her/their classroom due to the fluidity of the development of AI technology. If the instructor(s) are intentionally using AI technology for teaching, grading, and/or other classroom matters, then the instructor(s) are required to disclose this and are encouraged to allow the students to use AI technology as aforementioned.

Course syllabi will contain a section similar to that below outlining the AI use policy for the individual course within the guidelines above.

AI Policy for this Course

Please refer to the table below for guidelines.

Not Allowed	Allowed with appropriate acknowledgment	Allowed and no acknowledgement needed
You must consult the professor(s) for uses not mentioned above.		
To properly cite the use of AI in Chicago style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html .		

Individual professors may allow or prohibit the following AI tools – designating them as not allowed, allowed with appropriate acknowledgment, or allowed with no acknowledgment needed. Use of AI tools may include some or all of the following, but are not limited to this list:

- generative AI help with papers (generating topics, ideas, outlines, arguments);
- generative AI help with writing (paraphrasing, summarizing, generating language for assignments);
- generative AI help with reading (summarizing or outlining reading assignments);
- language translation;
- language assistance for non-native English speakers;
- editing, polishing, or revising paper drafts;
- proofreading;
- presentation design;
- citation generation;
- research; and

- note-taking.

Academic Standing

Academic standing is reviewed twice a year after the submission of fall and spring grades. Students in good academic standing with the seminary are those who are meeting minimum grade requirements for all coursework and master's students that are maintaining GPA above 2.5 on a 4.0 scale and doctoral students who are maintaining a 3.0 or above on a 4.0 scale. When a student does not meet the minimum requirements for good academic standing, notification is sent to the student, their assigned advisor, and degree director(s).

Students receive an academic warning the first time their academic standing falls below minimum expectations. Students may be eligible for discontinuation (academic dismissal) if their academic standing does not improve.

All students who are not in good standing will be invited to participate in the academic recovery program which will state the specific actions the student must take, the outcomes the student must achieve, and the support the seminary will provide, in order to return the student to good academic standing.

Academic Warning

Accumulated Unsatisfactory Grades

Students enrolled in the **MDiv degree** who accumulate two grades of D or F will receive an academic warning.

Students enrolled in an **MA, MTS, or non-degree** program who receive one grade of D or F will receive an academic warning.

PhD students who receive a grade below B- in a course will receive an academic warning. Academic Affairs will engage the PhD degree director to review the student's academic performance and any possible remediation.

DMin students who receive a failing grade will receive an academic warning.

Return to Good Academic Standing

Students return to good standing when failing grades are replaced with final grades that meet the minimum requirement for good academic standing (due to a grade change or repeating required courses). If a master's was placed on academic warning due to cumulative GPA less than 2.5, that student return to good standing when the cumulative GPA rises to 2.5 or higher. If a doctoral student was placed on academic warning due to a GPA less than 3.0, that student returns to good standing when the cumulative GPA rises to 3.0 or higher.

Academic Discontinuation

Accumulated Unsatisfactory Grades

MDiv students are eligible for discontinuance (academic dismissal) after accumulating three (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 eligible for discontinuance (academic dismissal) after accumulating two (2) grades of D or F, or an F in one semester of field education.

MTS students are eligible for discontinuance (academic dismissal) after accumulating two (2) grades of D or F.

PhD students are eligible for discontinuance (academic dismissal) after accumulating two (2) grades below B-.

DMin students are eligible for discontinuance (academic dismissal) after accumulating two (2) grades of D or F.

Cumulative GPA Below 2.50

All degree-seeking students are eligible for discontinuation (academic dismissal) after two consecutive full-time semesters (or equivalent) of course work or after provisional admission and one full-time semester (or equivalent) with a cumulative GPA lower than 2.5 for master's students and a cumulative GPA lower than 3.0 for doctoral students.

Nondegree students are eligible for discontinuance (academic dismissal) after one semester with a cumulative GPA below 2.50.

Conditional Admission Status

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

- A cumulative grade point average below 2.5.
- 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.
- The student's written statements or references indicate that the student would benefit from additional reinforcement in language, writing, or critical thinking courses.
- Further evidence is necessary to assess a student's readiness to engage in communal learning in accordance with the seminary's mission and values.

In each of these cases, specific requirements will be drafted into a contract by the admissions office (and articulated in the student's letter of acceptance). The terms of conditional admission require that students take no more than six (6) credit hours per semester (in some cases, students on conditional admission are allowed to take nine (9) credit hours per semester), take all courses for a letter grade where offered, and take at least one introductory survey course in the first semester.

Conditional admission status will be removed when the student has:

- completed a minimum of 15 credit hours, taking at least five (5) credit hours per semester (minimum part-time status);
- all coursework has been taken for a letter grade unless the course is only offered pass/fail;
- received a grade of B- or higher in all courses taken for a letter grade and passed all courses registered as pass/fail;
- finished coursework by the dates stipulated in each course (conditionally admitted students are not eligible to receive course extensions); and
- shown evidence of readiness to engage in communal learning in accordance with 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 Academic Affairs, 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 Academic Affairs.

Discontinuation of Students Admitted Conditionally

Conditionally admitted students are eligible to be discontinued (academically dismissed) 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 have been discontinued (academically dismissed) are eligible to reapply after one year.

Academic Readmission

Students who have been academically discontinued (dismissed) are eligible to reapply to the seminary after two consecutive semesters (not to include summer and J-term) from the date of discontinuation. Students will be considered for readmission if the conditions that led to discontinuation have been significantly addressed. All academically discontinued (dismissed) students must complete a new application for admission focusing on the previous academic conditions and noting significant changes. References also need to address the changes. 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 below.

Satisfactory Academic Progress (SAP)

The phrase "satisfactory academic progress" is a financial aid phrase that refers specifically to a student's eligibility for federal financial aid. In order to maintain satisfactory academic progress, students must be making steady cumulative progress toward the completion of their degree programs. While this is roughly equivalent to academic status as outlined above, there are additional criteria. Therefore, it is possible for students to be in good academic standing but determined not to be making

satisfactory academic progress for financial aid eligibility. Additional information may be found in the student Financial Aid Handbook, available from the financial aid office.

Vocational Standards

Garrett-Evangelical Theological Seminary, as a graduate institution preparing individuals for church, community, and academic leadership, maintains standards for vocational, professional and ethical conduct. When those standards are breached, the seminary may initiate the vocational standards review process to determine a student's ability to participate in vocational ministry practice associated with their Garrett enrollment. Based on the nature and severity of conduct, through this process, the seminary may establish remedies including but not limited to educational intervention, disciplinary conditions, or discontinuance. Readmission eligibility for any student that is discontinued through the vocational standards review process is not guaranteed and will be determined on a case-by-case basis.

Defining Vocational Standards

Vocational standards refer to appropriate vocational, professional, and/or ethical behavior on or off campus (including personal and emotional) that Garrett students are expected to uphold from enrollment to degree conferral. Any vocational, professional, or ethical behavior that challenges the institutions' ability to approve or continue vocational ministry practice associated with Garrett enrollment is subject to review within this process.

The criteria and procedures set out below are intended to guide the student, faculty, and administration in developing appropriate responses to vocational, professional, or ethical behaviors. Garrett-Evangelical students agree by their enrollment to accept these criteria and procedures as part of their theological education.

A student's willful violation of vocational standards or unwillingness to engage in these procedures may lead to immediate discontinuance and therefore is not subject to all steps within the review process.

Vocational Standards Review Criteria

The vocational standards review process is the institution's pathway to ensuring students can function as professionals in the church, academy, and community. The review process is used to consider whether such capacity is manifest especially in the context of contextual or community-based education, leadership in the life of the seminary, relationships with others in the seminary community, personal formation, and in the student's coursework.

Once the vocational standards review process has been initiated, students are ineligible to change or be accepted into another degree program at Garrett until the process is resolved.

Appropriate vocational, professional, and ethical behaviors include but are not limited to the following criteria:

- maintain appropriate boundaries within relationships
- exercise self-regulation
- constructively deal with conflict
- student's capacity to learn from experience
- develop interpersonal relationships
- work across diversity and difference
- express empathy

Vocational Standards Review Procedures

Note that the Associate Vice President for Academic Affairs may be directly involved in all steps of the vocational standards process except appeal to the Academic Dean. Upon formal report of a vocational standards violations the following procedures are to take place:

1. Initial Review & Consultation

Any member of the Garrett community can report a violation of vocational standards using the Vocational Standards Review Report.

Upon receipt of the form, Academic Affairs will review the report and make an initial recommendation based on the vocational standards criteria, notify the student and convene a consultation meeting with the student and at least two academic affairs staff members.

Following the consultation, the student will be notified of the next steps, including any associated remedies.

2. Expanded Consultation

If the initial review, consultation, and associated remedies do not adequately resolve the initial violation to the satisfaction of the student or the seminary, an expanded consultation may be arranged. The expanded consultation may include the Dean of Students and/or other Garrett faculty or staff members as appropriate.

Following the expanded consultation, the student will be notified of the next steps, including any associated remedies.

Vocational Standards Review Resolution

Vocational standards review process will be deemed resolved following a final consultation meeting with the student, at least two academic affairs staff members, to confirm the student's readiness for vocational ministry practice. All confirmed violations associated with the vocational standard review process will be notated in the students' academic record.

If the initial and expanded consultations do not result in the student's eligibility to participate in vocational ministry practice associated with their Garrett enrollment, upon consultation with the Academic Dean the student may be discontinued.

Vocational Standards Review Resolution

There are 4 scenarios in which a student can appeal the initial decision or remedy up to discontinuance by submitting the Student Standards and Accountability Appeal form. All vocational standards review appeals will be heard by the Academic Dean (or designee).

- New evidence
- Bias/discrimination
- Procedural error
- Disproportionate remedy

Student Records

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 office of registration services. 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 the authorization of the student. All requests for academic transcripts should be submitted online through our approved vendor. Records in other offices are held in confidence and can be discussed with students in the context of procedures operating within each office.

Family Educational Rights and Privacy Act (FERPA)

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

1. 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 registration services office a written request that identifies the records they wish to inspect. The office of registration services 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.

2. 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.

3. 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. Vocational Standards) applicable to students of the agency or institution," may be shared with institutions who have legitimate educational interest.

4. 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:

U.S. Department of Education
Student Privacy Policy Office
400 Maryland Ave, SW
Washington, DC 20202-8520

A FERPA complaint form is available online at <https://studentprivacy.ed.gov/file-a-complaint>. It may be completed and submitted electronically or physically. Additional information on the website.

Please note: As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information (PII) contained in such records — including a student's Social

Security Number, grades, or other private information — may be accessed without the student's 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 student records and PII without 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 a student's education records and PII without their 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 a student's 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 the student's consent PII from education records, and they may track student participation in education and other programs by linking such PII to other personal information 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.

Retention of Records

As far as possible, retention policies apply both to physical and digital files:

- letters of reference are destroyed at the time a student is enrolled
- academic record/transcript - kept permanently
- academic folder - maintained on file for five years after exit and then destroyed

Directory Information

Items classified by Garrett as directory information are indicated below. Students may withhold free disclosure of directory information (on an all or nothing basis) to non-institutional persons or organizations. Students who wish to prevent the disclosure of their directory information must inform the Office of Registration Services *in writing* during the fall registration week of every academic year.

The seminary has traditionally included some of this information in a student directory published annually. Student information will not be shared with anyone for commercial purposes.

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

Items Classified as Directory Information

- name of student

- name of student spouse
- photograph of student
- local address
- local telephone number
- degree for which registered
- confirmation of student current status
- place of birth
- dates of attendance
- degrees and academic awards received
- most recent college attended, and degrees awarded
- e-mail address and NU Net ID

Transcript Requests

All requests for academic transcripts require proof of identity from the student.

Transcript requests may be made online through Parchment. A processing fee is charged per transcript. Transcript orders placed by students with a balance on their student account are not released except as required by Illinois or federal law (see below).

If a student has a balance on their student account, transcripts will not be withheld, but they can be sent only in certain circumstances. Under the [Illinois Student Debt Assistance Act](#), an institution of higher education must provide an official transcript -- even if the student owes a debt to the institution -- when the transcript is requested to:

- complete a job application;
- transfer to another institution;
- apply for federal, state, or institutional financial aid;
- join the U.S. armed forces or Illinois National Guard; or
- pursue other post-secondary opportunities.

The institution cannot make the condition of an official transcript delivery contingent on payment of a debt (other than the actual cost to produce the transcript).

Official transcripts will be released only to the an institution, agency or person for whom the transcript was requested; such transcripts will be sent directly to the recipient indicated in the order by the Office of Registration Services. Students may print unofficial transcripts through myGETS for free.

Transcripts include all graduate-level work completed at Garrett-Evangelical or our predecessor institutions (Chicago Training School, Evangelical Theological Seminary, and Garrett-Evangelical Theological Seminary/Garrett Biblical Institute). Faculty action about dismissal will be noted on the transcript. Transcripts in student files from other schools will not be released by the Garrett-Evangelical Office of Registration Services.

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. Course of Study transcripts can be requested from cosregistrar@gbhem.org.

Preparing for Research with Human Subjects

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.

Purpose & 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 policy: “The school has and follows clearly stated policies regarding the ethical and appropriate use of technology and research resources, including appropriate guidelines for research with human participants that meet all applicable laws and regulations.” (ATS, Standards of Accreditation (2025), 3.14)

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. 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 Human Subject Research

The HSC provides a 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 determine if any further steps are required.

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:

- interviewing a Subject who is 18 or older and who has consented to be interviewed;
- participant observation in a public venue such as worship services or other community gathering places; and
- 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.

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 GETS. 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.

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

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

Students engaging in these projects must complete the Research Risk Assessment Rubric to determine the extent of human subject 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.

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. If there is no outside review board, but the faculty member is doing work on human subjects, the faculty member must use the Research Risk Assessment Rubric to determine whether HSR approval is needed.

Outside Researchers Doing Research with Human Subjects at Garrett

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.

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 of minimal risk or that has significant benefits to counterbalance greater risks, per the Research Risk Assessment Rubric. It will also require parental consent and participant assent if possible. See the Appendix 3 "Parent Permission and Child Assent" for more information.

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 a conceptualization and design of the project. The researcher completes the Research Determination Form, which may also necessitate the completion of 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 Determination Form, 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, the 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 recommendations 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 the 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.

Protection of Subjects

- Is the subject assured of anonymity?
- Is there an 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?

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)?

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?

Mandated Reporting

- Is the subject informed that researcher(s) will comply with mandatory reporting requirements?

Research Instruments

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

Graduation & Commencement

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

Students must have financial clearance to graduate/receive their diplomas:

- Students may participate in the commencement ceremony if they have a balance due on their student account.
- Students will not receive their diplomas until their balance is paid in full.
- The deadline for financial clearance to graduate is listed on the academic calendar.

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

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, holds removed, any rented regalia returned, and all courses completed. Students are expected to complete an exit survey before graduation.

Requirements for Graduation

Degree Conferral

Garrett-Evangelical Theological Seminary confers degrees three times each academic year:

- Fall conferral (January)
- Spring conferral (June)
- Summer conferral (September)

Students must submit a graduation application by the deadline published in the academic calendar for the term in which they intend to complete their degree requirements.

To support timely degree completion, students are strongly encouraged to maintain ongoing communication with their assigned academic advisor throughout their program. Advisors assist students in monitoring progress toward degree requirements; however, each student is ultimately responsible for ensuring all requirements are met, both curricular and co-curricular.

Academic Affairs reviews all advising worksheets and academic records for students who apply to graduate. Degrees are conferred only after:

- students have been approved for graduation by vote of the full faculty and Board of Trustees; and
- Academic Affairs verifies that all academic and program requirements have been fully satisfied for the intended graduation term/semester.

Cumulative GPA Requirements

Students, with the support of their advisors, are responsible for the completion of all degree requirements. To be eligible to graduate, all students (regardless of program) must have a minimum cumulative GPA of a 2.5 or higher. Only courses with a grade of C- or above will be counted toward graduation.

ProQuest for MTS, DMin, and PhD Degrees

The seminary requires that all MTS theses, DMin projects, and PhD dissertations be published through the seminary's ProQuest portal. 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 the time of submission. This cost is subject to change at ProQuest's discretion.

Degree Completion Limitations

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

MDiv 8 years	MTS 6 years	MA 6 years
DMin 6 years	PhD 8 years	

Degree Program Information

Master of Divinity

This degree equips students with the practical skills, hands-on experience, and knowledge to be leaders in Christian ministry. The degree provides the academic qualification for ordination as elder or deacon by The United Methodist Church, the Christian Methodist Episcopal Church, and other denominations while giving students the flexibility to focus on specific areas of interest. In addition, the degree prepares students with high academic achievement for doctoral studies in religion.

Degree Purpose & Goals

The purpose of the MDiv degree is to equip students to live into God's calling on their lives. It does this by providing students with basic competency in the core academic disciplines related to theological education, practical experience in ministerial settings, and opportunities to reflect on and integrate what they learn with their personal lives. Its goal is to form students as Christian leaders who promote the thriving of the church and the healing of the world.

Degree Program Outcomes

By the end of the Master of Divinity program, a student will be able to:

- Demonstrate a general knowledge of Scripture, church history, and doctrine.
- Interpret Scripture and tradition critically and constructively in the varying contexts of contemporary life.
- Demonstrate a growing depth of understanding and practice in personal and corporate spiritual discipline(s).
- Promote prophetic inquiry and witness for the sake of justice.
- Engage in critically informed analyses of gender, race, culture, social and economic structures that shape human beings.
- Articulate critical and multi-faceted expressions of the gospel and invite others to receive it.
- Demonstrate the capacity to nurture further Christian formation through the practices of ministry (e.g., prayer, liturgy, preaching, pastoral care, and teaching).

