



Academic Handbook 2023-2024

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



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The editable texts of the academic handbook are kept in the office of registration services, Garrett-Evangelical Theological Seminary.

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

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



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Introduction

All entering degree students receive a copy of the academic handbook with their orientation materials. Additionally the handbook is posted for public and student access on MyGETS (<https://mygets.garrett.edu>). The handbook includes copies of the documents on human subjects research, academic accommodations, 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 registration services 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:

- a.) The [Academic Bulletin \(catalog\)](#) is a publication containing descriptions of all courses offered and general information about the seminary and is available from registration services.
- b.) The **class schedule and academic calendar** are available on the **Garrett-Evangelical web** (www.garrett.edu), **MyGETS** (<https://mygets.garrett.edu/>), and from registration services.
- c.) The [Student Life handbook](#), published by the office of student life, provides information on student life in general.
- d.) The [Field Education policies and procedures manual](#) contains policies related to student field placements and is maintained by the field education office.
- e.) **Additional DMin and PhD policies** are available in the [program handbooks](#) created for each program.
- f.) The [sexual misconduct policy](#) and the educational guide are distributed to the students.
- g.) The **racism policy and document** are available through the office of student life and distributed to the students.

Petitions

Students may petition 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. Students may check with the office of registration services for which signatures are needed for any specific request. The denied or approved petition is provided to the student with copies filed in the student's folder maintained by registration services. Appeals to the petition decision should be directed to the academic dean.

Helpful Links:

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



Academic Calendar 2023-2024

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

FALL SEMESTER, 2023 August 21-December 13

Last day to apply for fall conferral	July 28
Summer papers due to faculty	4 weeks after last class session
Summer grades due from faculty	September 8
International Student Orientation & Advising	August 14-18
Due date for DMin project, MTS thesis, & PhD dissertation to advisor for fall conferral	August 21
August Intensive	August 21-26
Fall Independent study requests due to registrar	August 28
Faculty retreat	August 28-29
Orientation & Advising.....	August 28-September 1
*Labor Day (no classes; offices closed)	September 4
First day of class and last day to register	September 5
Last day to add classes	September 11
Drop (last day without notation on record)	September 18
All requirements met & holds cleared for fall degree conferral	September 29
Board of Trustees meeting.....	October 12
*Reading days (no classes)	October 12-13
Holds due from business, health & library.....	October 12
Registration for January/Spring begins (10 am)	Nov 1 (doctoral & seniors) & Nov 15 (All)
First year/Mid-program evaluations completed.....	November 3
Fall diplomas mailed	beginning November 1
Deadline for transfer credit petitions (Fall admits)	Nov 15
Thanksgiving recess	November 20-24
January Independent study requests due to registrar	December 11
*Labor Day make-up classes	Mon December 11
*Make-up class for reading day (Thursday classes meet)	Tues December 12
*Make-up class for reading day (Friday classes meet).....	Wed December 13
Last day of fall term.....	December 13
Last day to apply for spring graduation	December 13
Last day for Jan registration	December 15
Fall grades due from faculty	January 5
Fall extensions due	January 10

JANUARY TERM, 2024 January 8-26

January Independent study requests due to registrar	December 11
Registration last day	January 8
Fall extensions due	January 10
DMin orientation and first day	TBA
First day of class.....	January 8
Drop (last day without notation on record)	January 9
Martin Luther King Jr. holiday- (no classes; offices closed)	January 15
Last day of January term classes.....	January 26
Jan term course work due to faculty (recommended before spring term)	February 23
January grades due from faculty	March 8
January extensions due	March 22



SPRING SEMESTER, 2024 February 5-May 14

Spring Independent study requests due to registrar	January 8
First day of class and last day for registration	February 5
Last day to add classes	February 9
*Ash Wednesday (no classes).....	February 14
Drop (last day without notation on record).....	February 16
Board of Trustees meeting.....	per President's Office
Senior graduation meeting (exit interviews & survey).....	Noon February 28
Due date for PhD dissertation to advisor.....	March 1
Holds due from business, health, development & library.....	March 1
Registration for Summer and Fall begins (10 am).....	Mar 15 (doctoral & seniors) & Apr 1 (All)
Jan. extensions & senior course work due from previous terms.....	March 22
Spring Break (inc. Easter Monday).....	March 25-April 1
*Maundy Thursday and Good Friday (no classes; offices closed)	March 28-29
Deadline for transfer credit petitions (Spring admits)	Apr 1
Due date for DMin project & MTS thesis to advisor	April 1
Grades for senior's course work due from previous terms (all grades except Garrett-Evangelical spring courses)	April 19
Financial clearance deadline for graduation.....	April 19
Due date for final approved MTS thesis, PhD dissertation, & DMin projects to ProQuest & approval forms to registrar	May 3
All grades submitted, degree requirements met, & holds cleared for Commencement participation	
*Make-up classes for Easter Monday (Monday classes meet)	Mon May 13
*Make-up classes for Ash Wednesday (Wednesday classes meet)	Tues May 14
Last day of spring term	May 14
Graduation rehearsal	afternoon May 15
Board of Trustees meeting.....	May 16
Graduation	May 17
Summer Independent study requests due to registrar	May 20
Last day for summer term registration	4 weeks before course start (per course)
Spring grades due from faculty	May 29
Diplomas mailed for all with final grades.....	June 1
Spring extensions due.....	June 11

SUMMER TERM, 2024 May 20-July 31

May Session.....	May 20-31
Drop – May Session (last day without notation on record).....	May 20
June Session.....	June 3-14
Drop – June Session (last day without notation on record)	June 3
Summer online session	June 1 - July 31
Drop – Online Session (last day without notation on record).....	June 10
Juneteenth holiday (no classes; offices closed)	June 19
DMin seminars	TBA
Drop – DMin Session (last day without notation on record).....	1 st day of class
July 4 th holiday (no classes; offices closed)	July 4
Course of Study school.....	TBD
Summer papers due to faculty	4 weeks after last class session
Summer grades due from faculty	September 6



Directory of Academic & Student Affairs Offices

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The Seminary Academic Community

Statement of Policy

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

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

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

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

Community Statement for LGBTQ+ Inclusivity

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

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

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

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



Academic Freedom in the Classroom

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

Faculty have the right to present the conclusions of their research and reflection while safeguarding the students' freedom to learn and to draw their own conclusions about the truth. Students have the right of 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 of The United Methodist Church*, 2016, ¶ 1421.1.f). The seminary is accountable to the student as well as the church for this commitment.

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

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



Getting Started

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.

Time Management and Graduate Studies

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

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

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 registration services. Library barcodes 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.

Information Technology

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

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

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

Academic Writing Support

- a.) The Seminary offers support and tutoring opportunities for students who need additional assistance with theological research and writing. Information and resources may be found on the Moodle site for Writing and Editing support at <https://courses.garrett.edu/course/view.php?id=1137>; students may enroll themselves in the site.
- b.) Students needing English language support may be referred to seminary-approved language assessment programs or English as a Second Language (ESL) study opportunities. A student is eligible for reduced semester hours during the term of the ESL course. Students may inquire with the Director of Academic Support and Student Thriving for information.



Accessibility, Special Needs, and Disabilities

Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact Student Access (email: student.access@garrett.edu / phone: 847-467-5530) to move forward with the established accommodation process. If you already have established accommodations with Student Access, please contact the instructor prior to the first class session so the instructor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations.

Plagiarism and Academic Integrity

Garrett-Evangelical takes the question of academic integrity and plagiarism very seriously. The acquisition of academic work in whole or in part from any source (from textbooks and journal articles to web resources to generative AI) and the subsequent presentation of those materials as the student's own work (whether that material is paraphrased or copied in verbatim or near-verbatim form) constitutes an academic integrity violation unless otherwise allowed by the instructor. Individual assignments and exams may have additional, specific requirements related to original work which should be clearly defined by the instructor.

All incoming students are required to complete an online tutorial designed to help them identify and avoid plagiarism. The tutorial is completed through a combination of online assignments through Moodle and in-person engagement with Garrett faculty. All new students will be added to the Moodle course automatically in their first fall or spring semester. Incoming students must successfully complete the tutorial before the end of their first term. Failure to do will result in an academic hold. (See Appendix: Plagiarism for additional information; administrative procedures are outlined [here](#))



Academic Advisors

Academic advising is central to the success of all programs. Each of these programs of study requires communication between students, their faculty advisor and/or staff advising counselor, and the relevant degree program director. Through the advising process, students and advisors will review academic requirements and performance, discuss vocational goals, and map out a plan for completing both academic coursework and preparing for future ministry. Advising meetings are required immediately before or during each registration period, but advisors can be a resource to students throughout the year.

A staff advising counselor supports both students and faculty in the advising process by helping to track information, procedures, and forms and to field general queries. Students are assigned a faculty advisor and/or a staff advising counselor at orientation. Students should contact their faculty advisor for an advising appointment before each registration period. With the support of their advising team, students are responsible for the completion of all degree requirements. Advisors approve all registrations.

