MASTER OF DIVINITY PROGRAM HANDBOOK

ACADEMIC YEAR 2026-2027

HJ International Graduate School for Peace and Public Leadership

481 Eighth Avenue

Suite 1223

New York, NY 10001

TABLE OF CONTENTS

I. INTRODUCTION 1
Mission and Purposes of HJ International Graduate School for Peace and Public Leadership 1

II. THE MASTER OF DIVINITY PROGRAM 2
A. Knowledge and Skills 2
B. Beliefs and Values 2
C. Professional Roles 3

III. PROGRAM LEARNING OUTCOMES 4
A. Theological Content 4
B. Personal Spiritual Formation 4
C. Professional Roles 4

IV. THE ACADEMIC PROGRAM IN DIVINITY 4
A. Graduation Requirements 4
B. Divinity Curriculum 5
C. Core Courses and Elective Courses 7
D. Clinical Pastoral Education 7
E. Mid-Program Review 7
F. Professional Chaplaincy Track 11
G. Graduation and Commencement 12

V. RESOURCES 12
A. Faculty 12
B. Community Life 13
C. New York City Campus 13
D. Library Services 13
E. Internet Service 14

VI. SELECT ACADEMIC POLICIES AND PROCEDURES 14
A. Guidelines for Students' Progress 14
B. Registration Policies 18
C. Other Policies 22
D. Specific Policies Regarding Curricular and Program Requirements 31

VII. APPENDICES 33
A. Appendix A: Divinity Program Worksheet 34
B. Appendix B: Mid-Program Review Student Assessment Form 35
C. Appendix C: Plagiarism and Academic Integrity Policy 36
D. Appendix D: Sexual Misconduct Statement 37
E. Appendix E: M.Div. Program Learning Outcomes Rubric 38

I. Introduction

This handbook is intended to provide students, faculty and administration with a description of the Master of Divinity (M.Div.) Program at HJ International Graduate School for Peace and Public Leadership (HJI). It presents an overview of the vision and practice shaping the program so that students may integrate their personal educational goals within the parameters of the program. M.Div. students are responsible to fulfill requirements as published in this handbook or the HJI *Catalog* for the year in which they enter the Divinity Program.

While this handbook contains a description of the general requirements leading to the M.Div. degree, students are expected to be familiar with descriptions of individual courses as stated in the current HJI *Catalog*. For other student-related services and activities, students are encouraged to consult the *Student Handbook*.

Mission and Purposes of HJ International Graduate School for Peace and Public Leadership

HJ International Graduate School for Peace and Public Leadership provides advanced academic and professional education for women and men who aspire to serve the wider society and world as transformational leaders in faith-based ministries or professional fields related to religion, peace, and public leadership.

Mission Statement

HJI offers three degrees at the Masters level: Master of Arts in Peace Studies, Master of Arts in Religious Studies, and Master of Divinity. In the fall of 2006 the institution began a program leading to the Doctor of Ministry degree; for more information, see the *Doctor of Ministry Handbook.*

Master of Divinity graduates will be equipped to practice many types of ministry, specializing in urban, campus, community service, public leadership, and marriage and family ministries. HJI also provides academic grounding and personal enrichment that benefits students entering non-clerical occupations or pursuing doctoral studies.

HJI is committed to maintaining a curriculum of spiritual and academic quality, to foster the spiritual formation of its students, to help create a community of peace and justice beyond race, nation and religion, and to work with people of all faith backgrounds for the practical implementation of these ideals.

II. The Master of Divinity Program

The M.Div. Program is designed primarily to prepare students for effective leadership in various ministries. Graduates currently participate in such ministries as social service, teaching, counseling, pastoral ministry, campus ministry, ecumenical and interfaith ministry, evangelism, and world mission. Goals and outcomes of the program are here stated in terms of (1) knowledge and skills (2) beliefs and values and (3) professional roles. The M.Div. program learning outcomes are listed in the next chapter.

A. Knowledge and Skills

HJI's academic program is designed to further the attainment of knowledge of scripture, theology, the history of Christianity, the beliefs and practices of the world's religions, the issues at the intersection of religion and society, and the best practices for various types of contemporary ministry. Students requiring specific knowledge of their faith tradition or denomination will be able to take such courses.

B. Life of Faith and Values

HJI emphasizes the development of attitudes, beliefs, faith and values, that contribute to building a harmonious community life. Students are encouraged to:

1. Cultivate a relationship with God seen as the foundation for deepening relationships with others and with the creation.

2. Recognize the theological and spiritual nature of experience in a relationship with God, and in learning a new way of relating to the world, one which evokes theological contemplation;

3. Foster a life of faith, service, sacrifice, commitment and attendance for all who desire to participate in building God's Kingdom;

4. Help others deepen their relationship with God;

5. Actively engage in academic courses which add to spiritual practice by providing biblical, historical and theological insight into the nature of God and humanity, the providential course of human history, and the contemporary world situation;

6. Develop an open spirit for the formation of new ministries to meet the evolving structure and needs of the world;

7. Prepare for functioning as a mediator and change-agent in the social process (including conflict resolution) in a way that contributes to the common good;

8. Provide leadership in both planning and conducting corporate worship;

9. Assist church members in the definition and accomplishment of the church's goals and objectives and to administer effectively to its corporate life.

C. Professional Roles

The Divinity Program prepares students for various professional roles required for effective leadership in ministry. These roles are evangelism; pastoral care and counseling; preaching and liturgy; communications; ecumenism; public service; management and leadership; and teaching.

1. Evangelism: Through personal and group witnessing, the church leader seeks to win or revive personal commitments to a life of faith.

2. Pastoral Care and Counseling: Church leaders are concerned with the spiritual needs of individuals and families. They provide spiritual care and guidance to members of the church and community. They counsel those in distress and provide spiritual nourishment and support, especially during times of personal crisis. They minister with an objective sense of judgment and also with compassion and understanding.

3. Preaching and Liturgy: A church leader provides liturgical leadership in worship, including preparation and preaching.

4. Communications: A critical role of the church leader is to communicate with individuals and groups both through the print and electronic media as well as through direct personal contact.

5. Ecumenism: Graduates promote ecumenical and interreligious work in pursuit of solutions to the problems confronting all religions. Church leaders, through personal dialogue and conferences, encourage an ecumenical spirit by promoting an atmosphere where different religions and denominations discuss their respective positions; where they are accorded full respect for their own individual dignity and deepest spiritual conviction.

6. Public Service: Engagement with society involves expansion from ministering to the congregation to ministering to the world. The church leader seeks to be a mediator and change-agent to contribute to the common good. Concerns range from individual needs for food, clothing and shelter to global peace.

7. Management and Leadership: Graduates manage or assist in the managing of churches, evangelical teams, campus centers, etc. Such leaders plan and carry out church conferences and programs. They also supervise personnel and plan budgets.

8. Teaching: Graduates teach, train others, design educational programs, direct and supervise the educational programs of the church.

III. Program Learning Outcomes

A. Theological Content

1. Students should be able to interpret and integrate the Old and New Testament scriptures appropriately in ministry.
2. Students should be able to analyze issues impacting their church today using their knowledge of leading figures, events, and institutions of their church.
3. Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.
4. Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society

B. Personal Spiritual Formation

1. Students should be able to demonstrate spiritual maturity necessary for pastoral leadership.
2. Students should be able to examine their experiences in light of their faith, theology, and tradition.
3. Students should be able to describe their calling and demonstrate initiative to carry it out.

C. Professional Roles

1. Students should be able to apply leadership and organizational skills for building a beloved community.
2. Students should be able to use tools to plan and lead corporate worship.
3. Students should be able to demonstrate a range of pastoral skills and techniques.
4. Students should be able to relate constructively to practitioners of diverse religious faiths.

