

*Garrett-Evangelical
Theological Seminary*
Garrett



2015-2016 Academic Handbook

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

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<http://www.garrett.edu>

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



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INTRODUCTION

All entering degree students receive a copy of the academic handbook with their orientation materials. The handbook includes copies of the documents on plagiarism and special needs.

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

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

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

The sexual harassment policy and the educational guide are distributed to the students.

The racism policy and document are available through the publications office and distributed to the students.

PETITIONS

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

Helpful Links:

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



ACADEMIC CALENDAR 2015-2016

FALL SEMESTER, 2015 September 8 - December 16, 2015

Table listing academic events for the Fall Semester 2015, including holds, summer papers, faculty grades, and registration dates.

JANUARY TERM, 2016 January 11-22, 2016

Table listing academic events for the January Term 2016, including registration, orientation, and evaluation dates.



SPRING SEMESTER, 2016 February 1-May 11, 2016

Table with 2 columns: Event/Task and Date. Includes items like 'First day of class and last day for registration', '*Ash Wednesday (no classes)', 'Registration for Summer begins', and 'Last day for summer term registration'.

SUMMER TERM, 2016 June 13-August 8

Table with 2 columns: Event/Task and Date. Includes items like 'Session 1 summer term', 'Drop - Session 1', 'DMin seminars', and 'Summer grades due from faculty'.



DIRECTORY OF ACADEMIC AFFAIRS OFFICES

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THE SEMINARY ACADEMIC COMMUNITY

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

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

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

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

A FACULTY COVENANT

(adopted by the faculty May 1997)

We, the faculty of Garrett-Evangelical Theological Seminary, as we seek to discern the will of God in our moving towards the goal of a more open and inclusive seminary community, covenant together to conduct ourselves in keeping with the following affirmations:

We affirm that Garrett-Evangelical shall be a community where dignity and respect are accorded to each person (whether student, staff, administrator, or faculty) as a daughter or son of God, created in the image of God.

We seek a seminary community in which each student, without regard to sexual orientation, is evaluated by the same criteria in admissions, educational policies, scholarship and loan programs, and housing, in keeping with the human and civil rights policies of The United Methodist Church (1996 Discipline, paragraph 66H). As members of this teaching/learning community, we strive to live by standards of Christian justice, fidelity, and respect, avoiding sexual harassment and exploitation.

In full awareness that The United Methodist Church and Garrett-Evangelical Theological Seminary are divided regarding the issue of sexual orientation/ preference/ identity, we affirm that the right of free expression of diverse biblical, theological, and political perspectives (which are not destructive of the right of free expression or sacred worth of others) shall be safeguarded within the community of the seminary. We recognize the need for further discussion and education about theological, biblical, and ethical understandings of human sexuality and appropriate standards of Christian behavior.

ACADEMIC FREEDOM IN THE CLASSROOM

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

Faculty has the right to present the conclusions of their research and reflection while safeguarding the students' freedom to learn and to draw their own conclusions about the truth. Students have the right of the freedom to learn, drawing their own conclusions about truth. All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. Course readings and requirements should contain items that represent a range of perspectives so that freedom of inquiry is



guaranteed. When alternative viewpoints are discussed in class, disagreements are to be presented by faculty and students alike with fairness to the evidence and respect for the persons advocating such viewpoints. Faculty members are responsible to maintain an atmosphere of fairness in all matters of discussion between themselves and students as well as between students who have differing opinions.

PROFESSIONAL STANDARDS

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

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

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



GETTING STARTED

1. Orientation

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

2. Time Management and Graduate Studies

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

3. ID and Directory Photo

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

4. Information Technology

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

Classes designated on the course schedule with an **asterisk** indicate the use of **Moodle**, which provides enhanced communication and content for the class. Students will access the Moodle site for their courses through myGETS.

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

5. International Students

- a) All international students are required to participate in language assessment testing during orientation. Normally any international student without a prior degree from an English speaking accredited institution will be required to take 50-502 Theological Research and Writing-International Students the first semester of enrollment. It may be necessary to repeat the course.
- b) Data from general interactions with the seminary community, faculty assessment of classroom participation, and recommendations from the language assessment evaluation may necessitate further English as a Second Language (ESL) study at a seminary approved program. The ESL course does not count toward the graduation requirements. The student is eligible for reduced semester hours the term of the ESL course.

6. Accessibility, Special Needs, and Disabilities

Garrett-Evangelical is committed to providing a quality theological education and will provide reasonable accommodations to special needs within the limits of what is readily achievable. Students requiring specific assistance such as classroom changes, alternative ways of note-taking, different classroom procedures, or alternative testing formats are urged to request the appropriate accommodations from the dean of students. The dean of students can advise students on other support services and resources, for example, diagnostic testing for learning disabilities. Students must complete a request for accommodations for a special need or disability form available from the dean of students documenting the disability and providing recent medical records. The faculty is willing to consider adjustments to classroom attendance, yet some classes are more difficult to adjust. For the professional, academic, personal, and/or ministerial development of the student, if accommodations that are needed



or requested are beyond those that have been approved, the seminary special needs process is initiated and committee consulted.

7. Plagiarism and Academic Integrity

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

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

ACADEMIC ADVISORS

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

1. Changing Advisors

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

REGISTRATION

1. Adding and Changing Courses

- a) Students are encouraged to meet with their advisor prior to making course selections.
- b) Review graduation requirements with grids found on myGETS (<https://mygets.garrett.edu/ICS>)
- c) Check that all holds are cleared.
- d) Students then pre-select courses on-line through MyGETS. Students should indicate the grading option of letter grade (**LG**), pass/fail (**P/F**), or audit (**AU**) at the time of registration by notifying the registrar's office. Students admitted on a provisional basis or students on probation need to take courses for a LG until their status is changed. An audit carries no academic credit and requires instructor permission. An audit cannot later be changed to a graded option.
- e) To register for **CPE, independent studies, cross-registration with Northwestern University (NU) or the Association of Chicago Theological Seminaries (ACTS), or thesis continuation** courses, additional paperwork must be submitted to the registrar's office. Student forms can be found in the Student section of myGETS (https://mygets.garrett.edu/ICS/Student/Student_Forms/). See additional information on pages 12-14.
- f) Only students can add courses. Once a course is approved by the advisor, only the advisor can drop a previously approved course.
- g) All registrations must be finalized by the designated dates on the academic calendar. If a student does not complete all the steps of registration by this date the reservations are subject to cancellation and the class will go to the next person in priority on the waiting list.



2. Closed or Waitlisted Courses

- a) If a class closes due to low enrollment students will be notified by e-mail or phone. In some cases the professor will offer the course as an independent study.
- b) Students may be put on a waiting list if a class is full and will be notified if they are moved into the class from the waiting list.

3. Completing Registration -Advisor's Course Approval

- a) Once students reserve space in a course the next step is to obtain their advisor's approval. This completes registration. A completed course is indicated by a C or Current on myGETS. Students may drop or add courses before completing registration with their advisor.
- b) Students may make changes to their schedules through myGETS through the final day for registration (usually the first day of the term; check the academic calendar for details).
- c) During the drop/add week (first two weeks of each semester) students complete drop/add forms and bring them to the registrar's office for completion. Advisor's and instructor's signatures are required.

4. Adding and Changing Courses After Semester Begins

a) Adding Courses

Courses may be freely added through 4:30 pm on the date stated on the academic calendar. Courses may be added with instructor permission for an additional week beyond this date.

b) Dropping Courses

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

5. Registration Times

Course selection begins November 1 for the January term and spring semester, March 15 for the summer term, and June 1 for the fall semester. Course schedules are posted on Garrett-Evangelical's web-site located at <http://www.garrett.edu> and on myGETS at https://mygets.garrett.edu/ICS/Academic_Offices/Office_of_the_Registrar/. All course schedules are subject to change.

6. Registration Priority

- a) Doctoral students and students in the last year of their degree/program will be able to register first. An application for graduation must be on file and all holds must be cleared.
- b) All other Garrett-Evangelical students admitted for the current semester or term are eligible to register through the end of the registration period if all holds are cleared.
- c) Cross-registration and ACTS students are allowed to register during the last week of the registration period.
- d) Priority for most online courses will be given to new and distance students as well as current students who have only taken online courses. Once registration for a term begins, students who meet the criteria for priority registration may contact the Registrar to register. Online courses will open to all students beginning one month before registration closes.

7. Enrollment Limitations for students without a Bachelors

The Association of Theological Schools (ATS) standards require that if Garrett-Evangelical admits a student into a non-degree program without a BA degree (or equivalent), Garrett-Evangelical must limit



the number of such students in any course to 20% or fewer of the course’s enrollees. This means that those admitted without a bachelor’s degree may be ineligible to take certain courses with low enrollment.

8. Full-Time and Part-Time Load Semester full-time definitions:

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

Full-time course load is 11 to 16 semester hours for masters students and 6 to 12 (the norm is 9) semester hours for doctoral students.

Half-time course load is 6 to 10.99 semester hours for masters students and 3 to 5.99 semester hours for doctoral students.

Less than half-time is 0-5.99 semester hours for masters students and 0-2.99 semester hours for doctoral students.

- b) In order to complete the degree program in the 2 or 3 year frame work, masters students should take 28-29 semester hours each year.

9. Hold Policy

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

<u>Type of Hold</u>	<u>Office</u>
Financial	Business
Health Service	Student Affairs
Academic	Academic Dean or Registrar
Overdue books	Library
Scholarship “thank you’s”	Development
Student Loan-related	Financial Aid

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

10. Tuition Payment and Late Fee

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

11. Missing a Registration Period

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

12. Auditing

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

13. ACTS & NU Cross-Registration Procedures

Cross-registration is processed through the **Garrett-Evangelical** registrar's office and is subject to the approval of the host school. Academic regulations and related procedures concerning deadlines for dropping or adding courses are determined by the student’s primary school. Extensions are determined



by the policies of the school at which the student is taking the course. As a rule, students also take Garrett-Evangelical courses along with any cross-registered courses from ACTS or Northwestern. **The last semester of full-time work (or its equivalent in semester hours) toward any degree program should be completed at Garrett-Evangelical.**

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

a) Association of Chicago Theological Schools

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

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

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

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

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

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

1. The student consults the advisor and the director of PhD and/or Advanced Studies (following home school procedures for approval), registrar, and dean’s office. A courtesy e-mail between deans is expected.
2. The student would contact the professor to discuss interest in an independent study.
3. The ACTS deans have approved a set compensation for each student.
4. The student registers at the primary school, pays tuition to the primary school, and the independent study is registered at the primary school with the ACTS professor listed as instructor.
5. If a masters level course is part of the PhD independent study, the student does not cross-register separately for the class but attends the class as part of the independent study arrangement.

b) Northwestern University

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

c) Cross-registration limits

To meet the residency requirements, the total combination of transfer/advanced standing credits and cross-registration credits shall not exceed the maximum of 43 semester hours for the MDiv degree and 28 semester hours for the MA and MTS degrees. PhD students may take a maximum of 12 semester hours.



14. Clinical Pastoral Care (CPE)

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

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

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

a) For Elective Credit

CPE (#32-621) may be taken as an elective for 6 credit hours.

b) For Field Education Credit

As an alternative, registration for CPE may serve as the Field Education placement with permission of the field education director for those students seeking Chaplaincy. The registration is 10-621 for 0 semester hours.

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

15. January and Summer Intensives

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

ADVANCED STANDING AND TRANSFER CREDIT

1. Definitions

Advanced Standing: Students who previously have completed a masters degree in a related field either at Garrett-Evangelical, another ATS accredited seminary, or another accredited institution, and who are now seeking to enroll in a second masters degree may petition the academic dean for advanced standing in that second program. Advanced standing may be granted (1) *without credit* (see also Waived courses below) by exempting students from some courses but not reducing the total number of academic credits required for the degree, or (2) *with credit* by reducing the number of hours required for the degree. Advanced standing with credit cannot be automatically granted on the basis of ministerial or life experience.

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

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

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. Per ATS



guidelines, all credits used towards degree requirements must have been completed within 10 years prior to graduation.

Maximum credit granted for related course work toward a Garrett-Evangelical degree program is as follows: MDiv 43 semester hours if transferring from another 3-year MDiv degree including ETS (Ecumenical Theological Seminary) and for the MA or MTS 28 semester hours if transferring from a 2 or 3 year degree program. For field education to be counted for advanced standing in an MA degree, it must be in an appropriate area of study.