Changing Advisors

All students are assigned an advisor for their first semester or term. Following the first term, students may initiate a change of advisor by completing the “Change of Advisor Form” available on myGETS. Students seeking to complete a field concentration in the MDiv should change advisors to a faculty person in the relevant field. **Students may be assigned to a temporary or new advisor when their advisor goes on sabbatical.** Students may remain in touch with their advising counselor while the faculty advisor is unavailable. **Students will be notified by registration services if temporary advising reassignments need to be made.**

Registration

Adding and Changing Courses

- a.) Students are encouraged to meet with their advisor(s) prior to making course selections. Course registration is not completed until the course selection(s) are approved by the advisor.
- b.) Review graduation requirements with grids and Academic Plans found on myGETS (<https://mygets.garrett.edu/ICS>)
- c.) Check that all holds are cleared. Please note that it often takes up to two business days for certain holds to completely clear.
- d.) Students then pre-select courses on-line through myGETS. Students should indicate the grading option of letter grade (**LG**) or pass/fail (**P/F**), or audit (**AU**) at the time of registration by notifying registration services. Students admitted on a provisional basis or students on probation need to take courses for a LG until their status is changed. An audit carries no academic credit and requires instructor permission. An audit cannot later be changed to a graded option.
- 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 registration services. Student forms can be found in the Student Information section of myGETS. Additional information about [Cross-Registration](#) and [CPE](#) can be found below.
- f.) Only students can add courses in myGETS. Advisors cannot add registrations for students.
- 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.



Closed or Waitlisted Courses

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

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

Completing Registration - Advisor's Course Approval

Once students reserve space in a course the next step is to have the advisor finalize the registrations. This completes the registration process. A completed registration is indicated by a C or Current on myGETS. Students may drop or add courses before completing registration with their advisor.

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).

During the drop/add period (see academic calendar for dates) students may drop courses through myGETS. Any course adds after the term starts require written or email consent from both the advisor and the course professor

Adding and Changing Courses After Semester Begins

Adding Courses

Courses may be freely added through 11:59 pm on the date stated on the academic calendar. Courses may be added with instructor permission for an additional week beyond this date. There is a late fee for adding classes after the date stated on the academic calendar.

Dropping Courses

Students may drop a course through myGETS through the end of the drop period indicated in the calendar for each term. If a student drops a course before the end of the drop/add period, the course is removed from the transcript. The professor's approval is required to drop/withdraw a course after the final drop date. If a student withdraws from a course after the final drop date, a mark of withdrawn (W) will be entered. **A student who fails to withdraw from a course by this official procedure will receive a grade of F.**

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

Registration Times

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

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

Registration Priority

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

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.

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



VA Pending Payment Compliance

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

Full-Time and Part-Time Load

Semester full-time definitions:

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

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

In order to complete the degree program in the 3-year framework, master of divinity students should take 25-26 semester hours each year.

Hold Policy

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

<u>Type of Hold</u>	<u>Office</u>
Financial	Business
Health Service	Student Affairs
Academic	Registrar and/or Academic Dean
Overdue books	Library
Student Loan-related	Financial Aid Services

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

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.

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 office of registration services in order to remain in good standing.



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.

ACTS & NU Cross-Registration Procedures

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

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

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

Association of Chicago Theological Schools

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

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

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

For a PhD student to cross-register with any ACTS seminary that offers a PhD degree we 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

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

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



Northwestern University

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

Cross-registration limits

To meet the residency requirements, the total combination of transfer/advanced standing credits and cross-registration credits shall not exceed the maximum $\frac{1}{2}$ of the MDiv, MA, and MTS programs. PhD students may take a maximum of 12 semester hours through cross-registration.

Clinical Pastoral Care (CPE)

Clinical Pastoral Education is a requirement for ordination in many United Methodist conferences and in some other denominations. At Garrett, CPE is required for MA in Pastoral Care and Counseling – Chaplaincy and Spiritual Care students. Students in other programs may take CPE for elective credit. Alternatively for MDiv students with specific career goals, CPE may be applied toward one-half of the Field Education requirements with approval from the director of 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 director of field education on the CPE Registration form. Students must attend orientation and de-briefing sessions conducted by the field education office and complete their CPE site work by the final clearance deadline for graduation.

Students who are seeking academic credit for CPE will be registered for PCC-679. Students may receive up to 3 semester hours per 1 unit of CPE.

Please note that those wishing to become Board Certified Chaplains must complete multiple units of CPE, but may only have up to 3 hours of academic credit applied to their program for CPE.

January and Summer Intensives

Students may earn academic credit for intensive courses offered in January and summer. Students are typically limited to one course per intensive session (including online and travel courses) due to the intense nature and time commitments for these courses.

Advanced Standing and Transfer Credit

Transfer and Shared Credit

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



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

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

Maximum credit granted by transfer or shared credits for course work toward a Garrett-Evangelical degree program is as follows: no more than $\frac{1}{2}$ of the credits required to complete the Garrett degree may be completed through the use of transfer or shared credit. For field education to be counted for advanced standing in an MA degree, it must be in an appropriate area of study.

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

Advanced Standing

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

Advanced standing may be granted without credit or with credit.

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

Students seeking advanced standing without credit must provide documentation (transcripts, certifications, references, course syllabi, etc.) sufficient to evaluate the student's competence in the subject matter and demonstrate, by appropriate written assessment (either a written exam or paradigmatic assignment), to the faculty responsible for the specific courses, that they have the knowledge, competence, or skills that would normally be provided by those courses for which they seek exemption and advanced standing. In some cases, the student may be asked to complete a version of the course final exam and a subsequent in-depth interview with the instructor(s).

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

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

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

PhD students who have completed coursework beyond an initial theological master's degree may be eligible for advanced standing with credit for 6 semester hours if the work has been completed at another accredited doctoral granting institution within the previous ten years. These courses can count toward meeting the



coursework requirements in the field in which they are concentrating or toward a minor field of study. Approval for such credit requires approval by the field, the student's advisor, and the PhD director.

Receiving Transfer Credit or Advanced Standing

After admission to a degree program, students may request a review from the office of registration services for potential transfer credit or advanced standing. The transcript will be reviewed for courses meeting minimum requirements for transfer with explanation of the maximum credits allowed per program. The student will be directed to the petition form and asked to provide syllabi for courses being requested for review. The office of registration services will ask the degree program director and the appropriate field faculty to evaluate the syllabi of courses proposed for transfer credit and/or to review documentation provided by the student demonstrating the necessary knowledge, competence, or skill required by the course. Acceptance of field education credit in transfer requires the approval of the degree program director and the director of field education. Upon support by the degree program director and the field faculty, the student and advisor will be informed of final decisions and the transfer credit or advanced standing will be applied to the program. Only after completion of this review will transfer credit or advanced standing be added to the student's Garrett-Evangelical academic record.

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

Course of Study School Transfer Credit

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

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

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

Course Information

Attendance Policy

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

Independent Study

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



professor's agreement to the proposed plan of study, the completion of the independent study form by the student in consultation with the professor, and the academic dean's approval. Independent studies are numbered according to the professor's field and the student's program. The independent study may be taken in any semester hour increment and is to cover subjects not covered by course offerings for that academic year. **Required courses may not be taken as independent studies.** The **maximum** number of independent studies for any master's degree program is **9 semester hours**; for PhD, the maximum is **18 semester hours**.

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

Completed requests should be submitted to the office of registration services at least two weeks before term start to allow time for review and approval.

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.
- b.) **For Master's students**, extensions, if granted, are normally for **four weeks following the last day of class** in spring and fall semesters or the final due date for coursework for January and summer terms. **Extensions may not exceed three months following the end of the term. Students admitted conditionally are not eligible to receive extensions.**
- c.) **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 the student needs to **petition** the office of registration services 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.
- d.) **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 may confer with the student and the director of the program to establish a suitable deadline.
- e.) Students **may not have any more than three extensions at any one time**. If a student has **three** extensions in process, the student **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.
- f.) 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 registration services **before the last day of the course**. A temporary grade of "Y" is listed on the grade report.
- g.) Students taking courses at other institutions are subject to the extension policies of the school at which the student is taking the course.
- h.) Faculty may choose to grade down for late work, including work completed as part of an official extension.
- i.) The student e-mails all extension work to the professor and copies registration services (registrar @garrett.edu). If the student misses the deadline, registration services will record the grade indicated by the professor on the extension form.

Language Credit for Degree Programs

Students may receive elective credit for completing graduate-level language courses. This includes BIBHB-511 Elementary Hebrew I and BIBNT-511 Elementary Greek I as well as other occasional language offerings. MDiv students may take BIBHB-512 Elementary Hebrew II and BIBNT-512 Elementary Greek II as their required bible electives. MTS students completing a concentration in one of the Biblical areas should plan to complete a full year of the appropriate Biblical language as a part of their program of study.



Change of Degree Program

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

If a change in degree program is considered at any point after a student has matriculated, the student should submit a degree change application with an updated statement of purpose highlighting the reason for the change. The degree change application is available on myGETS and works as a discernment process between the student, current advisor, program director, and the potential new advisor and program director. If a student is currently taking field education, the student should also consult with the director of field education. Once all faculty have signed off with their consent, the completed paperwork is submitted to the office of registration services.

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

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

Off-Campus Trips

Risk management issues related to class off-campus trips

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

Risk management for off-campus courses

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

Online Course Limits

- a.) The number of online courses **master's** degree students may take toward completion of a degree is limited only by denominational requirements.
- b.) There is no limitation for **DMin** students.
- c.) The Association of Theological Schools requires that **PhD** students complete at least half of their coursework in residence at Garrett; this means PhD students may not do more than half online and/or through outside schools. PhD students may not take asynchronous online courses.

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

Per SEVIS/DHS regulations, F-1 students are normally limited to one online course per term.