Degree Requirements

A. Foundational Courses (18 credits)

Foundational coursework orients students to the seminary community, introduces students to intercultural ministry, provides boundaries training for church leaders, and covers introductory courses in Bible, church history, and theology.

B. Distribution Requirements (33 credits)

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

These courses cover additional electives in Bible, history, and theology and provide introductions to ethics, preaching and worship, pastoral care, Christian education, and Christian leadership.

C. Integrative Courses (10 credits)

These courses are designed to form students in the habits of integrated reflection within the practice of Christian ministry.

D. General Electives (15 credits)

A minimum of 15 hours of elective credit are required to complete the program. These can include CPE, denominational requirements, or other topics of interest.

Students who would like to gain expertise in a particular academic discipline or practice of ministry can declare a concentration and focus most of their general elective courses on the topic of their concentration. Students have the option of adding up to 9 additional hours to the degree to complete concentrations and/or denominational requirements.

E. Field Education

Each student is interviewed and assigned to a teaching site uniquely suited to the student's calling. At the site, under the guidance of an experienced site supervisor, students will gain hands-on experience in the practice of ministry and grow in their ability to reflect on ministry practice in light of scripture and their faith tradition through field education. Students in Field Education will also gather in a facilitated peer group throughout the year to debrief their ministry experiences with one another.

To be eligible for Field Education, students must have successfully completed 12 hours of course work that includes one introductory Bible course, one required Church History course, Introduction to Theology, Introduction to Pastoral Care and Counseling, and Sexual Boundaries and Ethics.

F. Denominational Requirements

Most denominations require specific courses to be eligible for ordination or licensing. Students meet their denominational requirements using their general electives. Be sure to check with the appropriate denominational body to determine their requirements.

In addition to specific courses already included in the MDiv, United Methodist students seeking ordination need to take coursework that covers United Methodist history, doctrine, and polity, met by the two-course sequence DENOM603 and DENOM604 and count as general electives in the MDiv program. Annual Conferences may have additional requirements (such as CPE or advanced preaching).

Christian Methodist Episcopal (CME Phillips) students studying at Garrett take CME History and CME Polity as a part of their program.

Courses to meet requirements for other denominational bodies may be available through independent study at Garrett or through other ACTS seminaries in the Chicago area.

G. Concentrations (minimum of 15 credits for at least 5 courses)

While a concentration is not required in the MDiv, some students choose to declare a concentration in an academic discipline or ministry practice, either as preparation for further graduate study or for church certification. Some concentrations have specific requirements determined by faculty. Students can also propose and develop a concentration in consultation with appropriate faculty.

All concentrations require a minimum of five courses, usually including the foundational course in an academic discipline, four elective courses determined in consultation with the faculty, and a portfolio or senior project in the area of study. Students seeking to develop a new or interdisciplinary concentration will need to identify a faculty member who is willing to advise them in their work. The student and faculty advisor will determine the most appropriate foundational course 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, congregational leadership, and Ecological Regeneration. Other concentrations may be 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 [or 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 timeframe 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 office of registration services. 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 Office of Registration Services.

H. Spiritual Formation

Spiritual formation is essential for leaders in Christian ministry. Students are also expected to devote time outside of class to significant formative experiences. To aid students in this, Garrett-Evangelical provides a variety of formational events for students such as corporate worship, common meals, service projects, events sponsored

by Seminary Centers, and informal discussions. Students also take at least one course in spirituality in which they are introduced to personal spiritual practices.

I. MDiv Senior Colloquy & Project

The Senior Colloquy and Project provides a context and process through which students demonstrate the ability to integrate the curricular components of the MDiv 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.

J. Midpoint Evaluation Conference

All students in the MDiv program are required to complete a first-year evaluation with the faculty. The purpose of the first-year evaluation is to document a student's progress toward the MDiv and 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. Students are expected to have completed all foundational required courses prior to the evaluation conference. 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 and part-time students must complete the evaluation in the first semester of eligibility after completion of 24 credit hours. Transfer students must complete the evaluation in the first semester of eligibility after completion of 24 credit hours, 12 of which must have been completed at Garrett.

The evaluation conference is held with the student's faculty advisor or another faculty member assigned in consultation with the degree program director. The student must 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, assess the student's progress in the program, and plan for future work. After the evaluation conference, the faculty provide a summary of the conversation to the student with plans for continued work and any recommendations for required work to facilitate continued development toward learning outcomes.

Students are required to submit the following materials to their portfolio in preparation for the conference:

- Their application/admission essay
- Graded/marked copies of exams and final papers, projects, or portfolios from all required foundational courses completed during the first year (not forum posts, blog posts, or quizzes). Foundational courses and assignments include:
 - THEO 500 Introduction to Theology: final paper or project
 - THEO 540 Global Christianity: final paper or project

- BIBHB 500 Introduction to Hebrew Bible: final exegesis paper or exegetical assignment
- BIBNT 500 Introduction to New Testament: exegesis portfolio or final exegesis paper
- HIST 501 Church History 1: Trinity Essay
- HIST 502 Church History 2: Modern Essay
- The completed student self-evaluation form

Course Requirements (76 credits)

Foundational Courses		
BIBHB 500	Introduction to the Hebrew Bible	3
BIBNT 500	Introduction to the 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
Total Credits		18
Distribution Requirements		
ETH 500	Introduction to Christian Ethics	3
LTRGY 500 or 502	Preaching & Proclamation OR Preaching in African American Context	3
LTRGY 510 or 511	UM Worship OR Worship in Ecumenical Perspective	3
PCC 500	Introduction to Pastoral Care & Counseling	3
CL 510 or 611 or 608	Theology of Evangelism OR Empowering Congregations/Evangelism OR Strategies for Social Change	3
CE 510 or 563 or 820	Mobilizing for Justice OR Spiritual Practices OR Emancipatory Pedagogy	3
SP 650	Spirituality Elective	3
	Bible Elective	3
	History Elective	3
	Bible OR History Elective	3
	Theology Elective	3
Total Credits		33
Field Education & Integrative Courses		
FE 600	Field Education	3
FE 610	Field Education	3
INT 690	Senior Colloquy & Project	2
INT 691	Senior Colloquy & Project	2
Total Credits		10
General Electives		
	General Elective	3
	General Elective	3
	General Elective	3
	General Elective	3
	General Elective	3
Total Credits		15
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
INT 003	Sexual Boundaries & Ethics	0
INT 004	Midpoint Evaluation Conference	0
Total Credits		0
Total Credits for MDiv Degree		76

Master of Arts in Pastoral Care & Counseling

The Master of Arts in Pastoral Care and Counseling offers a distinctively interdisciplinary pastoral care and counseling training program designed to produce highly skilled, critical, reflective, compassionate, and socially engaged practitioners-scholars with a robust and evolving sense of pastoral identity. Students will be equipped to integrate theology with psychological theories to address human suffering and facilitate the healing and flourishing of persons and communities.

Garrett offers two different program tracks for students to choose from, depending on vocational goals: a clinical track and a chaplaincy and spiritual care track.

Degree Program Outcomes

By the end of the Master of Arts in Pastoral Care and Counseling program, a student will be able to:

- Demonstrate a general knowledge of Scripture, church history and doctrine.
- Demonstrate knowledge of theological and psychological foundations of human persons and communities.
- Demonstrate the ability to analyze gender, racial, economic structures that shape human beings in the practice of pastoral care and counseling.
- Demonstrate self-awareness and on-going commitments to pastoral identity formation.
- Demonstrate the capacity for critical, reflective, faithful, and creative thinking in the ministry of pastoral care and counseling.

Degree Requirements

The Master of Arts programs require 39 to 60 semester hours; see individual program requirements on the following pages.

A. Foundational Courses (18 credits)

Normally completed during the first year or equivalent, students complete courses designed to provide the foundation for the remainder of the program. Foundational coursework orients students to the seminary community, provides boundaries training for church leaders, and includes introductory courses in Bible, church history, and theology.

B. Courses in Ministry Field (27-36 credits)

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 and/or degree program director.

The MAPCC clinical track requires 48 credit hours of counseling-specific courses completed at Garrett-Evangelical Theological Seminary, in collaboration with the

Association of Chicago Theological Schools (ACTS) and other university partners, including a clinical internship at various community counseling agencies.

C. Integrative Courses (3-9 credits)

Integrative courses include Clinical Pastoral Education (CPE) for chaplaincy students and an internship/practicum for clinical students. Students are required to complete Sexual Boundaries training before they begin their Field Education or Practicum placement.

D. Spiritual Formation

Spiritual formation is a key component of the MA programs. Students are expected to devote time to significant formative experiences such as corporate worship, community meals, service, and spiritual direction.

E. Professional Counseling (Clinical Licensure Track)

Students in the clinical track program are required to participate once a month in professional counseling during the first year of their internship and practicum. Some clinical sites provide this service at a reduced cost for students.

F. Midpoint Evaluation Conference

Students in the **spirituality/chaplaincy track** must complete a mid-program evaluation with one member of the PCC field after completion of one unit of CPE (or during the latter half of a CPE unit when timing requires). This normally occurs after the first year (often summer or early fall). If a student has not yet completed CPE, the evaluation may proceed once the student has completed 24 credits, with a required follow-up review after CPE is completed.

The evaluation should include feedback from the student's CPE supervisor, if the student has completed a unit of CPE or is currently in a CPE placement.

At a minimum, the following materials are included in the portfolio:

- Their application/admission essay
- An updated one- to two-page "Professional Development Reflection" in which the student identifies strengths, growth edges, support needs, learning goals
- A portfolio of graded and marked work (typically final papers/projects) from all foundational courses. Foundational courses and assignments include:
 - THEO 500 Introduction to Theology: final paper or major final project
 - THEO 540 Global Christianity in Interfaith World: final paper or major final project
 - BIBHB 500 Introduction to Hebrew Bible: final exegesis paper or exegetical assignment
 - BIBNT 500 Introduction to New Testament: exegesis portfolio or final exegesis paper
 - SP 650 Spiritual Formation elective: final integrative reflection paper/project (or formation plan with reflective analysis)

- PCC 610 Human Relations Skills: skills assessment artifact (e.g., final skills rubric/evaluation) plus a brief reflective integration memo (two to three pages)
- The CPE educator evaluation (mid-unit or final), when available.

Students in the PCC **Clinical Track** must complete a mid-program evaluation with one PCC faculty after the completion of the first semester of clinical work (normally after the third semester of full-time enrollment). The evaluation must include a portfolio of the student's work. It should also review the student's clinical placement and support licensure planning.

At a minimum, the following materials are included in the portfolio:

- Their application/admission essay
- A portfolio of graded and marked work (typically final papers/projects) from all foundational courses. Foundational courses and assignments include:
 - THEO 500 Introduction to Theology: final paper or major final project
 - BIBHB 500 Introduction to Hebrew Bible: final exegesis paper or exegetical assignment
 - BIBNT 500 Introduction to New Testament: exegesis portfolio or final exegesis paper
 - PCC 500 Introduction to Pastoral Care & Counseling: final paper or major final project
 - PCC 610 Human Relations Skills: skills assessment artifact (e.g., final skills rubric/evaluation) plus a brief reflective integration memo (two to three pages)
- A copy of the supervisor evaluation/report when the student has begun clinical placement; otherwise, PCC 610 skills evaluation serves as the readiness evidence.

Professional Licensure

The **Clinical track** is intended to prepare students for licensure as professional counselors. The program is intentionally designed to fulfill the educational requirements for licensure (Licensed Professional Counselor or LPC) with the Illinois Department of Financial and Professional Regulation. As such, at least one-third of the degree (20 semester hours) must be completed in person. Completion of the degree does not, however, guarantee fulfillment of educational requirements for licensure outside of Illinois.

Students seeking licensure outside the state of Illinois should inform themselves about the curricular requirements for licensing in that state. Because it is important to know the specific requirements of the state in which the student intends to apply for licensure, we highly recommended each student seek guidance from the appropriate licensing board/agency in that state prior to enrolling in these clinical training programs.

Additional details about the Garrett program and the state licensing requirements can be found under Academic Information on this webpage:

<https://www.garrett.edu/about/institutional-policies-consumer-information/>.

Course Requirements: Chaplaincy & Spiritual Care (48 credits)

Students pursuing ordination as a Deacon in The United Methodist Church will need to take additional elective courses to complete all ordination requirements.

Foundational Courses		
BIBHB 500	Introduction to the Hebrew Bible	3
BIBNT 500	Introduction to the New Testament	3
THEO 540	Global Christianity in an Interfaith World	3
THEO 500	Introduction to Theology	3
SP 650	Spiritual Formation Elective	3
PCC 610	Human Relations Skills for Counselors & Chaplains	3
Total Credits		18
Chaplaincy & Spiritual Care Core		
PCC 500	Introduction to Pastoral Care & Counseling	3
PCC 501	Foundations & Practice of Chaplaincy	3
PCC 801	Pastoral Psychologies of Liberation	3
PCC 860	Introduction to Pastoral Care	3
PCC 865	Crisis & Trauma Counseling	3
	Approved Elective	3
	Approved Elective	3
	Approved Elective	3
	Approved Elective	3
Total Credits		27
Clinical Pastoral Education (2 units total)		
PCC 679	Clinical Pastoral Education (CPE)	3
PCC 679	Clinical Pastoral Education (CPE)	0
Total Credits		3
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
INT 003	Sexual Boundaries & Ethics	0
INT 004	Midpoint Evaluation Conference	0
Total Credits		0
Total Credits for MAPCC-CSC Degree		48

Course Requirements: Clinical Track (60 credits)

Students pursuing ordination as a Deacon in The United Methodist Church will need to take additional elective courses to complete all ordination requirements. Given the number of additional courses needed to complete all of the BGTS requirements, a separate BGTS certificate may be advisable.

Foundational Courses		
BIBHB 500	Introduction to the Hebrew Bible	3
BIBNT 500	Introduction to the New Testament	3
THEO 500	Introduction to Theology	3
PCC 500	Introduction to Pastoral Care & Counseling	3
PCC 605	Integrative Seminar in Pastoral Theology	3
PCC 610	Human Relations Skills for Counselors & Chaplains	3
Total Credits		18
Chaplaincy & Spiritual Care Core		
PCC 660	Research Methods in Pastoral Counseling	3
PCC 800	Premarital, Marital, and Family Counseling	3
PCC 801	Socio-Cultural Foundations: Pastoral Psychologies of Liberation	3
PCC 860	Psychopathology*	3
PCC 861	Psychological Testing, Measurement, and Assessment*	3
PCC 863	Theories & Techniques of Group Dynamics*	3
PCC 864	Lifestyle & Career Development	3
PCC 865	Crisis & Trauma Counseling	3
PCC 866	Substance Abuse & Addiction	3
PCC 900	Human Growth & Development	3
PCC 910	Counseling Theory	3
PCC 930	Professional, Legal, and Ethical Responsibilities	3
PCC 950	Clinical Practicum (100 hours)	3
PCC 960	Clinical Internship (600 hours)	3
Total Credits		42
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
INT 003	Sexual Boundaries & Ethics	0
INT 004	Midpoint Evaluation Conference	0
Total Credits		0
Total Credits for MAPCC-CT Degree		60

**Or other approved school*

OPTIONAL: PCC 679 Clinical Pastoral Education (CPE) (0 credits)

Master of Arts in Theology & Ministry

Students in the Master of Arts in Theology and Ministry program aspire to fulfill their Christian vocations to love God and serve neighbor through public ministries of advocacy, organizing, and justice-making in collaboration with other communities of faith and conscience. In particular, this program equips laity serving in community, social, or justice-oriented organizations who seek to enhance their public work by engaging with theological education and formation.

Degree Program Outcomes

Students who graduate with the MA in Theology and Ministry degree will be able to:

- Read and interpret the dominant forces and trends shaping both local and global life.
- Identify and analyze the interconnections between diverse manifestations of injustice, violence, and oppression.
- Demonstrate a critical, spiritually grounded, and practice-based understanding of self and others in preparation for transformative leadership.
- Identify and analyze a variety of collaborative methods, movements, and approaches for social change and transformational educational leadership.
- Examine and communicate Christian traditions for the sake of realizing justice, critical awareness, and healing in diverse settings.
- Investigate an orientating public concern for liberative praxis.
- Propose a model of ministry based upon a creative application of diverse methods (e.g., participatory pedagogy, community organizing, ecological design) for social change.

Degree Requirements

The Master of Arts in Theology and Ministry requires 39 semester hours.

A. Foundational Courses (15 credits)

Normally completed during the first year or equivalent, students complete courses designed to provide the foundation for the remainder of the program. Foundational coursework orients students to the seminary community and includes introductory courses in Bible, church history, and theology.

B. Courses in Ministry Field (15 credits)

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 Curriculum Guides. A student's plan of study is approved by the advisor and/or degree program director.

C. Integrative Courses (3-9 credits)

Integrative courses include two units of a Liberative Learning/Listening Lab and a Field Education/ Experiential Learning placement. Students are required to complete Sexual Boundaries training before they begin their Field Education.

D. Open Electives

The program includes the option of two to three additional elective courses that can be used to complete ordination requirements or to explore additional courses related to ministry.

E. Public Ministry Capstone

Each of the MA programs has developed a final project appropriate to the degree. For the MATM, the capstone project is built into the course, TM-690, taken in the final year. Successful completion is required for graduation.

F. Denominational Requirements

One of the concentrations in the MATM program is Deacon Studies, which prepares students for deacon ordination in the UMC. Students in other concentrations who are pursuing ordination in the UMC will need to take additional elective courses to complete all ordination requirements. Given the number of additional courses needed to complete all of the BGTS requirements, a separate BGTS certificate may be advisable.

