



# NEW BRUNSWICK THEOLOGICAL SEMINARY



## 2021-2022 ADVISING MANUAL

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# TABLE OF CONTENTS

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<b>Introduction</b>	<b>4</b>
Here are some important considerations:	4
Student Advising When the Student is on Academic Probation	5
Here are some areas to probe with the student	5
<b>Master of Arts in Pastoral Care and Counseling</b>	<b>6</b>
New Student—first semester	6
Developing student [9-24 credits]	6
Senior student [25-48 credits]	7
<b>Master of Arts in Theological Studies</b>	<b>8</b>
New Student—first semester	8
Developing student [9-24 credits]	8
Senior student [25-48 credits]	9
<b>Master of Divinity</b>	<b>10</b>
New Student—first semester	10
Developing student [12-49 credits]	10
Senior student [50-81 credits]	10
<b>Masters Level Academic Advising</b>	<b>12</b>
<b>How You and Your Faculty Advisor Should Work Together</b>	<b>12</b>
When to contact or see your Advisor	12
Change of Advisor	12
<b>Doctor of Ministry Students</b>	<b>14</b>
Qualifications of Advisors	15
Appointment of Advisors	15
Change of Advisors	15
<b>Obtaining Recommendations or Reference Letters From Faculty</b>	<b>16</b>
Ferpa and Recommendations	16
Process for Requesting a Recommendation or Reference Letter	16
Guidelines for Faculty or Staff Providing Recommendations	17
Family Educational Rights and Privacy Act	17
Student Advising in Times of Crisis	18
Crisis Intervention and Suicide Prevention	18
Legal Issues and Academic Advising	20
Contractual Relationship	21
The Buckley Amendment: Advisor's Responsibilities and Student's Right to Privacy	21
Privileged Communications	22
Academic Due Process	22

Appendix: Curriculum Worksheets	24
Master of Arts (M.A.) Program	24
Master of Arts Theological Studies Program	25
Master of Divinity Program	26
Master of Divinity Program - 4.5 YEAR PLAN	28
Master of Divinity Program - 4.5 YEAR PLAN	30
Master of Divinity Program - 3.5 YEAR PLAN	32
Dual Degree: Master of Divinity and Master of Arts with a concentration in Pastoral Care and Counseling	34

# INTRODUCTION

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At NBTS, we value relationships that aid in the formation of a student. Student Advising is more than aiding a student sign up for classes. The purpose of student advisement is to support student learning and success both academically and personally. Faculty advisors should establish a relationship with students so they can provide helpful guidance.

## Here are some important considerations:

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The student's denomination: when possible, the student should be assigned to a faculty member within their denomination. If this is not possible, advisors should work with the student to determine the specific requirements they need to take

- Only RCA studies are offered every year
- Other denomination courses must be arranged through the Registrar at least one year before the student needs the course
- AME students in NJ & NY must attend the AME school outside the curriculum
- American Baptist students from NJ must take Baptist polity, and it is offered every other year. National Baptist students seeking dual standing must also take this class.

Students should be reminded to understand and adhere to the policies in the Student Handbook

Students should follow the modules set up for their program. The schedule follows these modules. For example, a Module 1 course that is a prerequisite for a Module 2 course will be scheduled on the same night.

Students should be reminded that required courses are offered only once per year and always in the same semester, i.e., Intro to OT in fall and Intro to NT in spring

NBTS cannot provide independent studies for students who do not follow their program modules so they can graduate

Students should take a mix of required and elective courses each year. If students hold all the electives until the end, they may discover it will take longer to graduate.

Hebrew and Greek classes are taught in alternating years. Students must be aware of this and plan accordingly, especially if they are full-time

If there is a scheduling problem, notify the Registrar immediately. The closer we are to the beginning of the semester, the less flexibility we have to change or add courses.

The Advisor should stress the importance of writing skills to new advisees. Advisors, because of their relationship with the student, can emphasize that writing is hard work and takes years of practice without making the student feel ashamed. Tell your advisees how hard writing is for you.

Each Advisor should discuss providing recommendations with the student

- point out the Recommendation policy for NBTS,
- discuss the information provided with and without a FERPA waiver
- discuss your guidelines for providing waivers, i.e., are there schools where you object to giving recommendations to; will you write a recommendation without a FERPA waiver; will you write a recommendation the student has a right to review?

## Student Advising When the Student is on Academic Probation

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The Registrar will inform the faculty mentors of all students placed on probation. The Advisor should reach out to the student, keeping in mind that there is personal shame associated with failing a course or courses for many students. With the first email, be sensitive and supportive and invite the student to meet to help them formulate a plan for success.

The faculty mentor can be an essential source of assessment and support for a struggling student. First, make sure the student understands the letter they received. Explain that retaking a class will not remove the “F” from the transcript, but the second class’s grade will replace the failing grade for the GPA calculation and is the fastest way to reverse academic probation. Also, remind the student that they must retake the same class they failed, so if it is an elective that is offered periodically, there may be no way to reverse the grade. Also, students need to know they can only retake a required course once more. If they fail again, they will be dismissed from the seminary. So, the student needs to make sure they are prepared to pass the class when they retake it.

Faculty mentors should try to engage the student in a discussion that will help them develop a specific plan. Students often speak in general terms such as, “I will do better,” or “I will study more.” These general plans usually do not translate to student success.

### Here are some areas to probe with the student

Does the student

- Not have enough time to complete weekly readings and activities?
- Have a reading issue that needs further evaluation?
- Miss deadlines for assignments?
- Miss classes excessively?
- Attend class late?
- Have a health or personal issue that is preventing their focus on the work?
- Seek help from the professor when they do not understand an assignment?
- Understand that turning in an unfinished assignment is better than receiving a zero for work?
- Need counseling for personal concerns that erode self-confidence and prevent them from completing their work?
- Need to give up other responsibilities so they can dedicate this time to their studies?

If the student allows you to work with them to identify the issue, formulate a success plan. It would be best if the student agrees to check in with their faculty mentor to report their success as they progress to remove the probation notation. Assure the student that academic probation is serious but is only an academic issue. It only measures how they did in classes over 15 weeks of a long life. It is not a judgment of their personhood, worth to others, or their faith.

# Master of Arts in Pastoral Care and Counseling

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## New Student—first semester

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Spend some time getting to know the student and their background.

Find out what the student plans to do with their degree.

Discuss the student's time management and help them to be realistic about the number of classes they can take per semester [we want to make sure you graduate, not just enroll in a program].

Help the student determine how long it will take to complete their degree [there are modules sheets-see appendix].

Introduce the student to the plan for the MA PCC program based on their choice of time to complete and explain its use [see appendix].

Explain to the student there is usually a tentative schedule on the website for the next academic year to allow for the planning of electives.

Explain what Clinical Pastoral Education is and why it is a requirement for this program.

Encourage the student to plan at least 1 year ahead to allow for the best chance of CPE placement.

If the student is interested in institutional chaplaincy, make sure the student understands they might need to get a Master of Divinity degree instead.

Inquire about challenges to the student in taking part in the class in an online format.

Explain the difference between a terminal academic paper and a terminal project.

- The academic paper is 6 credits and is a directed research project of 40-60 pages. The student should choose this option if they plan to continue their academic career in a doctoral program or have an interest in academic study.
- The terminal project is 3 credits [the other 3 credits is another PC elective] and it is practically based.

Encourage the student to meet with you once a semester for check-in and discussion of learning, course planning, and terminal paper/thesis discussion.