IV. The Academic Program in Divinity

A. Graduation Requirements

To be awarded the Master of Divinity degree, the candidate must fulfill the following requirements:

- 80 credit hours (less transfer credits)
- A minimum grade point average of 2.50
- Mid-Program Review

Course requirements for the Master of Divinity degree are listed in the *HJI Catalog.* The policy on transfer credits is also described in the Catalog. Course offerings each term are listed on the Master Schedule, published by the Registrar prior to registration in August.

Candidates are responsible for fulfilling the graduation requirements listed in the catalog published for the academic year in which they matriculate at HJI. This applies regardless of any program or policy changes published in catalogs of subsequent years, unless special provision is made for a

student to opt into a program or policy change. The graduation requirements for Divinity students entering in academic year 2026-2027 are stated in the *HJI Catalog 2026-2027,* also available on the web at www.hji.edu.

B. Divinity Curriculum

Overall, the Divinity Degree requires 80 credits to complete.

The curriculum of the Divinity Program consists of 6 components:

- Scriptural Studies
- Living Traditions
- Theology/Philosophy
- Ministry
- Clinical Pastoral Education (CPE)
- Electives

The scriptural studies curriculum provides a strong biblical foundation for students. In addition to taking a foundational course in both the Hebrew Bible and the New Testament, students will be challenged to develop their exegetical skills through the addition of two more scriptural courses. This offers students complementary skills for preaching and teaching the Bible in the contexts of their chosen ministries.

Scriptural Studies course requirements are as follows:

- SCR 5131 Hebrew Bible
- SCR 5141 New Testament Foundations
- One Old Testament exegetical course
- One New Testament exegetical course

The Living Traditions curriculum for the Divinity Program introduces students to the history of the Christian Church. These courses allow students to recognize the historical basis on which their ministry stands as they seek to work toward the future.

Living traditions course requirements are as follows:

- LTR 5131 History of Christianity I
- LTR 5132 History of Christianity II
- LTR 5141 World Religions and Encounter with Religious Pluralism

The Theological curriculum provides knowledge of fundamental theological concepts within the Judeo-Christian tradition. In addition, Divinity students will delve into the ethical issues and concepts of doing ministry in the 21st Century.

Theology course requirements are as follows:

- THE 5131 Systematic Theology

- THE 5141 Ethics and Social Justice in the Age of Globalization
- THE 5151 Topics in Apologetics in the 21st Century[1]

The ministry component introduces students to the full range of skills and competencies needed for today's diverse ministries. These skills include religious education, pastoral care and counseling, spiritual formation, worship and liturgy, and leadership and congregational development. The goal is to develop the core competencies needed by effective ministers who can build thriving churches and ministries.

Ministry course requirements are as follows:

- EDU 5101, EDU 5111, EDU 5112 or EDU 5121 a Religious Education core course[2]
- MIN 5102 Worship and Liturgy
- MIN 5104 Homiletics
- MIN 5106 Ecumenism and Interfaith
- MIN 5107 Leadership and Congregational Development
- PAS 5101 Pastoral Care and Counseling
- EDU 5311 Spiritual Formation

Clinical Pastoral Education provides students with the means to integrate theoretical knowledge with professional practice through an intensive counseling experience. Students will be working in professional settings such as a hospital, elder care facility, prison or hospice facility under the supervision of a skilled professional. Students also take part in small group sessions with other CPE students to debrief, discuss and reflect on what they are doing.

Before graduation, students will complete their Divinity experience through a special Senior Integrative Colloquy. The Colloquy prepares students to transition from their studies to engaging actively in their ministries after graduation and applying what they have learned while at HJI. Through the Integration Colloquy, students will be challenged to develop a clear vision for their future ministry and life.

Courses satisfying specific denominational requirements for various denominations are offered according to student need.

Exact course requirements for students entering in Academic Year 2026-2027 can be found in Appendix A: Divinity Program Worksheet, and in the *Catalog*.

The academic advisor will assist the student in proper course selection to meet degree requirements. Each student should keep in mind, however, that he or she alone is ultimately responsible for understanding and fulfilling all graduation requirements. Students are responsible for their own degree plans and for the completion of all requirements for the degrees that they seek. Students should see the Registrar if there are any questions about graduation requirements.

[1] With the approval of the office of the Provost other courses may be substituted
[2] With the approval of the office of the Provost other courses may be substituted

C. Core Courses and Elective Courses

Whenever possible, students should plan their course of study to take core courses, which provide foundational knowledge, before they enroll in elective courses. Furthermore, since ministry courses build upon the foundation of theological knowledge, students should plan as much as possible to take theological courses prior to ministry courses.

Students are encouraged to take the following core courses in the first year when possible.

- SCR 5131 The Hebrew Bible
- SCR 5141 New Testament Foundations
- LTR 5131 and LTR 5132 History of Christianity I and II
- LTR 5141 World Religions and Encounter with Religious Pluralism
- THE 5131 Systematic Theology
- MIN 5107 Leadership and Congregational Development

D. Clinical Pastoral Education (CPE)

M.Div. students are required to complete one unit of CPE during their HJI program. Each unit is 400 hours in length and is equivalent to four HJI credits. While most CPE placements are in hospital settings, there are other settings possible as well such as an elder care facility, hospice, prison or other type of care-based facility. The CPE placement is composed of the clinical work and a small group reflection experience that is guided by a trained chaplain. These locations are approved settings and so have undergone a rigorous process to be recognized by the Association for Clinical Pastoral Education (ACPE). As a result, students normally are required to pay an additional fee to this location. Such fees range from $750-$1000. CPE placements are rigorous and so students should consider the best time to complete this requirement. It may be completed as a full-time placement over the summer or as a part-time placement completed throughout Fall or Spring term. Students register for CPE as they would for any type of course. Students are admitted for their first unit of CPE normally after a minimum of one year of coursework at HJI.

Students will consult with the Office of the Provost or the DMin Program Chair in planning their CPE work. Students can also obtain additional information about CPE by visiting the Association for Clinical Pastoral Education website at www.acpe.edu.

E. Mid-Program Review

The Mid-Program Review is an important assessment tool for HJI students. It assesses, at the mid-point in the course of study, the student's progress towards fulfilling the learning outcomes of the program in which he or she is enrolled. For this purpose, students submit a portfolio containing samples of their best work, so they can be assessed in light of the overall learning outcomes of the program as well as the student's own personal goals.

At the same time, the Mid-Program Review provides students with the opportunity to reflect on their learning goals—both the program's stated learning outcomes and their own personal goals—to assess their progress in preparing for their vocation. It helps students to gain more clarity about their goals and plans for their future, and about how they may go about them to accomplishing these goals. For this purpose, students prepare an MPR Essay and then meet with their Faculty Advisor and one other student. This interview provides an opportunity for the student to reflect within a collegial structure without the onus or burden of feeling judged or evaluated.

Students complete the Mid-Program Review at the mid-point in their course of study. For M.Div. students it is the term in which they reach 37 credits. Early in the term, the Registrar will notify students that they should prepare for their Mid-Program Review.

1. The MPR Portfolio

First, students assemble a Portfolio of their best work. Through the Portfolio, students will reflect on the areas where they are making progress and where they still need to improve, see the direction of their intellectual and professional growth, and compare that with their learning goals when they began their degree program. The portfolio should contain the 3-4 items that the student feels best represent what they have learned or gained while at HJI. Among them, only 2 should be academic papers.

Possible items that may be included:

1. Papers completed for a course,

2. Projects developed for a course,

3. Specialized assignments (PowerPoint presentations, homiletics sermons, etc.),

4. The theological reflections or supervisors' reports from a CPE or Field Education Internship,

5. Other written or created products that reflect your learning progress while at HJI, such as a speech, or an article for a student newsletter

6. A product of a community activity in which you participated while a student at HJI, such as a sermon given at a church, or an article for a community newsletter.

2. The MPR Essay

Second, students must prepare an essay of seven (7) paragraphs, introducing the Portfolio and assessing their learning at HJI. This essay serves three purposes. First, it gives context and meaning to each item in the student's portfolio. Second, it is to allow the student to reflect on his/her goals in coming to HJI and how he/she can use the remaining time in HJI productively to prepare for professional work. Third, these reflective responses also help those who are part of the Mid-Program Review understand his/her experience at HJI better so as to offer helpful advice.

