



NEW BRUNSWICK THEOLOGICAL SEMINARY



2018-2019 **STUDENT HANDBOOK** GENERAL POLICIES

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It is the responsibility of the student to read and follow the policies in this handbook. It will be assumed by all faculty and administrators of NBTS by a student’s admission and current registration that he/she agrees to read this handbook and be governed by the following policies. Claims of ignorance of policies will not be accepted as a reason to be released from either academic or financial issues detailed in this volume.

Admissions

All admission at New Brunswick Theological Seminary is to a specific degree program. Students are enrolled in one degree program at a time. See the Handbook for the specific degree program for admissions requirements and the admissions process.

If a student discerns another degree program is a better path, the student must apply for admission to another program. This is accomplished by writing a letter requesting the change to the admissions office. The admissions office will use the transcripts and recommendations from the current program, along with the student letter and an NBTS transcript instead of a new application. If the requirements for the other program are different, the student must meet those requirements and/or provide the additional recommendations needed. Once the materials are submitted, the admission committee will inform the student concerning his or her request.

Transfer credit is available per the policies of the seminary for master's degrees only, see the policies in the master's handbook. It is recommended a student request an evaluation for transfer credit during the application process.

Admissions Requirements For All Degree Programs

Background Checks

A criminal background search is a requirement for matriculation in any degree program at NBTS (M.Div., M.A., D.Min.). Prospective students should submit the required fee and consent form with their application. Prospective student application files will not be complete until the consent form and fee are submitted to the Admissions office. The background search will consist of a search of the national criminal file and social security number verification. This is an important screening tool, but specific supervised ministry sites may require additional screening. With the consent form, the Seminary is authorized to conduct the background search and to maintain a secure record of the results. If a background search identifies a criminal offense, the person involved shall be notified of the report and invited to respond in writing to the results of the search within 15 days. The prospective student may also request a meeting with the Dean of the Seminary to clarify and resolve any background check results. The Admissions Committee, in its work, may confer with the full faculty if necessary and will adjudicate admission applications on a case-by-case basis. One background search will be completed before admission. During the student's matriculation at NBTS, he/she will sign a form with their class registration that states he/she has not had any convictions during the period since the background search was performed. A student must inform the Dean of the Seminary in writing of any convictions that occur after the initial background check. Students who have not enrolled for two consecutive semesters must have an updated criminal background search to be fully matriculated again.

English as a Second Language

To ensure success in our degree programs, the Seminary requires that students for whom English is a second language must have their English skills evaluated before full matriculation in its master's or Doctor of Ministry programs. This evaluation will determine whether additional language studies are needed to achieve the proficiency levels described below. This policy does not apply to students who have graduated from a four-year college or university where the instruction was in English.

There are several paths to full matriculation into the Seminary's degree programs:

- A completed application and a TOEFL paper score of at least 550 with an essay score of at least 4 OR an Internet TOEFL score of at least 79-80. Following admission, if it appears that the student's English skills need improvement, the faculty may require the student to complete a language evaluation through the Rutgers PALS (ESL) program which may result in further language study.
- A completed application and an IELTS score of at least 6.0. Students with this score can be admitted to NBTS. Following admission, if it appears that the student's English skills need improvement, the faculty may require the student to complete a language evaluation through the Rutgers PALS (ESL) program which may result in further language study.
- A completed application without a TOEFL or IELTS exam. Students may be provisionally admitted to the Seminary based on their prior academic record. Before matriculating at the Seminary, students will enroll in the Rutgers PALS (ESL). In this case, the Rutgers PALS program will issue the I20 visa. Students will continue in the PALS program until they have achieved proficiency at the highest level of PALS in all categories. Students enrolled in PALS can audit one course at the Seminary each semester, at no charge, to enhance their English listening and conversational skills.

Students who have completed, or are enrolled in, an accredited ESL program other than PALS, may submit detailed information concerning the program with their NBTS application. The Admissions Committee will evaluate the program, and where warranted, grant it the same standing as the Rutgers PALS program. Where not warranted, students will be required to be evaluated by PALS for English proficiency.

Nonimmigrant Student Visas (F-1)

Once the Admissions Committee approves an application from an international student, the Financial Aid and International Coordinator sends information on how to obtain Form I-20, the Certificate of Eligibility for F-1 Nonimmigrant Student Status in the United States. Prospective students use the form and supporting documentation to apply for an F-1 visa. The United States Government makes all visa decisions according to its regulations:

- F-1 applicants must document in advance that they (and/or their financial sponsors) have sufficient funds available to cover tuition, fees, textbooks, and living expenses for the entire course of study at the Seminary.
- F-1 visa applicants must demonstrate to the consular officer at a United States embassy or consulate abroad that they seek to enter the United States temporarily and solely for full-time study at the Seminary.

Once students enter the United States in F-1 status, regulations require that they maintain full-time enrollment at NBTS. The Seminary defines full-time as at least 12 academic credits per semester.

Admission Requirements for Specific Degree Programs

See the specific degree handbooks

Health Insurance

Senate Bill No. 2291, signed into law on July 5, 2013 as P.L.2013, c.78, eliminated the State's statutory requirement that all full-time students at public and private institutions of higher education in New Jersey have health insurance coverage. The law still requires all universities to offer health insurance coverage to full-time students. To comply with this requirement and to provide students with a high-quality coverage option, the seminary maintains a partnership for health coverage. For further information contact the Office of Student Services.

Certificate Program Applicants

Students who wish to take courses towards the completion of a Certificate must complete and submit the following:

- Completed Application Form
- Copy of High School Diploma or GED (or college degree)
- One page autobiography/spiritual journey to include your reason for pursuing the Certificate.
- One letter of recommendation from a minister or supervisor from your home church. The letter of recommendation should speak to the candidate's ability for academic work, overall character, and capacity for leadership in a Christian community.
- A tuition deposit of \$250.00, payable to New Brunswick Theological Seminary, must accompany your application.
- Photo ID (state issued drivers license, state identification card, or Passport) to verify identity.

General Academic Policies

Academic Affairs

The Academic Affairs Committee is a sub-group of the Faculty Council. The Committee is comprised of the Dean of Academic Affairs, the Director of the New York Campus, the Director of Field Education, the Director of the D.Min. Program, the Registrar, and one faculty-at-large. The Committee meets monthly during the academic semester. Student petitions must be submitted in writing to the Registrar by the 15th of the month for consideration at the next regular Academic Affairs Committee meeting and the Faculty Council Meeting. Students will be informed in writing by the chairperson of the Academic Affairs Committee of the decision ordinarily within 30 days.

Communication

All enrolled students are assigned an e-mail account, a Sakai account, and a campus mailbox. All class communications will be sent to the student **via the NBTS e-mail system or through Sakai** (class information, class cancellations, additions to the syllabus, etc.). Students are expected to **regularly check each system** for messages from the Administration of the Seminary and Faculty. The Administration and the Faculty are not responsible for information sent but not read by individual students. NBTS email is intended for official school purposes only.

Full-Time/Part-Time Status

The minimum credit load necessary to maintain full-time status is 12 credits per semester. The minimum credit load necessary to maintain half-time status (for financial aid purposes) is six credits per semester. See each program for the credits required per semester to graduate in the minimum amount of time. **Most degree programs require more than 12 credits per semester to graduate in the stated FT timeframe.**

Disability Support Services

[Adopted by the NBTS Administrative Council in January 2009; Revised November 2012]

New Brunswick Theological Seminary policy is to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any Seminary program or activity. In response to a request made by a qualified student with a documented disability, the Seminary will provide reasonable accommodation and academic adjustments necessary to afford the student with a disability with the opportunity for full participation in Seminary programs.

The Office of Student coordinates services for students with permanent and temporary disabilities, with the goal of addressing the individual disability needs of students while upholding the academic integrity and standards of NBTS. In order to receive appropriate accommodation and academic adjustments, students with disabilities must identify themselves to the Dean of Students annually. Medical documentation outlining the disability and its duration, as well as the student's limitations and anticipated needs, is required to assist in arranging appropriate accommodations. It is the student's responsibility to obtain proper documentation and arrange an assessment meeting with the Dean of Students.

The Seminary is responsible for determining the appropriate academic adjustments or auxiliary aids. When determining the appropriate academic adjustments or auxiliary aids, the Seminary may seek additional or more current information and may also consult with the student's professors concerning particular course requirements. The professors will be notified of the decision to assist the student with any academic adjustments or auxiliary aids.

A student with a disability whose request for accommodation has been denied may appeal the decision of the Dean of Students by petitioning the Faculty Council in writing within 15 days of being informed of the original decision. The petition should include the original request, information about the accommodation offered by the Office of Student Services, if any, and the reasons that the student feels the accommodation offered does not adequately meet his/her disability needs. The Faculty Secretary will inform the student within ten days of the next scheduled faculty council meeting. An emergency request can be requested of the Moderator of the Faculty Council. The Faculty's decision is not subject to appeal.

For more information about services to students with disabilities, or to file a complaint about disability access, please contact the Office of Student Services.

Confidentiality of Student Records (FERPA Policy)

All staff members must sign an agreement that they will abide by the Seminary's FERPA policy. This prohibits staff from discussing specific financial aid information with individuals not listed on a student's FERPA authorization form.

The Family Educational Rights and Privacy Acts affords students the right to: review their education records within 45 days of the Seminary's receipt of the request; request an amendment of the education records that are believed to be inaccurate; and consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent. Students must submit a written request that identifies the record(s) they wish to inspect to the Registrar's Office (official custodian of the records.) The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The seminary is not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records. Should the seminary agree to make copies of education records, a fee may be applied.

Personally identifiable "directory information" from the education records of the student in attendance at the Seminary may be disclosed without the necessity of prior consent of the student concerned as provided by FERPA. New Brunswick Theological Seminary defines *directory information* as:

Student's Name	Dates of Enrollment	Full Time or Part Time Status
Classification	Intended Date of Graduation	Degree(s) earned
Program and/or Concentration	Student ID Number	Prior educational institutions attended
Photograph	Seminary sponsored email address	Confirmation of birth date, legal name & address of record

New Brunswick Theological Seminary discloses personally identifiable education records with the prior written consent of the student. However, the university may disclose information without the prior written consent of the student in the following circumstances (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Financial Aid Policies

Awarding Policy

When awarding financial aid New Brunswick Theological Seminary adheres to the following principles:

- Scholarships and subsidized federal loans will be applied to a student's account first.
- Unsubsidized loans will be substituted for the Expected Family Contribution when needed.
- Students will be required to confirm and acknowledge their financial aid through a signed award letter distributed at the beginning of each financial aid year.
- All efforts will be made to encourage students to only borrow enough funds needed for tuition and fees and reduce their debt through excessive borrowing.

Verification & "C" Code Resolution Policy

It is the policy of New Brunswick Theological Seminary that no aid will be certified or disbursed to a student until all required verification and "C" Code documentation, as required through the FAFSA application, has been submitted. Therefore, New Brunswick Theological Seminary will not be liable for any students who fail to comply with the Federal verification process or who do not submit required documentation. If a student fails to resolve verification or "C" Code issues from their FAFSA, they will be responsible for their entire cost of tuition and fees out of pocket and will need to make appropriate arrangements with the Bursar's Office.

Satisfactory Academic Progress Policy (SAP)

The Office of Finance and Administration is required, in accordance with federal Title IV regulations, to monitor satisfactory academic progress for students who receive financial aid. All students who receive financial aid while enrolled at NBTS must meet both the qualitative & quantitative standards defined in the policy found in the General Policies Handbook. This SAP policy is written in accordance with the seminary's grade point average requirement policy which determines a student's academic standing.

Disbursement Policy

Disbursements of the direct loan program funds will not be made until after the add/drop period for the semester has ended. Federal regulations require that Stafford and PLUS loans are made in two substantially equal payments. First disbursements will be made in the Fall and second disbursements will be made in the spring. Students must meet all certifying eligibility requirements below. In order to qualify for disbursement of federal funds a student must be enrolled at least part-time (6 credits per semester), making satisfactory academic progress per the SAP policy, and have a completed financial aid file with no missing documents.

Disbursement Notification

Because New Brunswick Theological Seminary receives affirmative confirmation (34 CFR 668.165(a)(6)) as to the types and amounts of Title IV loans they want for a period of enrollment, the Seminary will send a disbursement notification no earlier than 30 days before and no later than 30 days after crediting the student's account. This notification will include the date of disbursement, amount of disbursement and a reminder that the student can reduce, change, or cancel the loan.

Request to Cancel

The student's request to cancel will be granted if the loan cancellation request is received before the first day of the payment period or within 14 days of the date the Seminary notifies the student of his/

her right to cancel all or a portion of the loan. If the Seminary receives a borrower's request for cancellation outside of the period during which the school is required to cancel the loan, grant, or loan or grant disbursement, the student will be directed to contact the borrower's assigned loan servicer.

Refund Policy

After the student's eligibility has been reconfirmed, the Bursar will disburse funds to the student's account within three business days of receipt of the funds. Any refunds from the financial aid a student received more than tuition, fees and book advances will be returned to the student by check within 14 calendar days. All remaining funds on a student's account will be returned to the student prior to the end of the semester if authorization was given to apply to future charges.

Book Advance Policy

To purchase textbooks prior to the disbursement of Federal Stafford loans, a student may request an advance of their financial aid with the NBTS Finance Office to help pay for books. The amount of the book advance will be deducted from the student's financial aid prior to any credits being issued. In order to qualify for a book advance, a student must have a complete financial aid file, a signed award letter accepting enough aid to cover tuition & fees with an expected credit balance, be enrolled at least six credits and have no prior term balance. The maximum book advance is \$400.00. Requests for larger than this amount must be approved by the CFO.

Federal Funds Authorizations

Federal Title IV financial aid funds are restricted to payment of current year tuition, fees, room and board. Students may authorize use of these funds for non-institutional charges such as books, supplies or parking fees. Students may also authorize use of Title IV funds to pay for future charges or prior year charges (up to \$200). See the financial aid coordinator for more information.

Return of Title IV Funds Policy

When a student withdraws from all courses for any reason, including medical withdrawals, he/she may no longer be eligible for the full amount of Title IV funds that he/she was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. Once 60% of the semester is completed, a student is considered to have earned all of his/her financial aid and will not be required to return any funds.

New Brunswick Theological Seminary will calculate how much federal financial aid a student has earned if a student:

- Completely Withdrawals, or
- Stops attending before completing the semester

Based on this calculation, New Brunswick Theological Seminary Students could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term. R2T4 calculations must be completed, by regulation, within 30 days from the date that the seminary determines a student completely withdrew.

Types of Withdrawals

For financial aid purposes, there are two types of withdrawals: Official and Unofficial. An Official Withdrawal is made by the student to NBTS either in written or verbal form. An Unofficial withdrawal occurs if a student receives all F(failure) grades or a combination of F and W (withdraw) grades for the term.

Determination of Withdrawal Date

If a student provides official notice of their intent to withdraw, the date that this notice was given is considered the withdrawal date. If the student ceases attendance, thereby violating the attendance policy, the withdrawal date will be considered the midpoint of the term. The Seminary may always use as the withdrawal date the date that is reported as the last date of attendance at an academically related activity by a faculty member on a class roster, grade roster/sheet, or other documented source, e.g., grade book. The faculty member will maintain the documentation of the last date of attendance.

Repayment of Unearned Funds

Unearned funds will be returned by New Brunswick Theological Seminary within 45 days of the R2T4 calculation. If the student owes any money to the seminary resulting from the return of unearned federal aid funds, the student will be billed by the bursar and a registration hold will be placed on their account preventing future registration.

Records Retention Policy

New Brunswick Theological Seminary retains student financial aid records in accordance with federal regulations (34 CFR 668.24) for a minimum of three years after the end of the award year in which the student last attended the school. NBTS retains all records relating to the school's participation in the Direct Loan program as well as the following documents specific to the student account:

- A copy of the loan origination record, including the loan amount and period of enrollment
- Cost of attendance, estimated financial assistance, and EFC.
- The date(s) the school disbursed loan funds to the student and the amount disbursed.

New Brunswick Theological Seminary will also maintain program records that document the school's eligibility to participate in FSA programs, the school's administration of the FSA programs, the school's disbursement of FSA program funds and the school's financial responsibility. These records include:

- Program Participation Agreement
- Accrediting and Licensing agency reviews, approvals and reports
- State agency reports
- Audit and Program Review Reports
- Other records, as specified by regulation, that pertain to factors of financial responsibility and standards of administrative capacity.

Electronic Communications Policy

Federal law requires that New Brunswick Theological Seminary Office of Finance and Administration obtain a student's voluntary consent in order to participate in electronic transactions for all financial information provided or made available to student loan borrowers, and for all notices and authorizations to Federal Student Aid recipients required under 34 CFR 668.165. All students will be required to complete a consent form (applicable to admission after Fall 2017).

Student Formation and Assessment

At NBTS, we believe that theological education is comprised of distinct elements. These elements align with the institution's mission statement such that

- There is a body of knowledge and set of skills that students must acquire for every discipline (theological, biblical, and ministerial).
- This accumulation of knowledge and skills is intimately connected with the student's practice of ministry in diverse urban, rural, and global contexts.
- Spiritual and vocational formation is contextual and that learning the "what" and "how" of the Christian faith is essential to the student's personal and professional development.
- Personal Leadership as it relates to the development of the student's unique voice in the theological conversation is a ministerial and professional necessity. This includes the student's ability to cultivate and enhance the leadership abilities of those they lead.
- Students are equipped and enabled to acquire information literacy skills and other habits essential to becoming pro-active, life-long learners.

Student assessment allows students to identify, articulate, and demonstrate the skills, growth opportunities, and learnings attained from their degree program as it relates to the above. The aim of student assessment is for students to reflect on their total formation for ministry and identify opportunities for further growth. Student assessment occurs at NBTS in the following ways.

1. Seminary Courses: Individual faculty members assess student learning and formation in the context of specific courses in relation to course goals and assignments as explained in course syllabi. These course goals and assignments correlate to the programmatic learning outcomes of the M.Div., MA and D.Min. programs together with the overall course objectives and goals of the individual instructor. Students receive written feedback and grades in response to their fulfillment of course requirements and learning outcomes.

2. Each student is provided access to two e-Portfolios upon entering the institution. As an administrative tool, one e-Portfolio serves as a way for NBTS to gather data used in assessing student and programmatic learning outcomes, making the accreditation and assessment process more visible. Student showcase e-Portfolios are used to support middler and senior assessments as well as support career preparation and credential documentation even after student matriculation from NBTS.

These e-Portfolios provide students with the following:

- The ability to electronically organize and present learning experiences.
- The ability to self-assess their progress at any point during their matriculation.
- Create electronic presentations and sources for specific audiences.
- Supporting lifelong learning.

Attendance, Enrollment, & Cancellation of Classes

Attendance

The Seminary assumes students will attend all assigned class periods, and in most classes, participation in class discussion serves as a basis for a professor's evaluation of a student's work. A student who does not attend four classes in a full semester course may be dismissed from the class. The Dean of Academic Affairs will inform the student of the dismissal, and the Registrar will record a **failing grade** for the course.

A student who exceeds the allowable number of absences due to circumstances beyond her/his control, such as serious illness, may withdraw from the course without academic prejudice. (See policy on withdrawal from a class.) A student anticipating an absence should inform her/his professor in advance. **An absence is defined as missing class for any reason including sickness, work-related travel, church meetings, services, or other church-related events.**

Class Schedule

Classes will ordinarily meet at times reflected in the academic schedule and calendar. Individual faculty members may adjust the schedule and classes can meet during the scheduled reading week. Classes may also be in a hybrid format if indicated in the catalog (see hybrid policy). Faculty members may also schedule classes via Sakai in the event of class session cancellations.

Class Enrollment

The Seminary reserves the right to cancel a class when fewer than five students have registered for the class. In such an event, the student is not penalized financially. A maximum number of students is set for any given class. Once the maximum number of students has enrolled for a given class, students will be placed on a waiting list on a first-come, first-served basis. A student will not be added to a waiting list until his/her registration is processed, including payment. Students may not petition the faculty for admission to a class with a waiting list. Students are admitted only from the waiting list. Students who expect to graduate and require this class for graduation may petition the Dean of Academic Affairs to be placed at the top of the waiting list, but this offers no guarantee of admission into a course.

Class Cancellations (General)

Occasionally, individual faculty members must cancel a class on an emergency basis. Students will be informed of such cancellations via e-mail or Sakai with as much notice as possible.

Class Cancellations (Due To Inclement Weather)

Cancellation determinations will be made for each campus separately, and notification will be made via the Omnilert notification system and via the NBTS web site. During a semester, a class missed once in a single course due to inclement weather; the class is made up in subsequent sessions of the class if possible. The session itself does not need to be rescheduled. If a second session is canceled, however, it must be rescheduled, and any further canceled sessions likewise. In any event, no class cancellations should affect the course requirements as stated in the course syllabus; students remain responsible for all reading, writing, and other assignments.

Seminary Emergency Closing

Occasionally, the Seminary may suspend scheduled operations because of inclement weather or another emergency. Cancellation determinations will be made for each campus separately, and notification will be made via the Omnilert notification system and via the NBTS website. Students are responsible for checking the webpage and their Omnilert text messages.

Registration and Class Management

Registration For Classes Using NetClassroom

In the fall and spring, at a time designated by the registrar, each student must register through NetClassroom, selecting courses previously approved by his or her adviser. The system is accessible and available during designated peak registration times. The web registration address is <https://1052netclass.blackbaudondemand.com/NetClassroom7>.

Students who fail to register during the initial period described above may register during the late registration period will be required to pay a late registration fee.

Students who register will incur term bills if they do not affirmatively deregister. Transcripts are not released until final arrangements have been made to pay their term bills and satisfy any other outstanding financial obligations.

For registration instruction using NetClassroom go to <http://www.nbts.edu/academics/registrars-office/netclassroom-help/>

Adding Courses After Registration Is Complete

Students adding additional class(es) to their next semester's course load must

- add a course(s) **ONLY** prior to the last day for late registration (see academic calendar for your degree program)
- pay any addition tuition required

Students will not be added to the course roster, including access to SAKAI, until all of these steps are completed.

Dropping Courses After Registration Is Complete

Students dropping class(es) prior to the last day for late registration (see academic calendar for your degree program) will incur no academic penalty. Tuition refunds rates after the last day to drop a class are determined and published by the Office of Finance & Administration.

Students dropping class(es) after the last day for late registration

- must write an e-mail or letter to the Registrar and the Instructor
- state the reason for dropping the course and any accompanying documentation (for example: a letter from a physician)

The Registrar, in consultation with the instructor, will determine if a withdrawal from class is warranted. If so, the transcript will reflect a "W" for the course. Tuition refunds rates are determined and published by the Office of Finance & Administration. Dropping a course may impact a student's scholarship or student loan amount (determined on an individual basis, see the Bursar or the Financial Aid Office).

Failure to submit the proper paperwork will result in an "F" on the student's transcript for the course or courses in question.

Automatic Withdrawal

Automatic academic withdrawal may be granted to new students in their first term who register but never attend any classes. Automatic academic withdrawal may also be granted to continuing students on an extreme basis such as may be caused by the sudden onset of illness that makes it im-

possible for the student to attend classes or complete the required paperwork to drop or withdraw from a class or classes. In such cases, students must provide appropriate documentation to the Academic Affairs Committee through the Registrar. The transcript will reflect the withdrawal as a “W.”

Maximum Course Load

Ordinarily, students should not carry a credit load of more than **15** credits per semester. Students with a cumulative grade point average of 3.0 or better may apply for permission to carry a course load exceeding 18 credits per semester. To carry more than 18 credits in any semester, the student must submit a letter to the Registrar who will present it to the Academic Affairs Committee. The letter must contain the specific reasons why the committee should approve an exception. The committee will review the applicant’s academic history and reasons for the extra course load. The committee may also request a personal interview with the student. The Academic Affairs Committee will decide and inform the student by the end of the add/drop period.

Temporary Withdrawal From Any Program in the Seminary

A student who must withdraw from the degree program is required to notify the Dean of Academic Affairs, in writing, within two weeks of his or her absence.

Dismissal From Any Program in the Seminary

A student can be dismissed for cause from the Seminary by a majority vote of the Faculty Council (see student conduct and sexual misconduct policies).

Readmission to/Reinstatement in Any Program in the Seminary

[Revised and adopted July 2011 by the Faculty Council]

Any student seeking readmission to the Seminary after a withdrawal or after stopping out for two or more semesters must contact the Admissions office in writing to request re-admission. The letter must explain how he/she has resolved the issues related to the withdrawal or stop out so the student can now complete his/her work. The Admissions Committee may request additional information including new reference letters for students who apply for readmission one year (two consecutive semesters) after the last semester was completed. A full faculty vote for readmission may be required at the request of the Admissions Committee. See policy on “Time Limit” for each program.

Students who request readmission three or more years after a withdrawal or stop out (six consecutive semesters) must re-apply to the seminary as a new student. Students with a financial balance from past semesters will be considered for re-admission only after all holds have been released by the Office of Finance and Administration. Students who are re-admitted must adhere to the current policies and degree requirements in the Catalog and Student Handbook. Non-traditional Master of Divinity students who withdraw or stop out for more than two consecutive semesters will be placed on the waiting list for re-admission.

Tuition Refund Policy

Students who wish to drop a course or withdraw from the Seminary, having provided written notification and secured the requisite approval (such as authorized Add/Drop form), shall be entitled to a refund (fees are non-refundable) according to the following categories:

Refunds are calculated based on the following schedule:

Drop before the first day of semester/term:	100%
Drop within: first week of classes:	90%
Second week of classes:	80%

Petition to Withdraw by:

third week of classes	70%
fourth week of classes	60%
fifth week of classes	50%
sixth week of classes	50%
seventh week of classes	40%
After the seventh week	0%

Course Policies

Coursework Submission

Faculty members set the policies for submission of work in each course. Students are expected to read the syllabus and be governed by the policies given in it. Work not submitted within the guidelines specified in the syllabus does not have to be accepted by the instructor. Work submitted after a faculty member has turned in grades cannot be accepted unless an incomplete contract was completed on time and approved. The student may follow the process under appeals to the Academic Affairs Committee under extenuating circumstances for work not submitted within the individual class guidelines.

Students should save the receipt from the Learning Management System as proof of submitted work. Work submitted in any form other than the Learning Management System or handed directly to the professor is the responsibility of the student. The student is the responsible party in a dispute over submission of coursework. Ordinarily, coursework should not be submitted via email. No work can be submitted or returned using an email other than the NBTS system. Use of any other email system is a violation of FERPA rules.

Inclusive Language Policy

New Brunswick Theological Seminary is a Christian community of men and women marked by racial, ethnic, and ecumenical diversity. The way we communicate in written and spoken language expresses our conviction that in Christ “there is neither Jew nor Greek . . . slave nor free . . . male and female” (Galatians 3:28). It is, therefore, the policy of New Brunswick Theological Seminary that in our written and spoken language—in coursework, worship leadership, and public and internal communication—the full diversity of the people of God be reflected. When speaking or writing about human beings, we do not use gender-specific, racist, or culturally exclusive language. When speaking or writing about God, we employ the full spectrum of biblical and theological imagery for God that includes and goes beyond gender-specific anthropomorphism.

Academic Writing Support

Graduate theological study requires a student to write academic papers as part of the course requirements. Writing skills vary from student to student. It is the policy of the seminary to test incoming students’ ability to write graduate-level papers. During new student orientation, all students for whom English **is** their first language must take an examination assessing their academic writing proficiency to provide additional writing support. The examination will be scored by the director of the Writing Center. The director will reach out to the students identified as needing support. Professors may also indicate on returned work that a student would benefit from using the Writing Center. Students are strongly encouraged to heed the suggestion of the Director of the Center for Theological Writing or the Professor and seek this additional help.

Examinations

There is no designated examination period for any classes at the Seminary. Individual faculty members will schedule examinations during regular class hours. Examination policies will be set by individual faculty members based on the syllabus provided for the course. Use of English language dictionaries during in-class exams is permitted for a student for whom English is a second language. The dictionary must be presented to the professor before the examination.

International Course Opportunities

The International School of Theology/Travel Seminars

New Brunswick Seminary cooperates with various theological faculties in the Netherlands, South Africa, and South Korea in the organization of formal and informal courses of study in theology. Participation is open to theological students and clergy. Up to 6 hours of academic credit are available for students who participate in these international programs either through independent study or enrollment in a preparatory course at NBTS. Further information regarding specific offerings is made available to students annually.

The Hispanic Summer Program

The Hispanic Summer Program is an ecumenical program for graduate theological education that annually offers a two-week intensive program of academic courses and other activities directly addressing Hispanic history, ministry, and theology. The program is intended for Hispanic seminary students, and for non-Hispanic seminary students who are engaged in ministry with Hispanic populations and takes place at different seminaries each summer. Courses are offered in both Spanish and English. Because the Seminary supports the Hispanic Summer Program, as an NBTS student, you can enroll in the Summer Program at a greatly reduced rate and transfer academic credit toward your NBTS degree program. Students will be notified by the Dean's Office when enrollment for the Summer Program has been opened. For more information, please go to the Hispanic Summer Program's website: www.hispanicsummerprogram.org

Papers and Theses

Student writing assignments should follow the standards established in the most recent edition of *A Manual for Writers of Research Papers, Theses, and Dissertations (Chicago Style for Students and Researchers)* by Kate L. Turabian, unless otherwise specified.

Course Evaluations

[Adopted February 2018 by the Faculty Council]

Students should complete a course evaluation for each course he or she has enrolled in for the semester. Course evaluations are sent to students electronically one week before the end of the term and remain open for one week after the end of the course. The evaluations collect demographic data for aggregate institutional use only. Individual student responses are not given to the faculty member teaching the course. Once all the evaluations for a class have been turned in and the professor has turned in the grades for the semester, the evaluations are given to the professor with the numerical breakdown and the average score for each question. The professor only receives the demographic data of those submitting evaluations, not the demographics for each question. Written comments are provided to the professor without student names or demographic information.

Plagiarism

[Revised April 2018 by the Faculty Council]

Definition

In speaking or writing, plagiarism is the act of representing someone else's work as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. Any statement, oral or written, claimed as one's own that is not documented is subject to this plagiarism policy. If in doubt, please consult the professor.

Examples of plagiarism include but are not limited to:

1. Submitting word-for-word passages of another's work without proper acknowledgment;
2. Paraphrasing another's work containing specific information or ideas, which are not shown in quotation marks or are not properly acknowledged;
3. Two or more submitted papers, which contain a resemblance to the student's own work as previously submitted, or to another student's work, decidedly beyond the bounds of reasonable coincidence;
4. A paper, examination, or assignment that contains information or conclusions, which, upon questioning, a student cannot explain, support, or demonstrate direct knowledge.

Actions after the fact

Plagiarism is a serious breach of ethics in an academic setting, and it is explicitly forbidden at New Brunswick Theological Seminary. Faculty members are responsible for determining whether a student's work is plagiarized, to speak with the student about the plagiarism, and to assign an appropriate sanction. All suspected cases of plagiarism are to be reported to the Dean of Academic Affairs immediately.

The faculty member in consultation with the Dean of Academic Affairs will meet with the student to assess what sanctions should be assessed. Ordinarily, at the very least, an assignment that is plagiarized, in whole or in part, is subject to automatic failure and the incident is formally reported to the Dean's office. In cases where the original source of the plagiarism has not been identified, but there are two distinctively different writing styles, such will be considered sufficient evidence of plagiarism. A "red-flagged" Vericite check in SAKAI will also be considered sufficient evidence of plagiarism.

If the assignment is determined to be plagiarized, the faculty member will supply the paper and the evidence of the offense to the Dean of Academic Affairs. The faculty member and the Dean of Academic Affairs will determine if failure for the assignment is sufficient. Ordinarily, if the weighted assignment is more than 50% of the grade for the course, the offense will result in failure of the entire course. If the action is determined to be of sufficient severity, the faculty member and the Dean of Academic Affairs will bring the case before the Faculty Council and may result in student's dismissal from the Seminary.

Terminal degree program projects which demonstrate plagiarism constitute a significant breach of ethics and may result in the student's dismissal from the Seminary.

All cases will be kept on file until the of the student's graduation or departure from the Seminary. A second reported incident of plagiarism will be presented to the Faculty Council for disciplinary action and probable student dismissal from the Seminary. Disciplinary actions for plagiarism imposed by the faculty council will remain as part of the student's Seminary record.

Appeal

A student may appeal the decision of the faculty member and the Dean of Academic Affairs in writing to the Faculty Council and providing sufficient reasons why the initial sanction should not be imposed. All such appeals must be submitted within 15 days of the sanction. All decisions made by the Faculty Council concerning this issue are final and non-appealable.

Incomplete Work

(Revised and adopted February 2018 by the Faculty Council)

Faculty do not have to accept incomplete work, but those who do not will post this policy clearly in the syllabus. Faculty may also accept incomplete work on some of the class assignments and not others if the policies are clear in the syllabus.