Enrollment Status

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

Enrollment Verification

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

Good Standing

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

Enrollment Status Changes

To stay in good standing when voluntarily withdrawing from Garrett, 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.

a.) **Inactive Status**

Students who do not register for courses for a full year (12-month period) for other than an approved leave of absence will be administratively withdrawn and marked as “Inactive/Unknown.” Student enrollment is checked once each term after the drop/add period. Students who are administratively withdrawn will have to reapply to the seminary in order to continue their studies. To stay in good standing, students taking an intentional leave should complete the change of status form available on myGETS or from the office of registration services.

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. Students who take an approved leave of absence and fail to return when indicated, will have their approved leave status removed and will be rolled into the Inactive student review process. If they fail to return one year after their projected return date, they will be administratively withdrawn and marked as “Inactive/Unknown.”

c.) **Reinstatement**

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

Conditional Admission Status

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

- a.) A cumulative grade point average below 2.5.
- b.) Students who have graduated from a non-accredited institution but have met the minimum GPA requirement, or the student has not yet graduated from an undergraduate institution.
- c.) The student’s written statements or references indicate that the student would benefit from additional reinforcement in language, writing, or critical thinking courses.



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

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

- a.) Conditional admission status will be removed when the student has:
- b.) Completed a minimum of 15 credit hours, taking at least 5 credit hours per semester (minimum part-time status).
- c.) All coursework has been taken for a letter grade unless the course is only offered pass/fail.
- d.) Received a grade of B- or higher in all courses taken for a letter grade and passed all courses registered as pass/fail.
- e.) Finished coursework by the dates stipulated in each course. Conditionally admitted students are not eligible to receive course extensions.
- f.) Shown evidence of readiness to engage in communal learning in accordance to the seminary's mission and values.

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

Discontinuation of Students Admitted Conditionally

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

Students without a Bachelor's Degree

The basic formal pre-requisite for admission to graduate theological studies is the completion of a baccalaureate degree from an accredited institution or its equivalent. The standards of the Association of Theological Schools in the United States and Canada permit the admission of persons without a baccalaureate degree as long as we document through rigorous means that those students are prepared to do graduate-level work (ATS 3.15). Prospective students must be able to demonstrate and document that preparation through some combination of formal classes, military service, civil service academies, professional development activities, certification programs, experiential learning, licensure programs, etc. Students without a baccalaureate degree may apply only to Garrett-Evangelical ministry degrees (MA and MDiv).

1. All students/applicants must demonstrate the ability to do graduate work in English.
2. Applicants from *non-accredited undergraduate institutions* (this does not apply to applicants from AETH accredited schools):

As part of the application process, applicants must provide the following materials:

- a. an application essay (750-1000 words) in which the student addresses their understanding of diversity, equity, inclusion, anti-racism, and justice in the work of ministry;
- b. an undergraduate research paper, 5-10 pages, using standard citation mechanisms (Chicago, MLA, APA);
- c. a transcript demonstrating a cumulative GPA above 2.5; and
- d. at least two academic references supporting the student's ability to do graduate work.



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

3. Applicants *without an undergraduate degree*:

In addition to the standard application essay and reference letters supporting application to a ministry program, applicants must provide the following additional materials:

- a. a resume of work and/or vocational experience that prepares them for graduate work;
- b. at least two references regarding the student's ability to do graduate work, with particular attention to critical thinking skills, writing/speaking skills, leadership, and empathy;
- c. documentation (certificates, credentials, licensures) of previous skill development and learning undertaken in work and/or vocational experience;
- d. a supplemental essay of 750-1000 words in which the student: 1) describes a particular learning experience, 2) discusses what and how the student learned through that experience, 3) identifies 3-5 learning outcomes from that experience and how the student thinks it prepares them for graduate theological education; and 4) discusses how they were able to apply what they learned from that experience for their work situation and how it might apply to other (new) situations.

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

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

Satisfactory Academic Progress

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

Academic Standing

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

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



Academic Warning

Accumulated Unsatisfactory Grades

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

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

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

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

CUM GPA below 2.5 for all students

When a student's CUM GPA falls below 2.50 the student receives an academic warning. In order to graduate a student must have a CUM GPA of 2.50 or higher.

Return to Good Academic Standing

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

Academic Discontinuation

Accumulated Unsatisfactory Grades

MDiv students are reviewed for discontinuation from the program after accumulating 3 grades of D or F; 2 grades of D or F in the **same course** required for graduation; or an F in one semester of field education.

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

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

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

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

Cumulative GPA below 2.50

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

Nondegree students may not continue enrollment after one semester with a cumulative GPA below 2.50.

Academic Readmission

Students who have been academically discontinued are eligible to reapply to the seminary after one full year from the date of discontinuation. Students will be considered for readmission if the conditions that led to



discontinuation have been significantly addressed. A student completes a new application for admission focusing on the previous academic conditions and noting significant changes. References also need to address the changes. Admission is then reviewed by the admissions office and appropriate committee, by the academic dean, and by the registrar. Readmission may then be granted or denied. If a student is readmitted, they may retake required courses only; failing grades in non-required courses cannot be replaced. See the section on Repeating a Required Course below.

Repeating a Required Course

A student has the option of repeating a **required** course if the grade is D or F. After the course is completed successfully, the new grade replaces the earlier D or F. Students who fail the same required course twice will receive an academic warning and may face discontinuation.

Denominational requirements may also be repeated if failed. If a denominational course is failed a second time, it must be taken at another school and cannot be repeated at Garrett-Evangelical. The student will receive an academic warning and may face discontinuation.

Grade Changes

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

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

1. Students who have failed a course due to an extension that was not completed by the due date may petition the professor for a grade change upon completion of the work. The professor will consider the petition and may consult with the academic dean as needed. Please note that professors do have the option for grading down work submitted late. If the petition is denied, the failing grade stands.
2. Students who have failed a required course (curricular or denominational requirement) have the option of repeating the course. Only required courses may be repeated for the purpose of replacing a failing grade. The original grade of the repeated required course is changed to an RD or RF upon the successful completion (C- or better) of the repeated course. The grades of RD and RF do not count toward graduation or the student's CUM GPA. All grades remain on the transcript. PhD students also need the support of the PhD director and agreement of the academic dean.

Grading System

Grading Options

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

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



Pass / Fail Guidelines

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

- | | |
|--|---------------------------------|
| PCC-679 CPE | PCC-879 Practicum in PCC |
| FE 600 or FE 610 Field Education | NCTI-600 or NCTI-601 |
| TS-601/602 MTS Colloquium | TS-690 MTS Thesis |
| PH-903 Teaching Seminar | PH-904 Research Seminar |
| WRIT-502 Theological Research and Writing | |

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

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

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

Grading System and Symbols

Letter Grade Grade Points

A	94-100	4.0	excellent	
A-	90-93	3.7		
B+	87-89	3.3	good quality	expected of graduate professional students
B	84-86	3.0		
B-	80-83	2.7		
		2.5	required CUM GPA for graduation	
C+	77-79	2.3	satisfactory	
C	74-76	2.0		
C-	70-73	1.7		
D *	60-69	1.0	unsatisfactory; required courses must be repeated	
F *		0	failure; required courses must be repeated	

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

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

Other notations

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

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



W/F	withdrawn fail	official drop while failing
Y	official extension	approved extension petition on file

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

CUM GPA credits are all attempted for a letter grade.

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

Grade Point Average (GPA)

The GPA is calculated on a 4.0 scale using the TQP and the hours taken for letter grade or failed (GPA hours). On the transcript a GPA is given for each term as well as a cumulative GPA (CUM GPA).

$GPA = TQP / GPA \text{ hours}$

Faculty Grade Report Due Dates

Grades should be submitted online through the faculty portal two weeks following the last day of each semester or two weeks after student work is due for intensive terms. See the academic calendar for exact dates.

Graduation

Requirements for Graduation

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

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

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

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	

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, any rented regalia returned, and all courses completed.

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



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

ProQuest for MTS, DMin, and PhD Degrees

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

Student Records

Return Policy for Student Papers

Normally, all written assignments and exams are to be returned to students within one week following the day that grades are due. As far as is possible, these policies apply to both physical and digital media.

Confidentiality and Retention of Student Records

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

Family Educational Rights and Privacy Act (FERPA)

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

1. The right to inspect and review the student's education records within 45 days of the day the seminary receives a request for access.
Students should submit to the registration services office a written request that identifies the records they wish to inspect. The office of registration services will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the seminary official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education record that the student believes is inaccurate or misleading.
*Students may ask the seminary to amend a record they believe is inaccurate or misleading. They should write the seminary official responsible for the record, clearly identify the part of the record they want changed and specify why it is inaccurate or misleading.
If the seminary decides not to amend the record as requested by the student, the seminary will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.*
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception which permits disclosure without consent is disclosure to school officials with legitimate educational



interests. A school official is a person employed by the seminary in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the seminary has contracted (such as an attorney, auditor, National Student Loan Clearinghouse, Institutional Assessment Consultant, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

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

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

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

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

5. ***Please note:*** As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which 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.

Retention of Records

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

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

Public Information

The seminary has traditionally included certain information regarding each student in a directory published annually. Items classified as "public information" are indicated below and are continued in this category



unless the office of registration services is notified in writing during the fall registration week of every academic year. Public information may also be shared with those outside of the seminary who request student information. Student information will not be shared with anyone for commercial purposes.