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

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

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

3. Receiving Transfer/Advanced Standing Credit

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

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

4. International Students

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

5. Course of Study School Transfer Credit

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

3 hours	Bible elective
3 hours	History elective
3 hours	32-501 Introduction to Pastoral Care
3 hours	Preaching or Worship

Only courses with grades of B or higher may be counted in this additional credit. Those students under



the former grading system must have grades of D (distinction) or P+. Interested students need to apply for transfer credit upon admission to the Master of Divinity degree program.

COURSE INFORMATION

1. Attendance Policy

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

2. Independent Study

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

3. Extensions/Incomplete Course Work

- a) All course requirements are to be submitted to the professor by the class deadline or no later than the **last day** of the semester or term. In the case of an emergency an extension may be requested.
 - i) **For Masters students**, extensions, if granted, are normally for **four weeks following the last day of class** in spring and fall semesters or the final due date for coursework in January and summer terms. **Extensions may not exceed three months following the end of the term.**
 - ii) **For PhD students**, extensions must be completed before the end of the next semester. If a student, due to unusual circumstances needs to change the due date for an extension he or she needs to **petition** the director of academic studies or the academic dean. This petition requires the support and signatures of the student's advisor, professor (of the incomplete course), and director of the PhD program.
 - iii) **For DMin students**, given the length of time granted to DMin students for completing their paperwork, the policy is not to provide extensions. In the very rare instances that an emergency extension is needed beyond when the grade is due, the professor can confer with the student and the director of the program to establish a suitable deadline.
- b) Students **may not have any more than three extensions at any one time**. If a student has **three** extensions in process, he or she **will not be able to register** for the next semester or term. Students should note that professors have two weeks from the date that work is turned in to submit a grade.
- c) If an extension is granted for a prerequisite course, the student may not register for the next course requiring the prerequisite until the grade is complete or a petition approved. All extension request forms are due to the registrar **before the last day of the course**. A temporary grade of "Y" is listed on the grade report.
- d) Students taking courses at other institutions are subject to the extension policies of the school at which the student is taking the course.
- e) Faculty may choose to grade down for late work, including work completed as part of an official extension.
- f) **The student e-mails all extension work to the professor and copies to the registrar's office (registrar @garrett.edu). If the student misses the deadline, the registrar will record the grade indicated by the professor on the extension form.**



4. Language Credit for Degree Programs

Students may receive elective credit for completing graduate-level language courses. This includes 11-541 Elementary Hebrew I and 12-541 Elementary Greek I as well as other occasional language offerings. MDiv students may take 11-542 Elementary Hebrew II and 12-542 Elementary Greek II as their required bible electives.

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

5. Change of Degree Program

- a) If a change of degree program is considered between the date of admission and the initial date of matriculation, the agreement must be made in writing with the director of admissions.
- b) If a change in degree program is considered at any point after a student has matriculated, a degree change application with the support of the advisor and a faculty in the field of the previous degree and new degree is required. Any petition for a change of degree program must be received prior to the completion of the second full-time semester (or equivalent).
- c) A change of degree program is not available to students who have been denied further registration in one degree program. This does not preclude formal application through the normal admissions process.

6. Off-Campus Trips

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

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

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

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

7. Online Course Limits

Garrett-Evangelical has been approved to offer a limited number of courses in an online format. The maximum number of courses which may be taken in an online format is 1/3 of the degree. Students receiving advanced standing or transfer can take no more than 1/3 of remaining credits toward the degree in an online format. Students seeking ordination should check with the appropriate church authorities to see if there are more specific guidelines that must be met.

ENROLLMENT STATUS

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

1. Enrollment Verification

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



2. Good Standing

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

3. Enrollment Status Changes

To stay in good standing when voluntarily withdrawing from Garrett-Evangelical, completion of the **change of status form** is required. Such changes could include a temporary leave for a semester, the completion of all degree requirements before graduation, or a permanent withdraw. **All students graduating or withdrawing** must schedule an exit interview with the registrar.

a) Inactive Status

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

b) Leave of Absence or Withdrawing from Seminary

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

c) Reinstatement

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

3. Admissions Status

Some students are admitted with stipulations. Students admitted to one of these categories must meet the requirements to be removed from the category before the end of their first full term (or equivalent) to continue in the program.

- a) **Provisional Admit:** Students may be provisionally admitted until a final transcript is received showing they have graduated with their bachelor's degree. A final transcript must be received in order to continue beyond the first term.
- b) **Probationary Admit:** Students admitted in probationary status have the equivalent of one semester to achieve a CUM GPA of 2.5 or greater. All courses should be taken for letter grade. Students who fail to meet these requirements will be dismissed from the program. See further information under Probation below.
- c) **Conditional Admit:** A student is admitted but required to take an English course as a part of their admission to Garrett. Depending on student needs, the English course could be one semester or a full academic year.

4. Probation

When a student is placed on probation, notification is sent to the advisor, the academic dean, the dean of students, and the director of financial aid. It is recommended that probation students meet with their advisor to plan a semester in the 11 to 13 semester hour range. All courses (except pass/fail only courses) should be taken for letter grade while under the probation status. Repeating the required courses as soon as possible is recommended to improve your CUM GPA.

a) One grade below B- for PhD

PhD students who receive a grade below B- in a course will be placed on probation. The director of the PhD program and advisor will be notified. A hearing including the advisor, program director,



and academic dean will be held to review the student's academic performance and any possible remediation. A second hearing will be called after a student receives a second grade lower than B- with the possibility of dismissal.

b) One or two grades of D or F for DMin

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

c) One grade of D or F for MA and MTS Students

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

d) Two grades of D or F for Master of Divinity Students

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

e) CUM GPA below 2.5 for all students

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

f) Removal from Probation

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

5. Repeating a Required Course

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

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

6. Grade Changes

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

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

- a) Students who have failed a course due to an extension that was not completed by the due date may petition the academic dean for a grade change upon completion of the work. The dean will consider the petition and if approved, the work will be forwarded to the professor for a grade. Please note that professors do have the option for grading down work submitted late. If the petition is denied, the failing grade stands.
- b) Students who have failed a required course (curricular or denominational requirement) have the option of repeating the course. Only required courses may be repeated for the purpose of replacing a



failing grade. The original grade of the repeated required course is changed to an RD or RF upon the successful completion (C- or better) of the repeated course and filing of a petition for a grade change. The grades of RD and RF do not count toward graduation or the student's CUM GPA. All grades remain on the transcript. PhD students also need the support of the PhD director and agreement of the academic dean.

7. Dismissal

a) Academic Dismissal

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

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

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

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

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

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

b) Dismissal with CUM GPA Below 2.50

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

c) Academic Readmission after Dismissal

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

GRADING SYSTEM

1. Grading Options

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

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



2. Pass / Fail Guidelines

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

31-618 Choir	32-621 or 10-621 CPE
10-501 or 10-503 Field Placement	34-602/603 Practicum SF
32-852 Practicum in PCC	40-NCTI or 40-CTI
60-690 MTS Thesis	60-689 MTS Colloquium
90-903 Teaching Seminar	90-904 Research Seminar
31-692 Planning Chapel Worship	34-605 Ministry in the Local Congregation
50-502 Theological Research and Writing	Final Integrative Project or Stance

- b) It is a general guideline that students preparing for ministry should take required courses for letter grade. The maximum number of courses which may be taken for pass/fail for each degree program are:

MDiv	28 semester hours maximum
MA or MTS	18 semester hours maximum
PhD	Only 90-903 PhD Teaching Seminar, 90-904 PhD Research Seminar, and courses taken to complete research tools may be taken Pass/Fail

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

3. Grading System and Symbols

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

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

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

b) Grade Point Average (GPA)

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

c) Other notations

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

AU	audit	not taken for academic credit; does not count towards graduation; may not be changed at a later date
IP	in process	courses taken over several semesters
CR	credit	learning goal achieved (A through C-)
P	pass	learning goal achieved (A through C-)
NC	no credit	no credit earned toward graduation



RD	repeated course	no quality points w/petition
RF	repeated course	no quality points w/petition
NG	no grade	grade not received from professor
RW	rewrite	DMin rewrite required
S	satisfactory	no credits
W	withdrawn	drop after the drop/add deadline
W/P	withdrawn passing	official drop while passing
W/F	withdrawn fail	official drop while failing
Y	official extension	approved extension petition on file

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

CUM GPA credits are all attempted for a letter grade.

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

4. Faculty Grade Report Due Dates

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

GRADUATION

1. Requirements for Graduation

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

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

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

2. Degree Completion Limitations

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

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

3. Graduation and Commencement

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

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

4. ProQuest for MTS, DMin, and PhD Degrees

The seminary now requires the use of ProQuest to publish all MTS theses, DMin projects, and PhD dissertations. ProQuest makes the academic work available in a full text format through online



academic search engines, provides electronic copies to our library, and offers printing in book format as an optional service. Submissions will be made online through a special web portal made available to students before graduation. Students are only required to submit the dissertation for Basic Publishing; additional copies and options are at the student's discretion. All fees for the service will be collected by ProQuest at time of submission. This cost is subject to change at ProQuest's discretion.

STUDENT RECORDS

1. Return Policy for Student Papers

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

Process for returning papers.

- a) Papers may be returned in class.
- b) Faculty will not leave papers outside offices for pick-up but rather return them through the mail (students should provide a self-addressed stamped envelope). All ACTS students should provide a self-addressed stamped envelope.
- c) When faculty members have followed the measures in a & b and papers remain unclaimed for three months, the papers will be discarded.

2. Confidentiality and Retention of Student Records

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

a) Family Educational Rights and Privacy Act (FERPA)

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

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

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

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

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

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



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

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

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

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

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

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

3. Retention of Records

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



4. Public Information

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

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

Items classified as public information

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

5. Transcript Requests

- a) All requests for academic transcripts require proof of identity from the student. Transcripts can therefore be requested through Parchment or in writing.
- b) Transcript request forms are available in the registrar's office or online. A processing fee is charged per transcript. In an emergency, a transcript may be faxed for an additional fee, with an official copy sent in the mail. When requesting a facsimile of a transcript, it is with the understanding that the transcript may go to an open or unattended FAX machine or may be seen by someone other than the intended receiver. **If you request a facsimile transcript, you do so with the understanding that Garrett-Evangelical Theological Seminary is not responsible for the privacy of your transcript.** Transcripts on hold are not released. Faculty action about dismissal will be noted on the transcript.
- c) It is the policy of the registrar's office to release official transcripts only to an institution, agency or person for whom the transcript was requested; such transcripts will be mailed directly by the registrar's office. Students may print unofficial transcripts through MyGETS for free.
- d) Transcripts include all work completed at Garrett-Evangelical or our predecessor institutions (Chicago Training School, Evangelical Theological Seminary, and Garrett Theological Seminary/Garrett Biblical Institute). Transcripts in student files from other schools will not be released by the Garrett-Evangelical registrar's office.
- e) Transcripts for the Basic Course of Study program are the property of the General Board of Higher Education and Ministry and cannot be released by Garrett-Evangelical.

ACADEMIC PROGRAMS

1. Degree Programs

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



- a. For congregational or community ministry, the **Master of Divinity** (MDiv) degree or **Master of Arts** degrees (in Christian Education; Music Ministry; Pastoral Care and Counseling; or Spiritual Formation and Evangelism) provide academic and professional preparation.
- b. For advanced preparation in ministry, the **Doctor of Ministry** (DMin) provides training in leadership and congregational development, mission and evangelism, and spiritual formation. In addition we are partners with the ACTS schools in offering a Doctor of Ministry in Preaching.
- c. For preparation for ministries of research and teaching, the **Master of Theological Studies** (MTS) and the **Doctor of Philosophy** (PhD) provide a specialized focus in the study of the Christian tradition and its practices.