## Developing student [9-24 credits]

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Request the student bring the course tracking paper and indicate the courses taken.

Check in about how the student is feeling about their degree progression and dreams for the future.

Ask the student about what they have learned and how they have grown in academics and formation.

Ask the student about their challenges and discuss a plan for improvement.

Make sure the student has planned to take CPE.

Begin discussions on the terminal assignment. The student should be forming a plan between the two choices and begin thinking about a topic.

Inquire if the student is beginning to think about their plans after graduation and offer some career counseling or refer them to the Director of Student Concerns for more aid.



If the student suggests further graduate work, be prepared to be honest about the student's possibilities for acceptance and employment post-graduate school.

Remind the student of directed study opportunities and remind them of the requirements in the Student Handbook. Students can explore their research interests in this way.

The responsibility of proposing a directed study is the student's and requires prior planning.

### Senior student [25-48 credits]

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Request the student bring the course tracking paper and indicate the courses taken.

Check in about how the student is feeling about their degree progression and dreams for the future.

Ask the student about what they have learned and how they have grown in academics and formation.

Ask the student about their challenges and discuss a plan for improvement.

Engage the student in a discussion of their CPE experience.

Meet with the student to direct the terminal paper/project. If you are the Advisor, it is best to schedule regular check-in meetings with the student during the research and writing of the paper/project.

Remind the student that a directed study can serve as a related elective with a project.

If you are not the director of the paper/project plan to offer support and a listening ear.

Ask the student about their future and remind them to apply early for CPE residency if they are interested.

Discuss how the program was for them and note anything that should be shared with the MA oversight or Curriculum committee.

# Master of Arts in Theological Studies

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## New Student—first semester

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Spend some time getting to know the student and their background.

Find out what the student plans to do with their degree.

Discuss the student's time management and help them to be realistic about the number of classes they can take per semester [we want to make sure you graduate, not just enroll in a program].

Help the student determine how long it will take to complete the degree [there are modules sheets – see appendix].

Introduce the student to the plan for the MATS program based on their choice of time to complete and explain its use [see appendix].

Explain to the student there is usually a tentative schedule on the website for the next academic year to allow for the planning of electives and the importance of planning ahead.

If the student is interested in institutional chaplaincy, make sure the student understands they might need to get a Master of Divinity degree instead.

Inquire about challenges to the student in taking part in the class in an online format.

Explain the difference between a terminal academic paper and a terminal project:

- The academic paper is 6 credits and is a directed research project of 40-60 pages. The student should choose this option if they plan to continue their academic career in a doctoral program or have an interest in academic study.
- The terminal project is 3 credits [the other 3 credits is another PC elective] and it is practically based.

Encourage the student to meet with you once a semester for check-in and discussion of learning, course planning, and terminal paper/thesis discussion.

## Developing student [9–24 credits]

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Request the student bring the course tracking paper and indicate the courses taken.

Check in about how the student is feeling about their degree progression and dreams for the future.

Ask the student about their challenges and discuss a plan for improvement.

Begin discussions on the terminal assignment. The student should be forming a plan between the two choices and begin thinking about a topic.

Inquire if the student is beginning to think about their plans after graduation and offer some career counseling or refer them to the Director of Student Concerns for more help.

If the student suggests further graduate work, be prepared to be honest about the student's possibilities for acceptance and employment post-graduate school.

Remind the student of directed study opportunities and remind them of the requirements in the Student Handbook. Students can explore their research interests in this way.

The responsibility of proposing a directed study is the student's and requires prior planning.



## Senior student [25-48 credits]

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Request the student bring the course tracking paper and indicate the courses taken.

Check in about how the student is feeling about their degree progression and dreams for the future.

Ask the student about what they have learned and how they have grown in academics and formation.

Ask the student about their challenges and discuss a plan for improvement.

Meet with the student to direct the terminal paper/project. If you are the Advisor, it is best to schedule regular check-in meetings with the student during the research and writing of the paper/project.

Remind the student that a directed student can serve as a related elective with a project.

If you are not the director of the paper/project plan to offer support and a listening ear.

Ask the student about their future plans and remind them to begin job planning now if they will be searching for a new position.

If the student plans on applying for CPE residency or further graduate work, discuss the process of securing faculty recommendations [see the section on recommendations].

Discuss how the program was for them and note anything that should be shared with the MA oversight or Curriculum committee.

# Master of Divinity

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## New Student—first semester

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Spend some time getting to know the student and their background

Find out what the student plans to do with their degree

Discuss the importance of knowing the requirements for ministry in their denomination, encourage the student to enroll in the denomination's ordination process as soon as possible

Discuss the student's time management and help them to be realistic about the number of classes they can take per semester [we want to make sure you graduate, not just enroll in a program]

Pay attention and discuss with the student how long it will take to complete the degree [there are modules sheets for several alternatives—2, 3, 3.5, and 4 yrs]

Introduce the student to the plan for the M.Div. program based on their choice of time to complete and explain its use [see appendix]

Explain to the student there is usually a tentative schedule on the website for the next academic year to allow for the planning of electives

If the student is interested in institutional chaplaincy, make sure the student understands they might need to get a Master of Divinity degree instead

Inquire about challenges to the student in taking part in the class in an online format

Encourage the student to meet with you once a semester for check-in and discussion of learning, course planning, and terminal paper/thesis discussion

## Developing student [12–49 credits]

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Explain what Clinical Pastoral Education is and why it is encouraged for the M.Div. student

Explain that the student needs to check if CPE is required for ordination in their denomination

Encourage the student to plan at least 1 year ahead to allow for the best chance of CPE placement

Explain what Field Education is and why it is important for their program

Remind the student that some denominations have very specific field education requirements

Inquire about challenges to the student in taking part in the class in an online format

Check-in on the student's growth and formation

This middle period can seem unending, help the student to see the purpose and pathway by discussing their growth and dreams

Help the student select electives based on their interests, not simply what is available

## Senior student [50–81 credits]

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Request the student bring the course tracking paper and indicate the courses taken

Check in about how the student is feeling about their degree progression and dreams for the future

Ask the student about what they have learned and how they have grown in academics and formation

Ask the student about their challenges and discuss a plan for improvement

Ask the student about their future plans are remind them to begin job planning now if they will be searching for a new position

If the student plans on applying for CPE residency or further graduate work, discuss the process of securing faculty recommendations [see the section on recommendations]

Discuss how the program was for them and note anything that should be shared with the MA oversight or Curriculum committee

# MASTERS LEVEL ACADEMIC ADVISING

## **HOW YOU AND YOUR FACULTY ADVISOR SHOULD WORK TOGETHER**

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Each student at the seminary is assigned a faculty advisor who is an advisor for both academic and vocational guidance. The advising process helps students chart a course for their academic study and as a reflection partner in their formation and development.

New students should make an appointment with their faculty mentor to establish a relationship. Below are some guidelines. Please be sure to reach out to your Advisor if you need someone to talk with during your work.

### When to contact or see your Advisor

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To select courses for the next semester and plan for the academic year

To discuss any problems impacting your coursework [professional or personal]

To inform them that you plan to add or drop courses or before you stop out for a semester

To discuss any academic problems

If you need someone to help you discern if a change in degree is best for you

When you feel overwhelmed and need support

To discuss field education or CPE possibilities

If you are discouraged and are thinking of giving up on your dream

### Change of Advisor

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Ordinarily, students retain the same Advisor throughout their coursework.