Below are the instructions for each paragraph of the MPR Essay:

1. An introductory paragraph stating the student's learning goals at HJI in the context of his/her life goals

2-4. For each item in the Portfolio, the student should write a paragraph which describes:

a. the specific purpose(s) in writing the assignment or doing the project or activity, in light of the learning goals

b. what the student learned from doing it,

c. what new insights the student gained, and

d. what the student learned about his/her need for further learning

5. A paragraph about learning goals that need more work and how the student intends to address them during his/her remaining time at HJI.

6. A paragraph in which the student describes his/her personal spiritual life (prayer, holiness, ethics, service to others, etc.), how his/her spiritual life has changed as a result of coming to HJI, and what goals he/she has for personal spiritual formation.

7. A paragraph about how the student is contributing to the HJI community and especially to the wider church/society, and listing the specific ways that what he/she has learned at HJI has supported his/her professional development towards that end.

The student may write more than seven paragraphs if he/she wants to go into further detail, but regardless at least one paragraph on each of the seven topics should be written.

3. LinkedIn

HJI recommends that all MA students establish a LinkedIn account while they are at HJI if they do not already have one. The Linkedin account serves as a venue where students can develop a professional profile and will facilitate networking with peers, potential employers, associates, and mentors. During the MPR, students are encouraged to share their Linkedin profile with the faculty reviewing their portfolio. A discussion around the Linkedin profile during the MPR may help students to identify and articulate their competencies, as well as envision and articulate career goals and aspirations. Students may contact the Office of the Dean of Enrollment Management for assistance in establishing their accounts and also put them in contact with with the HJI Linkedin page. For a student to include LinkedIn in the MPR, he or she should inform the academic advisor and student peer evaluator at least one week in advance of the MPR live session and invite them to access and review the account.

4. The MPR Interview

Next, the student will meet with the MPR Committee, which is composed of the student's Faculty Advisor and one of his/her fellow students. The student should set up his/her individual MPR Committee by no later than the fifth week of the term, and schedule the interview for no later than the eighth week of the term. The student is responsible to contact his/her Faculty Advisor to request that he or she participate in the interview. In the event he/she cannot, the Provost will find an alternate from among the faculty. The student will choose one other student to be a member of the committee.

All the members of the MPR Committee should have a chance to review the MPR Portfolio and MPR Essay, and if it is included in the evaluation, the LinkedIn page. For this, each member of the committee should be provided with a copy of the portfolio, essay, and an invitation to the LinkedIn page one week before the interview.

At the interview, the committee reviews the MPR Portfolio and the MPR Essay, and discusses with the student his or her learning goals and life goals. The committee may raise questions that will help the student reflect on life at HJI and how to most productively use the remaining time at HJI to accomplish those goals.

This is designed to be an experience of assessment. With the support of faculty and peers, the students will assess themselves, their goals, and their progress towards those goals. The faculty advisor will also review the learning outcomes of the student's program and assess where they stand in fulfilling them.

During the interview students will discuss their portfolio in light of the learning outcomes of the program in which they are enrolled. Further, they will discuss their learning goals while at HJI, their goals for their future vocation, and reflect on their strengths and limitations for fulfilling these goals. They have the opportunity to discuss their LinkedIn page and how LinkedIn is used to support their vocational goals. The members of the committee will raise questions, and occasionally the faculty member will raise issues and comments coming from others on the HJI faculty and staff.

After the committee reviews the results of the interview, they may make additional suggestions for how the student can focus the remainder of his/her studies. To assemble these suggestions, the interviewing student will fill out a one-page MPR Student Assessment Form (Appendix B) about what he/she experienced by participating in the interview and in reviewing the essay and portfolio. The student will submit his/her completed form to the faculty member, who reads it and combines the reflection with his or her own.

Finally, the faculty member fills out the MPR Evaluation Form, available from the Registrar, in which he/she includes the digested comments of the committee members. These can be affirmations and/or suggestions to help guide you in making the most out of the student's remaining time at HJI, what members of the committee saw were his/her strengths and challenges, and general thoughts.

In addition, the Faculty Advisor will score a rubric, consisting of the learning goals for the student's program, to assess where he/she stands in fulfilling them. This information is for institutional outcomes assessment purposes; it has no bearing on passing the MPR.

For most students, the MPR ends here. In the rare case that the interview reveals serious issues, the Provost will contact the student for a private discussion. Normally, the only way a student can fail the MPR is if he or she does not apply themselves sincerely to the task of self-reflection that the procedure calls for.

The committee's discussion is confidential. Members of the committee are not permitted to divulge the content of the interview to anyone outside the committee. The MPR Evaluation Form becomes part of the student's academic record.

5. Policy on Non-Completion of the MPR

Students who did not complete their MPR in a given term, except in cases where they are on a leave of absence, may not register for classes the following term.

See Appendix B for the Mid-Program Review Student Assessment Form.

F. Professional Chaplaincy Track

M.Div. students may consider professional chaplaincy as a career option. Professional chaplains are state accredited and work, for example, in hospitals and prisons. Employment is usually full-time although some part-time positions are available. Students wishing to pursue this track are advised to take MIN 5107 Leadership during their first year, either PAS 5101 Pastoral Care and Counseling or PAS 5312 Theories and Techniques of Counseling during their second year, and an additional pastoral or family ministry course such as PAS 5315 Practicum in Counseling or PAS 5501 Marriage and Family Counseling during their third year.

In addition, students aiming for certification as a hospital chaplain must complete Levels One and Two of the Clinical Pastoral Education (CPE) program at an accredited center. These units may be full-time over a summer internship or part-time throughout the academic year. The Level One CPE program is normally completed after a minimum of one year of theological education. Students wishing to pursue a career as a prison chaplain must complete Level One of CPE and an additional prison-based placement.

Students should note that HJI cannot guarantee placements in CPE programs, which control their own admissions, or certification as a professional chaplain, since that is the responsibility of each State's own accrediting agency. Students may negotiate their path through this track by consulting the Chair of the M.Div. program.

G. Graduation and Commencement

To become a candidate for graduation, students fill out the "Application for Graduation" form shortly after they register for their final term, and pay their graduation fee. Students who do not register as candidates will not be eligible to graduate.

Candidates for graduation are expected to have completed all program requirements, including the Mid-Program Review and CPE by the last day of examination period of the final term of study. Incompletes from previous terms must be cleared.

Students with incompletes on Graduation Day may still be counted as graduates for that date if their late work is completed no later than 30 days after graduation. Students with three credits or less of missing degree requirements may attend commencement. Students with more than three credits of missing degree requirements, including incompletes, on Spring Graduation Day may not participate in commencement. In special circumstances a student may appeal to the Office of the Provost, who may grant an exception based on the merit of the case.

Graduation is twice a year. Students who graduate in December may attend the Commencement exercise the following Spring.

Students' diplomas will be signed by the President, the Provost and the Chairman of the Board. Students will receive their diplomas only after all academic requirements have been completed, all financial obligations to the institution have been taken care of, and all Library books have been returned. Only diplomas with all signatures will be given to the student.

V. Resources

A. Faculty

Faculty advisors check a student's registration and grade reports based upon the Registrar's office guidelines. Faculty members including advisors indicate their office hours and/or contact information in the syllabus each term. Faculty advisors will be in direct communication with advisees at the beginning of each term. This is part of their commitment to supporting student success.

Full-time and part-time faculty members are also diligent about assisting students in achieving their academic, professional and personal goals. A central commitment of the faculty is to make available from their specific disciplines new insights for the practice of educational ministry. To this end the faculty engages in research, writing and other professional work which can enhance the understanding of the religious community and which advances the frontiers of knowledge. Several faculty members themselves are ordained and experienced as ministers and priests.

Faculty members are available to students for assistance in their personal and academic development.