2. Programs for United Methodists

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

- a. Students seeking ordination as **elder** in The United Methodist Church usually enroll in the MDiv program (though the Course of Study School may be an option). Most students are full-time; however some of the program may be completed part-time.
- b. Students seeking ordination as **deacon** working in specialized ministries may enroll in the MDiv program, one of the MA programs, or in the Basic Graduate Theological Studies (BGTS) program. Students may enroll in these programs full-time or, as in-ministry students, take intensive courses in January and summer terms.
- c. Students seeking **certification** in children's ministry, Christian education, evangelism, music ministry, spiritual formation, or youth ministry may complete educational requirements either in a degree program or in January and summer terms.
- d. Garrett-Evangelical also participates with the United Methodist General Board of Higher Education and Ministry in providing a Course of Study School for those seeking to serve in ministry as **local pastors**. The Basic Course of Study Program is provided in English, Spanish, and Hmong. The Basic Course of Study program is administered by the Course of Study office at Garrett-Evangelical.
- e. Courses for those interested in the Advanced Course of Study option, leading to ordination as an **elder**, are also available in English and Spanish. Advanced Course of Study requires the completion of at least 32 semester hours of graduate level course work after the completion of the 5-year Basic Course of Study. Advanced Course of Study students must be admitted to Garrett-Evangelical and take classes alongside other graduate level students.

3. Spiritual Formation

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

During VFCL, each student writes a personal assessment, begins to set "covenants" for spiritual growth (including ways to attend to worship, personal devotions, covenant or other small group participation, acts of mercy and social justice, personal stewardship of time and resources, spiritual direction or pastoral counseling), and engages a peer spiritual friend. These practices should be chosen prudentially, reflecting the student's denominational formation and the student's life situation.



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

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

Students may complete a Cross-Cultural and International Education (CITE) approved course or design their own project. A self designed project can be done without additional credit or as an independent study for up to 3 hours of credit.

a. Process for the Cross-Cultural Experience

- i) **Submit a Proposal** for the Cross-Cultural Experience to the advisor or professor overseeing the project. (*A proposal is not necessary for a class or travel opportunity that is already CITE-approved.*) This proposal should include:
 - (1) **Clear identification of the culture** to be experienced and why this is cross-cultural for you.
 - (2) **Bibliography** of at least 1 book and 5 recent and substantial articles on the culture. The reading needs to address aspects of the economic, social, cultural, political and religious life[†] of the community that you are considering cross-cultural. A film may also substitute for one of the articles.
 - (3) **Cultural Interpreter**: provide the name and contact information of a person in the culture with whom you will dialogue about your experience
 - (4) **General Plan** for the experience: this includes the dates for the experience and a plan for how you will be exposed to the cultural inventory[†] (the religious, social, economic, cultural, and political elements of the culture); a description of your travel and living arrangements (if applicable); and a timetable for completing the final paper
 - (5) **Statement of how this experience will enrich your current or future ministry**
- ii) If the advisor or professor approves the project, the proposal is then forwarded by the faculty person to the CITE committee.
- iii) Once approved by CITE, all work is coordinated with the faculty member overseeing the project. The completion form is signed and forwarded to the registrar's office once the project is completed.
- iv) It is recommended that the Cross-Cultural Project is completed during the second year of the MDiv program and prior to the end of the fall semester before graduation for MA students. Students should not expect to be able to complete the project during the spring semester of their graduation year.

b. General Purposes of the Cross-Cultural Experience

- i) Gain familiarity with another culture and models of ministry within that culture.
- ii) Articulate self-knowledge in a new cultural context and to generate awareness of one's own assumed stereotypes and possible prejudices.
- iii) Be able to identify systemic issues that connect the global and local contexts for ministry.
- iv) Gain a deeper awareness of the cultural and religious world in which we minister, as well as a heightened awareness of one's own particular cultural context.
- v) Demonstrate cross-cultural theological understanding on justice issues.
- vi) Articulate a vision of the church inclusive of social and personal transformation.
- vii) Connect the power of the gospel message with its expressions in other cultures.
- viii) Incorporate into ministry a broadened view of what it means to be human and Christian.



c. Definition of “Cross-Cultural”

The “culture” must expose the student to differences in **race, ethnicity, class, and/or regional circumstances**. The culture may also be a different religious community, such as Jewish or Muslim faith communities. If the different religious community is a community within the larger “Christian” religion (e.g., Roman Catholic), then one of the other elements (race, ethnicity, class, and/or region) must also clearly be a part of the experience.

d. Necessary Elements of the Cross-Cultural experience:

i) **Reading** done prior to the experience. (Correlates to the Bibliography submitted in your proposal or the reading assigned in a CITE-approved class or travel course.)

ii) **Experiential component:** exposure to the cultural experience. This can be accomplished in one of the following ways:

- (1) *Field education site* that is intentionally cross-cultural. (The reflection paper is submitted to your field ed supervisor or advisor.)
- (2) *CITE-approved class or travel course*. (The reflection paper is usually submitted to the professor of the class or travel course, unless it is outside Garrett, in which case it should be submitted to your advisor.)
- (3) *Independent study* designed by the student and submitted for approval by the CITE committee: the experiential component is satisfied by a minimum of 20 contact hours or a minimum of a 5-day trip. (The reflection paper is submitted to the professor with whom you sign up for the independent study.)
- (4) *Doing a culturally specific concentration in your coursework* (if relevant as “cross cultural” for you). For examples, there are the options of a concentration in Urban Ministry or a concentration in African American Church Leadership. (The reflection paper would be submitted to your advisor.)
- (5) *A self-designed experience* approved by the CITE committee. The student submits a proposal to the CITE committee concerning an experience that meets the criteria of required reading, a minimum of 20 contact hours, a cultural interpreter and a theological reflection paper.
- (6) *Exchange program* with an institution in a different cultural context. (The reflection paper is submitted to your advisor.)

iii) **Regular Conversations with the Cultural Interpreter:** a minimum of 3 intentional dialogues with your cultural interpreter spread out over the experience

iv) **Theological Reflection Paper:** The student will write a 10-12 page double-spaced paper that contains the following elements:

- (1) *Theological reflection* on the experience with attention to Scripture, doctrine, and/or Christian experience
- (2) *Clear References to the Reading* done prior to the experience
- (3) *Attention to the religious, social, economic, cultural, and political aspects of the culture:* † how you learned from them, was challenged by them
- (4) *Personal reflection about how this experience challenged you:* challenges to your own self-understanding, how your understanding of the Gospel has been changed by the experience

e. Guiding Questions for the aspects of the Cultural Inventory:

i) **Religious life:** What is the religious climate of the local group? Are categories of thought religious or secular? How does religion give expression to the cultural group’s ultimate concern? Which religious symbols play a role in the construction of group and self-identity?

† See section ‘e’ for guiding questions for the “religious,” “economic,” “social,” “cultural,” and “political” aspects of the culture.



- ii) **Economic life:** What are the characteristics of the system of production, distribution, and consumption? What patterns of ownership, capital, resources, and decision-making are identifiable? Who owns? Who controls? Who pays? How does the economy produce group solidarity? Social conflict? What is the relationship between local and global economy?
- iii) **Social life:** What are the patterns of social relationship? Do people relate to each other in terms of race, class, ethnicity, age group, sex group, and so forth? What is the basis for inclusion and exclusion in social groups? What are the dominant social problems? What general outlook on life is held by different social groups?
- iv) **Cultural life:** What are the predominant values of the cultural group? What cultural themes manifest the group's consistent patterns of thought and behavior? Who influences the system of meaning out of which people live?
- v) **Political life:** What is the relationship between political life and the system of beliefs constitutive of the local culture? What is the nature of political leadership? Who has voice and decision-making power? What role does religion, the media and/or popular culture have on political life?

5. Program Evaluations

a. Evaluations and Advancement in the MDiv and MA programs

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

i) Degree Goals

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

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

ii) Mid-program Evaluation Conference

The mid-program evaluation conference is usually scheduled in the MDiv program after the completion of 40 semester hours (or for full-time students in the spring of the second year) and in the MA program after completion of 24 semester hours (or for full-time students early in the fall of the second year). Students will be notified by the registrar's office of times materials are due.

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



entire to the whole faculty about the student's continuation in the program. A faculty team can schedule one additional evaluation conference with the student.

(1) Portfolio

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

(a) Portfolio Checklist

Check with advisor before assembling portfolio for details.

The following materials are included in the portfolio:

- (i) Admissions essay
- (ii) Rule of life and other evidence of spiritual formation (e.g. art work, journal, covenant group participation)
- (iii) Call and Ministry vocation paper
- (iv) Mid-point essay: In 5-7 double-spaced pages, the student should
 1. Respond to the degree outcomes (Personal and corporate spiritual formation; Knowing, understanding, and interpreting the theological tradition; Professional ministerial practice) and how they are being addressed in courses, field education, and seminary life.
 2. Identify and describe at least 3 primary changes experienced as a result of his or her education at G-ETS, and
 3. Describe areas in which he or she has the most work yet to do in preparation for ministry.
- (v) Marked and graded final papers/projects from Introduction to OT, Introduction to NT, History 1 & 2, and Intro to Theology, as well as any completed practice of ministry courses must be included as supporting evidence for progress toward the degree outcomes. Papers or projects from integrative coursework or elective courses may be included. (Check with advisor for more details.)
- (vi) Written or oral review from student's field education site supervisor. The site supervisor should be invited by the student to participate in the conference (either in person or via phone) or to provide written feedback when participation is not possible.
- (vii) Outline of plan for completing the cross-cultural requirement.
- (viii) If the student wishes to declare a field concentration, she or he must seek out a faculty person in the field who will serve as the student's advisor.



iii) Final Integrative Project

(1) MDiv Final Integrative Project

The final integrative project (FIP) is an integrative essay developed primarily during the fall semester of the final year of study and reviewed by faculty early in the spring semester. The FIP process focuses on the step-wise development of an integrative paper. Faculty members lead small groups that work on and review the integrative papers. Students work together through peer review to strengthen their work. Final papers are due in the spring semester early enough to allow time for rewrites if needed. The final integrative papers are graded, and final grades for the course are determined by both the integrative paper and student participation in the process. Papers are graded by teams of faculty small group leaders.

(2) MA Final Stance

The stance is an integrative project or essay, developed during the final year of the program, completed by the beginning of the spring term, and reviewed by a team from the field during the spring term. Each of the MA programs has developed a stance appropriate to the degree. Successful completion is required for graduation.

(a) MA in Christian Education:

For the final one semester hour of credit, MA in CE students will register for 33-600 Christian Education Stance. They will meet in a group with a teacher under whose guidance they will write a *stance*. This will then be graded by two CE faculty members as either pass or fail. This group will be a hybrid course that will accommodate both on-campus and in-ministry students in their last year prior to graduation.

(b) MA in Music Ministry:

The stance is built into the course 31-690 Music Ministry Project taken in the final year.

(c) MA in Pastoral Care and Counseling:

The stance is built into the course 32-852 Practicum in PCC taken in the final year.

(d) MA in Spiritual Formation and Evangelism:

The Spiritual Formation or Evangelism stance (34-600) is integrative work within the context of field education or practicum/supervision in spiritual direction. Students will reflect on the degree goals listed below. Spiritual Formation students will integrate their stance with Core Competencies for Professional Certification in Spiritual Formation. Evangelism students will integrate their stance with Core Competencies for Professional Certification in Evangelism.

b) 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 28 semester hours, and scheduled in the academic calendar. This conference is to be a demonstration of the student's ability to integrate material already covered and to include goal setting for the completion of the degree. Evaluation materials are due to the registrar's office, usually in the spring of the first year. The date for submission of materials is also 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 and the conference scheduled by the registrar. 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

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 the end of October. Students must be in contact with their advisors. The date of the conference will be forwarded to the student. Faculty advisor and evaluating teams are assigned as noted above.

i) Evaluation Conference Materials

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

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

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

d) PhD First-Year Assessment Conference

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

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

- (1) academic strengths and weaknesses
- (2) progress in research tool mastery
- (3) participation in core courses
- (4) outside courses



- (5) outside committee members
- (6) coherence of course selection
- (7) proposed date and topics of qualifying examinations
- (8) projected area of dissertation research



PROGRAMS FOR PREPARING FOR MINISTRY

MASTER OF DIVINITY

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

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

Required components of this degree include:

1. course requirements
2. open elective courses
3. spiritual formation
4. cross-cultural education
5. boundaries training
6. continuing evaluations

1. Core Requirements - 87 semester hours

a. Designated field courses -53 semester hours

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

Area I:	The Christian Tradition in Scripture and History Bible (14 semester hours) Church History (9 semester hours)	23 semester hours
Area II:	Theology and Ethics	15 semester hours
Area III:	Theory and Practice of Ministry	15 semester hours

b. Integrative courses -13 semester hours

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

First Year:	Vocational Formation and Church Leadership (VFCL)	4 semester hours
Second Year:	VFCL and Field Placement	4 semester hours
Third Year:	VFCL and Field Placement	5 semester hours

Students must pass both semesters of each year of VFCL in order to complete the courses. Because each year of VFCL is done as a whole, failure in any term requires a repeat of the entire year. It is expected that at least one year of VFCL be completed on campus.

c. Elective courses – 21 semester hours

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



2. First-year courses

Students are expected to complete certain courses during their first year of studies (or equivalent). Students will not be able to enter a field placement or register for the second year of VFCL until these courses are completed. The required first year courses are:

10-500	Vocational Formation and Church Leadership, year 1
11/12-503	Bible Content
11-500	Introduction to Old Testament
12-500	Introduction to New Testament
13-501	History of Christian Thought & Practice 1
13-502	History of Christian Thought & Practice 2
21-505	Introduction to Theology

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

While a field concentration is not required, students may, in consultation with an advisor in the field, do a field concentration by completing a minimum of 5 courses in a field (including pre-requisite courses, designated field electives, and open electives) plus a portfolio focused in that field. Faculty in the field set standards for completion of the concentration and may require additional requirements beyond the minimum. In this manner, students may develop a concentration for further graduate study or for church certification.