G. Spiritual Formation

Spiritual formation is a key component of the MA programs. Students are expected to devote time to formative experiences such as corporate worship, community meals, service, and spiritual direction.

H. Mid-program Evaluation Conference

The mid-program evaluation conference for the MA in Theology and Ministry is usually scheduled after completion of 24 semester hours (for full-time students, early in the fall of the second year). Students will be notified by the Registrar's Office of deadlines for submitting materials.

The evaluation conference is held with the student's advisor or another faculty member in the student's specialization. The student must 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, assess the student's progress in the program, and plan for future work. After the evaluation conference, the faculty provide a summary of the conversation to the student with plans for continued work and any recommendations for required work to facilitate continued development toward learning outcomes.

At a minimum, the following materials are included in the portfolio:

- Their application/admission essay
- Graded and marked 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. Foundational courses and assignments include:

- THEO 521 Theories and Theologies for Public Justice: final paper or project
- CE 522 Methods and Movements for Social Change: final paper or project
- Foundational Bible course: final exegesis paper or exegetical assignment
OR Foundational history course: Trinity Essay (HIST 501) or Modern Essay (HIST 502)
- Papers or projects from integrative coursework or elective courses may also be included.
- A completed self-assessment form for the specific program.

Program Concentrations

Concentration are currently possible for Child Advocacy, Ecological Regeneration, Educational Leadership, Racial Justice, and UMC Deacon Studies. Students must take a minimum of three courses around a particular focus, chosen in consultation with the advisor. Students may choose elective courses from any area or field based on their degree focus, vocational preparation, or personal interest, or as additional concentration courses. Students pursuing ordination as a Deacon in The United Methodist Church will need to take one additional concentration/elective course to complete all ordination requirements.

Child Advocacy

The following courses are required for the Child Advocacy concentration:

CE 520	Educating Christians for Social Change	3
CE 621	Children's Books for Liberative Education	3
CE 821	Child Advocacy	3
ETH 660	Ethics & Agency of Children & Youth	3
CE 650	Nurturing Faith	3
Total Credits		15

Ecological Regeneration

The following three courses are required for the Ecological Regeneration concentration:

THEO 820	Ecological Theology: God & Creation in Trevail	3
ETH 657	Regenerative Ethics: Theory, Design, Practice	3
CL 621	Earth Ministry for Ecological Renewal	3
Elective	Option: THEO 650 Food as Practice of Spirituality & Decolonization	3
Elective	Chosen in collaboration with concentration advisor	3
Total Credits		15

Educational Leadership

The following courses are required for the Educational Leadership concentration. Other CE courses may be considered with approval of the CE field and the concentration advisor.

CE 663	Spiritual Practices	3
CE 620	Emancipatory Pedagogy	3
CE 510	Mobilizing for Justice with Youth & Young Adults	3
CE 625	Unmaking Violence	3
	Elective	3
Total Credits		15

Racial Justice

Chosen from regular course offerings chosen in consultation with the concentration advisor, including but not limited to:

THEO 630	Theologies of Black Life	3
THEO 665	Latinx Theologies in North America	3
THEO 604	Theological Anthropology	3
THEO 866	Feminist & Womanist Theology	3
THEO 650	Theology, Race, Culture	3
Total Credits		15

Liberative Spirituality

The Liberative Spirituality concentration is intended to prepare students to deepen their understanding of Christian spiritual practices that offer ways to deepen receptivity to the holy in their lives and in their community for the sake of individual and social wholeness. The liberative spirituality concentration prepares students in spiritual writing, developing spirituality ministries in congregations or other institutional spaces, offer practices of spirituality to sustain or create belonging for individuals and communities working against dehumanizing social systems, and cultivate sustaining practices for individuals working in vocations of service. The concentration has the following learning outcomes:

- Identify a range of spiritual habits and disciplines.
- Develop and/or deepen their own spiritual practices.
- Critically engage the theological underpinnings of Christian spirituality and its practices.
- Examine the impact of social contexts, cultures, and systems (such as gender, racial, sexual, and religious identities) on the practice of Christian spiritual traditions.
- Develop a program or theological frame for spiritual practices that engage the needs of the community.

Concentration courses are chosen from regular course offerings chosen in consultation with the concentration advisor, including but not limited to:

THEO 606/SP 606	Prayer & Theology	3
THEO 625/SP 625	Creative Writing as Theological Practice	3
THEO 603/SP 603	Pneumatology	3
THEO 605/SP 605	Christology	3
THEO 650/SP 650	God as Trinity	3
CE 663	Spiritual Practices	3
THEO 650	Wesleyan Spiritual Theology	3
Total Credits (5 classes total at 3 credits each)		15

UM Deacon Studies

Three of the courses required for deacon ordination can be completed as part of foundational requirements (9 credits); students can use concentration/elective courses (plus one additional) to complete the other seven UMC-required courses (21 credits):

BIBHB 500	Introduction to the Hebrew Bible (as Bible requirement)	3	Hebrew Bible
BIBNT 500	Introduction to the New Testament (as an elective)	3	New Testament
HIST 501 or HIST 502	Introduction to Christian History I or II (as History requirement)	3	History
THEO 521	Theories & Theologies of Public Justice (required)	3	Theology
THEO 540	Global Christianity in an Interfaith World (as concentration/elective)	3	Mission
CL 510 or CL 611	Theology of Evangelism OR Empowering Congregations for Evangelism (as concentration/elective)	3	Evangelism
LTRGY 510	UM Worship: Theory & Practice (as concentration/elective)	3	Worship
LTRGY 500 or LTRGY 502	Preaching & Proclamation OR Preaching in African American Contexts (as concentration/elective)	3	Preaching
DENOM 603 and DENOM 604	UM Studies: Wesley & the 19 th Century (as theology/ethics elective) OR CME History (as concentration/elective)	6	UM History, Doctrine, Policy
Total Credits		30	

Course Requirements (39 credits)

Christian Tradition in Scripture & History Courses		
BIBHB 500	Introduction to the Hebrew Bible OR	3
BIBNT 500	Introduction to the New Testament OR	
HIST 501	History of Christian Thought & Practice I OR	
HIST 502	History of Christian Thought & Practice II	
	Bible or Christian History Elective	3
Total Credits		6
Theology & Ethics Courses		
THEO 521	Theories & Theologies for Public Justice	3
	Theology or Ethics Elective	3
Total Credits		6
Theory & Practice of Ministry Course		
CE 522	Methods & Movements for Social Change	3
Total Credits		3
Integrative Courses		
TM 678	Liberative Listening & Learning Lab I (L4) – fall	1.5
TM 679	Liberative Listening & Learning Lab II (L4) – spring	1.5
TM 600	Experiential Learning	3
TM 690	Public Ministry Capstone	3
Total Credits		9
Concentration & Elective Courses		
	Concentration Course	3
	Concentration Course	3
	Concentration Course	3
	Elective (or Concentration Course)	3
	Elective (or Concentration Course)	3
Total Credits		15
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
INT 003	Sexual Boundaries & Ethics	0
INT 004	Midpoint Evaluation Conference	0
Total Credits		0
Total Credits for MATM Degree		39

Optional: students may take one additional elective course as part of the program.

Master of Theological Studies

This two-year degree program allows for specialization in a chosen area of research and provides preparation for doctoral study in religion. It can also be combined with a professional degree to provide the foundation for a career in religious leadership. Areas of specialization include the following:

- Hebrew Bible
- History of Christianity
- Liturgy
- New Testament
- Religion, Personality, and Culture
- Theology and Ethics

Degree Program Outcomes

By the end of the Master of Theological Studies program, a student will be able to:

- Demonstrate a general knowledge of the Christian theological tradition in Scripture, church history and doctrine;
- Demonstrate a focused knowledge and understanding within an area of specialization (e.g., basic scholarship in specialization and/or interdisciplinary knowledge);
- Articulate and deploy the critical method, or methods, appropriate to the chosen thesis topic (capstone project);
- Locate and evaluate scholarly resources, incorporate them appropriately into the thesis proposal and thesis, and document them according to appropriate citation practices; and
- Develop and persuasively argue a thesis statement a) supported by evidence, b) employing scholarly vocabulary specific to the field, and c) presented in a framework informed by critical and theoretical contexts.

Degree Requirements

The Master of Theological Studies requires 54 semester hours.

A. Designated Field Courses (24 credits)

Students complete 6 hours each in the areas of Bible, Church History. Theology and Ethics, and Practice of Ministry.

B. Specialization Courses (15 credits)

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

C. Elective Courses (6 credits)

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.

Note on electives: Students concentrating in one of the Bible fields should complete at least one year of the appropriate biblical language as electives. Students pursuing ordination as a Deacon in The United Methodist Church will need to make sure to include all ordination requirements in the program.

D. Colloquium and Thesis (9 credits)

See course requirements section below for the list of courses in this category.

E. MTS Residency

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

F. MTS Continuation

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

- TS-693 MTS Thesis (post-course work)
For students who do not complete the thesis within the 54-semester hour time frame, two semesters of continuing full-time status are available immediately following the last semester of thesis credit. Registration is full-time for 0 credits.
- TS-695 MTS Thesis Continuance
For continuous registration at less than half-time status and 0 credits.

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 remain in good standing, a student must follow the leave of absence procedures outlined in this catalog, including return procedures. This process needs to be completed before your thesis reader becomes involved again in the review of your thesis, usually in the Spring semester before graduation. Upon receiving the application for graduation returning per the leave of absence procedures, 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.

G. Continuing Evaluations

At the mid-point of the program, the MTS student has an evaluation with their faculty advisor (see below). The point of 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.

The completion of a research thesis completes the evaluation of the student and the requirements for the degree.

Mid-program Evaluation Conference

The MTS evaluation conference is held with the student's faculty advisor after the completion of 24 semester hours. Because some MTS projects may be more interdisciplinary in nature, students in consultation with their faculty advisor may invite a second faculty reader to participate in the conference. This conference is to be a demonstration of the student's ability to integrate material already covered and to include goalsetting for the completion of the thesis and the degree. Evaluation materials are due to the Office of Registration Services, usually in early fall of the second year. The deadline for submission of materials is noted in the academic calendar. The conference must be completed no later than October 30 of the second year of study, enabling decisions about course planning and thesis topic to be made prior to the opening of registration in early November. Students who began the program in spring or summer terms, and part-time students, must complete the evaluation in the first semester of eligibility (after completion of 24 credit hours). Transfer students must complete the evaluation in the first semester of eligibility after completing 24 credit hours, 12 of which must have been completed at Garrett.

Students must complete the following steps prior to the evaluation conference:

- Complete the MTS Graduation Requirements form.
 - Fill in the course number and title for all courses taken and/or projected to be completed.
 - Circle the area of specialization.
- Write a three- to four-page double spaced paper of approximately 1,250 words describing vocational goals, including life experiences that directed the student and showing how course selections and MTS thesis will help further interests and vocational goals.
- Submit three papers, *with the faculty's comments*, that were recently written, at least one from the current semester. Transfer students may use a paper from another seminary.
- Submit a statement of thesis plans, which includes:
 - the proposed topic of research;
 - plans to proceed with thesis research and writing, especially plans for specialized coursework;
 - research question; and
 - preliminary bibliography of the thesis.

H. 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. The final approved copy of the thesis must be uploaded to ProQuest by the date noted in the academic calendar for degree conferral/graduation. Six semester hours of credit are granted for the thesis.

Guidelines for the MTS Thesis

The thesis represents research designed and conducted 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.

The thesis is guided and evaluated by a faculty member in the area of concentration. Depending on the nature of the project, a second faculty member (from the same discipline or a related area) also may serve as a reader and evaluator.

The MTS Colloquium TS 601/602 (three credit hours for both) and the MTS Thesis TS 690 (six credit hours) are courses designed to help students develop the thesis proposal and write the thesis.

In writing the thesis, students are expected to follow one of the citation styles listed below:

- Staff, University of Chicago Press, ed. *The Chicago Manual of Style*. 18th ed. University of Chicago Press, 2024 (print book in the Northwestern library) OR the [Chicago Manual of Style Online Guide](#) (online guide).
- Society of Biblical Literature. *The SBL Handbook of Style: For Biblical Studies and Related Disciplines*. 2nd ed. SBL Press, 2014.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.) American Psychological Association.

The student's faculty advisor will recommend the guidelines to use based on the standards of the academic society for the discipline or their preference for one of the systems above. All footnotes, endnotes, bibliographies or reference lists should conform to one of the above styles or another recommended by the advisor.

- The length of the thesis in its final double-spaced typed form is between 50 and 80 pages.
- The final typed draft of the thesis is submitted to the advisor by the due date.
- The thesis is graded either pass or fail.
- The thesis must be approved by the advisor and posted to ProQuest-UMI and the signed certification form must be submitted to the office of registration services by the date on the academic calendar.

- Laying out the text: see “Turabian Student Paper-Formatting Tip Sheets” (<https://www.chicagomanualofstyle.org/turabian/Student-Tip-Sheets.html>).
- Margins: Leave a margin of at least one inch all around. The one-inch margin also applies to headers/footers, footnote, and images.
- Spacing: The text should be double-spaced except for block quotations, notes, captions, bibliography entries, and long headings, which should be single-spaced with a blank line between items.
- Pagination: No number should appear on the title page or the contents page. Text pages, including introduction, thesis chapters, and bibliography or reference list, should be numbered with Arabic numerals, beginning with 1 and running consecutively until the end. Page numbers should be centered at the foot of the page, at least three-fourths of an inch from the bottom edge.
- Be consistent in following one of the above styles after consulting with the faculty advisor.
- For other formatting and style issues – and for sample thesis pages – see “Guidelines and Template for MTS Thesis” on the [Academic Support and Writing Services Canvas](#) page.

Course Requirements (54 credits)

Biblical Interpretation		
BIBHB 500	Introduction to the Hebrew Bible	3
BIBNT 500	Introduction to the New Testament	3
Total Credits		6
Church History		
HIST 501	History of Christian Thought & Practice I	3
HIST 502	History of Christian Thought & Practice II	3
Total Credits		6
Theology & Ethics		
	Theology or Ethics course	3
	Theology or Ethics course	3
Total Credits		6
Practice of Ministry		
	Worship, Pastoral Care, Christian Education, or Christian Leadership course	3
	Worship, Pastoral Care, Christian Education, or Christian Leadership course	3
Total Credits		6
Specialization Courses		
	Area of study course chosen in consultation with advisor	3
	Area of study course chosen in consultation with advisor	3
	Area of study course chosen in consultation with advisor	3
	Area of study course chosen in consultation with advisor	3
	Area of study course chosen in consultation with advisor	3
Total Credits		15
Elective Requirements		
	Elective course	3
	Elective course	3
Total Credits		6
Thesis Requirements		
TS 601	MTS Colloquium (first year)	0
TS 602	MTS Colloquium (second year)	3
TS 690	MTS Thesis	6
Total Credits		9
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
INT 003	Sexual Boundaries & Ethics	0
INT 004	Midpoint Evaluation Conference	0
Total Credits		0
Total Credits for MTS Degree		54

Doctor of Philosophy

This program prepares persons for teaching and research in theological seminaries, departments of religion in colleges and universities, and church leadership. While the program is centered at Garrett-Evangelical, it draws on resources of Northwestern University, the Association of Chicago Theological Schools, and other approved schools.

Students may specialize in one of three program areas with an optional focus in African American/Black Religious Studies available in any concentration:

- Christian Religious Education
- Pastoral Theology, Personality, and Culture (with a clinical training option)
- Theological and Ethical Studies

Degree Purpose

Through advanced research and teaching, the PhD prepares persons for religious, educational, and public leadership in diverse global contexts for the public good.

Degree Learning Outcomes

By the end of the PhD program, a student will be able to demonstrate:

- advanced knowledge of foundational theories and emerging trends in the theological disciplines and the students' areas of specialization.
- the ability to effectively plan, develop, and engage in research (both individually and collaboratively) that contributes to the public good as well as the academy.
- the ability to effectively communicate their research to diverse audiences, including non-specialists, and to promote collaborative interdisciplinary work.
- the ability to use various teaching strategies and technologies in leadership and teaching.

Degree Requirements

The PhD requires 36 semester hours; the Pastoral Theology clinical track requires 60 semester hours. The core curriculum, major and minor area and elective courses for each PhD area are delineated individually under course requirements below.

A. Co-curricular Requirements

Students are expected to complete three co-curricular requirements as part of the PhD program: a Plagiarism Tutorial during their first term; Sexual Ethics and Boundaries training during their first year and before beginning their first TA experience; and a PhD First-Year Assessment Conference before completing 18 semester hours.

Individual degree tracks may have additional co-curricular requirements. Those can be found below within the course requirement grids.

B. Research Tools

Each concentration requires a minimum of two research tools. These tools may take the form of ancient or modern languages, qualitative or quantitative research (e.g., ethnography, participatory action research, etc.), or other research method determined in consultation with the advisor.

- Students are only allowed to use three credits of the 36 credits toward fulfillment of their research tools. Demonstrating proficiency may require a student to do additional work beyond the 36 credits of the program.
- If a student wishes to demonstrate proficiency in historiography, ethnography, statistics, qualitative research, quantitative research, or a similar research tool, they must petition to take the equivalent of one graduate level course in the subject and must demonstrate proficiency and satisfactory completion of the course. Demonstrating proficiency may require a student to do additional work beyond a singular graduate course that is discerned with their advisor.
- These courses may be taken at Garrett-Evangelical, Northwestern University, or another accredited university. Independent studies may fulfill this requirement if they are approved by the director of the program.

