
COURSE SELECTION PLANNING

School of Theology

INTRODUCTION TO THE SCHOOL OF THEOLOGY

Purpose

The primary purpose of the School of Theology is to conduct post-baccalaureate programs of professional and graduate theological education in order to equip students for ministry as pastors, teachers, worship leaders, pastoral counselors, and chaplains. In addition, the School of Theology seeks to provide the biblical and theological training that is foundational for other church-related ministries as well as for roles where advanced theological training is required. Central to these educational functions is the development of persons of Christian character, commitment, and integrity.

The wide spectrum within which the Christian minister functions today necessitates both comprehensive and highly specialized education. To meet the demand for comprehensiveness, students are exposed to a nucleus of courses and seminars that will enable them to think theologically and will equip them with appropriate knowledge and skills. To meet the demand for specialization, each student has the opportunity to select an area of concentrated vocational preparation.

The School of Theology seeks both to serve and to lead the denomination of which it is a part. While closely related to evangelical, academic Christian communities broadly, its chief concern is the Christian ministry of Southern Baptist churches.

Overview of Academic Programs

Academic programs in the School of Theology consist of four types. 1) Our lay education program in Bible and theology is the Master of Arts in Theological Studies. 2) The basic professional programs designed to equip qualified students for the practice of ministry are the Diploma in Theology, the Master of Divinity degree, the Advanced Master of Divinity degree, and the Master of Arts in Biblical Counseling. 3) The professional doctoral degree is the Doctor of Ministry. 4) The research doctoral programs designed to qualify advanced students for research and teaching, as well as for other specialized leadership positions, are the Master of Theology degree and the Doctor of Philosophy degree.

Professional Programs

Professional studies in theology are offered to equip qualified students for the practice of effective Christian ministry. The goal of this faculty is for every graduate:

- to be a called disciple and minister of Jesus Christ, serving his Kingdom with obedience and joy
- to possess a deep and growing love for God, reverence for His holy character, and commitment to follow His wise and good ways
- to possess an abiding love for people and the work of Christian ministry in the context of the church
- to embrace whole-heartedly and bear witness to the truth of Holy Scripture and the power of the gospel
- to maintain the historic principles of the Christian faith and of the Baptist heritage
- to embrace and live consistently with the moral imperatives of the Kingdom of God
- to integrate theological understandings with human need in the contemporary world

Such a ministry demands nurture and preparation in at least four distinct yet related dimensions:

- Christian commitment, integrity, and Christ-like character
- mature, integrated, holistic Christian worldview and Christian practice
- knowledge of the Bible and of historic and contemporary Christian thought and practice
- specialized training and skill development in specific areas of ministry

MASTER OF DIVINITY STUDIES – SCHOOL OF THEOLOGY

This document is intended to guide you in planning your course of study in the M.Div. program. You should use this guide in planning for course registration each semester.

LOAD

The speed at which you complete your study will depend upon a number of factors -- family responsibilities, church ministry demands, hours employed, and academic ability. Recommended loads are:

Minimum load for full-time students -- 9 hours* per semester. Recommended for persons employed more than 25 hours weekly, studying on academic probation, or with below average academic achievement. Falling below nine hours may cause difficulties with scholarships, loan programs, student visa requirements, and so on. Be sure to check with the appropriate seminary offices if you are considering a course load below nine hours. (*Note: Any on-campus student currently enrolled in 8 hours including “Personal Spiritual Disciplines” (40150) **may be** eligible for SBTS financial aid)

Average load -- 10-14 hours per semester. Recommended for students employed no more than 25 hours weekly and with no academic deficiencies.

Maximum load -- 18 hours per semester. Recommended only for persons with exceptional academic ability and persons with limited employment and family responsibilities.

TYPES OF COURSES

There are three types of courses in the M.Div. program: required, divisional electives, and free electives. Some required courses are taught only during the fall and spring semesters. January and summer (June and July) short-term classes offer good opportunities for completing divisional and free electives.

