



NEW BRUNSWICK THEOLOGICAL SEMINARY

Think Critically • Act Justly • Lead Faithfully



2025-2026 STUDENT HANDBOOK

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It is the responsibility of the student to read and follow the policies in this handbook. It will be assumed by all faculty and administrators of NBTS by a student's admission and current registration that the student 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.



NEW BRUNSWICK THEOLOGICAL SEMINARY

Think Critically • Act Justly • Lead Faithfully

President's Message

Welcome to New Brunswick Theological Seminary – it is a pleasure to greet you. I am delighted that you have enrolled, and I hope you will enjoy and benefit from your time as a student at NBTs. There is much happening here at New Brunswick Theological Seminary. We were founded in 1784—one of the first seminaries in the United States of America—with a strong tradition and rooting in the Reformed Church in America. Over the years we have evolved into an ecumenical, diverse, and anti-racist seminary that has developed an expertise and focus on “being a Light in God’s Cities.”

Our mission, rooted in God’s grace, is to empower people and communities: to explore their calling and live into their futures by providing a place of connection and spiritual formation; to bring a curiosity, openness, creativity, and logic to the critical examination of text and context; and to act with fairness and integrity through analyzing systems of power and privilege. In short, we train students to Think Critically, Act Justly, and Lead Faithfully.

We welcome you to explore our beautiful campus and online community. Please familiarize yourself with our hybrid and online class formats, where you will engage our world-class faculty in a number of exciting programs: **Master of Divinity; Master of Arts in Ministry Studies, Master of Arts in Pastoral Care and Counseling; Master of Arts in Theological Studies; Dual Degree (MA + MDiv); Doctor of Ministry;** and our **Certificate and Microcredential programs.**

I also invite you to familiarize yourself with our amazing **faculty** and our incredible **Gardner A. Sage Library**. You might also be interested in the many program offerings of our **Reformed Church Center, Underwood Center for Global Education,** and **Videos**. And if you are interested in giving to support the seminary, well, we can certainly **assist** you with that!

So, whether you are a first year student or a student who has been with us for several years, welcome to NBTs, where you will discover and be discovered; where you will find integrity and a rich legacy of overcoming; and where you will be embraced and affirmed by a community that is inspired toward excellence in education and committed to practical and prophetic hands-on ministry. It’s with genuine hearts that we will welcome you with open arms as you seek God’s will and way for your life.

In Joy and In Justice!

Blessings,

Rev. Micah L. McCreary, Ph.D.
President, New Brunswick Theological Seminary



Overview

Historic Seminary, Innovative Theological Education

New Brunswick Theological Seminary was founded more than 240 years ago – one of the oldest seminaries 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 a spiritually rich community.

Although New Brunswick Theological Seminary is a teaching institution of the **Reformed Church in America**, the Seminary considers it a privilege and a responsibility to train people from many other denominations for ministry. As a result, NBTS's student body and faculty reflect the rich diversity of God's people.

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 a context in which one's ethnicity, culture, religious denomination, calling, and gifts can be freely explored and expressed.

Our Professors take a personal interest in their students, understanding that preparation for ministry involves more than classroom instruction. A blending of high standards in traditional academics and in community analysis and public theology rests upon a foundation of an action-reflection model of theological engagement. Committed to excellence in ministry, the Faculty teaches with passion and creativity, encourages active critical thinking, and practices ongoing self-reflection in its work together and with students. The result is an unparalleled educational opportunity for leaders of the church in an increasingly complex and pluralistic context.

Identity

We are a multiethnic, intergenerational, ecumenical theological institution of higher education that instills creative, contextual, and critical thinking and a passion for justice that reflects God's transforming love in Jesus Christ.

Values

We value...

Faith and community that welcomes diverse perspectives, where all have a seat at the table and all voices are heard; the breadth and depth of this inclusive conversation contribute to all growth and understanding.

A supportive environment where the person, the journey, and the call to ministry in each unique context are nurtured and affirmed in community.

Academic engagement that instills creative, contextual, and critical thinking and a passion for justice.

Vision Statement

We envision empowered leaders, ministries, and communities who actively pursue, promote, and engage in the work of justice, reconciliation, and unity, affirming the equality of all God's people.

We envision a community of graduates who bear witness to God's light in the world, where all lives are dignified and all voices are heard, and all are included to share in God's bountiful love.

We envision spiritual communities who embody grace and love, rooted in critical, creative, contextual thinking and leadership that inspires others to live fruitful and faithful lives.

We envision a world where hearts are renewed, justice is established, and faith is restored.

Mission Statement

Our mission, rooted in God's grace, is to empower people and communities...

to explore their calling and live into their futures by providing a place of connection and spiritual formation;
to bring a curiosity, openness, creativity, and logic to the critical examination of text and context; and
to act with fairness and integrity through analyzing systems of power and privilege.

Purpose Statement

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 an inter-cultural, ecumenical school of Christian faith, learning, and scholarship committed to its metro-urban and global contexts.

Our purpose 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.

Motto

Think Critically, Act Justly, Lead Faithfully

NBTS DEGREES

Master of Divinity; Master of Arts in Ministry Studies, Master of Arts in Pastoral Care and Counseling; Master of Arts in Theological Studies; Dual Degree: MDiv & MA; and Doctor of Ministry.

Microcredential and Certificate Programs (Non-Degree Programs)

WHAT IS THE CORE OF THE CURRICULUM?

In our degree programs, NBTS provides students with course work which will aid them to help their communities and lead churches by

- Thinking critically about the world, church, and society
- Acting faithfully as a minister of the Gospel
- Leading people to fulfill God's purpose in their lives

WHAT ARE THE APPLICATION REQUIREMENTS?

When you apply to NBTS, you will apply to a specific degree program. These requirements are unique for each program. Please consult the information on each degree for more information. Overall, the master's programs require a bachelor's degree. Some degrees admit a limited number of students without a bachelor's degree to the program. The Doctoral program requires a master's degree in divinity or a related major.

WHAT ABOUT FINANCING MY EDUCATION?

NBTS offers one of the most reasonably priced theological educations in the area. We are always concerned about students and strive to make tuition and fees as low as possible. NBTS has a variety of scholarships that are listed in this handbook.

NBTS also participates in Federal Student Loans.

Please see the **Financial Aid** section for more information.

NON-DISCRIMINATION POLICY

No student will be barred from admission on the basis of race, gender or sexual orientation, and all opportunities at New Brunswick Theological Seminary will be open to all who are qualified according to the purposes of the Seminary.

WHAT ACCREDITATIONS DOES NBTS HOLD?



The Association of Theological Schools
The Commission on Accrediting

New Brunswick Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: Master of Divinity, Master of Arts, Master of Arts in Ministry Studies, Master of Arts in Pastoral Care and Counseling, Master of Arts in Theological Studies, and Doctor of Ministry.

The commission contact information is:

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: 412-788-6505

Fax: 412-788-6510

<http://www.ats.edu>



Effective November 15, 2018, New Brunswick Theological Seminary is Accredited by the Middle States Commission on Higher Education, 1007 North Orange Street, 4th Floor, MB #166, Wilmington, DE 19801; (267-284-5011); www.msche.org. The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Department of Education and the Council for Higher Education Accreditation, currently serving institutions of higher education in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, the Virgin Islands, and other geographic areas.

The scope of accreditation includes the Master's degree or its equivalent credential level and the Doctor's degree-Research/Scholarship.



PARTICIPATING INSTITUTION

New Brunswick Theological Seminary has been approved by New Jersey to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

All degree programs are approved by the New Jersey Office of Higher Education.

New Brunswick Theological Seminary is approved by the church and denominational groups for the training of persons for positions in ordained ministry.

WHAT ARE THE ADVANTAGES OF AN ACCREDITED SCHOOL?

When you choose an accredited school, you are assured that the institution:

- meets the standards required by our accrediting agencies and the Department of Education in hybrid and on-line courses
- commits to on-going assessment of its work which is assessed by outside experts
- assures students of the integrity of the program and its transcripts
- must maintain a library with critical resources for research

When you choose an accredited school, you have these benefits:

- student loans can be deferred when you attend an accredited school
- students will receive financial counseling concerning their debt and strategies to keep that debt low
- accredited master's programs allow you to continue to an accredited doctoral program
- if you must leave NBTS, the credits will be considered for transfer by other accredited institutions
- credits earned in an accredited degree will be considered as advanced standing or transfer credit in another master's program

SECTION 1

DEGREE PROGRAMS AND REQUIREMENTS

MASTER OF ARTS IN PASTORAL CARE AND COUNSELING

The Master of Arts in Pastoral Care and Counseling is a rigorous academic degree for students who are called to help others in difficult times. The degree combines a theological foundation with the fundamentals of counseling. It offers the graduate the tools needed to minister to the hearts, minds, and souls of people in need. This degree is for students who wish to engage in pastoral care in the church or in other institution settings such as prisons, hospice, and nursing homes.

What is unique about NBTS's program:

- **Adaptive:** Courses are offered evenings and weekends completely online. We also offer hybrid class options contingent on sufficient student demand.
- **Fast Completion:** The MAPCC is a 48-credit degree that may be completed in two years if the student is enrolled full-time.
- **Welcoming:** Affirming of all people desiring to study theology and pastoral counseling.
- **Innovative:** Study with a faculty who offer innovative opportunities for learning and appreciates adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Academic and Practical:** Take courses from professors who combine academic learning with practical skills.
- **Vocational Focus:** Students use the degree to serve as pastoral counselors in churches, hospitals, prisons, and non-profit organizations.

CURRICULUM

Master of Arts in Pastoral Care & Counseling (academic degree)

48 Total credit hours required – Two years full time (each module is one year)

Students will complete the first module before moving to the next

Module 1 – 15 credits of required and 9 credits specific electives	
Course Number & Name	Credits
PC510 Introduction to Pastoral Care and Counseling	3
OT510 or NT510 Introduction to OT or NT	3
BS520 Biblical Research & Writing	3
IN511 Analyzing Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3
PC511 Research Methods in Pastoral Care	3
MS001 Boundaries for Ministry Workshop [REQUIRED BEFORE FIELD ED or CPE]	NC
Pastoral Care Elective	3
Pastoral Care Elective	3
Pastoral Care Elective	3

Module 2 – 18 credits of required and 6 credits of specific electives			
Course Number & Name			Credits
PC543 Clinical Pastoral Education Part I			3
PC544 Clinical Pastoral Education Part II			3
TH522 Theology in Contemporary Contexts			3
ET520 Christian Ethics and Social Justice			3
Elective Course			3
Pastoral Care Elective			3
Capstone Thesis/Project Choose a path:	Path 1 - Thesis:	PC691 & PC692 MA Thesis	6
	Path 2 - Project:	PC693 MA Project & additional elective	

WHAT IS CLINICAL PASTORAL EDUCATION?

According to the ACPE, “Clinical Pastoral Education is interfaith professional education for ministry. It brings theological students and ministers of all faiths (pastors, priests, rabbis, imams and others) into supervised encounter with persons in crisis. Out of an intense involvement with persons in need, and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain a new understanding of ministry. Within the interdisciplinary team process of helping persons, they develop skills in interpersonal and interprofessional relationships.”