A student who has not completed course requirements and wishes to apply for an extension of time must submit an incomplete contract to the instructor before the last day of the term or earlier if the faculty member permits incomplete work to be accepted (see the course syllabus). **STUDENTS MUST HAVE COMPLETED AT LEAST 70% OF THE ASSIGNMENTS IN A COURSE TO BE GRANTED AN INCOMPLETE CONTRACT.** If the extension is granted by the instructor, the contract is to be submitted to the Office of the Registrar with the term grade report sheet by the instructor. All incomplete work is due **30 days** from the last day of the term for which the incomplete contract was approved. Forms are available from the Registrar's Office and on the NBTS web page (www.nbts.edu). Please also refer to the policy on submission of coursework.

Students are expected to complete academic work on time. The purpose of the extension beyond the end of a term is to offer additional time for completion of course requirements when an emergency, such as personal or family sickness or injury, interrupts course work. Poor planning, failure to use time wisely, over-commitment, beginning assignments late, and other related factors within the control of the individual student do not constitute appropriate grounds for an extension.

By appeal to the Academic Affairs Committee within 30 days from the last day of the term for which the incomplete was granted, the contract may be approved to extend the time for up to an additional 60 days. The student must submit a letter to the Registrar who will present it to the Academic Affairs Committee. The letter must contain the reasons why the additional extension should be granted and any supporting documentation (e.g., a physician's letter, letter of military service, etc.). The Academic Affairs Committee will consult the instructor and decide to allow or disallow the request. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision within 15 days. Under extreme hardship and with supporting documentation, a student may obtain an extension for a full term. Under no circumstances can an incomplete be granted for longer than the end of the next term. Students may have no more than two incomplete courses which are awarded extensions by Academic Affairs.

Incomplete Work For Severe Illness

In the event of serious illness (major surgery, extended hospitalization) or military deployment which prevents a student from completing the semester, a student must submit a letter and documentation to the Registrar who will present it to the Academic Affairs Committee. If approved, the student will receive a grade of incomplete ("I") in the registered classes for the semester. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision ordinarily within 30 days. The grades will remain as incompletes and will not impact the student's grade point average. When able to return, the student may submit a letter and documentation to the Registrar who will

present it to the Academic Affairs Committee requesting to take the courses again without paying for the courses a second time. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision ordinarily within 30 days. The student will be required to pay the other fees or any part of the tuition for the courses that were refunded to the student.

Graduation

Graduation Requirements

Any student who has more than 90% of the required credits will be tracked for graduation. The student will be audited every year by the Registrar to assure that the credits needed have been fulfilled. Once the graduation requirements have been met, a student will be considered a graduate of that program. Financial aid or student housing will not be extended past the spring term of the final semester in which the requirements for the degree are completed. It is suggested that students inform their academic advisor of their intent to graduate at least one year in advance so that a schedule may be planned out for the student's final year. If a student discovers he or she needs a course for completion of a degree that is not offered in the course schedule, the student should bring this issue to the attention of the academic advisor and the Dean of Academic Affairs immediately.

All potential graduates are required to submit an 'Application to Graduate' to the Office of the Registrar by the date indicated on the Academic Calendar.

Honors

The following schedule describes the criteria for graduation honors:

Cum Laude	3.5 Grade Point Average or better
Magna Cum Laude	3.8 Grade Point Average or better
Summa Cum Laude	3.9 Grade Point Average or better

Participation In The Graduation Ceremonies

(Revised and adopted April 2011 by the Faculty Council)

A single commencement exercise is held annually in May to honor students whose degrees are being conferred at that time, have been conferred the previous December, or by special appeal, will be conferred in August. This appeal must be made to the Academic Affairs committee who will then present it to the Faculty Council. A student who anticipates completing his/her studies by August 31, must at the end of the spring semester, have less than six credit hours of coursework remaining and/or no more than two units of field education outstanding. Thesis, project, and independent study work is not eligible. Students must be in good academic standing and hold a cumulative GPA of 2.5 or higher. Appeals to participate in the commencement exercises will be determined on a case-by-case basis.

Seminary Life, Campus, & Regulations

Housing

New Brunswick Theological Seminary has housing options available for full-time matriculated students who are interested in living within walking distance from the Seminary. To learn more information and obtain an application, please contact the Office of Student Services. Additionally, those students interested in living in the New Brunswick area, can Places4Students.com, a company that specializes in providing off-campus housing solutions for college/seminary/university communities.

Immunization

New Jersey State Law (NJAC 8:57-6.1 to 6.13) requires all college students to submit evidence of vaccination to Measles (Rubeola), Mumps (Parotitis), and German Measles (Rubella). To be in compliance with the immunization regulations, students have three (3) options:

1. Have your physician or clinic complete the immunization information in Section A documenting the following immunizations; Measles (2 doses), Mumps and Rubella (1 dose each) or return a photocopy of your previously completed immunization records. If Section A is not completed, and previous records are not supplied:
2. Claim an application exemption in Section B (side 2). If unable to claim an exemption:
3. You must be immunized for Measles (2 doses), Mumps and Rubella (1 dose each), and have a physician/clinic complete Section A.

Students should submit this required documentation to the Office of Admissions upon application.

Clergy Ethics Training

[Updated by the Faculty Council February 2010]

The Seminary requires all master's level students to participate in an educational experience workshop and/or seminar concerning professional sexual ethics. A new student may complete this requirement by either participating in the seminar offered during Field Education Practicum or by producing a letter that indicates that he/she has completed such training in a denominational setting. This letter must detail the title, date, workshop leader and the number of contact hours involved in the training. **All students must complete this training or produce a certificate of completion to register/enroll in any Field Education or Clinical Pastoral Education (CPE) setting.**

Failure to complete this requirement will result in a notation on the student's official academic transcript and may affect a student's ability to matriculate. A diploma hold will be placed on all graduating seniors who have not completed this requirement by the spring semester of their graduating year.

Spiritual Formation

Spiritual formation is a vital aspect of preparation for ministry. Seminary retreats, worship, and course work provide opportunities for spiritual growth. In addition, the Seminary will arrange spiritual direction for students who are seeking to become more attentive to God's presence in their lives. Through personal meetings with a spiritual director, students are helped to cultivate the spiritual disciplines of prayer, meditation, and listening. For assistance in finding a spiritual director, please see the Dean of the Seminary or Director of Chapel.

Worship

Worship is an important part of the Seminary community. During the academic year, chapel services are held regularly in connection with evening classes. Services are conducted both by faculty and students who express their traditions' best understanding of worship through their leadership. Special worship services such as Commencement and Baccalaureate and First Things First are scheduled throughout the academic year.

Bookstore

After several years of legislative debate, the Higher Education Act was reauthorized in August 2008 by the passage of the Higher Education Opportunity Act (PL110-315). A key feature of the act, Section 133, deals with the requirement for institutions to provide textbook information at the time a student registers for a course. A list of required textbooks is issued to the student as part of their class registration confirmation. Textbooks may be purchased online from a variety of websites.

ARTT (Anti-Racism Transformation Team)

In an effort to promote understanding and confront some of the subtle and overt forms of racism, the Seminary took a bold step in forming an Anti-Racism Transformation Team. This team is comprised of students, alumni/ae, faculty and trustees. Their challenge is to produce a 20-year plan for NBTS to move the institution towards a more just and inclusive society, and to confront the issue of racism through a three-year process of training and sharing. This empowering vision will encourage the mutual support and accountability in overcoming the roots of racism, which are deep in our culture. This commitment to justice will help develop growing trust, and willingness to risk.

The Reformed Church Center

The Reformed Church Center encourages study and reflection on the Reformed Church in America, and the Reformed tradition, within the broader context of the Seminary's life and mission. The work of the Center has two areas of focus. One of these is to provide opportunities for students who are members of the RCA to become acquainted with issues and leaders in that denomination and to develop a sense of belonging through workshops and other events in the life of the Seminary, all while helping students on their path to ordination. The other is to encourage and sponsor reflection on the living traditions of the RCA and the broader Reformed tradition, as well as the issues that now face it, drawing on the resources of this community where both free inquiry and disciplined analysis are deeply valued. These conferences, lectures, and other programs often reach well beyond the RCA and provide insight into our shared faith. The whole seminary community is invited to attend these events (see the seminary calendar). The Center also cooperates with the RCA Archives in hosting researchers on campus. The Center administers the Albert A Smith Fellowship for research in RCA history, the Alvin Poppen and John R. Young Fellowship in Reformed worship, and the Hazel Gnade Fellowship in RCA women's studies, each awarded annually.

Communal Expectations For The Use Of Social Media

[Adopted by the Faculty April 2018 with thanks to Union Presbyterian Seminary]

Martin Luther King, Jr, claimed that humanity is caught "...in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly affects all indirectly. I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be. This is the interrelated structure of reality."

The way we communicate has changed and become more interrelated. New Brunswick Theological Seminary acknowledges the transformed landscape, seeks to utilize technological resources in the service of Christ's Church, but at the same time we recognize the risks posed by social media for our life together. Accordingly, we adopt the following communal expectations:

Responsibility

The different social media platforms provide opportunities for broad communication, and they allow for both creativity and lively interchange. Free speech is critically important, on these and other forums. Yet platforms like Facebook are very public forums, and community members can have absolutely no expectation of privacy. By posting inappropriate content, students, faculty, and staff expose themselves and others to a variety of repercussions, including potential harassment and damage to future employment possibilities. A helpful guideline for Facebook and other social media is the responsibility to behave in one's interests not only for today, but also for who and what one wants to be tomorrow. Community members should also remember their personal safety and the safety of others when posting comments. All Facebook users are urged to check their privacy settings on the site and stay abreast of privacy policy changes made by Facebook.

Social Media and Seminary Events

Social media is a powerful tool to communicate to the community about events and happenings at the seminary. The seminary is increasingly utilizing social media platforms to get the word out about the many opportunities for learning offered here. That said, Social media platforms are not the official internal communications mechanism of the school. Community members are encouraged to publicize events and build community on the various social media platforms, but such efforts should be in conjunction with other established protocols. The reservation of space for official meetings or other special events must occur through proper channels, and all events still need to be placed on the NBTS Seminary Master Calendar. In addition, many members of the NBTS community do not use some of the newer forms of social media, and all necessary efforts should be taken to inform them of community events. Events are scheduled through the President's Executive Assistant.

Official seminary business

Students, faculty, staff, and alumni should take care not to imply that they are speaking in the name of the seminary when making posts or commenting on seminary affairs. The seminary logo may not be used on social media platforms without the permission of the Communications Office.

Classroom Etiquette

NBTS acknowledges the sacred precinct of the classroom, where much of our discourse as a community occurs. We recognize the importance of face-to-face interaction for learning and the need for mutual respect among professors and students. Facebooking, Tweeting, text-messaging, and other related activities during official class time are disrespectful and distracting to the learning process and are therefore unacceptable. Students should also turn off or silence their cell phones during class when possible. If the student's phone must be left on (for church or family reasons), students must leave the classroom to answer cell phones or texts and should only do so in rare situations. Individual faculty members may require additional rules for their classes. Students are expected to follow the rules in the syllabi.

Email Communication

Again, while a great advance in communication over phone calls and snail mail, communications using email can often be misunderstood. Sending email to groups is an essential part of our work, however the sender must be careful not to engage in what should be a private conversation on group email. Email communication that is disrespectful or harmful is subject to the seminary Codes of Conduct are unacceptable and may result in the filing of a formal complaint.

Student Rights And Responsibilities

[Adopted by the Faculty Council April 2014]

Student Rights

All student members of the Seminary community are entitled to the following rights upon matriculation to New Brunswick Theological Seminary:

- to be treated with dignity and respect within the seminary community;
- to have electronic access to the Student Handbook upon matriculation;
- to a clear and concise statement of student rights and responsibilities;
- to pursue academic and extracurricular activities that do not violate policies;
- to competent instruction, campus support services and Seminary facilities;
- to be advised (verbally or in writing) of any matter that could lead to disciplinary action;
- to a fair hearing process if charged with a violation of seminary policies;
- to have all information contained in her/his educational records maintained in accordance with FERPA guidelines;
- to have access to the campus safety report in compliance with the requirements of the Federal Campus Security Act 11 (Public Law 101-542, 104 Stat. 2381).

Student Responsibilities

All members of the Seminary are responsible for the following:

- upholding all the seminary policies as described in the Student Handbook, Catalog, and all other policies issued by the seminary;
- learning the content of the Student Handbook, Catalog, and all other policies issued by the seminary;
- classroom behavior that is conducive to the learning process;
- adherence to the requirements outlined in class syllabi;
- exercising her/his rights of free inquiry, expression, and advocacy in a manner that does not interfere with the rights of others.

Student Code Of Conduct

[Updated by the Faculty Council April 2014]

A Seminary community can function effectively only when the rights and obligations of its members are protected. Of greatest concern are behaviors that threaten members of the community. Students are expected to conduct themselves in a manner that honors the dignity, rights, and needs of all persons in the seminary community (students, staff, and faculty).

Students at the Seminary are expected to conduct themselves in ways that are aligned with the Seminary's norms and standards as they are outlined in the Policies of the Seminary. These norms and standards support the Seminary's efforts to nurture, maintain, and strengthen an environment founded on honesty, integrity, civility, and respect. As such, students must refrain from disruptive behavior that disregards the needs and rights of others to pursue study, work, family life, and friendships in the community.

Some examples of behavior that reflect a breach of our Seminary's norms and standards and constitute personal misconduct are:

- Discriminating against others on the basis of race, national origin, ethnicity, sex, religion, color, creed, disability, sexual orientation, marital status, or age;
- Harassing, intimidating, or bullying another person;

- Causing physical injury to, or threatening another person;
- Disrupting the peaceful or orderly conduct of lectures, meetings, and worship services led or sponsored by those with whom one may disagree;
- Stealing or vandalizing property;
- Plagiarizing the materials of other persons in non-academic settings, such as in leading worship on campus;
- Possessing firearms, explosives, or other dangerous weapons on campus property;
- Engaging in any form of criminal conduct
- Bringing complaints against a community member that are spurious, or that are intended primarily to harass or maliciously defame another person;
- Violations of stated Seminary policies.

Procedure In Cases Of Student Misconduct

[Updated by the Faculty Council April 2018 with thanks to Union Presbyterian Seminary]

Emergency Measures

Certain behaviors constitute an immediate and present danger to the seminary community. The Dean of Academic Affairs, in consultation with the Administrative Council, may immediately suspend (on an interim basis) any student exhibiting behaviors(s) such as but not limited to physical or verbal abuse or threats of physical abuse, possession of or use of illegal drugs or weapons, or any other behavior the Dean believes causes an immediate danger to the community. The suspension will remain in effect pending a hearing as required in the Student Handbook. In addition, the Dean of Academic Affairs [or designated representative] will contact the appropriate authority in the event that he or she believes the student's behaviors fall under the required reporting of the laws of the State of New Jersey or New York.

Grievance Process

Serious treatment of incidents and allegations of personal misconduct will be taken seriously at NBTS. All persons involved will be treated with respect in the seminary's response to incidents and allegations of personal misconduct. Note: grievances involving sexual misconduct will be managed via the Title IX policy.

Rights of those Involved

All responses will be undertaken with sensitivity to all parties involved in or affected by the personal misconduct. In response to an allegation of personal misconduct, the goal of NBTS will be to determine the truth as far as is humanly possible. Those charged with responding on behalf of the institution in the pursuit of truth shall do so with care for persons and for processes and be guided by prayer for discernment and guidance. NBTS will not tolerate any retaliation against any person for making an allegation of personal misconduct or any retaliation against anyone for participating in any investigation of an allegation. All members of the community are expected to cooperate in this investigation procedure. Any member of the community who knowingly provides false or misleading information will be subject to disciplinary action.

Confidentiality

Any allegation of personal misconduct will be held in confidence by all persons involved, and the information will be disclosed only on a need to know basis to investigate and resolve the matter.

Relation of Personal Misconduct to Legal Authorities

Because personal misconduct may in some instances constitute both a violation of Seminary norms

and standards and criminal activity, and because the Seminary's response to incidents and allegations of personal misconduct is not a substitute for instituting legal action, the Seminary encourages individuals to report alleged personal misconduct of a criminal nature to campus officials and to law enforcement authorities, where appropriate. Individuals may, however, choose to decline to report alleged personal misconduct of a criminal nature to campus officials and/or to law enforcement authorities. The Seminary respects and supports the individual's decision concerning reporting; nevertheless, the Seminary may notify appropriate law enforcement authorities if required or warranted by the nature of the incidents or allegations at issue. A criminal investigation into the matter does not preclude the Seminary from responding to an allegation of personal misconduct. However, the Seminary's response may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the Seminary may take interim measures when necessary to protect any alleged victims of personal misconduct and the Seminary community. Neither the results of a criminal investigation nor the decision of law enforcement authorities to investigate or decline to investigate the matter is determinative of whether personal misconduct, for the purposes of this policy, has occurred.

Informal Resolution

The Seminary anticipates and expects that many potential problems in the area of personal misconduct will be resolved by an informal response. Whenever a member of the Seminary community alleges that the Seminary's norms and standards have been violated, as described in this policy, that member is urged first to communicate directly with the alleged offender in order to seek redress and reconciliation.

First Level Mediated Response

If due to the nature and severity of the alleged breach of personal conduct, an informal response is perceived to be unsuitable, the member should seek the intervention of an appropriate third party. Again, the involvement of a third party, trusted to both parties, may be able to aid the issue without further formal action.

Second Level Mediated Response

If an informal response fails to resolve an allegation of a violation of the Seminary's norms and standards, or if an informal response is perceived as unsuitable, due to the nature of the alleged breach of personal conduct, parties with allegations are urged to seek mediation as a means for redress and reconciliation by requesting assistance from the Dean of Students or the Dean of Academic Affairs, whom ordinarily will serve as the mediator. If, after working with the parties, the mediator determines that mediation is not a viable option for a satisfactory resolution of the concern to all parties involved, the mediator(s) will request that the matter be considered through a "Formal Complaint," as outlined in the following section. This process is only for students. If the alleged person is a staff or faculty member, the Department of Human Resources will process all formal complaints.

Formal Complaint

If informal and mediatory efforts at redress and reconciliation of an alleged violation of the Seminary's norms and standards fail, or if the nature of the alleged breach of personal conduct is too serious for an informal response or a mediated response, a formal complaint should be filed. This complaint must be submitted in writing and signed by the member of the community filling the complaint. The Dean(s) will notify the alleged violator(s) within four business days of receipt.

After consulting with members of the faculty and administration as she or he deems appropriate, the Dean[s], will appoint an investigative committee drawn from any full-time members of the faculty and staff to examine the allegation(s) and gather additional information pertaining to the allegation. This

committee will designate a chairperson as it proceeds. As appropriate, the investigative committee, guided by the chair, will hold formal hearings in which each party will be invited to be heard by the committee.

At these hearings, the committee may request that persons with knowledge of behaviors pertaining to the complaint provide information as “witnesses.” Attorneys for any of the parties, or for any “witnesses,” may not be present during the formal hearing. If any direct parties to the complaint choose not to appear before the investigative committee, the committee will proceed with its hearing and consider all relevant information to which it has access.

After the hearings have been concluded, the investigative committee will deliberate the complaint of personal misconduct, with all of the information it has received in relation to the allegation. If the investigative committee determines that the information it receives is insufficient to sustain the complaint, it shall report its findings to the Dean of Students and the Dean of Academic Affairs and recommend that the alleged offender be exonerated. The matter will be considered ended, and no further action will be taken.

If the investigative committee determines that the information it receives is sufficient to sustain the complaint, it shall report its findings to the Dean of Students and Dean of Academic Affairs and recommend appropriate outcomes. While it is not possible to identify all possible outcomes, the following listing offers a list of examples that may be considered by the investigative committee:

- Admonition/Warning: The offending party is given a clear written description of the personal misconduct and the potential consequences of similar complaints in the future.
- Referral to Ecclesiastical Authorities: Appropriate officers in the denomination of the offending party are notified in writing of the misconduct and imposed sanctions, within FERPA guidelines. Note: in the case of ordained clergy, NBTS may be required by ecclesiastical rules to report the complaint and the outcome to the appropriate judicatory.
- Non-Academic Probation: The offending party is barred from participation in the life of the seminary community, except for academic courses and supervised ministry experiences, for a specified period of time and under specified circumstances.
- Suspension: The offending party is barred from participation in the life of the seminary community, including academic courses and supervised ministry experiences, for a specified period of time and under specified circumstances.
- Dismissal: The offending party is permanently barred from participation in the life of the seminary community, including academic courses and supervised ministry experiences.

Any possible outcome may also require the student to undergo required counseling at the student’s expense and to report proof of such required counseling before the lifting of NBTS imposed sanctions.

Upon the recommendation of the investigative committee, the Dean of Students and the Dean of Academic Affairs may impose any of the following, or similar sanctions, upon the offending party:

- Admonition/Warning
- Referral to Ecclesiastical Authorities
- Non-Academic Probation

If the Dean of Students and Dean of Academic Affairs determine that the appropriate sanction is either suspension or dismissal, she or he shall make a recommendation to the faculty, in executive session. If the faculty concurs with the recommendation, the sanction will be imposed. If the faculty does not concur, the Deans may consider and impose lesser sanctions. Once the sanction has been

determined, the Dean of Students will notify the offending party of this decision, in writing within 5 business days of the meeting.

Appeals

Persons who are involved in the formal complaint process and are dissatisfied with the outcome are entitled to appeal the findings or the severity of the sanctions. Persons must file a written and signed appeal to the President of NBTS within ten (10) business days of being notified of the outcomes. The appeal will be considered and acted upon before any penalty takes place, with the exception of possible interim measures to ensure the safety of members of the Seminary community. The President of NBTS will confirm receipt of the appeal within three (4) business days. If the President is out of the office for an extended period of time, whether on seminary business or personal leave, this three-day period will not begin until he or she returns to the office. The Seminary President will consider and act upon the appeal within ten (10) business days of receiving the appeal. If the President is out of the office for an extended period of time, whether on seminary business or personal leave, this ten-day period will not begin until he or she returns to the office. The decision of the Seminary President is considered final.

Records

All written materials pertaining to personal misconduct that is resolved through a process of mediation, or to complaints of personal misconduct that are sustained through a formal process, will be preserved in the student's file in the Registrar's Office in accordance with FERPA guidelines. These materials will include any appeals that are filed in relation to a formal decision, and the response to such appeals by the Seminary President.

Smoking Policy

All seminary buildings and property, including the Gardner A. Sage Library are smoke-free environments.

Substance Abuse Prevention Policy

[Adopted by the Faculty Council and Administrative Council, 2018]

The seminary has a vital interest in ensuring a safe and healthy environment for all. The unlawful or improper presence or use of controlled substances or alcohol in the seminary presents a danger to everyone. For these reasons, students are prohibited from coming to class or seminary events when using illegal or unauthorized substances. Students are prohibited from using controlled substances except when that use is pursuant to a doctor's order, and the substance does not adversely impact the student's ability to participate in class. Students are prohibited from the distribution, sale, or possession of unauthorized substances on seminary property. Any NBTS faculty or staff may request a student to leave seminary property if the student appears to be under the influences of an illegal or unauthorized substance and are being disruptive.

Firearm Policy

All persons are forbidden to possess firearms, explosives or other dangerous weapons, on any seminary property regardless of the type of carry permit issued to them by the State of New Jersey or the United States Government. The only exception is for a federal, state, or local officer or agent who is required by statute to carry a weapon at all times. Such students will provide the proper documentation to either the Dean of Academic Affairs or the Dean of Students before attending classes or events at the seminary. The Dean's will inform the faculty at the next Faculty Council meeting.

Statement On Campus Safety Program

NBTS is concerned about the safety and welfare of all campus members and guests. It is the policy of the Seminary to take appropriate measures to identify and guard against hazards to the safety of its people and property. Each person working or studying at the Seminary is asked to be alert to hazards and emergencies. During workdays and evening classes, each department head of professor shall report such hazards to the Office of Finance and Administration, and/or, if warranted to the City Fire or Police Department. All buildings are properly equipped with fire alarms and extinguishers. Staff members, students, and the maintenance department, in particular, shall promptly report to the Director of Finance and Administration any unusual conditions or acts. The maintenance supervisor shall make intermittent inspections of the buildings to assure compliance with safety standards. The Director of Finance and Administration shall be responsible for the review of accidents and measures to prevent them. She/he shall interview persons involved, verify claim forms and take appropriate measures to avoid future accident or loss. As required in the College and University Security Act of 1988 and the Student Right-to-Know and Campus Security Act of 1990, the Seminary reports annually to its students and employees the incidence of crime on campus. Additional copies of the report are available from the Office of Student Services.

Protection of Seminary Students, Staff, and Faculty from Sexual Misconduct

[Adopted by the NBTS Faculty Council, Administrative Council, and Board of Trustees in Spring 2018; thanks to Garrett Evangelical Seminary]

Title IX requires the Seminary to respond and act to address sex-based discrimination and harassment complaints. This includes sexual misconduct complaints related to sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

As such, the Seminary will:

- Initiate fact-finding into what happened.
- Implement interim measures during the fact-finding process to prevent the potential of any further discrimination or harassment.
- Take appropriate steps to resolve the matter in an effort to eliminate the discrimination/harassment, prevent its recurrence, and remedy its effects.

Note: If the person under complaint is ordained, the seminary is required to inform the proper judicatory authorities of the complaint and also to inform the same judicatory of the result of the investigation.

Retaliation against anyone reporting an incident is prohibited and can result in discipline.

New Brunswick Theological Seminary strongly encourages victims of sexual offenses to report those offenses to the New Brunswick Police Department. NBTS staff will assist in making such reports or contacts. In most circumstances, excluding domestic violence, which can include dating violence, law enforcement will not pursue criminal charges without a complainant's consent or cooperation.

Preserving Evidence

Anyone reporting a claim of sexual misconduct, including sexual violence, should take all steps to preserve any documents, e-mails, texts, photos, videos, clothing, or other information, whether physical or non-physical, relating to the offense. The New Brunswick Police Department (732-745-5200, or 911) can provide important information and assistance in preserving evidence, including taking those steps necessary to preserve direct and intimate physical evidence, which should be done as soon after an incident as possible. In most circumstances, law enforcement will not pursue criminal charges without a complainant's consent or cooperation.

If you have questions or concerns about reporting a matter, or if you are simply not ready to make a report to either NBTS or law enforcement, confidential counseling is available:

Health Services, who can also provide confidential support, at Robert Wood Johnson emergency room – which has sexual assault and domestic violence support services 1 Robert Wood Johnson Pl; New Brunswick, NJ 08901 (732-828-3000), or St. Peter’s Hospital Emergency Room - 254 Easton Avenue, New Brunswick NJ 08901 (732-745-8600).

For Sexual Assault, counseling and advocacy services are available at the Center for Empowerment and Advocacy 29 Oakwood Ave. Edison, NJ 7332-321-1189, or Woman Aware 250 Livingstone Ave. New Brunswick, NJ 732-249-4900. Additional resources are available at the Rutgers Office of Violence Prevention and Victim Assistance at 848-932-1181.

In cases of dating or domestic violence or for stalking, support/resources are available by calling the Jersey Battered Women’s Services (JBWS) hotline at (973) 267-4763. JBWS also has a variety of resources beyond counseling, including assistance with restraining orders or other legal actions. More information about JBWS’ services can be found at: <http://jbws.org/>

Law Enforcement Resources Notifications – Sexual Misconduct

When sexual violence or other criminal sexual offenses, including domestic violence, dating violence, stalking, or sexual assault, are alleged, the person reporting the matter will be advised of the availability of law enforcement resources and provided assistance in contacting any law enforcement resource s/he requests. The Seminary strongly encourages victims to contact law enforcement and the county supporting agencies to learn about the significant resources that can be made available to them.

Support

Upon request, the Title IX Coordinator/ Dean of Students will identify a member of the Seminary community to assist either party in better understanding the process and their options, coordinate available assistance on their behalf, and discuss the range of reasonably available options for changes in academic, and working situations.

Legal Measures

Contact information for advocacy and legal assistance for involved students is available above. Students may also seek orders of protection or restraining orders in court. To the degree possible, NBTS staff will provide assistance in contacting courts. Central Jersey Legal Services, Inc. 317 George St #201, New Brunswick, NJ 08901 (732) 249-7600 can provide legal assistance.

Investigation Process

Complaints may be made by the person who believes their rights under the Seminary’s Sexual Misconduct Policy have been violated, by a Seminary employee, any member of the Seminary, or a third party. Complaints may be made to the Dean of Students/Title IX Coordinator, the Human Resources Department, the Academic Dean, or any other employee of the Seminary.

Any employee of the Seminary (other than a confidential source as described above) receiving a complaint has a mandated obligation to inform the Title IX Coordinator immediately.

As soon as the Seminary receives information alleging a violation under this policy, the representative receiving the concern must report the incident to the Title IX Coordinator within 2 business days. An investigation will begin within 3 business days after the Title IX Coordinator receives a formal complaint, unless unusual or complex circumstances exist. The investigation will be timely and impartial. Barring unforeseen circumstances, the investigation will be completed, including any formal proceedings that occur, within 60 calendar days from the time the formal complaint is initiated, not including any appeals. At the conclusion of the investigation and proceedings (if any), written notification about

the outcome of the investigation and options for an appeal will be delivered concurrently to the complainant, the respondent, and any appropriate Seminary officials.

Measures

Upon receiving a complaint of a potential violation of this policy, the Seminary may take appropriate interim measures to protect a complainant or to meet its obligations to maintain a safe, nondiscriminatory learning/working environment. The Seminary may take such steps even when a complainant asks that the Seminary keep a reported violation of this policy confidential and/or that it does not investigate the matter. Such measures will vary based on the particular facts and circumstances and based on a complainant's confidentiality preferences.

These interim measures include but are not limited to:

1. Establishing a "no contact" order between individuals;
2. Prohibiting an individual from being on campus or at Seminary events;
3. Changing a student's or employee's status, in consultation with appropriate administrator(s);
4. Changing work, class, or other schedules, in consultation with appropriate administrator(s);
5. Changing academic requirements or providing assistance with academic issues;
6. Providing time off from class or work, or a leave of absence;
7. Issuing a timely warning of any substantial threat or danger to the community;
8. Making information about and providing assistance with respect to orders for protection and harassment restraining orders, including enforcement of such orders;
9. Transportation arrangements; and
10. Safety planning measurements.

To request an accommodation or protective measure, complainants should contact the Dean of Academic Affairs, the Dean of Student Affairs/Title IX Coordinator, or the Office of Human Resources.

Investigation Procedures and Timeline

The Seminary will conduct a thorough, fair, impartial, and timely investigation and resolution process. Reports of all sexual misconduct made to any Seminary employee will automatically be referred to the Title IX Coordinator. Allegations are investigated by the administrator(s) and two other members of the full-time seminary employees designated by the Title IX Coordinator. Barring unforeseen circumstances, the investigation process, including any formal proceedings that occur, shall take no more than 60 calendar days from the time a formal complaint is initiated, not including any appeals. If the investigation extends beyond 60 calendar days, the Seminary will explain the reason for the delay to both parties and keep them apprised of the modified timeline. The investigation process typically involves the following:

- The Seminary uses the preponderance of the evidence standard to determine violations of its sexual misconduct policy (more likely than not to have occurred).
- The complainant and respondent each have access to the Title IX Coordinator who will serve as a resource to answer any questions about processes and resources.
- The Seminary will allow the complainant and respondent timely and equal access to each other's statements and to any new information presented throughout the investigation.
- The complainant and respondent may not directly cross-examine one another, but may, at the discretion and direction of the individual(s) resolving the complaint, suggest questions to be posed by the individual(s) resolving the complaint and respond to the other party
- The complainant and respondent have the opportunity to request a substitution if the participation of the investigator or the participation of an individual with authority to make a finding or impose a sanction poses a conflict of interest.
- Following the filing of a complaint, the complainant and respondent will each receive notification

in writing to attend a separate initial conference with the investigator assigned to the case. This initial conference will inform the complainant and the respondent of their rights, the Title IX process, and to gather initial statements.

- The complainant and respondent must respond to the investigative committee within 3 calendar days (or the next weekday following a weekend or Seminary holiday) after the notice has been sent to set up an initial conference.
- The complainant and respondent will be asked to make a preliminary formal statement at each of their respective initial conferences.
- Complainants and respondents may be accompanied by one advisor throughout the investigation and any hearing process. The investigator must be notified at least 72 hours prior that an advisor will be present and only one advisor may be present. An advisor may not speak, write, or otherwise communicate with an investigator or an investigation committee on behalf of the complainant or respondent. While the advisor may be legal counsel by profession, the advisor may not function as legal counsel during any hearing process. Advisors who do not abide by these guidelines may be excluded from the process.
- The investigative committee may interview any witnesses who may have information of relevance to the alleged misconduct or any retaliation against witnesses for their participation in the investigation.
- The investigator(s) may request and/or review any other evidence of relevance to the misconduct.
- Following the period of fact-finding, the complainant and the respondent will each receive notification in writing to attend separate formal Title IX hearings with the investigator assigned to the case. In this hearing, the complainant and respondent will have the opportunity to review and comment on the evidence.
- The complainant and respondent must respond to the investigator within 3 calendar days (or the next weekday following a weekend or Seminary holiday) after the notice has been sent to set up the formal Title IX hearing.
- Complainant and respondent will be asked to make any final statements at each of their respective formal Title IX hearings. After the conclusion of the formal Title IX hearing, no additional evidence will be accepted by the investigator, unless it is done so during the appeal process (as described below).
- Once the investigative committee determines she/he has enough information to write a Summary of Findings (this summary will include what more likely than not happened, findings, whether a policy violation occurred and so forth) the investigation process is complete.
- The investigative committee will present the Summary of Findings to the Title IX Coordinator to finalize the outcome of the investigation and issue any consequent disciplinary sanctions.
- The complainant and respondent will each be notified in writing of the outcome of the investigation, any sanctions or remedies, and the appeals process, simultaneously or as close in time as possible, within 7 days of a decision. The respondent will be notified of any sanctions, and the complainant will be notified of any sanctions that affect the complainant. (Note that in cases involving sexual violence, the complainant will be notified of any disciplinary sanctions imposed on the respondent, not just those sanctions that directly relate to the complainant.)
- The Summary of Findings will be kept on file within the Title IX records, which the Title IX Coordinator is in charge of maintaining.

