



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)

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.

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)

<u>Trimester II</u>	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)

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

<u>Trimester II</u>	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)

<u>Trimester I:</u> D.Min. Proposal & Thesis I Draft due (6 credits)	Location: New Brunswick, NJ	Intensive Week
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<u>Trimester II:</u> 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!

NBTS D.Min. Student Handbook

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@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)

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.

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

<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 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)		

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)

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.

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

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

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

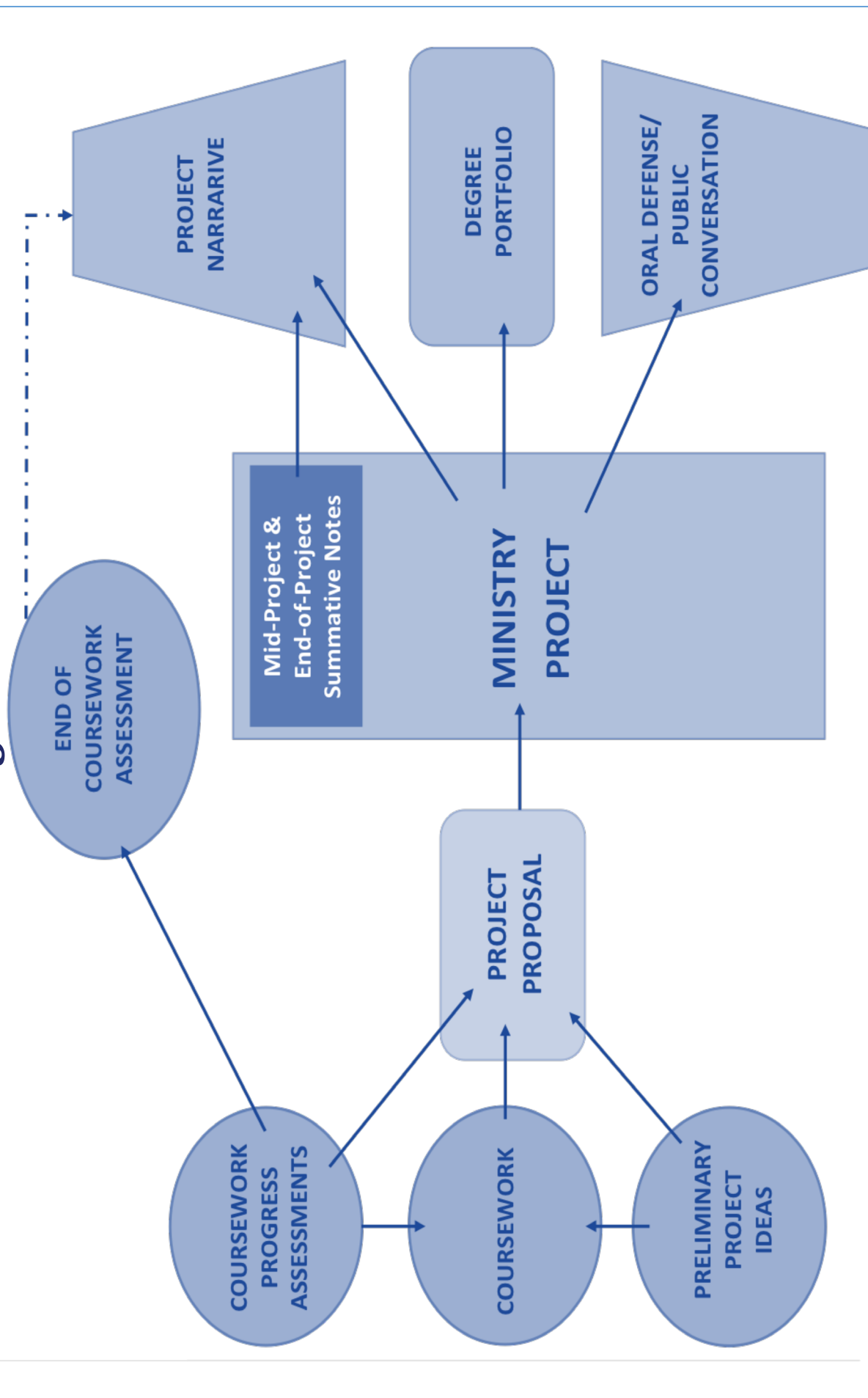
<u>Trimester III</u>	Location: New Brunswick	Intensive Residency Week
Multi-Cultural Counseling (3 credits)		
Addictions and Spirituality (3 credits)		

<u>Trimester I:</u>	Dissertation I (6 credits)
<u>Trimester II:</u>	Revisions, Editing Due Early February
<u>Trimester III:</u>	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.

