Academic Catalog 2025-2026

Garrett

ACADEMIC CATALOG 2025-2026

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,
30 N. LaSalle Street, Suite 2400,
Chicago, IL 60602-2504

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.

The seminary is an equal opportunity employer.

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The statements contained in this catalog are for informational purposes only and are subject to change without notice. For the most recent information on programs, see www.garrett.edu.

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About Garrett-Evangelical Theological Seminary

Seminary Introduction

About the Seminary

Purpose, Mission, and Vision

Garrett-Evangelical Theological Seminary is a progressive, spiritually centered, servant seminary where our core **purpose** is to know God in Christ and, through preparing spiritual leaders, to help others know God in Christ. Guided by our **mission** – to form courageous leaders in the way of Jesus to cultivate communities of justice, compassion, and hope – we seek to equip persons to live and proclaim the Gospel and to teach in diverse congregations, communities, and educational settings. The seminary's **vision**, "for the thriving of the church and the healing of the world," is evident in our commitment to be a prophetic arm of the church on issues of pressing human concern by providing a forum in which these social questions can be addressed freely and critically in the context of biblical and theological perspectives. The seminary supports and encourages individuals and groups of individuals who on their own behalf address difficult issues as a part of their Christian witness and ministry.[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 and 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 available to students engaged concurrently with class work.

Community life at Garrett-Evangelical is basic to seminary formation. Classrooms of hospitality, a dynamic worship life during the week, covenant groups, prayer circles, community meals, and student-organized events are a key part of 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 in formation with

[1] This statement of policy was adopted by the Board of Trustees, May 1997. The mission and vision are from the Strategic Plan adopted by the Board of Trustees on May 12, 2022.

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. In most programs, students may choose to stay in their home communities and study online for part or all of their program.

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; and
- fiber optic connections to the university computer network

For more information, see northwestern.edu.

Evanston

Garrett is located in the first suburb north of Chicago on the shore of Lake Michigan in a diverse community of over 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:

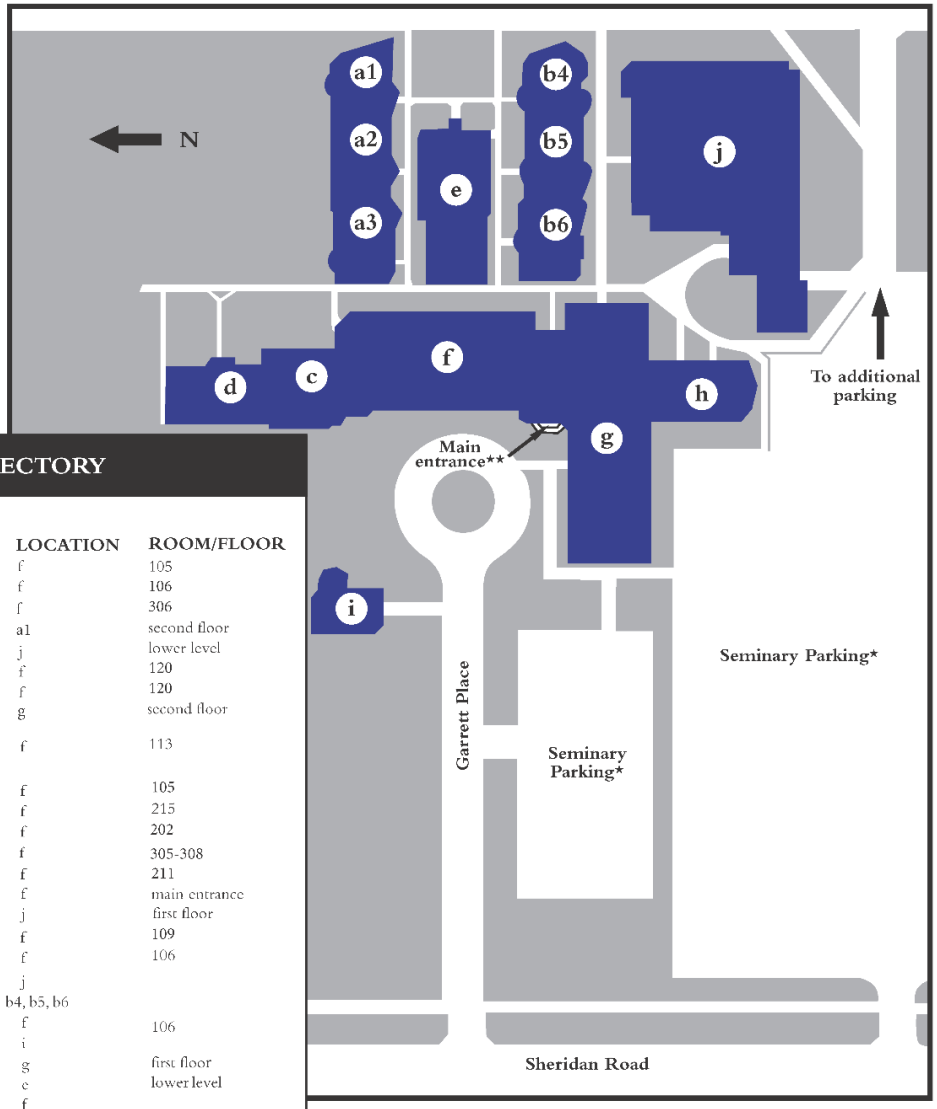
- cross-registration among all schools, facilitated by an annual course catalog;
- shared academic programs, lectures, and events; and
- lending privileges from all libraries.

For more information, see actschicago.org.

Campus Map

CAMPUS OF

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY



*requires parking permit

**See front desk receptionist (main entrance) for campus and parking information

DIRECTORY

OFFICE	LOCATION	ROOM/FLOOR
Admissions/Marketing	f	105
Advising	f	106
Alum Relations	f	306
Asian/Asian-American Ministries	a1	second floor
Buildings and Grounds	j	lower level
BusinessOffice	f	120
Cashier	f	120
Chapel of the Unnamed Faithful	g	second floor
Center for Church and Black Experience	f	113
Course of Study School	f	105
Dean, Academic	f	215
Dean of Students	f	202
Development	f	305-308
Contextual Education	f	211
Front Desk	f	main entrance
Eliza's Kitchen & Closet	j	first floor
Hispanic-Latinx Center	f	109
Housing Office	f	106
Loder	j	
Old Dorm	b4, b5, b6	
Housing and Events	f	106
Howes Chapel and Garden	i	
Library	g	first floor
Library Terrace	e	lower level
Maceo Pembrook Room	f	
Personnel	c	118
Pfeiffer Building	a1, a2, a3	
President	f	219
Registrar	f	214
Shaffer Hall	c, d	
Stead Hall	h	
Stead Center for Ethics and Values	h	third floor
Strategic Initiatives	f	218
Student Life Office	f	second floor
Student Lounge	f	203
Sacred Worth	a3	first floor

Garrett

2121 Sheridan Road • Evanston, IL 60201
800.SEMINARY (800.736.4627) • www.garrett.edu

Purpose of the Academic Catalog

All entering students receive access to the Academic Catalog ("the Catalog") prior to their first course at Garrett. 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.

E-mail: Office of Admissions and Recruitment: getadmitted@garrett.edu

Office of Financial Aid: financial.aid@garrett.edu

Website: www.garrett.edu

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

Phone: 1.847.866.3997 (Office of Admissions and Recruitment) *or*
1.847.866.3900 (Primary seminary phone line) *or*
+1.224.221.6924 (WhatsApp/SMS)

Academic Program Overview

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 denominational traditions. Those seeking ordination are supported in meeting denominational requirements.

- Certificate Programs
- Certificate in Child Advocacy
- Certificate in Christian Education
- Certificate in Ecological Regeneration
- Certificate in Evangelism and Church Planting
- Deacon Studies/Basic Graduate Theological Studies (BGTS)
- Doctor of Ministry (DMin)
- Doctor of Ministry in Leadership and Social Transformation
- Doctor of Ministry in Spiritual Direction
- Doctor of Ministry in Strategic Leadership for 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 Public Ministry (MAPM)
- Master of Divinity (MDiv)
- Master of Theological Studies (MTS)

- 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

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
- Public Ministry, with emphases in child advocacy, ecological regeneration, racial justice, educational leadership, and UMC deacon studies

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

Preparation for Teaching and 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 the 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. Specialized foci 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.

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). Most students are full-time; however, the program may be completed part-time.
- Students seeking ordination as **deacon** working in specialized ministries may enroll in the MDiv program, 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 four 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.

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

Professional Standards

The seminary accepts the shared responsibility placed upon it by The United Methodist Church "for the selection and education of candidates" for professional and ordained ministry (*The Book of Discipline of The United Methodist Church*, 2016, ¶ 1421.1.f). The seminary is accountable to the student as well as the church for this commitment.

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

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

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 Public 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 (FE600/620)

Field Education (FE600/610) is a required 6 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, CPE 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.

MAPM: Immersive Learning (Educational Practicum) and L4 Cohort

The MAFCEL/MAPM degrees require one semester of contextual education called Immersive Learning (Educational Practicum). This contextual education model is an opportunity for immersive learning, participant-observation (like ethnography), and theological action research (TAR), in which one participates in the activities of a setting of education and/or ministry, makes disciplined observation and analysis using skills gained in L4 and coursework, contributes to collaborative research or ministry activities and reflects theologically on learnings gained.

While similar, this model is different from the "apprenticeship" model that defines the MDiv contextual education requirement. The overriding assumption in the MDiv is that students are being apprenticed into very specific ministerial vocations and professional settings, with distinct ministerial arts which they must master in knowledge and practice.

In contrast, the personal and spiritual formation, vocational discernment, professional training, and leadership development for the MAFCEL/MAPM Immersive Learning are designed to be more open and exploratory, even as students are already drawn to a particular specialization/degree concentration (Child Advocacy, Ecological Regeneration, Educational Leadership, Racial Justice, or United Methodist Church Deacon's Studies).

This requirement occurs in the third semester of a full-time student's degree program. Regardless of whether the student is full or part time, the Immersive Learning requirement will occur in the Fall Semester of any given Academic Year.

At the heart of the MAFCEL and MAPM degree programs is the Liberative Listening and Learning Lab (L4), a cohort-based model of learning facilitated by Garrett faculty. In the L4, students move through the degree integrating coursework along with immersive learning in context. Its goals are: (a) to present broad multidisciplinary grounding for the theories and practices introduced in the MAFCEL/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.

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 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.

The MAPCC Degree is offered through two tracks:

1. Clinical Track (residential)

   This track is best suited for students who are interested in licensure as a professional counselor.

2. Chaplaincy & 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 aims at assisting Clinical Track students to obtain 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 (2) 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 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' schedule 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 the 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 include a minimum of 200 hours of direct client contact and a minimum of one hour per week of individual supervision.

Spiritual Care and 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 on Canvas and 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 Registrar's Office at Garrett. The CPE Registration Form is available on MyGETS and the CPE Information Canvas Course. The CPE Registration Form must be completed and turned into 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 3 semester hours per 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 Garrett 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 only have up to 3 hours of academic credit applied to their program for CPE.

MAPCC SCC students 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. Students in other programs may take CPE for elective credit. Alternatively, 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.

Spiritual Formation

Spiritual formation is intrinsic to coursework in the Master of Divinity and Master of Arts degrees. Students are also expected to devote time outside of class to significant formative experiences, such as corporate worship, common meals, service, and informal discussions. The Seminary exercises rigorous care to provide a variety of formational events for students. Foundational is the seminary's program of worship. 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, 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.

Digital Learning

Garrett continuously implements emerging technologies to welcome as many learners as possible and to prepare digitally literate spiritual leaders for diverse ministries. While we honor the traditional methods of instruction and rich heritage of academia we also embrace non-traditional methods such as online learning and hybrid classes.

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. In-residence students may be required to take an online course to facilitate course sequencing and pre-requisite requirements. Students should be aware that some online courses may require synchronous participation.

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.