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

Items classified as public information

- a.) Name of student
- b.) Name of student spouse
- c.) Photograph of student
- d.) Local address
- e.) Local telephone number
- f.) Degree for which registered
- g.) Confirmation of student current status
- h.) Place of birth
- i.) Dates of attendance
- j.) Degrees and academic awards received
- k.) Most recent college attended, and degrees awarded
- l.) E-mail address and NU Net ID

Transcript Requests

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

Transcript request may be made online through Parchment. 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.

It is the policy of the office of registration services to release official transcripts only to an institution, agency or person for whom the transcript was requested; such transcripts will be sent directly to the recipient by the office of registration services. Students may print unofficial transcripts through myGETS for free.

Transcripts include all graduate-level work completed at Garrett-Evangelical or our predecessor institutions (Chicago Training School, Evangelical Theological Seminary, and Garrett-Evangelical Theological Seminary/Garrett Biblical Institute). Transcripts in student files from other schools will not be released by the Garrett-Evangelical office of registration services.

Transcripts for the Basic Course of Study program are the property of the General Board of Higher Education and Ministry and cannot be released by Garrett. Course of Study transcripts can be requested from cosregistrat@gbhem.org.

Academic Programs

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.

- For congregational or community ministry, the **Master of Divinity** (MDiv) degree or **Master of Arts** degrees (in Faith, Culture, and Educational Leadership; Pastoral Care and Counseling; or Public Ministry) provide academic and professional preparation.
- For advanced preparation in ministry, the **Doctor of Ministry** (DMin) provides training in leadership and congregational development, social transformation, and spiritual formation. In addition, we are partners with the ACTS schools in offering a Doctor of Ministry in Preaching.
- 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.

Programs for United Methodists

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

- Students seeking ordination as **elder** in The United Methodist Church usually enroll in the MDiv program (though the Course of Study School may be an option). Most students are full-time; however, the program may be completed part-time.
- Students seeking ordination as **deacon** working in specialized ministries may enroll in the MDiv program, one of the other master's programs, or in the Basic Graduate Theological Studies (BGTS) program. Students may enroll in these programs full-time or, as in-ministry students, take intensive courses in January and summer terms.
- **Certificate Programs** provide students with professional development or lifelong learning in a specific area of ministry as either clergy or laity. Garrett-Evangelical offers four certificate programs and two of the programs offer a separate track for those looking to fulfill the course requirements to pursue The United Methodist Church's Professional Certification.

Garrett also offers a sequence of stackable credit-bearing certificates that may be used for professional development or toward the completion of a degree program. Each certificate requires 15 credit hours and may be completed in once to two academic years.

- Garrett-Evangelical also participates with the United Methodist General Board of Higher Education and Ministry in providing a Course of Study School for those seeking to serve in ministry as **local pastors**. The Basic Course of Study Program is provided in English and Spanish at Garrett. The Basic Course of Study program is administered by the Course of Study office at Garrett.
- Courses for those interested in the Advanced Course of Study option, leading to ordination as an **elder**, are available in English. Advanced Course of Study requires the completion of at least 32 semester hours of graduate level course work after the completion of the 5-year Basic Course of Study. Advanced Course of Study students must be admitted to Garrett-Evangelical and take classes alongside other graduate level students.

Spiritual Formation

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



Program Evaluations

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 MTS program is by faculty vote. If the faculty votes not to advance the student, then the student is dismissed from the program at the end of that academic semester. Advancement in the MDiv, MAFCEL, MAPM, and MAPCC programs is determined by successful completion of the first-year evaluation conference and successfully completing the credit hours of the foundational coursework for each program.

Degree Goals

The ministry degrees share the following goals. In addition, Master of Arts programs have specific goals related to effectiveness in ministry in the particular specialized area (Formation, Culture, and Educational Leadership; Pastoral Care and Counseling; and Public Ministry). Goals specific to each program can be found in the Academic Bulletin/Catalog, available from the office of registration services or on <https://mygets.garrett.edu>.

- a.) 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.
- b.) 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.
- c.) Knowing and understanding cultural contexts, including attention to cultural and social issues, to global awareness and engagement, and to the multifaith and multicultural nature of the societies in which students may serve.
- d.) Professional ministerial practice—developing as a leader and reflective practitioner in ministry, mission, and outreach.

First Year Evaluation Conference for MDiv Program

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

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

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

- 1) their application essay.



- 2) graded/marked copies of exams and final papers, projects, or portfolios from all required foundational courses completed during the first year (*not* forum posts, blog posts, or quizzes). Foundational courses and assignments include:
 - a) Introduction to Theology: final paper or project
 - b) Global Christianity: final paper
 - c) Introduction to Hebrew Bible: final exegesis paper
 - d) Introduction to New Testament: one portfolio assignment or final exegesis paper
 - e) Church History 1: Trinity Essay
 - f) Church History 2: Modern Essay
- 3) the completed student self-evaluation form.

Mid-program Evaluation Conference for MA Programs

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

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

Portfolio

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

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

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

MDiv and MA Final Summative Project

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

MDiv Senior Colloquy and Project

The Senior Colloquy and Project provides a context and process through which students demonstrate the ability to integrate the curricular components of the M.Div. degree and their capacity for public theological reflection. Through a considered theological and practical response to opportunities, openings, dilemmas, and/or ambiguities emerging in and from a particular context. Students develop a portfolio of six primary assignments and a series of short written reflections/discussions on selected biblical texts and theological



essays. The work at each stage of the process is undertaken in the context of small peer groups, through which students will provide each other with critical feedback about their work as well as ongoing support.

MA Final Project

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

MA in Formation, Culture, and Educational Leadership:

The project is built into the course CE-690 Portfolio and Presentation taken in the final year.

MA in Pastoral Care and Counseling:

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

MA in Public Ministry:

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

MTS Evaluation Conference

For those in the basic 2-year program

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

For those with advanced standing

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

Evaluation Conference Materials

1. Complete the MTS Graduation Requirements form.
 - a. Fill in the course number and title for all courses taken and/or projected to be completed.
 - b. Circle the area of specialization.
2. Write a 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.
 - a. Submit a statement of your thesis plans, which includes:
 - b. The proposed topic of research
 - c. Plans to proceed with thesis research and writing, especially plans for specialized coursework
 - d. Research question
 - e. Bibliography of the thesis



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.

PhD First-Year Assessment Conference

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

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

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

- a.) foundational courses
- b.) required field elective courses
- c.) integrative courses
- d.) general elective courses
- e.) spiritual formation
- f.) cross-cultural education
- g.) continuing evaluations

Core Requirements - 76 semester hours

Foundational courses -18 semester hours

During the first year or equivalent, students complete courses designed to provide the foundation for the remainder of the program. Foundational coursework covers introductory courses in bible, church history, and theology.

Required elective courses – 33 semester hours

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

Integrative courses - 10 semester hours

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

Second Year: Field Education	6 semester hours
Third Year: Senior Colloquy & Project	4 semester hours

General elective courses – 15-24 semester hours

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

First-year courses

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

Concentrations -15 semester hours for at least 5 courses



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

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

Concentrations are already approved in church history, theology, ethics, worship and music, pastoral care and counseling, Christian education, congregational leadership, Ecological Regeneration, LGBTQ+ studies (in collaboration with Chicago Theological Seminary, CTS), and peace studies (in collaboration with Anabaptist Mennonite Biblical Seminary, AMBS). Other concentrations may be possible with appropriate faculty consultation and support.

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

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

For additional information, see the MDiv Field Concentration Guide available online or from the office of registration services.

Spiritual Formation

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

Boundaries training

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

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

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

*Master of Divinity Program Requirements***Course Requirements – 76 semester hours total***Foundational Courses (18 semester hours)*

<u>BIBHB500 Introduction to Hebrew Bible</u>	3
<u>BIBNT500 Introduction to New Testament</u>	3
<u>HIST-501 History of Christian Thought and Practice I</u>	3
<u>HIST-502 History of Christian Thought and Practice II</u>	3
<u>THEO-540 Global Christianity in an Interfaith World</u>	3
<u>THEO-500 Introduction to Theology</u>	3

Distribution Requirements (33 semester hours)

<u>Bible elective</u>	3
<u>History elective</u>	3
<u>Bible or History elective</u>	3
<u>Theology elective</u>	3
<u>ETH-500 Introduction to Christian Ethics</u>	3
<u>LTRGY500 Preaching and Proclamation <i>or</i></u>	
<u>LTRGY502 Preaching in an African American Context</u>	3
<u>LTRGY510 United Methodist Worship <i>or</i></u>	
<u>LTRGY511 Worship in Ecumenical Context</u>	3
<u>PCC-500 Introduction to Pastoral Care and Counseling</u>	3
<u>Christian Education elective</u>	3
<u>CL-510 Theology of Evangelism <i>or</i></u>	
<u>CL-611 Empowering Congregations for Evangelism</u>	3
<u>SP-650 Approved Spirituality elective</u>	3

Integrative Courses (10 semester hours)

<u>FE-600 Field Education 1</u>	3
<u>FE-610 Field Education 2</u>	3
<u>INT-690/691 Senior Colloquy and Project</u>	4

Elective courses (15 semester hours)

<u>Any field (may include denominational requirements or concentration courses)</u>	15
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Candidates for ordination in The United Methodist Church must complete 6 hours covering United Methodist history, doctrine, and polity. United Methodist history, doctrine, and polity are met by the two-course sequence DENOM603 and DENOM604 and count as general electives in the MDiv program.