Possible Outcomes

After the hearings have been concluded, the investigative committee will deliberate the complaint of personal misconduct, with all of the information it has received in relation to the allegation. If the committee determines that the information it receives is insufficient to sustain the complaint, it shall report its findings to the Title IX coordinator and recommend that the alleged offender be exonerated. The

matter will be considered ended, and no further action will be taken.

If the committee determines that the information it receives is sufficient to sustain the complaint, it shall report its findings to the Title IX coordinator and recommend appropriate outcomes. While it is not possible to identify all possible outcomes, the following listing offers a list of examples that may be considered by the committee:

- Admonition/Warning: The offending party is given a clear written description of the personal misconduct and the potential consequences of similar complaints in the future.
- Referral to Ecclesiastical Authorities: Appropriate officers in the denomination of the offending party are notified in writing of the misconduct and imposed sanctions, within FERPA guidelines.
- Non-Academic Probation: The offending party is barred from participation in the life of the seminary community, except for academic courses and supervised ministry experiences, for a specified period of time and under specified circumstances.
- Suspension: The offending party is barred from participation in the life of the seminary community, including academic courses and supervised ministry experiences, for a specified period of time and under specified circumstances.
- Dismissal: The offending party is permanently barred from participation in the life of the seminary community, including academic courses and supervised ministry experiences.

Any possible outcome of probation or suspension may also require the student to undergo required counseling at the student's expense and to report proof of such required counseling before the lifting of the probation or suspension.

Appeal Process

The complainant or respondent (if students or employees of the Seminary) may request an appeal of the outcome of the investigation. The request for an appeal must be submitted, in writing, to the Title IX Coordinator within 10 business days after receiving notification of the outcome. Failure to file a timely appeal constitutes a waiver of any right to an appeal. The original outcome and any sanctions will stand unless and until the appeal is completed. The appeal should include a detailed description of why the appeal should be allowed based upon one or more of the criteria below. The Title IX Coordinator will assign the appeal to an administrator or other investigator who did not hear the case and does not have a bias toward the complainant or respondent.

The basis for an appeal is limited to the following:

1. New evidence that was not available at the time of the original Title IX hearing;
2. The sanction(s) are thought to be disproportionate to the violation(s);
3. The investigation process as described above was not followed.

The Title IX Coordinator and/or designee may deny the request for an appeal if at least one of the criteria above is not met. In such a case, the original outcome and any sanctions remain in effect.

The Title IX Coordinator and/or designee will communicate to both parties, in writing, whether or not the appeal has been granted and, if granted, who is the newly assigned investigator. The appeal investigator may use discretion to resolve the appeal based solely on written documents from Title IX hearings and the appeal letter, whether to meet with only the complainant, only the respondent, only witnesses, or both parties of the incident. Upon completion of the appeal review, the Title IX Coordinator and WHO may make any of the following decisions:

1. Uphold the original decision and any sanction(s);
2. Overturn the original decision; remove or reduce any sanction(s);
3. Assign additional sanctions up to and including dismissal from the Seminary.

The Title IX Coordinator and WHO will present the appeal decision within 7 days to the complainant and the respondent. The appeal decision will be sent simultaneously in writing to both the complainant and respondent regardless of who filed the appeal.

Nothing in this policy is intended to interfere with the right of any individual to pursue other avenues of recourse which may include, but is not limited to, filing a complaint with:

Office for Civil Rights – Equal Employment Opportunity Commission

Gardner A. Sage Library Policies

Patrons

Sage Library serves the faculty, students, and staff of New Brunswick Theological Seminary.

Circulating privileges are also extended to:

- Faculty, Students, and Staff of Rutgers University
- Faculty, Students, and Staff of schools in the South-Eastern Pennsylvania Theological Library Association [SEPTLA]
- Faculty, Students, and Staff of schools in the New York Area Theological Library Association [NYATLA]
- RCA clergy and local clergy from other denominations
- Students and Employees of other RCA institutions
- General Public

Requirements for establishing a library card (including any requisite fees), the length of time before the card needs to be renewed, and the length of time a patron may have a book vary by the patron type and relationship to the school. Also, some materials (e.g. biblical commentaries) only circulate to NBTS Students and Faculty.

Undergraduate Use of the Library

Use of Sage Library is intended for those doing theological research. While Library staff welcomes outside users, it must be understood that we exist primarily to serve members of the Seminary community. Faculty, staff and students have priority in use of the space over other users. However, given its proximity to Rutgers University and Rutgers' students expressed need for quiet study space, Sage Library endeavors to balance the needs of both communities. To that end, we permit Rutgers undergraduates to use the Library after 7 PM, Monday–Thursdays, when classes are in session. Undergraduate users are asked to respect the need of Seminary users by adhering to this timeframe.

Renewals

Please renew your books before they are due. The new due date will reflect the loan period for your patron type. If you have not renewed them before, call the library and provide a list of titles to be renewed over the phone. If they have already been renewed, please bring them into the library. We will check them in and then check them back out to you. You will receive a courtesy email one week before the due date to remind you when your books are due. This email will also include instructions for renewing online.

Overdue Materials

Patrons with overdue items should return or renew them in order to borrow more items. Overdue no-

tices are mailed to patrons on a biweekly basis. If it becomes necessary to send a third notice, resulting consequences include lost book charges, suspension of privileges, and holds on transcripts and diplomas.

Recalled Materials

Once a book has been out for two weeks, it can be recalled if needed for another patron. Books required for courses may be recalled at any time to be placed on course reserve. Recalled books will be given a new due date that reflects when they should be returned. The library reserves the right to fine patrons who do not return recalled materials in a timely fashion. The overdue fine for recalled books is \$5.00 per day.

Reserves

Items placed on course reserve must be checked out at the circulation desk. They circulate for three hours and cannot leave the library. The reserve shelves are not open for browsing. Please request materials by call number at the circulation desk.

Periodicals

Popular magazines and academic journals do not circulate. See below for information on making photocopies.

Inter-Library Loan (ILL)

If you find that we do not own materials you are looking for, we are glad to borrow them from other libraries for your research needs. Just fill out an ILL request form at the circulation desk or email the Reference Librarian. ILL borrowing is limited to four items at a time per patron. Materials required for courses are placed on reserve each semester. Additional copies of required course materials will not be borrowed through Inter-Library Loan.

Computers

There are 10 public computers on the main floor of the library. Microsoft Word and access to the internet are available on each computer.

Wireless Access

NBTS students can access the NBTS Student wireless network. The password is generally their NBTS student ID number preceded by a 0.

Outside patrons doing theological research may access the NBTS Guest wireless network. Ask a librarian for the password at the Circulation Desk. Library staff reserves the right to restrict use of the network for inappropriate use. Rutgers undergraduates may not access the wireless network.

E-mail

Patrons are welcome to check any e-mail account they might have on the public computers. Students who wish to check their NBTS e-mail should go to <http://www.nbts.edu/email>. In most cases, a student's e-mail address is their first initial and last name followed by "@students.nbts.edu". For example, the email address for John Smith would be jsmith@students.nbts.edu.

Printing

All ten of the public computers are networked to the printer at the circulation desk. If you need to make photocopies to hand out for a class presentation or a chapel service, please inquire at the Circulation Desk.

Photocopying

- Copies are free for the seminary constituents.
- Please inquire at the Circulation Desk.

Library as a “Food-Free” Quiet Zone

- Food is not permitted in the library and drinks must be in covered containers.
- Cell phone usage is NOT PERMITTED in the library. If you are expecting a call, be respectful of others. Set your phone to vibrate and step out of the library to have the conversation.

Accreditation

Association of Theological Schools in the United States and Canada

10 Summit Park Drive

Pittsburgh, PA 15275 USA

Telephone: 412-788-6505

Fax: 412-788-6510

<http://www.ats.edu>

Accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:

- Master of Divinity (M.Div.)
- Master of Arts (M.A.)
- Doctor of Ministry (D.Min.)

The following extension sites are approved as specified:

Jamaica, Queens, NY

Approved Degrees:

- Master of Divinity (M.Div.)
- Master of Arts (M.A.)



NEW BRUNSWICK THEOLOGICAL SEMINARY



2018-2019

STUDENT HANDBOOK

MASTERS PROGRAMS POLICIES

MASTER OF DIVINITY

MASTER OF ARTS IN MINISTRY AND COMMUNITY LEADERSHIP

MASTER OF ARTS IN PASTORAL CARE AND COUNSELING

35 Seminary Place | New Brunswick, NJ 08901 | 732-247-5241

www.NBTS.EDU | [FB.ME/1784NBTS](https://fb.me/1784NBTS) | [@NBTS1784](https://twitter.com/NBTS1784)

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All of the general academic policies also apply to all master's programs. Consult both manuals for all applicable policies. It is the responsibility of the student to read and follow the policies in this handbook. It will be assumed by all faculty and administrators of NBTS by a student's admission and current registration that he/she agrees to read this handbook and be governed by the following policies. Claims of ignorance of policies will not be accepted as a reason to be released from either academic or financial issues detailed in this volume.

Admissions Requirements for Master's Programs

Master Of Divinity Applicants

The application deadline for a term is two months before the first day of classes. Applications received after the deadline will be considered for admission in the following semester. The applicant must:

- Hold an undergraduate degree from an accredited institution with an academic record indicating scholarly ability and academic achievement, including an undergraduate grade point average of 2.5 (on a 4.0 scale) or higher for the M.Div. Program.
- Official transcript(s) of all undergraduate and graduate work pursued to date is required;*
- Complete Application Form with \$50 non- refundable application fee;
- Three letters of recommendation, one of which must be a recommendation from the applicant's pastor;
- Complete a statement of purpose that provides a sense of who you are and why you are interested in the program;
- Submit background check form and \$25 processing fee
- Once admitted, pay a \$250.00 admissions deposit at least 30 days before the beginning of the new term to indicate acceptance of admission.**
- Provide Photo ID (state issued driver's license, state identification card or Passport) to verify identity.

**In exceptional cases, a student with a lower GPA, but with noteworthy qualifications, may be admitted provisionally. Achievement of a seminary GPA of 2.5 removes the provisional status. Official transcript(s) of all undergraduate and graduate work pursued to date are required. Applicants completing undergraduate study are accepted on the basis of a partial transcript. However, a transcript showing a baccalaureate degree must be provided before matriculation.*

***This deposit is applied to the student's first-term tuition. New students are required to complete their registration two weeks before the first day of classes for the term. Registration after that date will be subject to a \$100.00 late fee.*

Non-Traditional Master Of Divinity Applicants

Under exceptional circumstances, a student without a baccalaureate degree may be admitted to the Master of Divinity (M.Div.) program as a non-traditional student. (Subject to possible waiting list.)

Realizing that each non-traditional student has different credentials, please contact the Admissions office for information, transcript review, and aid in selecting the needed college courses. Contacting the office early in the process will allow the student to make the best choices for success in his or her seminary career. During this time before your admission to NBTS in addition to completing these college courses, we strongly recommend you be in contact with the ordaining body within your church and/or denomination about the possibility of ordination without a college degree.

Admission to the non-traditional program does not guarantee you are eligible for ordination within your church. It is very important to be in contact with your church's ordaining body before you begin seminary work. The student's faculty advisor in consultation with the faculty will review the student's progress in the M.Div. Program and make the appropriate recommendations for the student. The faculty will vote on the status of non-traditional students enrolled in the program at least once each year. Non-traditional students are governed by the policies of the Master of Divinity program. Non-traditional students will be noted as such throughout their seminary career.

Waiting List

Students in this program cannot exceed 15% of the student population. Because of this requirement, there is often a waiting time for students desiring admission into the program. An admissions deposit will be required to place a student on the waiting list, and the list is on a first-come basis.

Admission Requirements for Non-Traditional Students

- All of the requirements for the Master of Divinity application process and:
- Be at least of 40 years of age;
- Have demonstrated distinguished service to the church and show a sense of vocation and commitment to professional ministry;
- Prepared for the M.Div. Program by completing four college courses with a grade of “B” or better at an accredited college or university. These courses must cover these areas: English composition, history or philosophy, social science (psychology, sociology, or anthropology), and literature (recommended: survey course i.e., World, American, or African-American Literature).

Non-Traditional Limited Enrollment Students

Students who are in the process of earning their bachelor’s degree with twelve or fewer hours until completion may enroll as a non-traditional limited enrollment student. Such a student shall complete the Master of Divinity application process and:

- Must be in the process of earning their bachelor’s degree from an accredited institution with an academic record indicating scholarly ability and academic achievement;
- Have less than a total of twelve credit hours or less until completion of their undergraduate degree;
- Have applied previously to the seminary and be on the non-traditional wait list.

Upon providing proof of his/her college standing, the student may request to begin seminary work while completing the remainder of their degree. A non-traditional limited enrollment student may take no more than eight credits (4 credits per semester) of seminary coursework before their graduation with a bachelor’s degree. Students will normally be matriculated into the Master of Divinity program after successful completion of their B.S. or B.A and their seminary courses. Non-traditional limited enrollment students are governed by the policies of the Master of Divinity program.

Master of Arts Applicants

Master of Arts (Academic Degree) concentration in Pastoral Care and Counseling Applicants

The application deadline for a term is two months before the first day of classes. Applications received after the deadline will be considered for admission in the following semester. Each applicant must:

- Hold a bachelor’s degree from an accredited institution with an academic record indicating scholarly ability and academic achievement, including an undergraduate grade point average of 3.0 or higher. Official transcript(s) of all undergraduate and graduate work pursued to date are required*;
- Complete Application Form with \$50 non-refundable application fee;
- Two letters of recommendation;
- Complete a statement of purpose that provides a sense of who you are and why you are interested in the program;
- Submit background check form and \$25 processing fee;
- Provide Photo ID (state issued driver’s license, state identification card or Passport) to verify identity.
- Once admitted, pay a \$250.00 admissions deposit at least 30 days before the beginning of the

new term to indicate acceptance of admission. This deposit is applied to the student's first-term tuition. New students are required to complete their registration two weeks before the first day of classes for the term. Registration after that date will be subject to a \$100.00 late fee.

**Achievement of a seminary GPA of 3.0 (Pastoral Care and Counseling) removes the provisional status. Official transcript(s) of all undergraduate and graduate work pursued to date is required. Applicants completing undergraduate study are accepted based on a partial transcript, but a transcript showing a baccalaureate degree must be provided before enrollment.*

Master of Arts (Professional Degree) concentration in Ministry and Community Leadership Applicants

The application deadline for a term is two months before the first day of classes. Applications received after the deadline will be considered for admission in the following semester. Each applicant must:

- Hold a bachelor's degree from an accredited institution with an undergraduate grade point average of 2.0 or higher (on a 4.0 scale) *;
- Official transcript(s) of all undergraduate and graduate work pursued to date;
- Complete a statement of purpose that provides a sense of who you are and why you are interested in the program;
- Two letters of recommendation;
- Complete Application Form with \$50 non-refundable application fee;
- Submit background check form and \$25 processing fee;
- Provide Photo ID (state issued driver's license, state identification card or Passport) to verify identity.

**Achievement of a seminary GPA of 2.0 removes the provisional status. Official transcript(s) of all undergraduate and graduate work pursued to date is required. Applicants completing undergraduate study are accepted based on a partial transcript, but a transcript showing a baccalaureate degree must be provided before enrollment.*

Admission Requirements for Non-Traditional Applicants for Master of Arts concentration in Ministry and Community Leadership

A limited number of non-traditional students (i.e., students without a bachelor's degree) may enter the M.A. in Ministry and Community Leadership program. (Subject to the possible waiting list.)

- All of the requirements for the M.A. in Ministry and Community Leadership application process, and;
- Be at least of 40 years of age;
- Distinguished service to the church and vocational commitment to professional ministry;
- Prepared for the Master of Arts Professional by completing four college courses with a grade of "B" or better at an accredited college or university. These courses must cover these areas: English composition, history or philosophy, behavioral science (psychology, sociology, or anthropology), and literature (recommended: survey course [i.e., World, American, or African-American Literature] or diversity course).

Realizing that each non-traditional student has different credentials, please contact the Admissions office for information, transcript review, and aid in selecting the needed college courses. Contacting

the office early in the process will allow the student to make the best choices for success in his or her seminary career. During this time before your admission to NBTS in addition to completing these college courses, we strongly recommend you be in contact with the ordaining body within your church and/or denomination about the possibility of ordination without a college degree.

The student's faculty advisor in consultation with the faculty will review the student's progress in the Master of Arts Professional program and make the appropriate recommendations for the student. The faculty will vote on the status of non-traditional students enrolled in the program at least once each year. Non-traditional students are governed by the policies of the Master of Arts Professional program. Non-traditional students will be noted as such throughout their seminary career.

International Applicants To The Master's Programs

In addition to the admissions procedures mentioned, applicants who seek to enter the US to pursue a degree program at NBTS must:

- Apply only as a full-time student in a master's Program
- Submit transcripts of undergraduate degree programs*, letters of recommendation, and a statement of purpose written in English
- Demonstrate their proficiency in English (see English Proficiency Requirements below)
- Apply to the US Government for an F-1 non-immigrant student entry visa

**The Admissions Committee requires all transcripts that originate from an institution outside the United States or Canada be sent to a professional transcript service for a course-by-course evaluation. For any other questions involving international student admission, please contact student services at intl@nbts.edu.*

Advanced Standing and Transfer Credits

Advanced Standing By Examination

A student in the Masters programs may be granted credit by examination in up to **8** hours of required courses in the M.Div. program and **3** hours in the M.A. programs. Students wishing to take examinations must apply in writing to the professor at the time of registration for the semester in which the course is offered. An examination fee must be paid before the test is administered. The Dean of the Seminary must approve all such applications. Results of the examination will be one of the following: (I.) Pass with credit; (II.) Pass with credit, but with a requirement to take another course in the same discipline; (III.) Failure.

Clinical Pastoral Education Credit (CPE)

Clinical Pastoral Education (CPE) programs, usually located in hospital or prison settings, provide the opportunity for extensive work in pastoral care, along with group and individual reflection on the ministry experience. CPE programs may be taken as summer intensives or extended over nine months. Students who successfully complete one unit of CPE at an approved institution may apply to receive up to 6 academic credits of advanced standing and two units of Field Education toward the M.Div. degree. Students should have a copy of their evaluation forwarded to both the Professor of Pastoral Care and Counseling and the Director of Field Education for approval. No more than one unit (6 academic credits) of CPE will be credited.

CPE is not a required course in the M.Div. curriculum of the Seminary. However, your denomination or church may require a unit of CPE as part of the requirement for the ordination process. Students

should check with their denominational committees on preparation for ministry for additional requirements for ordination. Registration for CPE is an external process – please contact the Professor of Pastoral Care for details.

Transfer Credit By Transcript Evaluation

The student, upon admission to the seminary, should submit a written request and a certified transcript for transfer evaluation to the Dean of the Seminary. Transfer credit will not be factored into the student’s grade point average. The application and applicable fees for transfer credit are the responsibility of the student. Any transcript that is older than ten years will not be considered.

Students may also request a transcript evaluation during the application process. The same criteria as below applies.

Total Amount Of Transfer And Advanced Standing Credit Allowable

(Revised by Faculty Council February 2018)

A student can only transfer a limited number of credits from all sources for credit toward the Master’s program. Under no circumstances can a student transfer in more than two-thirds of the degrees program credits from all sources, including ATS seminaries, CPE and other graduate programs.

Degree Program	Maximum Total Transfer Allowed	Residency Courses taken at NBTS
M. Div.	54	32
M.A. PC & C	30	18
M.A. M &CL	24	15

The student’s program must be completed at NBTS for all the remaining credits (see Residency Requirement for each degree concentration) . The Dean of the Seminary in consultation with the Faculty, where appropriate, will decide the granting of transfer credit for an individual student.

If the transfer credit is part of an awarded degree, even at NBTS, not more than one-half of the credits can be transferred into any master’s program.

Transfer Credit By Transcript Evaluation

Master of Divinity and Master of Arts (In Religious Studies)

Academic credit from M.Div. and M.A. (in religious studies) programs taken at ATS accredited or regionally accredited institutions may be accepted as transfer credit toward NBTS Masters’ degrees. An incoming student may submit a written request to the Dean of the Seminary asking that transfer credit be granted based on a transcript review. Only courses graded “B” (3.0) or higher will be considered for transfer credit. “P” grades are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter of equivalency from the instructor of the course. The Dean of the Seminary in consultation with the Faculty, where appropriate, will decide the granting of transfer credit for an individual student. The student may be asked to submit syllabi for courses considered for transfer as well as a certified transcript. Ordinarily, no credit may be transferred for thesis research work, course work done as independent study, or work in courses that were not graded.

Transfer Credit By Transcript Evaluation

Graduate Programs Outside of the Master Of Divinity or Master Of Arts (In Religious Studies)

Academic credit from other Masters’ programs taken at ATS accredited or regionally accredited insti-

tutions may be accepted as transfer credit toward NBTS Masters' degrees. An incoming student may submit a written request to the Dean of the Seminary asking that transfer credit be granted based on a transcript review. When warranted by relevance to NBTS master's work, up to 12 hours of transfer credit may be awarded. Only courses graded "B" (3.0) or higher may be accepted for transfer credit. "P" grades are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter of equivalency from the instructor of the course. The Dean of the Seminary in consultation with the Faculty, where appropriate, will decide the granting of transfer credit for an individual student. The student may be asked to submit syllabi for courses considered for transfer as well as a certified transcript. Ordinarily, no credit may be transferred for thesis research work, course work done as independent study, or work in courses that were not graded. A maximum of 12 hours may be granted as transfer credit from graduate programs other than in Religious Studies, even if the student has earned multiple graduate degrees.

Transfer Credit Allowed While Enrolled In Master of Divinity and Master of Arts At NBTS

(revised and adopted May 2009 by the Faculty Council)

Students who are matriculated in a degree program at NBTS can only take elective courses at other institutions without a cross registration agreement with NBTS. Required courses in all programs must be taken at NBTS.

In cases where a student wishes to take course(s) at institutions without a cross registration agreement with NBTS, the student must gain prior approval from her or his advisor and the Dean of the Seminary. If approved, these course(s) will be transferred to a student's NBTS transcript once the course(s) is completed as transfer credit and will not count toward the student's GPA. The Dean of the Seminary in consultation with appropriate faculty members will inform the student of the decision concerning the status of the student's request to take a course elsewhere. All requirements for transfer credit must be followed and the student must be in good financial standing. Requests for transfer credit must be submitted in writing along with an official transcript of the completed course(s) to the registrar.

Transfer credit will not be posted on a student's transcript until the Office of Finance and Administration gives its approval.

NBTS is under no obligation to accept credits taken at an institution without a cross registration agreement in place.

Degree Programs

Master of Divinity (M.Div.)

The Master of Divinity degree program is designed to prepare students for a wide range of Christian ministry and provides the solid foundation needed for ordination. It is also excellent preparation for pastoral ministry; cross-cultural ministry; hospital, prison, or military chaplaincy; global mission; social services work; youth ministry; or further graduate study; and teaching.

Education for ministry is not a matter of simply accumulating expertise; it is the beginning of a process of personal transformation whereby the student appropriates the knowledge and skills pertinent to ministry in a way that shapes the student's self-understanding and life within the church and the world. At NBTS, the integration of scholarship with experience and practice of ministry are essential components of theological education.

The course of study for the M.Div. has three major categories. The first consists of the core academic courses, grouped into three fields: Biblical Studies; Historical, Theological and Ethical Studies; and Ministry Studies. The second consists of the experience and practice of ministry in which the student will engage, through a student's Field Education placements and in the various aspects of life in the seminary community. The third category includes those courses which seek to integrate the academic and practical experience. The Interdisciplinary Integrative courses constitute this category.

Master of Divinity Learning Outcomes

1. Graduates can employ the basic competencies of the fields of biblical studies, theological studies, and ministry studies making use of these competencies in theological analysis and reflection.
2. Graduate can articulate an understanding of the work of God that responds contextually to the graduate's own life and community.
3. Graduates can identify and explain the distinctiveness of his/her own culture and/or denominational tradition as well as engage in respectful interfaith and ecumenical dialogue.
4. Graduates can appropriately analyze and formulate a theological response to societal concerns that bear witness to the Christian faith in word and deed.
5. Graduates can define racism and the dynamics of power and privilege as these intersect the self, institutions (including the church), and society and formulate appropriate responses for participation in dismantling oppressive structures.
6. Graduates can analyze and interpret texts, traditions and practices to deepen his/her understanding and to participate in God's transformative work in persons, church and world.
7. Graduates can identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.

This program is offered at the New Brunswick campus through day and evening classes and at the St. John's (Queens NYC) campus through evening and Saturday classes.

Credits	Duration	Format	Campus	Time
84	3 Years Full-Time, 4-6 Years Part-Time	Residential & Hybrid (online)	NY & NJ	Day & Evening Monday - Saturday

Master of Divinity Program

84 Total credit hours required

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

Module 1 – 24 credits of required courses + 6 credits of electives			
Course Number & Name	Credits	Semester Completed	Grade
<input type="checkbox"/> OT510 Introduction to Old Testament	3 Credits		
<input type="checkbox"/> NT510 Introduction to New Testament	3 Credits		
<input type="checkbox"/> CH510 Introduction to Global Christianity I	3 Credits		
<input type="checkbox"/> CH 511 Introduction to Global Christianity II	3 Credits		
<input type="checkbox"/> IN511 Race, Class, & Gender	3 Credits		
<input type="checkbox"/> IN311 Anti-Racism Workshop			
<input type="checkbox"/> MS565 Introduction to Worship	3 Credits		
<input type="checkbox"/> PC510 Introduction to Pastoral Care & Counseling	3 Credits		
<input type="checkbox"/> CE510 Introduction to Christian Education	3 Credits		
<input type="checkbox"/> Elective*: _____	3 Credits		
<input type="checkbox"/> Elective: _____	3 Credits		

*if taking Greek and Hebrew, at least one language (3 elective credits) should be taken in module 1

Module 2 – 24 credits of required courses + 6 credits of electives			
Course Number & Name	Credits	Semester Completed	Grade
<input type="checkbox"/> BS520 Biblical Research and Writing	3 Credits		
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3 Credits		
<input type="checkbox"/> TH520 Foundations and Global Theology I	3 Credits		
<input type="checkbox"/> TH521 Foundations and Global Theology II	3 Credits		
<input type="checkbox"/> ET520 Christian Ethics and Social Justice	3 Credits		
<input type="checkbox"/> PR510 Sermon Preparation and Delivery	3 Credits		
<input type="checkbox"/> IN520 The Christian Experience and Witness	3 Credits		
<input type="checkbox"/> 3 Units of Field Education or CPE	3 Credits		
<input type="checkbox"/> Elective*: _____	3 Credits		
<input type="checkbox"/> Elective*: _____	3 Credits		

*if taking Greek and Hebrew, both languages (6 elective credits) should be completed by the end of module 2

Module 3 – 12 credits of required courses + 12 credits of electives			
Course Number & Name	Credits	Semester Completed	Grade
<input type="checkbox"/> _____ Biblical Department class (OT, NT, BT, or BH)	3 Credits		
<input type="checkbox"/> IN521 Contextualized Ministry and Public Faith	3 Credits		
<input type="checkbox"/> IN522 Our Christian Traditions in Context	3 Credits		
<input type="checkbox"/> MS510 Pastoral Administration	3 Credits		
<input type="checkbox"/> Elective*: _____	3 Credits		
<input type="checkbox"/> Elective*: _____	3 Credits		
<input type="checkbox"/> Elective*: _____	3 Credits		

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

Master of Arts (M.A.) Programs

Pastoral Care & Counseling (Academic Degree)

The Master of Arts degree is a rigorous program for students who wish to enrich their ministry, but whose work does not require full pastoral training. It is also ideal for those who have already completed the M.Div. Degree and desire further in-depth theological study. The Master of Arts program also provides excellent preparation for pursuing a Ph.D. program in a theological discipline or another related field in the humanities.

The mission of the Master of Arts in Pastoral Care and Counseling/Pastoral Theology is to prepare pastoral leaders for effective ministry broadly defined that is theologically informed, compassionately practiced, and holistically employed in the field of Pastoral Care and Counseling/Pastoral Theology. This program of study is intended for:

- Persons who are ordained ministers in churches that do not require the M.Div. Degree who wish to pursue theological study for the enrichment of their ministry;
- Persons in non-church-related vocations (e.g., secondary school teacher, counselor, writer) for whom graduate study in the humanities may be particularly helpful or enriching;
- Persons who, for reasons of professional specialization, wish to combine a professional degree (e.g., the Master of Library Science or the Master of Social Work) with a theological degree;
- Persons who have already completed the M.Div. Degree but desire further in-depth theological study in Pastoral Care and Counseling/Pastoral Theology;
- Persons who, with or without an M.Div. degree, wish to prepare to enter a Ph.D. program in the theological discipline of Pastoral Care and Counseling/Pastoral Theology, or in some other related field within the humanities.

The M.A. concentration in Pastoral Care and Counseling can serve as an excellent path of study for those who support the life of the congregation, desire a career in pastoral counseling in a non-profit agency, or who envision chaplaincy – in fields such as healthcare, corrections, community, or the military – as an expression of their call to ministry.

M.A. – Pastoral Care and Counseling Learning Outcomes

1. Graduates demonstrate, acknowledge, and articulate a self-awareness as it relates to relationships between individuals in pastoral and family ministry, congregational and larger social systems.
2. Graduates can demonstrate the appropriate skills needed for ministering in Christian and multi-faith pastoral care settings using the appropriate spiritual resources and practices of the Christian tradition.
3. The graduate can employ healthy strategies that demonstrate self-care and nurture.
4. Graduates can identify and articulate the distinctives of the field of pastoral care and counseling from the fields of psychology and sociology.
5. Graduates can conduct and engage in research and critical reflection proper to the field of Pastoral Care and Counseling/Pastoral Theology.

Degree Requirements

The M.A. in Pastoral Care and Counseling degree requires the completion of forty-eight (48) course credits with a grade point average of 3.0 or higher. Within this total of 48 credits, there are specific course requirements for the concentration.

Credits	Duration	Format	Campus	Time
48	2 Years Full-Time, 3-5 Years Part-Time*	Residential & Hybrid (online)	NY & NJ	Day & Evening Monday - Saturday

Distribution Of Credits

M.A. concentration in Pastoral Care and Counseling/Pastoral Theology

Introduction to Pastoral Care and Counseling	3
Clinical Pastoral Education (1 unit)	6
Transformational Leadership	3
Pastoral Care Electives (courses prefixed PC)	12
Research Methods in Pastoral Care	3
Christian Ethics and Social Justice	3
Theological Studies & Biblical Studies (courses prefixed BS, BH, BT, CA, CH, NT, OT, TH)	6
University Courses	3
Thesis: PC598 & 599 M.A. Thesis OR	6
Project: PC592 M.A. Project	3
Other Electives	3 credits for thesis 6 credits for project
PROGRAM TOTAL:	
48 credit hours	

*All master's degrees can be pursued either full or part-time depending on the needs of the student

University Courses:

The student is encouraged to take three (3) credits of graduate-level courses at Rutgers University or St. John's University in fields ancillary to pastoral care, especially when it is viewed that a certain course will add depth to the student's understanding of the pastoral care and counseling issue.

Ministry And Community Leadership (Professional Degree)

The M.A. concentration in Ministry and Community Leadership is ideal for ordained and non-ordained individuals who want to enhance their ministry, leadership, and social engagement skills. Whether your calling involves leading in the church, faith-based or secular non-profit organizations, public health or social service and community outreach programs, or working as an advocate and organizer of grassroots efforts, this professional degree program will prepare you to transform your church, organization, community and society-at-large both now and in the future.

M.A. – Ministry And Community Leadership Learning Outcomes

1. The graduate will demonstrate basic competencies in the fields of biblical studies, theological studies, and ministry studies and demonstrate the ability to make use of all these competencies in theological analysis and reflection.
2. The graduate will be able to comprehend and analyze issues and situations in social context, interpret them theologically, and formulate appropriate responses that bear witness to the Christian faith in word and deed.
3. The graduate will be able to assess his or her own strengths and weaknesses by evaluating different leadership styles as well as articulate how the work of leadership translates to spiritual growth and communal transformation.
4. The graduate will demonstrate an ability to evaluate the strengths and weaknesses of organizations and institutions for establishing collaborative networks and partnerships as well as assessing the moral, ethical and theological implications of such relationships.
5. The graduate will identify, locate, organize, critically analyze, compare, and utilize diverse sources of information for present and life-long learning.