CPE is normally set in an institutional environment such as a hospital or nursing home. CPE is done in units and one unit (400 hours) is required for this degree. A unit of CPE can be completed full-time in an intensive format of 10 to 12 weeks. Others are completed over a full academic year (14 hours per week). There are a limited number of online CPE programs, please contact the Office of Field Education for more information.

PROGRAM OUTCOMES

Graduates will:

- Express a self- awareness as it relates to relationships between individuals in pastoral and family ministry, congregational and larger social systems.
- Demonstrate the appropriate skills needed for ministering in Christian and multi-faith pastoral care settings using the appropriate spiritual resources and practices of the Christian tradition and contextual theological reflection.
- Articulate the distinctives of the field of pastoral care and counseling from the fields of psychology and sociology.
- Engage in research and critical reflection proper to the field of Pastoral Care and Counseling/ Pastoral Theology.

MASTER OF ARTS IN MINISTRY STUDIES

The Master of Arts in Ministry Studies is a 36-credit program, available fully online or in a hybrid format, which engages you to think critically and creatively about the church and Christian faith. The program is grounded in Scripture and committed to spiritual formation and personal growth in both the mind and soul. It is designed as an entry level degree for specialized ministries in the church, non-profit institutions, and personal development.

The MAMS has suggested concentrations in Biblical Studies, Theology and Public Policy, Ministry in the Church, and Prophetic Urban Ministry. Students can select a concentration or create a curriculum to meet their unique ministry needs. With six foundational courses, the five remaining electives allow you to customize your program based on your ministry needs and vocational interests. You become the architect of your education and professional development. The Integrative capstone project will provide an opportunity to apply your acquired knowledge and skills to a project in your ministry context.

As an entry degree, the credits in the MAMS can be transferred into any of the other master's degrees at NBTS.

What is unique about NBTS's program:

- **Adaptive:** Courses are offered evenings and weekends completely online. We also offer hybrid class options contingent on sufficient student demand.
- **Fast Completion:** The MAMS is a 36-credit degree that may be completed in two years or less if the student is enrolled full time.
- **Welcoming:** A theological degree inviting of all theological perspectives into intentional and respectful conversation.
- **Innovative:** Study with a faculty who offer innovative opportunities for learning and appreciate adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives and life experiences.
- **Flexible:** Students select their path of study based on individual needs.

Examples of suggested concentrations

Biblical Studies Concentration: All the required courses (18 credits), Biblical Research and Writing (BS520), Intro to Christian Education (CE510) or Public Proclamation (Preaching) (PR510), 3 courses of Bible electives, and the Integrative Capstone Project (3 credits).

Theology and Public Policy Concentration: All required courses (18 credits), Christian Experience and Witness (IN520), Contextualized Ministry and Public Faith (IN521), Christian Ethics and Social Justice (ET520), 2 elective courses, and the Integrative Capstone Project (3 credits).

Ministry in the Church Concentration: All required courses (18 credits), Introduction to Pastoral Care (PC510), Introduction to Worship (WP510); Public Proclamation (PR510), Called and Equipped (MS520), an elective course, and the Integrative Capstone Project (3 credits).

Prophetic Urban Ministry Concentration: All the required courses (18 credits), Introduction to Urban Ministry (UM510), Pastoral Care in Three Worlds (PC532), 2 Urban Ministry electives, 1 elective course, and the Integrative Capstone Project (3 credits).

Individualized Concentration: All the required courses (18 credits), 5 elective courses, and the Integrative Capstone Project.

CURRICULUM

36 Total credit hours required

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

Module 1 – 12 credits of required courses +6 credits of electives (18 credits total)	
Course Number & Name	Credits
OT510 Introduction to Old Testament	3
NT510 Introduction to New Testament	3
CH5__ Church History Course	3
IN511 Analyzing the Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3
Concentration Elective	3
Concentration Elective	3

Module 2 –9 credits of required courses + 9 credits of electives (18 credits total)	
Course Number & Name	Credits
TH522 Theology in Contemporary Contexts	3
MS001 Boundaries for Ministry Workshop [REQUIRED]	NC
Concentration Elective	3
Concentration Elective	3
Concentration Elective	3
MA515 Integrative Capstone Project/Thesis Development*	3
MT693 Integrative Capstone Project	3

**MA515 is taken the semester prior to MT693*

PROGRAM OUTCOMES

Graduates will:

- Demonstrate a comprehensive understanding of the theories, methodologies, and key concepts in biblical, theological, and ministry studies.
- Examine complex ethical and social issues pertaining to the church and diverse ministry contexts.
- Identify, analyze, evaluate, and apply various sources of information to a research project
- Analyze dynamics of power and privilege as these intersect the self, institutions (including the church), and society.

MASTER OF ARTS IN THEOLOGICAL STUDIES

The MATS degree program prepares students for a wide variety of work in religious institutions. The MATS degree program includes exploring the traditional theological disciplines in its required curriculum in innovative ways.

The remainder of the program is elective courses. NBTS has suggested concentrations, but students, in consultation with a faculty mentor, will identify a personalized concentration of study and select courses that achieve the student's educational goals. Electives will allow the student to create the program which best suits their needs.

What is unique about NBTS's program:

- **Adaptive:** Courses are offered evenings and weekends completely online. We also offer hybrid class options contingent on sufficient student demand.
- **Fast Completion:** The MATS is a 48-credit degree that may be completed in two years if the student is enrolled full-time.
- **Welcoming:** Affirming of all people desiring to study theology.
- **Innovative:** Study with a faculty who offer innovative opportunities for learning and appreciate adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Flexible:** Students select their path of study based on individual needs.
- **Vocational Focus:** Students use the degree for lay ministry, ordained ministry, advocacy, non-profit management, or personal enrichment.
- **Further Graduate Study:** Students may elect to work one-on-one with a faculty member to prepare for further graduate study (e.g. prepare for a Ph.D. program or the NBTS Doctor of Ministry program).

CURRICULUM

Master of Arts in Theological Studies

48 Total credit hours required – Two years full time (each module is one year)

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

Module 1 – 12 credits of required courses +12 credits of electives (24 credits total)	
Course Number & Name	Credits
OT510 Introduction to Old Testament	3
NT510 Introduction to New Testament	3
CH5__ Church History Course	3
IN511 Analyzing the Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3
MS001 Boundaries for Ministry Workshop	NC
Concentration Elective _____	3
Concentration Elective _____	3
Concentration Elective _____	3
Concentration Elective _____	3

Module 2 – 12 credits of required courses + 12 credits of electives (24 credits total)			
Course Number & Name			Credits
TH5__ Theology Course (ordinarily TH522)			3
Concentration Elective_____			3
Concentration Elective_____			3
Concentration Elective _____			3
Concentration Elective_____			3
MA515 Integrative Capstone Project/Thesis Development*			3
Capstone Thesis/ Project - Choose a path:	Path 1 – Thesis:	MT691 & MT692 MA Thesis	6
	Path 2 – Project:	MT693 Project & additional elective course	

**MA515 is taken the semester prior to MT692 or MT693*

PROGRAM OUTCOMES

Graduates will:

- Employ the basic competencies of the fields of biblical studies and theological studies.
- Explain how cultural and social contexts impacts their understanding of a community
- Identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.
- Show evidence of their growth in spiritual, ethical and intellectual formation.
- Analyze dynamics of power and privilege as these intersect the self, institutions (including the church), and society.

MASTER OF DIVINITY

The Master of Divinity is considered the required degree for ordination or promotion in many denominations. Some chaplaincy programs also require this degree. The MDiv combines the academic study of the theological disciplines of Bible, Theology, and Ministry in combination with the practical aspects of ministry in today's world. It is the appropriate degree for anyone who requires the degree for ordination or someone who desires the balance of the academic and practical abilities for their work.

What is unique about NBTS's program:

- **Adaptive:** Courses are offered evenings and weekends completely online. We also offer hybrid class options contingent on sufficient student demand.
- **Welcoming:** Affirming of all people desiring to study theology.
- **Innovative:** Study with a faculty who offer innovative opportunities for learning and appreciate adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Vocational Focus:** Students use the degree for ordained ministry, advocacy, or non-profit management.
- **Further Graduate Study:** Students may elect to work one-on-one with a faculty member to prepare for further graduate study (e.g. prepare for a Ph.D. program or the NBTS Doctor of Ministry program).

CURRICULUM

Master of Divinity Program

81 Total credit hours required – Three years full time (each module is one year)

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

Module 1 - 24 credits of required courses + 3 credits of elective courses (27 credits total)

Course Number & Name	Credits
OT510 Introduction to Old Testament	3
NT510 Introduction to New Testament	3
CH510 History of Global Christianity I	3
CH511 History of Global Christianity II	3
IN511 Analyzing the Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3
WP511 Introduction to Worship	3
PC510 Introduction to Pastoral Care & Counseling	3
MS001 Boundaries for Ministry [REQUIRED BEFORE FIELD ED, OR CPE.]	NC
MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3
Elective: _____	3

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

Module 2 – 23 credits of required courses + 6 elective credits (29 credits total)

Course Number & Name	Credits
BS520 Biblical Research and Writing	3
Biblical Studies Course	3
TH520 Foundations and Global Theology I	3
TH521 Foundations and Global Theology II	3
CE510 Introduction to Christian Education	3
PR510 Public Proclamation: Preparation and Delivery	3
IN520 The Christian Experience and Witness	3
FE511 Field Ed Seminar - required with or prior to FE510	NC
FE510 Field Education I	1
FE512 Field Education II	1
Elective**:	3
Elective:	3

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

Module 3: 16 credits of required courses + 9 credits of electives (25 credits total)

Course Number & Name	Credits
Biblical Studies Course	3
ET520 Christian Ethics and Social Justice	3
IN521 Contextualized Ministry and Public Faith	3
IN531 Our Christian Traditions in Context	3
MS510 Pastoral Administration	3
FE513 Field Education III	1
Elective*:	3
Elective:	3
Elective:	3

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

WHAT IS FIELD EDUCATION?

With experienced supervisors and lay committees, Field Education gives students opportunities to integrate classroom learning with a particular ministry context. A student is eligible to begin Field Education during Module 2 of the program [after 30 academic credits]. Once placed, students must spend 8-12 hours per week or 120-180 hours for the semester engaged at the field site. Included in the on-site hours is one hour of theological reflection with the field supervisor.

In conjunction with an approved field education placement, students must attend a class, which is designed to guide in the practice of theological reflection by examining the field placement experience. The course provides peer group support and requires assigned readings, reflection papers and journaling. Successful completion of a unit of Field Education and the class earns one academic credit. The grading system is Pass (P)/Fail (F).

Both supervisor and student evaluations are completed at the end of each unit.

The field education site may elect to pay the student for work done in the range of \$150 - \$175 / week.

Students register for FE510, FE511, FE512, and FE513 to receive the required 3 academic credits.

Students may use CPE for two of the field education requirements. Students in CPE do not receive remuneration. All students are urged to check their own denominational requirements. Some require students to engage in CPE.

WHAT IS CLINICAL PASTORAL EDUCATION?