Co-curricular Requirements

<u>Plagiarism Tutorial</u>	0
<u>Sexual Boundaries and Ethics</u>	0
<u>First-year Evaluation Conference</u>	0



Master of Arts Degree Programs

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

- a.) Master of Arts in Formation, Culture, and Educational Leadership
- b.) Master of Arts in Pastoral Care and Counseling – Chaplaincy and Spiritual Care track
- c.) Master of Arts in Pastoral Care and Counseling – Clinical track
- d.) Master of Arts in Public Ministry

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

Core Requirements – 45-60 semester hours

Foundational courses – 15-24 semester hours.

Normally completed during the first year or equivalent, students complete courses designed to provide the foundation for the remainder of the program. Foundational coursework will orient students to the area of study and cover introductory courses in bible, church history, and theology.

Concentration courses – 18-49 semester hours

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

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

Additional Electives

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

First-year courses

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

Spiritual Formation

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

Boundaries training

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



Master of Arts in Formation, Culture, and Educational Leadership

By the end of the Master of Arts in Formation, Culture, and Educational Leadership program, a student will be able to:

- a.) read and interpret local and cultural-religious landscapes;
- b.) identify and evaluate Christian religious education (CRE) theories, approaches, practices;
- c.) demonstrate interdisciplinary knowledge (of the Christian tradition);
- d.) evaluate educational strategies and approaches for emancipatory teaching and learning;
- e.) utilize race critical and intercultural competencies for social justice education in diverse settings;
- f.) construct a critical, spiritually-grounded, practice-based self-understanding necessary for transformative faith formation; and
- g.) develop theological and ethical foundations for engagement with diverse peoples and settings.

Course Requirements – 45 semester hours total

Foundational Courses (21 semester hours)

BIBHB500 Introduction to the Hebrew Bible	3
BIBNT500 Introduction to New Testament	3
HIST-501 History of Christian Thought and Practice I <i>or</i> HIST-502 History of Christian Thought and Practice II	3
THEO-540 Global Christianity in an Interfaith World <i>or</i> ETH-500 Introduction to Christian Ethics	3
THEO-500 Introduction to Theology	3
SP-650 Spiritual Formation elective	3
TBD Intercultural Study, Interfaith Engagement, or Faith-Rooted Leadership	3

Concentration Courses (18 semester hours)

CE-835 History and Theories of Christian Education & Leadership	3
CE-837 Approaches to Christian Education & Leadership	3
Approved elective	3
Approved elective	3
Approved elective	3
Approved elective	3

Integrative Courses (6 hours)

CE-678 Educational Leadership Practicum	1.5
CE-678 Educational Leadership Practicum	1.5
CE-690 Portfolio and Presentation	3

Co-curricular Requirements

Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
First-year Evaluation Conference	0

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



Master of Arts in Pastoral Care and Counseling

(Chaplaincy and Spiritual Care or Clinical tracks)

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

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

Master of Arts in Pastoral Care and Counseling – Chaplaincy and Spiritual Care Track

Course Requirements – 48 semester hours total

Foundational Courses (18 semester hours)

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

Chaplaincy and Spiritual Care Core (27 semester hours)

PCC-500 Introduction to Pastoral Care and Counseling	3
PCC-501 Foundations and Practice of Chaplaincy	3
PCC-801 Pastoral Psychologies of Liberation	3
PCC-860 Psychopathology and Maladaptive Behavior	3
PCC-865 Crisis, Trauma, and Disaster Counseling	3
Approved electives	12

Clinical Pastoral Education (2 total units; 3 semester hours total)

PCC-679 Clinical Pastoral Education (CPE)	3
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Students pursuing ordination as a Deacon in The United Methodist Church will need to take additional elective courses to complete all ordination requirements.

Co-curricular Requirements

Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
First-year Evaluation Conference	0

**Master of Arts in Pastoral Care and Counseling – Clinical Track****Course Requirements – 60 semester hours total*****Foundational Courses (18 semester hours)***

BIBHB500 Introduction to the Hebrew Bible	3
BIBNT500 Introduction to New Testament	3
THEO-500 Introduction to Theology	3
PCC-610 Human Relations Skills for Counselors and Chaplains	3
PCC-605 Integrative Seminar in Pastoral Theology	3
PCC-500 Introduction to Pastoral Care and Counseling	3

Pastoral Care and Counseling Courses (42 semester hours)

PCC-865 Crisis and Trauma Counseling	3
PCC-800 Premarital, Marital, and Family Counseling	3
PCC-660 Research Methods in Pastoral Counseling	3
PCC-8xx Topics: Substance Abuse and Addiction	3
PCC-860 Psychopathology*	3
PCC-861 Psychological Testing, Measurement, and Assessment*	3
PCC-8xx Theories and Techniques of Group Dynamics*	3
PCC-8xx Lifestyle and Career Development*	3
PCC-900 Human Growth and Development	3
PCC-910 Counseling Theory	3
PCC-930 Professional, Legal, and Ethical Responsibilities	3
PCC-801 Socio-Cultural Foundations: Pastoral Psychologies of Liberation	3
PCC-950 Clinical Practicum (100 hours)	3
PCC-960 Clinical Internship (600 hours)	3

* Or other approved school

PCC-679 Clinical Pastoral Education (CPE) OPTIONAL	0
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Co-curricular Requirements

Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
First-year Evaluation Conference	0

The clinical track requirements in the Garrett-Evangelical Master's and PhD programs in pastoral care and counseling fulfills the educational requirements for licensure (Licensed Professional Counselor or LPC) with the Illinois Department of Financial and Professional Regulation. Completion of the degree does not, however, guarantee fulfillment of educational requirements for licensure outside of Illinois. Students seeking licensure outside the state of Illinois should inform themselves about the curricular requirements for licensing in that state. Additional information is available from the Garrett website here: <https://www.garrett.edu/wp-content/uploads/2022/03/State-Licensure-2022.pdf>.

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



Master of Arts in Public Ministry

with concentrations in: ecological regeneration, racial justice, and child advocacy.

By the end of the Master of Arts in Public Ministry program, a student will be able to:

- a.) Recognize and explain the dominant economic, political, ecological, social, and cultural ideologies, institutions, and dynamics shaping public life today;
- b.) Identify and interpret the intersections between particular manifestations of injustice related to racism, economic exploitation, hetero-sexism, ecological degradation, and related forms of systemic inequity and harm;
- c.) Articulate the implications of one’s particular social identity and location, as well as one’s unique personal and spiritual temperaments, in preparing for a vocation in public ministry;
- d.) Examine and apply biblical, historical, theological, ecclesial, and spiritual traditions for the sake of realizing justice in solidarity with the poor, exploited, and oppressed;
- e.) Investigate an orienting matter of public concern with particular depth and complexity – e.g. climate refugees, mass incarceration, underfunded schools - utilizing a range of theoretical, theological, and practical resources from one’s degree concentration;
- f.) Design a proposed model of public ministry based upon a critical assessment of diverse methods for social change – e.g. direct action, community organizing, policy advocacy, non-profit leadership; and
- g.) Communicate a compelling narrative of one’s vision for public ministry to diverse constituents and present a convincing career preparedness portfolio to potential employers.

Course Requirements – 50 semester hours total

Foundational Courses (24 semester hours)

BIBHB500 Introduction to the Hebrew Bible	3
BIBNT500 Introduction to New Testament	3
HIST-501 History of Christian Thought and Practice I <i>or</i>	
HIST-502 History of Christian Thought and Practice II	3
SP-650 Spiritual Formation elective	3
THEO-500 Introduction to Theology	3
ETH-500 Introduction to Christian Ethics	3
FE-600 Field Education 1	3
FE-610 Field Education 2	3

Public Ministry Courses (23 semester hours)

PM-501, 502, 503, 504 Public Ministry Formation and Preparation Retreats	2
THEO-521 Theories and Theologies for Public Justice	3
CL-521 Methods, Models, & Tools for Social Change	3
Approved concentration courses (*see next page)	12
PM-690 Public Ministry Project	3

Elective course

Any field	3
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Students may choose an elective course from any area or field based on their degree focus, vocational preparation, or personal interest.

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



***Program Concentrations**

Ecological Regeneration

Ecological Theology: God and Creation in Travail	3
Faith in Place: Organizing for Environmental Justice	3
Regenerative Ethics: Theory, Design, and Practice	3
Earth Ministry for Ecological Renewal	3

Child Advocacy

Educating Christians for Social Change	3
Child Advocacy	3
Proctor Institute for Child Advocacy Ministry	3
Additional approved course	3

Racial Justice

Four courses from regular course offerings chosen in consultation with concentration advisor	4
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Students may propose another concentration, the approval of which depends on relevant course availability.

Co-curricular Requirements

Plagiarism Tutorial	0
Sexual Boundaries and Ethics	0
First-year Evaluation Conference	0



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:

- a.) Leadership for Social Transformation
- b.) Liberative Preaching and Proclamation
- c.) Spiritual Direction
- d.) Strategic Leadership in the Black Congregation
- e.) 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.