During faculty sabbaticals, students may be assigned a temporary advisor. The student may return to their original Advisor the next semester.

Occasionally, students may seek a change of Advisor. This is often the result of scheduling conflicts, work with another faculty member based on the area of interest, or personal reasons. Students may request a change of Advisor from the Registrar once during a single degree program. A second student request for a change will be made to the Dean of Academic Affairs.

Responsibility of Faculty Advisor	Responsibility of Student
Be familiar with NBTs policies and advise students competently	Should be aware of policies in the handbook. The advisor can provide clarification.
Be available for advisee appointments for class planning.	Reach out and make an appointment to discuss the course plan. Bring your selected course planning with completed courses indicated.
Answer advisees' emails promptly and be available in person or via Zoom	If the faculty mentor does not respond, email again. If problems scheduling with faculty, contact the Dean.
Provide support for advisee success	Establish a relationship with your faculty mentor and reach out when you need help or support
Advise about support systems [Disability support, Writing Center, Sage Library] if needed  Counsel advisee in the event of personal or academic concerns	Bring academic concerns to your faculty mentor so the two of you can formulate a plan for success.  Know your faculty mentor wants you to succeed and reach out if unexpected things get in the way of your learning.
Will advise you in general but will not intervene with another professor.  Will encourage you to speak with that Professor.  Address any professional fitness issues.	Know that you should work out class issues with individual professors and if there is a problem with a class speak with the Dean  Recognize that while advising is a shared endeavor, final responsibility for all decisions rests with the student.

# DOCTOR OF MINISTRY STUDENTS

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We recognize that the advising relationship is a significant part of the teaching and learning process. It is within this advising relationship that doctoral candidates will craft their academic/ ministry objectives, identify and complete program requirements, and fine-tune their project/thesis proposals. The role of the Advisor is to provide guidance and advice relating to the doctoral program, which includes providing comprehensive assessment of the candidate's work, discussing and guiding research interests, and assisting students in fulfilling graduation requirements. While candidates are encouraged to consult with the Advisor during all phases of their doctoral journey, every candidate is expected to be proactive in becoming adequately informed about all the requirements for his/her matriculation.

It is the Advisor's responsibility to assist students in the development of their project proposals while working with students to ensure the proposal and final thesis meets the established requirements set forth in the NBTS Doctor of Ministry Handbook. It is the student's responsibility to become proactively involved in self-directed adult learning as s/he engages in doctoral-level course work, research, and project proposal planning, implementation, and thesis writing.

The roles and responsibilities of advisees and advisors are further delineated as follows:

Responsibilities of Program Advisor	Responsibilities of Advisee
Maintain familiarity with D.Min. program policies to adequately advise students.	Contact Advisor early in the first semester to get acquainted.
Meet with advisees at start of program to get acquainted.	Make appointment to meet with Advisor during the first semester of study.
Facilitate check-in meetings (1/2 hour) with each advisee during intensive weeks in 1st and 2nd years of their study to monitor progress.	Communicate with Advisor in a timely manner.
Assist advisees in fine-tuning proposal/ project ideas and implementation.	Follow through on actions identified during each advising session.
Participate in review and approval of project proposal and final thesis.	Monitor your own academic progress.
Maintain records of all interactions.	Seek support if personal or professional issues interfere with your academic work.
Communicate any and all concerns to program staff.	Recognize that while advising is a shared endeavor, final responsibility for all decisions rests with the student.
Monitor advisee's progress in preparing for the candidacy review (summation meeting).	Become knowledgeable of support systems (Disability Services, Writing Center, Sage Library, etc.) and use them when appropriate.
Oversee the advisee's transition to project implementation and thesis research.	Commit to engage fully in the learning process.
Counsel advisee if any personal or professional issues interfere with academic performance.	Prepare for and contribute to advisement sessions in a meaningful manner.
Address any professional fitness issues.	Prepare appropriately for the candidacy review (project summation meeting) and transition to thesis and research and writing.



## Qualifications of Advisors

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All advisors hold earned doctoral degrees appropriate to the practice of ministry and are either scholars of the specific ministry practice or qualified professionals in the field who have been given orientation to the requirements of an NBTS D.Min. project. When at all possible, advisors will be NBTS faculty. In cases in which the Advisor is not a scholar of the specific ministry practice, a Reader who is a scholar of the specific ministry practice will ideally be selected.

## Appointment of Advisors

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Advisors are recommended by the program staff in conversation with the primary residential faculty member in the field to the D.Min. Oversight Committee for approval.

## Change of Advisors

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Occasionally students may seek to change their assigned advisors. Changes of Advisor are to be made in consultation, first, with the program administrator of the D.Min. Program, and then with both the original Advisor and the proposed new Advisor. Students may change advisors during coursework and before submitting a Project Proposal. Only rarely should students change advisors after their projects are underway. Once a change of advisors is approved, students must file a "Change of Advisor" form with the Registrar.

# OBTAINING RECOMMENDATIONS OR REFERENCE LETTERS FROM FACULTY

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Students often require one or more faculty members to provide recommendations. Faculty provide recommendations for several reasons

- Scholarships
- Clinical Pastoral Education
- CPE Residency
- Further Graduate Study
- Employment

Students should select a faculty member who knows them well:

- their Advisor
- a professor who directed their project or thesis,
- or a professor they took multiple courses from during their degree.

Faculty are usually called on to supply an academic reference. CPE Supervisors should be considered for either an academic or professional recommendation. Field Education Supervisors should be considered for a professional recommendation.

## Ferpa and Recommendations

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Any faculty providing a recommendation, including CPE and Field Education Supervisors, can only provide the directory information unless the student signs a FERPA release form. Once the form is signed, the faculty member can review the student's academic record and provide a more detailed and accurate recommendation.

Students can reserve the right to review recommendation letters written on their behalf or can decline this right on the form.

Faculty and Supervisors have the right to refuse to complete recommendations for students who do not waive their right to review the recommendation or for any other reason.

## Process for Requesting a Recommendation or Reference Letter

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Students should

- Request a recommendation at least three weeks before it is needed
- Do not assume a faculty member can write an immediate recommendation letter
- State in the initial email that you will or will not be providing the FERPA form
- The best practice is to send the FERPA waiver form with the request
- Faculty may decline to write a recommendation for any reason, including lack of time
- The more information you provide about the parameters of the recommendation [FERPA waiver or not, schools selected, or as a recommender for a job search, right to review], the faster you will receive an answer to your request.
- Please receive the permission of the faculty member before listing them as a reference

Usually, the school will send a reminder to the faculty to complete the recommendation, but it is perfectly acceptable to send a reminder email as the due date gets closer.

## Guidelines for Faculty or Staff Providing Recommendations

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Before providing a reference, obtain written consent from the person about whom the reference will be given.

Without a FERPA waiver, you cannot discuss anything about the student beyond the Student Handbook's directory information.

Discuss with the student if they are waiving their right to review the reference letter.

If they do not waive that right, the recommendation becomes part of the student educational record ***and must be forwarded to the Registrar.***

If the student signs the NBTS FERPA waiver, **the waiver must be forwarded to the Registrar.**

You can only get a transcript for the student once the Registrar receives the waiver.

Discuss with the student your guidelines for recommendations, i.e., conditions under which you will or will not write a recommendation.

You have the right to refuse to write a recommendation for any reason, including workload.