B. Community Life

HJI's community life provides informal educational experiences, a sustaining spiritual fellowship, and an opportunity for reflection upon the meaning of faith and its relationship to ministry.

HJI's community life is intended to facilitate personal and spiritual growth. Through periodic academic and extracurricular programs students develop their skills in preaching, teaching and liturgy. Students also develop collegial relationships through participation in the Graduate Student Advisory Council.

Students are expected to maintain a life of high ethical standards. The life of spiritual discipline includes a personal deepening of faith; moral and sober personal conduct; participation in worship services; the promise to uphold the standards outlined in the Student Code; respect for other persons and their personal property at HJI. Through this daily lifestyle, fellowship and community, future religious educators are expected to develop their character.

See the Student Handbook for more information.

C. Benefits of the New York City Campus

The New York City campus in midtown Manhattan is an invaluable resource to HJI students. The campus has an ecumenically rich and diverse student body and faculty, drawn from various denominational backgrounds. The faculty provides a rich experience for students as they are actively engaged in ministries and pastorates of their own.

Because of unique opportunities presented by ministries in the metropolitan area, courses have been developed that are of particular relevance to students who intend to do religious and educational work in an urban setting. Both the location and the community provide opportunities for diverse Field Education Internship experiences.

D. Library Services

The Library provides ready access to books, ebooks, numerous print periodicals, DVDs, and online access to electronic databases with full-text journals. Students are able to access the Library Catalog through the internet. The Library Staff regularly provides instruction on the use of library resources for study and research.

HJI maintains and continually expands the holdings of its Library to provide research and reading material for its community. Faculty and students are encouraged to submit suggestions for the purchase of books and materials appropriate for their courses or for use in research.

The Library also makes available resources from other Seminary libraries in the area through its participation in the New York Area Theological Library Association and the Southeastern New York Library Resource Council.

Mindful of the rights of others to fair and equal access to library resources, students will follow library policies about not removing reference books from the library, returning reserve books promptly, and following established procedures for checking out all books.

E. Internet Service

HJI has a wireless network throughout its facility. It is divided into smaller areas for use by faculty and staff, students, and conferences in order to be more effective and secure. Wireless service is available in the Student Lounge, the Library, and in the classrooms. When setting up their computer on the network, students are to observe the rules and technical protocols for the network as stated in the Student Handbook in order to prevent any disruption of service. Students are also expected to follow the Social Media Policy (see *Catalog*).

The Library provides several workstations. The library computers are regularly maintenanced through tune-ups and updates, and cleaned of information to prevent viruses. The workstations allow students to check their email, search the internet, write papers and print out documents.

VI. Select Academic Policies and Procedures

A. Guidelines for Students' Progress

1. Student Progress

Students are required to fulfill all program requirements in effect at the time of the student's admission to the program. Program requirements as defined here include both the requirements of the degree program and the ESL program, if applicable, in which the student is enrolled. A student who changes his or her program (e.g. from Religious Studies to Divinity) is required to fulfill the program requirements in effect at the time of entry into the new program.

The academic advisor will assist the student in proper course selection to meet degree requirements. Each student should keep in mind, however, that he or she alone is ultimately responsible for understanding and fulfilling all graduation requirements. Students are responsible for their own degree plans and for the completion of all requirements for the degrees that they seek. Students should consult the Registrar if there are any questions about graduation requirements.

The Registrar keeps a Worksheet for each student which lists required courses for the program in which he/she is enrolled and checks off requirements as the student meets them. An updated copy of the Worksheet is uploaded to the student's records in Populi, the Student Information System, after the end of each term. It is accessible to students and their academic advisors.

2. Academic Advisement

New students are assigned academic advisors when they enter. They may request a different advisor at any time during their time at HJI. The Registrar prepares and maintains

the current list of advisor/advisees. Academic Advisors are provided names of their advisees and have access to their advisees' academic records.

Academic Advisors advise students on academic matters during weekly office hours and before registration.

A thorough review of the Worksheet of each candidate is made before graduation by the Registrar to ensure that each student has completed all requirements for their particular program. Appointments are arranged for academic advising when necessary.

3. Academic Standing and Academic Probation

The Provost reviews graduate student records at the end of each term.

A minimum cumulative grade point average (G.P.A.) of 2.50 is required for satisfactory academic standing in the graduate degree programs.

If an M.A. or M.Div. student's cumulative G.P.A. falls below the minimum after completing 6 credits, they will be placed on academic warning. The Provost is responsible for placing the graduate students on academic warning. If the student fails to achieve a cumulative G.P.A. of 2.50 during the following term, he/she will be placed on academic probation.

In addition, if a student has a term G.P.A. below the minimum, he/she will be placed on academic warning. If a student has two terms with a G.P.A. below the minimum, he/she will be placed on academic probation.

Students who are on academic probation are not allowed to register unless they provide the Office of the Provost program an acceptable plan to address their academic shortcoming. If students do not submit an acceptable plan to the Office of the Provost, or if, after submitting the plan, they fail to complete it by the beginning of the following semester, they will be dismissed.

4. Satisfactory Academic Progress

Federal regulations require that all students make Satisfactory Academic Progress (SAP) in a program to maintain financial aid eligibility. There are three aspects of SAP: the Minimum GPA, the Maximum Timeframe (also called the 150% rule), and the Completion Rate (also called “Pace”).

Minimum GPA: For the minimum GPA, please see the program requirements.
Maximum Timeframe: The Maximum Timeframe standard looks at how long it will take to complete a program. Federal regulations state that a student cannot receive financial aid for more than 150% of the credits that are required for his/her degree program. This includes all earned, attempted and transferred credits. In other words, a student is not

eligible for federal financial aid if he/she reaches 63 credits working on a MA degree or 120 credits working on a M.Div. degree.

Completion Rate: For the completion rate students must successfully complete at least 67 percent of all credits attempted. Credits attempted include transfer credits, withdrawals, "F" and "I" grades. Exceptions will be made in cases where students withdraw from all courses in a semester due to extenuating circumstances and did not receive federal financial aid for the semester. In these cases, the withdrawals will not count towards the completion rate. A full semester withdrawal will only be excepted once.

Students not in compliance with the minimum GPA, maximum timeframe, and/or completion rate requirement will be put on financial aid probation and may lose their financial aid eligibility.

5. Requirements for Graduation

a. Application for Graduation

To become a candidate for graduation students fill out the "Application for Graduation" form when they register for their final term and pay the graduation fee. Students who do not register as candidates at the start of the term may not graduate.

b. Completion of Program Requirements

Master of Divinity degree candidates for graduation are expected to have completed all program requirements, including the Mid-Program Review and CPE, by the last day of examination period of the final term of study. Incompletes from previous terms must be cleared three weeks before graduation. For more information on program requirements, see the *Catalog*.

c. Grade Point Average

A minimum grade point average of 2.50 is required for graduation from the Foundation Program (Certificate in Unification Leadership), the M.A., M.Div. and the D.Min. Programs.

d. Thesis/Project Submission

Master of Divinity degree candidates for graduation who have a thesis or project requirement must submit to the Library and *ProQuest Dissertations & Theses Solutions* the week before graduation, their thesis/project incorporating all edits

and revisions required by the Thesis/Project Advisor, and a thesis Abstract approximately one paragraph in length that serves as a summary of the thesis/project.

To deliver the thesis to the library, students shall submit their thesis digitally (PDF format).

For more information please see the "Graduation Information" webpage (https://www.hji.edu/graduation-information/).

6. Graduation

a. Dates

Graduation is twice a year. Students who graduate in December may attend the Commencement exercise the following Spring.

b. Eligibility for Graduation

The Registrar certifies to the Provost those candidates who have registered for graduation and who are expected to complete the program requirements. The list of those students is submitted to the Academic, Faculty and Student Affairs Committee of the Board of Trustees, and then to the full Board for approval, pending final confirmation of completion of degree requirements. The Registrar monitors their progress towards fulfilling the program requirements.