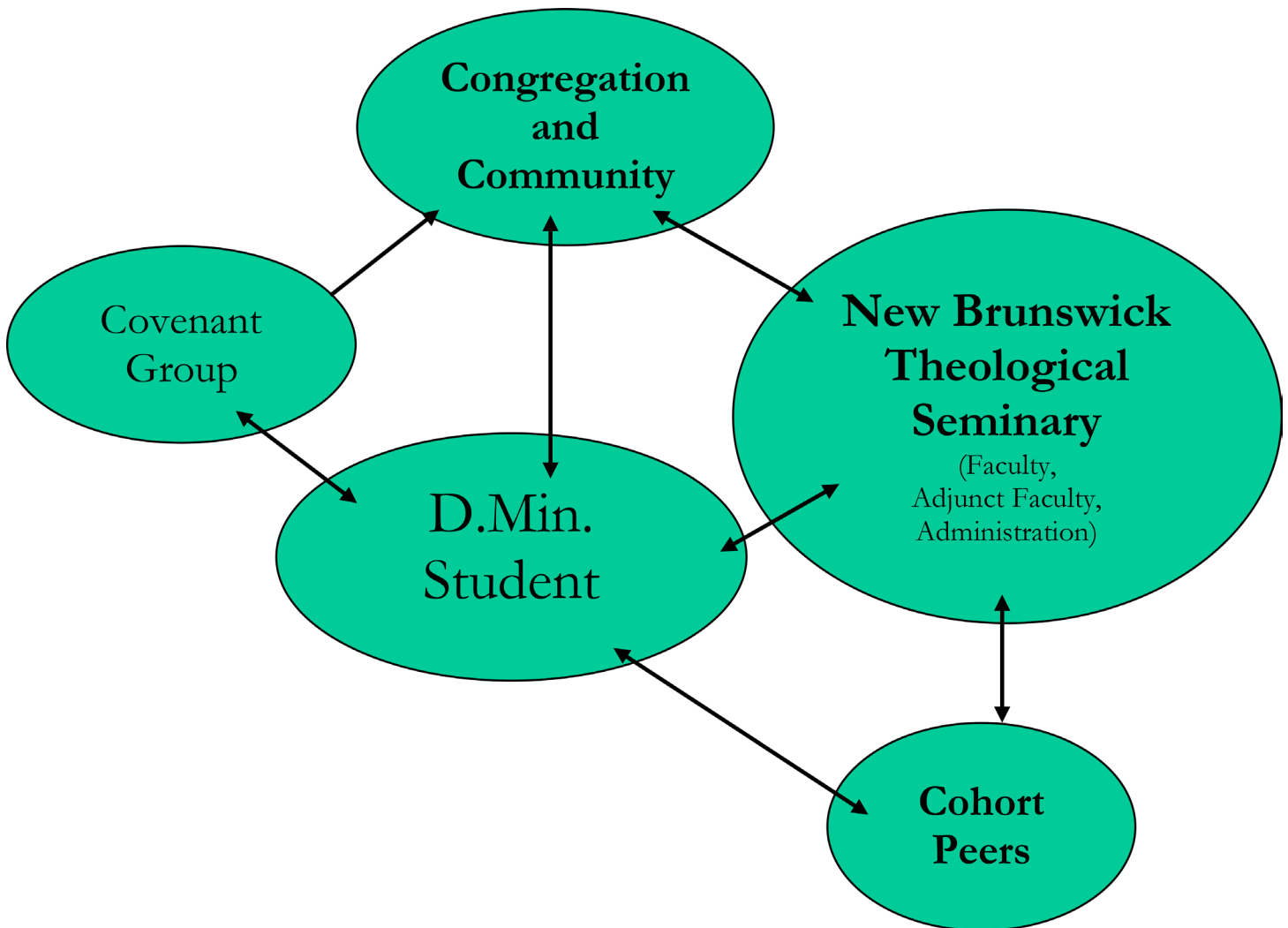
NBTS' support of this model is connected to its deep commitment to strengthening the theological and pedagogical relationship between the academy, church and community. It is hoped that the close relationship between the covenant group and candidate will become a paradigm for academy-pastor-people relationships. 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 candidate 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?