MDIV EMPHASES

All Master of Divinity students must follow the program requirements of one particular emphasis (sometimes called “concentrations”). There are four emphases in the Master of Divinity program as well as the Advanced Master of Divinity program. **Program Progress Forms** are available for each School of Theology program and M.Div. emphasis. Students should follow the program or emphasis they select. If a student wishes to change the M.Div. track he or she is following, Academic Records should be informed, and the student should pick up the Program Progress Form of the new track from the Secretary of the Senior Associate Dean.

***Note:** All students must contact Academic Records one year prior to their graduation date to indicate their intended date of graduation.

(08/08 revised)

SEQUENCE OF STUDIES

A. Requirements

1. Students **must** take the course “Personal Spiritual Disciplines” (40150) during their first year of study (preferably their first semester).

B. Recommendations

1. At least one language requirement should be completed during the course of your first year of studies. *It is best to take the second semester language course immediately after having taken the first semester of that language.* It is best not to start two elementary biblical languages at the same time unless necessary or you have taken either of the languages previously.
2. It is generally recommended that the foundational biblical studies courses (i.e. Hermeneutics, NT, OT) be started in the first year of M.Div. work.
2. It is best to take the second semester of two-semester introductory courses after taking the first semester of those courses. For example, in the biblical area 20200 (OT I) should precede 20220 (OT II), and 22200 (NT I) should precede 22220 (NT II).
3. When possible, it is desirable to align biblical language courses with biblical introduction courses. For example, take "Introduction to the New Testament" (22200-22220) in tandem with "Elementary Greek" and "Greek Syntax and Exegesis" (22400-22440).
5. Normally, it is wise to take the required work in a department or division before taking elective courses. Sometimes required work is a formal prerequisite to an elective course. This is indicated on registration materials when applicable.
6. If a student secures advanced placement in an area, it will alter the sequence of studies in that discipline. Normally, you are freed up to take more divisional electives.
7. If there is a particular elective course you want to take, or are required to take, try to determine when it will be offered and take it at your first opportunity. Some elective courses are offered annually, but others cycle through the curriculum less frequently.
8. The one and two-week terms (January, June, July) offer more elective courses than required courses.
9. It is best to take preaching courses in your second or third year of study after you finish the language courses.

10. Students should fulfill their Applied Ministry or its equivalent in their second year.
11. Those who consider continuing on with advanced graduate studies (Th.M. and/or Ph.D.) are advised to plan ahead and take required course work and pertinent electives *in the area of future study*.

Summary: These guidelines are offered to help you make the wisest course selections as you progress through the M.Div. program. Many factors, however, affect course selection, and few students are able to select their courses in exactly the order they might choose.

FACULTY

Administration

Russell D. Moore, Dean

Donald S. Whitney, Senior Associate Dean

W. Hayward Armstrong, Associate Vice President for Distance Education and Innovative Learning

David L. Puckett, Associate Vice President for Doctoral Studies

Charles E. Lawless, Director, Professional Doctoral Studies

Associate Dean, Scripture and Interpretation: Thomas R. Schreiner

Terry J. Betts, Assistant Professor of Old Testament Interpretation

William F. Cook, Professor of New Testament Interpretation

Russell T. Fuller, Professor of Old Testament Interpretation

Duane A. Garrett, John R. Sampey Professor of Old Testament Interpretation

Peter J. Gentry, Professor of Old Testament Interpretation

James M. Hamilton, Associate Professor of Biblical Theology

Daniel E. Hatfield, Professor of New Testament Interpretation

Eugene H. Merrill, Distinguished Professor of Old Testament Interpretation

Jonathan T. Pennington, Assistant Professor of New Testament Interpretation

Robert L. Plummer, Associate Professor of New Testament Interpretation

Thomas R. Schreiner, James Buchanan Harrison Professor of New Testament Interpretation

Mark A. Seifrid, Mildred and Ernest Hogan Professor of New Testament Interpretation