Credits	Duration	Format	Campus	Time
39	2 Years Full-Time, 3-5 Years Part-Time*	Residential & Hybrid (online)	NY & NJ	Day & Evening Monday - Saturday

Distribution Of Credits

M.A. concentration in Ministry and Community Leadership

Bible	Introduction to the New Testament	3 credits
	Introduction to the Old Testament	3 credits
History and Theology	Topics in World Christian History	3 credits
	Theology in Traditions and Contexts	3 credits
Ministry Studies	Introduction to Ministry and Community Leadership	3 credits
	Introduction to Pastoral Care & Counseling	3 credits
	Race, Gender, and Class	3 credits
Electives	Electives in Ministry and Community Leadership	12 credits
Project	Project Proposal Seminar	3 credits
	Final Project	3 credits
PROGRAM TOTAL (credit hours):		39 credits

*All master's degrees can be pursued either full or part-time depending on the needs of the student

Master's Level Degree Policies

Course Formats

Academic Year

The academic year consists of two 15-week semesters. The fall semester typically runs from September through December, and the spring semester, typically runs from January through May. There are two periods of intensives: winter (during the month of January) and summer (during the months of June and July.)

Face-To-Face Offerings

(Revised and adopted February 2018 by the Faculty Council)

Some required and elective courses are offered in a traditional face-to-face format. Most of the sessions are in the classroom settings. There may be sessions scheduled in the library or for group project work but 12 of the 15 weeks will be in the classroom setting.

Hybrid Course Offerings

(Revised and adopted February 2018 by the Faculty Council)

Some required and elective courses offerings are offered in a hybrid format. The term hybrid refers to a course in which some traditional time in the classroom is replaced by online learning activities. A hybrid course requires that at least 4 of the classes are in an online learning environment. The maximum number of hybrid sessions in a 15week semester will be seven. Fifty-one percent of the course must be in a face-to-face classroom setting for it to count toward the residency requirement in the degree program. Hybrid courses will be indicated as such in the course catalog.

Independent Study

A student may take up to two independent study courses or **up to** a total of **six (6)** credits. An independent study course is usually allowed only under the direction of the residential faculty. A student who wishes to complete additional study in a particular area should discuss the course with the faculty member with the most expertise in that particular area. The student should present the faculty member with a proposal for the course, objectives for the course, and a preliminary reading list. The student must also have a GPA of 3.0 or better to be considered for this type of work. If the faculty member agrees to direct the study, the student must complete a "proposal for reading course or independent study" form, and then secure the signature of his/her academic advisor and the Dean of the Seminary. The readings and student-generated assignments for the course should be equivalent to those of regular classes.

Note the following limitations:

- Each degree program has specific requirements and limitations for independent study courses; see the individual degree requirements for more information;
- Students not fully matriculated in either the M.Div. or M.A. program cannot register for independent study courses;
- **Required courses cannot be taken through independent study;**
- Applying for more than two independent study courses, regardless of the amount of credit for each of the courses, needs the approval of the Academic Affairs Committee. This is done by writing a letter to the chairperson explaining, in detail, the reasons why the student believes he/

she needs to be granted permission to take additional independent study credit hours along with the proposal for the course, objectives for the course, and a preliminary reading list. The chairperson of Academic Affairs Committee will notify the student in writing of the committee's decision.

Inter-Seminary Cross Registration Master's Program

St. John's University

New Brunswick Seminary students studying at the St. John's campus must register for a selected list of courses offered by the Department of Theology and Religious Studies at St. John's University for credit toward the M.Div. or the M.A. degrees. Registration for these courses takes place directly at St. John's NBTS campus office. The NBTS office at St. John's assists NBTS students with the following procedure:

1. The student must obtain approval from the director of St. John's NBTS campus to take a specific course from St. John's which appears on the NBTS course schedule.
2. The student completes the University registrations form. The completed form is forwarded to the St. John's liaison for processing with the Registrar's office.
3. The student must also place the University course on their NBTS registration form.
4. Tuition will be paid directly to St. John's University by the student with the following exception: students receiving a Federal Direct Student Loan will have the tuition payment made by NBTS directly to St. John's. The student will sign a promissory note for the amount of tuition to be reimbursed to the Seminary upon the receipt of the loan.
5. The student must sign a Consortium Agreement so that grades may be sent from the St. John's Registrar to NBTS and placed on the student's NBTS transcript.

For more information contact the Director of the NBTS program at St. John's.

Princeton Theological Seminary

By an agreement between Princeton Theological Seminary and New Brunswick Theological Seminary, students may enroll in courses at Princeton Theological Seminary for elective credit. First, the student consults the PTS catalog. The student must receive permission in writing from the Dean of Academic Affairs. The student then meets with the NBTS Registrar who manages the logistics. The student pays the NBTS tuition rate to NBTS for any PTS course. At the end of the term, the PTS Registrar will send the grade to the NBTS Registrar and the grade for the course will be recorded on the student's NBTS transcript. The credits and the grade will be calculated in the student's NBTS transcript and counted toward satisfactory progress toward the degree. No transcript or credit will be recorded at Princeton Theological Seminary.

Western Theological Seminary

NBTS maintains a close relationship with its sister school in the RCA, Western Theological Seminary in Holland MI. Each seminary offers opportunities which are not available at the other. M.Div. students who wish a varied educational experience may arrange a program including residency at each campus. A student from either school may transfer all the credits, regardless of the grade received. The administrations of the two schools are prepared both to facilitate the academic transfer arrangement and assist students involved in the process. Under no circumstances can the transfer credits exceed the maximum number outlined in the transfer credit policy.

Auditing

Students not currently enrolled in a seminary program must use the Limited Enrollment form for registration to audit a class. A currently enrolled student who wishes to audit a course should use the regular registration form. The Seminary permits the auditing of regularly scheduled classes with the instructor's approval, or the Dean of the Seminary's approval in the case of an adjunct. The audit fee is one half of the regular class fee plus a non-refundable registration fee. Payment is due upon registering. Audits will not be processed without payment. Only classes with space available below the cap will be opened to auditors. An auditor is not expected to complete class assignments, nor is a grade issued for the course. An individual auditing a course will not be permitted to change his or her audit status to a credit status. St. John's Department of Theology courses are not open to auditing students.

Grading

Grading: Pass/Fail

(Revised and adopted April 2012 by the Faculty Council)

A student may request pass/fail grading for general elective courses only. The decision to invoke the pass/fail option must be made prior to the third meeting of the class and must have the approval of the instructor(s). A passing grade (“P”) will be awarded for work at the level of grade “C” or better. “F” indicates a student failed to pass the course. Credit hours will be awarded for courses a student passes but will have no effect on the calculation of the student’s GPA. A course given an “F” will not be awarded credit hours however will have an effect of the calculation of the student’s GPA.

Grade Point Average Requirements

(Revised and adopted February 2018 by the Faculty Council)

Computation of a student’s grade point average (GPA) to determine academic progress will be determined on a semester basis. In the case of eligibility for academic prizes, the student’s grade point average will be based on the calendar year, where applicable.

A student must maintain a minimum cumulative grade point average (CGPA), as designated by their program in the chart below, to be considered making satisfactory academic progress. The GPA from transfer coursework from a previous college or university will not affect a student’s NBTS grade point average. Only courses taken at NBTS on a graded scale of A-F are used in calculating the CGPA. Grades of “W or I” from classes taken at NBTS do not count towards the calculation of the GPA.

NBTS will only allow a student to take a repeated course that was not successfully passed on the first attempt and will count the coursework in the student’s enrollment status for financial aid consideration. In accordance with NBTS registrar policy, both the original and repeated course are used in the calculation of the student’s GPA.

<i>If Cumulative Credits Completed Equals:</i>	Cumulative GPA Requirement (standard calculation) (CGPA)
Master of Divinity	
1-28 credits	1.5
32-56 credits	1.7
56 + credits	2.0
<i>If Cumulative Credits Completed Equals:</i>	Cumulative GPA Requirement (standard calculation) (CGPA)
Master of Arts - Pastoral Care & Counseling	
1-16 credits	2.0
17-31 credits	2.5
32 + credits	3.0
Master of Arts - Ministry and Community Leadership	
1-16 credits	1.5
17-31 credits	1.7
32 + credits	2.0

Satisfactory Progress

(Revised and adopted February 2018 by the Faculty Council)

A student must pass a minimum number of credit hours during the academic year as designated by their program and defined in the chart below. Students must maintain a satisfactory ratio of completed credits to attempted credits. Credits are considered successfully completed when a grade of A-D is earned. Grades of "F, W, or I" are not considered successfully completed courses but do count towards the number of attempted credits. For a student to graduate within the maximum time-frame, s/he must successfully complete at least the percentage rate of the credits s/he attempts cumulatively as well as the CGPA. Transfer credits are included in total credits towards completed and attempted.

$$\text{Rate of Progress} = \frac{\text{Cumulative number of credits successfully completed}}{\text{Cumulative number of credits attempted}}$$

Rate Of Progress

(Revised and adopted February 2018 by the Faculty Council)

<i>If Cumulative Credits Completed Equals:</i>	Percentage Rate of Completed Equals Cumulative Attempted Credits Completed Must Be (Completed/Attempted)
Master of Divinity 1-31 credits	50%
Master of Divinity 32-63 credits	60%
Master of Divinity 64 and over credits	67%
Master of Arts 1-16 credits	50%
Master of Arts 17-31 credits	60%
Master of Arts 32 and over credits	67%

Grading System

(Revised and adopted February 2018 by the Faculty Council)

Academic grades are a permanent part of the student's seminary record and are issued to students shortly after the close of each semester. Work is evaluated on the following grade and point scale:

GRADE	DESCRIPTION	GRADE POINTS
A	EXCELLENT	4.0
B	GOOD	3.0
C	AVERAGE	2.0
D	POOR	1.0
F	FAILURE	0.0

P PASS

- Indicates the course was designated as Pass/Fail and the requirements for passing the course were achieved;
- Indicates the requirements for Field Education have been met.

NC NO CREDIT (Revised, Effective 5/2012)

- Formerly used to indicate the course was designated as Pass/Fail and the requirements for passing the course were not achieved (NC was given for a grade below a "C" in a course taken as pass/fail); Formerly used for students who fail to complete the requirements of Field Education (Revised. 5/2012)
- Indicates a grade listed as failing was removed from the transcript based on a petition to the Academic Affairs Committee

I INCOMPLETE

- Indicates the student signed a contract to complete work with the parameters in the incomplete policy. If the work is not completed by the expiration date the "I" will become a permanent "F".
- A permanent "I" is only assigned by a vote of the Academic Affairs Committee to students who cannot continue in a course because of serious illness or military deployment (see incomplete policy).

IP INCOMPLETE PASS

- Indicates that work is in progress - typically limited to M. Div. Honors Thesis and M.A. Thesis work.

W WITHDRAWN

- Indicates a student withdrew from a course after the add/drop period by making a petition to the Registrar. The Registrar will contact the professor to determine the date the student last attended class and will report that date to Financial Aid Coordinator.

Incomplete Coursework

(Revised and adopted February 2018 by the Faculty Council)

See General Policies Handbook

Grade Cautions, Probation, And Dismissal

(Revised and adopted February 2018 by the Faculty Council)

A student whose grade point average falls below the required standards above shall receive a letter of caution. After the receipt of two such cautions (not necessarily consecutive), the student will be placed on academic probation. After a student's third caution, the student may be dismissed from the seminary.

Students in their first year of study (less than 12 credits completed) who are matriculated in the M.Div. program must maintain a GPA of 1.5 or greater, regardless of the hours taken. Students not maintaining a GPA of 1.5 or greater will be issued a caution in each semester and after three such cautions may be dismissed from the seminary. Students may become ineligible for financial aid in the form of government loans prior to their dismissal from the seminary (see the financial aid section). Issues concerning fitness and/or conduct may also play a factor on a student's ability to continue in the degree program (see "student code of conduct" policy).

Grade Appeal Process

(Revised and adopted February 2018 by the Faculty Council)

Students who believe they have received a mistaken grade should consult the professor who reported the grade, or in the case of adjunct faculty, the student must contact the Dean of the Seminary. If the professor agrees a mistake has been made, he/she will submit the new grade to the Registrar. Only the Dean of the Seminary can change a grade given by an adjunct faculty member. Final grades may not be changed by doing additional work or appealing to a professor based on work other than what was submitted for the course.

If the professor does not agree to a grade change, a student may submit a request for a grade change to the Dean of the Seminary indicating the reasons for the request and providing all supporting documentation. Based on this information, and in consultation with the professor, the Dean of the Seminary will either decide or consult the Academic Affairs Committee and/or the Faculty Council. The student will be notified in writing of the Dean's decision ordinarily within 30 days. The student can accept the Dean's written decision, or he/she may file an appeal with the secretary of the faculty who will bring the appeal before the Faculty Council. The secretary of the faculty will inform the student in writing of the decision of the Faculty Council within 10 days after the next regularly scheduled Faculty Council Business meeting. All decisions made by the Faculty Council are final. Grades can only be appealed within six months after the end of the term in which the grade was assigned. The granting of an incomplete contract does not stop the clock on the grade appeal process.

Retaking Courses

(Revised and adopted March 2018 by the Faculty Council)

A student desiring to retake an elective or required course to raise their GPA may do so. The grade must be a "D" or better. Both the original and the second grade will appear on the student's transcript; and both will be used in the calculation of the student's GPA. A course can only be retaken once more in an attempt to increase the grade.

Students who fail a required course must take the course again and receive a passing grade. Once the student receives a passing grade, that grade will be used in the calculation of the GPA. The first failing grade will remain on the transcript but will not be part of the overall GPA. A student may appeal to the Academic Affairs Committee to have a failing grade removed from his or her transcript. The student should submit the reasons for the grade removal and relevant documentation to the Registrar who will present it to the Academic Affairs Committee. The committee will inform Faculty Council of

any changes it granted. The chairperson of the Academic Affairs Committee will inform the student in writing of the Committee's decision ordinarily within 30 days. If the grade removal is approved, it will be indicated in the transcript as "NC."

Limits On Required Courses

A student may only complete a required course in his/her program two times. This includes students who failed or received an incomplete in a required course. Students who do not achieve a passing grade in a required course ("D" or better) after two attempts may be dismissed from the program. The student may appeal the dismissal by submitting a letter, with supporting documentation, to the Registrar who will present it to the Academic Affairs Committee. The chairperson of the Academic Affairs Committee will inform the student in writing of the Committee's decision ordinarily within 30 days.

Required Courses

All required courses must be taken at NBTS once the student is matriculated in a degree program at NBTS. Matriculated students can only take elective courses at other institutions without a cross registration agreement with NBTS without permission of the Dean of Academic Affairs (see transfer credits during matriculation).

Master of Divinity Module 3 (Senior) Standing Courses

(Adopted September 2010 by the Faculty Council)

Students wishing to enroll for Module 3 (Senior) standing classes must, in addition to the standard pre-requisites, have completed a total 61 minimum credits and be on schedule to graduate the following May.

Master of Arts in Ministry and Community Leadership

In preparation for the review of their Student Portfolio, MA-MCL students will need to compile the appropriate materials (listed below). Portfolios will be compiled electronically through Sakai. Faculty members (as evaluators) will complete the review, however, students will need to ensure that their portfolios contain all the necessary materials prior to scheduling a review meeting. After the meeting, faculty members will compose a summary of the meeting including feedback for the student and will submit the evaluation through Sakai.

Materials for the Portfolio Review by the MA-MCL Director or an additional Faculty Advisor (in the final semester):

- One graded essay from MS502 Ministry and Community Leadership with instructor comments.
- One graded essay* from OT 510, NT 510 or BS510 on a biblical text with instructor's comments
- One graded essay from any course demonstrating interdisciplinary theological reflection on a practice or area of study with instructor's comments
- Project Proposal or Project Summary
- One graded essay from PC510 and one two verbatims with instructor's comments

*Student reflection on progress and growth in light of instructor's feedback

MA-MCL students will need to complete the Portfolio Review before becoming eligible to graduate. Typically, the portfolio should be completed by the last day of reading week in which the student intends to graduate.

Master Of Divinity Program Requirements

Traditional & Non-Traditional Students

Degree Requirements

The M.Div. degree program requires the completion of eighty-four (84) credit hours with a grade point average (GPA) of 2.0 or higher, including three (3) credits of Field Education. See grade requirements and satisfactory progress above). A student is considered full-time when he or she takes 12 hours per semester. However, to graduate in three years a student must take an average of 14 credits per semester.

Class Standing

A student's class standing in the M.Div. degree program is determined based on the number of academic credits earned:

- A student having earned 30 or fewer credits has Module 1 (Junior) standing;
- A student having earned more than 30 credits, but fewer than 61 credits has Module 2 (Middler) standing;
- A student having earned 61 credits or more has Module 3 (Senior) standing.

Procedures For Matriculation

A student who has been admitted must indicate acceptance of admission by paying the admissions deposit 30 days in advance of the beginning of the term in which she or he will matriculate. Once the admissions deposit has been paid, the Registrar will assign the student an adviser from the faculty.

Time Limit (Duration)

The M.Div. program of study requires a minimum of three academic years of full-time study. All course credits, including transfer credit, applied toward the degree should be earned within ten years of the awarding of the degree. Note however, financial assistance in the form of loans must adhere to the stated Department of Education policies. After ten years, the student may submit a letter and documentation to the Registrar who will present it to the Academic Affairs Committee requesting an extension of the time limit including a plan for completion. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision ordinarily within 30 days.

Residency Requirement

The student must be "in residence" for at least 32 credits of her or his course work toward the M.Div. degree. Students who have received the maximum of 54 credits of transfer credit may reasonably expect to be able to complete the degree in one year of full-time study. If limitations in course offerings within that academic year make it difficult for the student to fulfill the residence requirement and still meet her or his concentration requirements, faculty in the concentration will arrange independent-study work with the student as necessary. In any case, it is not intended that the residence requirement be waived.

Students At The New York Campus

Students at New York campus who are enrolled in the M.Div. program cannot complete the program in three years unless the student also takes courses at the New Brunswick Campus. The New York program provided for part-time Master of Divinity programming. Note a student is considered full-time when he or she is taking 12 hours a semester. However, to graduate in 3 year, a student must take an average of 14 hours a semester.

Fitness for Ministry and Ordination – Reformed Church in America Master of Divinity Students only

As an institution affiliated with the Reformed Church in America, New Brunswick Theological Seminary provides educational programs which meet the denomination's requirements for ordination. It does so through the core curriculum of required courses and by providing courses and field education placements directly related to the Reformed Church. The Seminary acts on behalf of the General Synod of the Reformed Church in America not only in providing education for ministry, but also by evaluating students to determine their suitability for ordination to the denomination's ministry of Word and Sacrament. Testimony to a student's readiness for ministry is given through a Certificate of Fitness for Ministry, recommended by the faculty and granted by the Board of Trustees. A classis is not permitted to ordain a candidate for ministry who has not been granted this Certificate.

The Book of Church Order requires that a candidate file for ordination in the RCA who wishes to receive the Certificate of Fitness for Ministry **must have a Form V at least twenty-seven months prior to his/her anticipated graduation date.** When a RCA student who is applying for admission to the M.Div. program is already under the care of a Classis, the Classis should submit Form V (Application for the Certificate of Fitness for Ministry) to the Admissions Office on behalf of the student. RCA students who have not submitted Form V after the completion of 24 credits will not be permitted to continue in the M.Div. program. No Provisional Certificate of Fitness for Ministry will be granted until after the student has completed at least one unit of Field education.

Master Of Arts Program Requirements

Degree Requirements

The M.A. in Pastoral Care and Counseling degree requires the completion of forty-eight (48) course credits with a grade point average of 3.0 or higher. Within this total of 48 credits, there are specific course requirements for the concentration.

The M.A. in Ministry and Community Leadership degree requires the completion of thirty-nine (39) course credits with a grade point average of 2.0 or higher. Within this total of 39 credits, there are specific course requirements for the concentration.

Procedures For Matriculation

A student who has been admitted must indicate acceptance of admission by paying the admissions deposit 30 days in advance of the beginning of the term in which she or he will matriculate. Once the admissions deposit has been paid, the Registrar will assign the student an adviser from the faculty in the area of the student's chosen concentration, as indicated on the student's application.

Time Limit (Duration)

The M.A. program of study requires a minimum of two academic years of full-time study. All course credits, including transfer credit, applied toward the degree should be earned within ten years of the awarding of the degree. Note however, financial assistance in the form of loans must adhere to the stated Department of Education policies. After ten years, the student may submit a letter and documentation to the Registrar who will present it to the Academic Affairs Committee requesting an extension of the time limit including a plan for completion. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision ordinarily within 30 days.

Residency Requirement

The student must be “in residence” for at least 26 credits of her or his course work toward the M.A. degree. In other words, 26 credits must be taken in NBTS courses, even if the student has received the maximum advanced standing. Students who have received the maximum of 28 credits of transfer credit may reasonably expect to be able to complete the degree in one year of full-time study. In the event that limitations in course offerings within that academic year make it difficult for the student to fulfill the residence requirement of 26 NBTS credits (see previous information) and still meet her or his concentration requirements, faculty in the concentration will arrange independent-study work with the student as necessary. In any case, it is not intended that the residence requirement be waived.

Students At The New York Campus

Students are welcome to enroll for the Master of Arts program at the New York campus. Students, especially those who have been granted substantial advanced standing/transfer credit, may find it necessary to take one or more courses at the New Brunswick campus to fulfill their concentration requirements without falling below the residence requirement.

Independent Study Courses

An M.A. student may take up to two independent study courses of **up to a total of six (6)** credits. An Independent Study Course is usually allowed only under the direction of the residential faculty. A student who wishes to complete additional study in a particular area should discuss the course with the faculty member with the most expertise in that particular area (see the “Independent Study” policy for complete information).

Thesis

The writing of a thesis is either a requirement or an option, depending upon the concentration (see “Areas of Concentration.”) The thesis shall be an essay, of a maximum of 75 pages in length that defines and investigates some topic of significance to theological study and demonstrates the student’s creative competence in the field of her or his concentration. Depending upon the requirements set by the adviser, the thesis may or may not “break new ground” in the sense of introducing previously unknown material or unasked questions, and thus is not necessarily to be likened to a scaled-down Ph.D. dissertation. In every case, however, it must represent a project that is carefully conceived, researched and executed.

Normally during the student’s final academic year in the M.A. program, beginning in the Fall term, she or he shall register for the independent study courses in her or his field numbered 598 and 599, under the supervision of her or his adviser, to prepare the thesis. One of these courses is to be taken for two (2) credits, the other for four (4) (i.e., two credits in the Fall semester and four credits in the Spring, or vice-versa). A single grade will be assigned for both courses at the completion of the thesis; prior to completion a grade of IP (“in progress”) will be assigned.

Upon completion of the thesis, the student shall meet with the adviser and second reader, to defend the thesis. If the defense is scheduled in the spring semester, it must occur prior to the deadline for reporting of graduating students’ grades to the registrar.

After the successful defense of the thesis, the student shall submit one copy of the thesis, on acid-free paper in a spring binder, to Gardner A. Sage Library prior to the day of Commencement.

The thesis shall be a maximum of 75 pages in length, typewritten with double spacing. In bibliography, notes, and all other matters of style and form it shall follow the standards established in the most recent edition of A Manual for Writers of Term Papers, Theses, and Dissertations by Kate L. Turabian,

or, in the event that other scholarly conventions prevail in the student's area of study, another manual or style sheet specified by the adviser. It is understood that the writing will be careful and of publishable quality. Theses submitted in previous years are shelved in the Dutch Colonial Studies Room in Sage Library and may be examined there.

Student Formation And Assessment

At NBTS, we believe that theological education is comprised of distinct elements. These elements align with the institution's mission statement such that:

- There is a body of knowledge and set of skills that students must acquire for every discipline (theological, biblical, and ministerial).
- This accumulation of knowledge and skills is intimately connected with the student's practice of ministry in diverse urban, rural, and global contexts.
- Spiritual and vocational formation is contextual and that learning the "what" and "how" of the Christian faith is essential to the student's personal and professional development.
- Personal Leadership as it relates to the development of the student's unique voice in the theological conversation is a ministerial and professional necessity. This includes the student's ability to cultivate and enhance the leadership abilities of those they lead.
- Students are equipped and enabled to acquire information literacy skills and other habits essential to becoming pro-active, life-long learners.

Student assessment allows students to identify, articulate, and demonstrate the skills, growth opportunities, and learnings attained from their degree program as it relates to the above. The aim of student assessment is for students to reflect on their total formation for ministry and identify opportunities for further growth. Student assessment occurs at NBTS in the following ways.

1. Seminary Courses: Individual faculty members assess student learning and formation in the context of specific courses in relation to course goals and assignments as explained in course syllabi. These course goals and assignments correlate to the programmatic learning outcomes of the M.Div., M.A. and D.Min. programs together with the overall course objectives and goals of the individual instructor. Students receive written feedback and grades in response to their fulfillment of course requirements and learning outcomes.
2. Each student is provided access to two e-Portfolios upon entering the institution. As an administrative tool, one e-Portfolio serves as a way for NBTS to gather data used in assessing student and programmatic learning outcomes, making the accreditation and assessment process more visible. Student showcase e-Portfolios are used to support Module 2 (middler) and Module 3 (senior) assessments as well as support career preparation and credential documentation even after student matriculation from NBTS. These e-Portfolios provide students with the following:
 - The ability to electronically organize and present learning experiences.
 - The ability to self-assess their progress at any point during their matriculation.
 - Create electronic presentations and sources for specific audiences.
 - Supporting lifelong learning.

During Orientation (for all in-coming students), students are introduced to the curricular principles and learning goals of all degree programs. M.Div. students write a personal essay about their call to min-

istry and how they, as beginning M.Div. students, assess themselves in relation to the principles and goals of the program. These essays become part of their portfolios.

Each semester students are asked to provide evidence of their learnings as it pertains to the programmatic outcomes. This evidence may be in the form of a paper, presentation, verbatim or other artifact in support of the outcome (s) under assessment for the year under review (See Assessment Plan). This evidence is placed in the student's e-Portfolio.

Master Of Divinity Students

In preparation for the Module 2 (Middler) and Module 3 (Senior) Review of their Student Portfolio, M.Div. students will need to compile the appropriate materials (listed below). Portfolios will be compiled electronically through Sakai. Faculty members (as evaluators) will complete the review, however, students will need to ensure that their portfolios contain all the necessary materials prior to scheduling a review meeting. After the meeting, faculty members will compose a summary of the meeting including feedback for the student and will submit the evaluation through Sakai.

Materials for the Module 2 (Middler) Review by Faculty Advisor (Generally the Fall of 2nd Year):

- One graded essay from OT 510, NT 510 or BS510 on a biblical text with instructor's comments
- One graded essay from CH 510 or TH520 on a theological text with instructor's comments
- One graded essay from IN510 demonstrating critical theological reflection with instructor's comments
- Evaluation from Field Education Supervisor
- Student Reflection from PC510, CE510

Materials for the Module 3 (Senior) Review by Additional Faculty Member (in the final semester):

- *One graded essay from OT 510, NT 510 or BS510 on a biblical text with instructor's comments
- *One graded essay from CH 511, TH521 or ET510 on a theological text with instructor's comments
- One graded essay from Integrative Studies courses with instructor's comments
- One graded project or essay from Ministry studies with instructor's comments
- Video and graded manuscript of sermon delivered in class with instructor's comments
- *Evaluation from Field Education Supervisor
- Student Reflection from any Ministry Studies or Integrative Studies course.

*It is acceptable for the denoted materials to be used for both the Module 2 (Middler) and Module 3 (Senior) Review

M.Div. students will need to complete the Module 2 (Middler) Review before becoming eligible to register for the second semester of their 2nd year, and they will need to complete the Module 3 (Senior) Review before becoming eligible to graduate.

Master Of Arts In Pastoral Care And Counseling Students

In preparation for the review of their Student Portfolio, MA-PCC students will need to compile the appropriate materials (listed below). Portfolios will be compiled electronically through Sakai. Faculty members (as evaluators) will complete the review, however, students will need to ensure that their portfolios contain all the necessary materials prior to scheduling a review meeting. After the meeting, faculty members will compose a summary of the meeting including feedback for the student and will submit the evaluation through Sakai.

Materials for the Portfolio Review by the MA-PCC Director or an additional Faculty Advisor (in the final semester):

- One graded essay from PC510 and one two verbatims with instructor's comments
- One graded essay from PC515 on Research Methods with instructor's comments
- One graded essay from PC512, PC517 or any Pastoral Care elective with instructor's comments
- Thesis or Thesis Summary
- Student reflection on progress and growth in light of instructor's feedback

MA-PCC students will need to complete the Portfolio Review before becoming eligible to graduate. Typically, the portfolio should be completed by the last day of reading week in which the student intends to graduate.



NEW BRUNSWICK THEOLOGICAL SEMINARY



2018-2019

GUIDELINES, PROCEDURES, AND POLICIES
FOR

DOCTOR OF MINISTRY

PROPHETIC URBAN MINISTRY
PASTORAL CARE AND COUNSELING
TRANSFORMATIONAL PREACHING
MISSIOLOGY AND GLOBAL CHRISTIANITY

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Table of Handbooks

This program is governed by these handbooks:

- The Academic Catalog contains the course descriptions for all degree programs.
- The General Policies Handbook applies to students in all degree programs.
- The Master's Handbook and the Doctor of Ministry Handbooks contain policies specific to each program

It is the responsibility of the student to read and follow the policies in this handbook. It will be assumed by all faculty and administrators of the seminary that by a student's admission and current registration that he/she agrees to read this handbook and be governed by the following policies. Claims of ignorance of policies will not be accepted as a reason to be released from either academic or financial issues detailed in this volume.

A Brief History

New Brunswick Theological Seminary was founded more than 225 years ago – the first seminary established in North America. Our dedication to providing rigorous and accessible training for a diverse community of students has made us the institution of choice for those who demand an exceptional seminary education, a flexible academic schedule and the sustenance of a spiritually rich community. An ecumenical and urban institution, NBTS offers distinguished academic training for our present and future American mosaic. Students come from a wide variety of careers and backgrounds, bringing with them rich experiences in faith and life. Our innovative curriculum provides the context in which all this diversity of ethnicity, culture, denominations and experience can be expressed in a single conversation: an educative process which values each person's calling and gifts. Our mission statement is as follows:

Called in Jesus Christ, empowered by the Holy Spirit, New Brunswick Theological Seminary participates in God's own laboring to fulfill God's reign on earth. Rooted in the Reformed tradition and centered in its trust of God's sovereignty and grace, the Seminary is a multicultural, ecumenical school of Christian faith, learning, and scholarship committed to its metro-urban and global contexts. Our mission is to educate persons and strengthen communities for transformational, public ministries in church and society. We fulfill this mission through creative, contextual, and critical engagement with texts, traditions, and practices.

The seminary's decision in 1995 to offer the Doctor of Ministry degree is a logical extension of the seminary's mission and commitment to prepare women and men for educated and faithful leadership in church and society. The seminary's record of service to the ecumenical church, and to African-American, Latino/a, and Asian churches places it in a particularly good position to provide advanced training for ministers serving in city congregations throughout New Jersey, New York, the northeast corridor, and metro urban areas across the nation.

NBTS is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, PA 15275 USA, Telephone: 312-788-6505, Fax: 412-788-6510, <http://www.ats.edu>.

A TRANSFORMATIVE JOURNEY

Our Vision and Mission

The vision of the Doctor of Ministry degree at New Brunswick Theological Seminary involves providing a reflective, creative and academically enriching space for faith-based leaders to engage in complex issues of ministry. Our mission is simple: to inform, inspire, positively shape and enhance the work of reflective practitioners who desire to engage, assess, and advance their spiritual formation, knowledge base, and ability to be a transformative ministerial presence in and for the communities they serve.

OUR DOCTOR OF MINISTRY GRADUATES BECOME LEADERS WHO:

- Engage complex issues related to their vocations
- Bring creative, transformative solutions to contemporary ministry settings
- Are biblically reflective and theologically insightful
- Have a network of inquiring and supportive colleagues with which to confer
- Inspire transformative growth and community engagement
- Hold key positions in ministry and pastoral leadership
- Have a contextualized awareness of the needs of the 21st church and the larger society

Introduction

This handbook intends to guide candidates through New Brunswick Theological Seminary's Doctor of Ministry (D.Min.) degree program. It describes our D.Min. program, provides guidance for the final D.Min. project, and presents policies currently in effect.

The NBTS D.Min. recognizes the vital work that an effective leader can contribute to the transformation and sustenance of communities. It is an advanced professional degree for experienced ministry leaders who have a Master of Divinity or its equivalent and three years of ministry experience. It is a *research-in-ministry* degree that calls for scholarly rigor and makes use of academic, congregational, and community resources.