Avoid lunch discussions or "off the record" telephone conversations with prospective institutions regarding a person's performance.

Provide only factual information based upon personal knowledge/observation of the person through direct contact with the person or obtained from the person's personnel record or student record.

Respond to direct and specific inquiries about the student. This often happens with Church Search Committees.

When speaking with Search Committees, you should state up front what you can discuss as an academic reference.

Relate the reference to the specific position for which the person applied and the work that the applicant will perform.

Do not provide subjective statements or opinions; only provide factual information that can be substantiated.

Maintain uniformity with referrals.

The FERPA waiver protects the faculty member from possible student complaints. You must file the paperwork.

Faculty who do not obtain FERPA waivers will do so at their own risk.

## Family Educational Rights and Privacy Act

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Faculty or other school personnel who are asked to give references have an additional duty under the Family Educational Rights and Privacy Act (FERPA). FERPA requires that federally funded institutions, under programs administered by the US Department of Education, comply with certain procedures on disclosing and maintaining educational records. FERPA was not enacted to preclude the disclosure of educational records simply because the records identify a student by name; rather, it was designed to protect the student's educational information and status as a student.

FERPA prohibits the disclosure of a student's protected information to a third party, thereby prohibiting the disclosure of educational information to potential employers without the prior approval of the student or parent. This includes, but is not limited to, information such as records, files, documents, and other materials maintained by an educational agency or institution, or by a person acting for such agency or institution.

Regarding reference letters, the critical inquiry is whether these records include or incorporate the student's "educational information" (i.e., GPA, grades, social security numbers, and so forth). If a reference letter contains "protected" educational information, the information cannot be disclosed without satisfying FERPA's predisclosure requirements. A referral source must obtain the signed, written consent of the student to disclose the foregoing information in a referral letter.

FERPA further requires an educational institution to grant students access to their educational records, including letters of recommendation. A student may waive the right to access confidential letters of recommendation. Such a waiver must be in writing. Should a student provide a waiver to the institution, this should be explicitly stated in the letter of recommendation itself.

Referral sources should be mindful of any information that is provided to potential employers. Any negative information may put an individual or entity on the defensive, especially if it costs someone a position.

### Student Advising in Times of Crisis

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If a student appears to be in a severe emotional state, you must follow good counseling rules. You should tell the student that you are a required reporter of sexual harassment or assault or perceive the student as a threat to him/herself or others [see below].

If there are mental health concerns, call the Dean during or immediately after the student's meeting.

Students may come to you to complain about another class or professor. This is often inappropriate, and the student should be encouraged to speak with the professor in question or the Dean.

However, a student can also have serious concerns about a class. If this happens, please involve the appropriate parties as soon as possible.

Please avoid triangulation by following the guidelines under complaints and grievances in the Student Handbook.

The above guidelines are not meant to discourage you from working with students. These are rare instances but require careful processing.

Students should come to you with concerns about their coursework or time management, or life's stressors. Often, listening and understanding are what is needed.

### Crisis Intervention and Suicide Prevention

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We enter this section on crisis intervention and suicide prevention, stating that the research on crisis intervention and suicide shows that escalation is preventable.

Often, we as faculty and staff want to assist students in crisis but believe it is something that only professional mental health personnel can do. Getting help from a mental health professional is very important, but there's so much each of us can do when a student approaches us and before a student gets to the point of being in a suicidal crisis.

We must value and appreciate the "simple stuff" of just showing up to the meeting or the zoom call and showing that you care that people, even without mental health training.

This section of the handbook will help you identify the warning signs that a student may express about a situation or think about dying and how to keep them from going further down that path. You can tell if a student is in crisis or feeling suicidal by watching for warning signs:

- The most obvious is when a student is talking about death, talking about suicide, or casually jokingly or explicitly talking about his or her death.
- There are less obvious and more subtle signs:
  - Changes in cognitive functioning:
    - difficulty thinking clearly people
    - using fewer words
    - having a more challenging time communicating
    - saying things like “I can’t do this,” or “I’m just so stressed,” or the student sits quietly for long periods
  - Sudden changes in behavior (for example, if a student is usually cheerful and you notice that they’re more irritated and moodier, more agitation, expressing more sadness, increased anger, or a change/increase in substance use).
  - Changes in sleep or eating may also be indicators of a student in a crisis.
  - Another warning sign is when the student withdraws from friends, families, and their regular activities. (For example, not responding to phone calls, not joining in on zoom calls, and not responding as usual to social media.) This is just something to be curious about with the student.

Note: these warning signs may also be signs of other mental illnesses. Signs of increased crisis and suicidal ideation are similar to depression symptoms, anxiety symptoms, or substance use problems. However, mental illness does not automatically put a student at higher risk of suicide, but you want to note and address it with the student. Do not be afraid to ask about the symptoms. Talking about mental illness symptoms, crisis, or suicide has been shown to help – not hurt students.

Remember, it typically takes a while and additional stressors for students to go from being depressed to feeling so hopeless that they don’t want to live anymore. A conversation with a student is a grace-filled opportunity and for prevention. What do you do if you any of these warning signs?

- The first is just checking. Asking how the student is doing, and letting them know that you (as a staff or faculty member) are concerned for them.
- Second, let the student know you are rooting for their wellbeing and their success.
- Third, have the student promise to check back in with you in a day or so.

The goal of your conversation with the student is to identify and help the student find help with mental health problems before they get to the point of crisis.

When you ask a student directly about suicide, you might say, “I know many people have been having suicidal thoughts during this time. Especially when they’re going through things similar to what you’re going through right now.” “I would like to see if there is something that I could do to be helpful.”

Approach the topic without being judgmental about how they feel. Do not call 911 right away. Calling 911 is something you should not do unless the student has already hurt themselves or are in imminent danger and are unwilling to keep themselves safe. You can ask the student if they want to call 911 or have a family member come and be with them. Also, calling 911 against the student’s wishes can take away the students’ sense of agency and affect their ability to trust you moving forward. Remember, if you are worried that the student is feeling suicidal, ask them directly and know that suicidal thoughts (ideation) do not always mean the student is ready to act on the ideation.

Use the Columbia protocol (<https://cssrs.columbia.edu/wp-content/uploads/Community-Card-Friends-and-Family-2020.pdf>)

Questions	Past Month	
1. Have you wished you were dead or wished you could go to sleep and not wake up?		
2. Have you actually had any thoughts about killing yourself?		
If YES to 2, answer questions 3, 4, 5 and 6. If NO to 2, go directly to question 6		
3. Have you thought about how you might do this?		
4. Have you had any intention of acting on these thoughts of killing yourself, as opposed to you have the thoughts but you definitely would not act on them?	High Risk	
5. Have you started to work out or worked out the details of how to kill yourself? Do you intend to carry out this plan?	High Risk	
Always Ask Question 6	Life- time	Past 3 Months
6. Have you done anything, started to do anything, or prepared to do anything to end your life?  Examples: Collected pills, obtained a gun, gave away valuables, wrote a will or suicide note, held a gun but changed your mind, cut yourself, tried to hang yourself, etc.		

You should also keep the national suicide prevention hotline number near: 1-800-273-8255

## Legal Issues and Academic Advising

*This section is from Jeffery Ford, Example University Academic Advising Handbook  
[https://nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/Example\\_Univ\\_Handbook.pdf](https://nacada.ksu.edu/portals/0/Clearinghouse/AdvisingIssues/Example_Univ_Handbook.pdf)*

The academic Advisor is on the “front line” of the college or university in dealing with students. It is a critical position, and the success or failure of the student’s education and growth is influenced greatly by the advising function. In today’s litigious atmosphere, the advising function is more critical than ever.