2025-2026 Calendar

Key: Informational, **Registration/Grades,** Graduation Deadlines**, Holidays/Breaks**

FALL SEMESTER 2025, August 11 – December 10, 2025

Last day to apply for fall conferral ..... July 25
Summer papers due to faculty..... 4 weeks after last class session
August Intensive – week 1 ..... August 11-15
Drop – August Session 1 (last day without notation on record) ..... August 11
International Student Orientation & Advising ..... August 18-22
Orientation & Advising..... August 18-22
Fall Independent study requests due to registrar ..... August 25
August Intensive – week 2 ..... August 25-29
Drop – August Session 2 (last day without notation on record) ..... August 25
***Labor Day (no classes; offices closed) ..... September 1**
First day of class and last day to self-register..... September 2
Summer grades due from faculty ..... September 5
Last day to add classes (with permission)..... September 8
Drop (last day without notation on record)..... September 15
Due date for DMin project, MTS thesis, & PhD dissertation to advisor for fall conferral..... October 1
Faculty vote on Fall grads..... October 3
Holds due from business, health & library ..... October 17
***Reading days..... October 16-17**
Board of Trustees meeting ..... October 16
Registration for January/Spring begins (10 am)..... Nov 1 (doctoral & seniors) & Nov 15 (All)
Grades for senior's course work due from previous terms
(all grades except Garrett fall courses) ..... November 13
First year/Mid-program evaluations completed..... October 24
Deadline for transfer credit petitions (Fall admits)..... Nov 15
Thanksgiving recess ..... November 24-28
January Independent study requests due to registrar..... December 8
*Labor Day make-up classes ..... Monday, December 8
*Make-up class for reading day (Thursday classes meet) ..... Tuesday, December 9
*Make-up class for reading day (Friday classes meet)..... Wednesday, December 10
Last day of fall term..... December 10
Last day to apply for spring graduation ..... December 10
Last day for Jan registration ..... December 12
Fall grades due from faculty ..... January 2
All grades submitted, degree requirements met, holds cleared, final projects submitted to ProQuest, and approval forms to registrar for fall conferral..... January 2

JANUARY TERM 2026, January 5-16, 2026

January Independent study requests due to registrar..... December 8
Last day for Jan registration ..... December 12
DMin orientation..... TBA
First day of session..... January 5
Drop (last day without notation on record)..... end of first day of class
Last day of January term classes..... January 16

Martin Luther King Jr. holiday- (no classes; offices closed) ..... January 19
Jan term course work due to faculty (recommended before spring term) ..... February 13
January grades due from faculty..... February 27

SPRING SEMESTER 2026, January 26 – May 5, 2026

Spring Independent study requests due to registrar ..... January 16
First day of class and last day to self-register..... January 26
Last day to add classes (with permission)..... January 30
Drop (last day without notation on record)..... February 7
Board of Trustees meeting ..... February 13
***Ash Wednesday (no classes)..... February 18**
Senior graduation meeting (Commencement Information) ..... Noon, February 25
Holds due from business, health, development & library..... February 27
Due date for PhD dissertation to advisor ..... March 1
Jan. extensions & senior course work due from previous terms for graduating students..... March 13
Registration for Summer and Fall begins (10 am).....Mar 15 (doctoral & seniors) & Apr 1 (All)
Due date for DMin project & MTS thesis to advisor..... March 23
Deadline for transfer credit petitions (Spring admits) ..... Apr 1
Spring Break.....March 30-April 6
***Maundy Thursday and Good Friday (no classes; offices closed) ..... April 2-3**
Grades for senior's course work due from previous terms
(all grades except Garrett spring courses)..... April 10
Financial clearance deadline for graduation ..... April 10
Due date for final approved MTS thesis, PhD dissertation, & DMin
projects to ProQuest & approval forms to registrar..... April 24
All grades submitted, degree requirements met, holds cleared for participation in Commencement.....May 4
*Make-up classes for Easter Monday (Monday classes meet) .....Monday, May 4
*Make-up classes for Ash Wednesday (Wednesday classes meet) .....Tuesday, May 5
Last day of spring term ..... May 5
Graduation rehearsal ..... May 6
Board of Trustees meeting ..... May 7
Graduation..... May 8
Summer Independent study requests due to registrar .....May 1
Last day for summer term registration .....2 weeks before course start (per course)
Spring grades due from faculty .....May 19
Diplomas mailed for all with final grades..... June 1

SUMMER TERM 2026, May 11 – July 31, 2026

May Session.....May 11-22
Drop – May Session (last day without notation on record)..... end of first day of class
June Session.....June 1-12
Drop – June Session (last day without notation on record) ..... end of first day of class
Summer online session ..... June 1-July 31
Drop – Online Session (last day without notation on record)..... June 10
Juneteenth holiday (no classes; offices closed) ..... June 19
July 4th holiday (no classes; offices closed) ..... July 3
May session papers due to faculty ..... June 18
June session papers due to faculty .....July 10
Summer grades due from faculty .....September 4

Three-Year Calendar

13 weeks of instruction per semester

FALL	2025-2026	2026-2027	2027-2028
August Intensive, week 1	Aug 11-15	Aug 17-21	Aug 16-20
New Student Orientation	Aug 18-22	Aug 24-28	Aug 23-27
August Intensive, week 2	Aug 25-29	Aug 31-Sept 4	Aug 30-Sept 3
Labor Day	Sept 1	Sept 7	Sept 6
Regular Session Classes Begin	Sept 2	Sept 8	Sept 7
Board of Trustees Meeting	Oct. 16	Oct. 22	Oct 21
Reading & Writing Days	Oct 16-17	Oct 22-23	Oct 21-22
Thanksgiving recess	Nov 24-28	Nov 23-27	Nov 22-26
Semester ends	Dec 10	Dec 16	Dec 15

JANUARY	2025-2026	2026-2027	2027-2028
January Intensive, week 1	Jan 5-9	Jan 11-15	Jan 10-14
January Intensive, week 2	Jan 12-16	Jan 19-22	Jan 24-28
Martin Luther King Jr Day (no classes; offices closed)	Jan 19	Jan 18	Jan 17

SPRING	2025-2026	2026-2027	2027-2028
Classes begin & last day to register	Jan 26	Jan 25	Jan 31
Board of Trustees Meeting	Feb. 13	Feb. 19	Feb 18
Ash Wednesday (no classes)	Feb 18	Feb 10	Mar 1
Spring break (no classes)	Mar 30-April 6	Mar 22-29 (tentative)	Mar 27-31 (tentative)
Maundy Thursday and Good Friday (no classes; offices closed)	April 2-3	Mar 24-25	April 13-14
Semester ends	May 5	May 4	May 10
Board of Trustees Meeting	May 7	May 6	May 11
Graduation	May 8	May 7	May 12

SUMMER	2025-2026	2026-2027	2027-2028
May Session	May 11-22	May 10-21	May 15-26
Memorial Day (no classes; offices closed)	May 25	May 31	May 29
June Session	June 1-12	June 7-17	June 5-16
Juneteenth holiday (no classes; offices closed)	June 19	June 18 (observed)	June 19
Online session	June 1-July 31	June 1-July 31	June 1-31
Fourth of July holiday (no classes; offices closed)	July 3 (observed)	July 5 (observed)	July 4

Academic and Student Policies

Enrollment Management

Admissions Eligibility and Procedures

While there is no way to guarantee a student's success in seminary, the admissions committee has identified the fewest requirements possible that are believed to be minimally necessary for success and flourishing at Garrett-Evangelical Theological Seminary. While a student who does not meet these requirements may be successful elsewhere, the specific resources and abilities Garrett has to offer necessitate these eligibility requirements for admission to create a minimum threshold to help students 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 a Bachelor's Degree

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, applicants must provide the following materials:
- an application essay (750-1000 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, 5-10 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 Admissions office.
- **Applicants *without an undergraduate degree***. In addition to the standard application essay and reference letters supporting application to a ministry program, 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 750-1000 words in which the student: 1) describes a particular learning experience, 2) discusses what and how the student learned through that experience, 3) identifies 3-5 learning outcomes from that experience and how the student thinks it prepares them for graduate theological education; and 4) discusses how they were able to apply what they learned from that experience for 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 Admissions office.

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 is required before beginning the application process.
- 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 their preparedness for graduate-level work.

Requirements for Doctoral Degree Programs

Doctor of Ministry

- 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

- 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 Public Ministry degree. This allows for 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 Public 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.

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 begin the process, students email the office of registration services to request a potential transfer review. For full guidelines and eligibility criteria, See **Transfer and Shared Credit**.
- 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 at www.garrett.edu under Admissions.

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.

Tuition and Fees

Costs cited are for 2025-2026 and are subject to change without notice.
See http://www.garrett.edu/admissions/tuition-fees for current information.

Master's Degree Programs

- Tuition for coursework – $926 per credit hour
  (typical full-time load of 27 credit hours per year – $25,002)

\Doctoral Degree Programs

Doctor of Ministry

- Tuition for coursework – $827 per credit hour

Doctor of Philosophy

- Tuition for coursework – $448 per credit hour
  (typical load of 21 credit hours per year – $9,408)
- First year of examination preparation – $448 per semester
- First year of candidacy – $1,344 per semester
- For additional continuation fees, see the full Tuition and Fees schedule at the link above.

Non-degree Programs

- Certificates and UMC Certification – $500 per credit hour
- Enrichment courses – $500 per credit hour
- Audit fee – $86 per credit hour

Housing and 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 for assistance at garrett.housing@garrett.edu.

Health Care

Northwestern University hospitalization insurance is $5,919, including 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 – $315 each term
- Less than 5 semester hours – $158 each term

Student Fee

- 5 semester hours or more – $142 each term
- Less than 5 semester hours – $71 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

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 so 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.

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 ethnic scholarships:

- *Ila Marshall Turpeau Scholarship* – for a returning female ethnic minority student
- *Edsel A. Ammons Scholarship* – preference to a United Methodist
- William Holmes Borders Scholarship – preference to a Baptist
- Archibald J. Carey Scholarship – preference to an AME
- *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% of the student's tuition.

Deacon and Certification Scholarships

Less than part-time students, 4 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 Registrar's Office 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 and 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.

Resources Beyond the Seminary

Grant opportunities for seminary students exist through such agencies/organizations as the Fund for Theological Education, Eastern Star, and denominational scholarship funds and networks. The United Methodist Church offers numerous scholarships, grants, and loans through its annual conferences, boards, and agencies. Students should explore possibilities within their local church and denomination. Additional resources can be found on our website at Financial Aid Resources.

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 receive an annual $4,500 stipend for these positions.

Academic Affairs

Getting Started

Onboarding and Orientation

All students admitted 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 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 fall courses. Master's and DMin students are required to attend one pre-orientation event (optional for PhD students).

New Student Orientation

New Student Orientation, 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 (2025-2026 Housing Application). For more information, see **Housing**.

Submitting Health Information

Newly admitted students – if they are registered for two or more on-campus classes – are required to submit health records in compliance with both state law and institutional policy. Students are expected to provide proof of immunizations: measles, mumps, rubella, DTP, and TB. These records are kept confidential.

All degree-seeking students enrolled in two or more on-campus classes 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. For more information, see **Health Care**.

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

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 (videoconferencing). 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 and 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.

Academic Advising

Advisor Assignments

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.

Students in the master's and DMin programs are assigned an academic advisor at orientation; the advisor will guide them in understanding program requirements, course planning and selection, and course registration. At the beginning of year two, these students are assigned to a faculty advisor, who will assist them with vocational discernment and professional development. PhD students are assigned to a faculty advisor in year one.

Changing Advisors

All students are assigned an advisor for their first semester or term. Following the first term, 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 should change advisors to a faculty person in the relevant field. **Students may be assigned to a temporary or new advisor when their advisor goes on sabbatical.** Students may remain in touch with their advising counselor while the faculty advisor is unavailable. **Students will be notified by registration services if temporary advising reassignments need to be made.**

Academic Year

Garrett currently has four primary academic terms:

1. Fall semester – a 13-week primary 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, they may take up to three courses if they do not overlap. Students are not required to take courses in January or summer terms.