Current concentrations are available in: church history, theology, ethics, worship, pastoral care and counseling, Christian education, spiritual formation, evangelism, pastoral leadership, African American church leadership (interdisciplinary), ecology and justice (in conjunction with Methodist Theological Seminary in Ohio, MTSO), LGBTQ studies (in conjunction with Chicago Theological Seminary, CTS), peace studies (in conjunction with Anabaptist Mennonite Biblical Seminary, AMBS), and urban ministry (in conjunction with the Seminary Consortium for Urban Pastoral Education, SCUPE). Other concentrations may be possible with appropriate faculty consultation and support.

This concentration is listed on the transcript if (1) at least the minimum number of courses is completed, (2) a portfolio 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. Check with faculty in each field for specific requirements.

Because of the limited time frame for completion, any student interested in completing a concentration should begin consulting with their advisor during their first semester. This will maximize the time available and allow the student to switch advisors to someone in the concentration field as soon as possible in the program.

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

4. Spiritual Formation

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

5. Cross-Cultural Requirement

A cross-cultural experience is required for all Master of Divinity students.

6. Boundaries training

Students must complete the sexual ethics and boundaries workshop within the first 12 months of their enrollment at Garrett-Evangelical and prior to their first Field Education Placement.



Master of Divinity Graduation Requirements 2015-2016



NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

COURSE#	TITLE	GRADE	HRS
11/12-503 N&O	Bible Content		2
11-500	Intro to the OT		3
12-500	Intro to the NT		3
(OT elective)			3
(NT elective)			3

or approval by the field **14**

CHURCH HISTORY

COURSE#	TITLE	GRADE	HRS
13-501	Hist Xtn Thought & Prac I		3
13-502	Hist Xtn Thought & Prac II		3
13-500 or above			3

or approval by the field **9**

AREA II THEOLOGY AND ETHICS

COURSE#	TITLE	GRADE	HRS
21-505	Intro to Theology		3
21-506	Doct. of God - Doct. of Creation		3
21-507	Xtology- Theological Anthropology		3
21-508	Pneumatol., Ecclesiol, Eschatol		3
22-506	Christian Moral Theology		3

or approval by the field **15**

AREA III THEORY AND PRACTICE OF MINISTRY

COURSE#	TITLE	GRADE	HRS
31-501	Preaching		3
31-511 or 31-542	Xtn Pbl Wrshp or UM Wrshp		3
32-501	Intro to Pastoral Care		3
33-5XX	Christian Ed		3
34-5XX or 34/21-628	Congregational Ldrshp		3

or approval by the field **15**

INTEGRATIVE COURSES

COURSE# TITLE GRADE HRS

Year 1 or equivalent			
10-500	Vocational Formation & Church Ldrshp (VFCL)		2
(fall & spring)	<i>register both terms</i>		2

Year 2 or equivalent			
10-501	Field Placement		0
	<i>register summer prior or fall</i>		
10-502	VFCL		2
(fall & spring)	<i>register both terms</i>		2

Year 3 or equivalent			
10-503	Field Placement		0
	<i>register summer prior or fall</i>		
10-504	VFCL		2
(fall & spring)	<i>register both terms</i>		2
10-600	Final Integrative Project (FIP)		1

or approval by the field **13**

*ELECTIVE COURSES

COURSE#	TITLE	GRADE	HRS

21

TOTAL: 87 semester hours

*UM ordination requirements 40-674 (UM studies: Wesley & 19th Century) and 40-673 (UM studies: 20th Century to the Present) count as electives. Also a course in Evangelism is required for ordination.
*21-504 (Introduction to Basic Christian Thought) counts only as a general elective (not Theology/Ethics elective) in the MDiv curriculum.

Mid-program evaluation conference **date:**

Cross-cultural requirement completed **date:**

Sexual Boundaries Workshop completed **date:**



2. First-year courses

Students are expected to complete certain courses during their first year of studies (or equivalent). Students will not be able to enter a field placement or register for the second year of VFCL until these courses are completed. The required first year courses are:

10-500	Vocational Formation and Church Leadership, year 1
11/12-503	Bible Content
11-500	Introduction to Old Testament
12-500	Introduction to New Testament
13-501	History of Christian Thought & Practice 1
13-502	History of Christian Thought & Practice 2
21-505	Introduction to Theology

3. Spiritual Formation

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

4. Cross-Cultural Requirement

A cross-cultural experience is required for all Master of Arts students. It is related more fully above. Those in the MA-PCC clinical track are expected to complete a cross-cultural internship in place of the traditional cross-cultural requirement.

5. Boundaries training

Students must complete the sexual ethics and boundaries workshop within the first 12 months of their enrollment at Garrett-Evangelical and prior to their first Field Education Placement.



Master of Arts in Christian Education

Graduation Requirements
2015-2016

Garrett-Evangelical
Theological Seminary
Garrett

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

COURSE#	TITLE	GRADE	HRS
11/12-503 O&N	Bible Content		2
11-500	Intro to the OT		3
12-500	Intro to the NT		3

or approval by field **8**

HISTORY OF CHRISTIAN TRADITION

COURSE#	TITLE	GRADE	HRS
13-501*	History of Xtn Thght & Practice I		3
13-502*	History of Xtn Thght & Practice II		3

or approval by the field **6**

AREA II

THEOLOGY AND ETHICS

COURSE#	TITLE	GRADE	HRS
21-505*	Introduction to Theology		3
21-514 or 22-504	Intro to Global Christianity Church & Community		3

or approval by the field **6**

*Optional courses may be available for Jan/Summer in-Ministry Students

AREA III

THEORY AND PRACTICE OF MINISTRY

Worship

COURSE#	TITLE	GRADE	HRS
31-511 or 31-542	Christian Public Worship or UM Worship: Theol & Practice		3

or approval by the field **3**

***ELECTIVE COURSES**

Recommended for UM candidates: 40-674 (UM Wesley/19th Century) and 40-673 (UM 20th Century to Present) and a course in Evangelism.

COURSE#	TITLE	GRADE	HRS
			3
			3
			3

9

CHRISTIAN EDUCATION

COURSE#	TITLE	GRADE	HRS
33-502	Teaching for Bibl Faith		3
33-506	Theo Ed in the Parish		3
33-XXX			3
33-XXX			3
33-835 or 33-837	Hist & Theories of Xtn Educ. or Approaches to Christian Educ		3

15

INTEGRATIVE COURSES

Option 1

COURSE#	TITLE	GRADE	HRS
10-500	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	register both terms		2

COURSE#	TITLE	GRADE	HRS
10-501	Field Placement		0
10-502	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	register both terms		2
33-600	Christian Education Stance		1

9

or

Option 2: for those who have completed or are in process with an MDiv

COURSE#	TITLE	GRADE	HRS
10-500	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	register both terms		2

COURSE#	TITLE	GRADE	HRS
33-801	Advanced Practicum in Teaching		2
(fall & spring)	register both terms		2
33-600	Christian Education Stance		1

9

TOTAL Semester Hours: 56

Mid-program evaluation conference date:

Cross-cultural requirement completed date:

Sexual Boundaries Workshop completed date:



**Master of Arts in Christian Education
in Youth Ministry**
Graduation Requirements
2015-2016



NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

COURSE#	TITLE	GRADE	HRS
11/12-503 O&N	Bible Content		2
11-500	Intro to the OT		3
12-500	Intro to the NT		3

or approval by field 8

HISTORY OF CHRISTIAN TRADITION

COURSE#	TITLE	GRADE	HRS
13-501*	History of Xtn Thght & Practice I		3
13-502*	History of Xtn Thght & Practice II		3

or approval by the field 6

AREA II

THEOLOGY AND ETHICS

COURSE#	TITLE	GRADE	HRS
21-505*	Introduction to Theology		3
21-514 or 22-504	Intro to Global Christianity Church & Community		3

or approval by the field 6

*Optional courses may be available for Jan/Summer in-Ministry Students

AREA III

THEORY AND PRACTICE OF MINISTRY

Worship

COURSE#	TITLE	GRADE	HRS
31-511 or 31-542	Christian Public Worship or UM Worship: Theol & Practice		3

or approval by the field 3

***ELECTIVE COURSES**

Recommended for UM candidates: 40-674 (UM Wesley/19th Century) and 40-673 (UM 20th Century to Present) and a course in Evangelism.

COURSE#	TITLE	GRADE	HRS
			3
			3
			3

9

CHRISTIAN EDUCATION

COURSE#	TITLE	GRADE	HRS
33-502	Teaching for Biblical Faith		3
33-506	Theological Education in the Parish		3
33-611	Youth, Culture, and Church		3
33-612	Youth and Faith Passage		3
33-835 or 33-837	Hist & Theories of Xtn Educ. or Approaches to Christian Educ		3

15

INTEGRATIVE COURSES

Option 1

COURSE#	TITLE	GRADE	HRS
10-500	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	register both terms		2

COURSE#	TITLE	GRADE	HRS
10-501	Field Placement		0
10-502	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	register both terms		2
33-600	Christian Education Stance		1

9

or

Option 2: for those who have completed or are in process with an MDiv

COURSE#	TITLE	GRADE	HRS
10-500	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	register both terms		2

COURSE#	TITLE	GRADE	HRS
33-801	Advanced Practicum in Teaching		2
(fall & spring)	register both terms		2
33-600	Christian Education Stance		1

9

TOTAL Semester Hours: 56

Mid-program evaluation conference date:

Cross-cultural requirement completed date:

Sexual Boundaries Workshop completed date:



Master of Arts in Music Ministry

Graduation Requirements 2015-2016



NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

COURSE#	TITLE	GRADE	HRS
11/12-503 O&N	Bible Content		2
11-500	Intro to the OT		3
12-500	Intro to the NT		3

or approval by field **8**

HISTORY OF CHRISTIAN TRADITION

COURSE#	TITLE	GRADE	HRS
13-501*	History of Xtn Thght & Practice I		3
13-502*	History of Xtn Thght & Practice II		3

or approval by the field **6**

AREA II

THEOLOGY AND ETHICS

COURSE#	TITLE	GRADE	HRS
21-505*	Introduction to Theology		3
21-514 or 22-504*	Intro to Global Christianity Church & Community		3

or approval by the field **6**

*Optional courses may be available for Jan/Summer in-Ministry Students

AREA III

THEORY AND PRACTICE OF MINISTRY

Worship

COURSE#	TITLE	GRADE	HRS
31-511 or 31-542	Christian Public Worship or UM Worship: Theol & Practice		3

or approval by the field **3**

Mid-program evaluation conference date:

Cross-cultural requirement completed date:

Sexual Boundaries Workshop completed date:

MUSIC MINISTRY

COURSE#	TITLE	GRADE	HRS
31-615	Congregational Song		3
31-687	Colloquium in Sacred Music I-A		1
	Colloquium in Sacred Music I-B		1
31-688	Colloquium in Sacred Music II-A		1
	Colloquium in Sacred Music II-B		1
31-6XX or 31-643	Conducting or Choral Literature		3
31-640 (normally totals 4 hrs)	A.		.5 .5
	B.		.5 .5
	C.		.5 .5
	And D.		.5 .5
31-618* (normally totals 2 hrs)	E.		.5 .5
	F.		.5 .5

16

*Students are required to undertake at least 1 credit of applied music study each semester, usually through the School of Music at Northwestern University, and to participate in one of the chapel music ensembles each semester. It is expected that 4 of these hours would be in organ for organ majors (1 credit per semester), the remaining hours in voice, piano, and/or harpsichord (.5 credits per semester).