Academic advising occurs under the umbrella of academic affairs. The courts have always hesitated to enter the academic arena and substitute their judgment for that of the academician. In doing so, they have recognized the academic freedom which protects academic decisions, including advising decisions. They have recognized also that their repeated presence in the academic community possibly could cause deterioration in the otherwise beneficial student-faculty relationship. Thus, if academicians do not abuse their discretion in dealing with students, they need not fear judicial intervention. The courts will intervene, however, if evidence exists of arbitrary or negligent treatment of students or a denial of their protected rights. The increasing number of court decisions dealing with classroom and academic matters attests to the growing judicial sensitivity to students’ rights in academic affairs. The Advisor’s job falls within this academic affairs area, and, thus, advisors must understand the legal issues involving four major areas: the contractual relationship between student and institution, guidelines governing privacy of student records, the concept of privileged communications, and academic due process and the need for grievance procedures.



## Contractual Relationship

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In academic affairs, a contractual relationship exists between the student and the institution. The basic provisions of the college catalog, recruiting brochures, various bulletins, and the student handbook become part of the contract. The institution sets forth certain requirements for passing courses and for successful completion of programs and subsequent graduation. If students fail to meet the required standards, they can be penalized through such action as dismissal, suspension, or failure to graduate on schedule; if the institution fails to respect its own regulations, then the student may seek judicial relief.

An institution may create certain contractual obligations through statements in its publications. Advisors' obligations and responsibilities usually appear in an advisor's handbook and often in publications readily available to the student. An increasing emphasis on quality advising to enhance retention brings added responsibilities to the Advisor. More and more advisors not only are expected to understand such things as scheduling and registration procedures and degree and program requirements, but also they may be expected to function as a referral service or possibly as career counselors. Thus, if institutions promise such services from their advising system, they should ensure that their advisors can deliver these services. Where an advisor did not, or could not, perform his contractual obligation, then possibly liability could be present. Thus, institutions should be conscious of an advisor's obligations which might be created by unequivocal statements regarding advisors' responsibilities.

Most institutions' catalogs state that the ultimate responsibility for knowing degree requirements rests with the student. This type of statement normally would protect advisors if they commit an advising error. Generally, the Advisor is not going to be held personally liable for erroneous advising in the absence of gross negligence, irresponsible behavior, or arbitrary or capricious treatment of the student. Advisors should keep notes of their discussions with students during advising sessions. An accurate record of advising sessions would help solve any disputes over the content of previous advising and also serve as a legitimate protection against claims of erroneous advising.

## The Buckley Amendment: Advisor's Responsibilities and Student's Right to Privacy

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Since advisors maintain educational records -- records of advisees' grades and other academic information -- they must understand the provisions of the Family Educational Rights and Privacy Act of 1974 (commonly referred to as The Buckley Amendment). Basically, this act provides students with access to information placed in their advising files. Furthermore, it ensures that only school officials with a legitimate educational interest may see the student's file. The student's permission must be obtained before any other party may have access to the student's file. ***Thus, advisors, upon request, must allow students access to their advising file. This fact, however, does exclude a student's right of access to personal notes that the Advisor may have made during the advising sessions.*** Under this Act, these notes constitute records made by educational personnel and kept solely in their possession. Advisors may allow someone who temporarily performs his/her advising duties to see the notes; if the Advisor is to be replaced permanently, however, he/she should remove any personal notes from the student's file before transferring the file to the replacement.

Under legislation, the student has the right to an informal hearing regarding material in his record. If at this hearing the student does not receive satisfaction, then he/she may insert explanatory material in the file. The Act specifically denies students the right to a hearing regarding grades received. The student, however, may challenge the accuracy of transferring grades to the student's record.

According to the Buckley Amendment, a record also must be kept of requests received from school officials to obtain information from the student's file. The record should not only identify the official making the request, but also the official's legitimate educational reason for requesting the information. The record should remain in the student's file. Each institution is individually responsible for determining which parties qualify as "school officials" and what constitutes a "legitimate educational interest." Advisors should familiarize themselves with their institution's policy governing this matter, as well as other institutional policies regarding implementation of the Buckley Amendment.

### Privileged Communications

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***Although the law recognizes the student's right to privacy of his/her educational records, it also recognizes the Advisor's right to privileged communications. Thus, in an effort to help a student, advisors can discuss confidential information regarding that student with other appropriate individuals.*** The courts generally will respect the right to such communications and will not hold the Advisor liable for statements considered as privileged communications. This right, however, is not an absolute one, and advisors must exercise good judgment in making all confidential statements. To determine the appropriateness of confidential discussions, an advisor should simply ask if such a discussion would serve the student's best interest.

At times, students will come to advisors with personal problems; normally these problems should remain confidential. ***In some instances, however, a student may tell the Advisor of certain intentions that would prove harmful to the student or possibly to others, such as the intention to commit suicide or the desire to harm another person. Although the statements are made in confidence, an obligation rests with the Advisor to disclose such information to an appropriate party, such as an intended victim, a psychologist, the Dean, or police.***

### Academic Due Process

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The courts have mandated that students receive due process guarantees of notice and hearing in disciplinary cases, but students with grievances concerning academic affairs, such as situations involving erroneous advising, disputed grades, or alleged arbitrary course requirements, generally find themselves without due process guarantees. The courts, to this date, have not mandated legally what constitutes due process in academic affairs. Courts generally will respect the institution's procedures for handling academic affairs cases, as well as their decisions resolving these cases. As previously indicated, the courts will intervene in cases involving seemingly arbitrary or capricious treatment of a student. The voluntary application, however, of the spirit and principles of due process to academic affairs can reduce the incentives for legalism and reliance upon the courts by students when they feel aggrieved. With clearly defined grievance procedures in place, courts will decline to intervene until a student exhausts this administrative remedy. Thus individual departments or divisions of the institution should outline procedures that students will follow in registering any grievances resulting from erroneous advising or any other action taken by the Advisor.

The following suggested procedures should not be construed as specific prescriptions to cover every case, but rather as a guideline:

1. Institutions should define clearly and publish the responsibilities of advisors and students in the advisor-advisee relationship.
2. Information the student is expected to know, such as academic requirements for continuance and graduation, should be clearly specified and publicized.
3. A well-documented and orderly procedure of appeal should be established and promulgated.

A committee should be appointed in each department or division or one committee for the entire institution, if that is deemed appropriate, which would hear complaints by students against advisors for alleged advising errors or negligent and irresponsible advising. The Advisor against whom the allegations have been made should receive all due process rights in defending his/her actions.

Implementation and promulgation of these recommendations would not open a Pandora's box with a proliferation of student complaints against advisors. Rather, advisors would maintain a responsible attitude toward students, and students would understand more clearly their responsibilities in the advising process. The channeling of complaints through an appointed committee would formalize a fair and reasonable procedure which does not exist on many campuses today.