Please see the Course Requirements section below for specific requirements for each area.

C. Qualifying Examinations

PhD students are encouraged to consult the PhD Handbook (available on myGETS) for detailed guidance regarding qualifying and comprehensive exams and admission to candidacy.

D. Dissertation Proposal

PhD students should see the PhD Handbook (available on myGETS) for information regarding the dissertation proposal.

E. Dissertation and Defense

PhD students can find detailed information in the PhD Handbook (available on myGETS) on the dissertation and defense process.

F. Residency

PhD students are expected to complete a minimum of three semesters on campus at Garrett-Evangelical. Students are expected to complete six to nine semester hours of work at another approved university or theological school.

G. 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.

H. Teaching Coursework/Certificate

In preparation for their teaching assistantship, students must complete the Sexual Ethics and Boundaries workshop, the Plagiarism Tutorial, and FERPA training. In addition, students must be currently enrolled in or have completed one of two teaching preparation options.

- Searle Teaching Certificate - Northwestern University allows Garrett-Evangelical PhD students to apply to the Teaching Certificate program through the Searle Center once they are admitted to candidacy. The student's advisor serves as the instructor of record for the certificate and accompanies the student through the work. Garrett grants three credits for the certificate coursework.
- Students pursuing a PhD in Christian Education and Congregational Studies are required to take Christian Education Seminar: Emancipatory Pedagogy; these students have the option of the additional three-credits through the Searle program, but it cannot count toward the 36 credits for the degree. Students in other fields can opt to take Emancipatory Pedagogy with their advisor's approval if it is offered.

I. Additional Requirements

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

J. 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 advisor in conference with the advisee using a form provided by the PhD coordinator in the Office of Registration Services. Prior to assessment, other faculty in the program area will be consulted on the student's performance. The advisor shares the review of each student with the PhD director. If issues emerge, the advisor and PhD program director meet with the student.

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

- academic strengths and weaknesses;
- progress in research tool mastery;
- participation in core courses;
- outside courses;
- outside committee members;
- coherence of course selection;
- proposed date and topics of qualifying examinations; and
- projected area of dissertation research.

PhD students are encouraged to consult the PhD Handbook for detailed information regarding program assessment measures (located in myGETS > Registrar & Advising > Academic & Program Handbooks). This includes guidance on qualifying and comprehensive exams, admission to candidacy, and the dissertation process. Students should refer to it regularly to ensure they are meeting all academic and administrative requirements related to student assessment.

Course Requirements: Christian Religious Education (36 credits)

Core Courses (12 credits)

CE XXX	Transforming Educational Leadership	3
CE 820	Emancipatory Pedagogies	3
CE XXX	Methods & Movements	3
CE XXX	Theories & Philosophies of Education	3
		12 credits

Cognate Courses (6 credits)

Chosen from the broader PhD curriculum

PH 901	Biblical & Theological Hermeneutics	3
PH 904	Research Seminar	3
		6 credits

Concentration Courses (12-18 credits)

- Garrett CRE courses; Area I, II, III courses; ACTS/NU courses; individual or group independent studies to build interdisciplinary specialization.

Research Language/Methods Requirement

Research Language (0-3 credits)

- Options for meeting the research language requirement will follow what is currently available to students, including;
 - Graduate-level course (3 credits)
 - Examination (0 credits)
 - Exemption for native speaker with college-level proficiency in the language of research (0 credits)

Research Methodology Course (0-3 credits)

- Options for research course:
 - Graduate-level research methodology elective taken at Garrett, NU, or accredited doctoral-granting institution (3 credits)
 - Petition for advanced standing with an approved graduate-level course completed beyond initial master's degree (adv standing but 0 credits)

Co-Curricular, Formational Elements

REL Colloquy

- Semesterly gathering of all REL/CRE (PhD/Master's) students for cohort building; orientation to the field; building bibliographies; preparation for guild presentations; sharing research interests; be paired with peer mentors,

ministry/professional mentors, writing/editing coaches. (The REL cohort experience will also tap into other broader opportunities for professional development as organized by the PhD office.)

Year-long Research Fellowship (year 1)

- Each admitted REL PhD student will be placed as “REL research fellow,” affiliating with a center, grant initiative, or institutional partner (US or international), which serves as the primary locus for their immersive learning and research.

Year-long Teaching Fellowship (year 2)

- Each 2nd-year REL PhD student CE will be assigned not only to serve as TA in Garrett’s Master’s level courses, but also to provide leadership and facilitation of Master’s curricular elements that are specific to CRE (e.g., L4; Master’s projects/theses). They will also be supported and mentored to create/design/curate offerings for the Garrett Collective.

Optional, non-credit bearing, certificate notation on transcript

- NU Reflective & Effective Teaching Certificate

Course Requirements: Pastoral Theology, Religion, and Culture (36 credits)

Core Courses (12 credits)

PH 901	Biblical & Theological Hermeneutics	3
PH 904	Research Seminar	3
PCC 905	Methods in Pastoral Theology	3
PCC 840	Psychology of Religion	3
		12 credits

Major Courses (15 credits)

- 15 credit hours of PTPC courses/area approved seminars

Cognate Courses (6 credits)

- Garrett CRE courses; Area I, II, III courses; ACTS/NU courses; individual or group independent studies to build interdisciplinary specialization.

Teaching Seminar (3 credits)

- Teaching Certificate through Searle Center/Northwestern University (3)
- Students can opt to take CE 820 Emancipatory Pedagogies in order to fulfill their teaching seminar.

Research Language/Methods Requirement

- Students in the Pastoral Theology, Personality, and Culture concentration are required to complete a minimum of two research tools in consultation with their advisor. These tools may include ancient or modern languages, qualitative or quantitative research methods, or another research method appropriate to the student's field of research.
- Up to 3 credits of the 36-credit program (listed above) may be used toward fulfillment of research tools. If a student wishes to demonstrate proficiency in a qualitative or quantitative research method, such as ethnography, participatory action research, statistics, qualitative research, quantitative research, historiography, phenomenology, or a similar research tool, the student may petition to take the equivalent of one graduate-level course in the subject. The student must demonstrate satisfactory completion of the course and proficiency in the research tool. Additional work may be required in consultation with the advisor, depending on the student's research focus.

Course Requirements: Pastoral Theology, Religion, and Culture: Clinical Track (60 credits)

Core Courses (6 credits)

PH 901	Biblical & Theological Hermeneutics	3
PH 904	Research Seminar	3
		6 credits

Major Courses (48 credits)

PCC 900	Human Growth & Development	3
PCC 865	Counseling Techniques: Crisis & Trauma Counseling	3
PCC 800	Premarital, Marital, and Family Counseling	3
PCC 910	Counseling Theory	3
PCC 860	Psychopathology & Maladaptive Behavior	3
PCC 864	Lifestyle & Career Development	3
PCC 930	Professional, Legal, and Ethical Responsibilities	3
PCC 801	Socio-Cultural Foundations: Pastoral Psychologies of Liberation	3
PCC 950	Clinical Practicum (100 hours)	3
PCC 861	Psychological Testing, Measurement, and Assessment	3
PCC 866	Substance Abuse & Addiction	3
PCC 863	Theories & Techniques of Group Dynamics	3
PCC 960	Clinical Internship (600 hours)	3
PCC 905	Integrative Seminar in Pastoral Theology	3
PCC 840	Psychology of Religion	3
PCC 605 or CE 830	Research Methods in Pastoral Theology OR Methods of Research in Congregations	3
		48 credits

Elective (3 credits)

- Chosen in consultation with advisor
- May be used to fulfill Research Language/Methods requirement (see below)

Teaching Seminar (3 credits)

- Teaching Certificate through Searle Center/Northwestern University (3)
- Students can opt to take CE 820 Emancipatory Pedagogies in order to fulfill their teaching seminar.

Research Language/Methods Requirement

- Students in the Pastoral Theology, Personality, and Culture concentration are required to complete a minimum of two research tools in consultation with

their advisor. These tools may include ancient or modern languages, qualitative or quantitative research methods, or another research method appropriate to the student's field of research.

- Up to 3 credits of program (listed above) may be used toward fulfillment of research tools. If a student wishes to demonstrate proficiency in a qualitative or quantitative research method, such as ethnography, participatory action research, statistics, qualitative research, quantitative research, historiography, phenomenology, or a similar research tool, the student may petition to take the equivalent of one graduate-level course in the subject. The student must demonstrate satisfactory completion of the course and proficiency in the research tool. Additional work may be required in consultation with the advisor, depending on the student's research focus.

Students may fulfill these requirements through Garrett, Northwestern, another accredited university, or through an approved independent study with Garrett faculty.

Course Requirements: Theological & Ethical Studies (36 credits)

Core Courses (21 credits)

THEO/ETH	4 courses from Theology & Ethics	12
PH 904	Research Seminar	3
	Theology/Ethics Tutorial*	6
		21 credits

*Theology/Ethics Tutorial:

All Theo/Ethics students take this course Spring of their first and second year. The course serves as an opportunity for students to develop deep engagement with a critical discourse in their area while also gaining skills in critical inquiry. In this course students will gather around several shared texts and then develop reading lists that are specific to their research question or area of specialization. The course is intended to help students a) develop skills in identifying key interlocutors in a discourse, identify and summarize key texts, map discourses, develop a specialization in a specific field, develop skills in creating bibliography. The course is repeated twice. The first iteration focuses on building the skills, the second iteration focuses on preparation for exams.

Hermeneutics Course (3 credits)

PH 901	Biblical & Theological Hermeneutics	3
		6 credits

Cognate Courses (6 credits)

- Garrett CRE courses; Area I, II, III courses; ACTS/NU courses; individual or group independent studies to build interdisciplinary specialization.

Teaching Seminar (3 credits)

- Teaching Certificate through Searle Center/Northwestern University (3)
- Students can opt to take CE 820 Emancipatory Pedagogies in order to fulfill their teaching seminar.

Research Tools (0-3 credits)

Options for meeting research language requirement will follow what is currently available to students, including:

- Graduate-level course (3 credits)
- Examination (0 credits)
- Exemption for native speaker with college-level proficiency in the language of research (0 credits)

Co-Curricular/Formation

Year-long Research Fellowship (year 1):

- Each admitted Theo/Ethics PhD student will be placed as “research fellow,” affiliating with a center, grant initiative, or institutional partner (US or international), which serves as the primary locus for their immersive learning and research.

Year-long Teaching Fellowship (year 2):

- Each 2nd-year Theo/Ethics PhD student will be assigned to serve as TA in Garrett’s Master’s level courses.

Doctor of Ministry

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

- Leadership for Social Transformation
- Liberative Preaching and Proclamation
- Spiritual Direction
- Strategic Leadership in the Black Congregation

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.

The Garrett-Evangelical DMin program includes a mix of online and intensive courses. The foundational courses are taught online during regular semesters while most of the specialization courses are taught during January and summer intensives. The program can be completed in as few as three years, or as many as six.

Degree Learning Outcomes

By the end of the DMin program, a student will be able to:

- Develop cultural awareness and sensitivity that informs the work of ministry in their particular context.
- Engage in critical biblical and theological reflection on the practice of ministry utilizing methodology appropriate to the specific area of practical ministry.
- Use appropriate research tools to gather data relevant to the ministry area.
- Analyze findings and derive results and conclusions that are compelling and usable for the sake of the ministry.
- Engage critically with key texts that inform the work of their particular area of ministry.

Degree Requirements

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.

A. Foundational Courses (9 credits)

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

B. Area of Concentration (15 credits)

Students choose courses with approval of their faculty advisor in the focused concentration of the degree program. Students in the Strategic Leadership in Black Congregations concentration will complete a portion of their requirements in conjunction with Kellogg School of Management.

C. Project Proposal Research & Writing (3 credits)

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, information may need to be submitted to the Human Subjects Review committee for review and approval.

D. Project Research & Writing (3 credits)

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.

E. Additional Requirements

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

F. Mid-program Evaluation/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 their 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.

DMin students are encouraged to consult the DMin Handbook for detailed information regarding program assessment measures located in myGETS, Registrar and Advising, Academic and Program Handbooks. This includes comprehensive guidance on qualifying and comprehensive exams, admission to candidacy, and the thesis project process. Students should refer to it regularly to ensure they are meeting all academic and administrative requirements related to student assessment.

Course Requirements: Leadership for Social Transformation (30 credits)

Foundational Courses		
DM 702	Research Design & Methodology	3
DM 703	Hermeneutics of Race, Class, Gender, and Age	3
DM 727	Biblical & Theological Foundations for Practical Ministry	3
Total Credits		9
Track-specific Courses*		
DM 715	Prophetic Leadership for Social & Spiritual Transformation	3
DM 716	Trauma-Informed Leadership	3
DM 717	Prophetic Proclamation for Social Transformation	3
DM 745	Decolonizing Spirituality	3
DM 718	Theories & Practices of Non-Violent Social Change	3
Total Credits		15
Mid-program and Candidacy Courses		
DM 790	Proposal Research & Writing	3
DM 795	Project Research & Writing	3
Total Credits		6
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
Total Credits		0
Total Credits for DMin-LFST Degree		30

* The LFST track may have a specific focus for a cohort and may include Topics courses to address that focus, provided that these courses also meet degree and track outcomes. The DMin degree director and track coordinators are responsible for determining the fit of the courses with the degree outcomes.

Course Requirements: Liberative Preaching & Proclamation (30 credits)

Foundational Courses		
DM 702	Research Design & Methodology	3
DM 703	Hermeneutics of Race, Class, Gender, and Age	3
DM 727	Biblical & Theological Foundations for Practical Ministry	3
Total Credits		9
Track-specific Courses		
DM 753	A Homiletical Theology of Good News for Human Liberation	3
DM 752	Biblical & Contextual Exegesis for Inclusive Proclamation	3
DM 717	Prophetic Proclamation for Social Transformation	3
DM 716	Trauma-Informed Practice of Ministry	3
DM 735	Ethical Consideration for Liberative Proclamation	3
Total Credits		15
Mid-program and Candidacy Courses		
DM 790	Proposal Research & Writing	3
DM 795	Project Research & Writing	3
Total Credits		6
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
Total Credits		0
Total Credits for DMin-LPP Degree		30

Course Requirements: Spiritual Direction (30 credits)

Foundational Courses		
DM 702	Research Design & Methodology	3
DM 703	Hermeneutics of Race, Class, Gender, and Age	3
DM 727	Biblical & Theological Foundations for Practical Ministry	3
Total Credits		9
Track-specific Courses		
DM 740	Foundations of Spiritual Direction	3
DM 745	Decolonizing Spirituality	3
DM 715	Prophetic Leadership for Social & Spiritual Transformation	3
DM 744	Practicum in Spiritual Direction I	3
DM 745	Practicum in Spiritual Direction II	3
Total Credits		15
Mid-program and Candidacy Courses		
DM 790	Proposal Research & Writing	3
DM 795	Project Research & Writing	3
Total Credits		6
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
Total Credits		0
Total Credits for DMin-SD Degree		30

Course Requirements:
Strategic Leadership in the Black Congregation (30 credits)

Foundational Courses		
DM 702	Research Design & Methodology	3
DM 703	Hermeneutics of Race, Class, Gender, and Age	3
DM 727	Biblical & Theological Foundations for Practical Ministry	3
Total Credits		9
Track-specific Courses		
DM 731	Seminar on the Black Church	3
DM 732	Discipleship, Entrepreneurship, and Social Impact	3
DM 717	Prophetic Proclamation for Social Transformation	3
DM 718	Theories and Practices of Non-Violent Social Change	3
DM 779	Kellogg Certificate Courses	3
Total Credits		15
Mid-program and Candidacy Courses		
DM 790	Proposal Research & Writing	3
DM 795	Project Research & Writing	3
Total Credits		6
Co-Curricular Requirements		
INT 002	Plagiarism Tutorial	0
Total Credits		0
Total Credits for DMin-SLBC Degree		30

Non-Degree Program Information

United Methodist Course of Study School (COS)

The seminary cooperates with the General Board of Higher Education and Ministry of The United Methodist Church in sponsoring a Course of Study School for the education and training of Local Pastors in The United Methodist Church. The curriculum is established by the General Board. Garrett faculty and visiting professors provide instruction in the program.

To be admitted, United Methodist students must be certified candidates for ordained ministry, have completed the requirements for license as a Local Pastor, have been tested in language skill proficiency through a process determined by the annual conference, received the endorsement of the annual conference Board of Ordained Ministry, and be under either full or part-time appointment in The United Methodist Church.

The five-year Basic Course of Study School is conducted in online sessions totaling 20 hours (10 hours of synchronous instruction and 10 hours of asynchronous instruction). Course schedules are detailed on the COS webpage (garrett.edu/cos). Classes are offered in English and Spanish. The Course of Study School also offers an online 10-week Introductory Program in Spanish (Licensing School) in April-June on an every-other-year rotation with the Perkins School of Theology. Each week is comprised of 10 hours total (2 hours of synchronous instruction and 8 hours of asynchronous instruction), totaling in an 80-hour program. Licensing School fulfills the requirements for receiving the License for Pastoral Ministry. Certification of completion of the Course of Study is given by the General Board.

Students from the African Methodist Episcopal, African Methodist Episcopal Zion, and Christian Methodist Episcopal churches are welcome in the Course of Study School when recommended by denominational leaders.

Information about the Course of Study School, including application and course registration information, may be found at www.garrett.edu/cos and/or inquiries may be directed to cos@garrett.edu.