INTEGRATIVE COURSES

COURSE#	TITLE	GRADE	HRS
10-500 (fall only)	Vocational Formation & Church Leadership (VFCL)		2
31-625	Music Ministry in Local Church		3
31-690	Music Ministry Project		3

8

DESIGNATED ELECTIVE COURSES

Recommended for UM candidates:

40-674 UM Wesley/19th Century

40-673 UM 20th Century to Present

Evangelism: either 34/21-628 Theology of Evangelism or

34-537 Empowering the Congregation for Evangelism

All other candidates:

31-6xx Music Literature (Music elective)

31-6xx History or Theory (Music elective)

31-xxx Worship elective

COURSE#	TITLE	GRADE	HRS
			3
			3
			3

9

TOTAL Semester Hours: 56



Master of Arts in Music Ministry
Organ Concentration
Graduation Requirements
2015-2016



NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include 11/12-503 O&N Bible Content, 11-500 Intro to the OT, 12-500 Intro to the NT.

or approval by field 8

HISTORY OF CHRISTIAN TRADITION

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include 13-501* History of Xtn Thght & Practice I, 13-502* History of Xtn Thght & Practice II.

or approval by the field 6

AREA II

THEOLOGY AND ETHICS

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include 21-505* Introduction to Theology, 21-514 or 22-504* Intro to Global Christianity Church & Community.

or approval by the field 6

*Optional courses may be available for Jan/Summer in-Ministry Students

AREA III

THEORY AND PRACTICE OF MINISTRY

Worship

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Row includes 31-511 or 31-542 Christian Public Worship or UM Worship: Theol & Practice.

or approval by the field 3

Mid-program evaluation conference date:

Cross-cultural requirement completed date:

Sexual Boundaries Workshop completed date:

MUSIC MINISTRY

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include 31-515 Congregational Song, 31-687 Colloquium in Sacred Music I-A, 31-688 Colloquium in Sacred Music II-A, 31-6XX or 31-643 Conducting or Choral Literature, 31-640 (A-F)*.

16

*Students are required to undertake at least 1 credit of applied music study each semester, usually through the School of Music at Northwestern University, and to participate in one of the chapel music ensembles each semester.

INTEGRATIVE COURSES

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include 10-500 Vocational Formation & Church Leadership (VFCL), 31-625 Music Ministry in Local Church, 31-690 Music Ministry Project.

8

DESIGNATED ORGAN COURSES

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include 31-6XX Organ Literature, 31-6XX Organ Literature: Church Year, 31-643 Music Elective: History or Theory.

9

TOTAL Semester Hours: 56



Master of Arts in Pastoral Care & Counseling

Graduation Requirements
2015-2016



NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

COURSE#	TITLE	GRADE	HRS
11/12-503 O&N	Bible Content		2
11-500	Intro to the OT		3
12-500	Intro to the NT		3

or approval by field **8**

HISTORY OF CHRISTIAN TRADITION

COURSE#	TITLE	GRADE	HRS
13-501*	History of Xtn Thght & Practice I		3

or approval by the field **3**

AREA II

THEOLOGY AND ETHICS

COURSE#	TITLE	GRADE	HRS
21-505*	Introduction to Theology		3
21-514 or	Intro to Global Christianity		3
22-504*	Church & Community		3

or approval by the field **6**

*Optional courses may be available for Jan/Summer in-Ministry Students

AREA III

THEORY AND PRACTICE OF MINISTRY

Worship

COURSE#	TITLE	GRADE	HRS
31-511 or	Christian Public Worship or		3
31-542	UM Worship: Theol & Practice		3

or approval by the field **3**

PASTORAL CARE & COUNSELING

Required courses are determined with faculty advisor

COURSE#	TITLE	GRADE	HRS
32-501	Introduction to Pastoral Care		3
32-814	Psychology of Religion		3
32-834	Premarital, Marital, & Family Counseling		3
32-631	Pastor as Counselor		3
32-852	Practicum in PCC		2
32-XXX			3
32-XXX			3

20

INTEGRATIVE COURSES

COURSE#	TITLE	GRADE	HRS
10-500	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	register both terms		2

COURSE#	TITLE	GRADE	HRS
32-621	CPE		3
			3

10

***ELECTIVE COURSES**

Recommended for UM candidates: 40-674 (UM Wesley/19th Century) and 40-673 (UM 20th Century to Present) and a course in Evangelism.

COURSE#	TITLE	GRADE	HRS
			3
			3

6

TOTAL Semester Hours: 56

Mid-program evaluation conference **date:**

Cross-cultural requirement completed **date:**

Sexual Boundaries Workshop completed **date:**



Master of Arts in Pastoral Care & Counseling Clinical Track Graduation Requirements 2015-2016



NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

Table with columns: COURSE#, TITLE, GRADE, HRS. Rows: 11-500 Intro to the OT, 12-500 Intro to the NT

or approval by field

6

HISTORY OF CHRISTIAN TRADITION

Table with columns: COURSE#, TITLE, GRADE, HRS. Row: 13-501* History of Xtn Thght & Practice I

or approval by the field

3

AREA II

THEOLOGY AND ETHICS

Table with columns: COURSE#, TITLE, GRADE, HRS. Rows: 21-505* Introduction to Theology, 21-514 Intro to Global Christianity, 22-504* Church & Community

or approval by the field

6

*Optional courses may be available for Jan/Summer in-Ministry Students

INTEGRATIVE COURSES

Table with columns: COURSE#, TITLE, GRADE, HRS. Row: 32-600 Integrative Seminar

Table with columns: COURSE#, TITLE, GRADE, HRS. Row: 10-621 CPE

1

PASTORAL CARE & COUNSELING

Required courses are determined with faculty advisor taken at Garrett-Evangelical

Table with columns: COURSE#, TITLE, GRADE, HRS. Rows: 32-501 Introduction to Pastoral Care, 32-814 Psychology of Religion, 32-834 Premarital, Marital, & Family Counseling, 32-833 Introduction to Psychological Testing, Measurement and Assessment, Psychopathology and Maladaptive Behavior, Substance Abuse and Addiction, 32-604 Research Methods in Pastoral Counseling

21

taken at Northwestern University

Table with columns: COURSE#, TITLE, GRADE, HRS. Rows: Group Dynamics, Processing and Counseling, Lifestyle and Career Development

6

CLINICAL TRAINING

taken at Center for Religion and Psychotherapy of Chicago

Table with columns: COURSE#, TITLE, GRADE, HRS. Rows: PCC-900 Human Growth and Development, PCC-910 Counseling Theory, PCC-920 Counseling Techniques, PCC-930 Professional, Legal and Ethical Responsibilities, PCC-940 Social and Cultural Foundations, PCC-950 Practicum (100 hrs), PCC-960 Clinical Internship (600 hrs)

18

TOTAL Semester Hours: 61

Students intending to seek ordination as a Deacon in The United Methodist Church will need to take UM Studies: Wesley & 19th Century, UM Studies: 20th Century to Present, a basic Worship course and an Evangelism course in addition to the requirements listed here.

Mid-program evaluation conference date:

Sexual Boundaries Workshop completed date:



MA in Spiritual Formation & Evangelism

Graduation Requirements
2015-2016



AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

COURSE#	TITLE	GRADE	HRS
11/12-503 A&B	Bible Content		2
11-500	Intro to the OT		3
12-500	Intro to the NT		3

or approval by field

8

HISTORY OF CHRISTIAN TRADITION

COURSE#	TITLE	GRADE	HRS
13-501*	Hist of Xtn Thght & Practice I		3
13-502*	Hist of Xtn Thought & Practice II		3

or approval by the field

6

AREA II

THEOLOGY AND ETHICS

COURSE#	TITLE	GRADE	HRS
21-505*	Introduction to Theology		3
21-514 or 22-504*	Intro to Global Christianity Church & Community		3

or approval by the field

6

*Optional courses may be available for Jan/Summer in-Ministry Students

AREA III

THEORY AND PRACTICE OF MINISTRY

WORSHIP

COURSE#	TITLE	GRADE	HRS
31-511 or 31-542	Christian Public Worship or UM Worship: Theol & Practice		3

or approval by the field

3

ELECTIVE COURSES

Recommended for UM candidates: 40-674 (UM Wesley/19th Century) and 40-673 (UM 20th Century to Present) and a course in Evangelism.

COURSE#	TITLE	GRADE	HRS
			3
			3
			3

9

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

SPIRITUAL FORMATION & EVANGELISM:

Consult with advisor in defining courses.

Select 3 courses from:

34-507 Sp Direction/Companionship or other 34-5XX

31-5xx or 31-8xxx Worship course 21/34-837 Wesleyan Theo & Spirit

33-502 Teaching for Biblical Faith 33-506 Theo Ed in the Parish

33-612 Youth & Faith Passage 33-815 Adults in Christian Faith

34/21-628 Theology of Evangelism

34-537 Empowering the Congregation for Evangelism

COURSE#	TITLE	GRADE	HRS
34-511 or 34-540	Prayer in Christian Ministry or Sprtl Disp in Pers & Parish Renewal		3
	Evangelism course		3
			3
			3
			3

15

INTEGRATIVE COURSES

COURSE#	TITLE	GRADE	HRS
	Year 1 or equivalent		
10-500	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	(register both terms)		2

Year 2 or equivalent

10-501	Field Placement		0
10-502	VFCL		2
(fall & spring)	(register both terms)		2
34-600	Evangelism Stance		1

9

OR

Year 1 or equivalent

10-500	Vocational Formation & Church Leadership (VFCL)		2
(fall & spring)	(register both terms)		2

Year 2 or equivalent

34-602B & 34-603 B	Practicum/Supervision in Spiritual Formation/Companionship		2
(fall & spring)	(register both terms)		2
34-600	Spiritual Formation Stance		1

9

TOTAL Semester Hours: 56

Mid-program evaluation conference date:

Cross-cultural requirement completed date:

Sexual Boundaries Workshop completed date:



DOCTOR OF MINISTRY

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

- African-American Congregational Leadership
- Community Organizing
- Congregational Leadership
- Spiritual Direction
- Preaching (ACTS program)

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

1. Core Requirements – 30 semester hours

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

i) Foundational courses - 9 semester hours.

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

ii) Area of Concentration – 15-16 semester hours

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

iii) Project Proposal – 3 semester hours

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

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

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

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

2. Additional requirements

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

**Doctor of Ministry- Graduation Requirements 2015-2016**

ID#: _____ Name: _____ Advisor: _____

AFRICAN-AMERICAN CONGREGATIONAL LEADERSHIP**COURSEWORK PHASE****FOUNDATIONAL COURSES- 9 hours**

COURSE#	TITLE	GRADE	HOURS
80-758	Research Design and Methodology*		3
80-745	Cultural Values in Congregational Life		3
32/33-800	Seminar on Practical Theology		3

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

TRACK COURSES- 16 hours

COURSE#	TITLE	GRADE	HOURS
80-709	African-American Church Admin & Congregational Development		3
	Kellogg Seminar (Faith-based) (2 courses)		1.5 1.5
	Kellogg Seminar (General) (2 courses)		1.5 1.5
	Kellogg Seminar- Capstone Course		1
	AACL course* or elective (with approval)		3
	AACL course* or elective (with approval)		3

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

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
80-790	Proposal Research and Writing		3

CANDIDACY PHASE- 2 hours

COURSE#	TITLE	GRADE	HOURS
80-795A	Project Research and Writing		2

TOTAL Semester Hours: 30**With the exception of 32/33-800, all course numbers in the DMin program will begin with 80-7...**

Research Project Title:

Research Project Defense Date:



Doctor of Ministry- Graduation Requirements 2015-2016

ID#: _____ Name: _____ Advisor: _____

CONGREGATIONAL LEADERSHIP

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
80-758	Research Design and Methodology*		3
80-745	Cultural Values in Congregational Life		3
32/33-800	Seminar on Practical Theology		3

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

TRACK COURSES- 16 hours

CONGREGATIONAL LEADERSHIP- 16 hours

80-757	Administration and Leadership		3
	Kellogg Seminar (Faith-based) (2 courses)		1.5 1.5
	Kellogg Seminar (General) (2 courses)		1.5 1.5
	Kellogg Seminar- Capstone Course		1
	CL course or elective (with approval)		3
	CL course or elective (with approval)		3

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
80-790	Proposal Research and Writing		3

CANDIDACY PHASE- 2 hours

COURSE#	TITLE	GRADE	HOURS
80-795A	Project Research and Writing		2

TOTAL Semester Hours: 30

With the exception of 32/33-800, all course numbers in the DMin program will begin with 80-7...