Two elements have combined to cause an increase in the number of academic affairs cases: arrival of consumerism to the campus and the lowered age of majority. Consumerism on campus today considers whether or not an institution delivers to the student the product it claims in its various publications, as well as in oral presentations. As legal adults, by virtue of the lowered age of majority, students must accept more responsibility for their actions on campus and thus also may have a great inclination to press charges against the institution when they believe they have received arbitrary or capricious treatment. This does not mean that all students might file a court suit when they reach the age of majority, but since they must accept the responsibilities of that status they will most likely be more zealous of their rights. With these prevailing conditions and the fact that quality advising is fast becoming a criterion for promotion, tenure, and salary increases, advisors should seek to understand the legal issues related to advising. This understanding will ensure a responsible attitude toward students and protect their rights as well as those of the Advisor. By knowing the current legal parameters and by practicing the "golden rule," advisors will create and maintain those policies and practices that respect the worth and dignity of each student. By doing so, they will help create a better climate for reducing the incentives for legalism and respecting the rights, freedoms, and responsibilities of all (Young, 1982, pp. 41-45).

# APPENDIX:

## Master of Arts (M.A.) Program

48 Credits

### CONCENTRATION IN PASTORAL CARE & COUNSELING (ACADEMIC DEGREE)

*Students will complete Module 1 (Year 1) and then move to Module 2 (Year 2)*

<b>Module 1 – 24 credits of required and specific electives</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> PC510 Introduction to Pastoral Care and Counseling	3		
<input type="checkbox"/> OT510 or NT510 Introduction to OT or NT	3		
<input type="checkbox"/> BS520 Biblical Research & Writing / other BH course : _____	3		
<input type="checkbox"/> IN511 Analyzing the Systems of Privilege IN311 Analyzing the Systems of Privilege Workshop	3		
<input type="checkbox"/> PC511 Research Methods in Pastoral Care	3		
MS001 Clergy Ethics Training [REQUIRED BEFORE FIELD ED, OR CPE]	NC		
<input type="checkbox"/> Pastoral Care Elective: _____	3		
<input type="checkbox"/> Pastoral Care Elective: _____	3		
<input type="checkbox"/> Pastoral Care Elective: _____	3		

<b>Module 2 – 24 credits of required courses and specific electives</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> PC543 Clinical Pastoral Education Part I	3		
<input type="checkbox"/> PC544 Clinical Pastoral Education Part II	3		
<input type="checkbox"/> TH522 Theology in Contemporary Contexts	3		
<input type="checkbox"/> ET520 Christian Ethics and Social Justice	3		
<input type="checkbox"/> University Elective/PC elective: _____	3		
<input type="checkbox"/> Pastoral Care Elective: _____	3		
<input type="checkbox"/> Capstone Thesis/Project PC691 & 692 Thesis OR Project: PC693 Project with additional class _____	6		

# Master of Arts Theological Studies Program

## 48 TOTAL CREDIT HOURS REQUIRED

*Students would complete the courses in one module before moving on next.*

<b>Module 1 – 15 credits of required courses +9 credits of electives (24 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> OT510 Introduction to Old Testament	3		
<input type="checkbox"/> NT510 Introduction to New Testament	3		
<input type="checkbox"/> CH510 Introduction to Global Christianity I	3		
<input type="checkbox"/> CH 511 Introduction to Global Christianity II	3		
<input type="checkbox"/> IN511 Race, Class, & Gender IN311 Anti-Racism Workshop	3		
<input type="checkbox"/> MS 001 CLERGY ETHICS TRAINING [REQUIRED]	NC		
<input type="checkbox"/> Concentration elective: _____	3		
<input type="checkbox"/> Concentration elective: _____	3		
<input type="checkbox"/> Concentration elective: _____	3		

*\*if taking Greek and Hebrew, at least one language should be taken in module 1*

<b>Module 2 – 18 credits of required courses + 9 credits of electives (24 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> BS520 Biblical Research and Writing*	3		
<input type="checkbox"/> TH520 Foundations and Global Theology I	3		
<input type="checkbox"/> TH521 Foundations and Global Theology II	3		
<input type="checkbox"/> Concentration elective: _____	3		
<input type="checkbox"/> Concentration elective: _____	3		
<input type="checkbox"/> Concentration elective: _____	3		
<input type="checkbox"/> Capstone Thesis MT 691 & 692 M.A. Thesis OR Project MS 693 with additional class _____	6		

*\*May take this course in the first module if one bible introduction is already complete and student is enrolled in the second*

# MASTER OF DIVINITY CURRICULUM WORKSHEETS

*Students enrolled after July 1, 2020*

## Master of Divinity Program

### 81 TOTAL CREDIT HOURS REQUIRED

*Students should complete the courses in one module before moving on to the next.*

*Helpful note: pay attention to the module, not other students. Do not wait until the end of your path to take electives. Electives are spread throughout the curriculum and waiting to enroll may result in a delayed graduation. Please see your faculty mentor at least once per year and if you have questions about what classes to register for, please see any of the staff in the Dean's office or your advisor.*

<b>Module 1 – 24 credits of required courses + 3 credits of electives (27 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> OT510 Introduction to Old Testament	3		
<input type="checkbox"/> NT510 Introduction to New Testament	3		
<input type="checkbox"/> CH510 Introduction to Global Christianity I	3		
<input type="checkbox"/> CH511 Introduction to Global Christianity II	3		
<input type="checkbox"/> IN511 Analyzing Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3		
<input type="checkbox"/> WP511 Introduction to Worship	3		
<input type="checkbox"/> PC510 Introduction to Pastoral Care & Counseling	3		
<input type="checkbox"/> MS001 Clergy Ethics Training [required before FIELD ED, OR CPE]	NC		
<input type="checkbox"/> MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3		
<input type="checkbox"/> _____ Elective*	3		

*\*if taking Greek and Hebrew, at least one language should be taken in module 1*

<b>Module 2 – 23 credits of required courses + 6 credits of electives (29 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> BS520 Biblical Research and Writing	3		
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3		
<input type="checkbox"/> TH520 Foundations and Global Theology I	3		
<input type="checkbox"/> TH521 Foundations and Global Theology II	3		
<input type="checkbox"/> CE510 Introduction to Christian Education	3		
<input type="checkbox"/> PR510 Sermon Preparation and Delivery	3		
<input type="checkbox"/> IN520 The Christian Experience and Witness	3		
<input type="checkbox"/> FE511 Field Ed Seminar - required with or prior to FE510	NC		
<input type="checkbox"/> FE510 Field Education I	1		
<input type="checkbox"/> FE512 Field Education II	1		



<input type="checkbox"/> _____ Elective*	3		
<input type="checkbox"/> _____ Elective**	3		

*\*\*if taking Greek and Hebrew, both languages should be completed by the end of module 2*

<b>Module 3 – 16 credits of required courses + 9 credits of electives (25 credits)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3		
<input type="checkbox"/> ET520 Christian Ethics and Social Justice	3		
<input type="checkbox"/> IN521 Contextualized Ministry and Public Faith	3		
<input type="checkbox"/> IN531 Our Christian Traditions in Context	3		
<input type="checkbox"/> MS510 Pastoral Administration	3		
<input type="checkbox"/> FE513 Field Education III	1		
<input type="checkbox"/> _____ Elective*	3		
<input type="checkbox"/> _____ Elective	3		
<input type="checkbox"/> _____ Elective	3		

*\*some denominations require students to take denominational studies electives (see your advisor for more information), amount of credits vary.*