Advanced Course of Study for United Methodist Students (ACOS)

The Advanced Course of Study is a curriculum that enables a local pastor to meet the educational requirements for probationary membership, full conference membership, and ordination as an elder in The United Methodist Church. Local Pastors who have completed the five-year basic Course of Study may be eligible for ordination as an elder with the completion of additional graduate theological study.

Per the *Book of Discipline*, the Advanced Course of Study consists of a minimum of 32 hours of graduate course work that includes the Basic Graduate Theological Studies (§324.4). Garrett offers a record of completion for those students who complete a 33-hour sequence of Garrett courses that fulfill the educational requirements.

Course work for the Advanced Course of Study may be completed in English and is eligible for transfer to other graduate-level programs. Students study in classes alongside Master of Divinity and Master of Arts students in completing their coursework. Students who complete the Advanced Course of Study at Garrett are eligible to apply credit towards the completion of a degree program at Garrett up to the maximum allowed shared credit (the amount of credit varies based on total credits required for the degree).

Course Requirements: ACOS (33 credits)

Biblical Interpretation		
BIBHB 500	Introduction to the Hebrew Bible (or approved alternative)	3
BIBNT 500	Introduction to the New Testament (or approved alternative)	3
Total Credits		6
Church History (one of the following, or approved alternative)		
HIST 501 or HIST 502	History of Christian Thought & Practice I OR History of Christian Thought & Practice II	3
Total Credits		3
Theology		
THEO 500	Introduction to Theology (or approved alternative)	3
Total Credits		3
Mission of the Church		
THEO 540	Global Christianity in an Interfaith World	3
Total Credits		3
Worship (one of the following)		
LTRGY 510 or LTRGY 511	United Methodist Worship OR Worship in Ecumenical Perspective	3
Total Credits		3
Evangelism (one of the following)		
CL 510 or CL 611	Theology of Evangelism OR Empowering Congregations for Evangelism	3
Total Credits		3
United Methodist History, Doctrine, and Polity		
DENOM 603	UM Studies: Wesley and the 19 th Century	3
DENOM 604	UM Studies: 20 th Century to the Present	3
Total Credits		6
Additional Course (choose one)		
	Pastoral Care Course	3
	Christian Education Course	
PCC 679	Clinical Pastoral Education (CPE)	
Total Credits		3
Total Credits		33

By recommendation of the Division of Ministry of the UMC General Board of Higher Education and Ministry, the maximum number of transfer courses is four. Per GBHEM, Advanced Course of Study (ACOS) course credit can be completed online.

Deacon Studies for United Methodist Students (Basic Graduate Theological Studies)

Persons ordained as deacons are engaged in ministries of word, service, compassion, and justice which connect church and world. The process of ordination includes both educational preparation and annual conference review. Garrett cooperates with annual conferences and districts to support students in completing the educational requirements and assists with on-site mentoring and support. Candidates can complete educational requirements by one of two routes:

- through the completion of an MA, MATM: Deacon Studies, MTS, or MDiv degree that includes the Basic Graduate Theological Studies courses (listed below) or
- through completion of the Basic Graduate Theological Studies (BGTS) at Garrett in conjunction with a master's degree in an area of service (e.g., counseling, social work, peace studies) or in conjunction with United Methodist certification studies.

Course Requirements: BGTS (30 credits)

The Book of Discipline requires a minimum total of 30 semester hours covering the following areas. Garrett offers a record of completion to students who complete the entire sequence through Garrett.

Biblical Interpretation		
BIBHB 500	Introduction to the Hebrew Bible (or approved alternative)	3
BIBNT 500	Introduction to the New Testament (or approved alternative)	3
Total Credits		6
Church History (one of the following)		
HIST 501 or HIST 502	History of Christian Thought & Practice I OR History of Christian Thought & Practice II	3
Total Credits		3
Theology		
THEO 500	Introduction to Theology (or approved alternative)	3
Total Credits		3
Mission of the Church		
THEO 540	Global Christianity in an Interfaith World	3
Total Credits		3
Worship (one of the following)		
LTRGY 510 or LTRGY 511	United Methodist Worship OR Worship in Ecumenical Perspective	3
Total Credits		3
Evangelism (one of the following)		
CL 510 or CL 611	Theology of Evangelism OR Empowering Congregations for Evangelism	3
Total Credits		3
United Methodist History, Doctrine, and Polity		
DENOM 603	UM Studies: Wesley and the 19 th Century	3
DENOM 604	UM Studies: 20 th Century to the Present	3
Total Credits		6
Preaching (one of the following)		
LTRGY 500 or LTRGY 502	Preaching & Proclamation OR Preaching in African American Contexts	3
Total Credits		3
Total Credits		33

Certificates & Certification Studies

Credit-bearing certificates provide students with opportunities for professional development or lifelong learning in a specific area of ministry. Garrett offers six credit-bearing certificates which may be “stacked” toward completion of a master’s degree program. Each certificate requires 15 credit hours, which may be completed over the course of an academic year. Completion of the Basic Christian Tradition and Foundation of Methodist Ministry meet most of the current requirements of The United Methodist Church for Basic Graduate Theological Studies (BGTS) and the Advanced Course of Study (ACOS). Students seeking to complete the requirements for the Advanced Course of Study will need to complete at least one additional course to complete educational requirements as outlined in *The Book of Discipline*.

- Basic Christian Tradition
- Foundations of Methodist Ministry
- Child Advocacy
- Christian Education*
- Ecological Regeneration
- Evangelism and Church Planting*

** These also have alternative requirements for persons seeking UMC Professional Certification.*

Students who complete one of these programs will earn a certificate of completion from Garrett-Evangelical and are invited to participate in Commencement. In addition, those who complete the UMC Professional Certification tracks will have met the educational requirements set by the General Board of Higher Education and Ministry of The United Methodist Church for professional certification.

Contact the General Board of Higher Education and Ministry of The United Methodist Church to enroll in a specific certification track. Additional information may be found on the GBHEM website: <https://www.gbhem.org/clergy/professional-certification-in-specialized-ministry/>.

Garrett also grants a Certificate in Compelling Preaching for those who complete the certificate program developed by AETH related to the AETH/Styberg grant.

Students who successfully complete the AETH Compelling Preaching Certificate and who enroll in the MDiv or an MA program at Garrett are eligible for advanced standing with credit up to six credits. Three elective credits in preaching may be granted after completion of LTRGY 500 Preaching and Proclamation; three elective credits may be granted in Congregational Leadership after completion of one of the required CL courses (CL-510, CL-608, or CL-611).

Course Requirements: Certificates

Certificate in Basic Christian Tradition

BIBHB 500	Introduction to the Hebrew Bible	3
BIBNT 500	Introduction to the 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
THEO 540	Global Christianity in an Interfaith World	3
Total Credits		15

Certificate in Foundations of Methodist Ministry

LTRGY 500	United Methodist Worship	3
CL 510 or CL 611	Theology of Evangelism OR Empowering Congregations for Evangelism	3
DENOM 603	UM Studies: Wesley and the 19 th Century	3
DENOM 604	20 th Century to the Present	3
LTRGY 500 or SP 650	Preaching & Proclamation OR Spiritual Direction	3
Total Credits		15

Certificate in Child Advocacy

CE 510	Mobilizing for Justice with Youth and Young Adults	3
CE 611	Nurturing Children's Faith in Uncertain Times	3
CE 621	Children's Books for Liberative Education	3
CE 821	Child Advocacy	3
ETH 660	Ethics & Agency of Children & Youth	3
Total Credits		15

Certificate in Educational Leadership

CE 510	Mobilizing for Justice with Youth and Young Adults	3
CE 625	Unmaking Violence	3
CE 663	Spiritual Practices	3
CE 820	Emancipatory Pedagogy	3
	One additional course in consultation with certificate advisor	3
Total Credits		15

Certificate in Ecological Regeneration

THEO 521 or CE 522	Theories & Theologies for Public Justice OR Methods & Movements for Social Change	3
THEO 820	Ecological Theology: God & Creation in Trevaill	3
ETH 657	Regenerative Ethics: Theory, Design, Practice	3
CL 621	Earth Ministry for Ecological Renewal	3
	One additional course in consultation with certificate advisor	3
Total Credits		15

Certificate in Evangelism and Church Planting

CL 510	Theology of Evangelism	3
THEO 540	Global Christianity in an Interfaith World	3
Choose two of the following (6 credits total):		
CL 606	Pastor & People	3
CL 909	Planning and Planting Congregations	3
CL 611	Empowering Congregations for Evangelism	3
CL 520	Church & Community	3
Total Credits		12

Evangelism and Church Planting for UMC Professional Certification

CL 510	Theology of Evangelism	3
Choose one of the following (3 credits total):		
DENOM 603	UM Studies: Wesley and the 19 th Century	3
DENOM 604	UM Studies: 20 th Century to the Present	3
Choose two of the following (6 credits total):		
CL 606	Pastor & People	3
CL 909	Planning and Planting Congregations	3
CL 611	Empowering Congregations for Evangelism	3
CL 520	Church & Community	3
Total Credits		12

Enrichment Studies

Applicants may be accepted as enrichment students. 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 and cross-registration 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. Due to F-1 Visa study restrictions, international students may not be eligible for study as enrichment students in-person, but can take courses online.

Individuals who are not current students but who wish to audit a course must enroll as a student, and may use enrichment studies to do so. Auditing a course requires faculty permission.

Guest Students

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

Cooperative Degree Programs

Garrett works cooperatively with several other educational institutions to provide credit-bearing coursework. These partnerships enable Garrett students to pursue additional programs of study and, in other cases, to provide required United Methodist courses to students at non-United Methodist seminaries.

Africa University: Harare, Zimbabwe

Enrolled students have the ability to take summer intensives on the campus of Africa University. Students have access to on-campus housing, dining, and academic supports such as the library and internet.

Anabaptist Mennonite Biblical Seminary (AMBS): Elkhart, IN

AMBS offers opportunities for Garrett-Evangelical students to complete courses toward a concentration in Peace Studies.

Association of Chicago Theological Schools (ACTS): Chicago-area

Garrett-Evangelical is part of the Association of Chicago Theological Schools (ACTS), comprised of 12 major seminaries. The seminaries represent a range of denominational traditions and theological orientations. Their combined full-time faculty totals nearly 300, the largest concentration of theological scholars in an ecumenical relationship in the United States. ACTS provides:

- cross registration among all schools, facilitated by an annual course catalog;
- shared academic programs, lectures, and events; and
- lending privileges from all libraries.
- For more information, see <http://www.actschicago.org>

Chicago Theological Seminary (CTS): Chicago, IL

In addition to our partnership through the ACTS consortium, CTS offers opportunities for Garrett-Evangelical students to complete courses toward a concentration in LGBTQ Studies.

Faith in Place: Chicago, IL

Our partnership with Faith in Place provides instructional and programmatic support related to environmental justice, particularly to Garrett Master of Arts in Public Ministry students.

North Central College: Naperville, IL

Through a partnership between Garrett-Evangelical and North Central College, eligible North Central religion majors may participate in a 3+3 program, enabling them to begin their graduate studies at Garrett while completing their final year at North Central. North Central students may complete up to 15 credit hours at Garrett toward their degree at North Central.

Phillips School of Theology

Beginning in 2024, Garrett began a partnership with Phillips School of Theology, the theological school for the CME church. Phillips students apply as Phillips at Garrett students, but are able to take courses to prepare them for ordination in the CME church. Phillips students may also receive additional funding from the CME church. Only the MDiv and MATM programs are eligible for the Phillips at Garrett program.

United Methodist Studies

Garrett has agreements in place to make available required courses in United Methodist studies to students enrolled in the following seminaries as needed:

- Anabaptist Mennonite Biblical Seminary (AMBS), Elkhart, IN
- Brite Divinity School, Fort Worth, TX

- Chicago Theological Seminary (CTS)
- Christian Theological Seminary, Indianapolis, IN
- Eden Theological Seminary, St. Louis, MO
- Hood Theological Seminary, Salisbury, NC
- Louisville Presbyterian Theological Seminary, Louisville, KY
- Sioux Falls Seminary, Sioux Falls, ND
- University of Chicago, Chicago, IL

Course Catalog

Garrett-Evangelical operates on a calendar of four terms per academic year: fall semester, January term, spring semester, and summer term. All courses are graduate level and three semester hours unless marked otherwise. The following is a select list of courses offered in recent years. Introductory courses are usually taught every year and electives every second or third year. (An independent study can be arranged with an instructor when the desired elective is not offered in the current schedule. However, required courses may not be taken as independent studies.) Cross-registration is possible at nine other theological schools in the Chicago area (Association of Chicago Theological Schools (see www.actschicago.org) and in some graduate courses at Northwestern University.

Courses are listed by curriculum areas and fields of study:

- 500-level courses are introductory
- 600-level are for master's students
- 700-level are for DMin students
- 800-level are for PhD, DMin, and advanced masters (with permission)
- 900-level are for PhD students

Bible – Hebrew Bible

BIBHB500 Introduction to the Hebrew Bible

Introduction to the texts of the Hebrew Scriptures--Torah, Prophets, and Writings--with emphasis on the order and contents, cultural settings, literary forms, religious themes, and interpretive approaches.

BIBHB511 Elementary Hebrew I

This course is the first half of an introduction to the Hebrew language of the Old Testament, and is designed to provide a basic knowledge of Biblical Hebrew grammar and vocabulary, as well as the skills to study and interpret the text of the Hebrew Bible in the context of ministry. Ultimately, the goal is for students to be able to exegete the Old Testament with the benefit of insights gained from reading the texts in their original language.

BIBHB512 Elementary Hebrew II

This course is the second half of an introduction to the Biblical Hebrew language, designed to provide a basic knowledge of Biblical Hebrew grammar and vocabulary, as well as the skills to study and interpret the text of the Hebrew Bible (Old Testament) in the context of ministry. The goal is for students to be able to exegete the Old Testament with the benefit of insights gained from reading the texts in their original language.

Prereq: BIBHB511 or equivalent

BIBHB601 Pentateuch

Advanced study of literary units and theological themes. Emphasis on analytical and synthetic interpretive skills.

Prereq: BIBHB500 or equivalent; may be repeated (depending on topic)

BIBHB602 Historical Books

Advanced study of literary units and theological themes. Emphasis on analytical and synthetic interpretive skills.

Prereq: BIBHB500 or equivalent; may be repeated (depending on topic)

BIBHB603 Prophetic Books

Advanced study of literary units and theological themes. Emphasis on analytical and synthetic interpretive skills.

Prereq: BIBHB500 or equivalent; may be repeated (depending on topic)

BIBHB604 The Writings

Advanced study of literary units and theological themes. Emphasis on analytical and synthetic interpretive skills.

Prereq: BIBHB500 or equivalent; may be repeated (depending on topic)

BIBHB611 Intermediate Hebrew

Rapid reading of prose and poetry, review of grammar and vocabulary, introduction to text criticism.

Prereq: BIBHB511 & BIBHB512 or equivalent

BIBHB650 Biblical Hermeneutics

Discussion of approaches to the use and interpretation of the Bible in the church. Topics vary from year to year and may focus on one of the testaments.

Prereq: BIBHB500 and/or BIBNT500 (depending on topic); may be repeated (depending on topic)

BIBHB651 Topics in Hebrew Bible

Study of select books or topics in the Hebrew Bible.

Prereq: BIBHB500; may be repeated (depending on topic)

BIBHB801 Pentateuch

Advanced study of literary units and theological themes. Emphasis on analytical and synthetic interpretive skills.

Prereq: BIBHB500 or equivalent; by permission for masters students; may be repeated (depending on topic)

BIBHB851 Topics in Hebrew Bible

Study of select books or topics in the Hebrew Bible.

Prereq: BIBHB500; by permission for masters students; may be repeated (depending on topic)

Bible – New Testament

BIBNT500 Introduction to the New Testament

Introduction to the 27 New Testament documents in the light of historical-critical methodologies and more recent theories of interpretation, paying attention to background and content of these documents, principles of exegesis, and hermeneutical implications to the modern world.

BIBNT511 Elementary Greek I

In this course students will start learning the language of the New Testament with the purpose of enabling them to understand the text in its original form. Together with its supplement, Elementary Greek II, this course will provide a basic knowledge of the language that will facilitate the work of translation and exegesis. This will be accomplished through a study of its main vocabulary, grammar and syntax.

BIBNT512 Elementary Greek II

This course continues and completes an introductory grammar of Greek. Students will continue to develop a basic knowledge of New Testament Greek, with special focus on mastering morphology, building vocabulary, translating text, and addressing basic but critical exegetical issues of grammar, lexis, and syntax, as well as discourse analysis of Greek.

Prereq: BIBNT511 or equivalent

BIBNT650 Biblical Hermeneutics

Discussion of approaches to the use and interpretation of the Bible in the church. Topics vary from year to year and may focus on one of the testaments.

Prereq: BIBHB500 and/or BIBNT500 (depending on topic); may be repeated (depending on topic)

BIBNT651 Topics in New Testament

Study of select books or topics in the New Testament.

Prereq: BIBNT500 or equivalent; may be repeated (depending on topic)

BIBNT803 New Testament Theology

Study of one or more theological topics emerging out of thematic and/or exegetical approaches to the New Testament.

Prereq: BIBNT500 or equivalent; may be repeated (depending on topic)

BIBNT807 Romans

Historical setting and theological argument of Paul's Letter to the Romans, with emphasis on the history of exegesis. Emphasis on contribution of Romans to ecumenical and Jewish-Christian dialogue.

Prereq: BIBNT500 or equivalent

BIBNT811 First Corinthians

A selected study of the First Epistle to the Corinthians (primarily in the Greek text for MTS and PhD students; otherwise, use NRSV) undergirded by expansive hermeneutics (such as rhetorical and intertextual methods, postcolonial and empire studies, theological and cross-cultural readings, pastoral and psychological cares).