Research Project Title:

Research Project Defense Date:



Doctor of Ministry- Graduation Requirements 2015-2016

ID#: _____ Name: _____ Advisor: _____

COMMUNITY ORGANIZING

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
80-758	Research Design and Methodology*		3
80-745	Cultural Values in Congregational Life		3
32/33-800	Seminar on Practical Theology		3

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

TRACK COURSES- 15 hours

COURSE#	TITLE	GRADE	HOURS
80-757	Administration and Leadership		3
80-760	Planning for Renewal		3
	Stewardship: Praxis of Justice and Peace		3
	Community Organizing Practicum		3
	Evangelism Course or Elective		3

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
80-790	Proposal Research and Writing		3

CANDIDACY PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
80-795B	Project Research and Writing		3

TOTAL Semester Hours: 30

With the exception of 32/33-800, all course numbers in the DMin program will begin with 80-7...

Research Project Title:

Research Project Defense Date:



ACTS Doctor of Ministry in Preaching



Graduation Requirements
2015-2016

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

REQUIRED COURSES

YEAR 1

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

Research Project Title:

EVALUATIONS:

Mid-program evaluation conferences

On-site advisory team Date:

Faculty committee Date:

Advancement to Candidacy Date:

Research project defense Date:

YEAR 2

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

YEAR 3

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

TOTAL Semester Hours 30



Doctor of Ministry- Graduation Requirements 2015-2016

ID#: _____ Name: _____ Advisor: _____

SPIRITUAL DIRECTION

COURSEWORK PHASE

FOUNDATIONAL COURSES- 9 hours

COURSE#	TITLE	GRADE	HOURS
80-758	Research Design and Methodology*		3
80-745	Cultural Values in Congregational Life		3
32/33-800	Seminar on Practical Theology		3

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

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

COURSE#	TITLE	GRADE	HOURS
80-732	History and Theology of Christian Spirituality (includes SD Module 1)		3
80-735	Spirituality, Diversity, and the Global Landscape (includes SD Module 2)		3
80-707	Spiritual Practice (includes SD Module 3)		3
80-706	Spiritual Formation and the Leader (includes SD Module 4)		3
	Practicum in Spiritual Formation (includes SD Module 5)		3

MIDPROGRAM PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
80-790	Proposal Research and Writing		3

CANDIDACY PHASE- 3 hours

COURSE#	TITLE	GRADE	HOURS
80-795B	Project Research and Writing		3

TOTAL Semester Hours: 30

With the exception of 32/33-800, all course numbers in the DMin program will begin with 80-7...

Research Project Title:

Research Project Defense Date:



DEACON STUDIES FOR UNITED METHODIST STUDENTS

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

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

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

- 11-500 Introduction to Old Testament (3 semester hours)
- 12-500 Introduction to New Testament (3 semester hours)
- 13-501 History of Christian Thought and Practice I (3 semester hours) *or* 13-602 approved history topics course (3 semester hours)
- Mission of the Church (3 semester hours) – *One of the following:* 21-514 Introduction to Global Christianity *or* 22-504 Church and Community
- Theology (3 semester hours) – *One of the following:* 21-505 Introduction to Theology, 21-506 Doctrine of God, 21-507 Christology *or* 21-508 Pneumatology, Ecclesiology, Eschatology
- Worship (3 semester hours) – *One of the following:* 31-511 Christian Public Worship, *or* 31-542 UM Worship: Theology and Practice
- Evangelism (3 semester hours) – *One of the following:* 34/21-628 Theology of Evangelism, *or* 34-537 Empowering the Congregation for Evangelism
- United Methodist Studies (6 semester hours) –
 - On-campus: *Both of the following:* 40-674 United Methodist Studies: Wesley/19th Century *and* 40-673 United Methodist Studies: 20th Century to the Present
 - Online: *All three of the following:* 40-676 United Methodist History, 40-677 United Methodist Doctrine, and 40-678 United Methodist Polity

Garrett-Evangelical offers a record of completion to students who complete the entire sequence through Garrett-Evangelical. By recommendation of the Division of Deacon and Diaconal Ministries of the UMC Board of Higher Education and Ministry, the maximum number of transfer courses is 4. The UMC Discipline 2012 requires a minimum total of 24 semester hours. Per GBHEM, online course credit for Deacon Studies (BGTS) may not exceed a total of 18 semester hours.

CERTIFICATION STUDIES FOR UNITED METHODIST STUDENTS

Garrett-Evangelical cooperates with The United Methodist Church by providing courses that meet the educational requirements for professional certification in children's ministry, Christian education, youth ministry, music ministry, evangelism, and spiritual formation. A student in an MDiv or MA program may complete certification requirements through five courses in a professional specialization, plus field education and United Methodist Studies.

Per GBHEM, online course credit for certification studies may not exceed 3 of the 5 required courses.

An alternative route for professional certification is the completion of the following cluster of courses:



CHILDREN'S MINISTRY

33-502	Teaching for Biblical Faith	3
33-610	Children and Christian Faith	3
33-506	Theological Education in the Parish	3
33-801	Advanced Practicum in Teaching	3
40-673 or 40-674 or 40-676 or 40-677 or 40-678	UM Studies: 20 th Century to the Present or UM Studies: Wesley & 19 th Century or United Methodist History or United Methodist Doctrine or United Methodist Polity	2 or 3

CHRISTIAN EDUCATION

33-502	Teaching for Biblical Faith	3
34-504 or 34-505 or 34-609 or 33/34-617 or 33/34-627	Church Administration or Leadership in the Local Church or Congregational Dev/Redevelopment or Group Process for Congregational Change or Educating For & Leading Social Justice Ministries	3
33-506	Theological Education in the Parish	3
33-801	Advanced Practicum in Teaching	3
40-673 or 40-674 or 40-676 or 40-677 or 40-678	UM Studies: 20 th Century to the Present or UM Studies: Wesley & 19 th Century or United Methodist History or United Methodist Doctrine or United Methodist Polity	2 or 3

EVANGELISM & CHURCH PLANTING

33-502	Teaching for Biblical Faith	3
40/21-628	Theology of Evangelism	3
40-673 or 40-674 or 40-676 or 40-677 or 40-678	UM Studies: 20 th Century to the Present or UM Studies: Wesley & 19 th Century or United Methodist History or United Methodist Doctrine or United Methodist Polity	2 or 3
Select 2 out of 3: 1) 40/34-537 2) 34-609 3) 34-506	Empowering the Congregation for Evangelism Planning and Planting Congregations Pastor and the People	6

SPIRITUAL FORMATION

33-502	Teaching for Biblical Faith	3
34-540 or 34-511	Spiritual Disciplines for Personal & Parish Renewal or Prayer in Christian Ministry	3
34-602	Practicum in Spiritual Direction/Companionship	3
34-507	Spiritual Direction/Companionship	3
40-673 or 40-674 or 40-676 or 40-677 or 40-678	UM Studies: 20 th Century to the Present or UM Studies: Wesley & 19 th Century or United Methodist History or United Methodist Doctrine or United Methodist Polity	2 or 3

MUSIC MINISTRY

33-506	Theological Education in the Parish	3
33-502	Teaching for Biblical Faith	3
31-625	Music Ministry in the Local Church	3
31-515 or 31-640	Congregational Song or Applied Church Music	3
40-673 or 40-674 or 40-676 or 40-677 or 40-678	UM Studies: 20 th Century to the Present or UM Studies: Wesley & 19 th Century or United Methodist History or United Methodist Doctrine or United Methodist Polity	2 or 3

YOUTH MINISTRY

33-502	Teaching for Biblical Faith	3
33-611	Youth, Culture, and Church	3
33-612	Youth and Faith Passage	3
33-506	Theological Education in the Parish	3
40-673 or 40-674 or 40-676 or 40-677 or 40-678	UM Studies: 20 th Century to the Present or UM Studies: Wesley & 19 th Century or United Methodist History or United Methodist Doctrine or United Methodist Polity	2 or 3



ADVANCED COURSE OF STUDY FOR UNITED METHODIST STUDENTS

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

The 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.

It consists of a minimum of 32 semester hours of graduate theological study or its equivalent as determined by the General Board of Higher Education and Ministry. These shall include the areas of evangelism, and United Methodist history, doctrine and polity.

Garrett-Evangelical also offers a record of completion for those students who complete a 36-hour sequence of Garrett-Evangelical courses in the following areas:

Foundational Courses (15 hours):

- New Testament – 3 hours
- Old Testament – 3 hours
- Christian History – 3 hours
- Theology – 3 hours
- Ethics/Mission of the Church – 3 hours

Functional Courses (15 hours):

- Preaching – 3 hours
- Worship – 3 hours
- Pastoral Care – 3 hours
- Christian Education – 3 hours
- Evangelism – 3 hours

United Methodist Courses (6 hours):

On-campus option:

UM Studies: Wesley/19th Century – 3 hours

UM Studies: 20th Century to Present – 3 hours

Online option:

United Methodist History – 2 hrs

United Methodist Doctrine – 2hrs

United Methodist Polity – 2hrs

In addition, one basic unit of Clinical Pastoral Education (CPE) may be recognized as the equivalent of six semester hours. By recommendation of the Division of Ministry of the UMC General Board of Higher Education and Ministry, the maximum number of transfer courses is 3. Per GBHEM, online course credit for the Advanced Course of Study (ACOS) may not exceed a total of 10 semester hours.



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

MASTER OF THEOLOGICAL STUDIES

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

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

1. Core Requirements - 57 semester hours

a. Designated field courses -24 semester hours

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

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

b. Specialization courses -15 semester hours

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

c. Elective courses – 12 semester hours

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

d. Colloquium and Thesis – 6 semester hours

2. MTS Residency

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

b) MTS continuation

i) MTS students may stay in continuous registration until the thesis is completed by registering for either 60-693 or 60-695.

(1) 60-693 MTS Thesis (post course work)

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



(2) 60-695 MTS Thesis Continuance

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

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

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

Upon receiving the application for graduation and the request for reinstatement, the student will be required to register for at least one semester of 60-695 MTS Thesis Continuance.

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

3. MTS Thesis

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

a. Guidelines for the MTS Thesis

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

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

(1) Turabian, Kate. A Manual for Writers of Term Papers, Theses, and Dissertations. 7th Edition. Chicago: University of Chicago Press. 2007.

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

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

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

- iv) The final typed draft of the thesis is submitted to the advisor by the due date, and the date for the thesis defense is set by the advisor and the student, within the time period stipulated by the academic calendar.

- v) The thesis is graded either pass or fail.

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

- vii) Laying out the text: (primarily drawn from Turabian, chapter 14)

(1) See and follow the example title page (next page).

(2) Margins: Leave a margin of one and one-half inches on the left edge and at least one-inch on the other edges of the text. Right margins should be justified, and all hyphenation must be carefully checked and adjusted.

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



- (4) **Pagination:** Every page must be assigned a page number. Although counted in the pagination, the number should not appear on the title page or other display pages. Number the preliminary pages with lower case roman numerals (iv, etc.) centered at the foot of the page, at least three-fourths of an inch from the bottom edge. Number the text, illustration pages, appendix notes, bibliography or reference list, etc., with Arabic numerals centered or flush right at the top of the page three-fourths below the top edge. On pages with major headings (e.g. first page of a chapter) place the number centered at the foot of the page three-fourths of an inch from the bottom edge. Pagination of the body of the paper begins with 1 and runs consecutively to the end.
 - (5) For other questions about the layout, see Turabian, chapter 14 or the APA Publication Manual, Appendix A.
 - viii) Footnotes, Endnotes, or Reference Citations, and Bibliographies or Reference lists: See Turabian, chapters 8-12 or the Publication Manual of the APA, chapter 3.
 - ix) Be consistent in following one of the above styles after consulting with your faculty advisor.
- b) Sample of Thesis Title Page**

Thesis format: Left margin = 1.5"; top, bottom and left margin = 1"; Double spaced and single sided
The title page information should be centered on the front page of the thesis.