According to the ACPE, "Clinical Pastoral Education is interfaith professional education for ministry. It brings theological students and ministers of all faiths (pastors, priests, rabbis, imams and others) into supervised encounter with persons in crisis. Out of an intense involvement with persons in need, and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain a new understanding of ministry. Within the interdisciplinary team process of helping persons, they develop skills in interpersonal and interprofessional relationships."

CPE is normally set in an institutional environment such as a hospital or nursing home. CPE is done in units and one unit (400 hours) is required for this degree. A unit of CPE can be completed full-time in an intensive format of 10 to 12 weeks. Others are completed over a full academic year (14 hours per week). There are a limited number of online CPE programs, please contact the Office of Field Education for more information.

PROGRAM OUTCOMES

Graduates will:

- Think critically and theologically, gaining basic literacy within the distinctives of the Christian faith and tradition through biblical studies, theological and historical studies, and ministry studies. In these fields, they can identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.
- Engage their own and other communities, traditions, structures, and cultures. They put theological studies into practice in diverse vocational applications of ministry, seeking to understand the work of God. They prepare for leadership and service responsive to varied social contexts.
- Demonstrate personal development and spiritual formation, deepening their understanding and practice of faith. This involves reflection and promotes application of theological education for spiritual and social transformation.
- Analyze dynamics of power and privilege as these intersect the self, institutions (including the church), and society. They formulate appropriate responses to injustices and violence across race, class, gender, and other oppressive structures. They foster social engagement, ecumenical dialogue and interfaith cooperation in pursuit of peace and justice.

Comparison: Masters Programs

- MDiv, MATS, and MAMS students take the same introductory courses in Bible, History, and Theology, which provide a solid theological foundation. MAPCC students take some of the foundational courses. The focus of this degree is in pastoral care and counseling.
- The Master of Divinity degree is required for ordination or promotion in some denominations. You should check your denomination or church requirements during the application process. Our admissions team can help you determine requirements. Many chaplaincy programs require an MDiv instead of a MA.

	MDiv	MATS	MAPCC	MAMS
Credits required	81	48	48	36
Field Education	yes	no	yes-CPE	no
Type of Degree	Combination of professional and academic	Academic or Professional depending on student choice	Academic	Professional
Theses or project required	no	yes	yes	yes
Degree for ordination*	Depends on the denomination or church	Depends on the denomination or church	Depends on the denomination or church	Depends on the denomination or church

* Students should check on their denominational requirements during the application process. Our admissions specialists can help you determine how this is done.

DUAL-DEGREE: MASTER OF DIVINITY AND MASTER OF ARTS IN PASTORAL CARE AND COUNSELING

This dual degree will provide a student with an advanced knowledge of theological studies, practical ministry, and pastoral counseling. This degree is designed for individuals who wish to provide expert care in churches or institutional settings. Students in this program will have a theological and biblical knowledge combined with pastoral counseling skills. Student who are interested in Doctoral work in this field would also benefit from this dual program.

The two degrees require 96 academic credits and can be completed in four years full-time. Students who enroll into the dual degree program will not complete one degree and then transfer credits into the second degree. The student will take all the courses in the dual program and be awarded two degrees at the time of graduation.

What is unique about NBTS's program:

- **Adaptive:** Courses are offered evenings and weekends completely online. We also offer hybrid class options contingent on sufficient student demand.
- **Welcoming:** Affirming of all people desiring to study pastoral care and counseling.
- **Innovative:** Study with a faculty who offer innovative opportunities for learning and appreciate adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Flexible:** Students select their path of study based on individual needs.
- **Vocational Focus:** Students use the degree for ordained ministry, advocacy, or non-profit management.
- **Further Graduate Study:** Students may elect to work one-on-one with a faculty member to prepare for further graduate study (e.g. prepare for a Ph.D. program or the NBTS Doctor of Ministry program).

CURRICULUM

96 Total credit hours required – Four years full time (each module is one year)

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

Module 1 – 24 credits of required courses + 3 elective courses (27 total)

Course Number & Name	Credits
OT510 Introduction to Old Testament	3
NT510 Introduction to New Testament	3
CH510 History of Global Christianity I	3
CH511 History of Global Christianity II	3
IN511 Analyzing Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3
WP511 Introduction to Worship	3
PC510 Introduction to Pastoral Care & Counseling	3
MS001 Boundaries in Ministry Training [REQUIRED BEFORE FIELD ED, OR CPE]	NC
MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3
Pastoral Care Elective	3

Module 2 – 15 credits of required courses + 6 credits of CPE + 2 credits of Field Ed. (23 total)

Course Number & Name	Credits
BS520 Biblical Research and Writing	3
TH520 Foundations and Global Theology I	3
TH521 Foundations and Global Theology II	3
PR510 Public Proclamation: Preparation and Delivery	3
IN520 The Christian Experience and Witness	3
FE511 Field Ed Seminar - required with or prior to FE510	NC
PC543: Clinical Pastoral Education I **	3
PC544: Clinical Pastoral Education II	3
FE510 and FE512 Field Ed I & II – included with CPE	2

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

Module 3 – 18 credits of required courses + 6 credits of electives +1 credit of Field Ed. (25 credits)

Course Number & Name	Credits
Biblical Studies Course	3
IN521 Contextualized Ministry and Public Faith	3
IN531 Our Christian Traditions in Context	3
ET520 Christian Ethics and Social Justice	3
CE510 Introduction to Christian Education	3
PC511 Research Methods in Pastoral Care	3
FE513 Field Education III	1
Elective Course	3
Pastoral Care Elective	3

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

Module 4: 12 credits of required courses + 9 credits of elective courses (21 credits total)

Course Number & Name	Credits
Biblical Studies Course	3
Pastoral Care Elective	3
Pastoral Care Elective	3
Pastoral Care Elective	3
MS510 Pastoral Administration	3
Capstone Thesis MT691 & 692 MA Thesis OR Project MS693 with additional class	6

Note: Students with specific denominational requirements such as biblical languages or denominational studies courses may need additional credits to achieve those requirements.

WHAT IS FIELD EDUCATION?

Field Education provides students an opportunity, with the assistance of experienced supervisors and lay committees, to integrate classroom learning with actual practice of ministry in context. A student is eligible to begin Field Education during Module 2 of the program [after 30 academic credits]. Once placed, students must spend 8-12 hours per week or 120-180 hours for the semester engaged at the field site. Included in the on-site hours is one hour of theological reflection with the field supervisor.

In conjunction with an approved field education placement, students must attend a class, which is designed to guide in the practice of theological reflection by examining the field placement experience. The course provides peer group support and requires assigned readings, reflection papers and journaling. Successful completion of a unit of Field Education and the class earns one academic credit. The grading system is Pass (P)/Fail (F).

Both supervisor and student evaluations are completed at the end of each unit.

The field education site may elect to pay the student for work done in the range of \$150 - \$175 / week.

Students register for FE510, FE511, FE512, and FE513 to receive the required 3 academic credits.

Students may use CPE for two of the field education requirements. Students in CPE do not receive remuneration. All students are urged to check their own denominational requirements. Some require students to engage in CPE.

WHAT IS CLINICAL PASTORAL EDUCATION?

According to the ACPE, “Clinical Pastoral Education is interfaith professional education for ministry. It brings theological students and ministers of all faiths (pastors, priests, rabbis, imams and others) into supervised encounter with persons in crisis. Out of an intense involvement with persons in need, and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain a new understanding of ministry. Within the interdisciplinary team process of helping persons, they develop skills in interpersonal and interprofessional relationships.”

CPE is normally set in an institutional environment such as a hospital or nursing home. CPE is done in units and one unit (400 hours) is required for this degree. A unit of CPE can be completed full-time in an intensive format of 10 to 12 weeks. Others are completed over a full academic year (14 hours per week). There are a limited number of online CPE programs, please contact the Office of Field Education for more information.

PROGRAM OUTCOMES

Graduates will:

- Think critically and theologically, gaining basic literacy within the distinctives of the Christian faith and tradition through biblical studies, theological and historical studies, and ministry studies. In these fields, they can identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.
- Engage their own and other communities, traditions, structures, and cultures. They put theological studies into practice in diverse vocational applications of ministry, seeking to understand the work of God. They prepare for leadership and service responsive to varied social contexts.

- Demonstrate personal development and spiritual formation, deepening their understanding and practice of faith. This involves reflection and promotes application of theological education for spiritual and social transformation.
- Analyze dynamics of power and privilege as these intersect the self, institutions (including the church), and society. They formulate appropriate responses to injustices and violence across race, class, gender, and other oppressive structures. They foster social engagement, ecumenical dialogue and interfaith cooperation in pursuit of peace and justice.
- Express a self-awareness as it relates to relationships between individuals in pastoral and family ministry, congregational and larger social systems.
- Demonstrate the appropriate skills needed for ministering in Christian and multi-faith pastoral care settings using the appropriate spiritual resources and practices of the Christian tradition and contextual theological reflection.
- Articulate the distinctives of the field of pastoral care and counseling from the fields of psychology and sociology.
- Engage in research and critical reflection proper to the field of Pastoral Care and Counseling/ Pastoral Theology.

DUAL-DEGREE: MASTER OF DIVINITY AND MASTER OF ARTS IN THEOLOGICAL STUDIES

The dual degree is usually for individuals desiring to continue their studies in a Ph.D. program. The degree offers the student the ability to achieve the requirements for ordination (MDiv) and advanced study in a specific theological discipline. The thesis will provide the student with the opportunity to work independently on a sustained academic project. This type of work is essential for the Ph.D. process.

The two degrees require 96 academic credits and can be completed in four years full-time. Students who enroll into the dual degree program will not complete one degree and then transfer credits into the second degree. The student will take all the courses in the dual program and be awarded two degrees at the time of graduation.

What is unique about NBTS's program:

- **Adaptive:** Courses are offered evenings and weekends completely online. We also offer hybrid class options contingent on sufficient student demand.
- **Welcoming:** Affirming of all people desiring to study theology.
- **Innovative:** Study with a faculty who offer innovative opportunities for learning and appreciate adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Flexible:** Students select their path of study based on individual needs.
- **Further Graduate Study:** Students may elect to work one-on-one with a faculty member during to prepare for further graduate study (e.g. prepare for Ph.D. program or the NBTS Doctor of Ministry program).