Full-Time and Part-Time Course Load

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

- Full-time course load is 9 to 16 semester hours for master's students and 6 to 12 (the norm is 9) semester hours for doctoral students.
- Half-time course load is 4.5 to 8.99 semester hours for master's students and 3 to 5.99 semester hours for doctoral students.
- Less than half-time is 0-4.49 semester hours for master's students and 0-2.99 semester hours for doctoral students.

In order to complete the degree program in the three-year framework, master of divinity students should take 25 to 26 semester hours each year.

Time Management and Graduate Studies

Garrett-Evangelical is a graduate school of theology. Students should expect to spend approximately nine hours on course work for each three-hour class they enroll in; for each three-hour course, students are expected to dedicate **a total of 12 hours per week**.

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

Academic Support and Accommodations

Academic Support and Writing Services

Garrett's Academic Support and Writing Services helps students access the resources they need – both on-campus and beyond – 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. There are a variety of resources to support students' academic work:

- On-Campus Support Services
- Basics of Research, Writing, Editing, Formatting
- Online Guides and Resources
- Strategies for Reading, Note-taking, and Study
- Chicago Style Citation Guides
- Support for International Students
- Guidelines for Doctoral Students

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 is eligible for reduced semester hours during the term of the ESL course. Students can find more information on the Academic Support and Writing Services Canvas page or by emailing academic.support@garrett.edu.

Accessibility, Special Needs, and Disabilities

Garrett is committed to providing the most accessible learning environment as possible for students with disabilities. 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 should 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 disability 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.

Student Affairs

The Office of Student Affairs and the Dean of Students

The Office of Student Affairs uniquely serves the Garrett-Evangelical Theological Seminary community by attending to the well-being of its students. 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 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 in support of spiritual formation, civic engagement, emotional and physical wellness, co-curricular learning opportunities, and fellowship and community building. These programs, activities, and events are intended to support the eight aspects of student wellness, including physical, social, emotional, spiritual, academic, environmental or residential, financial, and academic wellness.

Student Services

Health Care

All degree-seeking students enrolled in two or more in-person courses must provide evidence of participation in a comprehensive hospitalization insurance program at the time of registration. All degree-seeking students are eligible to enroll in the Northwestern University Student Health Insurance Plan (NU-SHIP). F-1 international students and their F-2 dependents are eligible to enroll in International Student Insurance (ISI).

Student Organizations

Every year, Garrett has a variety of student organizations that provide students with space for fellowship, spiritual formation, academic discussion, creativity, and much more.

As the needs of the student body shift from year to year, some student organizations may take a break, and others may become active again. The Office of Student Affairs helps students connect with the organization that fits their needs and passions – or guides them in establishing a new one.

Housing

The seminary has five buildings on campus and one off-campus apartment building within easy walking distance. On-campus buildings house guests and residential students, classrooms and offices, the Styberg Library, and the Chapel of the Unnamed Faithful. Elevators and ground-level entrances make classrooms, the chapel, major offices, and some accommodations accessible.

Residence Halls

On-campus housing consists of two residence halls with a total of approximately 70 rooms in various configurations (i.e., singles, doubles, tandems, and suites). The residence hall living units are equipped with Wi-Fi, air conditioning, and mini refrigerators for ease and convenience of those living on campus. Additionally, students have access to laundry, community kitchens, and various lounges for studying or social gatherings.

Apartments

Off-campus student housing is available in one apartment building within just a few blocks of campus (about a 10-to-15-minute walk). This housing is also conveniently located 10 to 15 minutes from local grocery stores, restaurants, and other retail spaces. Students have the choice of efficiencies and one-bedroom apartments. While most apartments are furnished, there also are unfurnished options. The apartment building is equipped with on-site laundry. The apartments are also pet friendly. Street parking is available through the City of Evanston. The apartment building may not be fully accessible to all students, depending on their needs. In these cases, on-campus living options are highly recommended.

For more information, see Housing on the seminary website; with questions, please contact garrett.housing@garrett.edu.

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).

Program Centers

Centers and 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

Religion and Global Health Forum

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.

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.

The 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. Financial assistance for travel, housing, and tuition is provided by sponsoring institutions.

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.

Directory of Academic and Student Affairs Offices

Academic Dean's Office		
Jennifer Harvey (Main 215) academic dean and vice president for academic affairs	jennifer.harvey@garrett.edu	847.866.3904
Ron Anderson (Main 110) associate dean for institutional and educational assessment	ron.anderson@garrett.edu	847.866.3875
Jennifer Ould (Main 214) administrator of academic affairs	jennifer.ould@garrett.edu	847.866.3903
Contextual Education	field.education@garrett.edu	847.866.3879
Lisl Paul (Main 212) director of contextual education	lisl.paul@garrett.edu	847.866.3961
Registration Services	registrar@garrett.edu	847.866.3950
Vince McGlothin-Eller (remote) director of registration services and registrar	vince.mcgel@garrett.edu	847.866.3907
Emily Rosales (Main 214) assistant director of registration services	emily.rosales@garrett.edu	847.866.3908
Student Affairs and Housing	garrett.housing@garrett.edu	847.866.3950
Thehil Russelliah Singh (Main 106) dean of students	thehil.russelliahsingh@garrett.edu	847.866.3969

TBD (Main 106)
assistant director of student affairs

Student Success student.support@garrett.edu

Whitney R. Harris (Main 202) whitney.harris@garrett.edu 847.866.8969
associate vice president for student success

Melanie Baffes (Main 213) melanie.baffes@garrett.edu 847.866.3869
director of academic support and student thriving

Technology technology.support@garrett.edu

Willie Sanders (Shaeffer, 2nd floor) willie.sanders@garrett.edu 847.866.3952
associate vice president for technology

David Frisk (Shaeffer, 2nd floor) david.frisk@garrett.edu 847.866.3932
associate director of technology

Program Directors

Deacon Studies Program
Virginia Lee virginia.lee@garrett.edu 847.866.4549
director

Master of Divinity
Mark Teasdale mark.teasdale@garrett.edu 847.866.3954
director

Master of Arts in Pastoral Care and Counseling
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director

Master of Arts in Public Ministry
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director

Master of Theological Studies
Julie Duncan julie.duncan@garrett.edu 847.866.3934
director

Doctor of Ministry
Esther Acolatse esther.acolatse@garrett.edu 847.866.3888
director

Doctor of Philosophy
Kate Ott kate.ott@garrett.edu 847.866.3933
director

Institutional Policies

Advanced Standing and Transfer Credit

Transfer and Shared Credit

Transfer credit refers to credit from a degree program either at Garrett-Evangelical or another ATS accredited seminary applied towards the completion of a degree at Garrett-Evangelical. Course work must have been completed within the last 10 years to be considered for transfer credit, have been graded at a B- level or better, and taken at the graduate level from an accredited institution. Any transfer credits accepted at the time of admission that will exceed 10 years at the time of graduation will not be retained. Pass/Fail courses are typically not eligible for transfer. Transfer credits are not usually awarded for required foundational and introductory courses.

Credit from Non-ATS accredited schools or non-degree programs: Most university departments of religion are not ATS accredited. If a university graduate school is accredited by a regional accreditation association, transfer credit may be considered on a case-by-case basis up to 15 semester hours. We do not accept transfer credits from schools that do not have either ATS or regional accreditation.

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

Maximum credit: Maximum credit is granted by transfer or shared credits for course work toward a Garrett-Evangelical degree program is as follows: no more than ½ of the credits required to complete the Garrett degree may be completed through the use of transfer or shared credit. For field education to be counted for advanced standing in an MA degree, it must be in an appropriate area of study.

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 and 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.

Process for Requesting Transfer Credit or Advanced Standing

After admission to a degree program, students may request a review from the office of registration services for potential transfer credit or advanced standing.

- The student emails the office of registration services to request a transcript review (registrar@garrett.edu).
- The transcript will be reviewed for courses meeting minimum requirements for transfer with explanation of the maximum credits allowed per program.
- The student will be directed to the petition form and asked to provide syllabi for courses being requested for review.
- The office of registration services will ask the degree program director and the appropriate field faculty to evaluate the syllabi of courses proposed for transfer credit and/or to review documentation provided by the student that demonstrates the necessary knowledge, competence, or skill required by the course.

Acceptance of field education credit in transfer requires the approval of the degree program director and the director of field education. Upon receiving support of the degree program director and the field faculty, the student and advisor will be informed of final decisions and 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.

All transfer/advanced standing requests must be made in a single petition. The deadline for requests to be made is November 15 for students admitted in the fall and April 1 for students admitted in the spring. Petitions will be reviewed at the next regular field or degree program committee meeting and may not be considered before then.

Course of Study School Transfer Credit

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

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 in writing or via the garrett.edu e-mail. The office of registration services can only verify enrollment in current or previous terms.

Enrollment Status Changes

If a student is planning to leave the seminary, they must submit a *Change of Status* form to the office of registration services in order to remain in good standing. Such changes could include a temporary leave for a semester or a permanent withdrawal.

Leave of Absence or Withdrawing from Seminary

Students who require an approved leave of absence or are withdrawing permanently from Garrett-Evangelical are required to complete the change of status form. Students who take an approved leave of absence and fail to return when indicated, will have their approved leave status removed and will be rolled into the Inactive student review process. If they fail to return one year after their projected return date, they will be administratively withdrawn and marked as “Inactive.”

Inactive Status

Students who do not register for courses for a full year (12-month period) for other than an approved leave of absence 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 will have to reapply to the seminary in order to continue their studies. To stay in good

standing, students taking an intentional leave should complete the change of status form available on myGETS or from the office of registration services.

Reinstatement

To resume studies at Garrett-Evangelical after a temporary leave or withdrawal, a request for reinstatement is required. The request must be addressed to the office of registration services (registrar@garrett.edu) prior to the term when one expects to register. If a student is in good standing and the time limit on the degree has not expired, the 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.

Appropriate Enrollment Status

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

Academic Standing

Academic standing is typically reviewed twice a year after the submission of fall and spring grades. Students in good academic standing with the seminary are those who are satisfactorily completing all coursework, maintaining a GPA above 2.5 on a 4.0 scale, and are free of any academic holds. When a student does not meet the minimum requirements for good academic standing, notification is sent to the advisor, the degree director, and the deans for academic and student affairs, and the office of enrollment management. An advising consultation will be convened to recommend a course of action to support the student's learning success. A plan of action may take the form of an ILP (Individual Learning Plan), 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.

Students typically receive an academic warning the first time their academic standing falls below minimum expectations. Students will be discontinued from the program if their academic standing does not improve.

Good Standing

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

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. The director of the PhD program and advisor will be notified. A hearing including the advisor and the program director will be held to review the student's academic performance and any possible remediation. A second hearing will be called after a student receives a second grade lower than B- with the possibility of discontinuation from the program.

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

CUM GPA Below 2.5

For students in all programs, when their cumulative GPA falls below 2.50, the student receives an academic warning. In order to graduate, a student must have a cumulative GPA of 2.50 or higher.

Return to Good Academic Standing

Students return to good standing when the number of failing grades is reduced to less than the minimum required for a warning (due to a grade change or repeating required courses). If a student received a warning due to a cumulative GPA less than 2.5, a student returns to good standing when the cumulative GPA rises to 2.5 or higher.

Academic Discontinuation

Accumulated Unsatisfactory Grades

MDiv students are reviewed for discontinuation from the program 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 reviewed for discontinuation from the program after accumulating two (2) grades of D or F, or an F in one semester of field education.

MTS students are reviewed for discontinuation from the program after accumulating two (2) grades of D or F.

There is a **PhD** hearing after receiving the second grade below B- that may result in discontinuation from the program.

There is a **DMin** hearing after receiving the second course failure that may result in discontinuation from the program.