Students with incompletes on Graduation Day may still be counted as graduates for that date if their late work is completed no later than 30 days after graduation.

c. Commencement Program

Commencement is held once a year, at the end of the Spring Term. The graduation ceremony and related activities are planned and organized by the Provost, President, and Graduate Student Advisory Council. Final approval of the program rests with the President.

Students with one incomplete on Spring Graduation Day may attend commencement. Students with more than one incomplete on Spring Graduation Day may not participate in commencement.

d. Diplomas

Students' diplomas will be signed by the President, the Provost and the Chairman of the Board. Students will receive their diplomas only after all academic requirements have been completed, all financial obligations to HJI have been taken care of, and all Library books have been returned. The Library also needs to receive one electronic copy (in pdf format) of the Thesis/Project, plus an Abstract, for degrees with Theses, Projects. Only diplomas with all signatures will be given to the student.

e. Posthumous Degrees

HJI will give posthumous degrees under the following conditions:

1. The student was enrolled at the time of death.
2. The students completed at least 75% of his/her degree requirements.
3. A close relative requests the posthumous degree.

7. Second Degrees

A student who attended graduation or was listed in the commencement program booklet as a graduation candidate will only be admitted to a second degree at HJI if the previous degree has been conferred. Those students who did not complete their degree but apply for a second degree may be admitted but will not be permitted to register until all requirements of the previous degree have been fulfilled.

B. Registration Policies

1. Registration

a. Registration Schedule

Registration occurs online at stated times prior to the first day of classes. Due to enrollment limits it is important to register within the stated times.

b. Requirements for Registration

No student with financial obligations from the previous term can register.

Continuing students may register online through Populi after their academic advisor and the Bursar remove any hold.

Students taking an internship must register for it and fill out an Internship Approval Form before starting the internship. The Program Chair will not sign the Internship Approval Form unless s/he first obtains the signature of the student's field education supervisor.

c. Late Registration

A late fee will be assessed for registering after Registration Day. Late Registration is allowed up to seven days following Registration Day. Exception to the one-week rule may be given by the Provost, who has the authority to impose or waive late fees consistent with school policy. Students who are registering after the official late registration period need written permission from the instructor of every course in which he/she enrolls.

2. Registration Holds

Registration Hold means that a student is not allowed to register until a specific action is taken.

a. Students will not be allowed to register if there is a balance on their account.

b. Students who are on Academic Probation are not allowed to register unless they provide the Office of the Provost with a proposed plan to improve their academic performance.

c. Students cannot register for another term if they have more than 12 credits of incompletes.

d. M.Div. students who do not complete their Mid-Program Review may not register in the following term.

3. Course Load

For M.Div. students, a normal full-time course load for each semester is 9 credits. Course loads over 12 credits need approval by the Provost, and are normally granted only to students with a G.P.A. of 3.5 or higher. Participation in a field education internship of at least 4 credits, or an internship of 3 credits plus one 3 credit course, CPE registration of 4 credits, or Thesis registration of 3 credits are also considered a full course load. Students may register for one term only for Continuing Thesis/Project enrollment (0 credit) which will count as full-time enrollment. Apart from students engaged in a full-time internship or the other exemptions listed above, students registering for less than 9 credits in a semester are counted as a part-time students.

4. Add/Drop Period

Students may add and drop courses without the permission of the instructor during the first week the course is offered.

Any dropped course entitles the student to a full refund of tuition. Dropped courses are not recorded on the transcript.

5. Course Withdrawal

Withdrawal from a course after the first week of classes for Master of Divinity program students requires the signature of the instructor and that student's Academic Advisor. Course withdrawals are permitted up to but not including the last week of the course. Failure to withdraw from a course results in a grade of "F" for the course.

Students withdrawing after the official add/drop period may receive a refund of tuition (see Catalog, Financial Information). No refund will be given to students who withdraw after the half-way point of the course. A student is responsible to pay whatever balance remains after withdrawing.

6. Student Classification

A person is considered a student when he/she registered for courses and attended the first day of classes.

Students who are matriculated in the Divinity Program are classified as Divinity Students.

Students who are matriculated in the Master of Arts in Religious Studies Program and in the Master of Arts in Peace Studies Program are classified as M.A. Students.

Students who are matriculated in the D.Min. Program are classified as Doctoral Students.

Students who are not enrolled in a program but who are taking courses are classified as non-matriculated.

7. Course Waiver

A required course can be waived if the instructor of the course is satisfied that the student's knowledge of the course content is adequate. All waiver requests must be made prior to completion of 25 credits at HJI. Requests must be submitted in writing on the Waiver Request Form obtained from the Registrar and should present clear justification for waiving the required course. After the form has been signed by the Faculty member teaching the course, the student's advisor, and the Provost for Master program students,

the student must submit the completed form to the Registrar who then records and files the waiver in the student's file.

8. Transfer of Credits

A student may request transfer of a limited number of credits for courses taken in graduate programs at other institutions accredited by an agency that is recognized by the United States Department of Education, or in the case of international institutions, by an agency that is recognized by its national government or equivalent. Transfer credits should be considered upon entry into a degree program. The maximum number of transfer credits that can be accepted are 24 credits for the M.Div. Program.

Credit from academic courses will be accepted if:

(a) the course covered the same material as a course offered at HJI;

(b) the student has earned a minimum grade of C with full credit;

(c) The maximum number of credits for a course transferred is the number of credits HJI awards for the corresponding course.

Transfer credits normally apply to credit earned prior to attending HJI. Students enrolled at HJI who interrupt their studies to attend another school may not transfer those credits without prior approval from the Provost.

In order to receive transfer credit, the student submits a written request to the Provost. Forms to request transfer credits are available at the Registrar's Office. The request should include documentation to prove that the student has taken a graduate level course at another institution. The Provost then informs the Registrar of the credits to be transferred.

9. Auditing

Students may apply to enroll in a course as auditors, through the Office of the Provost, pending permission of the professor of the course. Auditors are expected to attend classes on a regular basis.

10. Master Program Students with ESL Requirements

Students who score below the required score on an English language proficiency test must be enrolled in an ESL course in order to register for HJI classes. They must present documentary evidence to that effect at the time of registration. An exception can be made for students in their first term who may not have taken an English language proficiency test before registration.

11. Distance Learning

Courses designated as distance learning courses may have a variety of delivery methods.

Some courses are given exclusively through a learning management system (Canvas), where students sign into the course online and work through the prescribed content and activities. The content and activities may involve viewing videos, reading articles, taking quizzes, participating in threaded discussions, or writing short essays. These courses may be given in an intensive format. Students who plan to take a course through Canvas are required to complete the Online Orientation prior to starting the course.

Other courses for distance learners are given through HJI's cloud conferencing tool, Zoom. These are courses that are currently being taught on campus in which the course is being recorded with full audio and video output. All course interactions and shared documents such as PowerPoints, videos and other prepared materials are recorded along with the faculty member's content. Zoom allows students at a distance to take a course synchronously (in real time) or asynchronously. Students are responsible for the full course requirements and timeline as if they were physically in the classroom. Distance students can access these courses through links provided in the Student Information System known as Populi.

Students wanting to register for distance learning courses may do so during the normal registration process. Tuition for distance learning courses is the same as for all credit-based courses.

Distance learners are withdrawn from the program after a period of two years of inactivity.

C. Other Policies

1. Attendance Policy

Students are required to attend all class sessions for the courses for which they are registered. Students are considered to be present at an on-campus class in one of the following ways: (1) by being physically present in class, (2) by being present in class synchronously via Zoom, or (3) by presenting, within one week of the class session, evidence of course engagement through a written document as defined by the instructor as evidence of having viewed the class session asynchronously. For students registered in an asynchronous Canvas online course, a student will be counted as present in class after presenting the required assignment to the instructor within one week of the class session.

Students who are absent, as defined above, for four out of the first seven weeks of class will be withdrawn from the class or classes in which they were absent. If they are receiving Federal Financial Aid, they are liable to lose financial aid monies according to Department of Education policies and guidelines. If they are studying at HJI with the F1 visa, they may be considered out of status according to Homeland Security policies and regulations. Demonstrating their presence in all class sessions is the responsibility of the student.