Our overarching objective is to provide a practical and scholarly education that fosters:

- 1) An enhanced ability to engage complex situations in church and society;
- 2) Informed actions and a deeper understanding of the theological, homiletical, pastoral care and ministerial leadership issues related to one's vocation;
- 3) Increased levels of knowledge, theoretical clarity and competence of practice, commensurate with the highest earned degree for the profession;
- 4) Renewal, growth, and collegial collaboration among peers;
- 5) Deepened creative reflection and spiritual formation.

The D.Min. has three concentrations: Metro-Urban Ministry; Pastoral Care & Counseling; and Transformational Preaching. Our program requires a serious commitment of time and energy, as it prepares students to be authorities in their chosen area of ministry. Graduates are equipped to evaluate actions and outcomes from a variety of perspectives and are seen as an authority in her or his area of focus.

This means anyone contemplating such work should thoughtfully consider the significance of this effort with a commitment to seeing the work through to completion. In addition, because this degree is focused on enhancing a current practitioner's practice of ministry, persons seeking to enter the D.Min. program must have a clearly definable ministry context.

A unique feature of the D.Min. program at NBTS is its collaborative pedagogy. This collaboration in ministry and planning is a covenantal relationship between the seminary, the candidate, the candidate's congregation or agency, and persons, agencies and institutions from the community context in which ministry takes place. The final written D.Min. project, a narrative theological document, provides an opportunity for candidates, in the context of these collaborative relationships, to explore in-depth an aspect of their current ministry.

The best doctoral work is always in an area in which you would be working, with or without a degree program. The program provides the structure and intellectual/spiritual synergy to shape your work, so that it may be available for use by you and others in similar ministry settings. The overarching goal is to enhance your ministry and enable you to make a greater contribution beyond the local ministry setting. We hope that as you matriculate in the program, you gain new insights and capacities that will strengthen your ministry and assist you in becoming more successful in your community-building efforts.

When you have questions or want to test your ideas, faculty and program administrators are as near as your telephone or computer.

Admission Requirements

Admission Criteria

Admissions criteria include intellectual ability, character, leadership potential, demonstrated community involvement, faith commitment, personal integrity, emotional maturity, competence in the practice of ministry, and relevance of vocational purpose and goals to the educational resources of NBTS. Completed applications are to include:

- 1) An official transcript of a completed Master of Divinity degree from an ATS accredited institution, with a 3.0 grade point average or above (see “Provisional Admission” below for the equivalent of this requirement).
- 2) At least one unit of Clinical Pastoral Education (CPE) or its equivalent (for the D.Min. in Pastoral Care and Counseling).
- 3) Evidence of at least three years of experience in ministry (in a congregation or agency).
- 4) Two letters of recommendation, including one that expresses support and participation in the doctoral program from your official board or other ministry context, and one from a colleague who is familiar with your work.
- 5) A critical essay. (See Doctor of Ministry application for questions regarding the essay.)
- 6) Demonstrated capacity or potential for an advanced level of academic research and writing.
- 7) A completed Application Form with \$50 non-refundable application fee.
- 8) A completed Criminal Background Check Release Form with the \$25 non-refundable fee.

Provisional Admission

The Admissions Committee will on occasion accept a degree candidate provisionally. In order to matriculate into the D.Min. program, a student applying for provisional admission must hold a Master of Arts degree in a field related to ministry from an ATS accredited school. In addition to providing the documentation requested above, and in lieu of an official M.Div. degree transcript, candidates for provisional admission must also submit the following with their application:

- 1) An official transcript from a M.A. degree in a field related to ministry from an ATS accredited school.
- 2) Proof of having six years or more ministerial experience (the student must include documentation of at least half-time employment in a recognized ministry setting).
- 3) Documentation of further education and academic learning beyond the M.A. in ministry (i.e. conferences attended, courses taken, continuing education).
- 4) Submission of a 1–2-page, typewritten document that clearly states, with examples, the ways in which she or he has furthered the M.A. education so that it is equivalent to the M.Div. (i.e. books read, personal learning, mentoring relationships with academic scholars, along with a letter from the mentor/s, and critical engagement of the practice of ministry.) The Admissions Committee will consider these additional requirements to determine if the student has the requisite requirements to be provisionally admitted.

Students who are provisionally admitted to the D.Min. program are required to complete the first two trimesters (four courses) and receive a grade of “B” or better in each course before they can receive full admission status. Upon completion of the four courses, a provisional student will receive notification of full admission, or denial of admission, into the degree program from the Admissions Office.

Deadline for application

Application for admissions to the Doctor of Ministry degree program should be made as early as possible. Students are encouraged to apply early to have sufficient time to make arrangements for financial aid and ask any questions they may desire to have answered by the faculty or the administration before the completion of their application. Final application deadlines for the D.Min. concentrations are available on the school website.

You may begin your application online at www.nbts.edu.

The Office of Admissions encourages applicants to submit their supporting documents as they are available. All materials submitted become the property of the school and cannot be returned. In addition, it is the responsibility of the candidate to ensure that their application is complete, and all supporting documents have been received by the Office of Admissions.

Interviews are not required but applicants are encouraged to contact the Assistant Dean or Director of the D.Min. Program to discuss the D.Min. concentration in which they are interested.

All applications, along with accompanying documents and fees, must be sent to:

Office of Admissions
New Brunswick Theological Seminary
35 Seminary Place
New Brunswick, NJ 08901-1196

If you need assistance with completing the application, you can contact the Office of Admissions by sending an email to admissions@nbts.edu, or calling 732-247-5241.

The office is generally open Monday through Friday, 9:00am to 5:00pm, Eastern standard time.

Withdrawal from application process

Applicants who have submitted an application to New Brunswick Seminary should notify the Office of Admissions if they wish to withdraw from the application process. The letter should include the reason(s) for withdrawal. The application and background fees are non-refundable.

Reapplying to NBTS

Former degree candidates who withdrew before completing the D.Min. degree and were in good standing at the time of withdrawal must reapply. An abbreviated application process is available to those who left in good standing and were absent from NBTS for less than two years. The application should include the appropriate application fee, official transcripts of any work completed since the withdrawal, and a statement to the Admissions Committee about his/her vocational direction and readiness to complete the Doctor of Ministry degree.

Applicants who have been absent for more than two years are not eligible for the abbreviated application process and must resubmit the full application.

Program Objectives, Pedagogy, and Structure

Program Objectives

The central objective of the Doctor of Ministry at New Brunswick Theological Seminary is to provide additional education, beyond the Master of Divinity (M.Div.) degree, to persons engaged in a variety of ministry settings who wish to deepen their theological understanding and sharpen ministerial skills. Through a learning process of nurturing and clarifying reflection and action, the anticipated outcome for the candidate is a ministry of measurably increased discernment, empowerment, collaboration, and transformation. Individual pastors and congregations will experience immediate benefits from the program.

Pedagogical Commitments

The pedagogy of the D.Min. program is a process of learning and doing, research and reflection in conjunction with the practice of ministry. Its methodology is dialectical and dialogical, interdependent and inter-disciplinary, communal and collaborative. To be authentic, it affirms multicultural diversity and the value of transformational, empowering approaches to theology.

Qualitative research on reflection-action is the primary pedagogical method for both part-time and permanent faculty teaching in the program. This pedagogical paradigm “requires a collaborative socio-cultural and economic analysis” of the context of ministry. A socio-cultural analysis includes: a focused study of the congregation or ministry (history, theology, sociocultural norms and structures, etc.); the demographic study of the community in which the ministry takes place; the denomination to which it belongs; the analysis of the economic and government power base; and the analysis of mediating institutions in the community such as other churches, secondary schools, unions, nonprofits, health and neighborhood associations.

Structure Of The Program

A Cohort Approach

Students participate in the D.Min. program as a member of a cohort. The cohort structure offers students seeking a specialized plan of study a small group of ministry colleagues with which to learn and collaborate. Each cohort moves through their doctoral track together, benefiting from a community experience with fellow learners and scholar-practitioners. Thus, candidates who enroll in a concentration begin and remain with their particular cohort through the completion of their degree program. This enhances the level of collaboration and the collegial learning experience.

A Hybrid Format with Online Instruction and One-Week Intensive Residences

The D.Min. degree can be completed in three years. Coursework is completed in a hybrid format and cohorts receive online instruction with a one-week intensive for each course for the first two years (Metro-Urban Ministry cohorts gather in all three). The third and final year consists of the completion of D.Min. Project.

Duration	Format	On Campus (depending on program)	Time	Prior Degree
3 Years	1 week of intensives 3X year; Online work	NBTS & other sites	Cohorts meet in October, January/February & May	M.Div.

Doctor Of Ministry Concentrations

Metro-Urban Ministry

The Doctor of Ministry in Metro-Urban Ministry is designed for ministers with a heart for the city and a commitment to learning about and engaging the challenges of urban landscapes. This D.Min. concentration nurtures a theological understanding for encountering, engaging and enhancing the complex work of ministers called to urban settings and the lives of the city dwellers they seek to serve. Through research, reflection and a disciplined learning process that deepens theological astuteness and sharpens ministerial skills for effective leadership in an urban context, graduates are able to develop and lead ministries of measurably increased discernment, empowerment, collaboration acumen, and transformation. A race, class, gender, and culture analysis will be appropriated as part of a student's active reflection and study. This concentration is offered in collaboration with Rutgers University's Edward J. Bloustein School of Planning and Public Policy and Auburn Theological Seminary's Media Training Program.

For more information, contact our admissions office, admissions@nbts.edu, Rev. Dr. Carol Patterson, cpatterson@nbts.edu (Director of the D.Min. Program), or Andrew Wymer, Ph.D. (Assistant Dean of the D.Min. Program).

Transformational Preaching

The Doctor of Ministry in Transformational Preaching is designed for preachers who desire to proclaim the transformative message of the Gospel in a way that effects personal and social change in their ministry contexts and broader community. During this program, students will engage the socially transformative dimensions of Christianity, learn new lenses through which to interpret the Bible for their culture and congregation, engage diverse preaching sources and homiletical scholars, heighten their awareness of the relationship between preaching and social justice, and develop a unique performance style appropriate to their context. The hybrid format with online instruction and one-week intensives program allows students from around the nation to participate while employing their ministry contexts as learning environments.

For more information, contact our admissions office, admissions@nbts.edu, Rev. Dr. Carol Patterson, cpatterson@nbts.edu (Director of the D.Min. Program), or Andrew Wymer, Ph.D. (Assistant Dean of the D.Min. Program).

Pastoral Care And Counseling

This concentration is offered in partnership with Robert Wood Johnson University Hospital Pastoral Care Department (RWJUH). Students in the D.Min. concentration in Pastoral Care and Counseling/ Pastoral Theology will benefit from advanced theological study and professional work specifically designed for those who desire to serve as chaplains, pastoral care specialists, pastoral counselors or congregational pastors. The program emphasizes the helping relationship, theological understandings of pastoral care, the multicultural contexts of pastoral care, psychotherapeutic theories and strategies for change, and various forms of pastoral care and counseling. A race, class, and gender analysis will be appropriated to the practice of care and counseling.

For more information, contact our admissions office, admissions@nbts.edu, Rev. Dr. Carol Patterson, cpatterson@nbts.edu (Director of the D.Min. Program), or Andrew Wymer, Ph.D. (Assistant Dean of the D.Min. Program).

Doctor of Ministry in Prophetic Urban Ministry

The term “metro-urban” refers to a metropolitan area that has a population of at least 50,000 and is, for starters, multi-cultural, multi-lingual, multi-racial, and economically diverse. Metro-urban ministry designates theologically grounded services in both inner-city communities and also other communities affected by urban transitions, such as mid-city neighborhoods, older suburbs, and to some extent even classic suburbs and developing “edge” cities, especially where they embody the dynamics of urbanization. Metro-urban ministry is a comprehensive and systematic approach to the challenges and opportunities facing urban communities in the United States of America, bringing together the collective energy, resources, and thinking of every entity affecting metro-urban life.

Thus, in its broadest sense, “urban ministry” refers to a theological understanding of the life and work of ministry in urbanized communities. It is not merely defined as a result of its location or the density of a population. Rather, it is ministry that attends to the diversity and the ever-increasing complexities of the lives of city dwellers and those whose lives are touched and influenced by an urban context.

Metro-urban ministry is, therefore, eclectic in scope. It necessitates the integration of several disciplines, such as land-use planning, urban politics, sociology, economics, health care, social work, cultural studies, the arts, and community organizing and development. To be effective, metro-urban ministry requires systematic analysis of the structures that govern individuals and communities – structures that oppress and/or liberate. Such ministry cannot be done apart from a theological stance in conversation with these social science disciplines.

In the D.Min. concentration in prophetic urban ministry, the classroom serves to build a community of scholar-practitioners where students bring their experience into conversation with matters of public importance to the urban landscape, while faculty guide the process of action-reflection with theoretical inquiry. Emphasis is on supporting critical theological reflection, research, and action that is context specific and inductive rather than deductive. It unites candidates and faculty in an exchange of information, while at the same time cultivating superior models of dialogue and debate about the best ministry practices in both congregational and community revitalization and transformation. Such ministry cannot be done apart from a theological stance in conversation with the social science disciplines.

Although not limited to the church and its denominational outreach, the impact of metro-urban ministry can be measured in terms of congregational life and perceived directly or indirectly by the people who worship and live in cities, and who have the capacity to influence the environment through their Christian faith and witness. Thus, metro-urban ministry affirms hope in community. It is faith working in community, valuing persons over structures, and holding communities of faith responsible for those structures while believing in their ability to change them.

For more information, contact our admissions office, admissions@nbts.edu, Rev. Dr. Carol Patterson, cpatterson@nbts.edu (Director of the D.Min. Program), or Andrew Wymer, Ph.D. (Assistant Dean of the D.Min. Program)

Prophetic Urban Ministry – Curriculum Framework

The curriculum consists in two years of regular course work that culminates in the preparation of a final document/project in the candidate's third and final year. In year three, students attend two intensive residencies for writing and final edits. Although not fully engaged until year three, the final document/project provides focus throughout the entire program.

Year One

Trimester I Location: New Brunswick, NJ Intensive Residency Week
Framing a Theology of Metro-Urban Ministry and Your Project Idea (3 credits)
Biblical Reflections on Cities: From Ancient Israel to the First Century Church (3 credits)

Trimester II Location: NBTS at St. John's Intensive Residency Week
Intersectionalities of Gender, Class, Race and Ethnicity in Urban America (3 credits)
Seeking Justice in the City: Politics and Ministry in the Public Square (3 credits)

Trimester III Location: Schenectady, NY Intensive Residency Week
You, Your Church and Your Community: Assessing the Urban Landscape (3 credits)
Cooperative Economic Development in Cities and the Role of Religious Institutions (3 credits)

Year Two

Trimester I Location: New Brunswick, NJ Intensive Residency Week
Sexuality Education for the Urban Minister (3 credits)
Seminar on Research Methods and Proposal Development (3 credits)

Trimester II Location: New Brunswick, NJ Intensive Residency Week
Issues of Health Care, Social Welfare and Social Services (3 credits)
Pastoral Care in Multicultural City Congregations (3 credits)

Trimester III Location: Location TBD Intensive Residency Week
Millennials and The Emergent Church: A Postmodern Sensibility (3 credits)
Urban Land Use, Policy Planning and Ministry (3 credits)

Year Three

Trimester I: D.Min. Proposal & Thesis I Location: New Brunswick, NJ Intensive Week
Draft due (6 credits)

Trimester II: Revisions and Editing Location: New Brunswick, NJ Intensive Week
Revisions due

Trimester III: D.Min. Thesis II / Final Project and Oral Defense (6 credits) – NO INTENSIVE!

*course offerings subject to change

Doctor of Ministry in Transformational Preaching

The Doctor of Ministry in Transformational Preaching is designed for preachers who desire to proclaim the transformative message of the Gospel in a way that effects personal and social change in their ministry contexts and broader community. During this program students will engage the socially transformative dimensions of Christian, learn new lenses through which to interpret the Bible for their culture and congregation, engage diverse preaching sources and homiletical scholars, heighten their awareness of the relationship between preaching and social justice, and develop a unique performance style appropriate to their context. This program features a hybrid online and intensive delivery system, allowing students from around the nation to participate while employing their ministry contexts as learning environments.

As the student fulfills the requirements of the NBTS Doctor of Ministry Program, s/he will be able to:

1. Formulate a well-developed ministry project that refines and advances the graduate's approach to the nature and purpose of ministry.
2. Select and evaluate a comprehensive set of sources that are appropriate for post-graduate study and relevant to their ministry project.
3. Employ advanced research and writing techniques to create sustained coherent explanations, evaluations and reflections on the many dimensions of ministry.
4. Conduct an accurate self-assessment making connections between their strengths and weaknesses as skilled practitioners engaged in the work of ministry.
5. Develop relationships that foster the communication and exchange of ideas and information that strengthen the graduate's intellectual and spiritual integrity.
6. Articulate and defend the significance and implications of their specialized work in terms of challenges, trends and developments that affect other disciplines of study.

As the student fulfills the requirements of the D.Min. in Transformational Preaching, s/he will be able to:

1. Identify, articulate, and implement the individually and socially transformative dimensions of Christian preaching.
2. Develop and deploy critical interpretive lenses and practices for interpretation of the Bible in familiar and unfamiliar cultural and congregational contexts.
3. Engage a diverse spectrum of sources and scholars in the field of homiletics.
4. Experience a heightened awareness of social justice issues and how these relate to their preaching vocation.
5. Employ their ministry context as a homiletical learning environment.
6. Develop and deploy a unique performance style appropriate to their context and sensitive to diversity.

For more information, contact our admissions office, admissions@nbs.edu, Rev. Dr. Carol Patterson, cpatterson@nbs.edu (Director of the D.Min. Program), or Andrew Wymer, Ph.D. (Assistant Dean of the D.Min. Program)

Transformational Preaching – Curriculum Framework

The curriculum consists in two years of regular course work that culminates in the preparation of a final document/project in the candidate's third and final year. Although not fully engaged until the final year of the program, the final document/project provides focus throughout the entire program.

Year One

<u>Trimester I</u>	Location: New Brunswick, NJ;	Intensive Residency Week
Race, Gender, Class and Preaching (3 credits)		
Preaching as Critical Interpretation (3 credits)		

<u>Trimester II</u>	Location: New Brunswick, NJ	Intensive Residency Week
Elective One (3 credits)		
Integrative Seminar 1: Synthesis and Developing a Project Idea (3 credits)		

<u>Trimester III</u>	Location: New Brunswick, NJ	Intensive Residency Week
Preaching as Embodied Performance (3 credits)		
Elective Two (3 credits)		

Year Two

<u>Trimester I</u>	Location: New Brunswick, NJ	Intensive Residency Week
Preaching as Proclaiming Justice (3 credits)		
Integrative Seminar II: Course Synthesis and Developing a Draft Project Proposal (3 credits)		

<u>Trimester II</u>	Location: New Brunswick, NJ	Intensive Residency Week
Preaching as Personal Transformation (3 credits)		
Elective Three (3 credits)		

<u>Trimester III</u>	Location: New Brunswick, NJ	Intensive Residency Week
Preaching as Social Transformation (3 credits)		
Integrative Seminar III: Course Synthesis and Final Draft Project Proposal (3 credits)		

Year Three

Fall Trimester: D.Min. Proposal & Thesis I (6 credits)

Spring Trimester: D.Min. Thesis II / Oral Defense (6 credits)

Doctor of Ministry in Pastoral Care and Counseling / Pastoral Theology

The D.Min. concentration in Pastoral Care and Counseling is a systematic program of advanced professional work and theological study intended for ministers, clergy, and religious leaders who seek to strengthen their competence in counseling. Candidates will learn strategies and best practices of pastoral care and counseling as leaders of congregations, organizations, and institutions. This cohort is offered in partnership with Robert Wood Johnson University Hospital Pastoral Care Department (RWJUH).

The distinguishing feature of the program is our collaboration with Robert Wood Johnson University Hospital Pastoral Care Department which offers candidates a unique opportunity to be exposed to an advanced level of Pastoral Care and engagement with critical issues of Public Health and Public Policy that impact today's congregations and communities. Both the Pastoral Care Department and the University Hospital are renowned for their teaching faculty and residential supervision in hospital chaplaincy. This component of the program, amongst others, will be a distinguishing feature of our D.Min. in PC&C.

The curriculum is designed to provide candidates with the expert knowledge and practical skills to:

1. Care for the congregation
2. Train congregations/laity to care for each other through the care team methodology
3. Mobilize the congregation in extending its care outside the church, caring for the community both at the local and global levels
4. Provide leaders of congregations and institutional settings with skills for training laity/volunteers in the extension of their care through the care team methodology

Candidates who complete the program will not only broaden their knowledge-base with information on issues of religion and health, public health, public policy, and its pact on communities, but they will be able to demonstrate mastery of and proficiency in individual, family, and group short-term counseling; the mobilization of laity and volunteers in team ministry; and social witness. A minimum of one CPE unit, completion of graduate studies at the master's level in theological education (M.Div. or its equivalent) and a 3.0 grade point average are required.

For more information, contact our admissions office, admissions@nbts.edu, Rev. Dr. Carol Patterson, cpatterson@nbts.edu (Director of the D.Min. Program), or Andrew Wymer, Ph.D. (Assistant Dean of the D.Min. Program)

Pastoral Care & Counseling – Curriculum Framework

The curriculum consists in two years of regular course work that culminates in the preparation of a final document/project in the candidate's third and final year. Although not fully engaged until the final year of the program, the final document/project provides focus throughout the entire program.

Year One

Trimester I Location: New Brunswick Intensive Residency Week
Foundations in Pastoral Care and Counseling (3 credits)
Research Methods in Pastoral Theology (3 credits)

Trimester II Location: New Brunswick Intensive Residency Week
Pastoral Counseling with Couples and Families (3 credits)
Theological Anthropology (3 credits)

Trimester III Location: New Brunswick Intensive Residency Week
Equipping Lay People for Ministry (3 credits)
Theories of Counseling People (3 credits)

Year Two

Trimester I Location: New Brunswick, NJ Intensive Residency Week
Dynamics of Loss, Grief and Trauma (3 credits)
Assessment and Diagnosis in Clinical Theology (3 credits)

Trimester II (at Robert Wood Johnson) Location: New Brunswick, NJ Intensive Residency Week
Pastoral Care Integrative Seminar (6 credits)

Trimester III Location: New Brunswick Intensive Residency Week
Multi-Cultural Counseling (3 credits)
Addictions and Spirituality (3 credits)

Year Three

Trimester I: Dissertation I (6 credits)

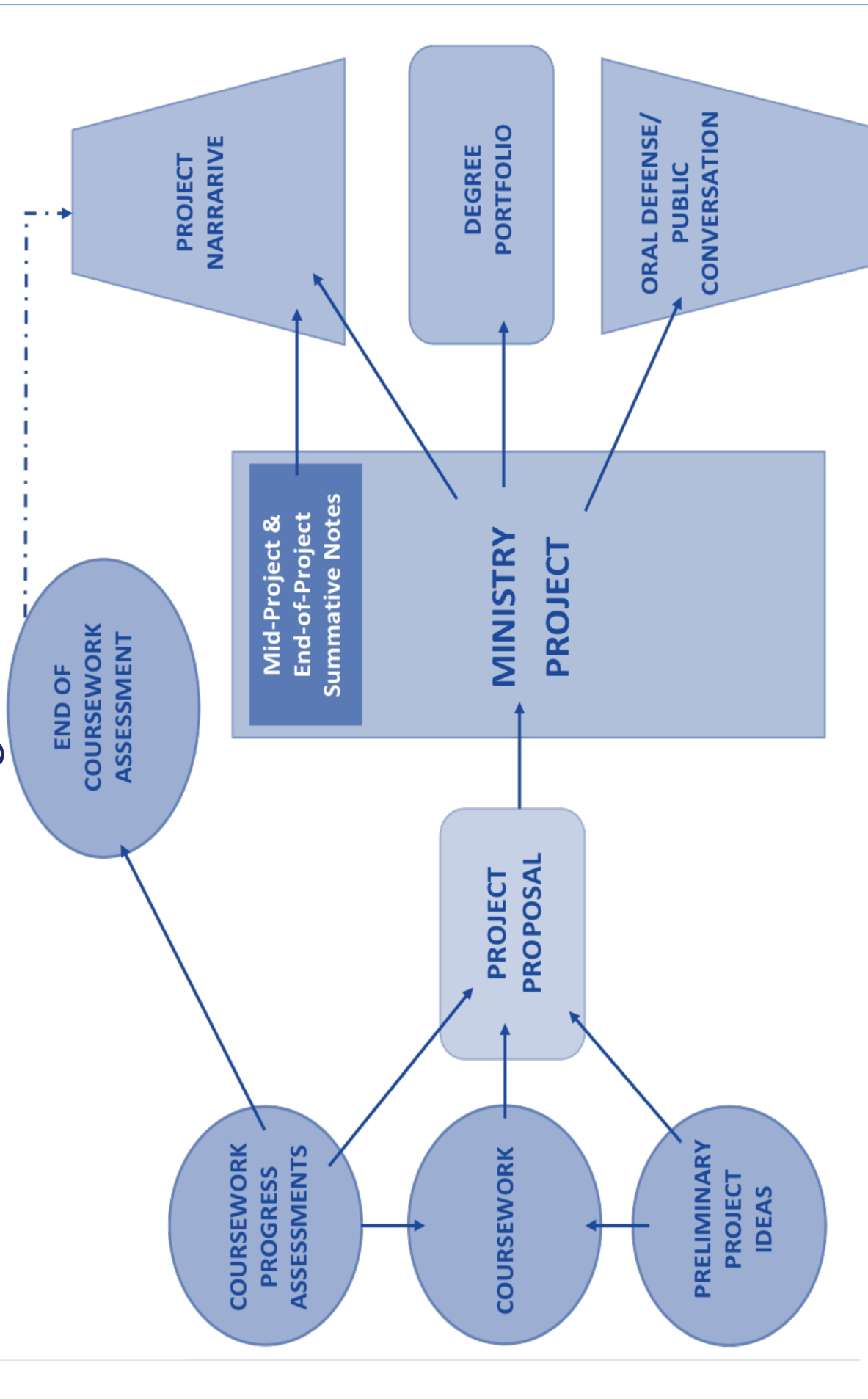
Trimester II: Revisions, Editing Due Early February

Trimester III: Dissertation II/ Final Project Narrative & Oral Defense (6 credits)

Doctor of Ministry Schedule Planner

Term I, Year I	Term II, Year I	Term III, Year I	NOTES
Term I, Year II	Term II, Year II	Term III, Year II	NOTES
Term I, Year III	Term II, Year III	Term III, Year III	NOTES

All Cohorts: Your Coursework Progress Assessments



Coursework Progress Assessments

In all NBTS D.Min. concentrations, students are expected to advance through their coursework and assess their progress. This assures NBTS that D.Min. candidates have attained the appropriate prerequisite competencies to successfully advance through the program to the completion of their D.Min. projects. As candidates move through the sequence of seminars with their cohorts, they engage in a process of documenting and assessing their progress through submitting End-Of-Coursework (“personal journey”) Assessments, term bibliographies, and covenant group notes to the D.Min. Office and the candidate’s advisor, as detailed below. All reports are to be typed, printed and mailed or handed in to the D.Min. Office and candidate’s advisor, and uploaded to candidate’s Degree Portfolio.

YEAR ONE	
Trimester 1, year 1	End of Term Assessment #1 – Due 2 weeks term ends
	<ul style="list-style-type: none"> • Term Bibliography
	<ul style="list-style-type: none"> • Personal Journey Assessment
Trimester 2, year 1	Preliminary Project Idea – Due 2 weeks after term ends Instead of an End of Term Assessment, students prepare a 10-12 pg. “Preliminary Project Idea” (see pg. 28) and a Term Bibliography
Trimester 3, year 1	End of Term Assessment #2 – Due 2 weeks after term ends
	<ul style="list-style-type: none"> • Term Bibliography • Personal Journey Assessment • Selection of Covenant Group
YEAR TWO	
Trimester 1, year 2	End of Term Assessment #3 – Due 2 weeks after term ends
	<ul style="list-style-type: none"> • Term Bibliography • Personal Journey Assessment • Covenant Group Notes & Completion of Covenant Agreements
Trimester 2, year 2	End of Term Assessment #4 – Due 2 weeks after term ends
	<ul style="list-style-type: none"> • Term Bibliography • Personal Journey Assessment • Covenant Group Notes
Trimester 3, year 2	End of Coursework Assessment – Due 2 weeks after term ends
	<ul style="list-style-type: none"> • Compiled Bibliography • Summative Covenant Group Notes • Personal Essay – “My Covenant Group and I”
YEAR THREE	
Trimester 1, 2, 3	Preparation, Completion and Defense of the D.Min. Project

NOTE – The end of term assessment in years 1 & 2 consisting of the above shall be 4-5 pages. The purpose of the assignment is to provide notes for the Project Proposal and Final Narrative.

Definitions And Requirements For Coursework Progress Assessments

Term Bibliography	Bibliography of all books and articles read during the current trimester
Personal Journey Assessment	<p>Demonstration of the candidate’s personal journaling and reflection through a brief 3-page summary of personal growth during the trimester.</p> <p>This might also take the form of a ‘collection of insights’ and/or ‘ideas for final project work,’ and how you intend to incorporate and/or use what you have learned thus far. The purpose of this is to provide consistent ‘accountability’ moments for the candidate as he/she reflects on the process and her/his progress toward the degree.</p>
Covenant Group Notes	Notes and reflections on Covenant Group meetings, conversations, and important moments.
Compiled Bibliography	A compiled bibliography of all books and articles read during the course of the candidate’s classroom study. (This is an alphabetized collation of all the trimester bibliographies submitted during Years 1 and 2.)
Summative Covenant Group Notes	A collation and brief summative assessment of the Covenant Group Notes from previous trimester evaluations.
Personal Essay— “My Covenant Group and I”	A personal essay reflecting on the candidate’s progress and growth in the program, including especially a narration and assessment of the candidate’s relationship with and leadership of the Covenant Group.

The Covenant Group

The Doctor of Ministry is a process and model of adult continuing education carried out with the assistance of cohort peers and a team of covenant partners assembled by the candidate in the early stages of the program. Learning takes place in collaboration with community. The educational philosophy undergirding this aspect of the program is a student-centered andragogical approach as defined in *Andragogy in Action* by Malcolm Knowles, with a dialogical approach to a problem-posing curriculum as suggested by Paulo Freire in *Pedagogy of the Oppressed*. In practice, the program affirms the belief that persons can take responsibility for their own learning needs from within their context of active ministry, and in collaboration with covenant partners who share concern for the ministry context.

These covenant partners include key members of the congregation and community who can provide support and direction in the development of a new program, process or policy. This collaboration with community partners can include local teachers, neighborhood leaders, health care professionals, political leaders, nonprofit workers, community organizers, social service providers, and/or law enforcement personnel. It connects the doctoral candidate and their churches with the communities around them in a meaningful and lasting way. Partners sign a covenant to support the candidate for the entire three years, an innovative feature of our D.Min.

Selection, Roles And Responsibilities Of The Covenant Partners

Selection of Covenant Group: Covenant group members are to be chosen early in the program in order to help shape the dissertation project. When selected early, they usually have a high degree of ownership and commitment to the D.Min. project and will have a greater impact on the direction the focus takes. Selecting Covenant Group members during or by the end the second trimester, when the candidate has achieved a clear sense of direction and is eager to test his/her perceptions and assumptions, is optimum. Each covenant participant must fill out a covenant agreement indicating his or commitment to the Doctor of Ministry process. (*See Covenant Agreement form, pg. 26*)

1. **Liaison:** The team of covenant partners serves as a liaison between the candidate and her context of ministry: the team is a means for interpreting the candidate's involvement in the D.Min. program to the congregation or organization, and it is a means of communicating relevant concerns of the people to the candidate. Through this process, the team enables the congregation, community or organization to experience participation and ownership in the program.
2. **Support for Learning:** The covenant group is also a supportive learning community for the candidate, providing formal and informal opportunities to keep abreast of the candidate's progress. During the first two years of the program, the candidate might distribute copies of course syllabi to the group to inform them of the nature of her/ his studies. In the third year, the group may support and encourage the candidate to complete the work within the prescribed time limits of the program. NBTS sees this later task as important for two reasons: a) peer influence wanes when formal classes are over, and the doctoral paper can become a lonely effort; b) professional ministry is often a solitary endeavor; too many clergy tend to go it alone, except for official board relationships, and thus often develop a sense of alienation or loneliness. The covenant group should develop patterns of engagement between candidate and the people, so the above problems might be mitigated.
3. **Evaluation:** The covenant group also has the specific task of continually evaluating the candidate's ability to lead the group's sessions and respond to the group's process and agreements. They evaluate the enterprise they are engaging in together and propose changes of direction

as needed. In this process, the candidates and the covenant group should be increasing their own ministerial competence in the specific area of ministry as defined by the project. All of this requires attention to the process of evaluation and should result in the development of criteria and skills in evaluation. In addition, one covenant group member is chosen by the candidate to serve on the oral examination committee.