CURRICULUM

96 Total credit hours required – Four years full time (each module is one year)

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

Module 1 – 24 credits of required courses + 3 credits of electives (27credits total)

Course Number & Name	Credits
OT510 Introduction to Old Testament	3
NT510 Introduction to New Testament	3
CH510 History of Global Christianity I	3
CH511 History of Global Christianity II	3
IN511 Analyzing the Systems of Privilege IN331 Analyzing Systems of Privilege Workshop	3
WP511 Introduction to Worship	3
PC510 Introduction to Pastoral Care & Counseling	3
MS001 Boundaries for Ministry Training [REQUIRED BEFORE FIELD ED OR CPE]	NC
MS520 Called and Equipped: Vocational Discernment and Spiritual Formation	3
Concentration Elective*: _____	3

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

Module 2 – 20 credits of required courses + 6 credits of electives (26 credits total)

Course Number & Name	Credits
BS520 Biblical Research and Writing	3
TH520 Foundations and Global Theology I	3
TH521 Foundations and Global Theology II	3
ET520 Christian Ethics and Social Justice	3
PR510 Public Proclamation: Preparation and Delivery	3
IN520 The Christian Experience and Witness	3
FE511 Field Education Seminar - required with or prior to FE510	NC
FE510 Field Education I	1
FE512 Field Education II	1
Concentration Elective*: _____	3
Concentration Elective: _____	3

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

Module 3 – 16 credits of required courses + 9 credits of electives (25 credits total)

Course Number & Name	Credits
Biblical Studies Course (OT or NT)	3
IN521 Contextualized Ministry and Public Faith	3
IN531 Our Christian Traditions in Context	3
MS510 Pastoral Administration	3
CE510 Introduction to Christian Education	3
FE513 Field Education III	1
Concentration Elective: _____	3
Concentration Elective: _____	3
Elective: _____	3

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

Modules 4 – 12 credits of required courses + 6 credits of electives (18 credits total)

Course Number & Name			Credits
Biblical Studies Course (OT or NT)			3
MA515 Integrative Capstone Project/Thesis Development*			3
Concentration Elective			3
Elective Course			3
Capstone Thesis/ Project - Choose a path:	Path 1 – Thesis:	MT691 & MT692 MA Thesis	6
	Path 2 – Project:	MT693 Project & additional elective course	

**MA515 is taken the semester prior to MT692 or MT693*

Note: Students with specific denominational requirements such as biblical languages or denominational studies courses may need additional credits to achieve those requirements.

WHAT IS FIELD EDUCATION?

Field Education provides students an opportunity, with the assistance of experienced supervisors and lay committees, to integrate classroom learning with actual practice of ministry in context. A student is eligible to begin Field Education during Module 2 of the program [after 30 academic credits]. Once placed, students must spend 8-12 hours per week or 120-180 hours for the semester engaged at the field site. Included in the on-site hours is one hour of theological reflection with the field supervisor.

In conjunction with an approved field education placement, students must attend a class, which is designed to guide in the practice of theological reflection by examining the field placement experience. The course provides peer group support and requires assigned readings, reflection papers and journaling. Successful completion of a unit of Field Education and the class earns one academic credit. The grading system is Pass (P)/Fail (F).

Both supervisor and student evaluations are completed at the end of each unit.

The field education site may elect to pay the student for work done in the range of \$150 - \$175 / week.

Students register for FE510, FE511, FE512, and FE513 to receive the required 3 academic credits.

Students may use CPE for two of the field education requirements. Students in CPE do not receive remuneration. All students are urged to check their own denominational requirements. Some require students to engage in CPE.

WHAT IS CLINICAL PASTORAL EDUCATION?

According to the ACPE, "Clinical Pastoral Education is interfaith professional education for ministry. It brings theological students and ministers of all faiths (pastors, priests, rabbis, imams and others) into supervised encounter with people in crisis. Out of an intense involvement with individuals in need, and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain a new understanding of ministry. Within the interdisciplinary team process of helping people, they develop skills in interpersonal and interprofessional relationships."

CPE is normally set in an institutional environment such as a hospital or nursing home. CPE is done in units and one unit (400 hours) is required for this degree. A unit of CPE can be completed full-time in an intensive format of 10 to 12 weeks. Others are completed over a full academic year (14 hours per week). There are a limited number of online CPE programs, please contact the Office of Field Education for more information.

PROGRAM OUTCOMES

Graduates will:

- Think critically and theologically, gaining basic literacy within the distinctives of the Christian faith and tradition through biblical studies, theological and historical studies, and ministry studies. In these fields, they can identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.
- Engage their own and other communities, traditions, structures, and cultures. They put theological studies into practice in diverse vocational applications of ministry, seeking to understand the work of God. They prepare for leadership and service responsive to varied social contexts.

- Demonstrate personal development and spiritual formation, deepening their understanding and practice of faith. This involves reflection and promotes application of theological education for spiritual and social transformation.
- Identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.
- Analyze dynamics of power and privilege as these intersect the self, institutions (including the church), and society. They formulate appropriate responses to injustices and violence across race, class, gender, and other oppressive structures. They foster social engagement, ecumenical dialogue and interfaith cooperation in pursuit of peace and justice.

MASTER OF ARTS

CAPSTONE THESIS OR PROJECT

All Master of Arts students must complete either a capstone thesis or project as part of their degree program.

- MAMS students will complete a capstone project.
- MATS students can choose to complete a thesis or project.
- MAPCC students ordinarily will complete a project but could choose a thesis.

These options can be confusing for students. The best course of action is to discuss the what's best for you for you and your career goals.

Difference between a professional and academic MA

A professional MA involves taking graduate courses that focus on the practice of ministry. It includes academic study and critical thinking. It is considered an entry-level degree where students will graduate with a mastery of the fundamentals of a particular area of ministry. A capstone project will showcase the student's ability to research and develop a program for a need in ministry.

An academic MA involves taking graduate courses that focus on the process of academic research and analysis. Its focus is on a narrowed topic, such as biblical studies or pastoral care & counseling. It prepares students to master the skills involved in practice and analysis of the field. A clinical project will demonstrate a student's clinical and analytic skills in a particular area of pastoral counseling. A thesis will showcase a student's ability to name, research, and analyze a particular issue or problem in a specific field.

NBTS degrees have professional or academic designations. The degrees also have designated requirements for the capstone project or thesis.

Degree	MAMS	MATS 1	MATS 2	MAPCC 1	MAPCC 2
Professional or Academic	Professional	Professional by student selection	Academic by student selection	Academic	Academic
Project or Thesis	Project	Project	Thesis	Clinical Project	Thesis

This thesis or project is completed in the last year of study under the direction of an NBTS faculty member. This part of the program involves independent work for the student. Students will regularly meet with their thesis/project advisor and submit work for comments and improvements. This guide will help you in preparing your capstone thesis or project.

Timetable:

MATS/MAPCC Students with 0-24 credits

MAMS Students with 0-12 credits

Students should meet once a semester with their advisor. MA students should consider a specific concentration that fits their needs. MA students can choose a concentration at any point, but it is best to do so as soon as possible. Each concentration has particular requirements in addition to the

required courses. See the relevant sections of the Student Handbook for more information about each degree concentration.

Students should also begin the discernment process for their capstone thesis or project during the first fifteen credits of coursework. To aid in that process, all students will take a 3-hour workshop: MA001 Preparing for a Project or Thesis Workshop.

MATS/MAPCC Students with 24–36 credits MAMS Students with 12–24 credits

MATS students should decide between the thesis and project with their advisor and, if needed, be reassigned to the faculty member best suited to be their thesis/project director. MAMS students will complete a capstone project.

Students should begin thinking about the topic for the thesis/project and discuss it with their advisor. The topic should be selected, and the student should begin independent reading well before the summer before the thesis or project work begins.

MATS/MAPCC Students with 36–48 credits MAMS Students with 24–36 credits

This year the students will work with the faculty advisor to complete either the capstone thesis or project using the instructions below.

Option One: Capstone Thesis for MATS & MAPCC students who select this option.

Definition: A thesis is an academic research paper on a topic of interest to the student. The thesis is an original research work designed and written by the student that demonstrates the student's ability to

- engage in the review of existing literature on the topic,
- conduct either original literary commentary or engage in a specific research topic,
- collect, organize, and present their original research,
- discuss the implications of your research and draw conclusions.

This type of thesis work requires self-discipline and demonstrates the student's ability to engage in scholarly discourse, complete a substantial project, and communicate the results of their research to others.

Benefits of a Master's Thesis

MATS students who plan to continue their studies beyond the master's level should choose the thesis option. The thesis demonstrates the student's ability to engage in the type of research required at the doctoral level. Students in the MAPCC should consult their advisor on the best option for their future.

A thesis is chosen by students who enjoy intensive and independent research. This research can be text-based (biblical and historical studies) or use social sciences to address a complex issue or problem. The thesis also gives the student an extended mentorship with a faculty member.

Structure/Format

The MA thesis template will be used for all MATS Students writing a thesis. A Master's thesis **should be 50–60 pages (12500-15000 words) with a maximum of 75 pages (18750 words)**. The latest edition of Kate L. Turabian's, *A Manual for Writers of Research Papers, Theses, and Dissertations*

is to be followed in all matters of style, format, footnotes, and bibliography, except where the NBTS Style Guide indicates otherwise. The standard template can be found in the documents and resources of the Theological Writing Center site on Brightspace.

Faculty advisors may specify another method of scholarly conventions for notations if that style is the standard in the student's area of interest. If another method is selected, the faculty member must contact the Theological Writing Center to ensure standardization of the form and that exception would then be noted for the student. It is understood that the writing will be careful and of publishable quality. Students must complete MA515 Integrative Capstone Project or Thesis Development prior to beginning work on the thesis.

Phase 1 – Thesis Proposal

The Abstract—the thesis topic and two to five paragraphs (no more than 300 words)—describing the project will be turned in to the faculty advisor by **week seven of the first semester**. The Abstract will be further refined throughout the thesis development process. It presents all the significant elements of the work in a highly condensed form, i.e., the thesis statement, a brief introduction, a summary of how the issue will be addressed, and possible implications. (See the template for more information). **The required template for MA theses can be found on the Theological Writing Center site in Brightspace.**

Phase 2: Researching and Writing the Thesis

Further development of the Thesis should include the following:

- The Abstract
- Preliminary Introduction
- Setting the topic in its academic, scientific, and/or sociological context
- Preliminary Chapter on the Research Design and Methods
- Bibliography developed to this point.

Any surveys, questionnaires, oral history or observational prompts, archives to be consulted, or critical sources for further exploration must be included in this Phase 2 paper. **Phase 2 of the thesis is due to the faculty advisor at the conclusion of the first semester. Like all assignments, this paper will be submitted via the Brightspace class portal.** Note: while this is the minimum due to the advisor at the end of the first semester, the complete thesis will be due ten weeks into the second semester, so plan accordingly.

During the entire thesis process, the student should be in regular contact with the advisor (i.e., weekly or bi-weekly meetings) and engage in the writing groups offered by the Theological Writing Center.

During the first semester, the advisor and the student should work with the MA director for their program to secure a second reader for the thesis or project. This second thesis reader is ordinarily another NBTS faculty member or a faculty-designated Doctor of Ministry graduate. Phase 1 of the thesis will be shared with the second reader. If required, it will also be submitted to the Institutional Review Board (see below).

Internal Review Board Approval or Waiver

Theses that involve “human subjects” (working with and collecting data from communities via surveys, case studies, observations, interviews, etc.) require special attention to protect participants. As a researcher, the student bears responsibility for how their 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 as part of a project or thesis to be reviewed by the IRB 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”). Thus, when students conduct research that includes participants, they must account for how they are protecting participants from harm. Harm can include loss of confidentiality, negative personal or professional repercussions from participation, or emotional harm. Only after the research receives IRB approval can the student implement the research. **IRB approval can be requested at any point in the first semester; however, the student must submit the proposal to the IRB, or the faculty advisor must sign a waiver and send it to the MA director and the Registrar by the end of the first semester of work.**

The advisor will assign a pass/fail grade for the first three thesis credits, provided the student has submitted the required work and it is deemed sufficient. This pass/fail grade will change when the final grade for the whole thesis is submitted to the Registrar.