Cumulative GPA below 2.50

Degree-seeking students are discontinued from the program with a cumulative GPA lower than 2.50 after two consecutive full-time semesters (or equivalent) of course work or after provisional admission and one full-time semester with a cumulative GPA lower than 2.50.

Nondegree students may not continue enrollment 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.

Conditional admission status will be removed when the student has:

- completed a minimum of 15 credit hours, taking at least 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 the academic dean, in consultation with the appropriate administrative offices. Academic conditions may be added during the conditional admission period or extended if the student is not meeting specified benchmarks at the discretion of the Academic Dean.

Discontinuation of Students Admitted Conditionally

Students admitted conditionally may be discontinued from the program at any time if they fail to meet the requirements agreed upon in their contract or the minimum requirements stated above for removal from conditional admission. Students who have been discontinued are eligible to reapply after one year.

Academic Readmission

Students who have been academically discontinued are eligible to reapply to the seminary after one full year from the date of discontinuation. Students will be considered for readmission if the conditions that led to discontinuation have been significantly addressed. A student completes a new application for admission focusing on the previous academic conditions and noting significant changes. References also need to address the changes. Admission is then reviewed by the admissions office and appropriate committee, by the academic dean, and by the registrar. Readmission may then be granted or denied. If a student is readmitted, they may retake required courses only; failing grades in non-required courses cannot be replaced. See the section on Repeating a Required Course below.

Satisfactory Academic Progress

The phrase “satisfactory academic progress” is a financial aid phrase which refers specifically to a student’s eligibility for federal financial aid. In order to be making satisfactory academic progress, students must be making steady cumulative progress towards the completion of their degree programs. While this is roughly equivalent to 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.

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.

Adding Degrees

Students who wish to add a degree and complete a dual degree must submit a new Garrett online application. Their application to add a degree will be considered by the admissions office.

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 or 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 authority of the student. All requests for academic transcripts should be in writing or 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. Special Needs) 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.

5. ***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; and
- academic folder - maintained on file for five years after exit and then destroyed

Public Information

The seminary has traditionally included certain information regarding each student in a directory published annually. Items classified as "public information" are indicated below and are continued in this category unless the office of registration services is notified in writing during the fall registration week of every academic year. Public information may also be shared with those outside of the seminary who request student information. 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 student permission or waiver.

Items classified as public 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. Transcripts can therefore be requested through Parchment or in writing.

Transcript requests may be made online through Parchment. A processing fee is charged per transcript. Transcripts on hold are not released except as required by Illinois or Federal law. Faculty action about dismissal will be noted on the transcript.

It is the policy of the office of registration services to release official transcripts only to an institution, agency or person for whom the transcript was requested; such transcripts will be sent directly to the recipient 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). 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 Human Subjects Research

Rationale

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

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

Purpose and Scope of the Human Subjects Committee (HSC)

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

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

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

Research Requiring HSR

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

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

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

- interviewing a Subject who is 18 or older and who has consented to be interviewed;
- participation 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.

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

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

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

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

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

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

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

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

Submitting a Research Proposal for HSC Approval

All research requiring HSR approval must be reviewed and approved by the HSC before the research commences. Beginning research prior to approval is an ethical breach by the Researcher and will be submitted to the Dean of Academic Affairs for investigation.

1. Researcher develops conceptualization and design of project. Researcher completes the Research 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, HSC Chair sends the application through HSC's review process (which normally involves careful evaluation by a Second Reviewer and vote of the whole committee). HSC Chair records and communicates committee recommendation to the Researcher. If the Researcher is a Student, the recommendation is also provided to the Advisor.
4. If the HSR Application is approved, the Researcher may commence research. If revision is necessary, then Researcher must submit a revised application to HSC Chair, who evaluates and gives final approval in consultation with a Second Reviewer.

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

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

Required Research Protocols

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

1. Protection of Subjects

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

2. Full Disclosure

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

3. Consent

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

4. Mandated Reporting

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

5. Research Instruments

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

Registration

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 first day of a standard semester or two weeks before an intensive session begins; these dates are also noted on the academic calendar.

Course schedules and academic calendars are posted on Garrett-Evangelical's web-site 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.

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. Course registration is not completed until the course selection(s) are approved by the advisor.

- Review the Curriculum Guide for the specific program (https://mygets.garrett.edu/ICS).
- Review the individualized Academic Plan found on myGETS.
- 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 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.

- Only students can add courses on myGETS. Advisors cannot add registrations for students.
- 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.

Completing the Registration (Advisor's Course Approval)

Once students reserve space in a course, the next step is to have the advisor finalize the registrations. This completes the registration process. A completed registration is indicated by a C or Current on myGETS.

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.

Add/Drop Period at the Start of the Term

Adding a Course after the Term Start (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 start of an intensive session or during the first week of a standard semester (per the official dates on the academic calendar) using the Schedule Change Request Form available on myGETS.

Dropping a Course (myGETS)

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 Withdrawal

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.**

Students who need to drop a course after the drop/add deadline due to a medical or family emergency may petition Academic Affairs for permission to drop the course without financial penalty. Documentation of the medical or family emergency may be requested.

Seminary Withdrawal

If a student wishes to withdraw from the seminary, they must complete the Student-Initiated Change of Status Form (on the Student Forms page of myGETS). The form is submitted to the office of registration services.

Registration Holds

Business office clearance is a requirement for completing enrollment.

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

Special Registration Options

Independent Study

The seminary encourages independent scholarship balanced by direct instruction from qualified faculty and learning with peers. The opportunity to arrange for a course as an independent study under an individual professor's direction is an option available to students. Registration for an independent study is subject to the professor's agreement 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**.

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 two weeks 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. Extensions are determined by the policies of the school at which the student is taking the course. As a rule, students also take Garrett-Evangelical courses along with any cross-registered courses from ACTS or Northwestern.

The 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 walking at commencement 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 registration services for more details.

Association of Chicago Theological Schools

The ACTS catalog lists all courses open for cross-registration. It is available on the web at actschicago.org. Courses not included in the ACTS catalog 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 a set compensation for each student.

- 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 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. Students should not miss more than 20% of the class sessions.

Extensions/Incomplete Course Work

Course Extensions

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

1. **For Master's students**, extensions 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 extensions may not exceed the final due date for coursework listed in the academic calendar. Faculty may set earlier deadlines with the student.
2. **For PhD students**, For PhD students, extensions must be completed by the last day of the next semester per the academic calendar.
3. **For DMin students,** given the length of time granted to complete their paperwork, extensions are only approved in the very rare instances that an emergency has occurred, and an extension is necessary to maintain the student's progress towards degree. Extensions 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 extensions may not exceed the final due date for coursework listed in the academic calendar. Faculty may set earlier deadlines with the student.
4. Students **may not have any more than three extensions at any one time**.
5. If an extension is granted for a prerequisite course, the student may not register for the next course requiring the prerequisite until the grade is complete or a petition approved.
6. Students taking courses at other institutions are subject to the extension policies of the school at which the student is taking the course.
7. Faculty may choose to grade down for late work, including work completed as part of an official extension.

To receive a course extension, students must obtain permission from the course professor of record and submit the appropriate form to registrar@garrett.edu by the last scheduled day of the course per the syllabus.

- A temporary grade of "Y" is listed on the student's grade report.
- The student e-mails all extension work to the professor and copies registration services (registrar@garrett.edu).
- If extension work is not submitted by the course extension deadline, registration services will record the grade indicated by the professor on the extension form.

- Once the coursework is completed, the professor of record will update registration services via email to confirm the updated final grade. This grade must be submitted no later than the add/drop deadline for the following term or semester. If the final grade is not updated by the course extension deadline, registration services will record the grade indicated by the professor on the extension form.
- In rare emergency circumstances, students may petition the academic dean to extend the course extension timeframe beyond the allowable limits per degree program. The petition must be submitted to the academic dean by the last day of the course extension 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

Risk Management Issues

Class 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.
- 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.

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.

Per SEVIS/DHS regulations, F-1 students are normally limited to one online course per term while also taking in-person courses.

Academic Integrity

Plagiarism and AI Technology

What is Plagiarism?

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). 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 term. 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. All professors are required to respond to all suspected incidents of academic dishonesty, especially plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.

First incident: Faculty responses to clear incidents of plagiarism or academic dishonesty should begin by notifying the student of the problem by email, providing evidence of the problem (such as a Turnitin report or a copy of the material in question), and requesting a meeting with the student to review the material. The office of registration services must be copied on this email, as it will record such incidents in students' files. If the office of registration services determines that this is the first incident for a student, the professor will meet with the student to review the problem and its remedies. The student's advisor and/or the academic dean may be invited to join the meeting at the discretion of the faculty member. Assignments in which plagiarism or other forms of academic dishonesty are discovered receive an automatic grade of F.

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

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

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

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

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.

Grading System

Grading Options

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 should take courses for letter grade (LG) until their status is changed. The default grading type for all courses is Letter Grade (LG) unless indicated below.

The deadline for changes from letter grade to pass/fail is the final drop without notation date each term. Petitions for changes beyond this deadline will be accepted only a) in the event of a serious illness that takes a student out of class for a significant period or that seriously impairs a student's ability to function at their previous level but still allows them to complete the class, or b) when the course instructor recommends that the student seek such a change.

Grading System

Letter Grade	Grade Points		
A	94-100	4.0	excellent
A-	90-93	3.7	
B+	87-89	3.3	good quality expected of graduate professional students
B	84-86	3.0	
B-	80-83	2.7	
		2.5	required CUM GPA for graduation
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 *		0	failure; required courses must be repeated

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

TQP (Total Quality Points) is the sum of the letter grades converted into equivalent 4.0 grace scale.

Other notations

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

AU	audit	not taken for academic credit; does not count towards graduation; may not be changed at a later date
IP	in process	courses taken over several semesters
CR	credit	learning goal achieved (A through C-)
P	pass	learning goal achieved (A through C-)
NC	no credit	no credit earned toward graduation
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	drop after the drop/add deadline	
W/P	withdrawn passing	official drop while passing	
W/F	withdrawn fail	official drop while failing	
Y	official extension	approved extension petition on file	

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

Cumulative GPA credits are all attempted for a letter grade.

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

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**:

PCC-679 CPE	PCC-879 Practicum in PCC
FE 600 or FE 610 Field Education	NCTI-600 or NCTI-601
TS-601/602 MTS Colloquium	TS-690 MTS Thesis
PH-903 Teaching Seminar	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-903 PhD Teaching Seminar, PH-904 PhD Research Seminar, and courses taken to complete research tools may be taken Pass/Fail

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 hours

Faculty Grade Report Due Dates

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 dates.

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 CUM GPA. All grades remain on the transcript. PhD students also need the support of the PhD director and agreement of the academic dean.

Petitions

Students may submit a petition when circumstances require special exceptions to the standard policies and regulations. Petition forms are available on the Student Forms page on myGETS and include instructions for submission. Submit the completed petition form well in advance of the date of the particular requirement or deadline change requested. All petitions must be in writing. The student is responsible for an official petition for all exceptions. The denied or approved petition is provided to the student with copies filed in the student's folder maintained by registration services. Appeals to the petition decision should be directed to the academic dean.

Graduation and Commencement

Requirements for Graduation

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

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

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

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		

Graduation and Commencement

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

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

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

Academic Program Information

Degree Requirements

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 and 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 semester hours

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.

Introduction to the Hebrew Bible ..... 3 hours

Introduction to the New Testament ..... 3 hours

History of Christian Thought & Practice (parts I and II) ..... 6 hours

Global Christianity in an Interfaith World ..... 3 hours

Introduction to Theology.....3 hours

B. Distribution Requirements.....33 semester hours

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 semester hours

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

Second Year: Field Education (FE 600 and FE 610) .....6 semester hours

Third Year: Senior Colloquy & Project.....4 semester hours

D. General Electives.....15 semester hours

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: FE 600 and FE 610

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 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 schools in the Chicago area.