Prereq: BIBNT500 or equivalent

BIBNT851 Topics in New Testament

Study of select books or topics in the New Testament.

Prereq: BIBNT500; by permission for masters students; may be repeated (depending on topic)

BIBNT881 Study Tour of the Holy Land

A study tour that explores the history, geography, and archaeology of the sites, and engages with the social, political, religious issues then and now in Israel/Palestine. Provides cultural immersion, theological tools, and hand-on on a "dig".

Prerequisites: BIBNT500 or BIBHB500 (or equivalent)

Christian History

HIST 501 History of Christian Thought & Practice I

This course is a survey of the history of the Christian religion, as expressed in the historic universal Church, including its doctrines and practices, from the beginning into the middle ages (from Jesus to Aquinas). Special emphasis is given to the first five centuries, in which the important doctrines, practices, and traditions of the faith developed. After the schism between east and west (1054) the course will focus more on the western Church.

HIST 502 History of Christian Thought & Practice II

This course will introduce the relatively recent history of Christianity, from the late Middle Ages (beginning around 1500) to the present time. This course will help students better understand the various streams of modern Christianity and how they have shaped both the Church and society.

HIST 602 Theology of Martin Luther

Introduction to Luther's life and theological contribution through study of his sermons, treatises, and letters.

Prereq: HIST 501 or HIST 502

HIST 608 The Reformation of Christian Practices

This course will explore the ways in which Christian practices changed during the Reformation, creating the basis for much of modern Christian practice and spirituality.

Prereq: HIST 501 or HIST 502

HIST 619 Early Christian Art

Christian art, architecture, and archaeology from beginnings to the Carolingian Age.

Prereq: HIST 501

HIST 620 Early and Medieval Christians in Their Daily Lives

An exploration of the lived experience of lay Christians in the early Church and middle ages, with an emphasis on personal prayer and devotion, worship, and the social and ethical expectations of baptized Christians. Unlike most surveys of Church history, which seek to gain an understanding of the doctrines and liturgical practices promoted and taught by the bishops and other clergy, this course focuses on the daily devotional lives of lay Christians in the early and medieval eras. In particular, the course seeks to explore the ways in which early and medieval lay Christians practiced their faith outside of liturgy, in their everyday lives, with an eye toward applying those practices in our digitally distracted lives in the modern world.

Prereq: HIST 501

HIST 626 Hermeneutics in Early Christianity (Patristic Exegesis)

This course will survey the biblical and interpretive methodology of the early Church through the study of patristic exegesis/hermeneutics and early Christian reception of Scripture. Students will learn the methodology and hermeneutics of patristic exegesis through the reading of secondary sources, then observe the same through the reading of primary sources, then practice the same by creating a biblical interpretation project – a sermon/homily or Bible study - using the methodology of the early Church.

Prereq: HIST 501; may be repeated

HIST 650 Topics in Christian History

Exploration of topics and periods in the history of Christianity.

Prereq: HIST 501 or HIST 502; may be repeated (depending on topic)

HIST 681 Travel Course

Cross-cultural immersion experiences in various ministries and communities with theological reflection. May be repeated.

Prereq: HIST 501 or HIST 502; may be repeated (depending on topic)

HIST 803 Christology & Trinity in the Early Church (Through the Lens of Contemporary Film & Popular Culture)

This course is a history elective that builds on the foundation laid in the introductory course, The History of Christian Thought & Practice I, especially with regard to the development of doctrine. A major emphasis of this course will be to explore expressions of Christology in contemporary popular culture/media, especially science fiction and superhero stories, as a way into the teaching of Christology, the goal being to develop a methodology for analyzing the worldview, anthropology, and Christological/soteriological implications of any media or popular culture expression of Jesus Christ and theological/Christological themes.

Prereq: HIST 501

HIST 805 Christianity & Culture in the Early Church

This course is meant to be an overview of the historical, social, and political context in which the early Church found itself. In other words, this is “Roman History for students of the New Testament and the early Church.” We will survey Greco-Roman religion, the lives of average people, and the history of the Roman Empire, from New Testament era up to the reign of Constantine.

Prereq: HIST 501

HIST 850 Topics in History of Christian Thought

Examination of significant issues, movements, and persons. May be repeated.

Prereq: HIST 501 or HIST 502; may be repeated (depending on topic)

HIST 856 Women and the Reformation

This course will explore various facets of women’s lives in the Reformation as well as women’s contributions to Reformation-era churches and societies. Four major aspects will be considered: cultural and theological understandings of women, women’s participation in theological conversations, women’s religious practice, and changing theologies (and realities) of marriage and motherhood. Students will read a mixture of secondary and primary sources, and the course format will give priority to discussion.

Prereq: HIST 501 or HIST 502

HIST 860 The Church in the Middle Ages

In this course, we will focus on the life and experience of the lay Christians, from the grass roots to the mystics, including devotional practices and other aspects of popular piety. As context, we will be inquiring into the social, cultural, and economic history of the so-called middle ages, though our focus will be primarily on the western (Latin) Church in Europe. The course covers the late patristic period through the “high middle ages.”

Prereq: HIST 501; may be repeated

Christian Leadership

CL 510 Theology of Evangelism

This course equips students to synthesize their personal experiences of God's goodness with contextual awareness, various theological perspectives, and biblical teachings to develop creative practices of evangelism that are true to their personal faith.

CL 604 Administration

Understanding how administrative practices are informed by images of the church as a covenant community. Effective leadership, authority, and power issues.

CL 606 Pastor and People

Roles and responsibilities of the pastor, grounded in a theology of the church and ministry. Congregational analysis and empowerment; issues of pastoral identity, authority, spirituality, and leadership. Practical guidance for various situations.

CL 608 Strategies for Social Change

Exploration and development of organizing strategies for Christian communities engaged in long-term social change, with a focus on theological commitments and organizing case studies. This course examines practical tools and methods for addressing societal issues such as peace, racism, sexism, and economic oppression.

CL 609 Planning and Planting Congregations

Empowers ministers entering new churches to access the capacities and needs of the local churches and communities and to create strategies for effective mission and outreach.

CL 611 Empowering Congregations for Evangelism

Study of the role of the pastor and church leaders in discipling the congregation and motivating and training the laity in faith-sharing outreach ministries.

CL 621 Earth Ministry for Ecological Renewal

Orients students to emerging approaches to ecological ministry in an age of biospheric crisis. Covers topics such as: place-based approaches to ministry, eco-liturgy, spiritual leadership amidst climate disruption, post-carbon lifestyles and food justice as discipleship, pastoral care and ecological trauma, and the role of movement chaplains in organizing for ecological change.

Christian Religious Education

CE 502 Teaching for Biblical Faith

This course focuses on teaching the Bible in congregations and in the community. It seeks to open the Bible to laypersons so that persons can live out a vital faith. The course is “project focused.” Students will complete a peer teaching practicum examining some of the key approaches to teaching the Bible in the church: exegetical, historical, devotional, cultural, feminist, womanist, social justice, missional, cross-cultural, and interfaith. We will learn together and assess the effectiveness of these approaches as we discover and critically examine our own approaches to the Bible.

CE 510 Mobilizing for Justice with Youth and Young Adults

The aim of this course will be to broaden our understanding of Christian education and its role in engaging in spiritual development and faith formation with youth. The course will explore the human development and culture of today’s youth, the context necessary for spiritual development to take place, and various pedagogical models that can be used to guide youth from adolescence to young adulthood.

CE 520 Educating Christians for Social Change

This advanced course in Christian Education considers the relationship between the church’s educational ministry and the ministries of social transformation. The course will examine personal commitments to social transformation, theologies of change, and educational skills for transformation.

CE 522 Methods and Movements for Social Change

This course surveys and evaluates a variety of educational and organizational methods and movements Christians have used to bring about social change from within and outside of existing institutions. The aim is to equip students to be thoughtful, effective, and faithful teachers/leaders in seeking to love God and neighbor, realize justice for the poor and oppressed, and promote the common good.

The course is a requirement in the Master of Arts in Theology and Ministry degree and is open to students from other degree programs if space permits.

CE 611 Nurturing Faith: Ministry with Children in Uncertain Times

This course explores children’s spiritual formation from educational, social, and theological viewpoints, highlighting the roles families, educators, and communities play in nurturing their faith. By reflecting on current issues impacting children and engaging in practical experiences, participants will enhance their ministry skills and develop supportive environments that promote children's resilience, agency, and sense of belonging.

CE 616 Christian Education in the African American Experience

Exploration of approaches to congregational learning in the ministries of African American churches.

CE 621 Children’s Books for Liberative Education

This class will consider how children's books can be liberative. The lives of all children are of worth and value to God, and we embody that belief when all children see themselves and their stories in the children's books they read.

CE 625 Unmaking Violence

This course introduces participants to frameworks that guide structural analyses of violence in its varied forms that transverse bio, psycho, social, cultural, political, spiritual, and ecological dimensions. Specific topics for exploration include religious education in the aftermath of racialized violence; personal and corporate bullying; social trauma and mass shootings; the slow violence of environmental racism; moral inquiry.

CE 650 Special Topics in Christian Education

Special Topics in Christian Education

CE 661 Focused Study

Organized around participation in conference (for example, Christian Educators Fellowship) including pre-reading, workshops, directed final project. Topics vary according to conference.

CE 815 Pedagogies of Resistance & Re-existence: Perspectives from the Global South

By engaging with scholars from different areas of expertise, the course seeks to discuss how wisdom produced in resistance by subaltern groups can challenge dominant epistemologies and offer alternative cognitive practices to ministry contexts.

CE 820 Emancipatory Pedagogy

This course will draw on Paulo Freire's theoretical work to explore education as a means of liberation and humanization. Participants will examine how education—whether in schools, communities, or other settings—can foster a democratic society rooted in the principles of justice and solidarity exemplified by Jesus.

CE 821 Child Advocacy

The goal of this class is to help persons understand that the lives of all children are of worth and value to God, and that we are called to remove the stumbling blocks that hinder a child from living the life that God created them to live. This class will explore child advocacy from a variety of perspectives, including theological, biblical, and sociological perspectives. Students will have an opportunity to focus on a particular area/aspect of child advocacy and seek ways to develop coalitions to advance advocacy and community response to children, youth and families.

CE 830 Methods of Research in Congregations

Exploration and analysis of epistemologies and approaches to research; evaluating work of other researchers; and practicing methods of data gathering.

CE 835 History & Theories of Christian Education

Examination of the development of Christian religious education as an academic discipline and ministry in church and society in the 19th and 20th centuries.

CE 837 Approaches to Christian Education

An examination of key leaders, perspectives, and practices in Christian religious education in relationship to students' vocations and practices of educational leadership. The class explores contemporary scholarship in the field of Christian education as a ministry and academic discipline for discipleship and mission.

CE 850 Seminar in Christian Education

Advanced seminar in Christian religious education, including topics such as theology, theological education, gender, social change, or ethnicity.

Denominational Studies

DENOM 603 UM Studies: Wesley & the 19th Century

The foundational contribution of John Wesley to the history, doctrine, and polity of Methodism. The Methodist tradition in the U.S. through the 19th century.

Prereq: HIST 501 or HIST 502

DENOM 604 UM Studies: 20th Century to Present

Developments within United Methodism, as related to the ecumenical movement, world mission, personal evangelism, and social justice. Evolution of polity, theology, and denominational structure.

Prereq: HIST 501 or HIST 502

DENOM 615 CME History

This course will encompass the birth of the Methodist movement in England; the coming of Methodism to America; and the development of the Methodist Church in America as well as the impact of the African diaspora on the establishment of Black Methodism in general and particularly the African Methodist Episcopal Church (AME) and the African Methodist Episcopal Zion Church (AMEZ) during the pre and post Civil War periods. This course will examine the context out of which each of those communions were birth, with a specific emphasis on the Christian Methodist Episcopal Church from the mid-1800's to present day.

DENOM 616 CME Polity

This course will introduces learners to the basic polity and rituals of the Christian Methodist Episcopal Church, how and why these saws and practices came into existence. Learners will be engaged in discussions on the relevancy and importance of the rituals and laws as it pertains to the life of the C.M.E Church. Learners will be encouraged to discuss, debate and engage in real life practicums as it relates to the doctrine, church worship styles and rituals, the church's mission, Constitution, Book of Discipline, Conference structure, the Social Creed and its polity and procedures for church governance and ministry.

DENOM 625 UMC General Conference

In-class and travel course to UMC General Conference.

DENOM 650 Topics in Denominational Studies

Special topics in Denominational studies; *topics vary so course may be repeated (depending on topic)*

Doctor of Ministry

DM 702 Research Design & Methodology

Addresses basic elements of research design, including research questions, experimental and quasi-experimental methods, reliability and validity, data collection, data analysis, and ethics.

DM 703 Biblical and Theological Foundation for Practical Ministry

Focus in practical theology as a contemporary theological method of interdisciplinary research between theology, the contemporary social sciences, and ministry practices.

DM 715 Prophetic Leadership for Social Transformation

This course will explore biblical, theological, and social scientific models of leadership as they relate to processes of social change. Students will also be asked to consider their own leadership of a social change challenge within in their own context of ministry using one or more of the frameworks or approaches explored in the course.

DM 716 Trauma-Informed Leadership

This course will introduce the student to the concept of trauma, the personal, collective, and cultural levels of trauma, the role of pastoral leadership in responding to trauma within various ministry contexts and communities, and the impact of psychological vulnerabilities within the leader's self.

DM 717 Prophetic Proclamation for Social Transformation

This course will explore the theoretical and practical contours of prophetic proclamation with an emphasis on historical figures and their preaching practice as a lens for understanding preaching as a practice towards social transformation. Students will gain a working knowledge of key historical figures in prophetic preaching and develop a toolbelt or their own prophetic preaching practice.

DM 718 Theories and Practices of Non-Violent Social Change

This course engages theories and practices of active nonviolence within the broad context of revolutionary struggle in the USA and beyond with specific attention to the intersection of faith and spirituality with nonviolent resistance. Students will engage a

diverse array of thought on and practices of active nonviolence, trace its historical development, encounter its preceding antecedents, and reflect on and develop their own anti-oppression values and commitments with attention to practical resources for incorporating active nonviolence into their doctoral project and thesis.

DM 727 Hermeneutics of Race, Class, Gender, and Age

In this course students analyze how race, gender, sexual orientation, class, age and ageism affect how one interprets whether as interpreter or receiver of the interpretation. We will also discuss how important lived and living experience, as well as memory, affect interpretation (i.e., the “fluidity” of interpretation.) This class begins with the assumption that these race/racism, gender/sexism/homophobia, and class/inequality are realities which have an observable history and which have been an intimate part of the systemic whole of modernity’s distorted distribution of power, wealth and influence in the world – socially and politically. In this class we will approach the issues of gender, race, class, sexuality, oppression, power, and privilege from a theological and social-scientific perspective.

DM 731 Seminar on the Black Church: History, Theology, Prophetic Voice

This course will examine traditional and contemporary culture(s) of the Black Church and explore the pastoral and administrative leadership needed to foster a vital, vibrant, relevant and transformative congregation for the 21st century. Special attention will be given to the missional legacy of the Black Church and a call for its renewal through liberative public theology, prophetic preaching, and community engagement.

DM 732 Discipleship, Entrepreneurship, and Social Impact

This course will examine traditional and contemporary culture(s) of the African American Church and explore the pastoral and strategic leadership needed to foster a vital, vibrant, relevant, and transformative congregation for the 21st century. Special attention will be given to the engagement of social entrepreneurship, innovative missional stewardship and the work of social impact in local congregations and communities.

DM 735 Ethical Considerations for Liberative Proclamation

This course engages the tenets of Christian and social ethics in the process of developing sermons that offer transformative good news to the people of God. It focuses on helping the preacher to consider preaching as moral formation embedded in the sermon, in the good news and in the call to discipleship.

DM 736 Preaching and Trauma

This course aims to equip students to think theologically and respond homiletically in the midst of, through and beyond the instances of trauma that occur, whether as a regular part of life, or because of sudden and unexpected events. Students will be invited to think theoretically and theologically about how the experience of trauma on individuals and communities impacts their ability to receive the good news of the sermon. The course will also consider different types of trauma – historical,

catastrophic, major illness, accident, death, etc. – and how they influence the behaviors of both the congregation and the preacher.

DM 740 Foundations of Spiritual Direction

This course attends to the historical, biblical, and theological foundations and the current context and practice of spiritual accompaniment and direction. Formational and informational learning and experience are woven together with focus on spiritual direction in various faith traditions, cultures, and the students' context.

DM 744 Practicum in Spiritual Direction I

Focuses on the evolving challenges facing leaders engaged in spiritual formation, relying upon student projects as laboratories for defining and dealing with those challenges.

DM 745 Decolonizing Spirituality

This course explores the ways have in which spiritualities, how people experience themselves and make meaning as spiritual beings in relation to God, have been colonized since Christendom and the exploratory voyages that are the result of the errant Doctrine of Discovery. Students will analyze and critique the ways in which assumed orthodoxy, tied to colonialism, occupies and determines the spiritual ethos of other people's religious experience and expression largely through what is presented as true knowledge of God or proper theology. Ultimately the course aims at helping people reclaim their spiritual narratives as legitimate and equal partner in creating sustainable spiritualities for a global world.

DM 749 Practicum in Spiritual Direction II

This course will truly be a practicum with ample opportunity for experimenting with various forms of group spiritual direction. We will both experience and lead as “co-participants in the Mystery of Love.” The course will include readings on the nature of group spiritual direction, practice in leading spiritual direction groups both in and outside of class, and review and discussion of key issues experienced by groups engaged in communal spiritual direction.