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

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

Core Requirements – 30 semester hours

1. The Garrett-Evangelical Doctor of Ministry degree program includes two years of coursework usually requiring attendance at two 2-week intensive sessions in January and two summer sessions of two weeks in June and July. Additionally, some courses for specializations are offered in seminar format in fall and spring. The program can be completed in as few as three years, or as many as six.
 - a. Foundational courses - 9 semester hours.
Students must complete three foundational courses which provide the research background required to complete the program. The Preaching track has unique foundational courses. More information can be found in the Doctor of Ministry Program Handbook and in the Academic Bulletin available on <https://mygets.garrett.edu>.
 - b. Area of Concentration – 15 semester hours
Students choose courses with approval of their faculty advisor in the focused concentration of the degree program.
 - c. 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)
 - d. Project Research and Writing – 3 semester hours
The research project involves a major ministry intervention. Students will research



appropriate peer reviewed journals for the content of their project and write an article suitable for publication summarizing their research. Both the full research thesis and the article will be submitted for the oral defense.

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

Additional requirements

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

Doctor of Ministry – Leadership for Social Transformation

Foundational Courses (9 semester hours)

DM-702 Research Design and Methodology	3
DM-703 Biblical and Theological Foundations of Practical Ministry	3
DM-727 Hermeneutics of Race, Class, Gender, and Age	3

Leadership in Social Transformation Track Courses (15 semester hours)

DM-715 Prophetic Leadership for Social Transformation	3
DM-716 Trauma-Informed Leadership	3
DM-717 Prophetic Proclamation for Social Transformation	3
DM-718 Theories and Practices for Non-Violent Social Change	3
DM-745 Decolonizing Spirituality	3

Midprogram Phase (3 semester hours)

DM-790 Proposal Research and Writing	3
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Candidacy Phase (3 semester hours)

DM-795 Project Research and Writing	3
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Doctor of Ministry – Liberative Preaching and Proclamation

Foundational Courses (9 semester hours)

DM-727 Hermeneutics of Race, Class, Gender, and Age	3
DM-702 Research Design and Methodology	3
DM-703 Biblical and Theological Foundations of Practical Ministry	3

Spiritual Direction Track Courses (15 semester hours; must be taken in order)

DM-7xx A Homiletical Theology of Good New for Human Liberation	3
DM-7xx Biblical and Contextual Exegesis for Inclusive Proclamation	3
DM-717 Prophetic Proclamation for Social Transformation	3
DM-716 Trauma-Informed Practice of Ministry	3
DM-7xx Ethical Considerations for Liberative Proclamation	3

Midprogram Phase (3 semester hours)

DM-790 Proposal Research and Writing	3
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Candidacy Phase (3 semester hours)

DM-795 Project Research and Writing	3
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**Doctor of Ministry – Preaching (ACTS cooperative program)*****Year One Courses (9 semester hours)***

DMPRC721 Preaching as Interpretive Act	3
DMPRC731 Colloquy I	3
Approved Preaching Elective	3
DMPRC741 Preaching Ministry Project – Year 1 Integrative Paper	0

Year Two Courses (9 semester hours)

DMPRC722 Preaching as Performative Act	3
DMPRC732 Colloquy II	3
Approved Preaching Elective	3
DMPRC742 Preaching Ministry Project – Year 2 Integrative Paper	0

Year Three Courses (12 semester hours)

DMPRC723 Preaching as a Social Act	3
DMPRC733 Colloquy III	3
Approved Preaching Elective	3
DMPRC750 Thesis	3

Doctor of Ministry – Spiritual Direction***Foundational Courses (9 semester hours)***

DM-716 Trauma-Informed Leadership	3
DM-702 Research Design and Methodology	3
DM-703 Biblical and Theological Foundations of Practical Ministry	3

Spiritual Direction Track Courses (15 semester hours; must be taken in order)

DM-740 Foundations of Spiritual Direction	3
DM-745 Decolonizing Spirituality	3
DM-746 Self-in-Relation: Exploring the Human	3
DM-744 Practicum in Spiritual Direction I	3
DM-749 Practicum in Spiritual Formation II	3

Midprogram Phase (3 semester hours)

DM-790 Proposal Research and Writing	3
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Candidacy Phase (3 semester hours)

DM-795 Project Research and Writing	3
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**Doctor of Ministry – Strategic Leadership in the Black Congregation*****Foundational Courses (9 semester hours)***

DM-702 Research Design and Methodology	3
DM-703 Biblical and Theological Foundations of Practical Ministry	3
DM-727 Hermeneutics of Race, Class, Gender, and Age	3

Strategic Leadership in the Black Church Track Courses (15 semester hours)

DM-731 Seminar on the Black Church	3
DM-7xx Discipleship, Entrepreneurship, and Social Impact	3
DM-717 Prophetic Proclamation for Social Transformation	3
DM-718 Theories and Practices for Non-Violent Social Change	3
Kellogg Certificate in Nonprofit Management	2

Midprogram Phase (3 semester hours)

DM-790 Proposal Research and Writing	3
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Candidacy Phase (3 semester hours)

DM-795 Project Research and Writing	3
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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:

- f.) through the completion of an **MA or MDiv** degree that includes the Basic Graduate Theological Studies *or*
- g.) through completion of **Basic Graduate Theological Studies** at Garrett-Evangelical in conjunction with a master's 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.

Certificate Requirements (27 semester hours)

BIBHB500 Introduction to Hebrew Bible	3
BIBNT500 Introduction to New Testament	3
HIST-501 History of Christian Thought & Prac I or HIST-502 History of Christian Thought & Prac II	3
THEO-500 Introduction to Theology	3
THEO-540 Global Christianity in an Interfaith World (Mission)	3
LTRGY510 UM Worship or LTRGY511 Worship in Ecumenical Perspective	3
CL-510 Theology of Evangelism or CL-611 Empowering Congregations for Evangelism	3
DENOM603 UM Studies: Wesley and the 19 th Century	3
DENOM604 UM Studies: 20 th Century to the Present	3

Garrett-Evangelical offers a record of completion to students who complete the entire sequence through Garrett. By recommendation of the General Board of Higher Education and Ministry (GBHEM), the maximum number of transfer courses is 4. *The Book of Discipline of The United Methodist Church* requires a minimum total of 27 semester hours.

Certificate Programs

Certificates provide students with professional development or lifelong learning in a specific area of ministry as either clergy or laity. Garrett-Evangelical offers four certificate programs, two of which offer a track for those looking to fulfill the course requirements to pursue The United Methodist Church's Professional Certification. These credit-bearing, non-degree certificate programs equip students in the following areas of specialized ministry: child advocacy, Christian education, ecological regeneration, and evangelism and



church planting. The Christian education and evangelism and church planting certificates have distinct tracks for persons seeking UMC Professional Certification.

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

Certificate in Child Advocacy

Course Requirements – 15 semester hours total

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

Certificate in Christian Education

Course Requirements – 15 semester hours total

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

Christian Education for UMC Professional Certification

Course Requirements – 15 semester hours total

CE-502 Teaching for Biblical Faith	3
CE-606 Theological Education in the Parish	3
CE-520 Educating Christians for Social Change	3
CE-850 Christian Education Seminar: Emancipatory Pedagogy	3
<i>Choose 1 of the following:</i>	
DENOM603 UM Studies: Wesley and the 19 th Century <i>or</i>	
DENOM604 UM Studies: 20 th Century to the Present	3

Certificate in Ecological Regeneration

Course Requirements – 15 semester hours total

THEO-521 Theories & Theologies for Public Justice <i>or</i>	
CL-521 Methods, Models, & Tools for Social Change	3
THEO-820 Ecological Theology: God and Creation in Travail	3
CL-620 Faith in Place: Organizing for Environmental Justice	3
ETH-657 Regenerative Ethics: Theory, Design, Practice	3
CL-621 Earth Ministry for Ecological Renewal	3



Certificate in Evangelism and Church Planting Course Requirements – 15 semester hours total

CE-502 Teaching for Biblical Faith	3
CL-510 Theology of Evangelism	3
THEO-540 Global Christianity in an Interfaith World	3
<i>Choose 2 of the following courses:</i>	
CL-606 Pastor and People <i>or</i>	
CL-609 Planning and Planting Congregations <i>or</i>	
CL-611 Empowering the Congregation for Evangelism <i>or</i>	
CL-520 Church and Community	6

Evangelism and Church Planting for UMC Professional Certification Course Requirements – 15 semester hours total

CE-502 Teaching for Biblical Faith	3
CL-510 Theology of Evangelism	3
<i>Choose 2 of the following courses:</i>	
CL-606 Pastor and People <i>or</i>	
CL-609 Planning and Planting Congregations <i>or</i>	
CL-611 Empowering the Congregation for Evangelism <i>or</i>	
CL-520 Church and Community	6
<i>Choose 1 of the following:</i>	
DENOM603 UM Studies: Wesley and the 19 th Century <i>or</i>	
DENOM604 UM Studies: 20 th Century to the Present	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.

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

Garrett-Evangelical offers a record of completion for those students who complete a 33-hour sequence of Garrett-Evangelical courses that fulfill the requirements.

Certificate Requirements (33 semester hours)

BIBHB500 Introduction to Hebrew Bible <i>(or an approved alternative)</i>	3
BIBNT500 Introduction to New Testament <i>(or an approved alternative)</i>	3
HIST-501 History of Christian Thought & Practice I <i>(or an approved alternative)</i>	3
THEO-500 Introduction to Theology <i>(or an approved alternative)</i>	3
THEO-540 Global Christianity in an Interfaith World <i>(or an approved alternative)</i>	3
LTRGY510 UM Worship <i>or</i> LTRGY511 Worship in Ecumenical Perspective <i>(or an approved alternative)</i>	3
CL-510 Theology of Evangelism <i>(or an approved alternative)</i>	3
DENOM603 UM Studies: Wesley and the 19 th Century	3
DENOM604 UM Studies: 20 th Century to the Present	3
Choose 6 additional hours from: Preaching, Pastoral Care, Christian Education, or CPE	6

By recommendation of the Division of Ministry of the UMC General Board of Higher Education and Ministry, the maximum number of transfer courses is 4. Per GBHEM, online course credit for the Advanced Course of Study (ACOS) may not exceed a total of 12 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.