Updated 2/2020

## Master of Divinity Program - 4.5 YEAR PLAN

### 81 TOTAL CREDIT HOURS REQUIRED

<b>YEAR 1 – 18 credits of required courses</b>			
	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> OT510 Introduction to Old Testament	3	FALL	
<input type="checkbox"/> CH510 Introduction to Global Christianity I	3	FALL	
<input type="checkbox"/> MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3	FALL	
<input type="checkbox"/> NT510 Introduction to New Testament	3	SPRING	
<input type="checkbox"/> CH511 Introduction to Global Christianity II	3	SPRING	
<input type="checkbox"/> IN511 Analyzing Systems of Privilege IN331 Analyzing Systems of Privilege Workshop -in January [see academic calendar]	3	SPRING	

*\*if taking Greek and Hebrew add two summer courses: one language should be taken in year 1, 2, 3, or 4 counts for 1 elective + Biblical Department class*

<b>YEAR 2 – 18 credits of required courses + 2 units of Field Ed (18 or 20 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> BS520 Biblical Research and Writing	3	FALL	
<input type="checkbox"/> NT510 Introduction to Worship	3	FALL	
<input type="checkbox"/> TH520 Foundational and Global Theology I	3	FALL	
<input type="checkbox"/> FE510 Field Education I * [or in year 3]	1	FALL	
<input type="checkbox"/> TH521 Foundational and Global Theology II	3	SPRING	
<input type="checkbox"/> PC510 Introduction to Pastoral Care & Counseling	3	SPRING	
<input type="checkbox"/> PR510 Sermon Preparation and Delivery	3	SPRING	
<input type="checkbox"/> FE512 Field Education II* [or in year 3]	1	SPRING	
<input type="checkbox"/> MS001 Clergy Ethics Training [required before FIELD ED, OR CPE]	NC	AUGUST RETREAT	
<input type="checkbox"/> FE511 Field Ed Seminar - required with or prior to FE510	NC	AUGUST RETREAT	

*\*if taking Greek and Hebrew must take two summer courses, one language should be taken in year 2*

*2 counts for 1 elective + Biblical Department class*

*\*If taking CPE in the Summer also sign up for field education instead of fall/spring. Must enroll in two summer courses*

<b>YEAR 3 – 9 credits of required courses + 9 credits of electives (18 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3	FALL	
IN520 The Christian Experience and Witness	3	FALL	
<input type="checkbox"/> _____ Elective	3	FALL	
<input type="checkbox"/> _____ Elective**	3	SPRING	
<input type="checkbox"/> _____ Elective**	3	SPRING	
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3	SPRING	

\*may be taken in year 2 during the fall/spring or summer or in the summer as part of CPE. Must be taken by the end of Year 3.

<b>YEAR 4 – 9 credits of required courses + 9 electives + 1 unit of Field Ed (18 or 19 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
ET520 Christian Ethics and Social Justice	3	FALL	
<input type="checkbox"/> _____ Elective**	3	FALL	
<input type="checkbox"/> _____ Elective**	3	FALL	
<input type="checkbox"/> FE513 Field Education III [if not taken previously]	1	FALL OR SPRING	
<input type="checkbox"/> IN521 Contextualized Ministry and Public Faith	3	SPRING	
<input type="checkbox"/> MS510 Pastoral Administration	3	SPRING	
<input type="checkbox"/> _____ Elective	3	SPRING	

Some denominations require students to take denominational studies electives (see your advisor for more information), amount of credits varies. Some student's denomination requirements may mean they graduate with more than 81 credits.

<b>YEAR 5 – 6 credits of required courses</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> CE510 Introduction to Christian Education	3	FALL	
<input type="checkbox"/> IN531 Our Christian Traditions in Context	3	FALL	
Students may use these semesters to make up any missed courses or complete CPE in time for a May graduation		FALL OR SPRING	

## Master of Divinity Program - 4.5 YEAR PLAN

### 81 TOTAL CREDIT HOURS REQUIRED

<b>YEAR 1 – 18 credits of required courses + 3 credits of electives (21 credits total)</b>			
	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> OT510 Introduction to Old Testament	3	FALL	
<input type="checkbox"/> CH510 Introduction to Global Christianity I	3	FALL	
<input type="checkbox"/> MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3	FALL	
<input type="checkbox"/> NT510 Introduction to New Testament	3	SPRING	
<input type="checkbox"/> CH511 Introduction to Global Christianity II	3	SPRING	
<input type="checkbox"/> IN511 Analyzing Systems of Privilege IN331 Analyzing Systems of Privilege Workshop -in January [see academic calendar]	3	SPRING	
<input type="checkbox"/> _____ Elective*	3	SUMMER	

\*if taking Greek and Hebrew must take two summer courses: one language should be taken in year 2 counts for 1 elective + Biblical Department class

<b>YEAR 2 – 18 credits of required courses + 3 credits of electives + 2 units of Field Ed (21 or 23 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> BS520 Biblical Research and Writing	3	FALL	
<input type="checkbox"/> NT510 Introduction to Worship	3	FALL	
<input type="checkbox"/> TH520 Foundational and Global Theology I	3	FALL	
<input type="checkbox"/> FE510 Field Education I * [or in year 3]	1	FALL	
<input type="checkbox"/> TH521 Foundational and Global Theology II	3	SPRING	
<input type="checkbox"/> PC510 Introduction to Pastoral Care & Counseling	3	SPRING	
<input type="checkbox"/> PR510 Sermon Preparation and Delivery	3	SPRING	
<input type="checkbox"/> FE512 Field Education II* [or in year 3]	1	SPRING	
<input type="checkbox"/> _____ Elective**	3	SUMMER	
<input type="checkbox"/> MS001 Clergy Ethics Training [required before FIELD ED, OR CPE]	NC	AUGUST RETREAT	
<input type="checkbox"/> FE511 Field Ed Seminar - required with or prior to FE510	NC	AUGUST RETREAT	

\*if taking Greek and Hebrew, one language should be taken in year 2 2 counts for 1 elective + Biblical Department class

\*If taking CPE in the Summer also sign up for field education also instead of fall/spring. Must enroll in two summer courses

<b>YEAR 3 – 18 credits of required courses + 3 credits of electives + 2 units of Field Ed (21 or 23 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3	FALL	
<input type="checkbox"/> IN520 The Christian Experience and Witness	3	FALL	
<input type="checkbox"/> ET520 Christian Ethics and Social Justice	3	FALL	
<input type="checkbox"/> FE510 Field Education I*	1	FALL	
<input type="checkbox"/> MS510 Pastoral Administration	3	SPRING	
<input type="checkbox"/> IN521 Contextualized Ministry and Public Faith	3	SPRING	
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3	SPRING	
<input type="checkbox"/> FE512 Field Education II*	1	SPRING	
<input type="checkbox"/> _____ Elective	3	SUMMER	

\*may be taken in year 2 during the fall/spring or summer or in the summer as part of CPE. Must be taken by the end of Year 3.

<b>YEAR 4 – 6 credits of required courses + 9 electives + 1 unit of Field Ed (15 or 16 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> CE510 Introduction to Christian Education	3	FALL	
<input type="checkbox"/> IN531 Our Christian Traditions in Context	3	FALL	
<input type="checkbox"/> FE513 Field Education III [if not taken previously]	1	FALL OR SPRING	
<input type="checkbox"/> _____ Elective*	3	SPRING	
<input type="checkbox"/> _____ Elective**	3	SPRING	
<input type="checkbox"/> _____ Elective	3	SPRING	

Some denominations require students to take denominational studies electives (see your advisor for more information), amount of credits varies. Some student's denomination requirements may mean they graduate with more than 81 credits.