DM 752 Biblical and Contextual Exegesis for Inclusive Proclamation

This course offers participants an opportunity to identify their own interpretive strategies for preaching, both in terms of the biblical text and the contemporary community, and to sharpen their ability to bring the biblical text into dialogue with recent critical thought.

DM 753 A Homiletical Theology of Good News for Human Liberation

Students will develop and engage a deeper theological understanding of the sermonic good news as the transformative action of God that is evident as a lived reality through the active presence of God in the everyday lives of people.

DM 779 Kellogg Certificate

Students complete a certificate in Nonprofit Management through the Kellogg Center of Nonprofit Management. The certificate includes four standard courses plus a capstone

as designated by the Doctor of Ministry program at Garrett/ Students must complete the certificate in order to receive credit.

****Courses completed through the Kellogg Center for Nonprofit Management****

DM 780 DMin Coursework Continuation

For students awaiting grades or appropriate courses, a maximum of 3 terms of continuation is allowed prior to entering the midprogram phase. Only students who have not yet completed coursework are eligible. Students are considered half-time while registered for coursework continuation.

DM 784 DMin Research Preparation

Qualifying Exam Preparation term for DMin students. Eligible for two terms only.

DM 785 DMin Research Prep Continuation

DMin qualifying exam preparation continued until the qualifying exam has been successfully completed.

DM 790 Proposal Research and Writing

During this course DMin students research and write their project proposals. Usually this course is taken after track coursework is completed and students are in their Mid-Program phase. Students enrolled in this course are full-time.

DM 793 DMin Project Research

Research and writing continuation for DMin students. Eligible for two terms only.

DM 794 DMin Project Continuance

DMin writing continuation for students needing longer than two terms to complete. Registration completed until project has been successfully completed.

DM 795 Doctor of Ministry Project

This course covers the execution of the DMin student's ministry intervention project and the writing of the project paper based on that ministry intervention. Students registered for this are full-time.

Doctor of Philosophy

PH 901 Biblical and Theological Hermeneutics

Exploration and analysis of diverse modes of interpretation in both the church and the academy in order to become more critically aware of their own reading practices and more accomplished readers of the biblical/theological/ministerial texts.

PH 904 PhD Research Seminar

An interdisciplinary view of research methods for effectiveness in church, academy, and society.

PH 910 Methods, Approaches, and Theories of Biblical Interpretation

Development of biblical interpretation as a scholarly discipline. Analysis of historical-critical methods, the current shift in interpretive paradigms, and ethical implications of biblical interpretation.

PhD students only

PH 912 Introduction to Biblical History & Archaeology

An introduction to the theory and methods of historical approaches to Biblical texts and lands with attention to current issues relating to the intersection of history and the Bible.

PhD students only

PH 980 PhD Examination Prep

Students are expected to be admitted to candidacy within two semesters of the completion of course work. Students may register for this course for the first two semesters after the completion of coursework. Student is considered full-time.

PH 985 PhD Pre-candidacy

If a student needs more than two semesters to be admitted to candidacy, he/she may petition with permission of the director of the PhD Program to continue to register for PH-985 up to the 5 year limit from the beginning of the degree program. Student is considered full-time.

PH 990 PhD Research year 1

Students register using this course number for the first two semesters (one year) after being admitted to candidacy. Student is considered full-time.

PH 995 PhD Research 2nd and 3rd year

Students register using this course number for the second and third years of candidacy (4 semesters max). Student is considered full-time.

PH 997 PhD Research Continuance 4th and 5th year

Students register using this course number for the fourth and fifth years of candidacy (4 semesters max). Student is considered less than half-time.

PH 998 PhD Extension 6th and 7th year

If the student does not complete the dissertation within five years of admission to candidacy, he or she must petition the PhD Committee for an extension to continue in the program. If such an extension is granted, then the student will register for course PH-998 PhD Extension for the 6th and 7th years (four semesters max). Student is considered less-than half-time.

Ethics

ETH 500 Introduction to Christian Ethics

The purpose of the course is to introduce students to the principal historical, theological, and philosophical sources of Christian ethics. Having identified key facets of our late-modern world as context, we examine the challenges of Christian moral formation and decision-making in the witness of the church. We then explore the church's ethical witness in relation to a variety of present-day moral questions.

Prereq: THEO-500 Introduction to Theology

ETH 650 Topics in Moral Theology

Selected topics in Christian ethics; topics vary so course may be repeated (depending on topic).

ETH 657 Regenerative Ethics: Theory, Design, Practice

This course introduces students to the fundamental principles and tasks of complex systems theory, regenerative development, and a variety of ecological praxes in the context of Christian moral reflection for the sake of building up leaders equipped to envision, design, and implement ministries of socio-ecological regeneration. The course is a requirement in the Ecological Regeneration concentration but is open to students outside of the concentration and from many degree programs.

ETH 660 Ethics and Agency of Children and Youth

Through multidisciplinary resources this course explores the ethical question: How should Christian theologies and communities contribute to the flourishing of morally agential children and/or youth?

Prereq: THEO-500 Introduction to Theology

ETH 661 Sexuality Education, Ethics, and Ministry

The course provides a solid foundation in Christian sexual ethics while developing skills in sexuality education for Christian contexts.

Prereq: THEO-500 Introduction to Theology

ETH 830 Queer Theoethics

The course explores intersectional approaches to how knowledge is constructed and norms are established related to heteronormativity and LGBTQ+ identified people, with special attention given the Christian theological contexts.

Prereq: ETH-500 plus one upper-level theology course

Integrative/Interdisciplinary Courses

FE 600 Field Education 1

In an approved teaching site, with an experienced site supervisor, and participating in a facilitated peer group, students will begin developing competence in the practice of ministry and will begin growing in their ability to reflect on ministry practice in light of scripture, their faith tradition, and their experiences.

Prereq: BIBHB 500 or BIBNT 500, HIST 501 or HIST 502, THEO 500, PCC 500, Sexual Boundaries and Ethics Workshop, and permission of director of contextual education

FE 610 Field Education 2

In an approved teaching site, with an experienced site supervisor, and participating in a facilitated peer group, students will continue developing competence in the practice of ministry and will continue growing in their ability to reflect on ministry practice in light of scripture, their faith tradition, and their experiences.

Prereq: FE-600 Field Education 1

TM 600 Experiential Learning

Experiential Learning is an opportunity for students to interact with and experience a learning context or explore a practice that will be the focus of their degree program. In tandem with the vocational discernment students walk through in their first year liberative learning and listening lab and culminating in the final year Capstone ministry portfolio project, Experiential Learning allows students to connect their classroom experience with possible vocational pathways and/or a practice that will be central to their ministry portfolio project and goals for their degree.

Prereq: TM 678/679, THEO 521, CE 521, BIBNT/BIBHB or HIS 501/502, INT 003

INT 650 Topics

Various integrative/inter-disciplinary topics. Student may repeat the course number for different topics.

INT 690 Senior Colloquy & Project 1

The purpose of the Senior Colloquy and project is to provide 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.

This section is part 1 of a full-year course; INT-691 is part 2 and is completed in the spring. Both sections must be successfully completed in the same academic year in order to receive credit. Failure to complete one part will require the entire year to be retaken.

INT 691 Senior Colloquy & Project 2

The purpose of the Senior Colloquy and project is to provide 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.

This section is part 2 of a full-year course. Both sections must be successfully completed in the same academic year in order to receive credit. Failure to complete one part will require the entire year to be retaken.

INT 800 Seminar in Practical Theology

Focus in practical theology as a contemporary theological method of interdisciplinary research between theology, the contemporary social sciences, and ministry practices.

INT 850 Special Topics

Integrative/Interdisciplinary special topics. Students may repeat topics they have not already taken.

MTS Core Courses

TS 601 MTS Colloquium, 1st year

The primary purpose of the course is to aid MTS students in developing and writing the thesis. The Colloquium will also provide a space where fellow MTS students can find support and feedback and form their own kind of academic community. Second year students will be expected to present and defend their thesis proposals within the course of the colloquium. The course will also offer tutorials with respect to various aspects of the thesis research and writing process, as well as guidance on the process of applying to the PhD programs (finding a good doctoral program for one's area of interest, developing a strong application, etc.). Students with other vocational aspirations will also support one another in discerning their preparations.

0 semester hours in the first year; 3 semester hours in the second year.

TS 602 MTS Colloquium, 2nd year

The primary purpose of the course is to aid MTS students in developing and writing the thesis. The Colloquium will also provide a space where fellow MTS students can find support and feedback and form their own kind of academic community. Second year students will be expected to present and defend their thesis proposals within the course of the colloquium. The course will also offer tutorials with respect to various aspects of the thesis research and writing process, as well as guidance on the process of applying to the PhD programs (finding a good doctoral program for one's area of interest, developing a strong application, etc.). Students with other vocational aspirations will also support one another in discerning their preparations.

0 semester hours in the first year; 3 semester hours in the second year.

TS 690 MTS Thesis

Registered while a student is writing the thesis. Students receive a total of 6 semester hours during the research and writing of the thesis. Contact registrar's office for registration.

TS 693 MTS Thesis Continuation (FT)

For continuous registration at full-time status for up to two semesters after completion of course work (for 0 credits).

Contact registrar's office for registration.

TS 695 MTS Thesis Continuation (PT)

For continuous registration at less than half-time status (for 0 credits).

Contact registrar's office for registration.

Pastoral Care and Counseling/Pastoral Theology

PCC 500 Introduction to Pastoral Care & Counseling

Pastoral care is a ministry of compassion and transformation occurring through mutual life-giving relationships in faith communities and other ministerial settings. The depth and breadth of pastoral care that will be explored in this introductory course is beyond strict definitions as we will examine the historical scope and some contemporary pastoral care theories from a holistic and life-span perspective. These theories will be integrated with personal, psychological, ethical, and social justice issues commonly encountered in the practice of ministry. Attention is also given to critical theological reflection on suffering and healing in the context of grief, loss, interpersonal violence and addiction.

PCC 501 Foundations and Practice of Chaplaincy

This course introduces the ministry of spiritual care as expressed through chaplaincy. We draw from discussions in pastoral care and counseling, theological reflection, and the practice of clinical skill in order to situate the role of the chaplain, to outline particular functions of the chaplain, and to imagine unique contexts in which the chaplain serves. We negotiate with foundational elements of professional chaplaincy, orient toward competencies of professional chaplaincy, and work to familiarize ourselves with the practices embedded within the ministry of care and how they present in chaplains uniquely.

PCC 605 Integrative Seminar in Pastoral Theology

The Integrative Seminar provides a review of historically significant texts in the field of pastoral theology, pastoral care and counseling. The course will outline a broad bibliography within the field with deeper focus on selected texts.

PCC 610 Human Relations Skills for Counselors and Chaplains

The course introduces students to various theoretical assumptions around the counseling-helping relationship. Attention will be given to the basic communication skills needed in establishing an effective helping relationship and the well-being of those involved in the helping profession.

The course will also explore and develop an integrative view of professional identity, its roles, functions, and relationship with other human service providers. As well, it will provide a survey of major theories of counseling and psychotherapy as a way of introducing students to the variety of approaches available, and to enable conversation with mental health and spiritual care providers.

PCC 660 Research Methods in Pastoral Counseling

The course is designed to help students understand basic research concepts, to learn how to interpret research articles in peer reviewed journals and how to design research questions and methodology within a counseling setting.

This is a required licensure course in the state of Illinois. All MA-PCC clinical track masters students are required to take this course.

PCC 679 Clinical Pastoral Education (CPE)

Supervised program of pastoral education in hospitals and community settings. Orientation and regular supervisory meetings also required at Garrett-Evangelical.

Up to 3 semester hours.

PCC 800 Premarital, Marital, & Family Counseling

Designed to meet the Family Dynamics content area for professional counseling preparation, this course introduces family systems theory and its applications for counseling, pastoral care, and spiritually integrated clinical practice. Students examine intimate partnerships, couples, and families across the life span, including prevention approaches and problems that impede family functioning.

Students develop beginning skills in assessment, case conceptualization, intervention, referral, and crisis response with diverse individuals, couples, and families. The course also explores how race, class, gender identity, sexual orientation, culture, family of origin, religion, spirituality, and theology shape relational expectations and family dynamics, with emphasis on culturally responsive, ethically grounded, and pastoral-theologically informed care.

Prereq: PCC500 Introduction to Pastoral Care or equivalent

PCC 801 Socio-Cultural Foundations: Pastoral Psychologies of Liberation

This course introduces social and cultural foundations for counseling and pastoral care through the lens of pastoral psychologies of liberation. Students examine multicultural counseling issues across race, ethnicity, culture, religion/spirituality, gender, gender identity, sexual orientation, disability, language, socioeconomic status, aging, and marital/partnership status, with attention to how systems of oppression shape psychological, spiritual, relational, and communal wellbeing. The course prepares students to practice culturally responsive, justice-oriented, and liberation-informed pastoral care and counseling with diverse individuals and communities.

Prereq: PCC500 Introduction to Pastoral Care or equivalent

PCC 840 Psychology of Religion

Study and analysis of religious experience and behavior from psychological, biblical, and theological perspectives.

PCC 850 Topics in Pastoral Counseling & Theology

Exploration of special topics for advanced masters and doctoral students in pastoral theology and counseling. May be repeated.

Prereq: PCC500 Introduction to Pastoral Care or equivalent; by permission for masters students

PCC 860 Psychopathology & Maladaptive Behavior in Parish/Counseling

This course is designed to provide an overview of the domain of psychopathology using the diagnostic criteria as presented in the APA's Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-V)-TR. Students will explore the relevant theories, tools of assessment, and treatments in preparation for the National Clinical Mental Health Counseling Exam (NCMHCE). This course will engage contemporary research and critical themes in the field, particularly at the intersections of race, gender, culture, and class.

Prereq: PCC500 Introduction to Pastoral Care or equivalent; by permission for masters students

PCC 861 Introduction to Psychological Testing, Measurement, & Assessment

The primary objective of this course is to introduce the role of psychological testing and assessment in the diagnosis and treatment planning of counseling, career assessment, and coaching. The course will provide an overview of the field of psychological testing including: history, basic concepts, ethics, cross-cultural issues, aptitude and achievement testing, interest and personality inventories, and projective techniques.

PCC 863 Theories & Techniques of Group Dynamics

This course introduces major theories and techniques of group dynamics, with attention to how individuals participate in groups and how groups shape individual, relational, and communal life. Students examine group development, member roles, norms, leadership, authority, ethics, diversity, power, intergroup relations, and crisis response in counseling, pastoral care, educational, support, and organizational contexts.

Students develop beginning skills in designing, facilitating, observing, and evaluating groups through lectures, case analysis, structured exercises, facilitation practice, peer feedback, and integrative reflection. Special attention is given to culturally responsive and ethically grounded group leadership, including the impact of race, culture, spirituality, social location, and power in group process.

Prereq: PCC500 Introduction to Pastoral Care or equivalent; by permission for non-MA Pastoral Care

PCC 864 Lifestyle & Career Development

This course is designed to provide an understanding of career development and related life factors. Special emphasis will be placed on counseling processes designed to assess and assist individuals with career development problems and/or issues.

Prereq: PCC500 Introduction to Pastoral Care or equivalent; by permission for non-MA Pastoral Care

PCC 865 Counseling Techniques: Crisis and Trauma Counseling

The assessment and treatment of clients in crisis and suffering from trauma will be studied using empirical materials and formulations drawn from several theoretical approaches. The time-limited nature of crisis intervention related legal and ethical issues and interfacing appropriately with other service providers will be studied.

Students will also learn the fundamentals of traumatology, including the basics of victimology, traumatic stress, and stress research. Special emphasis will be given to adult survivors of various types of abuse, post-traumatic stress disorder (PTSD), including racial-based stress, racial and cultural trauma.

Prereq: PCC500 Introduction to Pastoral Care or equivalent

PCC 866 Substance Abuse and Addiction

This course explores the natures of chemical and process addictions through the lens of the bio-psycho-social-spiritual model. Significant attention will be given to the implications for client education, relapse prevention, treatment, and maintenance/recovery. Students will learn about the diagnostic criteria of substance use and addictive behavior, models of etiology, and evidence-based approaches to treatment. Finally, students will gain both theoretical and practical insight for the provision of individual, family/couple, and group addictions counseling.

Prereq: PCC500 Introduction to Pastoral Care or equivalent; by permission for non-MA Pastoral Care

PCC 900 Human Development

The purpose of this course is (1) to provide an overview of various approaches to understanding human growth and development including psychosexual, psychosocial, cognitive, moral, interpersonal, and faith development; and subsequently (2) to place significant focus on psychodynamic understandings embedded within the theory and case studies of Sigmund Freud, D.W. Winnicott, and Heinz Kohut and other practitioners of self psychology. The course utilizes theory and case reports to demonstrate the expectable psychological unfolding of human development from these various perspectives and idiopathic manifestations of psychological growth. Class discussion will include ongoing application to the clinical experience of the students.

PCC 905 Methods of Pastoral Theology

The Integrative Seminar provides a review of historically significant texts in the field of pastoral theology, pastoral care and counseling. The course will outline a broad bibliography within the field with deeper focus on selected texts. It is designed primarily for students in the Master of Arts in Pastoral Care and Counseling (Clinical Track) and

PhD students in Pastoral Theology, Personality and Culture who are preparing for qualifying exams, dissertation research and teaching within the field.

PCC 910 Counseling Theory

This course provides a general overview of major theories of counseling and psychotherapy, including behavioral, cognitive, humanistic, psychodynamic, systemic, and integrative approaches. Students examine the central concepts, assumptions, goals, and applications of these theories, with attention to how each understands human development, suffering, relational patterns, psychological concerns, marginalization, and personal growth.