Brian J. Vickers, Associate Professor of New Testament Interpretation

Associate Dean, Theology and Tradition: Greg A. Wills

Gregg R. Allison, Associate Professor of Christian Theology

Chad O. Brand, Professor of Christian Theology

Michael A.G. Haykin, Professor of Church History

R. Albert Mohler, Jr., Joseph Emerson Brown Professor of Christian Theology

Russell D. Moore, Associate Professor of Christian Theology and Ethics

Tom J. Nettles, Professor of Historical Theology

David L. Puckett, Professor of Church History

Kevin L. Smith, Assistant Professor of Church History

Bruce A. Ware, Professor of Christian Theology

Stephen J. Wellum, Professor of Christian Theology

Greg A. Wills, Professor of Church History

Shawn D. Wright, Assistant Professor of Church History

Associate Dean, Worldview and Culture: James Parker

Theodore J. Cabal, Professor of Christian Philosophy and Applied Apologetics
E. David Cook, Distinguished Visiting Professor of Christian Ethics
Mark T. Coppenger, Professor of Christian Apologetics
Steve R. Halla, Assistant Professor of Philosophy
Kenneth T. Magnuson, Professor of Christian Ethics
James Parker, Professor of Worldview and Culture
Peter J. Richards, Associate Professor of Theology and the Law
Kurt P. Wise, Professor of Science and Theology

Associate Dean, Ministry and Proclamation: Hershael W. York
William R. Cutrer, C. Edwin Gheens Professor of Christian Ministry
Eric L. Johnson, Professor of Pastoral Theology
Stuart W. Scott, Associate Professor of Biblical Counseling
Robert A. Vogel, Carl E. Bates Professor of Christian Preaching
Douglas C. Walker, Professor of Christian Ministry
Donald S. Whitney, Associate Professor of Biblical Spirituality
Hershael W. York, Victor and Louise Lester Professor of Christian Preaching

POLICIES FOR MASTERS LEVEL PROGRAMS

Written Communication Requirement

All seminary students must demonstrate an acceptable level of written communication proficiency by achieving a B- or better in college English courses prior to attending seminary*, or through taking Written Communication (31980) and submitting written assignments as part of its larger course assignments.

Course 31980 carries 2 credit hours for purposes of calculating a student's course load; however, no credit is given toward degree requirements because this course is construed to be undergraduate level (or remedial).

To determine whether students need to take the class, Written Communication (31980), we will be evaluating their college transcripts. All college level English Composition and/or Grammar classes will be averaged. If a B- average or higher is found, they will not be required to take Written Communication (31980). If however, the average is a C+ or lower, they will be required to take Written Communication.

Students will meet the continuing written communication skills requirement by submitting written assignments that meet the standards of acceptable written communication. Faculty members reserve the right not to evaluate papers that do not reflect attention and care in writing and to lower the overall grade because of deficiencies in written communication.

* Please note that a professor also has the right to require a student to take Written Communication if the professor deems it necessary, regardless of the student's college average.

Placement Examinations

During orientation, students have the option of being evaluated as to the level at which they are to begin course work. Students who have acquired competence in areas of the required curriculum through private study or course work are given the opportunity to take placement exams. These exams are offered in five areas: Old Testament, New Testament, Greek, Church History, and Christian Theology. The results of these exams indicate the level of advanced placement (if any) in the curriculum. In this way, students will take courses at levels that correspond with their abilities and hence enhance their studies.

Please note that being granted advanced placement in some area(s) does not shorten a student's program. Rather, it permits qualifying students to take advanced electives instead of the stated required course(s) in the academic area(s) where advanced placement has been granted.

Academic Counseling

Academic counseling is available for new students during the period of registration and orientation. Academic counseling is also available during the year, especially at the time of registration for classes. Students who wish to secure needed information about the curriculum or who desire assistance in course planning should contact the Academic Advisor at ext. 4064 or through email at STadvising@sbts.edu. Prior to any academic counseling sessions, students should ensure that they are acquainted with the recommended sequence of studies for their particular program of study.