Phase 3: Completion of the Thesis

In the second semester, the student should complete the research and writing of the remaining thesis. **All materials should be submitted as a final product of 50-60 pages (12500-15000 words) with a 75-page (18750 words) maximum—see the style guide and Template for specifics. The thesis must be submitted to the advisor and the second reader and loaded to the Brightspace class site no later than week 10 of the second semester. The style guide and template can be found on the Theological Writing Center Brightspace site.**

It is also highly recommended that students submit sections and/or chapters to the faculty advisor and second reader throughout the year-long thesis process. Most theses require extensive editing as the student replies to questions and comments from the faculty advisor and second reader, so allowing time to edit the project is essential.

Phase 4: Thesis Defense

In weeks 11-14, the student will defend the thesis and make the final grammatical edits required by the committee and the library staff.

The word “defense” is a frightening one. It is the classic term for thesis completion. A thesis defense is an oral presentation and discussion of the thesis with your advisor, second reader, the MA director, and students in the MA program. The purpose is to share your work with others and receive feedback. It begins with you describing the process of study and what you learned. Questions from the faculty members present follow this presentation. Once the thesis defense is complete, you will receive comments and corrections from the committee. Do not worry; your advisor and second reader have been reading your work and commenting throughout the process. These final edits are the final polish to your work.

The second-semester course grade of three credits will be assigned a letter grade, agreed upon by the advisor and second reader. This grade will also replace the pass/fail grade in the first semester.

A copy of the successfully defended thesis may be housed in the library of the Seminary.

Important Dates for Students and Advisors in the Thesis Process

- **Week seven of the first semester:** Abstract must be submitted. A second reader should be assigned by this week.

- **End of the first semester:** Phase 2 of the thesis should be submitted to the advisor, second reader, and IRB no later than the last day of the semester.
- **Week 10 of the second semester:** Phase 3, the entire thesis must be submitted to the faculty advisor and the second reader. Your thesis advisor and second reader should have read your work throughout the process. The thesis defense will be scheduled if this full draft is deemed acceptable.
- **Weeks 12-13 of the second semester:** The thesis defense will be scheduled, and the final editing of the thesis will be done.

Option Two: Capstone Project for MAMS & MATS students who select this option.

Students who plan to apply their studies in a contextual setting should choose to develop a project as part of their MA program. This is a two-semester project. **The student will enroll in MA515 Integrative Capstone Project or Thesis Development in the first semester.** This course will involve the research portion of the thesis and will provide the needed study and background for the project. Prior to enrolling in MA515, the student and advisor should discuss the project and determine the elective class or directed study that will aid in its development. The student should meet regularly with their advisor during this preliminary period.

This option prioritizes a creative output or development of an artistic asset, digital resources, teaching tools, worship resources, interpretive work, advocacy platforms, or community engagement. This option allows the student to:

- Complete one semester of field education or work with a supervisor in the field, in collaboration with the faculty advisor, to design a project.
- Develop and research the project for use in a church or other non-profit organization.
- Research the identified topics and provide an academic foundation for the project.

This project design allows students to bring a range of their gifts and passions to their research and help them address contextually relevant questions about their faith traditions, worship communities, or social and cultural organizations.

Specific parameters and implementation must be discussed and approved in consultation with the project advisor (faculty advisor or field education supervisor).

Possible projects could include, but are not limited to:

- podcasts,
- digital humanities resources like timelines,
- geospatial analysis platforms,
- arts-based projects like community-based artistic interventions (dance, poetry, spoken word, visual arts, etc.),
- liturgical resources, public/church community installations around a particular theme,
- film-based resources,
- faith community or community education curriculum tools or resources,
- community engagement or advocacy events or resources,
- oral histories or archival preservation or content management work,
- or some other resource created for church or public audiences.

Projects must include a formal writeup of no less than 20-30 pages (5000 – 7500 words) with a maximum of 50 pages (12500 words) and will be evaluated on the quality of the following components:

- An introduction of the topic or themes explored through the project and a guiding thesis statement or research question at the project's core.
- Engagement with scholarship that informs the project, with a discussion of critical thinkers and scholarly sources that speak to or are reflected in the project. This must include the development and inclusion of a significant bibliography.
- Discussion of their development of creative output or artistic asset, digital resource, teaching tool, or community engagement.
- Discuss how the project addresses or advances thought or work in or is responsive to a particular discipline. Students shall indicate how disciplinary perspectives and methods are identified and discussed in the project. These may include theology, philosophy, history, biblical studies, preaching, and liturgical studies, Christian education, pastoral care and counseling, anthropology, social sciences, cultural studies, fine arts, or performance studies.
- Critical reflections on the contextual relevance of the project, its design, and its implementation, learnings and outcomes, or implications for further study and practices.
- A complete bibliography

The required template for MA projects can be found on the Theological Writing Center site in Brightspace.

Phase 1: MA515 & Project Proposal and Field Education Supervisor Appointment

During this semester, the student will begin to research the project's academic background and practical aspects. Students should also meet regularly with their advisor or field education supervisor during the semester and discuss their progress and project development. The MA Director will also monitor student progress throughout the project.

Students **must provide a 1- page proposal abstract of the project as directed by the professor teaching MA515.** The abstract will consist of the thesis statement for the project and two to five paragraphs describing the project, including all the significant elements of the work in a highly condensed form, i.e., the thesis statement, a brief introduction, a summary of how the issue will be addressed, and possible implications of the work. (See the template for more information. The template can be found on the Theological Writing Center Brightspace site.)

Phase 2 – Further development of the project should include:

- The Abstract
- Preliminary Introduction
- Setting the topic in its academic or scientific/sociological context
- Preliminary Chapter on the Research Design and Methods or process
- Bibliography developed to this point

This longer project-in-progress should be accompanied by any surveys, questionnaires, oral history or observational prompts, archives to be consulted, or critical sources for further exploration. **Phase 2 of the project is due to the faculty advisor at the conclusion MA515.** Note: while this is the minimum due to the advisor at the end of the first semester, the entire project will be due eleven weeks into the semester the student is registered for the project, so plan accordingly.

During the entire project process, the student should be in regular contact with the advisor (i.e., weekly or bi-weekly meetings) and engage in the writing groups offered by the Theological Writing Center.

Projects that involve “human subjects” (working with and collecting data from communities via

surveys, case studies, observations, interviews, etc.) require special attention to protect participants. As the researcher, the student is responsible for how their 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 as part of a project or thesis to be reviewed by the IRB 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”). Thus, when students conduct research that includes participants, they must account for how they are protecting those participants from harm. Harm can include loss of confidentiality, negative personal or professional repercussions from participation, or emotional harm. Only after the research receives IRB approval can the student implement the research. **IRB approval can be requested at any point in the first semester; however, either the student must submit the proposal to the IRB, or the faculty advisor must sign a waiver and send it to the MA director by the end of the first semester of work.**

Phase 3: Completion of the Project

During the semester, the student is registered for MS693. The advisor and field supervisor will work with the student to complete the research project.

All materials should be submitted as a final product no later than week 11 of the semester.

Phase 4: Defense of the Project

In weeks 12-13, the student will defend the project and make the final grammatical edits required by the committee and the library staff.

The word “defense” is a frightening one. It is the classic term for thesis completion. A project defense is an oral presentation and discussion of the project with your advisor, second reader, the MA director, and students in the MA program. The purpose is to share your work with others and receive feedback. It begins with you describing the process of study and what you learned. Questions from the faculty members present follow this presentation. Once the project defense is complete, you will receive comments and corrections from the committee. Do not worry; your advisor and second reader have been reading your work and commenting throughout the process. These final edits are the final polish of your work.

It is also highly recommended that students submit sections to the faculty advisor and field supervisor throughout the semester. Most projects require extensive editing as the student replies to questions and comments from the faculty advisor and second reader, so allowing time to edit the project is essential.

The project course will be assigned a letter grade, as agreed upon by the advisor and field supervisor.

A copy of the successfully defended project may be housed in the library of the Seminary.

Important Dates for Students and Advisors in the Project Process

- **Week seven of the first semester:** Abstract must be submitted. The Advisor, the MA Director, the Field Education Supervisor, and the student should determine a field supervisor by this week.

- **End of the first semester:** Phase 2 of the project should be submitted to the advisor, second reader, and IRB no later than the last day of the semester.
- **Week 11 of the second semester:** Phase 3, the entire project must be submitted to the faculty advisor and the field supervisor. If this draft is deemed acceptable, the project defense will be scheduled.
- **Weeks 12-13 of the second semester:** The project defense will be scheduled, and the final editing of the thesis will be done.

Option Two: Capstone Project for MAPCC students who select this option.

Definition: A MAPCC project is more specific than a MATS or MAMS project. It involves engaging in original research, often using human subjects. A MAPCC project is also considered an academic project and has a significant research component.

The construction and writing of a research project is an option offered to all students in the MA concentration in Pastoral Care and Counseling/Pastoral Theology, depending upon the student's interest. The project shall consist of the write-up of a significant action research project in ministry and investigates some topic of significance to theological study and demonstrates the student's creative competence in the field of Pastoral Care and Counseling/Pastoral Theology. It must represent a carefully conceived, researched, and executed project.

Structure/Format

Students will use the project template and Style Guide to develop and present their project. **The project will be 40-50 pages (10000 to 12500 words) with a 65-page (16250 words) maximum.** The bibliography, notes, and all other matters of style and form matters, any other issues shall follow the most recent edition of Kate L. Turabian's, *A Manual for Writers of Research Papers, Theses, and Dissertations*, except when the NBTS Style Guide indicates otherwise. If other scholarly conventions prevail in the student's area of interest, the advisor may specify another manual or style sheet. If another method is selected, the faculty member must contact the Theological Writing Center to ensure standardization of the form, and that exception would then be noted for the student.

It is understood that the writing will be careful and of publishable quality.

Prior to beginning the project: Project Development and Initial Registration

A student learns the process of social-scientific research in the Research Methods for Pastoral Care (PC511). It is advised that the student explore their interest in the project during the Research Methods course, which should be taken prior to the final semester of the MA(PCC) program.

Normally during the semester prior to the student's final academic year in the MA(PCC) program, they shall register for the directed study course (PC592), under the supervision of their advisor, to implement and write up the Project.

Phase 1: Directed Study of Project

Students enrolled in PC592 will engage in the research for the project selected over the first semester.

Students **must provide a 1- page proposal abstract of the project by week seven of the first semester.** The abstract will consist of the thesis statement for the project and two to five paragraphs describing the project, including all the major elements of the project in a highly condensed form, i.e.,

the thesis statement, a brief introduction, a summary of how the issue will be addressed, and possible implications of the work. (See the template for more information).