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

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

Core Requirements - 54 semester hours

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 ensure that the student completes prerequisite courses early in the degree program, or can demonstrate to faculty in the designated fields that they have equivalent background preparation.

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

Specialization courses -15 semester hours

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

Elective courses – 6 semester hours required; up to 12 hours allowed

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.

Colloquium and Thesis – 9 semester hours



MTS Residency

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.

MTS continuation

- a.) MTS students may stay in continuous registration until the thesis is completed by registering for either TS-693 or TS-695.
- b.) TS-693 MTS Thesis (post course work)
For students who do not complete the thesis within the 57-semester hour time frame, **two semesters** of continuing full-time status is available immediately following the last semester of thesis credit. Registration is full-time for 0 credits.
- c.) TS-695 MTS Thesis Continuance
For continuous registration at less-than-half time status and 0 credits.
- d.) 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. To be reinstated you must be in good standing and write to the registrar asking for reinstatement into the MTS program. This needs to be completed before your thesis reader becomes involved again in the review of your thesis, usually the spring semester before graduation.
Upon receiving the application for graduation and the request for reinstatement, the student will be required to register for at least one semester of TS-695 MTS Thesis Continuance.

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

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 uploaded to ProQuest by 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.

Guidelines for the MTS Thesis

- a.) 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.
- b.) Students are expected to follow the Style Manual guidelines outlined below:
- c.) Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*. 9th Edition. Chicago: University of Chicago Press. 2018.
- d.) American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.) American Psychological Association.
- e.) Guidelines recommended by individual professors based on the standards of their learned societies, or as their preference of a. or b. above.
- f.) The length of the thesis in its final double-spaced typed form is between 50 and 80 pages.
- g.) The final typed draft of the thesis is submitted to the advisor by the due date.
- h.) The thesis is graded either pass or fail.
- i.) The thesis must be approved by the advisor and posted to ProQuest-UMI and the signed certification form must be submitted to the office of registration services by the date on the academic calendar.
- j.) Laying out the text: (primarily drawn from Turabian, Appendix)
- k.) See and follow the example title page (sample below).
- l.) Margins: Leave a margin of at least one-inch all around. The one-inch margin also applies to headers/footers, footnote, and images.



- m.) Spacing: The text should be double-spaced except for block quotations, notes, captions, bibliography entries, and long headings, which should be single-spaced with a blank line between items.
- n.) Pagination: No number should appear on the title page or the contents page. Text pages, including introduction, thesis chapters, and bibliography or reference list, should be numbered with Arabic numerals, beginning with 1 and running consecutively until the end. Page numbers should be centered at the foot of the page, at least three-fourths of an inch from the bottom edge.
- o.) For other questions about the layout, see Turabian, Appendix, or the *Publication Manual of the APA*, Appendix A.
- p.) Footnotes, Endnotes, or Reference Citations, and Bibliographies or Reference lists: See Turabian, chapters 15-19, or the *Publication Manual of the APA*, chapter 3.
- q.) Be consistent in following one of the above styles after consulting with your faculty advisor.

Sample of Thesis Title Page

Thesis format: Left margin = 1"; top, bottom and right margin = 1"; Double spaced and single sided

The title page information (see below) should be centered on the front page of the thesis.

GARRETT-EVANGELICAL THEOLOGICAL SEMINARY

YOUR THESIS TITLE

A
THESIS

Submitted in Partial Fulfillment
of the Requirements

for the degree

MASTER OF THEOLOGICAL STUDIES

Field of _____

By

Your full name

Evanston, Illinois

Date

*Master of Theological Studies Program Requirements***Course Requirements – 54 semester hours total*****Biblical Interpretation*** (6 semester hours)

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

Church History (6 semester hours)

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

Theology and Ethics (6 semester hours)

Choose 2 courses from Theology and/or Ethics	6
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Practice of Ministry (6 semester hours)

Choose 2 courses from Worship, Pastoral Care, Christian Education, and/or Christian Leadership	6
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Specialization Courses (15 semester hours)

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

Choose 5 courses in area of study	15
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Thesis Requirements (9 semester hours)

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

Elective courses (6 semester hours required; up to 12 hours allowed)

Any field	6
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Students concentrating in one of the Bible fields should complete at least one year of the appropriate Biblical language as part of their electives.

Students pursuing ordination as a Deacon in The United Methodist Church will need to take care to include all ordination requirements in the program.



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, 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:

- a.) Bible and Culture
- b.) Christian Religious Education
- c.) History of Christianity and Historical Theology
- d.) Liturgical Studies
- e.) Pastoral Theology, Personality, and Culture (2 possible tracks of study)
- f.) Theological and Ethical Studies

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

- a.) Demonstrate an advanced knowledge of broad areas of one's respective discipline—primary sources, secondary sources, methods, and intellectual foundations;
- b.) Demonstrate the ability to plan and conduct research and make contributions to their field;
- c.) Develop research skills to carry into their future work as scholars;
- d.) Demonstrate skills in oral and written communication to present and publish work in their field;
- e.) Demonstrate competence in teaching their discipline in a designated course on pedagogy and through practical experience as teaching assistants; and
- f.) Demonstrate, through service in academy, church, and seminaries, the value of their discipline to the academy and community at large.

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

Foundational courses - 7 semester hours.

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

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.

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.

Boundaries Workshop

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

Qualifying Examinations

Dissertation Proposal

Dissertation



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.

Optional PhD Teaching Certificate

Northwestern University allows Garrett-Evangelical PhD students to apply to the Teaching Certificate program through the Searle Center once they are admitted to candidacy.

Additional requirements

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

Doctor of Philosophy in Biblical Studies

Course Requirements – 40 semester hours total

PhD Core Courses (7 semester hours)

PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Biblical Studies Core Courses (6 semester hours)

PH-910 Methods, Approaches, & Theories of Biblical Interpretation	3
PH-912 Introduction to Biblical History and Archaeology	3

Major Courses (12-15 semester hours)

Choose 9-12 semester hours in Hebrew Bible or New Testament	9-12
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Minor Courses (6-9 semester hours)

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

Any field (in consultation with advisor)	6-9
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Doctor of Philosophy in Christian Education and Congregational Studies

Course Requirements – 40 semester hours total

PhD Core Courses (7 semester hours)

PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses (18-24 semester hours)

CE-800 History, Theory, and Approaches to Christian Education <i>or</i>	
CE-835 History and Theories of Christian Education <i>or</i>	
CE-837 Approaches to Christian Education	3
Choose 15-21 hours in Christian Education and/or related disciplines	15-21

Minor Courses (9-12 semester hours)

Choose 9-12 hours in an approved minor area	9-12
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Elective Courses (as needed)

Doctor of Philosophy in History of Christianity and Historical Theology

Course Requirements – 40 semester hours total

PhD Core Courses (7 semester hours)

PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses (18-24 semester hours)

Choose 6 hours in applied historiography	6
Choose 12-18 hours in Christian Education and/or related disciplines	12-18

Minor Courses (9-12 semester hours)

Choose 9-12 hours in an approved minor area	9-12
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Elective Courses (as needed)

**Doctor of Philosophy in Liturgical Studies****Course Requirements – 40 semester hours total*****PhD Core Courses (7 semester hours)***

PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses (24 semester hours)

LTRGY811 Sacramental Theology	3
LTRGY810 Liturgical Theology	3
LTRGY812 Baptism and Reaffirmation	3
LTRGY813 Eucharist	3
PH-940 Ritual Studies	3
Choose 9 hours in Liturgical Studies	9

Minor Courses (9 semester hours)

Choose 9-12 hours in an approved minor area*	9-12
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**if minoring in Homiletics, Teaching Preaching, History of Preaching, and one additional course focused on Preaching are required*

Doctor of Philosophy in Pastoral Theology, Personality, and Culture**Course Requirements – 40 semester hours total*****PhD Core Courses (7 semester hours)***

PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses (18 semester hours)

Choose 18 hours in Pastoral Theology	18
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Minor Courses (9 semester hours)

Choose 9 hours in an approved minor area (usually Church History, Bible, Theology or Ethics)	9
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Elective Courses (6 semester hours)

Any courses	6
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**Doctor of Philosophy in Pastoral Theology, Personality, and Culture – Clinical Track****Course Requirements – 61 semester hours total*****PhD Core Courses (7 semester hours)***

PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses (18 semester hours)

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

Minor Courses (9 semester hours)

Choose 9 hours in an approved minor area (usually Church History, Bible, Theology or Ethics)	9
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Clinical Training (6 semester hours from Garrett or other approved school)

Group Dynamics	3
Lifestyle and Career Development	3

Clinical Training (21 semester hours from Center for Religion and Psychotherapy in Chicago)