Faculty are advised to keep attendance records for all students in their class and to note students' presence (as defined above) and absence in a timely manner. Recording attendance through the course page in Populi within one week of each class session is considered timely reporting.

Students missing three or more consecutive weeks of class in a given semester may be subject to withdrawal at the discretion of the course instructor.

2. Credit Hours

HJI uses various forms of course delivery. The coverage of course contents and assignments are the same regardless of the form of delivery for each credit.

In accordance with NYS Education Department guidelines, HJI calculates a credit hour in two different ways: "regular face-to-face instruction" and "time on task,".

a. Regular Face-to-Face On-Site Courses

Each course at HIJ is assigned a specific number of credits. A credit hour is defined based on New York State Department of Education guidelines. One credit "requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments" (Glossary of Program Registration Terms | New York State Education Department (nysed.gov))

b. Online Courses (synchronous or asynchronous)

HIJ uses "time on task" for online courses following the New York State Department of Education guidelines, which reads "Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.)" (Distance Education Program Policies | New York State Education Department (nysed.gov))

One credit requires 45 hours of "time on task" as defined above.

c. Hybrid Courses

Hybrid is a format that combines multiple modes of delivery among face-to-face on-site, face-to-face on zoom (synchronous online), and asynchronous online.

HJI uses the "time on task" definition described in the online course section above, and one credit requires 45 hours of "time on task."

d. Intensive Courses

Regular courses are taught in a 15-week format. Any course less than 15-weeks is an intensive. HJI uses the “time on task” definition and one credit requires 45 hours of “time on task.”

e. Independent Study & Directed Study

One credit requires 45 hours of “time on task.”

f. Field Education Internship

Students are required to do 200 hours of supervised work for 3 credits and 400 hours for 6 credits.

g. Clinical Pastoral Education

4 credits are assigned to one unit of Clinical Pastoral Education, which requires 400 hours of supervised work normally in a hospital setting.

3. Course Cancellation

HJI reserves the right to cancel any course due to low enrollment.

4. Class Cancellation

If an instructor is more than 20 minutes late for a class, students are free to leave, unless they have been informed of the imminent arrival of the instructor. The instructor is responsible for scheduling and holding the make-up class.

5. Academic Integrity

The standards of academic integrity are delineated in the Program Handbooks.

Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. This can range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the Internet. It includes buying or submitting a paper written by a third party. All are considered forms of “plagiarism” and a violation of HJI’s academic integrity policy. HJI uses a plagiarism detection software, Turnitin. For more information see Appendix C.

If a Faculty member ascertains a student has plagiarized a paper or cheated on an exam, he/she has the following options:

a. Submit the student’s name to the Administration for disciplinary probation, suspension or withdrawal. This course of action is suitable for repeated offenses;

b. Give the student an “F” for the course;

c. Give the student an “F” for the offending assignment;

d. Require that the student repeat the assignment.

A copyright infringement should be reported to the Library Director. The Library Director examines the case and reports the findings to the Associate Provost. The HJI administration determines the penalty.

6. Grading

Grading is viewed as a professor's attempt to evaluate objectively a student's achievement in relation to the stated aims of the course. Evaluation is based on the quality of papers, class participation, performance on examinations and completion of other stated assignments or course objectives. Grades are recorded by letter, understood as follows:

A	Excellent
B	Good
C	Acceptable
D	Acceptable but below expectations
F	Failure

Grades are due to be submitted via Populi by the professor three days after the end of exam period. For grades that are submitted on a physical grade sheet, the Registrar ensures that it is signed and dated by the professor.

a. Grade Point Average

When all the course grades have been reported by the professors, the grade point average (G.P.A.) is computed automatically for each student. A grade report for that term is available for each student at the end of each completed term through the online Student Information System.

The G.P.A. is computed by multiplying the grade points for each grade by the number of credits for each course and dividing the resulting product by the total number of credits for the term. (For example, an "A" equals 4 quality points multiplied by 3 credit hours and is equal to 12 quality points; 12 quality points divided by 3 credit hours equals a 4.00 G.P.A. for the term). For the cumulative G.P.A., the total term quality points are added to the running total of quality points recorded on the student's permanent record.

b. The Quality Point Scale

The quality point scale is as follows:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	0.00

c. The Grading Scale

HJI uses following grading scale:

Letter Grade	Percentage Points
A	94 - 100
A-	89 - 93
B+	85 - 88
B	79 - 84
B-	75 - 78
C+	70 - 74
C	65 -69
C-	60 - 64
D+	55 - 59
D	51 - 54
D-	49 - 50
F	0 - 48

d. Other Grades

"W" is used to indicate that a student has withdrawn from a course after the Add/Drop period.

"P/F" are used to indicate that a student either has completed the course at a passing level or has not passed. These grades are usually limited to Field Education Internship, Research Methods and certain colloquia and independent studies. A “P” denotes a grade of “C” or better. Course credits for a P/F course are not counted in a student’s G.P.A.

"R" is used to indicate that a student repeated the course. In case of a repeat, the higher grade is retained and the lower grade assigned an “R”.

"I" (incomplete) is used to indicate that a student has not completed work on time.

Faculty will assign grades at the end of the semester according to the work completed. There are no Incompletes except in the case of legitimate medical or personal reasons. The Associate Provost is responsible to ensure that the faculty abide by the policy. An Incomplete must be made up during the following term regardless of whether the student takes a leave of absence or not. In any case, the student is assigned a grade at the end of that period. Students with more than 12 credits of incompletes cannot register for another term.

Incompletes are also assigned if a course or project is expected to last longer than a semester. In such cases, students will be allowed a reasonable time to complete the course work. However, the Incomplete grade will be changed administratively to an F either after two years from the time of registering for the course or after the student has been inactive for two semesters due to withdrawal or leave of absence. Please note that attendance at commencement does not relieve the student of the responsibility to complete their degree requirements.

Incompletes do not count as part of the student's G.P.A.

"IP" is used to indicate that a course is in progress. In Progress grades are given for courses in which a student is enrolled, but the term has not yet ended and/or final grades have not yet been submitted.

e. Change of Grades

Students wanting a change of grade must submit a written appeal within one term of the class taken. Forms are available from the Registrar. When a change of grade occurs, the student's term G.P.A. and cumulative G.P.A. are automatically updated.

Students do not need to fill out the grade appeal form if the change of grade is initiated by the faculty member.

7. President's List

A student who is taking master level credits and completes a minimum of nine credits in an academic year with an academic average of 3.75 or higher will be listed on the President's List for the Academic Year in question. The President's List is issued once a year.

8. Academic Grievance

A graduate student with a complaint relating to academic work may appeal for review according to the following procedure:

a. The student must first consult with the Faculty member involved. Most cases should be resolved at this level.

b. A student who chooses to appeal the matter further may bring the matter to the attention of the Associate Provost or Provost. The student's complaint should be submitted in writing as the basis for scheduling a meeting with the Associate Provost or Provost.

c. If the matter is not resolved by the process described above, the student may appeal in writing to an *ad hoc Grievance Committee,* which shall consist of the Associate Provost, two Faculty members (not to include the Faculty member involved in the complaint), the Chair of the Graduate Student Advisory Council and an additional student representative from the Graduate Student Advisory Council chosen by the Graduate Student Advisory Council Chair. The committee shall by a majority vote (by secret ballot) arrive at a recommendation to be presented in writing to the student and the Faculty member involved. Any decision made by the Grievance Committee will be binding on both parties.

The time limit for filing an Academic Grievance is 12 months from the end of the term in which the incident occurred.

9. Leave of Absence (LOA) Policy

Students may interrupt their program of study for a leave of absence by filing a request with the Registrar.

Students who discontinue enrollment without an official leave of absence may be considered evidence of having withdrawn. In some cases, they may be asked to apply for readmission.