G. Concentrations ..... minimum of 15 semester hours 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 5 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 and Project

The MDiv Senior Colloquy and Project is a capstone course that provides students with the opportunity to: 1) integrate the knowledge and skills they have gained during their coursework, and 2) apply those knowledge and skills to a contextual ministry setting. Students complete the Senior Colloquy and Project during their final year before graduation.

J. Evaluation Conference

All students are required to complete an evaluation conference after the completion of at least 18 credit hours. The purpose of this evaluation is to document the student's progress toward the MDiv degree program learning outcomes, to discern what the student's vocational call is after their first year of study, and to help the student plan for the next stage of coursework. The conference must be completed prior to the opening of registration for the following term. To prepare for the conference, students assemble and submit a comprehensive portfolio of marked/graded work from all the courses the student has taken so far. The office of registration services will notify students when they are eligible for their evaluation conference.

The evaluation conference is held with the student's faculty advisor and one other faculty member assigned in consultation with the program director. The student will assemble a portfolio of first year coursework and fill out the student self-evaluation form prior to the evaluation conference. During the conference, the faculty and student will discuss the student's portfolio work and assess the student's progress in the program and consider how to plan future coursework to best fit with the student's academic and vocational needs. The faculty will complete an assessment form based on the conversation which may include recommendations for required work to facilitate the student's continued development toward degree learning outcomes. This form will be shared with the student and filed with the registrar who will update the student's graduation requirements to include any faculty recommendations.

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

1. their application essay.
2. graded/marked copies of exams and final papers, projects, portfolios from all courses completed prior to the scheduled evaluation conference (*not* forum posts, blog posts, or quizzes).
3. the completed student self-evaluation form.

Course Requirements (76 semester hours)

Foundational Courses *(18 semester hours)*	
BIBHB500 Introduction to Hebrew Bible	3
BIBNT500 Introduction to New Testament	3
HIST-501 History of Christian Thought and Practice I	3
HIST-502 History of Christian Thought and Practice II	3
THEO-540 Global Christianity in an Interfaith World	3
THEO-500 Introduction to Theology	3

Distribution Requirements *(33 semester hours)*	
Bible elective	3
History elective	3
Bible or History elective	3
Theology elective	3
ETH-500 Introduction to Christian Ethics	3
LTRGY500 Preaching and Proclamation *or* LTRGY502 Preaching in an African American Context	3
LTRGY510 United Methodist Worship *or* LTRGY511 Worship in Ecumenical Context	3

PCC-500 Introduction to Pastoral Care and Counseling	3
CE-510 Mobilizing for Justice with Youth and Young Adults *or* CE-563 Spiritual Practices *or* CE-820 Emancipatory Pedagogy	3
CL-510 Theology of Evangelism *or* CL-611 Empowering Congregations for Evangelism	3
SP-650 Spirituality elective	3

Integrative Courses *(10 semester hours)*	
FE-600 Field Education 1	3
FE-610 Field Education 2	3
INT-690/691 Senior Colloquy and Project	4

Elective courses *(15 semester hours)*	
Any field (may include denominational requirements or concentration courses)	15
Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
Evaluation Conference	0

Master of Arts Degree Programs

Master of Arts programs equip students in the following areas of specialized ministry:

- Pastoral Care and Counseling
- Chaplaincy and Spiritual Care Track
- Clinical Licensure Track
- Public Ministry

These programs prepare students for leadership in congregations and agencies in specialized ministries. They also meet educational requirements for ordination of United Methodist deacons.

Degree Requirements

The Master of Arts programs require 39 to 63 semester hours; see individual program requirements on the following pages.

A. Foundational Courses.....14-27 semester hours

Normally completed during the first year or equivalent, students complete courses designed to provide the foundation for the remainder of the program. Foundational coursework 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.....9-48 semester hours

The student chooses courses with approval of faculty advisor in the focused concentration of the degree program. Specific requirements for each degree program are listed on degree templates. A student's plan of study is approved by the advisor and/or degree program director.

The MA-PCC 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 semester hours

Students are required to complete Sexual Boundaries training before they begin their Field Education or Practicum placement.

D. Open Electives

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

E. MA Final Project

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

MA in Pastoral Care and Counseling

The project is built into the course, PCC-605 Integrative Seminar in Pastoral Theology, which is normally taken in the final year.

MA in Public Ministry

The project is built into the course, PM-690 Public Ministry Project, which is normally taken in the final year.

F. Denominational Requirements

Students seeking ordination often meet denominational requirements as part of their electives. United Methodist Students seeking ordination need to take courses that meet the Basic Graduate Theological Studies as a part of their coursework. Annual Conferences may have additional requirements. Be sure to check with the appropriate denominational body for any additional educational requirements.

G. 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.

H. Continuing Evaluations

Students develop, update, and review a portfolio that cumulatively expresses student development through the curriculum. All students complete a first-year evaluation to review their progress toward completion of the degree program outcome and requirements.

I. Evaluation Conference

The evaluation conference is usually scheduled after completion of 24 semester hours (or for full-time students early in the fall of the second year). Students will be notified by the office of registration services of times materials are due.

The evaluation conference is held with a student's advisor and another faculty member in the area of specialization. Students should invite the field education site supervisor, or site committee chair, to attend if available. After reviewing portfolio materials, the faculty makes recommendations to the student regarding next steps in the program and/or requirements the student must complete to continue in the program. A faculty team can schedule one additional evaluation conference with the student.

J. Portfolio

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

Check with advisor before assembling portfolio for details. At a minimum, the following materials are included in the portfolio:

1. Admissions essay
2. Marked and graded final papers/projects from all courses completed to date, as well as any completed practice of ministry courses must be included as supporting evidence for progress toward the degree outcomes.
   (Check with advisor for more details.)
3. Written or oral review from student's field education site supervisor. The site supervisor should be invited by the student to participate in the conference (either in person or via phone) or to provide written feedback when participation is not possible.
4. Completed self-assessment form for the student's specific program.

K. Options for Part-time Students

Students may complete the MA part-time as they serve in-ministry. Part-time students may compete their coursework through a combination of in-person, online, and intensive courses offered throughout the year. Field education requirements may be completed in summer intensives.

Part-time students should consult carefully with their degree program directors to ensure that they are completing their courses in an appropriate sequence to support their formation.

Master of Arts in Pastoral Care and 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.

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.

Chaplaincy and Spiritual Care Track Course Requirements

Foundational Courses *(18 semester hours)*	
BIBHB500 Introduction to the Hebrew Bible	3
BIBNT500 Introduction to New Testament	3
THEO-540 Global Christianity in an Interfaith World (or approved equivalent)	3
THEO-500 Introduction to Theology	3
SP-650 Spiritual Formation elective	3
PCC-610 Human Relations Skills for Counselors and Chaplains	3

Chaplaincy and Spiritual Care Core *(27 semester hours)*	
PCC-500 Introduction to Pastoral Care and Counseling	3
PCC-501 Foundations and Practice of Chaplaincy	3
PCC-801 Pastoral Psychologies of Liberation	3
PCC-860 Psychopathology and Maladaptive Behavior	3
PCC-865 Crisis, Trauma, and Disaster Counseling	3
Approved electives	12

Clinical Pastoral Education *(2 total units; 3 semester hours total)*	
PCC-679 Clinical Pastoral Education (CPE)	3

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
Evaluation Conference	0

Total 48 semester hours

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

Clinical Licensure Track Course Requirements

Foundational Courses *(18 semester hours)*	
BIBHB500 Introduction to the Hebrew Bible	3
BIBNT500 Introduction to New Testament	3
THEO-500 Introduction to Theology	3
PCC-610 Human Relations Skills for Counselors and Chaplains	3
PCC-605 Integrative Seminar in Pastoral Theology	3
PCC-500 Introduction to Pastoral Care and Counseling	3

Pastoral Care and Counseling Courses *(42 semester hours)*	
PCC-865 Crisis and Trauma Counseling	3
PCC-800 Premarital, Martial, and Family Counseling	3
PCC-660 Research Methods in Pastoral Counseling	3
PCC-866 Substance Abuse and Addiction	3
PCC-860 Psychopathology*	3
PCC-861 Psychological Testing, Measurement, and Assessment*	3
PCC-863 Theories and Techniques of Group Dynamics*	3
PCC-864 Lifestyle and Career Development*	3
PCC-900 Human Growth and Development	3
PCC-910 Counseling Theory	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-960 Clinical Internship (600 hours)	3

* Or other approved school

PCC-679 Clinical Pastoral Education (CPE) OPTIONAL	0

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
Evaluation Conference	0

Total 60 semester hours

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.

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/.

Master of Arts in Public Ministry

Students in the Master of Arts in Public 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 Public 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.

Course Requirements – 39 semester hours

Christian Tradition in Scripture and History Courses *(6 semester hours)*

BIBHB500 Introduction to the Hebrew Bible *or*	
BIBNT500 Introduction to New Testament *or*	
HIST-501 History of Christian Thought and Practice I *or*	
HIST-502 History of Christian Thought and Practice II	3
Bible or Christian History elective	3

Theology and Ethics Courses *(6 semester hours)*

THEO-521 Theories and Theologies for Public Justice	3
Theology or Ethics elective	3

Theory and Practice of Ministry Course *(3 semester hours)*

CE-522 Methods and Movements for Social Change	3

Integrative Courses *(9 semester hours)*	
PM-678 Liberative Listening and Learning Lab (L4) [fall]	1.5
PM-679 Liberative Listening and Learning Lab (L4) [spring]	1.5
FE-600 Field Education I	3
PM-690 Public Ministry Capstone	3

Concentration and Elective Courses* *(minimum 15 semester hours)*	
Concentration course	3
Concentration course	3
Concentration course	3
Elective (or concentration course)	3
Elective (or concentration course)	3
Optional course *(students may take up to one additional course as a part of the program)*	
Optional elective course	3

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
Evaluation Conference	0

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 3 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

- Educating Christians for Social Change
- Children's Books for Liberative Education
- Child Advocacy
- Ethics and Agency of Children and Youth
- Nurturing Faith

Ecological Regeneration

- Ecological Theology: God and Creation in Travail
- Regenerative Ethics: Theory, Design, Practice
- Earth Ministry for Ecological Renewal

Educational Leadership

- At least three courses from regular course offerings, chosen in consultation with the concentration advisor

Racial Justice

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

- Theologies of Black Life
- Latinx Theologies in North America
- Black & Womanist Theology
- Racial Ecology
- Feminist & Womanist Theology

UM Deacon Studies

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

- Hebrew Bible (BIBHB 500 as Bible requirement)
- New Testament (BIBNT 500 as an elective)
- Church History (HIST 501 or HIST 502 as history requirement)
- Theology (THEO 521)
- Mission (THEO 540 as concentration/elective)
- Evangelism (CL 510 or CL 611 as concentration/elective)
- Worship (LTRGY 510 as concentration/elective)
- Preaching (LTRGY 500 or LTRGY 502 as concentration/elective)
- UM History, Doctrine, and Polity (DENOM 603 as theology/ethics course and DENOM 604 as concentration/elective)

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 Purpose and Goals

The degree goals are:

- To gain a general knowledge and understanding of the Christian Theological Tradition.
- To gain focused knowledge in a specific area, or interdisciplinary knowledge, including knowledge of basic scholarship in the proposed field, knowledge of a particular focus/topic in the proposed field, and knowledge of what academic writing entails, particularly knowledge about how to write a longer, more involved work such as a thesis.
- To engage in interpretation of the larger theological tradition with creative and critical reflection.
- To do extensive research on a proposed topic and write a thesis that demonstrates knowledge of scholarship in the field of interest and the ability to argue a thesis statement.

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 argues 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

A. Designated Field Courses.....24 semester hours

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

B. Specialization Courses .....15 semester hours

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

C. Elective Courses.....6 semester hours

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

D. Colloquium and Thesis.....9 semester hours

E. Continuing Evaluations

At the mid-point of the program, the MTS student has an evaluation with their advisor and one other faculty person in an area related to their research. 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.