Updated 2/2020

## Master of Divinity Program – 3.5 YEAR PLAN

**81 TOTAL CREDIT HOURS REQUIRED**

<b>YEAR 1 – 18 credits of required courses + 6 credits of electives (24 credits total)</b>			
	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> OT510 Introduction to Old Testament	3	FALL	
<input type="checkbox"/> CH510 Introduction to Global Christianity I	3	FALL	
<input type="checkbox"/> MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3	FALL	
<input type="checkbox"/> NT510 Introduction to New Testament	3	SPRING	
<input type="checkbox"/> CH511 Introduction to Global Christianity II	3	SPRING	
<input type="checkbox"/> IN511 Analyzing Systems of Privilege IN331 Analyzing Systems of Privilege Workshop -in January [see academic calendar]	3	SPRING	
<input type="checkbox"/> _____ Elective*	3	SUMMER	
<input type="checkbox"/> _____ Elective*	3	SUMMER	

*\*if taking Greek and Hebrew, one language should be taken in year 1: counts for 1 elective + Biblical Department class*

<b>YEAR 2 – 18 credits of required courses + 6 credits of electives + 2 units of Field Ed (24 or 26 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> BS520 Biblical Research and Writing	3	FALL	
<input type="checkbox"/> NT510 Introduction to Worship	3	FALL	
<input type="checkbox"/> TH520 Foundational and Global Theology I	3	FALL	
<input type="checkbox"/> FE510 Field Education I * [or in year 3]	1	FALL	
<input type="checkbox"/> TH521 Foundational and Global Theology II	3	SPRING	
<input type="checkbox"/> PC510 Introduction to Pastoral Care & Counseling	3	SPRING	
<input type="checkbox"/> PR510 Sermon Preparation and Delivery	3	SPRING	
<input type="checkbox"/> FE512 Field Education II* [or in year 3]	1	SPRING	
<input type="checkbox"/> _____ Elective**	3	SUMMER	
<input type="checkbox"/> _____ Elective**	3	SUMMER	
<input type="checkbox"/> MS001 Clergy Ethics Training [required before FIELD ED, OR CPE]	NC	AUGUST RETREAT	
<input type="checkbox"/> FE511 Field Ed Seminar - required with or prior to FE510	NC	AUGUST RETREAT	

*\*if taking Greek and Hebrew, one language should be taken in year 2*

*\*If taking CPE in the Summer also sign up for field education instead of fall/spring*



<b>YEAR 3 – 18 credits of required courses + 6 credits of electives + 2 units of Field Ed [ 24 or 26 credits total]</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3	FALL	
<input type="checkbox"/> IN520 The Christian Experience and Witness	3	FALL	
<input type="checkbox"/> ET520 Christian Ethics and Social Justice	3	FALL	
<input type="checkbox"/> FE510 Field Education I *	1	FALL	
<input type="checkbox"/> MS510 Pastoral Administration	3	SPRING	
<input type="checkbox"/> IN521 Contextualized Ministry and Public Faith	3	SPRING	
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3	SPRING	
<input type="checkbox"/> FE512 Field Education II*	1	SPRING	
<input type="checkbox"/> _____ Elective	3	SUMMER	
<input type="checkbox"/> _____ Elective	3	SUMMER	

\*may be taken in year 2 during the fall/spring or summer or in the summer as part of CPE. Must be taken by the end of Year 3.

<b>YEAR 4 – 6 credits of required courses + 1 unit of Field Ed (6 or 7 credits total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> CE510 Introduction to Christian Education	3	FALL	
<input type="checkbox"/> IN531 Our Christian Traditions in Context	3	FALL	
<input type="checkbox"/> FE513 Field Education III [if not taken previously]	1	FALL	
Students may use these semesters to make up any missed courses or complete CPE in time for a May graduation		FALL OR SPRING	

Some denominations require students to take denominational studies electives (see your advisor for more information), amount of credits varies. Some student's denomination requirements may mean they graduate with more than 81 credits.

Updated 2/2020

# Dual Degree: Master of Divinity and Master of Arts with a concentration in Pastoral Care and Counseling

## 96 TOTAL CREDIT HOURS REQUIRED

The program is divided into 4 modules. Students would complete module 1 before moving on to module 2 and complete module 2 before moving on to module 3 and then complete module 4.

<b>Module 1 – 24 credits of required courses + 3 credits of electives (27 total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> OT510 Introduction to Old Testament	3		
<input type="checkbox"/> NT510 Introduction to New Testament	3		
<input type="checkbox"/> CH510 Introduction to Global Christianity I	3		
<input type="checkbox"/> CH511 Introduction to Global Christianity II	3		
<input type="checkbox"/> IN511 Analyzing Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3		
<input type="checkbox"/> WP511 Introduction to Worship	3		
<input type="checkbox"/> PC510 Introduction to Pastoral Care & Counseling	3		
<input type="checkbox"/> MS001 Clergy Ethics Training [REQUIRED BEFORE FIELD ED, OR CPE]	NC		
<input type="checkbox"/> _____ Pastoral Care Elective	3		
<input type="checkbox"/> MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3		

<b>Module 2 – 15 credits of required courses + 6 credits of CPE + 2 credits of Field Ed. (23 total)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> BS520 Biblical Research and Writing	3		
<input type="checkbox"/> TH520 Foundations and Global Theology I	3		
<input type="checkbox"/> TH521 Foundations and Global Theology II	3		
<input type="checkbox"/> PR510 Sermon Preparation and Delivery	3		
<input type="checkbox"/> IN520 The Christian Experience and Witness	3		
<input type="checkbox"/> FE511 Field Ed Seminar - required with or prior to FE510	NC		
<input type="checkbox"/> PC543: Clinical Pastoral Education I **	3		
<input type="checkbox"/> PC544: Clinical Pastoral Education II	3		
<input type="checkbox"/> FE510 and FE512 Field Ed Seminar – included with CPE	2		

\*\*CPE will provide 2 credits of field ed with the class (FE520) and an additional 6 academic credits

<b>Module 3 – 18 credits of required courses + 6 credits of electives +1 credit of Field Ed. (25 credits)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3		
<input type="checkbox"/> IN521 Contextualized Ministry and Public Faith	3		
<input type="checkbox"/> IN531 Our Christian Traditions in Context	3		
<input type="checkbox"/> ET520 Christian Ethics and Social Justice	3		
<input type="checkbox"/> CE510 Introduction to Christian Education	3		
<input type="checkbox"/> PC511 Research Methods in Pastoral Care	3		
<input type="checkbox"/> FE513 Field Education III	1		
<input type="checkbox"/> _____ University / Pastoral Care Elective	3		
<input type="checkbox"/> _____ Pastoral Care Elective	3		

*\*some denominations require students to take denominational studies electives (see your advisor for more information)*

<b>Module 4 – 6 credits of required courses + 9 credits of electives + 6 credits project/thesis (21 credits)</b>			
<b>Course Number &amp; Name</b>	<b>Credits</b>	<b>Semester Completed</b>	<b>Grade</b>
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3		
<input type="checkbox"/> _____ Pastoral Care Elective	3		
<input type="checkbox"/> _____ Pastoral Care Elective	3		
<input type="checkbox"/> _____ Pastoral Care Elective	3		
<input type="checkbox"/> MS510 Pastoral Administration	3		
<input type="checkbox"/> Capstone Thesis/Project PC691 & 692 Thesis OR Project: PC693 Project with additional class: _____	6		

Updated 2/2020