Phase 2 – Further development of the project should include:

- The Abstract
- Preliminary Introduction
- Literature Review
- Preliminary Chapter on the Research Design and Methods or process
- Bibliography developed to this point

This longer project-in-progress should be accompanied by any surveys, questionnaires, oral history or observational prompts, archives to be consulted, or critical sources for further exploration. **Phase 2 of the project is due to the faculty advisor at the conclusion of the first semester.** Note: while this is the minimum due to the advisor at the end of the first semester, the entire thesis will be due eleven weeks into the second semester, so plan accordingly.

During the entire project process, the student should be in regular contact with the professor (i.e., weekly or bi-weekly meetings) and engage in the writing groups offered by the Theological Writing Center.

During the first semester, the faculty member and the student should work with the Dean to secure a second reader for the thesis or project. This second thesis reader is ordinarily another NBTS faculty member or a faculty-designated Doctor of Ministry graduate. **Phase 1 of the thesis will be shared with the second reader and the Institutional Review Board (IRB).**

Projects that involve “human subjects” (working with and collecting data from communities via surveys, case studies, observations, interviews, etc.) require special attention to protect participants. The student, as the researcher, is responsible for how their 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 as part of a project or thesis to be reviewed by the IRB 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”). Thus, when students conduct research that includes participants, they must account for how they are protecting those participants from harm. Harm can include loss of confidentiality, negative personal or professional repercussions from participation, or emotional harm. The student may implement the research once an applicable thesis receives IRB approval.

The advisor will assign a letter grade for this three-credit directed study course based on the quality of the required materials.

Phase 3: Completion of the Project

In the second semester, the advisor and the second reader will work with the student to complete the research and write-up of the remaining project. **The project will be 40-50 pages (10000–12500 words) with a 65-page (16250 words) maximum. The complete thesis must be submitted to the advisor and second reader no later than week 11 of the second semester.**

It is also highly recommended that students submit sections and/or chapters to the faculty advisor and second reader throughout the second semester. Most theses require extensive editing as the student replies to questions and comments from the faculty advisor and second reader, so it is essential to allow time to edit the project.

Phase 4: Project Defense

In weeks 12-14, the student will defend the thesis and make the final grammatical edits required by the committee and the library staff. At this point, the project form is completed by the faculty advisor.

After the successful review of the project, the student shall submit one copy of the project to their advisor prior to the day of Commencement.

Important Dates for Students and Advisors in the Project process

- **Week seven of the first semester:** Abstract must be submitted. Faculty and student should assign a second reader by this week.
- **End of the first semester:** Phase 2 of the project should be submitted to the advisor, second reader, and IRB no later than the last day of the semester.
- **Week 11 of the second semester:** Phase 3, the entire project must be submitted to the faculty advisor and the second reader. If this draft is deemed acceptable, the project defense will be scheduled.
- **Weeks 12-13 of the second semester:** The project defense will be scheduled, and the final editing of the thesis will be done.

DOCTOR OF MINISTRY

The Doctor of Ministry program is designed for religious professionals who desire to enhance their skills. The program has many benefits for the professional minister:

- Inspire your mind and your ministry
- Become a thought leader in your community and denomination
- Learn from distinguished faculty in your chosen concentration
- Engage in dialogue and reflection with a diverse student body

The Doctor of Ministry Program is a three-year, 30-credit program which includes a project-based dissertation. Students take two courses the Fall and Spring of their first two years. In their third year, students develop, implement, evaluate, and write their academic project.

Coursework is offered in an online format. Each semester is twelve weeks in duration and includes a one-week intensive online synchronous period of class meetings approximately midway through the semester.

Students select from one of the four areas of specialization within the Doctor of Ministry Program:

- Missiology and Global Christianity
- Pastoral Care and Counseling
- Prophetic Urban Ministry
- Transformational Preaching

WHAT IS UNIQUE ABOUT NBTS'S PROGRAM

- **Flexible:** Courses are offered in an online format.
- **Welcoming:** Affirming of all people desiring to study theology.
- **Academic, Practical, and Spiritual:** Religious professionals gain personal spiritual enrichment and practical skills along with academic rigor.
- **Innovative:** Study with a faculty who offer innovative opportunities for learning and appreciate adult learners who must balance ministry and study.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Vocational Focus:** Students use the degree for ordained ministry, advocacy, or non-profit management.

CURRICULUM

MISSIONOLOGY AND GLOBAL CHRISTIANITY 30 TOTAL CREDIT HOURS REQUIRED

Year 1 and 2: Course Work	Credits
Power and Privilege: The Theology and Science of Change	3
The Practice of Missiology	3
Christian Theology in Mission and Global Contexts	3
Elective: Christian History in Mission and Global Contexts	3
Global Biblical Interpretation: Contextual Exegesis	3
A Conversation with Neighbors: Interfaith Dialogues	3
Research Methods	3
Elective: Pastoral Counseling in Missiological Viewpoint	3
Year 3: Doctoral Project Year	Credits
Project Proposal Seminar (One-Day intensive)	NC
Doctoral Project Seminar (Oral Project Proposal and Candidacy Review)	3
Doctoral Thesis Seminar (Doctoral Thesis Writing and Oral Thesis Defense Examination)	3

PASTORAL CARE AND COUNSELING 30 TOTAL CREDIT HOURS REQUIRED

Year 1 and 2: Course Work	Credits
Power and Privilege: The Theology and Science of Change	3
Foundations of Pastoral Care and Counseling	3
Research Methods for Pastoral Care and Counseling	3
Elective: Dynamics of Loss, Grief and Trauma	3
Theories of Counseling	3
Pastoral Care Integrative Seminar	3
Assessment and Diagnosis in Clinical Theology	3
Elective: Pastoral Counseling with Couples and Families	3
Year 3: Doctoral Project Year	Credits
Project Proposal Seminar (One-Day intensive)	NC
Doctoral Project Seminar (Oral Project Proposal and Candidacy Review)	3
Doctoral Thesis Seminar (Doctoral Thesis Writing and Oral Thesis Defense Examination)	3

PROPHETIC URBAN MINISTRY**30 TOTAL CREDIT HOURS REQUIRED**

Year 1 and 2: Course Work	Credits
Power and Privilege: The Theology and Science of Change	3
Framing a Theology of Metro-Urban Ministry	3
Research Methods Seminar	3
Elective: Urban Land Use, Policy Planning, Cooperative Urban Economic Development, and Ministry	3
Biblical Reflections on Cities: From Ancient Israel to the First Century Church	3
Immigration, Migration, and the Cultural Dimensions of Urban Ministry	3
Pastoral Care and Contemporary Issues in Urban Ministry	3
Elective: Media Training for the Urban Pastor	3

Year 3: Doctoral Project Year	Credits
Project Proposal Seminar (One-Day intensive)	NC
Doctoral Project Seminar (Oral Project Proposal and Candidacy Review)	3
Doctoral Thesis Seminar (Doctoral Thesis Writing and Oral Thesis Defense Examination)	3

TRANSFORMATIONAL PREACHING**30 TOTAL CREDIT HOURS REQUIRED**

Year 1 and 2: Course Work	Credits
Power and Privilege: The Theology and Science of Change	3
The Engaged Word: Critical Interpretation for Preaching	3
Research Methods for Homiletics	3
Elective: Theories and Practices for Planning and Leading Change	3
The Embodied Word: Preaching and Embodied Performance	3
The Just Word: Preaching and Social Justice	3
The Empowered Word: Preaching as Social Transformation	3
Elective: Preaching that Reaches Millennials	3

Year 3: Doctoral Project Year	Credits
Project Proposal Seminar (One-Day intensive)	NC
Doctoral Project Seminar (Oral Project Proposal and Candidacy Review)	3
Doctoral Thesis Seminar (Doctoral Thesis Writing and Oral Thesis Defense Examination)	3

PROGRAM OUTCOMES

Graduates will:

- Critically reflect upon sources of advanced knowledge informing their understanding of the nature and purposes of ministry and their ministerial and spiritual practice.
- Create sustained and coherent explanations and reflections derived from data collected through analytic and ministerial research.
- Critically and reflectively plan, implement, and evaluate specialized ministry projects with awareness of challenges, trends and developments impacting ministerial practice.
- Formulate appropriate responses to injustices and violence across race, class, gender, and other oppressive structures as these intersect the self, institutions (including the church), and society.
- Demonstrate advanced competency in the practice of ministry specific to the concentration-specific outcomes of the concentration in which they are enrolled.

NON-DEGREE PROGRAMS

CERTIFICATE PROGRAM

The certificate program is designed for professional or personal enrichment. As a non-degree program, it is shorter than a full degree program. The classes, while comprehensive, meet for fewer hours per week. The certificate program provides a framework for people in support ministries or for those wishing to grow in personal faith and knowledge. Upon completion of the program, graduates serve in churches as teachers, lay leaders, and preachers. Students will gain knowledge and skills providing personal growth and enhanced abilities in church leadership. Students completing this program will receive a certificate of completion but no academic credits.

WHAT IS UNIQUE ABOUT NBTS'S PROGRAM

- **Convenient:** Saturday morning classes in the Fall and Spring semesters - conducted entirely online.
- **Fast Completion:** Eight courses over four semesters [two years]
- **Welcoming:** Affirming of all people desiring to study theology.
- **Innovative:** Study with an experienced faculty who offer innovative opportunities for learning and appreciate adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Practical Focus:** Students use the degree for lay ministry, volunteer work, support staff ministry, or personal enrichment
- **Cost-Effective:** The program is a fraction of the cost of a degree program

CURRICULUM

Students can pursue a certificate in Theological Studies or Church Leadership.

Certificate in Theological Studies
8 Required Certificate Courses
Introduction to Old Testament
Church History
Introduction to New Testament
Christian Ethics
Introduction to Theology
Biblical Interpretation
Church Leadership and Administration
Servant Formation

Certificate in Church Leadership
5 Required Certificate Courses + 3 Electives
Introduction to Old Testament
Church History
Introduction to New Testament
Introduction to Theology
Biblical Interpretation
Elective*
Elective
Elective

*some denominations require students to take particular electives (see below for more information and examples)

ELECTIVES:

- Introduction to Pastoral Care
- Introduction to Christian Education
- Sermon Preparation and Delivery
- Church Leadership and Administration
- Denominational Worship and Polity
- Christian Ethics
- Women's Studies

COURSE SCHEDULE

The program runs on a Fall and Spring schedule as an online program. Online courses are a combination of independent study and video conferencing on Saturday mornings. Courses are offered once every other year. Semesters are fourteen weeks in length.

Students will be expected to read 40 pages per week per course and write papers, projects and other assignments. An average grade of C is required to receive a certificate.

SUGGESTED CURRICULUM FOR RCA STUDENTS WHO DESIRE TO BE A COMMISSIONED PASTOR:

All the Required Courses and

- Introduction to Pastoral Care
- Sermon Preparation and Delivery
- RCA Worship and Polity

SUGGESTED CURRICULUM FOR PCUSA STUDENTS WHO DESIRE TO BE A COMMISSIONED LAY PASTOR:

All the Required Courses except Church History and

- Introduction to Pastoral Care
- Sermon Preparation and Delivery
- Introduction to Christian Education
- PCUSA Worship and Polity

For other denominations, please check with your denominational leadership for curriculum needed to be a Commissioned Lay Pastor or Licensed Minister.