As part of the evaluation process, in the first trimester of the second year, each covenant member will evaluate the candidate's progress to-date with regards to her or his engagement with the group itself as well as his/her effectiveness in leading others (the group, congregants, and community members) in the process of articulating, planning, and implementing a shared project that addresses the stated need or issue. These shall be submitted to NBTS by the candidate. (*See "Evaluation of Candidate by Covenant Participants" form, pg. 27*)

4. **Avoiding Dangers:** The establishment of the covenant group can produce frustration. The group may develop concerns of its own which compete with the candidate's original intentions. This should provide important learning in how one balances individual leadership and the enabling of others. Negotiate differences so that neither the candidate nor the group is being manipulated.

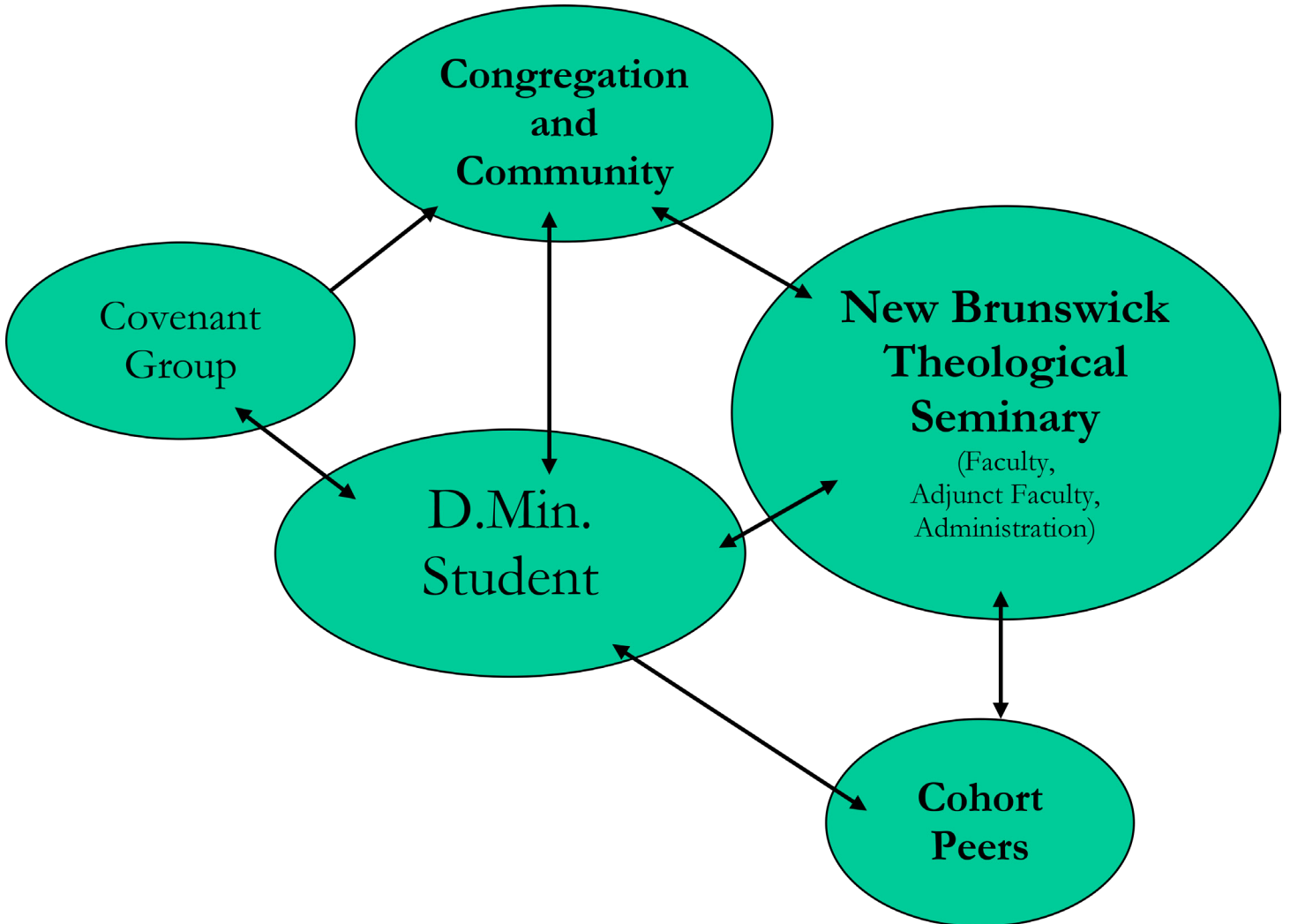
Once the group is chosen, the candidate cannot linger in doctoral work. They will be full of energy and ready to move ahead. Frustration results when the leadership is not competent in developing all components of the program interrelatedly. That interweaving of components is essential. The candidate is welcome and encouraged to seek out the help of their advisor, the Director, or the Assistant Dean of the D.Min. program if such assistance is needed to discern how best to move forward with their work.

NBTS' support of this model is connected to its deep commitment to strengthening the theological and pedagogical relationship between the academy, church and community. It is hoped that the close relationship between the covenant group and candidate will become a paradigm for academy-pastor-people relationships. It is widely documented that can congregations grow alongside their pastor doing D.Min. work, but much more so, that members of those who covenant experience growth as they are more intimately related to the study. It is also the hope of NBTS that candidates will find innovative ways of incorporating the Covenant Group, who **are viewed as an integral part of the NBTS learning community**, into their Doctor of Ministry work both for the project itself and as a model for engaging in shared ministries.

The Covenant Group should be a task force chosen for this responsibility and members should be encouraged to remain part of the group throughout the candidate's participation in the program. If this is not possible, a standing committee may add this to its duties, but take care to include essential community representatives. It should be stressed that the Covenant Group does not in any way usurp the authority of any official board of an organization or define its purpose and goals. It is suggested that the group include at least six members. They do not need to have regularly stated meetings since the intensity of their work will vary and be greatest when the covenant agreement is being developed and when the candidate is formulating the proposed doctoral project.

As the candidate involves the Covenant Group in helping the congregation to address – in concrete, measurable, and active ways – a significant ministry opportunity, the candidate and Covenant Group work together to discern and develop a new shared narrative that can impact and empower the congregation to address the identified ministry issue. While the proposal idea is initiated by the candidate, it should articulate a plan for leadership and change that focuses on working with others (the Covenant Group) and demonstrate that the candidate has made the necessary preparations to engage in such a partnership.

The Learning Community of the NBTS Doctor Of Ministry Project



COVENANT AGREEMENT FORM

Name _____

Ministry Context: _____
(CHURCH / HOSPITAL / PRISON / ETC.)

Address _____ City _____ State _____ Zip _____

Candidate: _____

Please take time to respond with what you feel reflects your understanding of the covenant agreement between the New Brunswick Theological Seminary Doctor of Ministry Program and the candidate. We appreciate your willingness to serve as a covenant participant and wish to both assist you in this ministry and have the benefit of your experience. We will appreciate any guidance you will give below as part of this agreement.

I accept the invitation to be a participant because:

Please indicate

I have been thoroughly informed of what is expected of me.

Yes, I am committed to the three years of the program.

Are there any suggestions you have for us about the candidate's program or the whole Doctor of Ministry Program from your point of involvement?

Date _____

Signed _____

EVALUATION OF CANDIDATE FORM

(To be filled out by each Covenant participant)

On a scale of 1-5, 5 being high, please rate the candidate according to the process to date in the Doctor of Ministry Program. This instrument will be used by NBTS' Doctor of Ministry program to measure adequate participation in our covenant agreement between the candidate and the candidate's ministry context. To be completed the 1ST trimester of the 2ND year and submitted to the D.Min. Program Office.

- | | |
|-----------|--|
| 1 2 3 4 5 | Adequate use of my time and capacity |
| 1 2 3 4 5 | Sufficient flexibility in the process |
| 1 2 3 4 5 | Adequate bibliography for my participation |
| 1 2 3 4 5 | Ability to train laity to be leaders |
| 1 2 3 4 5 | Expertise as a change agent |
| 1 2 3 4 5 | Expertise as a facilitator/enabler |
| 1 2 3 4 5 | Use of community resources |
| 1 2 3 4 5 | Ability to listen |
| 1 2 3 4 5 | Openness to change |
| 1 2 3 4 5 | Use of creativity and criticism |
| 1 2 3 4 5 | Ability to recruit laity |
| 1 2 3 4 5 | Ability to motivate laity |
| 1 2 3 4 5 | Ability to analyze the parish (or other context) |
| 1 2 3 4 5 | Ability to actualize goals |
| 1 2 3 4 5 | Ability to respond to the needs of the parish (or other context) |
| 1 2 3 4 5 | Ability to assess the present |
| 1 2 3 4 5 | Ability to plan for the future |
| 1 2 3 4 5 | Ability to use other community experts |

The Preliminary Project Idea

Due Year One, 2nd Trimester

The Preliminary Project Idea and Proposal is the candidate's first attempt in describing and delineating what project s/he desires to pursue. The idea may be one generated from the courses taken thus far, or one with which the student entered the program. The Preliminary Project Idea helps the candidate to begin to cultivate and clearly articulate their ministry project while gaging its feasibility and receive critical feedback from their Advisor as they engage in discussion with his or her chosen Covenant Group (*note the group should be chosen by this time*).

The following documents, in hard copy, are due to your Advisor, the Librarian, the Director, and the Assistant Dean of the Doctor of Ministry Program two weeks after the conclusion of the Second Trimester of Year One. Candidates should meet with the advisor to discuss these documents before starting their 3rd Trimester. [These documents will be included in the candidate's Degree Portfolio.] **The document is to be at least 10 pages (not counting the bibliography).**

1. **Primary Area/Topic for the D.Min. Preliminary Project.** Identify, in a preliminary way, the primary area/topic for the D.Min. Project, with four to five pages of narrative on how this topic/area was chosen. This narrative should include:
 - a. The story of how the candidate 'followed his/her nose' in identifying this topic;
 - b. Evidence of preliminary reading & research in the course of identifying this topic;
 - c. Incorporation of how the candidate's own personal development (life history) and interests have informed the selection of this topic.
2. **Analysis of Community.** A two-page analysis of the community where the Project will be conducted.
3. **Prospective Covenant Group members.** This two to three-page section is to include:
 - a. A list identifying the prospective Covenant Group members, indicating names, roles and gifts (skills);
 - b. A brief statement of why the candidate chose these particular people.
 - c. A brief narrative of how the candidate selected (and recruited, if this has already been done) the Covenant Group members.
4. **Biblical/Theological Connections.** A brief two-page statement of possible biblical/ theological connections to the topic, the community analysis, and the Covenant Group process. The candidate will ultimately choose one of these biblical/theological topics as the primary theological lens through which to work throughout the project.
5. **Initial Project Annotated Bibliography.** One page. At least six books and four journal articles in this preliminary bibliography. This bibliography can include both items already read and items that the candidate intends to read.

This document, and feedback received, should inform the actual proposal.

The Ministry Project Dissertation and Doctor Of Ministry Proposal

The Purpose of the Ministry Project Dissertation

AT NBTS, the D.Min. Ministry Project Dissertation, an independent study for which the candidate takes full responsibility, is an educational process of integrating theory and practice, theology and ministry. The term “dissertation” indicates written work reflecting careful thought, research, and scholarship. The term “project” describes the implementation (in some area of ministry) of the theoretical framework set up in the dissertation. The heart of the candidate’s dissertation is the presentation of an academically researched project that can readily be used by others. The final document represents research in the practice of urban ministry that is able to stand on its own. It is a composite representation of the candidate’s matriculation at every phase of learning. Barbara Chesire, in *The Best Dissertation is a Finished Dissertation*, offers some helpful suggestions in organizing for the preparation of this document.

The Ministry Project Dissertation is an act of ministry, designed, planned, executed, and evaluated within a three-year period of matriculation. It is an act of ministry that values reflection-action in covenant relation with the seminary, the candidate’s congregation, and the community where the ministry occurs. This particular value upheld by the seminary requires:

1. Analyzing the context;
2. Deciding on action;
3. Reflecting on the action; and,
4. Refining the action, based on further reflection.

This reflection-action method denotes the pedagogy of the Doctor of Ministry program and affirms transformational and empowering approaches to theology. It may be thought of as a helix in which new levels of understanding and effectiveness are reached as the process is repeated.

Specifically, the ministry project dissertation is intended to:

1. Develop skills necessary for identifying and expressing a problem and taking the necessary steps to address it;
2. Cultivate clear, coherent, objective modes of thought and research which competent ministry demands;
3. Cultivate a high level of mastery in a focused area of ministry;
4. Combine the processes of thought and analysis typical of several academic disciplines, including theology;
5. In short, help you to become an “expert” in some important area of ministry.

The Ministry Project Dissertation may take the form of:

1. An ethnographic (participant/observer) study of a given urban issue, in which theological, historical and biblical scholarship, social science method, and current thought (in urban studies, transformative preaching, pastoral care) are brought together so that more effective practical ministry may ensue. This may include, for example, a case analysis on a single entity or phenomenon so as to better understand a particular church situation, drawing upon qualitative research methods leading toward a transformation process.

2. Research-action-reflection on some activity of ministry, such as pastoral care and counseling, Christian education, church administration, spirituality and worship, transformative leadership skills, meeting some the need(s) of particular groups, and social science research to help congregations or church agencies be more effective. This may include the use of land-use analysis drawing upon the disciplines of health care and social service delivery and the skills of urban planning, social science research, and education method.

Some Criteria

The Ministry Project Dissertation is a demonstration of the candidate's ability to integrate theological resources with the practice of ministry. It should arise out of a specific situation, issue or problem in the candidate's own ministry. The candidate should consult with her covenant group both in identifying the situation or problem and in developing the ministry project.

The Ministry Project Dissertation shall provide evidence of adequate competency in the following four areas:

1. Ability to identify and describe a situation, issue or problem in one's ministry and to analyze the factors involved;
2. Ability to determine which areas of the Christian tradition (e.g., biblical, theological, historical, ethical) and practice of ministry (e.g., health-care, urban politics, social service, etc.) are germane to the situation/issue and in what way;
3. Ability to utilize these resources and practices to design a ministry project to meet the issue or solve the problem in ministry;
4. Ability to evaluate one's work from both theological and pragmatic perspectives.

The Ministry Project

The "Ministry Project" is the centerpiece of the D.Min. curriculum and dissertation. During the first year and a half of the program, the candidate gets approval for and plans the Project. During the latter half of the second year, the candidate implements and assesses the Ministry Project in consultation with the Covenant Group and Advisor and prepares to write the dissertation. Before writing the final dissertation has begun an assessment will take the form of sharing the ministry project results with the Advisor and Assistant Dean of the D.Min. Program or other member of the Oversight Committee. It is highly recommended that candidates meet with their Advisor during the latter half of their second year to discuss their progress before this review. To make the most of this meeting, students should provide advisors with:

1. Ministry project narrative (a summative presentation) of the candidate's Ministry Project focusing on the developments and progress of the Ministry Project activities. This may be in any useful form the candidate and Advisor chooses – a narrative; itemized discursive list of topics; a descriptive timeline of activities; a list of questions and concerns that have arisen; or a combination of the all of the above.
2. A summative record of the meetings and conversations with the Covenant Group, along with the candidate's evaluation of these conversations.
3. A copy of the approved proposal.
4. An updated bibliography, including any notes on the research thus far.

The Project must have in sight an active ministry in the community, even if that active ministry has not yet fully begun by the time the degree is granted.

Human Subjects In Research

D.Min. Projects that involve “human subjects” (working with and collecting data from people and communities via surveys, case studies, observations, interviews, etc.) require special attention to protect participants. The student as researcher bears the responsibility for any way in which his or her research affects participating individuals and communities. In conformity with “The Common Rule” guidelines established by the U.S. government Office of Human Research Protections and general practice in academic research, NBTS requires all research that is formally conducted under seminary auspices be reviewed to protect human subjects and minimize potential risks or harm. The Common Rule, formally entitled “Protection of Human Subjects” is part 46 of Title 45 of the Code of Federal Regulations (“45 CFR 46”). See also AAUP, “Protecting Human Beings: Institutional Review Boards and Social Science Research,” <http://www.aaup.org/report/institutional-review-boards-and-social-science-research>.

Thus, when a student conducts research that includes participants, he or she must account for how s/he is protecting those participants from harm. Harm can include loss of confidentiality, negative personal or professional repercussions from participation, or emotional harm. A student should submit a research proposal for review after receiving approval for her or his research from the Faculty Advisor and before beginning his or her “human subjects” research.

As part of the review of a student’s project proposal, the D.Min. Oversight Committee will conduct a review of all research involving human subjects to determine if such research is potentially risky to participants. Conducting such a review also helps to limit risks of liability to the seminary as well as the researcher. The student/researcher should take into consideration and be able to answer the following questions which the Oversight Committee may ask:

1. What is the nature of the activity in which others will participate? What questions will the student ask (submit questionnaire)? How will data be collected and analyzed?
2. How will researcher choose participants (how will they be selected and contacted)? How will he/she assess their competency to consent? If participants are under age, how will parents be contacted for permission? How will researcher provide supervision for their participation? What is researcher’s relationship to the people who will participate?
3. How does this research contribute to the advancement of knowledge or furtherance of ministry and how does the research safeguard human subjects involved?

After approval, the student may implement the research project. The student will be responsible for maintaining all supporting documentation related to the research, including documented approval of the research proposal, subject-signed consent forms, and data collected. Documents related to “human subjects” should be retained by the student in a safe, secure location for at least seven (7) years after the study is concluded.

A consent form must be signed by and collected from each participant prior to commencing research. The consent form should include the following:

1. Your name, institutional affiliation, address, and phone/fax or e-mail address.
2. A statement of the nature and purpose of the research.
3. A statement of the procedures to be used which involve the participants.
4. A statement of the risks and benefits of the research to the participants.
5. A statement of how any desired confidentiality will be maintained.
6. A statement that the participant is free not to answer any specific question and is free to terminate any interview or withdraw completely from the research at any time.
7. A statement (at end of form) that participant voluntarily and with understanding consents to participate in the study, followed by blank lines for the participant’s signature and date.

Projects involving human subjects must include appendices that outline how researcher protected participants.

CONSENT FORM TO PARTICIPATE IN RESEARCH STUDY (page 1 of 2)

(Please read the consent form in its entirety before signing)

You are being asked to participate in a research study that I, _____, am conducting as a Doctor of Ministry candidate at New Brunswick Theological Seminary under the advisement of my faculty advisor _____ as part of my doctoral study entitled _____. Your participation in this study is entirely voluntary. Please read the information below and ask questions about anything you do not understand before deciding whether or not to participate. Again, the decision to join, or not to join, is up to you. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you do not want to answer.

PURPOSE OF THE STUDY

This project...

PROCEDURES

If you volunteer to participate in this study, you will be asked to do the following:

1. (Outline what will be expected of participants [i.e., partake in a group discussion, a tape-recorded interview anticipated to last ½ hour or one-hour, take a survey, etc.]
2. This (interview, survey, etc.) will be shared with (my faculty advisor, the D.Min. Program Office, and the D.Min. Oversight Committee, etc.) and used in my final dissertation project, although names will be kept confidential. All transcripts and tapes will be (kept in a safe) to ensure confidentiality.

POTENTIAL BENEFITS

This study will give you an opportunity to share your views and opinions and your participation will be of considerable benefit for educational purposes, for it will...

POTENTIAL RISKS

This project is not intended to provoke any physical or emotional discomfort. However, you may choose to share sensitive and confidential information during the interview. All efforts will be made to ensure confidentiality. In the event you feel the slightest discomfort or mental anguish you are free to discontinue your participation at any time. There is no compensation for your participation or any resulting desire to seek medical treatment of any kind.

CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by using a pseudonym instead of your name. I will keep interview tapes and pseudonyms separate from the transcripts. These materials will be used to write my dissertation.

If you wish to participate in the study, please fill out the following form, and thank you for your participation.

Date _____

I, (please print your full name) _____, give consent to
_____, Doctoral Candidate at New Brunswick Theological Seminary, for
my participation in the research study tentatively entitled: _____

It has been fully explained to me that the purpose of the study is as follows:

- I understand and agree to how data will be collected.
- My name and any personal information will be kept confidential.
- I understand that I may withdraw my consent and discontinue participation in this study at any time.
- I understand that by participating in this study I may help the researcher gain a better understanding of the theological issues inherent in their topic as they engage the academy, the church, and the community in their research endeavor.
- If I have further questions concerning the research study, I can feel free to contact Professor _____ at any time.
- I have received a copy of this consent form.
- I have read and understand the purpose of this study and voluntarily consent to participate.

Signature of Participant _____

Witness and Title _____

The Project Proposal

As in all doctoral programs, the candidate is required to produce a well-written proposal of 15-20 double-spaced pages (not counting bibliography) that guides her/his final ministry project dissertation and submit such to the advisor. Further progress is contingent upon approval of the proposal by the advisor and D.Min. Committee. A good proposal is an intentional plan, a kind of map or architectural blueprint, though necessarily open to adaptation, by which a specific “practice of ministry” can be located, engaged in, observed, described, and evaluated.¹ The NBTS dissertation proposal is a refined, reworked, and well-researched version of the student’s Preliminary Project Idea put into a more formal presentation, as outlined below.

The content of a proposal is to include the following, preferably in the order given:

1. **A Title Page.** The title page includes:

- a. The TITLE of the proposed D.Min. Project;
- b. The DATE of the submission of the proposal to the faculty advisor;
- c. The FULL NAME of the minister/student who is submitting the proposal
- d. The name of the ADVISOR, and a space for the advisor’s signature and date of her/his approval.

The title should indicate clearly what the focus of your project will be. A title may be simple and descriptive (e.g., A Guide for Pastoral Storytellers). Or a title may be compound, in which case the first part of the title is typically intended to generate interest, and the subtitle, following a colon, is descriptive (e.g., “Once Upon a Time” is Holy Time: A Guide for Pastoral Storytellers”). Be sure to include your name and degree program when you list your title.

2. **Abstract.** [100-200 words] This is an important component of your thesis statement and is in fact a brief summary of the whole project. It presents all the major elements of your work in a highly condensed form. (i.e., the key statement to the thesis, a brief introduction, a summary of how you intend to address the issue, and possible implications of the work). (See description on page 28.)

3. **A Personal Journey.** [2 pages – 600-650 words] In this section, the candidate provides a brief “personal journey” essay that illustrates his or her personal motivation for and commitment to the project. The following questions may be helpful in preparing to write this section of the proposal:

- a. What led me into the D.Min. program at this point in my life, and to this project? What do I hope to get out of this degree and project?
- b. What precursors to this moment are important to share in order for others (advisor/D.Min. Oversight Committee/colleagues/Covenant Group) to understand why this project or ministry importance to me?
- c. What is it about my own personal journey that makes me passionate about this project? (Particularize the question, “why am I passionate about this project or ministry opportunity?)

The tone of this section demonstrates self-reflection and self-assessment on the part of the candidate, where the candidates addresses the questions: what strengths and skills do I bring to this project; what psychological blocks do I need to address in myself in order to engage in this project fully; how do I plan on continuing critical self-reflection throughout the duration of this project; and how am I “re-authoring” my personal narrative as I move through this project?

¹William R. Myers, Research in Ministry: a primer for the doctor of ministry program; (Chicago: Exploration Press, 1993) 36.

4. **Statement of Purpose.** [1 paragraph] Here you will describe what the intent of your project is, as well as its primary audience. For example: *“The purpose of this project is to develop a model of theological education for pastors to train lay leaders in the Reformed Church of America (RCA) who desire to lead in their urban church contexts and the surrounding communities but are unable to pursue the typical educational path of two or three years of seminary. The study is intended not only for training pastors to teach but also for those, such as judicatory officials and others, who are responsible for the leadership development and spiritual formation of church lay leadership.”* This general statement concerning the project defines the area and scope of the study, and indicates the basic proposition, situation, question, or technique, which the project will examine. The desired goal or outcome of the project is clearly stated, and the question, “What is the significance of the investigation?” is answered. It is from this general statement that the specific formulation of the project will be derived.
5. **Thesis statement.** [50–100 words] Your thesis statement should provide a clear, concise and specific assertion that will serve as a guide to the reader so she or he knows what to expect from your project (what the project is about and what the primary argument you are asserting is, which will be supported by your D.Min. Final Project).
6. **Context of the Ministry Project.** [3–5 pages] This section defines and describes the ministry opportunity, which includes articulating the background information and context of the study (ministry setting) as well as the need for the study (the justification or rationale) and its implications for change (benefits you expect). It provides a clear statement of the project in its broader relationship and is primarily focused on articulating the issues and descriptors which relate to the purpose of the project. The student will need to provide some basic description of the church or ministry setting, including its leadership, demographics, growth patterns, etc. but ultimately this section needs to revolve around the purpose of the project. For example, if the purpose of the project has to do with helping a church to engage the community in social action around housing concerns, then this section should include a description and evaluation of the current housing situation impacting the ministry and surrounding community, including statistics relating to such, etc. In other words, this section is intricately tied to the purpose/goals of the project and leads the reader to understand the project’s rationale. It defines the scope of the study, and indicates the basic proposition, situation, primary research questions to be addressed, or techniques the project will examine. This section should also identify the membership of the Covenant Group (describing their leadership characteristics, energy level, knowledge base, and motivation) and speak to your most recent and future work with the group (what have you done thus far and what do you plan to do) as your ministry opportunity partners.
7. **A literature review relating to the project.** [2-3 pages] This is a significant part of the proposal and provides historical background as well as puts things in perspective. Through a literature review, the candidate uncovers and articulates what are the major issues, controversies, etc., that impact the ministry project; what theories or disciplines impact or form the basis of the candidate’s inquiry, argument or research questions; what work/studies are you building on; what, as a result of your lit review, are you hoping to avoid; and what are you hoping to contribute to the body of knowledge already known. While the final project is to include much more, candidates must use at least five major books and five major journal articles and / or other sources to begin their literature review. The literature review should demonstrate the candidate’s familiarity and critical interaction with recent and foundational literature. It should (1) provide support for the foundational theory of the project; (2) defend any other theory (or theories) as a basis for the project; and (3) review theoretical foundations that are pertinent to the project, such as theories of education, communication, psychology, etc.

In presenting the literature review, the candidate provides a brief description of the current state of knowledge that has bearing on his/her proposed investigation; notes what earlier studies have revealed; and points out those areas of the general problem which remain unexplored or which have been inadequately explored. In the event the candidate finds no studies relating to the investigation, the candidate should be sure to state this fact. The findings in this step ought to indicate why the candidate feels justified in carrying out the investigation. This section should also explore the methodologies used in previous studies.

8. **Limitation and Delimitation.** This is where you briefly acknowledge the limitations and delimitations of your study and how you plan to deal with them so they do not adversely affect the outcome of the project. Limitations are things that impact your research that are out of your control (i.e., time limit on your research). Delimitations are the boundaries you put around your research for the purpose of focus and control (i.e., choosing to focus on a certain demographic or community).
9. **Assumptions.** These are givens or presuppositions that are foundational for your work and generally understood in your context, discipline or ministry setting as a given. They are not highly controversial matters subject to great debates. While assumptions do not need to be explored, demonstrated or explained in detail they should be named and acknowledged to let your reader know what you are taking for granted and therefore do NOT intend to address.
10. **Anticipated Contributions.** This section is different from the “purpose” section: here you will explain why your project is important, what it does that hasn’t been done before, or how it differs significantly from studies or creative projects that HAVE been done before. It states who will benefit from what you are doing, and why anyone should want or need to take a look at what you have done.
11. **Research Methodology.** This is the procedure/method of intervention. This section describes fully the methods by which you will research and write your project and why you have chosen these methods. Such methodologies might include, for example, historical or sociological research and analysis; case studies; surveys, assessment instruments; biblical exegesis and linguistic analysis, etc. In other words, this section should provide a clear explanation of the steps you expect to follow in carrying out the intervention or new ministry development and implementation. It is a statement of the processes to be used in the various phases of the dissertation/project
12. **Preliminary annotated bibliography.** This is a compilation of your research conducted to-date. This is an essential part of any doctoral program, professional-practical and academic. Your creation of a working bibliography guides your study and preparation for the final ministry project. Bibliographic research 1) introduces candidates to the literature of their fields and brings them to a working knowledge of primary sources; 2) introduce new topics to you; and/or 3) provide you with the information you need to discern what additional resources you will need. This preliminary bibliography is NOT intended to be exhaustive. Rather it should include a meaningful sample (two to three pages) of the kinds of topics and authors you will be consulting, with no more than a single sentence of description for each entry, and no more than a total of twenty annotated titles. (Your one-sentence description will help you focus on the question: “Why am I including this title?”) Your bibliography must conform to Kate L. Turabian *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition*. Submit a printed copy of your bibliography to the Public Services Librarian for a “red marker” check. For more information, see the Director, Assistant Dean, or Librarian.
13. **A list of informed persons to be consulted:** (the list should include name and expertise regarding dissertation/project)

14. **Chapters, subheadings, or topics.** Although your written work will almost certainly change as you explore your presentation, it is important, as you begin, to have a sense of direction and logical flow of your manuscript. Thus, your proposal should include an outline of the possible content and divisions of the project.
15. **Tentative Timetable.** Indicate your plans for conducting the project and writing the dissertation. Include time for research, as well as working with the Covenant Group, and ***Be realistic!*** Know your own writing and research styles, as well as the time constraints of your daily obligations, and plan accordingly. (See “Proposal Timeline” on page 48.)

A Note on Abstracts

The abstract is a tool to be used throughout the dissertation process and must be included with the Proposal. It will help with putting your first ideas on paper, and it is especially significant when it is used to introduce the thesis idea to faculty members and other candidates.

Compose an abstract that summarizes the trajectory of your dissertation/project as a whole. At this stage, the abstract should:

1. state the background and significance of your project; this includes the purpose of the project – the ministry challenge/situation/issues to be addressed (1-2 sentences);
2. state the significance the project (the theological mandate, or why you wish to carry out this research), and include your thoughts on the actual and ideal ministry situation and impediments (1-2 sentences);
3. name expected research design and interventions (1-2 sentences); and
4. give at least one desired outcome (note that once the project is completed, you will change your abstract to state your actual findings and conclusions).

As you can see, the abstract will be very short. It will provide the starting point for the interviews with your advisor. It will also be needed for the individual meetings you will have with faculty members from various fields—it will provide a brief, succinct introduction to your dissertation/project and so form the foundation for your conversations.

Finally, recognize that your abstract will change—maybe several times—during the course of your work, especially during the integrative research year and when you take your research methods course. This is expected and all to the good, as your research and thinking develop. Thus your initial abstract will serve as your “working abstract.”

Formatting The Proposal:

In general, the proposal will follow the guidelines laid out in the most recent edition of the Kate L. Turabian *Chicago Manual of Style*. Here are some of the details:

1. Text shall be double-spaced, except for blocked quotes (which should be rare in proposals).
2. The left margin shall be 1-1/2 inches; all other margins shall be 1 inch.
3. Use Times New Roman 12-point typeface.
4. Only use black ink. 20-lb. white paper is adequate. Always keep both a hard copy and an electronic copy for yourself.
5. Do not use any folders or special bindings for your proposal. Staple all pages together, with the properly formatted Title Page as the first page (see Appendix for example).
6. Number all pages except the Title Page. Page numbers (for pages 2 and following) belong on the upper right corner of each page.
7. Your advisor may allow you to submit drafts of the proposal online in electronic form. The final, however, must be in hard copy, signed and dated by your Advisor.

The Degree Portfolio

In anticipation of their candidacy review, candidates will work with their Advisors to assemble a degree portfolio of documents relevant to their progress in the program. These documents may be uploaded electronically to student's online portfolio, kept on a flash drive, or put in a binder.

Requirements for the Degree Portfolio (maintained by the Doctor of Ministry Office)

1. Preliminary Project Ideas
2. End-of-Coursework Assessments
3. Annotated bibliography, covenant group notes, and personal journey essay
4. An analytical/research paper selected from one of the candidate's D.Min. courses
5. Ministry project narrative (summative presentation) providing details on the development, progress, and findings of the candidate's ministry project
6. Human subjects in research protocol and consent forms, if relevant (see pages. 31-33)
7. Documentation to be used for final dissertation (surveys, questionnaires, etc.)
8. Partially completed Advancement to D.Min. Candidacy Form (see Appendix)

*Once approved, the proposal should also be uploaded to the student portfolio.

The Ministry Project Summation / Candidacy Review

After completion of all coursework (other than the Dissertation Writing Seminar), and following the implementation of the Ministry Project, students will schedule a Ministry Project Summation/Candidacy Review, which is a focused discussion that marks the transition from coursework to either the writing of the D.Min. project dissertation, or the termination of a student's participation in the program.

Participants in the review include:

- the candidate,
- candidate's Advisor, Director or Assistant Dean of the program, and a member of the Oversight Committee
- and a peer of the student's choosing, typically from the D.Min. cohort group.

For all D.Min. students, the purpose of the review is to evaluate coursework, project implementation, and other relevant educational experiences to-date, and to prepare the candidate to write the dissertation. The Director will contact students and provide each an opportunity to sign up for his or her Ministry Project Summation / Candidacy Review. It is the responsibility of the student to make sure they record the date, time, and room in which the review will be held. It is also the responsibility of each student to make sure they are prepared to provide a cohesive, well thought-out summative presentation of her/his Ministry Project.