F. MTS Evaluation Conference

For those in the basic 2-year program

The MTS evaluation conference is held in the second semester of full-time registration, or after the completion of or in process with at least 27 semester hours. This conference is to be a demonstration of the student's ability to integrate material already covered and to include goal setting for the completion of the degree. Evaluation materials are due to the office of registration services, usually in the spring of the first year. The date for submission of materials is noted in the academic calendar. The conference must be completed before January term of the final year. The evaluation committee shall be the student's first year advisor plus a second faculty member in the proposed area of specialization. The faculty team are assigned by the registrar in consultation with the degree program director. Upon successful completion of the evaluation conference, the student is recommended to the faculty for advancement in the degree program.

For those with advanced standing

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

Evaluation Conference Materials include the following:

1. Complete the MTS Graduation Requirements form.
    a. Fill in the course number and title for all courses taken and/or projected to be completed.
    b. Circle the area of specialization.
2. Write a three- to four-page double spaced paper of approximately 1,250 words describing vocational goals. The student should include life experiences that directed them and show how course selections and MTS thesis will help further their interests and vocational goals.
3. Submit three papers, with the faculty's comments, that the student has recently written, at least one from the current semester. Transfer students may use a paper from another seminary.
4. In addition to the advisor, recommend two faculty members (of whom one will be selected) for the second reader.
5. Submit a statement of the thesis plans, which includes:
    a. the proposed topic of research;
    b. plans to proceed with thesis research and writing, especially plans for specialized coursework;
    c. research question; and
    d. bibliography of the thesis.

G. 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 semester hours of credit) and the MTS Thesis TS 690 (six semester hours of credit) 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 semester hours)

Biblical Interpretation *(6 semester hours)*

BIBHB500 Introduction to the Hebrew Bible	3
BIBNT500 Introduction to New Testament	3

Church History *(6 semester hours)*

HIST-501 History of Christian Thought & Practice I	3
HIST-502 History of Christian Thought & Practice II	3

Theology and Ethics *(6 semester hours)*

Choose 2 courses from Theology and/or Ethics	6

Practice of Ministry *(6 semester hours)*

Choose 2 courses from Worship, Pastoral Care, Christian Education, and/or Christian Leadership	6

Specialization Courses *(15 semester hours)*

Students specialize in Hebrew Bible, New Testament, History of Christianity, Liturgy, Religion, Personality, & Culture, or Theology & Ethics. Specialization courses are chosen in consultation with the faculty advisor.

Choose 5 courses in area of study in consultation with advisor	15

Thesis Requirements *(9 semester hours)*

TS-601 MTS Colloquium, 1st year	0
TS-602 MTS Colloquium, 2nd year	3
TS-690 MTS Thesis	6

Elective courses *(6 semester hours)*

Any field*	6

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
Evaluation Conference	0

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

Doctoral Programs

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 six program areas with an optional focus in African American/Black Religious Studies available in any concentration:

- Biblical Studies
- Christian Religious Education
- History of Christianity and Historical Theology
- Liturgical Studies
- Pastoral Theology, Personality, and Culture (with a clinical training option)
- Theological and Ethical Studies

Degree Purpose and Goals

The Doctor of Philosophy degree prepares persons for church leadership, teaching, and transdisciplinary research in theological seminaries and departments of religion in colleges and universities.

The degree goals are:

- Students gain advanced knowledge of broad areas of their respective disciplines—primary sources, secondary sources, methods, and intellectual foundations.
- Students are formed as theologians who connect theory and practice for contributions to the missions of the academy, church, seminaries, and colleges.
- Students engage in research and make contributions to their field, developing research skills to carry into their future work as scholars.
- Students gain competence in teaching their discipline by acquiring the requisite knowledge basis, ability to do course research and course construction, and skill in the necessary pedagogies and "delivery systems" of undergraduate and graduate education appropriate to their discipline.

Degree Program Outcomes

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

- Demonstrate advanced knowledge of broad areas of one's respective discipline—primary sources, secondary sources, methods, and intellectual foundations;
- Demonstrate the ability to plan and conduct research and make contributions to their field;
- Develop research skills to carry into their future work as scholars;
- Demonstrate skills in oral and written communication to present and publish work in their field;

- Demonstrate competence in teaching their discipline in a designated course on pedagogy and through practical experience as teaching assistants, graduate research assistants, teaching certificate program through the Northwestern Serle Center; and
- Demonstrate, through service in academy, church, and seminaries, the value of their discipline to the academy and community at large.

Degree Requirements

The PhD requires 40 semester hours; the Pastoral Theology clinical track requires 61 semester hours.

A. Core Curriculum.....7 semester hours

Doctor of Philosophy Core Curriculum	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 Teaching Seminar	2
PH-904 Research Seminar	2

B. Major Area .....18-24 semester hours

C. Minor Area .....9-12 semester hours

D. Elective Courses (optional)

E. Co-curricular Requirements

Student are expected to complete a tutorial on plagiarism during their first term. Students are expected to complete sexual ethics and boundaries training before beginning their first TA experience.

F. Research Tools

Each concentration requires a minimum of 2 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. Coursework completed to meet research tool requirements does not count towards the 40 hours required for graduation.

G. 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.

H. Dissertation Proposal

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

I. Dissertation and Defense

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

J. 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.

K. 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.

L. Optional PhD 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.

M. Additional requirements

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

N. PhD First-Year Assessment Conference

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

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

- 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 and Advising, Academic and Program Handbooks. This includes comprehensive 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 (40 to 60 semester hours)

PhD in Biblical Studies – 40 semester hours total

PhD Core Courses *(7 semester hours)*	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Biblical Studies Core Courses *(6 semester hours)*	
PH-910 Methods, Approaches, & Theories of Biblical Interpretation	3
PH-912 Introduction to Biblical History and Archaeology	3

Major Courses *(12-15 semester hours)*	
Choose 9-12 semester hours in Hebrew Bible or New Testament	9-12

Minor Courses *(6-9 semester hours)*	
Choose 6-9 hours in an approved minor area	6-9

Elective Courses *(6-9 semester hours)*	
Any field (in consultation with advisor)	6-9

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0

PhD in Christian Education and Congregational Studies – 40 semester hours total

PhD Core Courses *(7 semester hours)*	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses *(18-24 semester hours)*	
CE-800 History, Theory, and Approaches to Christian Education *or* CE-835 History and Theories of Christian Education *or* CE-837 Approaches to Christian Education	3
Choose 15-21 hours in Christian Education and/or related disciplines	15-21

Minor Courses *(9-12 semester hours)*	
Choose 9-12 hours in an approved minor area	9-12

Elective Courses *(up to 6 semester hours as needed)*

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0

PhD in History of Christianity and Historical Theology – 40 semester hours total

PhD Core Courses *(7 semester hours)*	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses *(18-24 semester hours)*	
Choose 6 hours in applied historiography	6
Choose 12-18 hours in Christian Education and/or related disciplines	12-18

Minor Courses *(9-12 semester hours)*	
Choose 9-12 hours in an approved minor area	9-12

Elective Courses *(up to 6 semester hours as needed)*

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0

PhD in Liturgical Studies – 40 semester hours total

PhD Core Courses *(7 semester hours)*	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses *(24 semester hours)*	
LTRGY811 Sacramental Theology	3
LTRGY810 Liturgical Theology	3
LTRGY812 Baptism and Reaffirmation	3
LTRGY813 Eucharist	3
PH-940 Ritual Studies	3
Choose 9 hours in Liturgical Studies	9

Minor Courses *(9 semester hours)*	
Choose 9-12 hours in an approved minor area*	9-12

**If minoring in Homiletics, Teaching Preaching, History of Preaching, and one additional course focused on Preaching are required*

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0

PhD in Pastoral Theology, Personality, and Culture – 40 semester hours total

PhD Core Courses *(7 semester hours)*	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses *(18 semester hours)*	
Choose 18 hours in Pastoral Theology	18

Minor Courses *(9 semester hours)*	
Choose 9 hours in an approved minor area (usually Church History, Bible, Theology or Ethics)	9

Elective Courses *(6 semester hours)*	
Any courses	6

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0

PhD in Pastoral Theology, Personality, and Culture – Clinical Licensure Track – 61 semester hours total

PhD Core Courses *(7 semester hours)*	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses *(18 semester hours)*	
PCC-905 Integrative Seminar in Pastoral Theology	3
PCC-660 Research Methods in Pastoral Counseling	3
PCC-800 Premarital, Marital, and Family Counseling	3
PCC-861 Psychological, Testing, Measurement, and Assessment	3
PCC-860 Psychopathology and Maladaptive Behavior	3
PCC 866 Substance Abuse and Addiction	3

Minor Courses *(9 semester hours)*	
Choose 9 hours in an approved minor area (usually Church History, Bible, Theology or Ethics)	9

Clinical Training *(6 semester hours)*	
PCC-863 Theories and Techniques of Group Dynamics	3
PCC-864 Lifestyle and Career Development	3

Clinical Training *(21 semester hours)*	
PCC-900 Human Growth and Development	3
PCC-910 Counseling Theory	3
PCC-865 Counseling Techniques: Crisis and Trauma Counseling	3
PCC-930 Professional, Legal, & Ethical Responsibilities	3
PCC-801 Socio-Cultural Foundations: Pastoral Psychologies of Liberation	3
PCC-950 Clinical Practicum (100 hours; 40 direct client)	3

PCC-960 Clinical Internship (600 hours; 1 hour supervision weekly)	3

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0

PhD in Theological and Ethical Studies – 40 semester hours total

PhD Core Courses *(7 semester hours)*	
PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses *(18-24 semester hours)*	
Choose 12-18 hours in Theology and/or Ethics	18-24

Minor Courses *(9-12 semester hours)*	
Choose 9-12 hours in an approved minor area	9-12

Elective Courses *(up to 6 semester hours as needed)*

Co-curricular Requirements	
Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0

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 Program 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. The program can be completed in as few as three years, or as many as six.

A. Foundational courses ..... 9 semester hours.

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

B. Area of Concentration ..... 15 semester hours

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 and Writing ..... 3 semester hours

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

D. Project Research and Writing ..... 3 semester hours

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

E. Evaluation Conference/Advancement to Candidacy

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

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.

F. Additional requirements

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

Course Requirements (30 semester hours)

Foundational Courses *(9 hours)*	
DM-702 Research Design and Methodology	3
DM-727 Hermeneutics of Race, Class, Gender, and Age	3
DM-703 Biblical and Theological Foundations for Practical Ministry	3

Track-specific Courses *(15 hours)*	
5 designated courses (see below)	15

Mid-program and Candidacy Courses *(6 hours)*	
DM-790 Proposal Research and Writing	3
DM-795 Project Research and Writing	3

Co-curricular Requirements *(0 hours)*	
INT-002 Plagiarism Workshop	0

Total 30 semester hours

Track-specific Requirements

Leadership for Social Transformation	
DM-715 Prophetic Leadership for Social and 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 and Practices of Non-Violent Social Change	3

Liberative Preaching and Proclamation

DM-753 A Homiletical Theology of Good News for Human Liberation	3
DM-752 Biblical and 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

Spiritual Direction

DM-740 Foundations of Spiritual Direction	3
DM-745 Decolonizing Spirituality	3
DM-715 Prophetic Leadership for Social and Spiritual Transformation	3
DM-744 Practicum in Spiritual Direction I	3
DM-749 Practicum in Spiritual Direction II	3

Strategic Leadership in the Black Congregation

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

Non-Degree Programs

United Methodist Course of Study School

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, offering 10 of the 20 hours each course synchronous online and the remaining 10 hours asynchronous online. 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 Introductory Year in Spanish (Licensing School) in August-October when the General Board identifies a need within the Church. 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 garrett.edu/cos and/or inquiries may be directed to cos@garrett.edu.