For M.Div. students, normally a leave of absence is granted for one term only. Extended Leave of Absence Forms for more than one term are available from the Registrar's office.

If a student extends his/her leave of absence for more than 2 terms, it is considered to be a withdrawal from HJI.

Students on Special Admission Status are limited to only one leave of absence during their course of studies.

10. Transferring to a Different Master Degree Program

Students enrolled in any of HJI's Master degree programs can choose to transfer to another degree program by filling out a "Change of Program" application and submitting

it to the Admissions Office. Students who intend to transfer should study the new program's graduation requirements in order to avoid taking non-essential courses. Students are encouraged to also speak with their faculty advisor for additional guidance.

11. Combined Degrees

Students may enroll in any of the Master programs sequentially, but only 24 credits may be transferred to the second degree. Students should, therefore, plan a total of three to four years of study to complete both programs. A student will be awarded only one degree at any one commencement ceremony. In special circumstances the student may appeal to the Office of the Provost for an exception based on the merit of the case.

12. Withdrawal from the MDiv Program

A student withdrawing from the MDiv Program is asked to notify in writing the Registrar. Students may be asked to consult with this administrator in person.

If a student is absent for more than 2 terms, it is considered to be a withdrawal from HJI.

Students upgrading their diplomas are withdrawn from the program after a period of two years of inactivity.

13. Transcripts and Permanent Records

Documents submitted during the Admissions procedure become the property of HJI and will be processed according to the institutional retention policy. International transcripts, of which there is only one original, may be returned to students if the student requests the original back as soon as it has been ascertained that it is an original. A copy will be retained in the student's file.

The academic record of a student will be frozen after graduation. The time limit for grade appeals will apply. Courses taken after graduation will be added to the academic record as continuing education courses.

Students are able to print student copies of their transcript through the online Student Information System. Official transcripts are issued for a fee through *Parchment*, a digital credential service.

New York State mandates that higher education institutions include notations on the transcripts of students found responsible through the institution's conduct process for crimes of violence, including, but not limited to, sexual violence. Such transcript notations must state "suspended after the finding of responsibility for a code of conduct violation" or "expelled after a finding of responsibility for a code of conduct violation," as applicable. Should the student withdraw from the higher education institution while the investigation

of the complaint is pending, his or her transcript must note “withdrew with conduct charges pending.” (“Enough is Enough”, NY Education Law 129-B)

14. Diploma Replacement

Students who request a duplicate diploma will receive one with the signatures of the current officers. Contact the Registrar for fee information.

15. Confidentiality of Student Records

The Registrar's Office maintains records concerning the essential information, evaluations and accomplishments of all students. Because HJI recognizes the student's right of privacy, it maintains confidentiality regarding the information which becomes a part of the student's permanent records. HJI has an institutional FERPA (Family Educational Rights and Privacy Act) policy, which is available from the Registrar, and is posted in Populi and on the institutional website.

A deceased student's right of access to his/her file will be administered by the executor or heirs of his/her estate.

Records shall be kept only as necessary to meet the needs of both the student and the institution. Duplication of records shall be minimized and all persons who handle them shall be instructed that such information is confidential.

16. Recorded Class Sessions

No links to recorded class sessions, including online and CEU courses, are to be posted in public, non-password-protected spaces.

17. Acknowledgement of Institutional Policies

Students are required to sign a statement indicating that they are responsible for understanding all official HJI notices and policies. These policies include but are not restricted to keeping HJI informed about address and phone number changes, the use of the HJI issued email for all official business, reading all policies in Catalog and handbooks, understanding and meeting degree requirements, and following the student code.

18. Electronic Signatures

Electronic signatures in the form of an image of a wet signature, when submitted through HJI email, will be accepted on basic institutional forms including but not limited to Add/Drop Forms, Registration Forms, Change of Grade Form, and Field Education Forms.

19. Official Communications

Email is an efficient and effective method of communication. Therefore, HJI provides an email address to each registered student. This HJI email address is the only address that the institution (i.e. faculty and staff) will use to communicate electronically with students. Students are held responsible for all information communicated from the institution by email. In turn, only communications by students with their HJI issued email addressed are officially confirmed as bona fide representations of a student.

D. Specific Policies Regarding Curricular and Program Requirements

1. Field Education Internship (FEI)

Students in the MDiv program have the option of taking up to 7 credits of FEI as an elective, in addition to the CPE requirement.

FEI provides students the opportunity to put their knowledge and newly learned skills into practice in the public setting of a religious organization, in a government-related organization or in civil society. It is intended to integrate theoretical knowledge with practice under the supervision of professionals.

One credit is awarded for each 67 hours of FEI. A student can complete 6 credits of FEI in 10 weeks by doing 40 hours of work each week. A student can complete 3 credits in 10 Weeks by doing 20 hours of work per week.

A student may extend the FEI over a longer period if he or she wishes to do so. For example, a student could do 6 credits over 20 weeks if he or she spent 20 hours in the field each week or it could be done over 40 weeks by spending 10 hours a week in the field.

Students are expected to attend an orientation session before beginning FEI.

2. Divinity Elective Requirements for Scriptural Studies

Scriptural Studies electives in the Divinity Program may include Biblical Hebrew and/or New Testament Greek, or a course in another religion's scripture.

3. Independent Study

Independent study is intended for students who wish to explore aspects of a program area that are not part of the current curriculum. The number of hours of work required for Independent Study is as follows:

1 credit	=	3 hours a week for 15 weeks or 45 hours
2 credits	=	6 hours a week for 15 weeks or 90 hours
3 credits	=	9 hours a week for 15 weeks or 135 hours

Eligible students, normally those in their second or third year, may register for Independent Study. Students must have a G.P.A. of at least 3.00 (with no incomplete work). The approval of a Faculty sponsor, academic advisor and the Provost must be obtained prior to registration. Students are expected to meet with the Faculty sponsor at least four times during the Independent Study. Independent Study is not an alternative means for fulfilling requirements available in regular courses.

Students may undertake one Independent Study per term and not more than two per year unless approved by the AAC. Documentation of Independent Study courses should be in the student's file.

4. Directed Study

Directed Study means individual or small-group instruction in the content of a course listed in the *Catalog*. Students may undertake Directed Study when there is insufficient enrollment to hold a regular course, for the purpose of completing a course required for graduation that would not otherwise be available.

VII. Appendices

A. Divinity Program Worksheet

B. Mid-Program Review Student Assessment Form

C. Plagiarism, Use of Artificial Intelligence, and Academic Integrity Policy

D. Sexual Misconduct Statement

E. M.Div. Program Learning Outcomes Rubric

A. Appendix A: Divinity Program Worksheet

DIVINITY PROGRAM WORKSHEET
SEMESTER SYSTEM
Entering Academic Year 2026/27 _____

SCRIPTURAL STUDIES

[ ] The Hebrew Bible	3	[ ] NT Foundations	3
[ ] OT Exegesis	3	[ ] NT Exegesis	3

LIVING TRADITIONS

[ ] History of Christianity I	3	[ ] History of Christianity II	3
[ ] World Religions and Encounter w/Relig. Pluralism	3		

THEOLOGY/PHILOSOPHY

[ ] Systematic Theology	3	[ ] Ethics & Social Justice	3
[ ] THE 5151 Topics in Apologetics in the 21st Century	3**		

Subtotal:

MINISTRY

[ ] EDU 5101, 5111, 5112 or 5121**	3	[ ] Worship and Liturgy	3
[ ] Homiletics*	3	[ ] Spiritual Formation	3
[ ] Leadership & Congregational Development	3	[ ] Ecumenism and Interfaith*	3
[ ] Pastoral Care and Counseling	3		

Subtotal Ministry:

CLINICAL PASTORAL EDUCATION (minimum 4 credits)

[ ] _____	4	[ ] _____	____

Subtotal CPE:

COLLOQUY

[ ] Integration Colloquy 1

FREE ELECTIVES

_____	___	_____	___
_____	___	_____	___
_____	___	_____	___

Subtotal Free Electives:

Total Credits Required: 80 **Mid-Program Review:** _____

Credits fulfilled so far:

Credits incomplete or F:

* Pre-requisites ** With the approval of the office of the Provost other courses may be substituted

B. Appendix B: Mid-Program Review Student Assessment Form

MID-PROGRAM REVIEW
STUDENT ASSESSMENT FORM

To be completed after the MPR interview. Return this form to the MPR Committee Faculty Member.