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

YOUR THESIS TITLE

A
THESIS

Submitted in Partial Fulfillment
of the Requirements

for the degree

MASTER OF THEOLOGICAL STUDIES

Field of _____

By

Your full name

Evanston, Illinois

Date



Master of Theological Studies

Graduation Requirements 2015-2016



NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

AREA I

THE CHRISTIAN TRADITION IN SCRIPTURE AND HISTORY

BIBLICAL INTERPRETATION

COURSE#	TITLE	GRADE	HRS
			3
			3

6

CHURCH HISTORY

COURSE#	TITLE	GRADE	HRS
			3
			3

6

AREA II
THEOLOGY AND ETHICS

COURSE#	TITLE	GRADE	HRS
			3
			3

6

AREA III

THEORY AND PRACTICE OF MINISTRY

COURSE#	TITLE	GRADE	HRS
			3
			3

6

THESIS REQUIREMENTS

COURSE#	TITLE	GRADE	HRS
*60-689	MTS Colloquium		0
*60-689	MTS Colloquium		0
60-690	MTS Thesis		3
60-690	MTS Thesis		3

6

*register for 60-689 in fall term of each year

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

MTS Continuation following coursework:

60-693 MTS Thesis (post course work) for 0 semester hours with full-time, available one year only.

60-695 MTS Thesis continuance for 0 semester hours with less than half-time

SPECIALIZATION (15 hours) - Select One:

- | | |
|--|--|
| <input type="checkbox"/> Old Testament | <input type="checkbox"/> Liturgy |
| <input type="checkbox"/> New Testament | <input type="checkbox"/> Religion, Personality & Culture (requires 32-814 Psych of Religion) |
| <input type="checkbox"/> History of Christianity | |
| <input type="checkbox"/> Theology/Ethics | |

	Grade	Hrs
		3
		3
		3
		3
		3

15

ELECTIVE COURSES

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

Old Testament – Hebrew

New Testament - Greek

COURSE#	TITLE	GRADE	HRS
			3
			3
			3
			3

12

TOTAL Semester Hours: 57



DOCTOR OF PHILOSOPHY

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

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

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

a. Foundational courses - 7 semester hours.

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

b. Area of Concentration - 33 semester hours

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

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

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

d. Boundaries Workshop

e. Qualifying Examinations

f. Dissertation Proposal

g. Dissertation

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

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

4. **Additional requirements**

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



Doctor of Philosophy in Biblical Studies Graduation Requirements 2015-2016



CORE CURRICULUM

Table with 4 columns: COURSE# HRS, TITLE, GRADE, HRS. Rows include Hermeneutics, Teaching Seminar, and Research Seminar.

or approval by the field 7

CORE BIBLICAL STUDIES COURSES

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include Methods, Approaches, & Theories of Biblical Interpretation, Introduction to Biblical History and Archeology, and Biblical Theology.

9

MAJOR: select one from Old Testament or New Testament

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Three empty rows for selection.

9-12

MINOR: select other testament or another field in theological curriculum

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Three empty rows for selection.

6-9

ELECTIVES: as decided with adviser

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Three empty rows for selection.

6-9

Total Semester Hours 40

Independent Studies: maximum of 18 semester hours

Outside courses: maximum 12 semester hours at other institutions

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

Sexual Boundaries Workshop completed date:

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages:

Hebrew, Greek, & ANOTHER modern language as necessary for research. One-year equivalent of Hebrew and Greek at admission. Advanced work in language of major testament to be completed by end of 1st year of coursework.

Hebrew _____
Greek _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:



Doctor of Philosophy
in Christian Education & Congregational Studies
 Graduation Requirements
2015-2016



CORE CURRICULUM

COURSE# HRS	TITLE	GRADE	HRS
90-901	Biblical & Theological Hermeneutics (taken 1st semester)		3
90-903	Teaching Seminar (taken 1st year of course work)		2
90-904	Research Seminar (taken last year of course work)		2

or approval by the field 7

MAJOR: Christian Education and related disciplines

COURSE#	TITLE	GRADE	HRS
33-835	History & Theory of Christian Ed		3
			3
			3
			3
			3
			3
			3
			3
			3
			3

18-24

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

COURSE#	TITLE	GRADE	HRS
			3
			3
			3
			3
			3

9-12

ELECTIVES: as needed

COURSE#	TITLE	GRADE	HRS
			3
			3

Total Semester Hours 40

Independent Studies: maximum of 18 semester hours

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

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

Sexual Boundaries Workshop completed date:

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages &/or *research tools: 2 required

- 1. Research language and research tools: One language related to field of research and one research tool related to field of research (a research tool is met by two graduate courses or equivalent)
 - Or
- 2. Languages: if you choose this option, then 2 courses in research must be taken as a part of your regular course work.
 - _____
 - _____

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, 2 from Garrett-Evangelical
 Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

**Minimum of 3 members, 2 from
Garrett-Evangelical**

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:



Doctor of Philosophy
History of Christianity and Historical Theology
Graduation Requirements
2015-2016



CORE CURRICULUM

Table with 4 columns: COURSE# HRS, TITLE, GRADE, HRS. Rows include 90-901, 90-903, and 90-904.

or approval by the field 7

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

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include Applied Historiography.

18-24

MINOR: in a cognate concentration (determined with advisor)

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows for minor courses.

9-12

ELECTIVES: as needed

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Dashed lines for elective entries.

6

Total Semester Hours 40

Independent Studies: maximum of 18 semester hours

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

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

Sexual Boundaries Workshop completed date:

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

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

- Checkboxes for research tool requirements.

First year evaluation report:

Qualifying examination committee: Minimum of 3 members, two from Garrett-Evangelical Chair: Affiliation:

Professor: Affiliation:

Professor: Affiliation:

Professor: Affiliation:

Date of candidacy:

Dissertation committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: Affiliation:

Professor: Affiliation:

Professor: Affiliation:

Professor: Affiliation:

Date:

Dissertation Title:



**Doctor of Philosophy
in Liturgical Studies**
Graduation Requirements
2015-2016

CORE CURRICULUM

COURSE# HRS	TITLE	GRADE	
90-901	Biblical & Theological Hermeneutics (taken 1st semester)		3
90-903	Teaching Seminar (taken 1st year of course work)		2
90-904	Research Seminar (taken last year of course work)		2

or approval by the field **7**

MAJOR: Liturgical Studies

COURSE#	TITLE	GRADE	HRS
31-815	Sacramental Theology		3
31-835	Liturgical Theology		3
31-838	Baptism & Reaffirmation		3
31-847	Eucharist		3
90-910	Ritual Studies		3
			3
			3

24

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

COURSE#	TITLE	GRADE	HRS
			3
			3
			3

9

Total Semester Hours 40

Independent Studies: maximum of 18 semester hours

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

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

Sexual Boundaries Workshop completed date:

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages: 2 required

Select from Latin, Greek, or Hebrew

Select from French, German, or Spanish

First year evaluation report: _____

Qualifying examination committee:

Minimum of 3 members, two from Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

**Minimum of 3 members, two from
Garrett-Evangelical**

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:



Doctor of Philosophy
in Pastoral Theology, Personality, and Culture
Graduation Requirements
2015-2016



CORE CURRICULUM

Table with 4 columns: COURSE# HRS, TITLE, GRADE, HRS. Rows include 90-901, 90-903, and 90-904.

or approval by the field 7

MAJOR: Pastoral Theology

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Multiple empty rows for course entry.

18

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

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Multiple empty rows for course entry.

9

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

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Multiple empty rows for course entry.

6

Total Semester Hours 40

TRACK 2: in addition to the above requirements, taken at an affiliated pastoral counseling center

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. Rows include PCC-900, PCC-910, PCC-920, PCC-930, PCC-940, and PCC-950.

18

RESEARCH COURSE: One course taken for research tools may be applied towards the hours needed for the degree

Table with 4 columns: COURSE#, TITLE, GRADE, HRS. One row with HRS value of 2.

2

Total Semester Hours 60

NAME:

ID#:

ADVISOR:

TRANSFER CREDIT:

Research languages &/or *research tools: 2 required
(*each research tool is met by two graduate courses or equivalent;
2 hours academic credit from one course applied towards the degree)

Form with two checkboxes and lines for input.

First year evaluation report: _____

Qualifying examination committee:
Minimum of 3 members, two from Garrett-Evangelical
Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date of candidacy: _____

Dissertation committee:

Minimum of 3 members, two from
Garrett-Evangelical

Chair: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Professor: _____ Affiliation: _____

Date: _____

Dissertation Title:

Independent Studies: maximum of 18 semester hours

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



OTHER ACADEMIC PROGRAMS

ENRICHMENT STUDIES – NON-DEGREE

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

GUEST STUDENTS

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

COOPERATIVE DEGREE PROGRAMS

MDiv & MSW Degrees:

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

The normal pattern for the dual degree program consists of an initial two full years or their equivalent at Garrett-Evangelical, one full year at the Loyola School of Social Work and a final year with the equivalent of at least 15 semester hours of work at each school. Work in the final year will be primarily elective courses with an emphasis on integration of the perspectives and professional training provided in the respective programs.

In their work for the MDiv degree the specifics of each student's program are determined in consultation with the student's advisor and with the approval of the academic dean at Garrett-Evangelical. A similar process is followed for work toward the MSW degree at Loyola. Planning with the respective advisors at each school should begin as soon as a student is admitted by both schools. Up to 22 semester hours, or the equivalent, may be granted in the MDiv program for courses including field education, taken in the MSW program upon approval of the academic dean. Similarly, 9 semester hours of credit toward the MSW degree may be granted for work done in the MDiv program upon approval of the appropriate academic officer at the Loyola School of Social Work.

MDiv with Peace Studies Concentration:

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

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



MDiv with LGBTQ Studies Concentration:

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

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

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

MDiv with Anglican Studies Diploma:

Episcopalian students can complete the MDiv at Garrett-Evangelical while completing the Diploma in Anglican Studies through Bexley Seabury. The Diploma provides the theological grounding necessary for ordination in the Episcopal Church. The courses completed towards the Diploma meet a variety of requirements and electives in the MDiv curriculum at Garrett-Evangelical. Courses are taught as hybrid residential/online courses. On-campus portions meet in Chicago and/or in Columbus, OH.

MDiv with Ecology and Justice Concentration

Garrett-Evangelical and Methodist Theological Seminary in Ohio (MTSO) cooperate in a program that enables Garrett-Evangelical students to complete a concentration in Ecology and Justice. Garrett-Evangelical students wishing to complete the concentration will take a minimum of five courses that MTSO offers as a part of their Ecology and Justice specialization. Where possible these five courses should cover these four different areas – Theory, Practice, Biblical background, and Theological background – plus one elective course in Ecology and Justice. Courses are offered at MTSO in Delaware, OH. Students completing the concentration will have it reflected on their Garrett-Evangelical transcripts.

Garrett-Evangelical and MTSO have a cross-registration agreement, and students can register at either school using the cross-registration form available through their registrar's office.



Appendices

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

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

Plagiarism -

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

Special Needs -

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



HUMAN SUBJECTS RESEARCH

- 1. 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.

Any student conducting research with human subjects must give attention to the potential risks for those subjects. The researcher must identify threats to the rights or well being of persons or groups of persons who participate in any studies conducted under the auspices of the institution. In general, classroom research projects will not need to be reviewed by the Human Subjects Research Review Committee if they present low risks to the human subjects. Examples of projects which would ordinarily involve low risk would include:

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

Other research which would involve greater risks to the human subject(s) must be undertaken with the utmost care and attention to protecting confidentiality and to keeping risks at a minimum and must be reviewed by the Human Subjects Research Review Committee.