PROGRAM OUTCOMES

Students who complete the program will be able to:

- Think critically and theologically, gaining basic literacy within the distinctives of the Christian faith and tradition through biblical studies, theological and historical studies, and ministry studies. In these fields, they can identify, locate, organize, critically analyze, compare and utilize diverse sources of information for present and life-long learning.
- Engage their own and other communities, traditions, structures, and cultures. They put theological studies into practice in diverse vocational applications of ministry, seeking to understand the work of God. They prepare for leadership and service responsive to varied social contexts.
- Demonstrate personal development and spiritual formation, deepening their understanding and practice of faith. This involves reflection and promotes application of theological education for spiritual and social transformation.
- Analyze dynamics of power and privilege as these intersect the self, institutions (including the church), and society. They formulate appropriate responses to injustices and violence across race, class, gender, and other oppressive structures. They foster social engagement, ecumenical dialogue and interfaith cooperation in pursuit of peace and justice.

MICROCREDENTIAL PROGRAM

The microcredential program is designed for a ministry professional, layperson, or lifelong learner who desires to gain ministry-related skills in a specific area of service.

Microcredentials are short, focused programs offering theological and practical training without the full-time commitment of a traditional degree. NBTS microcredentials include three graduate level courses and a capstone practicum and are designed to be completed in less than a year. Microcredentials are also stackable which means that course credits earned may be applied towards a degree program.

WHAT IS UNIQUE ABOUT NBTS'S PROGRAM

- **Convenient:** Courses are offered in the Fall, Spring, and Summer semesters - conducted primarily online with some in-person options.
- **Fast Completion:** Three graduate level courses completed in less than a year
- **Welcoming:** Affirming of all people desiring to study theology.
- **Innovative:** Study with an experienced faculty who offer innovative opportunities for learning and appreciate adult learners.
- **Justice Oriented:** Attend a school with a heart for God's people who believe justice is the demand of the Gospel.
- **Diverse:** Learn with a diverse faculty and student body who will offer a variety of perspectives.
- **Practical Focus:** Students apply what they learn right away in their ministry context
- **Cost-Effective:** The program is build for a student budget, schedule and life. Credits may be applied towards a future degree.

CURRICULUM

Students can pursue a microcredential in Spiritual Care and Wellness or Justice and Inclusion.

Microcredential in Spiritual Care and Wellness
3 Required Graduate Courses + Capstone Practicum
Introduction to Pastoral Care and Counseling
Called and Equipped: Vocational Discernment for Ministry
Administration of Congregations, Communities, and Systems
Capstone Practicum.

Microcredential in Justice and Inclusion
3 Required Graduate Courses + Capstone Practicum
Analyzing Systems of Privilege Workshop and Course
Choice of History of Theology Course: Christian Ethics and Social Justice or Spirit and Struggle: Histories of Christianity in the U.S.
Choice of Bible, Preaching, Worship, or Ministry Course
Capstone Practicum

COURSE SCHEDULE

The Microcredential in Spiritual Care and Wellness begins in the Fall and ends in the Summer of the following year. The Microcredential in Justice and Inclusion begins in the Spring and ends in the Fall of the same year. Any changes in the program schedule will be communicated via the Registrar with sufficient notice to ensure students may complete their microcredentials in a timely manner.

PROGRAM OUTCOMES

Students who complete a Microcredential will be able to:

- Engage their own and other communities, traditions, structures, and cultures with specific skill sets for ministry.
- Demonstrate personal development and spiritual formation, deepening their understanding and practice of faith. This involves reflection and promotes application of theological education for spiritual and social transformation.
- Analyze dynamics of power and privilege as these intersect the self, institutions (including the church), and society. They will be prepared to foster social engagement, ecumenical dialogue and interfaith cooperation in pursuit of peace and justice.

SECTION 2

ADMISSIONS REQUIREMENTS AND POLICIES

APPLICATION DEADLINES

Application Deadlines for *all* programs:

May 31: Early decision for Fall semester admission and scholarships July 15:

Decisions for Fall admission and scholarships

November 30: Decisions for Spring admission and scholarships

NON-DEGREE PROGRAMS

CERTIFICATE PROGRAM

Application Process for a concentration in the Certificate Program

- Completed Application Form;
- Copy of High School Diploma or GED, or college transcript;
- One-page autobiography/spiritual journey;
- One letter of recommendation from a minister or supervisor from your home church;
- The tuition deposit must accompany your application;
- Provide Photo ID (state-issued driver's license, state identification card, or passport) to verify identity.
- Background check

Once Admitted

Pay the admissions deposit at least 30 days prior to the beginning of the new term to indicate acceptance of admission. This deposit is applied to the student's first-term tuition. New students are required to complete their registration two weeks before the first day of classes for the term.

Attend required orientation activities including an online orientation, a synchronous Zoom orientation meeting, and library workshops.

The Certificate Program is delivered entirely online.

MICROCREDENTIAL PROGRAM

Application Process for a concentration in the Certificate Program

- Completed Application Form;
- Copy of High School Diploma or GED, or college transcript;
- Provide Photo ID (state-issued driver's license, state identification card, or passport) to verify identity.
- Background check

Once Admitted

Pay the course fee prior to the beginning of the new term to indicate acceptance of admission. New students are required to complete their registration two weeks before the first day of classes for the term.

Attend required orientation activities including an online orientation, a synchronous Zoom orientation meeting, and library workshops.

The Microcredential Program is delivered online with the exception of the Capstone Practicum which may, at the discretion of the professor, have hybrid or in-person components for its completion.

DEGREE PROGRAMS

MASTER OF ARTS

Application Process

Each applicant must:

- Hold a bachelor's degree from an accredited institution with an academic record indicating scholarly ability and academic achievement, including an undergraduate grade point average of 3.0 (on a 4.0 scale) or higher for MAPCC; 2.5 or higher for the MAMS and MATS*;
- Official transcript(s) of all undergraduate and graduate work pursued to date are required;
- Complete the Application Form with the non-refundable application fee;
- Two letters of recommendation;
- Complete a statement of purpose following the instructions on the application;
- Completed background check release form and processing fee;
- Provide Photo ID (state-issued driver's license, state identification card, or passport) to verify identity.

**In some cases, students without a Bachelor's degree can be admitted to the MAMS, MATS, or MDiv programs. See below for those requirements*

Once Admitted to Any MA program

Once admitted, pay the admissions deposit at least 30 days prior to the beginning of the new term to indicate acceptance of admission. This deposit is applied to the student's first-term tuition. New students are required to complete their registration two weeks before the first day of classes for the term;

Complete the State Required Immunization Form *if you will take hybrid classes that meet on campus*, and return it to the office of the Registrar. Students can not be allowed to begin taking hybrid courses until this form is returned.

Attend required orientation activities, including an online orientation, a synchronous Zoom orientation meeting, library, and theological writing center workshops.

MASTER OF DIVINITY

Application Process

The applicant must:

- Hold an undergraduate degree from an accredited institution with an academic record indicating scholarly ability and academic achievement, including an undergraduate grade point average of 2.5 (on a 4.0 scale) or higher for the MDiv program;
- Official transcript(s) of all undergraduate and graduate work pursued to date are required;
- Complete Application Form and background check processing fee;
- Three letters of recommendation, one of which must be a recommendation from the applicant's pastor;
- Complete a statement of purpose following the instructions on the application;
- Submit background check form and processing fee;
- Provide Photo ID (state issued driver's license, state identification card or Passport) to verify identity.

Once Admitted

Pay the admissions deposit at least 30 days prior to the beginning of the new term to indicate acceptance of admission. This deposit is applied to the student's first-term tuition. New students are

required to complete their registration two weeks before the first day of classes for the term;

Complete the State Required Immunization Form *if you will take hybrid classes that meet on campus*, and return it to the office of the Registrar. Students cannot be allowed to begin taking hybrid courses until this form is returned.

Attend required orientation activities including an online orientation, a synchronous Zoom orientation meeting, library, and theological writing center workshops.

APPLICANTS WITHOUT A BACHELOR'S DEGREE IN THE MASTER OF ARTS OR MASTER OF DIVINITY PROGRAMS

Under exceptional circumstances, a student without a baccalaureate degree may be admitted to the Master of Divinity (MDiv), Master of Arts Ministry Studies (MAMS), or Master of Arts Theological Studies (MATS) programs as a non-traditional student.

Realizing that each non-traditional student has different credentials, please contact the Admissions office for information, transcript review, and aid in selecting needed college courses. Contacting the office early in the process will allow the student to make the best choices for success in their seminary career.

Admission to the non-traditional program does not guarantee that you are eligible for ordination within your church. It is very important to be in contact with your church's ordaining body before you begin seminary work. Non-traditional students are governed under the policies of the Master of Arts Theological Studies program. Non-traditional students will be noted as such throughout their seminary career.

Waiting List

Students in this program cannot exceed 25% of the student population. Because of this requirement, there is often a waiting time for students desiring admission into the program. An admissions deposit will be required to place a student on the waiting list and the list is administered on a first-come basis.

ADMISSION REQUIREMENTS FOR NON-TRADITIONAL STUDENTS

IN PLACE OF A COMPLETED COLLEGE TRANSCRIPT, APPLICANTS MUST:

- Provide a copy of a High School Diploma or GRE degree;
- **Either:**
 - A college transcript that includes four specific college courses with a grade of "B" or better at an accredited college or university. These courses must cover these areas:
 - English composition,
 - History or Philosophy,
 - Social Science (Psychology, Sociology, or Anthropology),
 - Literature (American Literature, African American Literature, Post-colonial Literature)
- or:**
 - Complete the NBTS certificate in Theological Studies or Church Leadership with a grade average of B or better.

For the rest of the application requirements, follow the procedures for your selected degree.

NON-NBTS MASTER'S ENROLLMENT [LIMITED ENROLLMENT]

Any person with a bachelor's degree may take up to 12 credits (4 courses) without being admitted to a master's program at NBTS. The student will complete a **Non-NBTS Registration form** and provide an official transcript(s) of all undergraduate work. Limited enrollment students are limited to courses

without prerequisites. Students will receive an NBTS transcript for courses attempted and completed.

Students needing to complete denominational requirements can petition the Dean's Office for additional credits by providing the required courses needed and a plan for completion. Currently, only master courses are available for limited enrollment. Limited enrollment students are not matriculated and cannot be considered for financial aid. The cost of limited enrollment courses is the same as a fully-enrolled student. **Tuition and Fees information** is available on the website.

MASTER'S CLASS AUDITING

Class auditing is presence in a classroom without receiving academic credit or a letter grade. New Brunswick Theological Seminary permits the auditing of regularly scheduled classes. Any auditor must fill out the **Non-NBTS Auditing form** and pay the assigned fee. Auditing a course requires the permission of the professor and the Dean of Academic Affairs. Auditors will be invited to participate in class activities at the discretion of the instructor. The instructor is not required to evaluate in any way class activities and projects. Auditors may not take quizzes and examinations and will not receive a grade. An individual auditing a course will not be permitted to change their audit status to a credit status. Individuals who are auditing a course and are not enrolled in any courses as credit students will not be entitled to any of the services or privileges provided to currently enrolled students. **Tuition and Fees information** is available on the website.