Student under review: _____

MPR Committee faculty member: _____

1. *Comment on the student's progress toward achieving the program learning outcomes of his/her degree program.*

2. *Comment on the student's plan to achieve his or her life goals and progress on the path to achieving them.*

3. *Does this student have some limitations that they have not recognized but would do well to address at this time in their life?*

4. *What suggestions or advice do you have for how the student should spend his or her remaining time at HJI?*

5. *Other comments:*

Print your name: _____

Signature: _____ Date: _____

C. Appendix C: Plagiarism, Use of Artificial Intelligence, and Academic Integrity Policy

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

D. Appendix D: Sexual Misconduct Statement

HJI is committed to maintaining a workplace and educational environment free from all forms of harassment and unlawful discrimination, including sexual harassment and sexual misconduct. HJI does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Any student, employee, or other individual covered by the policy who engages in unlawful sex discrimination, including sexual harassment or retaliation, will be subject to remedial and/or disciplinary action, up to and including termination, expulsion, and/or legal action.

Inquiries about Title IX may be referred to HJI's Title IX Coordinator, Deputy Title IX Coordinator, and/or the U.S. Department of Education's Office for Civil Rights.

Frank LaGrotteria
Title IX Coordinator
Vice President for Administration
4 West 43rd Street
New York, NY 10036
Phone: (212) 563-6647 ext. 115
Email: f.lagrotteria@hji.edu

Lynn Walsh
Deputy Title IX Coordinator
4 West 43rd Street
New York, NY 10036
Phone: (212) 563-6647 ext. 120
Email: l.walsh@hji.edu

Appropriate action will be taken to investigate and address any complaints about sex discrimination and sexual misconduct. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to HJI's full Sexual Misconduct Policy. HJI's full Sexual Misconduct Policy, including grievance procedures, is available in Populi or on HJI's Institutional Policies webpage at https://www.hji.edu/sexual-misconduct-policy.

For complaints and reports regarding unlawful discrimination or harassment not based on sex, please refer to HJI's Nondiscrimination and Equal Opportunity Policy. HJI's full Nondiscrimination and Equal Opportunity Policy and grievance procedures can be located in Populi or on HJI's Institutional Policies webpage at https://www.hji.edu/nondiscrimination-and-equal-opportunity-policy.

E. Appendix E: M.Div. Program Learning Outcomes Rubric

Learning Objective	*Outcome*	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Theological Content	**Students should be able to interpret and integrate the Old and New Testament scriptures appropriately in ministry.**	State basics of the Old and New Testament within own tradition	Identify points of scripture applicable to ministry; recognize basic elements of interpretation, and begin to employ them in exegesis of scriptural texts	Elucidate points of scripture applicable to a variety of ministerial contexts; employ elements of interpretation correctly in exegesis of scriptural texts	Elucidate points of scripture applicable to a variety of ministerial contexts; demonstrate facility at interpretation and exegesis; discriminate between and assess various interpretations of texts	
	Students should be able to analyze issues impacting the Church today using their knowledge of leading figures, events, and institutions of the Church.	Identify major figures and events in church history	Explain the theological viewpoint of a major figure and the issues at stake in a major event in church history	Analyze a contemporary issue of the Church using theological viewpoints of a major figure and/or the issues of a major event in church history	Analyze a contemporary issue of the Church using the theological viewpoints of several major figures and the issues of major events in church history	
	Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.	Describe their own theological perspective in general terms, from their tradition	Discuss historical, biblical and/or contemporary theologies	Discuss their own theological perspective, comparing and contrasting with historical, biblical and/or contemporary theologies	Explain a well-developed theological perspective that integrates insights from historical, biblical and/or contemporary theologies	
	Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society	Identify elements of secular culture and religious diversity as threats	Describe a benefit of religion to society; describe a secular challenge to religion from society; describe the beliefs, texts and practices of another religion	Discuss what religion can do to meet the challenges of culture, society, and other religions; articulate sound apologetic arguments for religion	Discuss what religion can do to meet the challenges of culture, society, and other religions; articulate sound apologetic arguments for religion; explain the complexity of religion's role in a changing society	

Learning Objective	*Outcome*	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Personal Spiritual Formation	**Students should be able to demonstrate spiritual maturity necessary for pastoral leadership.**	Show little evidence of personal holiness, sacrifice, prayer and worship, or service to others; little attention the internal problems of self or others	Demonstrate an active prayer and worship life and attention to the needs of others	Demonstrate an active prayer and worship life, and attention to the internal needs of self and others; show acceptance and compassion; demonstrate personal integrity	Demonstrate an active prayer and worship life, and attention to the internal needs of self and others; show acceptance, compassion, and a wide circle of care; demonstrate personal integrity; recognize personal shortcomings	
	Students should be able to examine their experiences in light of faith, theology, and tradition.	Discuss their experiences in light of faith, without reference to theology or tradition	Discuss their experiences in light of faith, theology and tradition	Discuss their experiences in light of faith, theology and tradition, and employ self-reflection to appraise their faith in light of experience	Discuss their experiences in light of faith, theology and tradition, employ self-reflection to appraise their faith, and use experience to evaluate the adequacy of theology and tradition	
	Students should be able to describe their calling and demonstrate initiative to carry it out.	Describe their calling in general terms and/or inconsistently	Describe their calling; explain what is needed for the mission	Describe their calling, explain what is needed for the mission, and demonstrate their calling in works and activities	Describe their calling and what is needed for the mission, demonstrate their calling in works and activities, and demonstrate initiative to carry it out	
Professional Roles	**Students should be able to apply leadership and organizational skills for building a beloved community.**	Identify goals of congregational development, raising new members, and stewardship of church resources	Discuss what is involved in growing a congregation, raising new members, and stewardship of church resources. Identify diverse ministry needs within the congregation and/or in the community	Demonstrate leadership and organizational skills in growing a congregation, raising new members, stewardship of church resources, and dealing with diverse ministry needs within the congregation and/or in the community	Demonstrate leadership and organizational skills in growing a congregation, raising new members, stewardship of church resources, dealing with diverse ministry needs within the congregation and/or in the community, and assessing the results	

Learning Objective	*Outcome*	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	Students should be able to use tools to plan and lead corporate worship.	Preaching is undisciplined and lacks focus, little attention to liturgy.	Demonstrate preaching according to a plan and for purpose; explains some principles of liturgy	Demonstrate preaching that is exegetically based; apply liturgics to design a worship experience	Demonstrate preaching that is exegetically based and inspirational; design a powerful worship experience with purpose in every liturgical element	
	Students should be able to demonstrate a range of pastoral skills and techniques.	Define pastoral counseling as mainly guidance based on theology and encouraging prayer	Recognize several pastoral counseling skills (e.g., attending, listening, empathetic reflection, clarification of goals and relationships, confrontation, and conflict resolution) and describe at least one accepted model of therapy	Employ several pastoral counseling skills (e.g., attending, listening, empathetic reflection, clarification of goals and relationships, confrontation, and conflict resolution) and explain their use within the framework of an accepted model of therapy	Employ a complete range of pastoral skills and techniques, and explain their use with reference to two or more accepted models of therapy	
	Students should be able to relate constructively to practitioners of diverse religious faiths.	View other faiths mainly from own faith perspective	Explain ways of relating constructively with practitioners of other faiths	Demonstrate constructive relationships with practitioners of diverse faiths	Demonstrate facility in interfaith dialogue and collaboration with practitioners of diverse faiths; practice sympathetically crossing over into the perspectives and thought-world of faiths not their own	