- 2. Any person conducting research with human subjects must give attention to:**
 - a) **Respect for persons:** The subjects must be respected. They must be informed about the nature of the research, how their confidentiality will be protected, and what form the reporting will take. Any notes or recordings must be kept under the control of the researcher and should be destroyed when the project is completed.
 - b) **Risk/benefit ratio:** Any research subject must be informed about the potential risks and benefits of participating in the research project. The research subjects should be informed about the risk of loss of confidentiality. Research may uncover personal material that is painful or wounding. Some information uncovered during the conduct of classroom research may be subject to legal or ethical demands for reporting. Students who have questions about risk in their project should consult with the instructor of the class.
 - c) **Confidentiality:** The research investigator will be expected to remove identifying names, locations, and dates from the report shared in class unless permission to share has been explicitly given by the human subject and all others who would be identified in the research report. In most cases, the instructor of the course will be denied access to the identity of the human subjects of the research. Research investigators are responsible for retention of research files and for destroying them when the project is complete.

3. Human Subjects Review Types

- a) Categories of Human Subjects Review
 - i) *General Review:* All research involving human subjects should be reviewed by the HSRC.
 - ii) *Expedited Review:* There are certain categories of minimal risk human subjects research designated as qualifying for expedited committee review. The expedited review application must be completed, as well as the rest of the form.
 - iii) *Periodic Review:* All human subjects research must be reviewed and approved at least once every two years. Notification of the need to submit the human subjects review form for periodic



review will be sent to the investigator a month prior to the month in which annual review is to be accomplished.

iv) *Revised Projects*: Revisions of protocols and/or consent forms must be reviewed and approved by the HSRC prior to implementation.

b) Further information and guidelines are available through the Northwestern University Institutional Research Board at: <http://nuinfo.northwestern.edu/research/OPRS/irb/>.

c) Elements of a Research Protocol

i) A research protocol should include the following:

ii) Protocol title and date, name and address of principal investigator, site(s) where study will be performed

iii) Background, rationale, or literature review -- basis for doing the clinical research study

iv) Key questions/hypothesis

v) Research objectives and purpose

vi) Research methods

vii) Protection of subject confidentiality

viii) Anticipated results and potential pitfalls

ix) How and where the research will be reported

4. Responsibilities of Investigators Conducting Human Subject Research

a) In designing a study, investigators should consider the three underlying ethical principles for conducting research with human subjects: respect for persons (informed consent); beneficence (risk/benefit ratio); and justice (equitable selection of subjects).

b) Research investigators acknowledge and accept their responsibility for complying with all requirements of the Garrett-Evangelical HSRC.

c) Investigators are responsible for ensuring that all research involving human subjects is submitted to the HSRC prior to initiation of research.

d) Investigators are responsible for obtaining and documenting informed consent in accordance with federal regulations. Consent forms may only be used for one year from the date of the last protocol approval.

e) Research investigators will promptly report proposed changes in previously approved human subject research activities to the HSRC. The proposed changes will not be initiated without HSRC review and approval, except where necessary to eliminate apparent immediate hazards to subjects.

f) Research investigators are responsible for retention of research files and informed consent documents for at least three years after completion of the research activity.

g) When other hospitals or institutions are participating in research protocols for which a Garrett-Evangelical investigator has primary responsibility, those institutions must possess an applicable assurance prior to involvement of human subjects in those research protocols.



PLAGIARISM

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

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

1. What is plagiarism?

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

“According to the Merriam-Webster Online Dictionary, to ‘plagiarize’ means:

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

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

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

“All of the following are considered plagiarism:

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

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

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

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

All professors are required to report and submit evidence of *all* suspected incidents of academic dishonesty, especially plagiarism, to the academic dean’s office. (Note that many faculty use plagiarism detection software such as Turnitin to assist in checking submitted work.)

Such reports to the dean’s office result in a conference with the student, academic advisor, academic dean, and, in some cases, with the faculty member. On the basis of the conference, the academic dean writes a letter to the student reporting the content of the conference, including any decisions made. A copy of this letter is placed in the student’s file and remains there until the time of graduation, when the letter is destroyed.



Note: Students may be dismissed on a first case; a second instance of documented academic dishonesty is cause for the student's automatic dismissal from the degree program.

3. How to avoid plagiarism

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

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

“If you knew it or held it as your own opinion before you began preparing your paper, it need not be acknowledged (unless you had recently acquired it from your reading). If you got it from some outside source [whether print or online] after beginning preparations, it must be acknowledged. Sometimes the materials from an outside source are extremely broad and contribute only to your general understanding of the subject. If so, acknowledgment by means of a bibliographical note at the end is sufficient. But wherever they are specific facts, explanations, judgments, opinions, or hypotheses, their exact source must be given in a footnote. *Such acknowledgement is required even when you present this specific material entirely in your own words.*

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

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

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

4. Examples

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

a) Direct Plagiarism

i) Source Material (Psychology source)

The human face—in repose and in movement, at the moment of death as in life, in silence and in speech, when alone and with others, when seen or sensed from within, in actuality or as represented in art or recorded by the camera—is a commanding, complicated, and at times



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

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

Many experts agree that *the human face, whether in repose or in movement, is a commanding, complicated, and sometimes confusing source of information. The face is commanding because it's visible and omnipresent. Although sounds and speech may be intermittent, the face even in repose may give information. And, except by veils or masks, the face cannot be hidden. Also, the face is the location for sensory inputs, life-supporting intake, and communication.*

iii) Comment

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

b) The Mosaic

i) Source Material (Linguistics source)

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



the repertoire. [Joshua Fishman, *Language in Sociocultural Change* (Stanford University Press, 1972), 67.]

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

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

iii) Comment

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

c) Paraphrase

i) Source Material

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

ii) Use of Source

Hemingway tries to discover the values in life that will best serve man. Since Hemingway has rejected traditional values, he himself establishes a kind of "code" for his heroes. This code is better seen than spoken of. The Hemingway hero doesn't speak of abstract qualities like courage



or honesty. He lives them. But this living of values entails continual performance – the Hemingway hero is always having his values put to the test.

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

iii) Comment

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

d) Insufficient Acknowledgement

i) Source Material

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

ii) Use of Source

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

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

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

iii) Comment

This half-crediting of a source is a common form of plagiarism. It stems either from a desire to credit one's source and copy it too or from ignorance as to where to footnote. The general rule is to footnote after rather than before your source material. In this case, the plagiarist credits historian Peter Laven with two sentences and then continues using the author without giving acknowledgment. The student disguises the direct plagiarism as a paraphrase by using the falsely-explanatory phrase "This means that..." in the third sentence. This example of plagiarism



is especially reprehensible because the student seemingly acknowledges her source—but not enough.

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

- Turabian, Kate L., Booth, Wayne C., Colomb, Gregory G. and Williams, Joseph M. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 10th ed. Chicago: University of Chicago Press, 2007.
- *Chicago Manual of Style*. 16th ed. Chicago: University of Chicago Press, 2010. For a quick guide see http://www.chicagomanualofstyle.org/tools_citationguide.html. This guide provides examples of citations from online/electronic sources, such as ebooks, Kindle, and online journals.
- Web resources for both *A Manual for Writers of Term Papers, Theses, and Dissertations* and *Chicago Manual of Style* are available at <<http://www.wisc.edu/writing/Handbook/DocChicago.html>>.
- American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th ed.) Washington, D.C. An online tutorial is available at <<http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>>. An online guide is also available at <http://owl.english.purdue.edu/owl/section/2/10/> (accessed 11 October 2012).
- MLA (Modern Language Association): See the online guide at <http://owl.english.purdue.edu/owl/resource/747/01/> (accessed 11 October 2012). MLA style is most commonly used to write papers and cite sources within the liberal arts and humanities. This resource reflects the *MLA Handbook for Writers of Research Papers* (7th ed.) and the *MLA Style Manual and Guide to Scholarly Publishing* (3rd ed.), offers examples for the general format of MLA research papers, in-text citations, endnotes/ footnotes, and the Works Cited page.

SPECIAL NEEDS PROCESS

Procedures and Criteria

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

1. Introduction

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

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

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

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



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

2. Outline of Procedure

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

a) Advisor-Advisee Consultation

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

b) Expanded Advisor-Advisee Consultation with Academic Dean

If a) does not deal with the special need to the satisfaction of the student or the advisor or the faculty member who identified the special need, the advisor or faculty member includes in the conversations with the advisee, the academic dean, and any one or several of the following persons: dean of students, other faculty members (or their delegate[s]). The academic dean works with the advisor and student seeking a course of action which defines and deals with the special need.

c) Special Needs Committee

- i) If b) does not meet the special need to the satisfaction of those involved, the academic dean asks the chair of the special needs committee to convene the special needs committee (annually appointed by the president) within seven business days.
- ii) The convener describes to the committee the special need, reviews the steps taken, and presents any documentation which is considered relevant. The committee elects a chairperson for the committee's work with that student. The academic dean is informed of their recommendations and the academic dean's office keeps the report. The academic dean communicates to other administrative offices when that information is relevant to services to the student.
- iii) The special needs committee meets with the student's advisor and, together with the dean of students, meets the student. The student may invite a faculty/staff member or a seminary student to accompany him/her. If the student chooses to do so, the name of that person must be communicated three days in advance to the chairperson. The student shall have the privilege of presenting to the committee anyone with knowledge of pertinent facts or of presenting pertinent materials, subject to prior approval of the committee. The committee may, but is not required to, accord the student the privilege of asking questions of the persons with pertinent facts.
- iv) If the student (and invitee) fail to appear at the stipulated time and place, the special needs committee may nevertheless proceed.
- v) If the special needs committee makes a recommendation not affecting the student's tenure, it shall initiate processes of consultation and/or action, which it considers appropriate to meet the student's need. When in the judgment of the committee the process has met the student's need, no further action is needed but a report is made to the academic dean and enclosed in the student's file, and destroyed at graduation.
- vi) The chair of the special needs committee communicates the final action to the student and the academic dean in writing and informs the student of the right to appeal (D. below). The academic dean may meet with the committee chair and student to define procedures to address the committee action.
- vii) If the special needs committee makes a recommendation affecting the student's tenure, that is, recommends dismissal, the academic dean shall give at the following faculty meeting as full a report as is needed to inform the faculty of the case. The faculty accepts the report unless new substantial information is presented. In that case, the recommendation may be returned to the committee for further consideration and resubmission. Under circumstances in which the nature



of the case permits or demands immediate faculty action, the faculty may opt for another disposition of the case.

d) Appeal to the President

- i) The student may appeal in writing to the president the faculty's action (c.vii) within two weeks after the academic dean's communication of it to the student.
- ii) The president, after consultation with the special needs committee, shall also consult, with or without persons of his/her choosing, with the student, who may be accompanied by a faculty/staff member or seminary student of his/her choosing. The name of that person must be communicated to the president three days in advance.
- iii) The president may affirm the decision of the faculty or return it to the faculty for further consideration and resubmission. Under circumstances in which the nature of the case permits or demands immediate action, the president may choose in favor of another disposition of the case.
- iv) The president communicates his/her final decision to the student and to the faculty in writing and informs him/her of the right to appeal (e) below).

e) Appeal to the Board of Trustees

- i) The student may appeal the action (see d.iv) of the president to the board of trustees within two weeks by letter to the president.
- ii) The chairperson of the board of trustees constitutes, within a reasonable period of time, a committee of trustees. The student may submit in writing a statement of reasons for his/her appeal. The committee of the board of trustees, after review of actions taken under b), c) and d), may 1) uphold the president's decision; 2) request the president to reconsider and resubmit the case; or 3) make its own disposition of the case.
- iii) With the communication of the board's decision to the student, the appeal provisions of the special needs process are exhausted. The action of the board of trustees is final.

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

The complete text of the Special Needs document, including criteria for evaluation, is available on myGETS at the office link for Academic Affairs and the Dean of Students.



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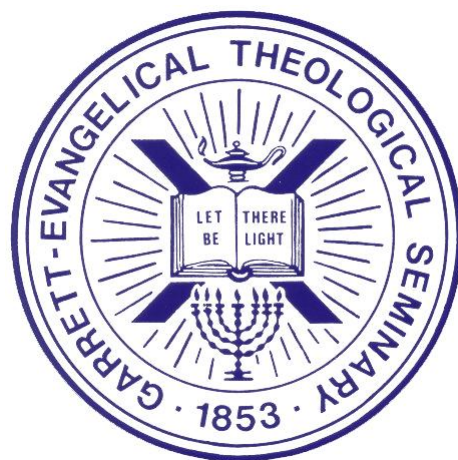
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