Advanced Course of Study for United Methodist Students

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

Biblical Interpretation	
BIBHB500 Introduction to Hebrew Bible (or approved alternative)	3
BIBNT500 Introduction to New Testament (or approved alternative)	3
Church History (one of the following or approved alternative)	
HIST-501 History of Christian Thought & Practice I *or* HIST-502 History of Christian Thought & Practice II	3
Theology	
THEO-500 Introduction to Theology (or approved alternative)	3
Mission of the Church	
THEO-540 Global Christianity in an Interfaith World (or approved alternative)	3
Worship (one of the following)	
LTRGY510 United Methodist Worship *or* LTRGY511 Worship in Ecumenical Perspective	3
Preaching (one of the following)	
LTRGY500 Preaching and Proclamation *or* LTRGY502 Preaching in African American Contexts	3
Evangelism (one of the following)	
CL510 Theology of Evangelism *or* CL611 Empowering Congregations for Evangelism	3
United Methodist History, Doctrine, and Polity	
DENOM603 UM Studies: Wesley and the 19th Century *and*	3
DENOM604 UM Studies: 20th Century to the Present	3
Additional course (choose 3 semester hours total)	
Pastoral Care course	3
Christian Education course	3
PCC-679 Clinical Pastoral Education (CPE)	3

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**, **MTS**, or **MDiv** degree that includes the Basic Graduate Theological Studies courses (listed below) *or*
- through completion of the **Basic Graduate Theological Studies** 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

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

BIBHB500 Introduction to Hebrew Bible	3
BIBNT500 Introduction to New Testament	3

Church History (one of the following)

HIST-501 History of Christian Thought and Practice I *or*	
HIST-502 History of Christian Thought and Practice II	3

Theology

THEO-500 Introduction to Theology (or approved alternative)	3

Mission of the Church in the World

THEO-540 Global Christianity in an Interfaith World	3

Worship (one of the following)

LTRGY510 United Methodist Worship *or*	
LTRGY511 Worship in Ecumenical Context	3

Preaching (one of the following)

LTRGY500 Preaching and Proclamation *or*	
LTRGY502 Preaching in African American Contexts	3

Evangelism (one of the following)

CL-510 Theology of Evangelism *or*	
CL-611 Empowering Congregations for Evangelism	3

United Methodist History, Doctrine, and Polity	
DENOM603 UM Studies: Wesley and the 19th Century *and*	3
DENOM604 UM Studies: 20th Century to the Present	3

Certification Studies

Certificates provide students with opportunities for professional development or lifelong learning in a specific area of ministry as with clergy or laity. Garrett offers four credit-bearing certificate programs:

- Child Advocacy
- Christian Education*
- Ecological Regeneration
- Evangelism and Church Planting*

*Those with an * also have alternative requirements for persons seeking UMC Professional Certification.*

Students who complete one of these programs (including the UMC Professional Certification track) 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/.

Course Requirements

Certificate in Child Advocacy

CE-520 Educating Christians for Social Change	3
CE-510 Introduction to Youth Ministry	3
CE-850 Christian Education Seminar: Child Advocacy	3
CE-661 Focused Study: Proctor Institute for Child Advocacy	3
CE-850 Christian Education Seminar: Literacy and Children's Books	3

Certificate in Christian Education

CE-502 Teaching for Biblical Faith	3
CE-606 Theological Education in the Parish	3
CE-520 Educating Christians for Social Change	3
CE-510 Introduction to Youth Ministry	3
CE-850 Christian Education Seminar: Emancipatory Pedagogy	3

Christian Education for UMC Professional Certification

CE-502 Teaching for Biblical Faith	3
CE-606 Theological Education in the Parish	3
CE-520 Educating Christians for Social Change	3
CE-850 Christian Education Seminar: Emancipatory Pedagogy	3
Choose one of the following:	
DENOM603 UM Studies: Wesley and the 19th Century *or*	
DENOM604 UM Studies: 20th Century to the Present	3

Certificate in Ecological Regeneration

THEO-521 Theories & Theologies for Public Justice *or*	
CE-522 Methods and Movements for Social Change	3
THEO-820 Ecological Theology: God and Creation in Travail	3
ETH-657 Regenerative Ethics: Theory, Design, Practice	3
CL-621 Earth Ministry for Ecological Renewal	3
One additional course decided in consultation with certificate advisor (may be chosen from Garrett or ACTS offerings)	3

Certificate in Evangelism and Church Planting

CE-502 Teaching for Biblical Faith	3
CL-510 Theology of Evangelism	3
THEO-540 Global Christianity in an Interfaith World	3
Choose two of the following:	
CL-606 Pastor and People *or*	
CL-609 Planning and Planting Congregations *or*	
CL-611 Empowering the Congregation for Evangelism *or*	
CL-520 Church and Community	6

Evangelism and Church Planting for UMC Professional Certification

CE-502 Teaching for Biblical Faith	3
CL-510 Theology of Evangelism	3
Choose two of the following:	
CL-606 Pastor and People *or*	
CL-609 Planning and Planting Congregations *or*	
CL-611 Empowering the Congregation for Evangelism *or*	
CL-520 Church and Community	6
Choose one of the following:	
DENOM603 UM Studies: Wesley and the 19th Century *or*	
DENOM604 UM Studies: 20th Century to the Present	3

Stackable Certificates

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, which may be completed over the course of an academic year. Completion of the first two of these certificates 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 1 additional course to complete educational requirements as outlined in *The Book of Discipline*.

Basic Christian Tradition *(15 semester hours)*

Introduction to Hebrew Bible	3
Introduction to New Testament	3
History of Christian Thought & Practice I *or* II	3
Introduction to Theology	3
Global Christianity in an Interfaith World	3

Total 15 semester hours

Foundations of Methodist Ministry *(15 semester hours)*

United Methodist Worship *or* Worship in Ecumenical Perspective	3
Theology of Evangelism *or* Empowering Congregations for Evangelism	3
UM Studies: Wesley & the 19th Century	3
UM Studies: 20th Century to the Present	3
Preaching *or* Spiritual Formation	3

Total 15 semester hours

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.

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.

Additional Programs of Study

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
- Lending privileges from all libraries

For more information, see www.actschicago.org,

Chicago Theological Seminary (CTS)

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.

United Methodist Studies

Garrett has agreements in place to makes 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

Special Needs Process

Overview

As a graduate theological school, Garrett-Evangelical has the responsibility of preparing persons for professional church, community, and academic service. It reserves the right, therefore, through a special needs process, to determine whether a student may continue to pursue studies at the seminary. Through the special needs process, Garrett-Evangelical can set conditions and/or establish corrective actions to allow a student to continue their studies at the seminary. The process also allows Garrett-Evangelical to discontinue a student's relationship with the seminary.

Defining a Special Need

A "special need" refers to academic and/or professional (including personal and emotional) situations, as described below, that place the student at risk of discontinuation of enrollment or dismissal from the student's degree program. Special needs are distinct from a student's need for academic accommodations, which are concerned with remedying disability-related barriers to education and seeking to ensure that students with disabilities receive equal access in the academic environment. Special needs are also distinct from concerns of misconduct and responses to misconduct as set out in the *Student Handbook*. A student's willful violation of academic or other institutional policies is not grounds for a special needs review and may lead to immediate dismissal.

A special need often requires consultation and action beyond the teacher-student and/or the advisor-advisee relationship. The criteria and procedures set out below are intended to guide the student, faculty, and administration in developing appropriate responses to student special needs. Garrett-Evangelical students agree by their enrollment to accept these criteria and procedures as part of their theological education and to be bound by them. Students who are unwilling to engage these procedures may be dismissed from the program.

Criteria for Evaluation of Special Needs

The task of the Special Needs committee throughout the review is to work with the student to understand the special need and to develop an appropriate plan in response to that need.

The committee's concern with regard to *academic and theological development* is that of insuring that the student is capable of doing theology as a professional in the church, academy, or community. It is the committee's role to consider whether such capacity is manifest in the first-year or mid-program review process as well as in the student's subsequent coursework. Academic and theological development in graduate theological education includes a consistent and high-level capacity for critical reflection, to think abstractly, to universalize from the particular, and to grow intellectually.

The committee's concern with regard to *professional development* is that of insuring that the student is capable of functioning as a professional in the church, academy, and community. It is the committee's role to consider whether such capacity is manifest especially in the context of field 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. Professional development includes the student's capacity to learn from experience, develop interpersonal relationships, work across diversity and difference, express empathy, maintain appropriate boundaries within relationships, exercise self-regulation, and constructively deal with conflict. Professional development may also be hindered by the

presence of personal, emotional, cognitive, or behavioral disorders which may require further professional assessment and treatment.

Procedures for Evaluation of Student Special Needs

(Note that the Academic Dean may be directly involved in all steps of the special needs process except appeal to president and board.)

1. ADVISOR-ADVISEE CONSULTATION

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

    If the student complies with the agreed upon course of action, the advisor shall notify the appropriate parties and the Special Needs Process will not need to be invoked.

2. EXPANDED ADVISOR-ADVISEE CONSULTATION WITH THE ACADEMIC DEAN

    If 1. does not deal with the special need to the satisfaction of the student, the advisor, and/or the person who identified the special need, the advisor shall hold another consultation with the advisee and the Academic Dean. The consultation may also include the Dean of Students and other faculty members as warranted. The Academic Dean collaborates with the advisor and student to develop a course of action that addresses the special need.

    During this phase, the Academic Dean must notify the student that their consultation is part of the Special Needs Process.

    Any student who is in the Special Needs Process is ineligible to change or be accepted into another degree program at Garrett-Evangelical until the process is resolved.

    If the student complies with the course of action developed in consultation with the Academic Dean, the Academic Dean shall notify all appropriate parties and the Special Needs Process shall be ended.

3. SPECIAL NEEDS COMMITTEE

    a.) If 2. does not meet the special need to the satisfaction of those involved, the Academic Dean asks the chair of the Special Needs committee to convene the committee (annually appointed by the president) within seven business days and provides the chair with a description of the concern and any relevant documentation.

    b.) The chair describes to the committee the special need, reviews the steps taken, and presents any relevant documentation.

    c.) The Special Needs committee, together with the Dean of Students, meets with the student's advisor and the student. The student may invite a faculty/staff member or another Garrett-Evangelical student to accompany him/her in this meeting. The name of an invitee must be communicated three days in advance to the chairperson of the committee. The student shall also have the privilege of presenting to the committee anyone with knowledge of pertinent facts or of presenting pertinent materials, subject to prior approval of the committee. The committee may, but is not required to, accord the student the privilege of asking questions of the persons with pertinent facts.

d.) If the student fails to appear at the stipulated time and place, the Special Needs committee may nevertheless proceed.

e.) If, after the consultation with the student, the Special Needs committee makes a recommendation not affecting the student's continued enrollment, it shall initiate processes and/or actions it considers appropriate to meet the student's need. The Academic Dean may meet with the chair and student to define procedures to address the committee action. When, in the judgment of the committee, such processes have met the student's need, no further action is needed. A written report is made to the Academic Dean and the student and enclosed in the student's file. That report is to be destroyed at graduation.

f.) If, after consultation with the student, the Special Needs committee recommends dismissal, the chair of the committee communicates this recommendation to the student and the Academic Dean in writing and informs the student of the right to appeal (4. below). The Academic Dean shall give as full a report as is needed to inform the faculty of the case at the following faculty meeting. The faculty accepts the report unless new substantial information is presented. In that case, the recommendation may be returned to the committee for further consideration and resubmission.

g.) The Academic Dean communicates to other administrative offices if and when that information is relevant to services to the student.

4. APPEAL TO THE PRESIDENT

- The student may appeal in writing the faculty's action (3.f) to the president within two weeks after communication of the recommendation to the student.
- The president, after consultation with the Special Needs committee, shall also consult, with the student, who may be accompanied by a faculty/staff member or Garrett-Evangelical student of the student's choosing. The name of that person must be communicated to the president three days in advance. The president may also invite others to be part of the consultation.
- The president may affirm the decision of the committee, return it to the committee for further consideration and resubmission, or over-ride the committee's decision.
- The president communicates a final decision to the student and to the faculty in writing and informs the student of the right to appeal (5. below).