Shepherding Groups

Faculty members in the School of Theology serve as Faculty Shepherds to provide spiritual support and pastoral oversight for students. Every Diploma student, Master of Divinity student, Advanced Master of Divinity student, Master of Arts in Theological Studies student, and Master of Arts in Christian Counseling student has access to a Faculty Shepherd. Shepherding Groups provide opportunity for prayer, development of relationships, encouragement, and fellowship.

Free Electives

Sometimes elective courses specify a prerequisite course(s). Even if no course(s) is specified, it is wise to take required or introductory courses in a subject (area or division) before taking elective courses in that area.

Elective courses, however, are not offered as regularly as required courses. Therefore, students should proactively plan when they will take desired electives.

Free electives applied toward School of Theology programs may come from four distinct areas:

- any division within the School of Theology
- any of the other masters level schools of Southern Seminary (Billy Graham School of Missions, Evangelism and Church Growth; School of Church Music and Worship; and School of Leadership and Church Ministry)
- courses offered through the Theological Education Association of Mid-America (TEAM-A)
- graduate-level courses through the Metroversity system (with approval of the Associate Dean for the School of Theology)

Applied Ministry

In Applied Ministry (AM), the student is challenged to engage in practical, hands-on ministry while under the guidance of a field supervisor. The student will incorporate the following elements into his or her time of ministry experience:

- a field ministry project
- a goal-oriented process of personal development
- a weekly one-hour meeting with a field supervisor

Enrollment Requirements

To enroll in any AM course, the following is necessary:

- successful completion of course 40010
- attendance at AM Orientation
- an approved title and ministry placement which requires a minimum nine-hour-a-week ministry commitment in an approved church or agency
- an approved field supervisor or a supervisory committee

Approval forms for all placements and supervisors are found in the *Applied Ministry Manual* that is available for sale in the campus bookstore.

Securing Ministry Placements

Assistance in securing ministry placements with remuneration is available in the Ministry Referral office of Southern Seminary. Assistance in obtaining volunteer positions in ministry can be secured from the Applied Ministry office.

ACKNOWLEDGEMENT OF BORROWED MATERIAL IN MINISTERIAL EDUCATION

A Practical Discussion of the Problem of Plagiarism

What is “plagiarism”?

Plagiarism is the theft or unattributed use of the intellectual property of another. Webster’s *Ninth New Collegiate Dictionary* provides the following definition of the word “plagiarize”:

to steal and pass off (the ideas or words of another) as one’s own—to use (a created production) without crediting the source—to commit literary theft—to present as new and original an idea or product from an existing source

Why is plagiarism an issue for seminary students?

Educators have a traditional concern that material be credited properly as a part of the learning process. To this view the Christian minister adds a commitment to the worth of persons, to the importance of the search for truth, and to the integrity of belief and behavior. The prohibition of theft, at least as old as the Ten Commandments, extends to the misrepresentation of an individual’s most personal property: words and ideas.

The Southern Seminary community considers plagiarism to be conduct inappropriate to a minister. It also identifies plagiarism as an offense against the community and, as such, cause for disciplinary action, as noted in the *Seminary Sourcebook*, on page 11.

In what situations should a seminary student be concerned about plagiarism?

The opportunity for plagiarism exists in any presentation or exchange of ideas. It may occur in speech or writing. The context may extend from conversation and informal writing to public addresses and documented research. This range includes essays, reviews, class presentations, term papers, sermons, program notes, lectures, analyses, translations, take-home examinations, research projects, theses, and dissertations.

What types of borrowing must be identified to avoid plagiarism?

Any borrowing of ideas or their expression, which the creator might identify as personal intellectual property, must be acknowledged. This is true no matter what type of source is used, whether it be authoritative or published, or of a less formal nature. This includes borrowing from another student, previous or current, with or without that person’s permission. Examples of borrowings include: direct quotations, indirect quotations, paraphrases, summaries, ideas or concepts, interpretations of facts or materials, views of disputed information, and results of field research.