PCC-900 Human Development	3
PCC-910 Counseling Theory	3
PCC-920 Counseling Techniques	3
PCC-930 Professional, Legal, & Ethical Responsibilities	3
PCC-940 Social & Cultural Foundations	3
PCC-950 Clinical Practicum (100 hours; 40 direct client)	3
PCC-960 Clinical Internship (600 hours; 1 hour supervision weekly)	3

Doctor of Philosophy in Theological and Ethical Studies**Course Requirements – 40 semester hours total*****PhD Core Courses (7 semester hours)***

PH-901 Biblical and Theological Hermeneutics	3
PH-903 PhD Teaching Seminar	2
PH-904 PhD Research Seminar	2

Major Courses (18-24 semester hours)

Choose 12-18 hours in Theology and/or Ethics	18-24
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Minor Courses (9-12 semester hours)

Choose 9-12 hours in an approved minor area	9-12
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Elective Courses (as needed)



Other Academic Programs

Enrichment Studies – Non-Degree

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

Guest Students

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

Cooperative Degree Programs

MDiv & MSW Degrees:

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

The normal pattern for the dual degree program consists of an initial first full year or its equivalent at Garrett, one year primarily at the Loyola School of Social Work, one year primarily at Garrett, and a final year primarily at Loyola. Work in the final year will be mostly 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. A similar process is followed for work toward the MSW degree at Loyola. Planning with the respective advisors at each school should begin as soon as a student is admitted by both schools. Up to 19 semester hours, or the equivalent, may be granted in the MDiv program for courses including field education, taken in the MSW program upon approval of the academic dean. Similarly, 9 semester hours of credit toward the MSW degree may be granted for work done in the MDiv program upon approval of the appropriate academic officer at the Loyola School of Social Work.

MDiv with Peace Studies Concentration:

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

To assist students at AMBS in meeting United Methodist ordination requirements, Garrett-Evangelical will be offering a certificate in United Methodist Studies. This certificate consists of five courses which meet six key United Methodist educational requirements - United Methodist History, Doctrine, and Polity;



Evangelism; Mission of the Church in the World; and Worship. AMBS students interested in studying at Garrett-Evangelical will complete a Guest Student registration form and submit it to the AMBS registrar for approval.

MDiv with LGBTQ Studies Concentration:

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

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

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

Human Subjects Review – <https://guides.garrett.edu/human-subjects-research>



Human Subjects Research

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

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

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

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

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

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

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

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

- a.) Interviewing a Subject who is 18 or older and who has consented to be interviewed.
- b.) Participation observation in a public venue such as worship services or other community gathering places.
- c.) Study of existing data, documents, or records.

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

2. Major Student Research Projects: Students at Garrett-Evangelical who seek to engage in major research projects involving human subjects must ensure that their research is authorized under Human Subjects



Review at G-ETS. If a student is doing research with another organization and receives approval from an outside review board, that approval must be submitted to the HSC chair so that it is recorded at Garrett.

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

- a.) Doctor of Ministry Projects
- b.) Doctor of Philosophy Dissertations
- c.) MTS major papers
- d.) MDiv final projects

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

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

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

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

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

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

1. Researcher develops conceptualization and design of project. Researcher completes the Research Risk Assessment Rubric to determine the type and extent of human subjects risk their research entails. If the Researcher is a Student, the Student should discuss the outcome of the Rubric with the Advisor. See Appendix 1 for the Rubric.
2. If required by the Rubric, Handbook, or Advisor, the Researcher completes HSR Application and submits it along with all supporting paperwork (Consent Form, data collection instruments, etc.) to the Chair of HSC along with the completed Rubric. If the Researcher is a Student, the Student must obtain the Advisor's approval of the completed application with the Advisor's signature *prior* to submitting the application to the HSC Chair. Note that the Consent Form should directly acknowledge and address the risks illuminated by the Rubric. See Appendix 2 for the Consent Form Checklist.
3. HSC Chair reviews the submitted application to ensure all research protocols are satisfied. If the application is properly completed, HSC Chair sends the application through HSC's review process



(which normally involves careful evaluation by a Second Reviewer and vote of the whole committee). HSC Chair records and communicates committee recommendation to the Researcher. If the Researcher is a Student, the recommendation is also provided to the Advisor.

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

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

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

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

1. Protection of Subjects

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

2. Full Disclosure

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



3. *Consent*

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

4. *Mandated Reporting*

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

5. *Research Instruments*

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



Plagiarism

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

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:

- a.) to steal and pass off (the ideas or words of another) as one’s own
- b.) to use (another’s production) without crediting the source
- c.) to commit literary theft
- d.) 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:

- a.) turning in someone else’s work as your own
- b.) copying words or ideas from someone else without giving credit
- c.) failing to put a quotation in quotation marks
- d.) giving incorrect information about the source of a quotation
- e.) changing words but copying the sentence structure of a source without giving credit
- f.) 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, including AI-generated material.

[This information is from <https://www.plagiarism.org/article/what-is-plagiarism> (accessed 8/24/2021), reprinted by permission.]

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

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

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

In the case of Master’s students, faculty have the discretion to permit students to revise and resubmit the assignment for regrading. During this meeting, the professor will also communicate to the student the need to know and apply consistently our policies for writing academic papers, refer them to the Writing



Center for assistance if deemed necessary, and alert the student that a second incident will start a formal process administered by the Academic Dean that could lead to their dismissal.

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

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

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

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

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

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

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

3. How to avoid plagiarism

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

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

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



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

“Even where acknowledgment is faithfully included, there are right and wrong ways of incorporating material from outside sources, and the right ones must be used lest the true nature of indebtedness be obscured.” [From plagiarism.org, as cited earlier.] Manuals of proper footnote form are listed below under Resources. They are also available from the Styberg Library at <https://guides.garrett.edu/citing-writing-resources>. 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 <https://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>

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
- b.) 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.]

- c.) 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.



d.) 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.

e.) The Mosaic

f.) 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.]

g.) 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.*

h.) 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.

- i.) Paraphrase
- j.) 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).]

- k.) 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.

- l.) 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.

- m.) Insufficient Acknowledgement
- n.) 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.]

- o.) 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.

- p.) Comment

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

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

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

- Turabian, Kate L., Booth, Wayne C., Colomb, Gregory G. and Williams, Joseph M. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 9th ed. Chicago: University of Chicago Press, 2018.



- *Chicago Manual of Style*. 17th ed. Chicago: University of Chicago Press, 2017.
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 <https://www.chicagomanualofstyle.org/home.html>.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.) Washington, D.C. An online tutorial is available at https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html (accessed 16 September 2020).



Special Needs Process

INTRODUCTION

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

DEFINING A SPECIAL NEED

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

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

CRITERIA FOR EVALUATION OF SPECIAL NEEDS

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

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

The committee's concern with regard to *professional development* is that of insuring that the student is capable of functioning as a professional in the church, academy, and community. It is the committee's role to consider whether such capacity is manifest especially in the context of field or community-based education, leadership in the life of the seminary, relationships with others in the seminary community, personal formation, and in the student's coursework. Professional development includes the student's capacity to learn from experience, develop interpersonal relationships, work across diversity and difference, express empathy, maintain appropriate boundaries within relationships, exercise self-regulation, and constructively deal with conflict. Professional development may also be hindered by the presence of personal, emotional, cognitive, or behavioral disorders which may require further professional assessment and treatment.



PROCEDURES FOR EVALUATION OF STUDENT SPECIAL NEEDS

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

1. ADVISOR-ADVISEE CONSULTATION

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

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

2. EXPANDED ADVISOR-ADVISEE CONSULTATION WITH THE ACADEMIC DEAN

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

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

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

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

3. SPECIAL NEEDS COMMITTEE

- a.) If 2. does not meet the special need to the satisfaction of those involved, the Academic Dean asks the chair of the Special Needs committee to convene the committee (annually appointed by the president) within seven business days and provides the chair with a description of the concern and any relevant documentation.
- b.) The chair describes to the committee the special need, reviews the steps taken, and presents any relevant documentation.
- c.) The Special Needs committee, together with the Dean of Students, meets with the student's advisor and the student. The student may invite a faculty/staff member or another Garrett-Evangelical student to accompany him/her in this meeting. The name of an invitee must be communicated three days in advance to the chairperson of the committee. The student shall also have the privilege of presenting to the committee anyone with knowledge of pertinent facts or of presenting pertinent materials, subject to prior approval of the committee. The committee may, but is not required to, accord the student the privilege of asking questions of the persons with pertinent facts.
- d.) If the student fails to appear at the stipulated time and place, the Special Needs committee may nevertheless proceed.
- e.) If, after the consultation with the student, the Special Needs committee makes a recommendation not affecting the student's continued enrollment, it shall initiate processes and/or actions it considers appropriate to meet the student's need. The Academic Dean may meet with the chair and student to define procedures to address the committee action. When, in the judgment of the committee, such processes have met the student's need, no further action is needed. A written report is made to the Academic Dean and the student and enclosed in the student's file. That report is to be destroyed at graduation.
- f.) If, after consultation with the student, the Special Needs committee recommends dismissal, the chair of the committee communicates this recommendation to the student and the Academic Dean in writing and informs the student of the right to appeal (4. below). The Academic Dean shall give as



full a report as is needed to inform the faculty of the case at the following faculty meeting. The faculty accepts the report unless new substantial information is presented. In that case, the recommendation may be returned to the committee for further consideration and resubmission.

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

4. APPEAL TO THE PRESIDENT

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

5. APPEAL TO THE BOARD OF TRUSTEES

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