5. APPEAL TO THE BOARD OF TRUSTEES

- The student may appeal the action (see 4.d) of the president to the board of trustees within two weeks by letter to the president.
- The chairperson of the board of trustees constitutes, within a reasonable period of time, a committee of trustees. The student may submit in writing a statement of reasons for appeal. The committee of the board of trustees, after review of actions taken under 2., 3., and 4., may uphold the president's decision, request the president to reconsider and resubmit the case, or over-ride the president's decision.
- With the communication of the board's decision to the student, the appeal provisions of the special needs process are exhausted. The action of the board of trustees is final.

Course Descriptions

Course Descriptions by Curriculum Area

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.) 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

BIBHB620 The Bible, the Church, & HIV/AIDS
The purpose of the course is to delve more deeply into biblical perspectives on gender and sexuality, the Christian traditions that have developed from those biblical texts, and their relationship to the current HIV/AIDS crisis. As part of this class, students will learn about those traditions and evaluate their effectiveness in today's contexts. Most important, students will be challenged to ask whether those traditions need to be modified to respond more effectively to the pandemic and to offer creative solutions situated within different biblical and Christian traditions, if warranted.

Prereq: BIBHB500 and BIBNT500 or equivalents

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)

BIBHB803 Prophetic Books
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 1 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: HIST501 or equivalent

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 ofmodern Christian practice and spirituality.

Prereq: HIST-501 or equivalent

HIST 619 Early Christian Art
Christian art, architecture, and archaeology from beginnings to the Carolingian Age.

No prerequisite.

HIST 626 Hermeneutics in Early Christianity
Discussion of approaches to the use and interpretation of the Scripture in the church. Topics vary from year to year.

Prereq: HIST-501 and (BIBHB500 or BIBNT500); may be repeated (depending on topic)

HIST 650 Topics in Christian History
Exploration of topics and periods in the history of Christianity.

Prereq: HIST501 or HIST502; 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.

HIST 803 Christology & Trinity in the Early Church
Doctrine of Christ in the life of the church from the apostolic age through the sixth century.

Prereq: HIST501 or equivalent

HIST 805 Christianity & Culture in the Early Church
Examination of relations between Christianity and Graeco-Roman thought, literature, religion, and daily life.

Prereq: HIST501 or equivalent

HIST 850 Topics in History of Christian Thought
Examination of significant issues, movements, and persons. May be repeated.

Prereq: HIST501 or HIST502; 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.

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 620 Faith in Place: Organizing for Environmental Justice
This course provides education resources and practical experiences to organize for environmental justice in the contexts of neighborhoods, cities, and regions through not-for-profit management, faith-based leadership, and public engagement. Leadership and content for this course is provided by Faith in Place, a globally recognized faith-based environmental justice organization.

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, postcarbon lifestyles and food justice as discipleship, pastoral care and ecological trauma, and the role of movement chaplains in organizing for ecological change.

SP 650 Topics in Spirituality
Courses intended to meet spirutality 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.

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 Public Ministry degree and is open to students from other degree programs if space permits.

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 seminar invites collaborative inquiry and action research on the questions, themes, and issues that define a phenomenon that vexes the human condition: the pervasive and insidious forms of violence in contemporary societies. Gleaning from literature from the fields of practical theology, cultural studies, sociology, and critical pedagogy, the 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. The conceptual premise is that deeper understanding of violence's making (how it is taught and learned) would yield generative clues for its unmaking (through practical theological strategies).

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 ministrycontexts.

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

DENOM603 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

DENOM604 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

DENOM615 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 periods of the mid 1800's to present day.

DENOM616 CME Polity
This course will introduce 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.

DENOM625 UMC General Conference
In-class and travel course to UMC General Conference.

DENOM650 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 Transformaton
This course will explore bibilical, 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, we will be analyzing 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 course is not a philosophical debate about the ontology of race/racism, gender/sexism/ homophobia, and class/inequality (i.e., it does not question whether these realities exist). This class begins with the assumption that these 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
In what ways have spiritualities, how people experience themselves and make meaning as spiritual beings in relation to God, been colonized since Christendom and the exploratory voyages that are the

result of the errant Doctrine of Discovery? What ways were the spiritualities of indigenous peoples suppressed, demonized and jettisoned and replaced with a faith by which many could not find meaning resulting in ill-fitting syncretistic spiritualities in private and public life whether in the form of shamanistic Christianities (e.g., Candomblé and strands of AfroBrazilian Religions or the Afrikania Mission) or Christian Nationalism and its various strands? 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, will be analyzed and critiqued. Ultimately the course aims at disrupting the unequal production of knowledge and thus power that continues to occupy cultures and by extension various spiritual spaces in order to help 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 thant two terms to complete. Registration completed until project has been succesfully 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 & 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 903 PhD Teaching Seminar
Provides reflection on the vocation of theological education and explores practices of teaching and learning.

PH 904 PhD Research Seminar
An interdisciplinary view of research methods for effectiveness in church, academy, and society.

PH 910 Methods, Approaches, & 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 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
The environmental crises facing human communities worldwide present a host of difficult moral and practical questions for the Christian life. The overlapping problems of ecological degradation, resource depletion, climate disruption, and more – alongside related manifestations of social inequity and unrest – reveal the urgent need for systemic and regenerative changes within each sphere of our personal, social, economic, and public lives today. 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 constraucted 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: BIBHB500 or BIBNT500, HIST-501 or HIST-502, THEO-500, PCC-500, Sexual Boundaries and Ethics Workshop, and permission of director of contexutal 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

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/Interdisicplinary special topics. Students may repeat topics they have not already taken.

Master of Arts in Public Ministry

PM 678 & PM 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: MAPM students only

PM 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.

Master of Theological Studies 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.

Contact registrar's office for registration.

TS 695 MTS Thesis Continuation (PT)
For continuous registration at less than half-time status.

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 skills 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. 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 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 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
Theory and practice of pastoral counseling with couples and families, including those in premarital, marital, divorce, and post-marital situation as well as counseling with families.

Prereq: PCC500 Introduction to Pastoral Care or equivalent

PCC 801 Socio-Cultural Foundations: Pastoral Psychologies of Liberation
The heavy emphasis on the individual as the "unit of analysis and primary concern" (Bulhan, 1985) in current psychological science obscures the sociogenesis of human suffering and its salience in facilitating personal and social transformation. This introductory course shifts the focus away from the individual onto the dialectic of human psyche and socio-environmental world (Fanon, 1967, 1968), and using it as theoretical and practical approach to pastoral psychologies of liberation. More specifically, the course will engage students in expanding their capacity to critically examine and analyze contemporary psychological theories and their utility in the practice of pastoral care and counseling as well as the interlocking and intersectional expressions of oppression (i.e. racism, gender & sexism, classism, ableism, etc.) and their impact on psychological and collective consciousness. Through this, we will then venture into collectively re-imagining pastorally and practically what it means to pursue the transformation of the social world using "liberating psychology" (Martin-Baro, 1994)

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
Psychological dynamics preparatory to effective pastoral intervention through pastoral referral, psychotherapy, and/or pastoral care.

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 graduate-level course delves into the theoretical foundations, practical applications, and ethical considerations of group counseling and group work. Through a combination of theoretical exploration, experiential learning, and case studies, students will gain a comprehensive understanding of the dynamics associated with group processes, effective leadership skills, and culturally responsive strategies for facilitating groups.

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 ofvictimology, 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 biopsycho-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 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. 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
Introduce the theoretical foundations upon which, and out of which, a number of counseling and psychoanalytic therapy approaches have been established. Specific attention will be given to the theories of Sigmund Freud, Object Relations theorists, and the Self Psychology theory developed by Heinz Kohut. The course reviews Freud's central concepts including transference, identification, narcissism, and the early underpinnings of relational perspectives will be examined. The course concludes with attention to the development of Self Psychology and its emphasis on empathy as both a critical and enhancing contribution to Freud's theory, as well as contemporary theoretical revisions. Discussions will consistently include application to the clinical experience of the students.

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 940 Social & Cultural Foundations
The purposes of this course is two-fold. Throughout this two-year, six quarter course, students will explore the nature and dynamics of multicultural issues in counseling diverse populations. The first half of the course will deal with religious culture and tradition; the second half of the course will deal with race, ethnicity, class, feminism, and LGBTQ sexuality. We will learn about issues in counseling in urban underserved and economically impoverished populations; we will learn about the history of psychological attitudes that have affected the care of these populations in the past. Our discussions will take place within a framework of mutuality and relationality in counseling, with the counterpoint of psychodynamic perspectives. Finally, we will focus on the counseling of survivors of torture.

PCC 950 Clinical Practicum (100 hours, 40 direct client over two terms)
The purpose of this first-year practicum is to give students the opportunity to develop individual and group counseling skills. Part of the practicum will take place in an affiliated site, while part of it will take place on campus. The combined hours at both sites will be 100 hours, with a minimum of 40 of those hours in direct-client contact over the two-semesters. At their placement site, students are expected to learn to work with the team at the site, make effective contact and interventions with the clients/patients there, and to learn and follow the documentation procedures of the site, in addition to anything else the site in question requires. on campus, students will begin (a) engaging in ongoing supervision with a licensed supervisor, (b) participate in a weekly supervision peer group, (c) learn and follow documentation procedures, and (d) where necessary, carry out case management interventions (e.g. psychiatric referrals).

PCC 960 Clinical Internship (600 hrs, 1 hr supervision weekly over two terms)
The purpose of this second-year internship (which begins in the summer in between the first and second years, and continues until the required numbers of clinical hours is met) is to develop students' individual and group counseling skills by increasing their experiences in assessment, individual and group counseling, documentation (e.g., progress notes and data management), and case management skills (e.g., referrals and referral sources). Students will work with a licensed supervisor and will receive weekly supervision throughout their internship. Part of the internship will take place in an affiliated site,

while part of it will take place on campus. On campus, students will begin (a) engaging in ongoing supervision with a licensed supervisor, (b) participate in a weekly supervision peer group, (c) learn and follow appropriate documentation procedures, and (d) where necessary, carry out case management interventions (e.g. psychiatric referrals).

Preaching, Worship, & Liturgical Studies

LTRGY500 Preaching & Proclamation
Development of the sermon from text and idea through presentation and evaluation. Delivery of sermons in class.

Prerequisites: BIBHB500, BIBNT500, & THEO500

LTRGY502 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, litrugies, and hymns specifically for African American denominations.

Prereq: BIBHB500, BIBNT500 & THEO500

LTRGY510 United Methodist Worship: Theory & Practice
Survey of the ritual and resources provided for United Methodist worship and their theology of worship. Development of skills in the design and leadership of worship.

LTRGY511 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.

LTRGY607 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

LTRGY650 Seminar in Preaching
Special topics in preaching.

Prereq: LTRGY500 or LTRGY502

LTRGY651 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

LTRGY660 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.

LTRGY810 Liturgical Theology
Investigation of contemporary liturgical theology through works of Protestant, Catholic, and Orthodox scholars.

Prereq: 500-level worship course; by permission for masters students

LTRGY811 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

LTRGY812 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

LTRGY813 Eucharist
Exploration of the history, theology, and practice of the Lord's Supper. Special attention to the lturgical developments of the twentieth century to the present.

Prereq: 500-level worship course; by permission for masters students

LTRGY850 Seminar in Preaching
Exploration of trend or issue important to the preaching ministry of the church. May be repeated.

Prereq: LTRGY500 or LTRGY502

LTRGY851 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

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: BIBHB500 or BIBNT500

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 Pneumatology, Ecclesiology, Eschatology
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

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 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

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), andsocial 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

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 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.

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

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 Public Ministry

MAPM 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

Pastoral Care and Counseling/Pastoral Theology

Esther E. Acolatse, PhD Princeton Theological Seminary, Professor of Pastoral Theology and World Christianity
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

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