This review, in which the student is expected to give a narrative summation of his/her project, is roughly 90 minutes in length. Students should expect to discuss their area of specialization, focusing on the implementation of and learning from the ministry project. The Committee will seek to discern the candidate's readiness to begin the writing stage and provide the candidate helpful information and guidance with this in mind. A student may choose to invite a guest to the review process. Both the student and guest will be excused while the committee discusses the review. After the Committee's discussion, the candidate and his or her guest will be invited back into the room to hear the Committee's recommendations, which could entail the following possible outcomes:

- Passing, *with no further work on proposal needed*
- Passing, *subject to additional work to be approved by the Committee*
- *No decision rendered*; additional work to be required of the candidate, plus a second candidacy review.

To prepare for their candidacy review, students should be thoroughly prepared to sum up their project, integrating what they learned from course work and research. In addition, students should familiarize themselves with the following rubric (expectations) both as they prepare for the candidacy review and begin writing the final phase:

Scope – How significant (worthy of study) is the ministry project? How clearly was it conceived, implemented and spoken of?

Methodology – Does candidate show evidence of understanding and adequately using appropriate research methods? How well does s/he gather, arrange and evaluate data? How adequate is the candidate's research methodology to the goals of the ministry project?

Integration – Does candidate appropriately integrate material from various disciplines? Has s/he integrated the learning from the ministry project into her/his personal perspective, point of view, strategy of ministry, and if so, to what degree?

Theoretical base – How adequate is the chosen theoretical base for the ministry project? If more than one discipline is employed, how well do they cohere? How well does the author appear to understand the theories employed?

Biblical and Theological Basis – to what extent do biblical and theological themes actually inform the project? With what degree of ease does the candidate employ theological concepts and reasoning? To what extent does s/he seem able to augment her/his theological understanding with what was learned from the ministry project?

Relevance for Ministry – To what degree/extent will the ministry project and written manuscript be a contribution to the practice of ministry?

Style – Is the style of the proposal readable (clear, concise, literate, flowing)? Is the presentation logical and is the organization of the presentation clear and appropriate? Does the candidate use appropriately inclusive language?

A Prerequisite of the Project

In addition to completing the coursework and receiving approval for the proposal, it is mandatory that the candidate explore her/his own personal narrative, dreams, blockages, and gifts. Thus, the formation of the Project Plan begins with an examination of the candidate's own personal, professional, and spiritual journey. This entails reflection on one's own past and observing oneself in the present. It requires a willingness to unearth, assess, and re-author one's own personal narrative and to do so in ways that are open to interacting with and engaging others, both inside and outside the ministry setting.

In order to do the Project, the candidate will need to do the following:

1. Explore her or his own Personal Journey
2. Create and nurture a Covenant Group
3. Delineate (research, etc.) a Ministry Opportunity
4. Develop a new, theologically empowering and shared narrative
5. Receive signed consent forms from all "human subjects" the candidate plans to use in his/ her research (for example, as interviewees, participants in experimental workshops, persons seeking counsel, members of focus groups, and the like) as well as follow the protocol and address the questions outlined in the next section.

Ministry Project Evaluation Key (for Advisors & Readers)

A Superior Project. A project that is *well beyond normal expectations*, displays great maturity and independence of thought, shows the candidate to be well versed and in control of subject, and is full of nuanced elements and surprises. No revisions necessary to begin writing stage.

An Excellent Project. A project that is *above normal expectations*, displays some evidence of maturity and independence of thought, and contains occasional surprises, some nuanced insights, and control of the subject with some lapses. No revisions necessary to enter dissertation writing stage.

A Very Good Project. A project that *meets normal expectations for a graduate level work*, is solid, convincing, accurate, integrative and engaging; has no serious lapses in logic or style. May or may not need minimal revisions as student moves to the writing stage.

A Good Project. A project that is *"Passing with some needed revisions."* It covers the groundwork but rarely adds anything new that would enhance the practice of ministry, is heavily dependent on the sources and the thoughts of others, although it portrays an accurate handling of concepts and theoretical materials. There is, however, evidence of some contribution to the practice of ministry.

Minimally Inadequate. A project that is a *"Possible pass with major revisions."* It presents as confusing, superficial, at times mundane, shows an inability to use theory, and provides little evidence of personal involvement or deep engagement in the ministry project.

Failure. A project that is a *"Failure"* is incomplete, has major structural defects, shows evidence of over-dependence on other sources bordering on plagiarism, or an inadequate use of primary research.

The Final Dissertation

While in some cases this may vary based on the ministry project, the final dissertation will ordinarily have five chapters, and be organized as follows:

Title Page. (See sample in Appendix section) Students are responsible for securing signatures of the advisor, reader, and Librarian before submitting final copies. Each copy must have an original, signed title page.

Copyright page. If a copyright is to be claimed for the project, the notice should appear on a separate page following the title page (see “Guidelines for securing a copyright and publishing a Doctor of Ministry project” on the next page.)

List of table and charts. If tables and charts are included in the project, their titles should be listed next on a page, along with the page numbers where they are located.

Introduction. This introduces the reader to what you are writing about. It should tell the reader what to expect in the document overall as well as what to expect in each chapter. The reader should be able to get a good feel for the document from reading this section.

Chapter 1 introduces the subject of the d/ p. It should include a precise statement of the situation, issue or problem, an analysis of how it arose, and why the candidate selected it for study. This chapter should also include an orientation/introduction to the research method or intervention employed and the material to be covered in the remaining chapters, along with definitions of central terms to be used in the study. The following format, which closely follows the outline in the proposal, is recommended:

1. statement of the problem, analysis of the problem, and description of context,
2. Purpose of the study/project,
3. Scope of the study/project,
4. Questions, Objectives, hypothesis of the study/project,
5. thesis statement,
6. Definition of terms,
7. Delimitation and limitations,
8. Significance of the study/project.

Chapter 2 is the literature review that provides a description of the biblical, theological and ministerial issues involved in the subject and presents the theoretical foundation of the dissertation/project. This is the most reflective section of the dissertation and should demonstrate the student’s expertise in this area of specialization as well as the ability to state her or his perspective in contrast to other viewpoints.

Chapter 3 provides a discussion of the methodology and why you chose it, AND the design of the model used in the ministry situation. How was the situation treated or analyzed? How was the ministry project implemented? What criteria were used to evaluate the project? The reader should have a clear understanding of what you started with when you began the project.

Chapter 4 offers an evaluation of the project. It addresses the following questions: What happened during the implementation of the project? Did it accomplish or does it promise to accomplish the intended result? What unexpected insights did it yield? Did it confirm or raise questions about the study/intervention? The data collection methods used and the data analysis objective should be expounded upon. (Evaluations that adequately analyze why a project failed are as useful to ministry as those that analyze its success). The “Results of the Model” should come largely from the content of this chapter.

Chapter 5 includes Reflection, Summary, and Conclusion. This chapter should contain your reflection on the field experience. Any summation and conclusions should be incorporated here, including contributions made and suggestions of more useful or beneficial methods for the implementation of the project, in light of your experiences.

Citations (footnotes). Students should indicate sources of information and appropriately refer to relevant materials. All projects should conform to the Chicago Manual of Style. Students may select either the parenthetical reference or footnote citation style, in consultation with the advisor. Endnotes will not be accepted.

References. A bibliography, arranged according to Kate L. Turabian's *Chicago Manual of Style*, must be appended to the project. Its purpose is to inform the reader of the materials used in the preparation of the project. If important materials are known to exist but have not been used, the author may call the reader's attention to that fact in a note preceding or following the bibliography.

Curriculum vitae. At the end of the project, students should submit a single-page curriculum vitae that includes their full name, previous educational attainments, and a summary of their professional accomplishments.

Final Editing

The final project should be thoroughly edited, if necessary, by a professional editor with the candidate assuming responsibility for any costs. Seeking professional aid is strongly recommended, because writing and editorial problems can delay a candidate's progress at the final stages of their projects. Anyone working with English as a second language will normally need to engage an editor from the beginning of writing. The Librarian is not your editor and cannot help you with style problems beyond the checking that is provided prior to final submission of your project on archival quality paper. If the final two copies are not fully compliant with Turabian style, the Librarian will not sign off on it, and you will not receive your diploma at graduation, even if you passed your Oral Defense. If you need suggestions editing assistance, you can speak with the D.Min. Program Office for such suggestions.

The Oral Defense

The final part of the dissertation process is the Oral Defense of the Ministry Project Dissertation.

During this evaluative conversation, the candidate meets with his or her Advisor, 2nd reader, and the Assistant Dean of Doctoral Studies or a representative of the D.Min. Oversight Committee to determine if the student's work warrants the awarding of the doctoral degree. This evaluative conversation is facilitated by the Director of the D.Min. Program. Following the candidate's completion and submission of the final dissertation to the Advisor and the Advisor's approval of the manuscript, the candidate submits the final dissertation to the Program Office and completes the "Request for an Oral Examination" form (see Appendix E) to the D.Min. Office. Please note this exam takes place in-person; conference calls are not allowed. Also note that students looking to graduate in the Spring must have their defense scheduled no later than mid-April. Please also note that a defense week is scheduled over one year prior to the event. Mark your calendars appropriately.

The Process

The Oral examination is roughly a 90-minute to two-hour meeting in which the candidate gets an opportunity to share about and discuss the significance of his work. The examining committee consists of the Advisor, 2nd reader, the Assistant Dean of Doctoral Studies or a representative of the D.Min. Oversight Committee, and, if approved by the D.Min. Program Office, one or two guests with expertise or interest in the subject/area of ministry. Their task as an examining committee is to determine the candidate's ability to integrate scholarly knowledge with the practice of ministry as a scholar-practitioner. Dialogue and questions asked will focus on understanding the overall project and will test the integration of learning with the practice of ministry. As in the review process, both the student and guest will be excused while the committee engages in discussion. After the committee's discussion, the candidate and his or her guest(s) will be invited back into the room to hear the Committee's decision.

The Possible Outcomes

Candidates who have worked closely with their Advisors and Covenant Groups throughout the degree program, and have met the deadlines for the project, generally experience the Oral Exam as a rich,

integrative and celebratory conversation. However, several outcomes are possible, as detailed below:

- **Pass with honors**, if dissertation project, exam and grade point average warrant
- **Pass with no further work needed**
- **Pass, subject to additional work to be approved by the Committee**
- **No decision rendered**; additional work to be required of the candidate, plus a second Oral Defense.
- **Failure**

To graduate with honors, student must have a GPA of 3.75 or higher, an honors project and an honors comprehensive exam.

Helpful Exercises

The following questions, suggestions, and exercises are offered to help you in designing the Ministry Project Dissertation. Feel free to use these in any order you wish.

I. Identifying and Thinking about a Challenge in Ministry: Posing the Questions

- A. What is the *actual* situation?
- B. What is the *ideal* situation?
- C. What are the *impediments*?
- D. What *theological* and *ministerial* questions are posed by these questions?

These four questions (more fully articulated below) outline the first major section of the dissertation/project. Your written responses need not be polished; they are for your eyes only at this stage—though they may also serve as reference points in discussions with other candidates and in conversations with faculty. Be precise and concise. During the integrative research year, you may want to go through this exercise again, giving longer responses, which might serve as a rough draft of the first section of the dissertation.

A. What is the actual situation?

Describe your situation and the problem or challenge it presents. At this stage, select only one challenge or problem. The dissertation must be narrowly focused. You can analyze another problem later if you change your mind about the focus.

Write a brief statement including:

1. A description of your *situation* (context of ministry, church).
2. The *challenges* as you now see it.
3. The *persons/community* involved with or affected by this challenge.
4. The *concepts* or ideas operative in the situation (the values, norms, and traditions).
5. The conditions, structures, processes, events, or patterns of relation in the situation.

As you formulate these arrangements, you are applying your learning to date from both your life experience and the doctoral program. These “lenses” function to help you focus not only on what you wish to address in the dissertation/project, but also on the research you want to undertake to prepare the dissertation vision and design activities toward realizing that vision.

B. Envisioning: What is the ideal situation?

What should exist in the situation? Why do you consider the present challenge a “problem”? Others may think things are fine as they are; what makes you think it should be otherwise? This step attempts to get at the value and theological presuppositions that underlie your assessment of both the actual situation and the ideal situation. The task here is to bring those values and theological presuppositions to light so that they may be critically examined. Ordinarily these operate implicitly, but if the implicit can be made explicit, you will know why you think and act as you do.

The process of uncovering the underlying values and theological presuppositions is a process of observation, envisioning, and questioning. Half of the challenge is posing the right questions and pursuing them with some vigor. This requires adopting a critical stance in which little is taken for granted. Remember that you have a theological argument to construct in which you cannot simply assert and posture, nor count merely on the power of rhetoric or common agreement. Carefully, thoughtfully weigh options in light of the values and theological presuppositions that the different positions illustrate. What are your theological presuppositions? What are the theological foundations for affirming the ideal situation? In other words:

- Describe the ideal situation as you envision it. What is your view of the new situation that would exist if the problem were overcome?
- Why do you think this would be better than what now exist? What values are at stake in this for you?
- What are your theological assumptions in relation to the ideal that you have identified?

C. Object of transformation: What are the impediments?

What is standing in the way? What prevents the actual situation from becoming the ideal situation? Is it ideas, attitudes, habits of thought, climate, processes, or structures? What single thing, if it were transformed, would make possible the greatest shift away from the actual and toward the ideal? Toward what one variable should you direct your intervention?

You need not describe possible interventions. In fact, it is probably best not to think about interventions in these early stages. The task at this point is careful analysis; intervention should emerge after the analysis.

1. What is the *primary* impediment in the situation that stands between the actual and ideal? There may be more than one impediment – list several and then single out the one which seems most likely to hinder transformation.
2. How would you characterize this impediment; is it a matter of ideas, attitudes, climate, process, or structures?

D. What are the resulting theological and ministerial questions?

1. What questions emerge from the situation analysis? (What is really going on here?) Are things as they seem or are dynamics (racism, classism, sexism, heterosexism) at work that have otherwise not been considered?
2. What questions emerge from the vision of the ideal situation? (Does the tradition and/or current situation justify my assumption that the church is to be “an inclusive community” or did I dream up that assumption myself? How can Scripture assist in this instance/circumstance?)
3. What questions emerge from the identification of the impediment? (Are ideas really the problem? How does one change ideas?)

II. Designing Research: Exploring the Questions

Review your responses to the questions in one above:

- A. What is the *actual* situation?
- B. What is the *ideal* situation?
- C. What are the *impediments*?
- D. What *theological* and *ministerial* questions are posed by these questions?

Taking each question in turn, consider ways in which you might draw from each of the three sources (the Christian tradition, contemporary culture and social analysis, and personal experience) to explore these questions.

Step 1: Begin with your response to question D. The questions, which arise from your ministry situation and the particular challenge it presents, should lend themselves readily to research. As you consider each question you have identified, ask:

- Which sources—from Scripture, doctrine, liturgy, polity, sociological or historical documents, etc.—will help effectively research the question? (More than one of the three sources may shed light on the issue.)
- Within the sources that I have selected, what in particular would I pursue?

Step 2: Go back through question **A, B, and C**. What can each of sources offer in assisting the analysis of the actual situation, the ideal situation and the impediment? If you find that you tend to use only one of the sources, consider expanding your exploration.

Step 3: Draw up a tentative plan for your research. What have you found in your reading so far that you would like to pursue? What leads have you uncovered that you now wish to follow?

III. Doing the Research: Engaging Three Areas of Inquiry

The research section of the dissertation/project calls for inquiry into and analysis of three areas at minimum: Christian tradition, contemporary culture, and personal experience. Theological research that is both faithful and relevant requires attention to all three. In fact, we might think of this as a theological enterprise that involves a mutually critical conversation among these sources for *reflection and action*.

For example, God's preferential option for the poor in the Biblical tradition may call into question lifestyles of conspicuous consumption in our culture. Or, the discovery of the history of women's leadership in the early Christian church – a fact that, although documented, is still largely unknown to many, may call into question contemporary readings of biblical texts and the secondary status of women in Christianity today. Experience adds a voice to any of these conversations. Continuing our example, you have your own experience of conspicuous consumption and the oppression of women. That experience holds some authority for you and helps to form your perspective on the issue. You may also take into account the experience of others insofar as it is known to you.

Any of the “conversation partners” may question the others and all three may suggest answers. Critical inquiry and insight into all three is needed, as well as creative appropriation of each.

The Tradition of Christian Faith

The tradition includes Scripture, creeds, confessions, church history—the witness of our mothers and fathers in the faith. As such, it has a certain authority and sacredness. At the same time, the tradition's character is ambiguous and unfinished. It is ambiguous because of its fallible human

character and because it is a witness from another place and time in history. It is unfinished, because even now we are in continuity with that tradition and we are creating what, for the future, will be the tradition. The tradition is not a static deposit of truth handed down unchanged from the past; it is a living witness that we must continue engage, interpret, critique and even amend as we attempt to live faithfully in an ever-changing world. The tradition has evolved and continues to evolve in this three-way conversation.

Furthermore, all the experience remembered, interpreted, and preserved in the tradition, did not take place in a vacuum, but in a particular context of culture. The three theological circles are interlocking circles. Theology takes place at the interface. While a given theology may emphasize one circle more than the other two, the three are inextricably linked.

As you undertake research, you will need to access the tradition effectively. Some detailed, in-depth Biblical study is necessary. As should be obvious, we are seeking a deep engagement with Biblical texts and themes rather than an illustrative use, or proof-text. We recommend that you undertake a rigorous examination of appropriate texts and themes, using the many available critical tools.

Explore the work of theologians (ancient and/or modern) who have addressed the theme you are pursuing. In addition, look beyond traditional, classical sources; if you are working on worship as the center of urban community development, for example, have a look at liturgies, the history of preaching, and hymnody. Among other things, you are seeking a vision or model of the church that will illumine and inform the challenge you are addressing, a vision that offers grounding and direction from Christian tradition for your work.

Contemporary culture and social analysis

In exploring the second source, we invite you to look for insight gained from the wider contemporary culture. Examples can include sociology, organizational development and transformation, literature, psychology, systems theory, and change theory, conflict management strategies. Please look to others as well; do not limit yourself to the models and resources offered in the core courses. You will likely find it especially helpful to explore the multi-cultural realities of the wider community and how they relate to your specific location of ministry.

The usefulness of this source is two-fold: 1) you can use it to aid and deepen your situation analysis—you may want to select an appropriate aspect of your context to research using the behavioral sciences; and, 2) these tools will be needed in developing your change strategy and in designing interventions.

Personal Experience

We suggest that you let your experience speak—draw upon your own wisdom and that of the people in your ministry context. This need not be a large portion of the dissertation/project, but it may make a valuable and illuminating contribution.

For example, a candidate who was working on evangelism and researching the biblical theme of hospitality related the experience of his grandmother's home, which served as a "hospitality house" for his home church. This practice is not uncommon in the African American church tradition and has roots in the history of the Underground Railroad and the practice of a people separated from their families and communities of creating "families and communities by choice." The church's practice offered experiential insight into the meaning and practice of hospitality.

"Personal experience" need not mean individual experience. You do well to seek out the sense of the faithful, in your own location of ministry.

Some Ideas For Your Inquiry

Areas to Explore

Tradition of Christian Faith

Contemporary Culture and Social Analysis

Personal Experience

Some Sources to Use

Scripture, Creed-Confession-Catechisms, liturgies, preaching, Hymns, spiritual writings, canon law & government, theologians, biblical studies, history of the church, biblical studies, etc.

Social and behavioral sciences resources, current events, scientific theory, ethnographical data, cultural forms of study (language, art, music, etc.), history, literature, civil religion.

Biographies, autobiographies, journals, oral histories, focus groups, case studies, testing phenomenology, expressive/performative acts (poetry, dance, music, theatre, etc.)

Guidelines For Filing The Dissertation

The final, complete, and approved project should be filed with four parties:

Gardner A. Sage Library. Two (2) print copies and one PDF of the project must be presented to Gardner A. Sage Library, after the comprehensive exam and any post-examination revisions. The print copies, which will be bound and kept in the Library, must be on acid-free bond paper, 20lb. weight, which may be purchased at the Library. These are to be submitted in a firm box. The original will be preserved and kept in Sage Library for archival purposes; the second copy, after binding, will be catalogued and available for loan from Sage Library. The PDF will be saved for future digital repository

Advisor. Submit a copy to the advisor. The advisor's copy need not be on acid-free paper.

Proquest Dissertation Database. If the student requires assistance in uploading and posting their thesis to Proquest, please ask the Director of Assistant Dean.

Program Office. A copy of the final project should be submitted to the Assistant Dean and Director of the program.

Securing a Copyright and Publishing

Obtaining a copyright is generally in a candidate's interest, because it protects her rights to the contents of the project. Because reproduction by microfilm constitutes publications, the protection afforded by common law does not cover a microfilmed dissertation as it does a manuscript. Furthermore, written work that is not copyrighted at the time of first publication cannot be copyrighted at a later date for the purpose of appearing in another form, unless the original has been so thoroughly and completely revised that it is a substantially new work. Therefore we strongly suggest candidates secure a copyright for their projects.

ProQuest UMI Dissertation Publishing. Doctor of Ministry students will contact ProQuest UMI Dissertation Publishing, a company that gives exposure to doctoral dissertations and projects by making

bibliographic citations and abstracts of these available through an online and paper publishing service (<http://www.proquest.com/en-US/products/dissertations/>). The citations and abstracts appear in the monthly paper publication, *Dissertation Abstracts International*. UMI also indexes doctoral projects annually in the hardbound publication *Comprehensive Dissertation Index*. Copies of entire manuscript are available on demand, in 35mm microfilm, soft and hard bound xerographic reproductions, and Adobe PDF format.

Upon submission of the manuscript, UMI prepares a master negative microfilm, which is stored in its film vault. UMI will also create a digital version of the text in Adobe PDF and mount that on their website, ProQuest Digital Dissertations. Finally, UMI will publish the citation and abstract in the appropriate paper online sources.

UMI will also act as the author's agent in applying for a copyright for the manuscript. This includes the application and submitting the required deposit copies and registration fee to the Copyright Office and Library of Congress. The copyright registration form will be mailed by the Copyright Office directly to the author, approximately 3-4 months after the manuscript has been submitted to UMI.

Research in Ministry (RIM® Online). Students may also choose to list their D.Min. projects with *RIM® Online*, which is a freely available database that indexes D.Min. and D.Miss. projects from reporting schools of theology accredited by the Association of Theological Schools in the United States and Canada. *RIM® Online* is a searchable database with entries for authors, titles, thesis/project advisors, schools, and ATLA Thesaurus subject headings. Abstracts can be searched by keywords. The database supports Boolean proximity searches as well as nested searches and wildcards. Online submissions can be made at the following website: http://rim.atla.com/star/rimonline_login.htm#submitting

Ownership of project. The D.Min. project belongs to the student and is hers to publish in a variety of forms. However, the school in which the project was supervised has a proprietary interest in the work. For this reason, any publication of a project should indicate (in the preface, acknowledgments, or elsewhere) that the work is based on a D.Min. project completed at New Brunswick Theological Seminary.

Proposal And Dissertation Timeline

Year One in the D.Min. program, a candidate will form and obtain signed covenant agreements from her covenant group members and begin to work with the covenant group on her project proposal idea. In addition, a candidate will assess her own progress by producing, at the end of each term, an End-of-Coursework (Personal Journey) Assessment, along with a term bibliography, both of which are to be submitted to the advisor, the D.Min. Office, and uploaded to the student's Degree Portfolio. At the end of the first year, students should have an idea of what they may want to pursue.

Year Two will consist of further defining and refining the proposal. During this year, a candidate will continue to work with the Covenant Group; receiving assessment from the group and assessing his own progress through writing and submitting the End-of-Coursework Assessment and term bibliographies. In addition, she will complete the following:

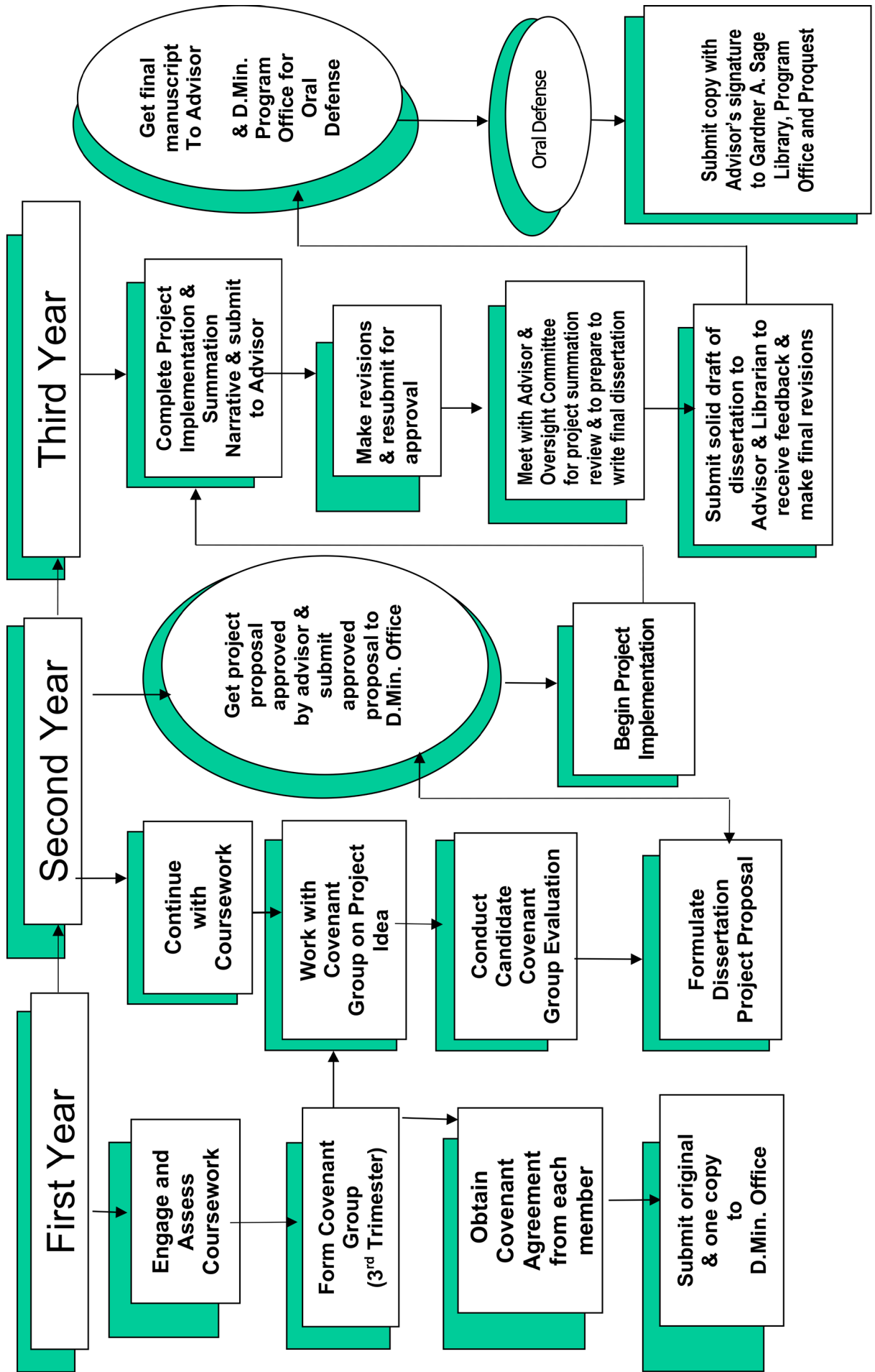
- Formulate dissertation/project proposal in the course, "Seminar Research on Methods and Proposal Development" and receive approval from instructor to proceed with project.
- Submit copy of proposal to Advisor. Submit once approved by the Instructor.

- Request a meeting with Advisor. Meet with her/him no later than one month after completion of the research and writing course. The purpose of this meeting is to receive approval for the proposal as well as guidance for research and writing.
- Continue research and writing. Following meeting with Faculty Advisor, the student should continue to have conversations with his or her Advisor, making suggested revisions to obtain final approval, and having discussions with Covenant Group about her or his research, if and when appropriate. This research may include reviewing biblical or theological literature, doing case studies or interviews, implementing a ministry program or project from which data will be collected, etc.
- Submit final project proposal to Advisor for written approval. Final project must be submitted to Advisor no later than two weeks after the end of Year Two, Trimester III.
- Once approved by Advisor, submit to D.Min. Oversight Committee. The A proposal must be submitted in hard copy, properly formatted, within the page count guidelines, and have the Advisor's signature and date. Otherwise it will be rejected. Candidates must submit the Proposal to the Oversight Committee before registering for their final year in the program. They may "approve"; request "revisions"; or "reject" a proposal. Submit proposals through the D.Min. Office.
- Submit Proposal to Director of Sage Library for approval of literature review and bibliography sections.
- Upon approval from Advisor and Library Director, submit to the D.Min. Oversight Committee through the D.Min. Program Office.

Year Three consists of the completion of the project/dissertation, which includes final compilation of data collected and completion of the dissertation narrative based on the student's research and findings from the ministry project. During this year, candidates are responsible for:

1. Submitting an application to graduate.
2. Editing and revising the final project in accordance with the Turabian style.
3. Receiving approval for Lit Review chapter from Director of Sage Library.
4. Obtaining written approval from Advisor (mandatory) before scheduling oral defense.
5. Paying all owed tuition and all applicable graduation fees (14) business days before dissertation defense date.

3-Year Work Flow Chart



Academic Policies for Doctor of Ministry Program

For policies applying to all degree programs see The General Policies Handbook

Registration For Classes

All candidates must register for classes each trimester during the registration period specified by the Office of the Doctor of Ministry Program. When students complete a semester and still have an overdue balance on their accounts, the Seminary will withhold grades, course credit, transcripts, registrations, diplomas and certificates until the overdue balance is paid.

Grading System And Faculty Evaluations

The purpose of the Doctor of Ministry program is to develop increased competence for ministry. It is believed such growth is fostered by both interaction with faculty and successful engagement with and completion of the coursework.

In addition to providing students with oral feedback, faculty complete written evaluations for each student detailing their final grade and narrative of their work on forms provided by the D.Min. Office. Copies of these evaluations are also given to the candidates.

D.Min. students must maintain a cumulative grade point average (GPA) of at least 3.0 (B) throughout the program. No grade lower than a C (70) can be credited toward the degree, and no more than two C's will be counted toward a candidate's matriculation. To graduate with honors, students must have a (1) GPA of 3.75 or higher; (2) an honors doctoral project, and (3) an honors Oral Defense. Students with appropriate GPAs will be recommended for honors by the Committee that reads the project and conducts the Oral Defense.

The following letter grade and point scheme shall apply in all NBTS doctoral concentrations:

A	Excellent	4.0	98 – 100%
A-	Very Good	3.67	93 – 97%
B+	Above Average	3.33	90 – 93%
B	Average	3.0	85 – 89%
B-	Below Average	2.67	84 – 86%
C+	Marginal Pass/Poor	2.33	77 – 79%
C	Marginal Pass/Poor	2.0	70%
F	Failure	0	

A- to A: Exceptionally Good Performance

These categories indicate that a student has shown exceptional understanding of the concepts and/or subject matter and a level of work that exceeds the work expected for professional doctoral studies.

B+: Good (Above Average) Performance

This category indicates that a student has shown good (above average) understanding of the concepts and/or subject matter and a performance the level of work that is appropriate to and expected of professional doctoral studies.

B: Good (Average) Performance

This category indicates that a student has shown good (average) understanding of the concepts and/or subject matter and a performance the level of work that is appropriate to and expected of professional doctoral studies.

B-: Minimally Acceptable (Substandard) Performance

This category indicates that a student has done minimally acceptable graduate work, demonstrating partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without further work. Instructors may suggest further work that would be beneficial to the candidate which she/he might choose to do.

C+ to C: Marginal Pass/Poor Performance

This category indicates that a student has performed far below what is expected of persons undertaking doctoral graduate work. Such a grade indicates little familiarity with the subject matter and deficiencies serious enough to make it inadvisable to proceed further in the field without additional work and substantial improvement. Doctoral students at NBTS are allowed only two grades in this category during the course of their academic tenure. If a student receives more than two grades in this category, she or he will be required to do additional work in the subject area in which the grade was received, and possibly subject to academic probation, or recommended for dismissal. It should be noted that at NBTS, as in most doctoral programs, grades below “B” are considered unacceptable as a measure of progress towards a doctorate degree.

Failure (F)

This category applies when a candidate fails to complete the course work required. A student who has received more than two grades of “F” may be subject academic probation and/or dismissal.

Incompletes

Faculty may, with sufficient reason, give a doctoral candidate in good standing a grade of “Incomplete” and permit said candidate to submit work after a course has ended. See complete policy in the General Policies Handbook.

Candidates with two incompletes will not be allowed to register for the next trimester.

Withdrawal (W)

This category applies when the candidate is granted permission from the Seminary’s faculty to withdraw from a course. See “Withdrawal Policy” in the General Policies Handbook.

Withdrawal Policy

See “Withdrawal Policy” in the General Policies Handbook for the procedure and time limits.

Students should be aware that a withdrawal from a course may have an impact their ability to graduate with their cohort and extend their time in the program, since all courses in each concentration must be successfully completed for a student to matriculate.