¹ William 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-Course work Assessment and term bibliographies. In addition, she will complete the following:

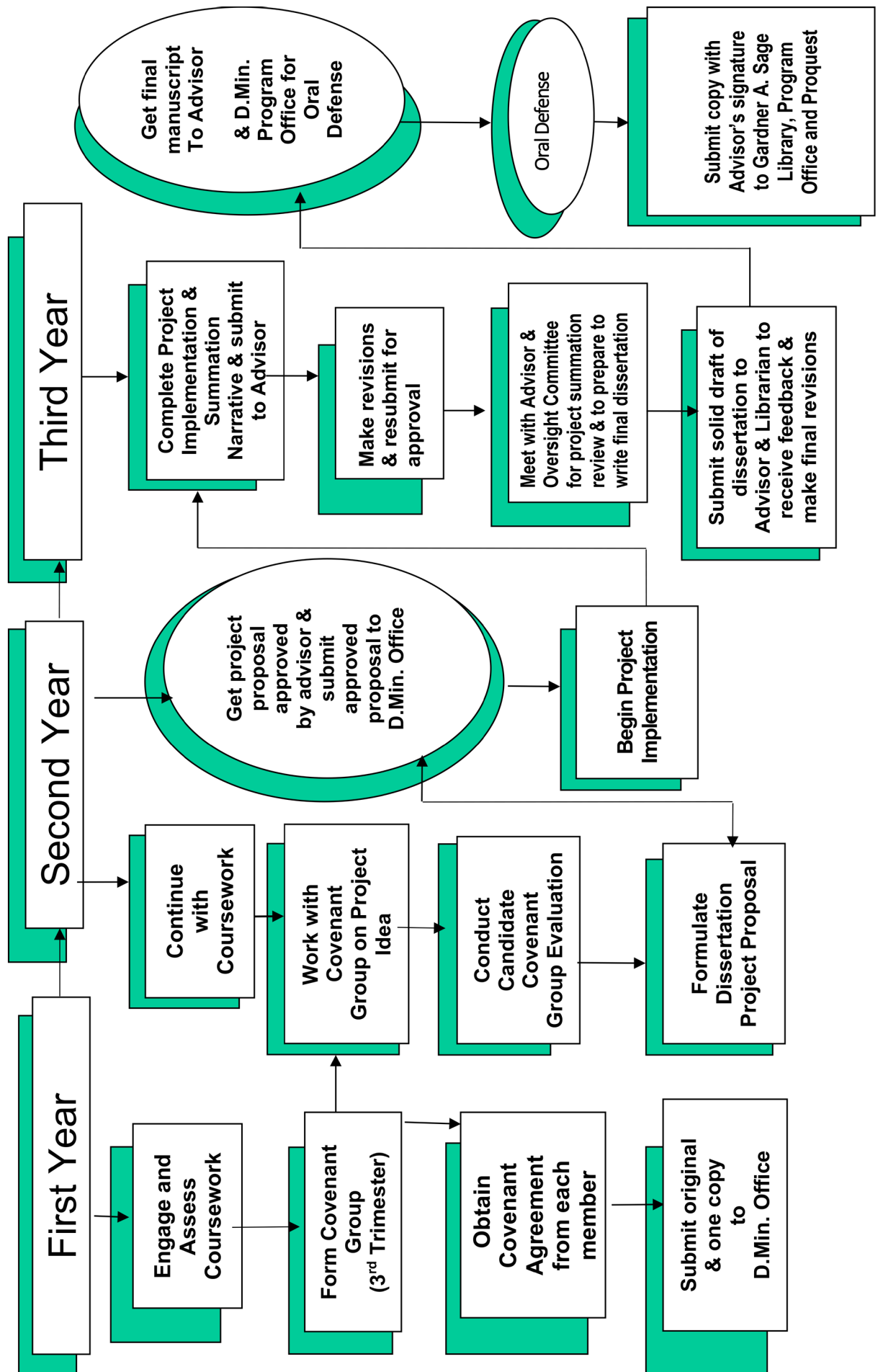
- Formulate dissertation/project proposal in the course, "Seminar Research on Methods and Proposal Development" and receive approval from instructor to proceed with project.
- Submit copy of proposal to Advisor. Submit once approved by the Instructor.

- 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 coursework 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
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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.

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 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 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**