How should these borrowings be identified in order to avoid plagiarism?

Whatever the type of borrowing or the context of its use, the appropriated material should be attributed to its source. At the least, the name of the individual or source should be given with the material. In less formal situations, it may be sufficient to say or write, “As _____ said ‘.....’” In formal writing there are standard formats for documenting sources. The guide to this type of documentation at Southern Seminary is the *Southern Manual of Style* published by The Southern Baptist Theological Seminary, and *A Manual for Writers, Sixth Edition* by Kate L. Turabian. The type of attribution necessary for particular assignment or presentation is at the discretion of the professor.

7/94 revised 8/99

STUDENT GRIEVANCE POLICY

A student of The Southern Baptist Theological Seminary may attempt to resolve a grievance with a member of the seminary faculty or academic staff through either the Informal Grievance Process or the Formal Grievance Process. A grievance is defined as behavior or a decision which the student perceives to be in error or unfair. A grievance may include the grade or evaluation of any class or course work, but not the final course grade which may be appealed only according to the established process for final grade review. Another example of a grievance would be a student's feeling that he or she was ridiculed or inappropriately embarrassed by a staff or faculty member.

A. Informal Grievance Process

There are many opportunities for students enrolled in the seminary to express or deal with their grievances in an informal manner (see Matthew 18:15). The teacher or person responsible for the student's awareness of a grievance is normally quite open to discussing the matter, and willing to negotiate a mutually satisfactory solution in informal conversation. In addition, professors, instructors, faculty advisors, Garrett Fellows, student assistants, and student representatives of various organizations are open to consult with students concerning any problems which arise and to provide students with information concerning their rights and responsibilities.

The deans of the schools are also available to discuss any problem with a student and will, in most cases, attempt to reconcile differences between the parties involved in an informal manner. When the problem cannot be resolved through this informal means, a student may seek resolution through the Formal Grievance Process outlined below.

B. Formal Grievance Policy

1. A student who has a grievance must present a written statement to the person whose action has occasioned the grievance within thirty days of the student's first awareness of the problem. The statement must contain a detailed description of the problem including dates, persons involved, a summary of the steps taken to resolve the problem and the results of this, and the specific resolution which the student feels is appropriate.
2. The faculty or academic staff member receiving the written statement must indicate to the student in writing within seven days of the receipt of the complaint what he or she is willing to do to resolve the matter. If the student is satisfied with the response, the matter is considered closed.
3. If the student is not satisfied with the faculty or staff member's response, he or she may appeal the decision to the dean of the school who supervises the faculty or staff person by indicating in writing within seven days or receiving the response that he or she wishes to appeal. This notice must include both the information listed in Step A and the response elicited in Step B above.
4. The dean will investigate the matter and will indicate to the student in writing within seven days of receiving the appeal what will be done to resolve the matter and the dean's decision is final. If the grievance is with a dean, the student may appeal by the same process to the Vice President for Academic Administration.

Approved by Seminary Faculty 10-9-86
Revised by Seminary Faculty 11-2-89

WORKSHEET FOR COURSE PLANNING

First Year

Course	<u>Fall</u>	Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Course	<u>Spring</u>	Hours
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

January

_____	_____
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June Term

_____	_____
_____	_____

July Term

_____	_____
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Second Year

Course	<u>Fall</u>	Hours
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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Course	<u>Spring</u>	Hours
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January

_____	_____
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June Term

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July Term

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Third Year

<u>Fall</u>	
Course	Hours
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_____	_____

<u>Spring</u>	
Course	Hours
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January

_____	_____
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June Term

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_____	_____

July Term

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Fourth Year

<u>Fall</u>	
Course	Hours
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_____	_____

<u>Spring</u>	
Course	Hours
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January

_____	_____
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June Term

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July Term

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