Designed to meet the Counseling Theory content area for professional counseling preparation, the course helps students use counseling theories as frameworks for understanding clients, developing case conceptualizations, and making theory-informed pastoral-clinical responses. Students also critically reflect on the cultural, ethical, theological, and relational implications of applying counseling theories with diverse clients and care seekers.

PCC 930 Professional, Legal & Ethical Responsibilities

This course will cover professional, legal, and ethical issues, following the American Counseling Association's Code of Ethics, and especially as related to IL state law. Issues surrounding the counseling relationship, informed consent, professional boundaries, confidentiality, civil liability, HIPPA, duties to report, documentation, social media, etc. will be addressed.

PCC 950 Clinical Practicum (100 hours, 40 direct client over two terms)

Clinical Practicum is a supervised clinical training experience in which students begin integrating counseling theory, pastoral-theological reflection, ethical practice, and professional identity formation at an approved practicum site. Through direct client contact, documentation, supervision, and peer consultation, students develop beginning clinical skills in assessment, case conceptualization, intervention, referral, and termination.

PCC 960 Clinical Internship (600 hrs, 1 hr supervision weekly over two terms)

Clinical Internship is the culminating supervised clinical training experience in the MAPCC program. Building on Clinical Practicum, students provide counseling services at an approved clinical site while integrating counseling theory, ethical practice, cultural humility, pastoral-theological reflection, and professional identity development. Through site-based supervision, seminar-based group supervision, and peer consultation, students strengthen skills in assessment, case conceptualization, diagnosis as appropriate, treatment planning, intervention, documentation, referral, and termination.

Preaching, Worship, and Liturgical Studies

LTRGY 500 Preaching & Proclamation

Development of the sermon from text and idea through presentation and evaluation.
Delivery of sermons in class.

Prerequisites: BIBHB500, BIBNT500, & THEO500

LTRGY 502 Preaching in African American Contexts

The course continues coverage of the history, theology and practice of African American liturgical traditions - preaching, worship and music. It includes the development, creation, and experience of sermons, liturgies, and hymns specifically for African American denominations.

Prereq: BIBHB500, BIBNT500 & THEO500

LTRGY 510 United Methodist Worship: Theory & Practice

This course surveys the authorized worship resources of the United Methodist Church, with attention to their history, theology, and pastoral practice. In particular, students will explore the shape and practice of corporate Christian prayer, liturgical time, the relationship of word and sacrament, the meaning and practice of baptism and Eucharist, and the liturgical pastoral offices of the Church.

LTRGY 511 Worship in Ecumenical Perspective

An examination of the importance of worship in the work of the minister and congregation. Increasing competence in the understanding, theology, planning, and leadership of worship.

LTRGY 607 Advanced Preaching

Immersion in the practice and discipline of preaching different styles of sermons to different congregations. It is designed for the serious preacher, particularly pastors who must prepare sermons weekly.

Prereq: LTRGY500 or LTRGY502

LTRGY 650 Seminar in Preaching

Special topics in preaching.

Prereq: LTRGY500 or LTRGY502

LTRGY 651 Seminar in Worship

Exploration of a trend or issue important to the worship life of the church. May be repeated.

Prereq: 500-level worship course

LTRGY 660 Praying with the Earth

Prayer arises from creaturely locations shaped by power, interdependence, and coexistence. This elective course explores the relationship between prayer and the earth and its creatures. Students will encounter personal and communal prayer practices and

postures in varied landscapes, habitats, and sites of human ecological interaction, creatively and critically exploring contemporary possibilities for praying with a deeper connection with the earth.

LTRGY 810 Liturgical Theology

The purpose of this course is to provide a context for the investigation of contemporary liturgy theology through works of Protestant, Catholic, and Orthodox scholars, with an emphasis on foundational work in the theories, methodologies, and practices of liturgical theology.

Prereq: 500-level worship course; by permission for masters students

LTRGY 811 Sacramental Theology

Analysis of current literature in sacramental theology. Development of a theological framework for understanding Christian sacraments.

Prereq: 500-level worship course; by permission for masters students

LTRGY 812 Baptism & Reaffirmation

Exploration of the history, theology, and practice of baptism and reaffirmation of baptism. Study of liturgies from preparation for baptism to baptismal liturgy to renewal of baptism.

Prereq: 500-level worship course; by permission for masters students

LTRGY 813 Eucharist

Exploration of the history, theology, and practice of the Lord's Supper. Special attention to the liturgical developments of the twentieth century to the present.

Prereq: 500-level worship course; by permission for masters students

LTRGY 850 Seminar in Preaching

Exploration of trend or issue important to the preaching ministry of the church. May be repeated.

Prereq: LTRGY500 or LTRGY502

LTRGY 851 Seminar in Worship

Exploration of a trend or issue important to the worship life of the church. May be repeated.

Prereq: LTRGY510 or LTRGY511; by permission for master's students

Theology

Course numbers and descriptions for the following courses are pending faculty approval:

- Black and Womanist Theology
- Racial Ecology

Once approved, the Catalog will be updated accordingly.

THEO 500 Introduction to Theology

This course will engage students in an exploration of their implicit theologies, traditions of the Church, and several theological methods with the goal of enabling them to become reflective theologians in multiple contexts.

Prereq: BIBHB 500 or BIBNT 500

THEO 521 Theories & Theologies for Public Justice

This course provides a survey of prominent theories and theologies for public justice from the 19th century to present alongside an examination of the primary logics and dynamics at work in multiple public spheres today. Students will be immersed in various strands of radical Christian thought in understanding and responding to the interconnected sins of economic exploitation, structural racism, social inequality, environmental degradation, and more. The course serves as a requirement in the Master of Arts in Public Ministry degree but is open to students from other degree programs.

THEO 540 Global Christianity in an Interfaith World

The course offers an introduction to Christianity as a truly worldwide movement today. We study factors that contributed to and sustain Christianity's current shape, reach, and impact and examine key cultural, ethical, interreligious, and theological challenges facing mission and ministry in a world church.

THEO 603/SP 603 Pneumatology

Examination of key issues and basic theological questions relating to the Spirit, the Church and the Last Things. Among the topics explored are the filioque, baptism, eucharist, ministry, and eschatology as a doctrine of hope.

Prereq: THEO 500 Introduction to Theology or equivalent (if taken as theology elective)

THEO 604 Theological Anthropology

Participants in this course examine one part of the two intimately linked theological doctrines at the heart of Christian faith: Christology and theological anthropology. These dimensions of Christian faith and theology are two of the doctrines most often contested in the history of Christianity. In this course, participants focus on the theological anthropology (i.e., what it means to be a human being from a theological perspective). Participants survey past works and current debates. The question, "Who do you say that I am?" was not only posed to us by Jesus of Nazareth in the past but also remains a question continually asked of us today by those on the margins of our society, whose very human being-ness is under threat and annihilation.

Prereq: THEO 500 Introduction to Theology or equivalent

THEO 605/SP 605 Christology

This class is an examination of the doctrine at the very heart of the Christian faith: Christology. In critical and constructive dialogue with Scripture and theological tradition, considering explicitly the insights and limitations provided by our experiences, and in response to the urgent demands of the present, we will develop tentative answers to two main questions: Who do we say that Jesus is? (cf. Matt. 16:15). What are the material implications for the here and now of following Jesus by the Spirit in community? Expressed otherwise: Who is Jesus and what does it mean to follow him?

Prereq: THEO 500 Introduction to Theology or equivalent (if taken as theology elective)

THEO 606/SP 606 Prayer and Theology

This course introduces students to the practice of prayer. By living prayerfully and praying as we live, we test out each day the plausibility and veracity of the theology we confront, engage and develop, even as we journey more deeply into the contemplation of the Triune God who is both Mystery and closer to us than we are to ourselves.

THEO 625/SP625 Creative Writing as Theological Practice

This class explores how creative writing provides insight into God's work in the world, as well as create cultivate a spiritual discipline to deepen one's experience of God. In this course students will examine and practice the use of literary devices and techniques, analyze and discuss a breadth of poetry and poetic genres, short stories and creative essay. Students will write and workshop their emerging work. No previous creative writing experience necessary.

THEO 630 Theologies of Black Life

This course will journey with contemporary theologians who are thinking and living within that black diasporic existence in America. Examining theologians and black intellectuals of religion who have written in the last twenty years, we will ask how black life is imagined and re-imagined in response to the denials of its humanity, and how understandings of God shape and are shaped by realities of suffering, survival, and hope, whether in wide movements or everyday modes. Even more, we will consider the various theological imaginations of black life - its thriving, its hope, its experience of being human that might inform how all of us live together.

THEO 650 Topics in Theology

This course will focus on select texts while engaging in the critical and constructive tasks of systematic theology. May be repeated.

Prereq: THEO 500 Introduction to Theology or equivalent

THEO 651 Topics in Global Christianity

Exploration of a variety of topics related to global Christianity within a global religious context.

Prereq: THEO 500 Introduction to Theology or equivalent

THEO 660 Readings in John & Charles Wesley

This class will be an exercise in historical theology and expose the student to a variety of literary genres from the works of John and Charles Wesley, around the loci of knowing, being, and doing, while focusing on themes such as theological epistemology and doctrine (knowing), Christian discipleship and ministry (being), and social ethics (doing).

Prereq: THEO-500 Introduction to Theology or equivalent

THEO 665 Latinx Theologies in North America

Review and analysis of some of the growing theological production of Latinos, Latinas and Latin Americans based in the United States, focusing particularly though not exclusively on Latina Feminist and Mujerista theologies.

Prereq: THEO 500 Introduction to Theology or equivalent

THEO 680 Doing Theology Interculturally: World Christianity as Context

Employing World Christianity studies, cultural studies, and intercultural theology as a conceptual frame, this course (1) explores the hermeneutical, methodological, and theological demands of doing theology interculturally, (2) actively engages the diversity of ways of doing theology in the world church, and (3) cultivate and practice the virtues and skills of intercultural theological reflection in our own contexts.

THEO 820 Ecological Theology: God & Creation in Travail

This course is a survey of major figures and approaches in the field of Christian ecological theology over the past half century in the context of the environmental crises facing human societies worldwide and the need for widespread conversion to ecologically regenerative beliefs, lifestyles, and systems. Students will examine the development of theological reflection on the promises, dynamics, and labors of God and the creation by reading primary texts from a diversity of perspectives, including from Lutheran/Reformed, Trinitarian, Eco-Feminist, Indigenous, Catholic, Liberation, Evangelical, Process, and Womanist theologies.

THEO 850 Topics in Theology

This course will focus on select texts while engaging in the critical and constructive tasks of systematic theology. May be repeated.

Prereq: THEO 500 Introduction to Theology or equivalent; by permission for master's students

THEO 866 Feminist Theologies

This course explores introductory contours to theology and praxis of diverse feminist theologies. Course content allows for a provisional, contextual, and contingent conversation on and at the intersection of gender, race, sexuality, class, migrations, militarism, representation, colonialism, and forms of domination and violation that are anchored on the diversity of gendered experiences around Christian faith and

theological discourse committed to women's lived experiences. This course introduces language and resources so students can begin conversations about what it means to seriously account for the multiplicity of gendered experiences and how these impact our theological hermeneutics.

Prereq: THEO 500 Introduction to Theology or equivalent

SP 650 Topics in Spirituality

Courses intended to meet spirituality requirements for master's programs are intended to:

- promote experience with a range of spiritual habits and disciplines;
- invite students to explore and deepen their own spiritual practices;
- engage students in some critical engagement with the theological “underpinnings” of the Christian spirituality and its practices;
- encourage students to grapple with the connections between spiritual practice and engagement with the needs of the world; and
- examine the impact of social contexts, cultures, and systems (such as gender, racial, sexual, and religious identity) on the practice of Christian spiritual traditions.

Theology & Ministry

TM 678 & TM 679 Liberative Listening and Learning Lab

This is a year-long, two-semester introduction to and cohort formational accompaniment for the Master of Arts in Public Ministry (MAPM) degree. Its goals are: (a) to present broad multidisciplinary grounding for the theories and practices introduced in the MAPM program; (b) to provide space for personal and spiritual formation, vocational discernment, professional development and mentoring through cohort learning; and (c) to cultivate basic skills for action-reflection praxis, which are essential to social justice ministry, education, and leadership.

Students are expected to take part one and part two in sequence during the same academic year. 1.5 hours each term.

Prereq: MATM students only

TM 690 Public Ministry Project

The Public Ministry Project is the capstone course for the Master of Arts in Public Ministry degree through which students demonstrate capacities for public ministry acquired via the degree curriculum, co-curricular opportunities, vocational discernment, and career preparation. The online mediated course is structured around a set of self-paced assignments that, when completed, will form a portfolio to help students assemble and integrate core elements of their education while further equipping them to secure employment after graduation and serve in their chosen fields of public ministry.

Independent Studies

The opportunity to arrange for a course as an independent study under the direction of an individual professor is an option available to students. Independent studies are meant to enable students to expand on a specific area of interest not covered by course offerings for that academic year. Independent studies are numbered according to the field of the professor. Note that required courses may not be taken as independent studies.

- xx-699 Independent Study (Master's level)
- xx-799 Independent Study (DMin level)
- xx-999 Independent Study (PhD level)

Faculty

Bible – Hebrew Bible

Julie Duncan, PhD Harvard, Associate Professor of Old Testament

G. Brooke Lester, PhD Princeton Theological Seminary, Associate Professor of Hebrew Scriptures

Kenneth Ngwa, PhD Princeton Theological Seminary, Donald J. Casper Professor of Hebrew Bible and African Biblical Hermeneutics

Bible – New Testament

Dong Hyeon Jeong, PhD Drew University Graduate Division of Religion, Assistant Professor of New Testament Interpretation

Angela N. Parker, PhD, PhD Chicago Theological Seminary, Associate Professor of New Testament and Womanist Thought

Christian History

Anna M. Johnson, PhD Princeton University, Associate Professor of Reformation Church History

James L. Papandrea, PhD Northwestern University, Professor of Church History and Historical Theology

Christian Leadership

Emma Arely Escobar, DMin Wesley Theological Seminary, Assistant Professor of Faith-Based Organizing

Mark R. Teasdale, PhD Southern Methodist University, E. Stanley Jones Professor of Evangelism

Javier Viera, EdD Columbia University, Professor of Education and Leadership

Christian Religious Education

Reginald Blount, PhD Northwestern University, Murray H. Leiffer Associate Professor of Formation, Leadership, and Culture

Débora B. A. Junker, PhD Garrett-Evangelical Theological Seminary, Associate Professor of Critical Pedagogies

Virginia A. Lee, EdD Union Theological Seminary and Presbyterian School of Christian Education, Associate Professor of Christian Education

Mai-Anh Le Tran, PhD Garrett-Evangelical Theological Seminary, Associate Professor of Religious Education and Practical Theology

Denominational Studies

Barry E. Bryant, PhD King's College London, Associate Professor of United Methodist and Wesleyan Studies

Doctor of Ministry

DMin Program Director: Esther E. Acolatse, PhD Princeton Theological Seminary, Professor of Pastoral Theology and World Christianity

Doctor of Philosophy

PhD Program Director: Kate Ott, PhD Union Theological Seminary, Jerre and Mary Joy Stead Professor of Christian Social Ethics

Ethics

Jennifer Harvey, PhD Union Theological Seminary, Professor of Christian Ethics

Kate Ott, PhD Union Theological Seminary, Jerre and Mary Joy Stead Professor of Christian Social Ethics

Master of Arts in Theology & Ministry

MATM Program Director: Brian Bantum, PhD Duke University, Neal F. and Ila A. Fisher Professor of Theology

Master of Theological Studies

MTS Program Director: Julie A. Duncan, PhD Harvard University, Associate Professor of Old Testament

Master of Theological Studies

Esther E. Acolatse, PhD Princeton Theological Seminary, Professor of Pastoral Theology and World Christianity

Arelis Benitez, PhD Vanderbilt University, Assistant Professor of Pastoral Theology, Psychology, and Latiné Studies

Jaeyeon Lucy Chung, PhD Emory University, Associate Professor of Pastoral Theology and Care

AHyun Lee, PhD Garrett-Evangelical Theological Seminary, Associate Professor of Pastoral Theology, Care, and Psychotherapy

Rolf Nolasco, ThD Boston University, Rueben P. Job Professor of Spiritual Formation and Pastoral Theology

Lallene J. Rector, PhD Boston University, Professor of Psychology of Religion and Pastoral Psychotherapy

Michael Washington, PhD Garrett-Evangelical Theological Seminary, Assistant Professor of Pastoral Theology and Chaplaincy Studies

Preaching, Worship, and Liturgical Studies

E. Byron Anderson, PhD Emory University, Ernest and Bernice Styberg Professor of Worship

Gennifer B. Brooks, PhD Drew University, Ernest and Bernice Styberg Professor of Preaching

Andrew Wymer, PhD Garrett-Evangelical Theological Seminary, Associate Professor of Liturgical Studies

Theology

Brian Bantum, PhD Duke University, Neal F. and Ila A. Fisher Professor of Theology

Nancy E. Bedford, DTh Karl-Ludwigs-Universität, Georgia Harkness Professor of Theology

Barry E. Bryant, PhD King's College London, Associate Professor of United Methodist and Wesleyan Studies

Timothy R. Eberhart, PhD Vanderbilt University, Robert and Marilyn Degler McClean Associate Professor of Ecological Theology and Practice

W. Anne Joh, PhD Drew University, Harry R. Kendall Professor of Theology and Culture