Dismissal From The Program

A student can be dismissed for cause from the Seminary by a majority vote of the Faculty Council.

Readmission / Reinstatement

Readmission After One-Trimester Leave

A student in good standing (with a GPA of 3.0) seeking readmission to the Seminary after withdrawing for one trimester must contact the Assistant Dean of Doctoral Studies in writing to request readmission. Students in good standing who missed one trimester and who formally withdrew will be given the opportunity to choose one of the following three options to return to the program, and these options are as follows:

Option 1: Take a Substitute Course at an ATS Accredited Institution

This option will allow the candidate to stay in the program and matriculate as part of her/his cohort.

To do so, the candidate must do the following:

1. Find a graduate level course (minimum upper master's level) from an ATS (Association of Theological Seminaries) accredited institution of higher learning that can serve as a substitute for the NBTS course(s) that were missed;
2. Provide Assistant Dean of Doctoral Studies with a description of the graduate course from the outside institution to obtain permission to use the said course (s) as a substitute for the missed NBTS course(s) [please note, course(s) should cover the same or similar subject matter of the course(s) missed to allow candidate to gain the requisite knowledge and/or skills she/he would have received at NBTS];
3. Successfully complete the substituting course(s) with a grade of "B" or better before end of the candidate's second year in the NBTS program;
4. Write an integrative paper for NBTS, according to the guidelines received from the Assistant Dean of Doctoral Studies;
5. Be prepared to pay a fee of \$400 for each course for administrative costs and securing a reader for the integrative paper (This fee may be reduced by the Assistant Dean if candidate is able to complete both course(s) before the end of the second year.)

* Due to the specialized nature and limited number of courses offered in each D.Min. cohort at New Brunswick Seminary, most upper master level courses at NBTS will not qualify as an acceptable substitute for the doctoral program.

**This option is available to students ONLY ONCE during his/her D.Min. tenure.

Option 2: Take Missed NBTS Course(s) at a Later Date

This option will allow a student to remain in the program as part of his/her cohort but matriculate with a later cohort group. To do so, the student must do the following:

1. Secure permission from Assistant Dean of Doctoral Studies to take course(s) in question at a later date while continuing to take classes with current cohort.
2. Register for the missed course(s) (or an acceptable equivalent) at NBTS as soon as it is offered again.
3. Successfully complete the course with a grade of "B" or better.

Option 3: Take a Temporary Leave of Absence (up to Two Trimesters)

Candidates can arrange to officially take a leave of absence (two trimesters total) from NBTS Doctor of Ministry Program by contacting the Assistant Dean of Doctoral Studies and completing a Leave of Absence form. Taking a Leave of Absence means the student has TEMPORARILY WITHDRAWN from the Seminary and is expected to return in their third trimester to current cohort (if a cohort is not available, the leave will be extended until such a time when a cohort is available in the student's concentration). If a student temporarily withdraws, he or she is still responsible for any unpaid financial obligations previously held due to the courses already completed. When a student wishes to be reinstated, s/he must write a letter stating why s/he is now ready for reinstatement and prepared to meet the high demands of the program.

Readmission After More Than Two Trimester Leave

A candidate seeking readmission to the Seminary after a withdrawal, dismissal, or stopping out for more than two trimesters must contact the Assistant Dean of Doctoral Studies, on behalf of the Admissions Committee, in writing requesting readmission. The letter must explain how he/she has resolved the issues related to the withdrawal, stop out, or dismissal so the student can now successfully complete her/his work. An abbreviated application process is available to those who left in good standing and were absent from NBTS for less than one year. The Admissions Committee may request additional information including new reference letters for students who apply for readmission one year (three consecutive trimesters) or more after the last trimester was completed. A full faculty vote for readmission may be required at the request of the Admissions Committee.

Plagiarism

See “Plagiarism Policy” in the General Policies Handbook for the procedure and time limits.

Graduation Obligations (Year Three)

A candidate’s participation in commencement exercises is based on the completion of their final Project Narrative/Dissertation. Candidates must receive approval from the Assistant Dean of Doctoral Studies and the Library before their public conversation/oral defense.

For the granting of a D.Min. degree, a student must complete the required **36** credit hours of course-work plus a 12-credit final D.Min. Thesis / Project, as well as the other requirements of the department, and be presented to the Faculty and the Board of Trustees for a confirming vote.

Candidates must:

1. Submit an ‘Application to Graduate’ to the Office of the Registrar by the second week of December;
2. Receive approval for their literature chapter from the Director of the Library;
3. Obtain signature approval of their assigned faculty advisor (mandatory before they may schedule a date for the oral defense);
4. Schedule a date for their public conversation/oral defense with D.Min. Program Office;
5. Pay all applicable fees fourteen (14) business days before they stand before the committee to defend their dissertation;
6. Be current in their registration, tuition and fees before scheduling their public conversation/oral defense.

Questions regarding Commencement activities should be addressed to gradcom@nbts.edu

Tuition, Fees, And Financial Aid

See the Tuition, Fees, and Schedules section of the handbook for current figures.

Continuation Fee (Year Three)

Candidates continuing to revise their work beyond the third year of the program, are required to pay a continuation fee each semester until they are approved by the Assistant Dean of Doctoral Studies and Director of the Library. Continuation fees are now automatic. Failure to complete work on time will result in a continuation fee automatically charged to their account each semester. The fee is equivalent to one credit hour in the Master's level program. Candidates who wish to temporarily withdraw from the program, must submit that request in writing to the Academic Affairs Committee who will consult the Faculty. Candidates who are approved to withdraw may only resume their status in the program with Faculty approval.

Financial Aid Information

The financial aid program at New Brunswick Theological Seminary exists to help students finance their educational preparation for ministry. To this end, the Seminary provides financial aid from resources in custody and offers access to the William D. Ford Federal Direct Loan program to qualified students regardless of race, national or ethnic origin, age, sex, handicap, or denominational affiliation.

The financial aid program at New Brunswick Theological Seminary embodies the following standards:

- The design and implementation of the financial aid program shall uphold the integrity of the Seminary and the dignity of students who apply for financial aid.
- The Seminary shall make every reasonable effort to minimize tuition and fee charges, without sacrificing the high quality of its academic programs or student services, and to raise funds for operating costs and student scholarships.
- Students seeking financial assistance shall make every reasonable effort to adjust their lifestyles and spending practices to minimize their expenses while attending Seminary and shall provide resources to finance a share of their educational expenses by undertaking remunerated employment, expending a portion of any savings or assets, and pursuing other sources of support such as parents, families and friends, home congregations, denominations and other ecclesiastical judicatories, and foundation or corporate grants and loans.
- The Seminary shall assist qualified students to secure Federal Direct Loans per the laws and regulations governing the federal loan programs.
- For financial aid from resources in the Seminary's custody, the Seminary shall use the federal methodology that is based on data collected on the United States Department of Education's Free Application for Federal Student Aid (FAFSA) form to determine fairly each student's financial need and establish an unbiased standard of allowable expenses.
- To equitably distribute financial aid from resources in the Seminary's custody, the Seminary shall consider FAFSA-calculated need and allowable expenses in conjunction with other variables like degree program, enrollment status, funds availability, academic potential or progress, and individual extenuating circumstances when determining the annual award level guideline for student awards.
- Financial aid awards from resources in the Seminary's custody shall not exceed the total cost of tuition, fees, and books, except when donor stipulations or verifiable extenuating circumstances dictate otherwise.

William D. Ford Federal Direct Loan Program

The Budget Control Act of 2011 (Publ. L. 112-25) made an important change to the Direct Loan Program: Effective for loans made for periods of enrollment (loan periods) beginning on or after July 1, 2012, graduate and professional students are no longer eligible to receive Direct Subsidized Loans. Direct Subsidized Loans received by any student for loan periods beginning before July 1, 2012, for graduate study, are not affected by this change. Note that it is the beginning date of the loan period that determines whether a graduate student can receive a subsidized loan, not the first disbursement date. For example, a graduate or professional student could receive a Direct Subsidized Loan for a loan period that begins June 2012, even if the first disbursement of the loan is made on or after July 1, 2012. NBTS has chosen to continue to participate in the Federal Direct Loan Program. Under this program, the loan funds come directly from the U.S. government. Unsubsidized loans, which are not based on need, are available for students who don't qualify for need-based financial aid (i.e., some NBTS Scholarships). Strict guidelines govern access to federally funded student financial aid programs. The Seminary participates in the Federal Director Loan Program. This program offers students government-guaranteed loans with low variable interest rates that are disbursed through the Department of Education. The Federal Direct Loan Program for graduate students, offers need-based (subsidized) loans only to Non-Traditional students and (See section on Direct Loan eligibility for Non-Traditional students) non-need based (unsubsidized) loans to all MA, MDIV and Doctorate Programs. Non-Traditional Subsidized loans do not accrue interest while the student is enrolled; unsubsidized loans accrue interest from the date of disbursement.

Annual Loan Limits And Direct Loan Eligibility For Graduate Students

Students enrolled in a master's, doctorate or other graduate degree program can borrow up to \$20,500 per academic year based on their enrollment status, and not to exceed the total cost of attendance.

Students in graduate programs max out their total student loan eligibility at \$138,500, including loans taken out for undergraduate study. In general, to be eligible to participate in the Federal Direct Loan Program, a student must:

- Be a U.S. citizen or national, or a permanent resident of the U.S. or one of its territories;
- Must not be in default on any Federal Student Loans
- Be enrolled at least half-time (6 credit hours per semester) in an eligible degree program (i.e., M.Div., M.A., or all Doctorate Programs);
- Provide all documentation required by federal laws and regulations to support the Seminary's certification of the student's loan eligibility; and
- Maintain satisfactory academic progress as defined by the Seminary's satisfactory progress standard;
- Must complete an entrance counseling interview and Master Promissory Note (MPN) if a first-time borrower at the Seminary (Online Entrance Interview and MPN can be assessed on the NBTS website at www.nbts.edu. Click on Admission)

Due to the financial circumstances awaiting most seminary graduates, the Seminary advised students to restrict borrowing to an absolute minimum. Debt repayment becomes onerous when a student (or a student and spouse) accumulates a combined undergraduate and graduate education debt that exceeds one's year's expected family income after graduation. The financial Aid Coordinator in the Office of Finance and Administration is available to discuss family budgeting and provide informal debt counseling.

Unsubsidized loans are not based on financial need and accrue interest while the borrower is attending school. The borrower begins repayment six months from the date he or she ceases to be enrolled at least half time.

Federal Direct loans are granted for up to one academic year and are not automatically renewable. Since students may only apply for government loans to meet current academic year expenses, a student cannot sue this type of student aid to pay for unpaid account or rent balances incurred in a previous academic year. Students must reapply for Federal Direct loans each year.

In compliance with federal statutes, students who are currently in default on a federally funded loan or owe a refund on a federally funded grant received for attendance at any institution will not receive or be certified for a Federal Direct loan through the Seminary unless they can provide proof that they have rectified the aforementioned default. Additionally, no Federal Direct loan will be awarded to students who are not making satisfactory academic progress toward their degrees.

Standard Documents Required From All Financial Aid Applicants

The NBTS Online Financial Aid Application (also available to download for a hard copy) and the U.S. Department of Education Free Application for Federal Student Aid (FAFSA) are the core documents for determining a student's eligibility for financial aid. The NBTS online financial aid application is available on the Seminary's website at www.nbts.edu. The FAFSA is accessed online at www.fafsa.ed.gov. Prior to submitting a first-time FAFSA, students should obtain a personal identification number (PIN) at www.pin.ed.gov.

Students may be required to submit documentation of prior year's income if selected for verification by the Department of Education or the Financial Aid Administrator. Verification or apparent discrepancies (i.e., selective service, citizenship, social security or defaulted student loans) in FAFSA data must be resolved prior to disbursement of Federal Title IV Aid.

Some forms of financial aid require additional documentation in support of a student's application. A description of some of the additional documentation required appears in the Types of Financial Aid section below

Application Deadlines

Each spring the Financial Aid Coordinator in the Office of Finance and Administration provides returning students with updated financial aid information for the following academic year. Notification takes several forms: electronic copies sent to Seminary email addresses, hard copies placed in all student campus mail boxes, hard copies made available in reception areas at the Seminary. Newly admitted students are sent information upon request. Application deadlines appear on the forms. Later applications are reviewed for scholarship on a funds available basis. Eligible students may apply for Federal Direct loans during the academic semester.

Please Note: Students who wish to borrow sufficient money to cover courses in which they plan to enroll for the academic year, including the Summer Term, must estimate the amount they will need and borrow it in advance. For example, funds for the Winter term must be included in the Fall term's disbursement; funds for the Summer term must be included in the Spring term's disbursement. All questions concerning financial aid should be directed to the Financial Aid Coordinator.

Truth Or Consequences

The student's FAFSA form, NBTS Financial Aid Application (on-line), and any additional required documentation (if selected for verification or other discrepancies) constitutes the basis for determining awards from resources in the Seminary's custody and for certifying a student's eligibility for federally funded student aid programs. The Seminary's ability to equitable distribute financial aid to its students and to comply with the federal laws and regulations governing the Federal Direct Loan Program depends on students being candid and truthful when preparing this important documentation in support of their requests for financial assistance.

A student who acquires financial aid from resources in the Seminary's custody by giving incorrect information will be required to pay it back. When the Scholarship Committee determines that a student intentionally provided false or misleading information to obtain Seminary financial aid, the Seminary will cancel the student's financial aid package and prohibit the student from further participation in the financial aid program.

Approved Leave Of Absence For Student Recipients Of Federal Title IV Aid

The Seminary may grant a student a leave of absence for documented medical concerns, personal or family crises, financial hardship or other extenuating circumstances.

A student who intends to take a leave of absence from Seminary studies during a term must submit a signed letter to the Dean of the Seminary making the request. The letter must clearly indicate the time-period during which the student will not be enrolled in classes, the reason(s) for requesting the leave, and the intention of the student to return to the Seminary following the period of leave. The Dean of the Seminary will notify the student, in writing, within two (2) weeks of receiving the request indicating whether the leave has been granted. If a student who has received or is receiving federal financial aid stops attending, or fails to enroll for classes, without making a formal request and receiving permission for a leave of absence, s/he will be reported to the Department of Education as having withdrawn, as per the requirement of the Department of Education.

Students who have received or are receiving federal Title IV aid may be granted no more than 180 days of leave absence in any twelve (12) month period (the period begins on the first day of an approved leave of absence).

Return Of Title IV Funds

The student receiving assistance from Federal Title IV programs is required to complete a minimum number of hours for which assistance was received. Verification of the last date of attendance is crucial in the determination of whether repayment is required. The Seminary will use the federal formula in determining the percentage of aid earned.

Withdrawal: Direct Loan recipients who withdraw from all classes or stop attending any classes may be required to repay all or part of the loan proceeds they received, as well as tuition and fee charges to the Seminary. Students who attend more than 60% of the semester are considered to have earned 100% of the federal aid received.

Non-Attendance: Students who are awarded Financial Aid (in the form of Federal Direct Loans) and who fail to attend any classes must repay the entire Direct Loan amount received.

Direct Loan Entrance Interview Policy And Master Promissory Note

See section on "Annual Loan Limits and Direct Loan Eligibility for Graduate Students" (p. 56).

Direct Loan Exit Interview Policy

All student loan borrowers are required to complete exit counseling before graduating or withdrawing from New Brunswick Theological Seminary or ceasing to enroll at least half-time.

The interview covers all subjects that were covered in the entrance counseling, with an emphasis on repayment strategies. A hold is placed on your transcript(s) if you do not complete exit counseling.

Tax Information

The 1098T tax form is mailed to students who provide their Social Security Number to the Office of Finance and Administration. A 1098T documents, for tax purposes, the amount of tuition billed and scholarships awarded during the calendar year.

Disability Support Services

New Brunswick Theological Seminary policy is to ensure that no qualified student with a disability is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination in any Seminary program or activity. In response to a request made by a qualified student with a documented disability, the Seminary will provide reasonable accommodation and academic adjustments necessary to afford the student with a disability with the opportunity for full participation in Seminary programs.

The Associate Dean of Students in the Office of the Dean of the Seminary coordinates services for students with permanent and temporary disabilities, with the goal of addressing the individual disability needs of students while upholding the academic integrity and standards of NBTS. To receive appropriate accommodation and academic adjustments, students with disabilities must identify themselves to the Associate Dean of Student Services annually. Medical documentation outlining the disability and its duration, as well as the student's limitations and anticipated needs, is required to assist in arranging appropriate accommodations. It is the student's responsibility to obtain proper documentation and arrange an assessment meeting with the Associate Dean of Students in the Office of the Dean of the Seminary.

The Seminary is responsible for determining the appropriate academic adjustments or auxiliary aids. When determining the appropriate academic adjustments or auxiliary aids, the Seminary may seek additional or more current information and may also consult with the student's professors concerning particular course requirements. The professors will be notified of the decision in order to assist the student with any academic adjustments or auxiliary aids.

A student with a disability whose request for accommodation has been denied may appeal the decision of Dean of the Seminary by petitioning the Faculty Council in writing within 15 days of being informed of Dean of the Seminary's decision. The petition should include the original request, information about the accommodation offered by the Office of the Dean of the Seminary, if any, and the reasons that the student feels the accommodation offered does not adequately meet his/her disability needs. The Faculty Secretary will inform the student of his/her decision within 10 days. The Faculty's decision is not subject to appeal.

For more information about services to students with disabilities, or to file a complaint about disability access, please contact Associate Dean of Student Services.

Academic Advisement and Oversight

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

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

and project proposal planning, implementation, and dissertation writing.

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

Responsibilities of Program Advisor	Responsibilities of Advisee
<ul style="list-style-type: none"> • Maintain familiarity with D.Min. program policies to adequately advise students. • Meet with advisees at start of program to get acquainted. • Facilitate check-in meetings (1/2 hour) with each advisee during intensive weeks in 1st and 2nd years of their study to monitor progress. • Assist advisees in fine-tuning proposal/project ideas and implementation. • Participate in review and approval of project proposal and final dissertation. • Offer constructive criticism to enable advisees to become independent researchers and scholar-practitioners. • Maintain records of all interactions. • Provide D.Min. Office with documented assessment of students' progress. • Communicate any and all concerns to Assistant Dean of Doctoral Studies. • Monitor advisee's progress in preparing for the candidacy review (summation meeting). • Oversee the advisee's transition to project implementation and dissertation research. • Counsel advisee if any personal or professional issues interfere with academic performance. • Address any professional fitness issues. • Develop relationships with advisees that spur them to want to become active alumni who will desire to support NBTS post-graduation. 	<ul style="list-style-type: none"> • Contact Advisor within first two weeks of first trimester to get acquainted. • Make appointment to meet with Advisor during each intensive week on campus. • Communicate with Advisor in a timely manner. • Keep an advising portfolio containing all your coursework; project ideas/proposals; checklist of requirements; covenant agreements; and all other important materials (your Advisor may have these, but you should also keep files). • Follow through on actions identified during each advising session. • Monitor your own academic progress. • Seek support if personal or professional issues interfere with your academic work. • Recognize that while advising is a shared endeavor, final responsibility for all decisions rests with the student. • Become familiar with the D.Min. Handbook and its policies, procedures and requirements. • Become knowledgeable of support systems (Disability Services, Writing Center, Sage Library, etc.) and use them when appropriate. • Commit to engage fully in the learning process. • Prepare for and contribute to advisement sessions in a meaningful manner. • Prepare appropriately for the candidacy review (project summation meeting) and transition to dissertation and research and writing.

Qualifications Of Advisors

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

Appointment Of Advisors

Advisors are recommended by the Assistant Dean of Doctoral Studies in conversation with the primary residential faculty member in the field to the D.Min. Oversight Committee for approval.

Change Of Advisors

Occasionally students may seek to change their assigned advisors. Changes of Advisor are to be made in consultation, first, with the Assistant Dean of the D.Min. Program, and then with both the

original advisor and the proposed new advisor. Students may change advisors during coursework and before submitting a Project Proposal. Only rarely should students change advisors after their Projects are underway. Once a change of advisors is approved, students must file a “Change of Advisor” form with the Registrar.

Dissertation Readers

Students, with the Advisor’s support, can request the Reader for their D.Min. project. Readers need not be residential or affiliate faculty members of New Brunswick Theological Seminary. All Readers will hold earned doctoral degrees appropriate to the practice of ministry and are either scholars specializing in the specific ministry practice or qualified professionals in the field. In cases in which the Advisor is not a scholar of the specific ministry practice, a Reader who is a scholar of the specific ministry practice must be selected. No funding is available for non-faculty readers, which should be taken under consideration when students request outside readers. “Request for Reader” forms should be submitted to the Director of the D.Min. Program and must be approved by the D.Min. Oversight Committee. The Director will then contact the Reader and confirm their participation.

Appendix

APPENDIX A	EXAMPLE OF AN ANNOTATED BIBLIOGRAPHY IN TURABIAN STYLE
APPENDIX B	EXAMPLES OF ABSTRACTS
APPENDIX C	COURSE EVALUATION FORM
APPENDIX D	REQUEST FOR PROJECT SUMMATION / CANDIDACY REVIEW FORM
APPENDIX E	REQUEST FOR ORAL EXAMINATION FORM
APPENDIX F	ORAL DEFENSE REPORT FORM
APPENDIX G	SAMPLE PROPOSAL COVER SHEET
APPENDIX H	SAMPLE DISSERTATION TITLE PAGE

EXAMPLE OF AN ANNOTATED BIBLIOGRAPHY IN TURABIAN STYLE

Annotated Bibliography
Pragmatist approaches to epistemology

Encyclopedia Britannica, 9th ed., "Pragmatism."

A well-written article about the philosophical movement called Pragmatism. Contains useful information and critical remarks.

Johanson, Arnold E. "Philosophy and the Limits of Doubt." Ph.D. diss., Yale University, 1969.

The author investigates the nature and the forms of doubt in classical pragmatism. A comprehensive and innovative PhD dissertation.

Mead, George H. *The Philosophy of the Act*. Chicago: The University of Chicago Press, 1938.

A fundamental work by the founder of social psychology. According to Mead, thought and act exist in union. The theoretical cannot be considered separately from the practical.

Murphey, Murray G. "On Peirce's Metaphysics." *Transactions of the Charles S. Peirce Society* 1, no.1 (1965): 12-25.

As one of the most renowned pragmatist scholars, Murphey offers a conception based on the assumption that Peirce's metaphysics is the fundament of his pragmatism. Classical pragmatism does not turn upon epistemology, but on metaphysics, particularly on Peirce's theory of categories.

EXAMPLES OF ABSTRACTS

Preaching the Book of Revelation to stimulate Spiritual Growth in the Congregation at Fellowship Bible Church in Waco, TX

Kaul, Grant D., 2011

This applied research project develops and determines the effectiveness of intentional expository sermon planning to influence spiritual growth among people in a local congregation. This is a comprehensive approach to preparing a sequential series of life-transforming messages covering a book of the Bible in a passage-by-passage manner. The research method utilized for this project was program evaluation which verified that intentional expository sermon planning increased the spiritual growth of the people hearing messages developed by this program in the areas of comprehension (knowledge), convictions (biblical beliefs, values, and attitudes), and conduct (behavior) in a verifiable manner that is statistically significant.

An Identification and Evaluation of Traits Necessary for a Healthy Marriage Where One Spouse Has a Long-Term, Non-Terminal, Physical Disability

Hatteberg, Greg

This study seeks to answer the following research questions: What traits are necessary to produce a healthy relationship in a couple where one spouse has a long-term, non-terminal physical disability and what is characteristic of those traits? These are questions that began to identify and evaluate the traits in healthy couples. While many studies focus on factors that negatively affect marriages, this study will center on those traits that are seen to strengthen a marriage. Two methods of research were used. First, non-experimental, descriptive quantitative surveys to qualify healthy couples. Second, qualitative, personal interviews were conducted with the healthy couples. Commitment and communication are necessary traits for a healthy marriage with commitment being more essential. Commitment and communication are essential but no indication of which is more important.

Case Studies of the Care and Counseling Ministries of Selected Large Churches

Abernethy, R. John, 2011

This project examined the care and counseling ministries of three large, evangelical churches seeking to answer this question: "What staff and programs provide for an effective church-based Care and Counseling Ministry?" It was anticipated that the selected churches would have: a professionally trained appointed leader and trained laypersons; a safe environment for hope and healing; a clear pathway for people to find help; and the churches would use both prepackaged and their own written programs/materials. The research method and design was a case study of these three churches using interviews, direct observations and documentation such as websites and print materials. The goal was to gather the best practices from these church ministries and prayerfully seek to directly apply various organizational and functional traits to Wildwood Community Church in Norman and in the surrounding areas. This research sought to discover how the selected churches structure and execute their care and counseling ministries. In addition, this research endeavored to learn new ways of incorporating staff and laypeople as leaders and workers in Wildwood's Care and Counseling Ministry. Moreover, analysis was made to assess and determine the most valuable programs to implement for Wildwood's ministry of care and pastoral counseling.

APPENDIX C

COURSE EVALUATION FORM (page 1 of 3)

**New Brunswick Theological Seminary
Doctor of Ministry
Faculty Course Evaluation Form**

Candidate _____

Course _____

Faculty Team _____

(Please print)

1. Please evaluate the doctoral student’s performance in this course (e.g. writing skills, analytical skills, and peer, faculty relationship). Attach any documentation that supports your evaluation. A copy of this evaluation is to be given to the student, Registrar, and D.Min. Office.

2. Do you recommend that the candidate continue on to the next course?
[] Continuation
[] Continuation w/ notation (please explain what would be needed for the candidate to move to next course?)

3. Course Grade: _____ (Please use the NBTS doctoral grading rubric attached)

If the student is receiving a “C”, state specifically what the student needs to do/accomplish to improve and what areas further work is needed to enhance her or his understanding, skills, and abilities:

Faculty Signature(s) _____
NBTS D.Min. Student Handbook

Date _____

The purpose of the Doctor of Ministry program is to develop increased competence for ministry. It is believed such growth is fostered by both interaction with faculty and successful engagement with and completion of the coursework.

In addition to providing students with oral feedback, faculty complete written evaluations for each student detailing their final grade and narrative of their work on forms provided by the D.Min. Office. Copies of these evaluations are also given to the candidates.

D.Min. students must maintain a cumulative grade point average (GPA) of at least 3.0 (B) throughout the program. No grade lower than a C (70) can be credited toward the degree, and no more than two C's will be counted toward a candidate's matriculation. To graduate with honors, students must have a (1) GPA of 3.75 or higher; (2) an honors doctoral project, and (3) an honors Oral Defense. Students with appropriate GPAs will be recommended for honors by the Committee that reads the project and conducts the Oral Defense.

The following letter grade and point scheme shall apply in all NBTS doctoral concentrations:

A	Excellent	4.0	98 – 100%
A-	Very Good	3.67	93 – 97%
B+	Above Average	3.33	90 – 93%
B	Average	3.0	85 – 89%
B-	Below Average	2.67	84 – 86%
C+	Marginal Pass/Poor	2.33	77 – 79%
C	Marginal Pass/Poor	2.0	70%
F	Failure	0	

A- to A: Exceptionally Good Performance

These categories indicate that a student has shown exceptional understanding of the concepts and/or subject matter and a level of work that exceeds the work expected for professional doctoral studies.

B+: Good (Above Average) Performance

This category indicates that a student has shown good (above average) understanding of the concepts and/or subject matter and a performance the level of work that is appropriate to and expected of professional doctoral studies.

B: Good (Average) Performance

This category indicates that a student has shown good (average) understanding of the concepts and/or subject matter and a performance the level of work that is appropriate to and expected of professional doctoral studies.

B-: Minimally Acceptable (Substandard) Performance

This category indicates that a student has done minimally acceptable graduate work, demonstrating partial familiarity with the subject matter and some capacity to deal with relatively simple problems, but also demonstrating deficiencies serious enough to make it inadvisable to proceed further in the field without further work. Instructors may suggest further work that would be beneficial to the candidate which she/he might choose to do.

C+ to C: Marginal Pass/Poor Performance

This category indicates that a student has performed far below what is expected of persons undertaking doctoral graduate work. Such a grade indicates little familiarity with the subject matter and deficiencies serious enough to make it inadvisable to proceed further in the field without additional work and substantial improvement. Doctoral students at NBTS are allowed only two grades in this category during the course of their academic tenure. If a student receives more than two grades in this category, she or he will be required to do additional work in the subject area in which the grade was received, and possibly subject to academic probation, or recommended for dismissal. It should be noted that at NBTS, as in most doctoral programs, grades below “B” are considered unacceptable as a measure of progress towards a doctorate degree.

Failure (F)

This category applies when a candidate fails to complete the course work required. A student who has received more than two grades of “F” may be subject academic probation and/or dismissal.

Incompletes

Faculty may, with sufficient reason, give a doctoral candidate in good standing a grade of “Incomplete” and permit said candidate to submit work after a course has ended. Faculty must make clear the nature and extent of the further work required. All coursework must be completed before the start of the next trimester to obtain a passing grade change. Students seeking an “Incomplete” must:

1. Obtain an Incomplete form from the Registrar
2. Obtain the instructor’s signature and date by which the work is due
3. Return the form to the Registrar before noon on the last day of classes
4. Turn in the completed work to the Instructor *and* Director on or before the Instructor’s required due date *and* before the next trimester begins.

Courses not completed by the due date will receive a permanent “F”. Candidates with two incompletes will not be allowed to register for the next trimester.

Withdrawal (W)

This category applies when the candidate is granted permission from the Seminary’s faculty to withdraw from a course. (See “Withdrawal Policy” for more information.)

APPENDIX D

NEW BRUNSWICK THEOLOGICAL SEMINARY
REQUEST FOR PROJECT SUMMATION / CANDIDACY REVIEW

All students proceeding to candidacy proposal review must complete and submit this form to their Faculty Advisor and attach to it an unofficial transcript, their project proposal, and, if relevant, a completed Research with "Human Subjects in Research" forms. The Advisor will then submit to the D.Min. Office via the Assistant Dean once the s/he is satisfied that the candidate is ready for the Candidacy Review.

Date _____

Name _____

(Please print full name)

D.Min. Focus of Study _____

D.Min. Faculty Advisor _____

Title of Project Proposal _____

I would like to request _____ to be my reader

Advisor's Summary Remarks:

Having reviewed with the Candidate her / his course of study and its relationship to the candidate's ministry focus, we certify the candidate has passed this review and support his/her intention to move forward in completing her /his D.Min. project dissertation.

Academic Advisor's Signature

Date

APPENDIX E

REQUEST FOR ORAL EXAMINATION FORM (Defense/Public Conversation)

Request for Oral Examination

Doctor of Ministry Department,

The work of the candidate named below has been examined by myself as advisor. I concur that this work has met the requirements as stated in the NBTS D.Min. Handbook and as I understand them. I am therefore recommending this candidate for the Final Examination based on the documentation submitted with this form. The candidate and I understand that the date for the oral exam will be at least two weeks after this form is received.

Candidate Name: _____

Title of Dissertation/Project: _____

Signed by:

Advisor _____ date _____

Assistant Dean of Doctoral Studies _____ date _____

Copies sent to:

Doctor of Ministry Office

NBTS Faculty

Note: Candidates are responsible for the completion of this form. It must be submitted to the Doctor of Ministry Office along with **two copies** of the Dissertation/Project. If NBTS is providing a copy to your outside examiner (2nd reader besides your Advisor) you must send **three copies** of the document. Please be advised a final examination **will not be scheduled without this completed form.**

APPENDIX F

ORAL DEFENSE REPORT

Candidate _____

Graduating _____

Committee Project Advisor _____

Reader _____

Project Title _____

Exam Date _____

Pass Receive Honors Require 2nd Exam Fail

Comments/Further Work Required

Second Exam Date: Pass Fail

Advisor _____

2nd Reader _____

D.Min. Oversight _____

Please file this form with the Registrar and the Doctor Of Ministry Office at completion of the Oral Exam.

APPENDIX G

SAMPLE PROPOSAL COVER SHEET

NEW BRUNSWICK THEOLOGICAL SEMINARY

This Project Entitled

(Full Title of Project)

by

(your full name)

has been approved by the Committee of Readers and has been accepted by the Director of the
Library and the Committee on behalf of the Faculty of

New Brunswick Theological Seminary

In partial fulfillment of the requirement for the degree of

Doctor of Ministry
FOR THE COMMITTEE READERS

Advisor's Name and Title here

Reader's Name and Title here

Director of the Gardner A. Sage Library

D.Min. Oversight Committee Representative

Date

**Forsaking the Lowly Jesus for Lifestyles of the Rich and Famous,
Or *How Shall We Be Saved?*:
A Theological Reflection on the Legacy of Christian Attitudes toward
Wealth and Poverty, and its impact upon the Black Church**

A DISSERTATION

**SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY
IN SYSTEMATIC THEOLOGY
AT UNION THEOLOGICAL SEMINARY
NEW YORK CITY
FALL 2012**

LORENA M. PARRISH

**DISSERTATION COMMITTEE:
Dr. Serene Jones – Academic Advisor
Dr. Chung Hyun Kyung
Dr. Emilie M. Townes
Dr. Delores S. Williams
Dr. Andrea Smith**