DOCTOR OF MINISTRY APPLICANTS

Application Process for Applicants with an MDiv

- An official transcript of the MDiv (or equivalent) program at an ATS accredited institution, with a grade point average of at least 3.0. Transcript must be in English or provided through an international credential service;
- Complete application form, and a non-refundable application fee;
- Evidence of at least three years of experience in a ministry setting (a congregation or agency);*
- An acceptable TOEFL score (see International Applicants section);
- 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;
- Complete a critical essay focused on the questions for your desired concentration;
- Complete at least one unit of Clinical Pastoral Education (CPE) or its equivalent (for the DMin. in Pastoral Care and Counseling only);
- A completed background check release form and a non-refundable background check fee;
- Photo ID (state issued driver's license, state identification card or Passport) to verify identity.

* Students who do not have three years of ministry experience (after completion of an appropriate master's degree) may still apply to the DMin Program. In addition to the general admission criteria, applicants should include evidence of significant ministry experience, and, in addition to the general requirements for the critical essay, applicants' essays should demonstrate preparation for the level of competence and reflection appropriate for advanced, professional ministerial studies.

Once Admitted

Pay the admissions deposit at least 30 days prior to the beginning of the new term to indicate acceptance of admission. This deposit is applied to the student's first-term tuition. New students are required to complete their registration two weeks before the first day of classes for the term. Registration after that date will be subject to a late fee.

Complete the State Required Immunization form if you will take hybrid classes that meet on campus

and return it to the office of the Registrar. Students will not be allowed to begin taking hybrid courses until this form is returned.

Attend required orientation activities including an online orientation, a synchronous Zoom orientation meeting, library, and theological writing center workshops.

Application Process for Applicants with a Master of Arts

- An official transcript of the MA (or equivalent) program at an ATS accredited institution, with a grade point average of at least 3.0. Transcript must be in English or provided through an international credential service;
- An acceptable TOEFL score (see International Applicants section);
- Complete Application Form and Background check release form, and a non-refundable application fee and background check processing fee;
- Evidence six years or more ministerial experience (the student must include documentation of at least half-time employment in a recognized ministry setting);
- Students with an MA must have an interview with the Admissions Committee about their church experience and readiness for a DMin course work;
- Documentation of further education and academic learning beyond the MA in ministry (i.e. conferences attended, courses taken, continuing education);
- Submission of a 1–2-page document that clearly states, with examples, the ways in which she or he has furthered the MA education so that it is equivalent to the MDiv (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);
- 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;
- Complete a critical essay focused on the questions for your desired concentration;
- Complete at least one unit of Clinical Pastoral Education (CPE) or its equivalent (for the DMin in Pastoral Care and Counseling only);
- A completed background check release form and a non-refundable background check fee;
- Photo ID (state issued driver's license, state identification card or Passport) to verify identity.

Once Admitted

Once admitted, pay the admissions deposit at least 30 days prior to the beginning of the new term to indicate acceptance of admission. This deposit is applied to the student's first-term tuition.

New students are required to complete their registration two weeks before the first day of classes for the term.

Attend required orientation activities including an online orientation, a synchronous Zoom orientation meeting, library, and theological writing center workshops.

INTERNATIONAL APPLICANTS

NBTS accepts international students under these conditions:

- Students who desire to take courses online while remaining in their home country
- Students who reside in the United States and have a work visa or Green card

International students must:

- Submit transcripts of undergraduate degree programs in English; *
- Secure letters of recommendation written in English;
- Prepare a statement of purpose written in English;
- Demonstrate proficiency in English (see English Proficiency Policy).

*The Admissions Committee requires that all transcripts not written in English be sent to a professional transcript service for a course-by-course evaluation. For any other questions involving international student admissions please contact the international coordinator at admissions@nbs.edu.

ENGLISH AS A SECOND LANGUAGE

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

Required Scores for Full-Time Admission into NBTS degree programs:

- TOEFL PBT of at least 550
- TOEFL IBT of at least 80
- TOEFL CBT of at least 214
- IELTS of at least 6.0

TRANSFER CREDIT POLICY

ADVANCED STANDING BY EXAMINATION

A student in the Masters' programs may be granted credit by examination in up to 8 hours of required courses in the MDiv program and 3 hours in the MA programs. Students wishing to take examinations must apply in writing to the Dean of Academic Affairs by July 1 for a Fall term course and October 1 for a Spring term course. The Dean will determine if the student is qualified to sit for an examination and secure a professor to write and administer the exam. An examination fee must be paid before the test is administered. Results of the examination will be one of the following: Pass with credit; Pass with credit, but with a requirement to take another course in the same discipline; Failure.

TRANSFER CREDIT BY TRANSCRIPT EVALUATION

The student, upon admission to the seminary, should submit a **Transcript Review Request Form** and a certified transcript for transfer evaluation to the Dean of Academic Affairs, if the seminary does not have the transcript on file. Transfer credit will not be factored into the student's grade point average. The application and applicable fees for transfer credit are the responsibility of the student.

All courses requested for transfer credit must have been taken within ten years of the date the student is admitted to an NBTS degree program. The Academic Affairs Committee will consider an exception to this limitation only when the student has continued to work or study in the given field and when warranted by relevance to the student's degree program.

Only courses graded "B" (3.0) or higher will be considered for transfer credit. "P" grades are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter of equivalency from the instructor of the course. Ordinarily, no credit may be transferred for thesis research work, course work done as independent study, or work in courses that were not graded.

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

Total Amount of Transfer and Advanced Standing Credit Allowable

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

Degree Program	Maximum Total Credit-hours Transfer Allowed	Credit-hours taken at NBTS
MDiv	54	27
MAPCC	30	18
MATS	30	18
MAMS	24	12
Dual Degree	63	33
DMin	6	24

The student's program must be completed at NBTS for all the remaining credits (see Residency Requirement for each degree concentration). The Dean of Academic Affairs, in consultation with the Faculty where appropriate, will decide the granting of transfer credit for an individual student. A student may be requested to produce a syllabus for a course to receive transfer credit. Failure to do so will prevent the credits from being granted.

If the transfer credit is requested from a completed degree, even an NBTS degree, not more than one-half of the credits can be transferred into a master's program.

Transfer Credit from ATS Accredited institutions [MDiv and MA programs]

Academic credit from MDiv and MA (in religious studies) programs taken at ATS accredited or regionally accredited institutions may be accepted as transfer credit toward NBTS master's degrees, up to the amounts listed in the chart above. An incoming student may submit a **Transcript Review Request Form** to the Dean of Academic Affairs asking that transfer credit be granted based on a transcript review.

The Dean of Academic Affairs in consultation with the Faculty, where appropriate, will decide the granting of transfer credit for an individual student.

A student who successfully completed a unit of Clinical Pastoral Education within the past ten years can apply for the CPE to be transferred to NBTS. The student should provide a copy of their evaluation along with the transfer request. No more than one unit (6 academic credits) of CPE will be allowed, no matter how many units the student has completed.

Transfer Credit from Any Accredited Masters Program

Academic credit from other Masters taken at a regionally accredited institution may be accepted as transfer credit toward NBTS Masters degrees. When warranted by relevance to NBTS masters work, a maximum of 12 hours may be granted as transfer credit from graduate programs other than in Religious Studies, even if the student has earned multiple graduate degrees. An incoming student may submit a **Transcript Review Request Form** to the Dean of Academic Affairs asking that transfer credit be granted based on a transcript review.

The Dean of Academic Affairs in consultation with the Faculty, where appropriate, will decide the granting of transfer credit for an individual student.

Transfer Credit from an ATS or Regionally Accredited Doctoral Program [DMin Program]

Academic credit from any accredited Doctoral program may be accepted as transfer credit toward NBTS DMin degree. When warranted by relevance to NBTS doctoral work, up to 6 hours of transfer credit may be awarded. An incoming student may submit a **Transcript Review Request Form** to the Dean of Academic Affairs asking that transfer credit be granted based on a transcript review.

The Dean of Academic Affairs in consultation with the faculty, where appropriate, will decide the granting of transfer credit for an individual student.

TRANSFER CREDIT WHILE ENROLLED IN DEGREE PROGRAMS AT NBTS

MA and MDiv Programs

Students who are matriculated in a degree program at NBTS can only take elective courses at other institutions. Required courses in all programs must be taken at NBTS.

In cases where a student wishes to take a course(s) at institutions without a cross registration agreement, the student must gain prior approval from the Dean of Academic Affairs. The Dean, in consultation with appropriate faculty members, will inform the student of the decision concerning the status of the student's request to take a course elsewhere.

If the request is approved, these course(s) will be transferred to a student's NBTS transcript once the course(s) is completed as transfer credit and will not count toward the student's GPA. Only courses graded "B" (3.0) or higher will be considered for transfer credit. "P" grades are eligible for transfer if equivalent to a grade of B or better and accompanied by a letter of equivalency from the instructor of the course. Ordinarily, no credit may be transferred for thesis research work, course work done as independent study, or work in courses that were not graded.

All requirements for transfer credit must be followed and the student must be in good financial standing. Requests for transfer credit must be submitted in writing along with an official transcript of the completed course(s) to the registrar. Transfer credit will not be posted on a student's transcript until the Office of Finance and Administration gives its approval.

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

DMin Programs

DMin students must complete their program at NBTS. Students cannot enroll in courses at other institutions.

BACKGROUND SEARCH: COMPLETE POLICY

A criminal background search is a requirement for matriculation in any program at NBTS. Prospective students should submit the Criminal Background Check Inquiry Release Form and the required fee and consent form with their application. Prospective student application files will not be complete until the consent form and fee are submitted to the Admissions office.

The background search will consist of a search of the national criminal file and social security number verification. This is an important screening tool, but specific supervised ministry sites may require additional screening. With the consent form, the Seminary is authorized to conduct the background search and to maintain a secure record of the results.

If a background search identifies a criminal offense, the person involved shall be notified of the report and invited to respond in writing to the results of the search within 15 days. The prospective student may also request a meeting with the Dean of Academic Affairs to clarify and resolve any background check results.

One background search will be completed prior to admission. A student must inform the Dean of Academic Affairs in writing of any convictions that occur after the initial background check. Failure to do so may result in an administrative dismissal from the seminary. Students who withdraw or take a leave of absence for two years or more must complete a new Background Search before resuming classes.

IMMUNIZATION REQUIREMENT FOR ALL STUDENTS WHO ACCESS CAMPUS

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

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

*Required for all hybrid students or students who physically access the campus.

Hybrid students should submit the **Student Health Immunization Record** to the Office of the Registrar before the first day of class. Hybrid students who have not completed the required form will be dismissed from the seminary.

SECTION 3

REGISTRAR'S OFFICE:

RECORDS AND REGISTRATION

ACADEMIC YEAR AND TERMS

Session 1 Fall Term	Session 2 Winter Intensive	Session 3 Spring Term	Session 4 Summer Intensive
Master's programs 15 weeks	Master's only: study trips and intensive courses	Master's programs 15 weeks	Master's only 10 weeks
DMin 12 weeks		DMin 12 weeks	

FULL-TIME STUDENT/ PART-TIME STUDENT DEFINITION

The **minimum credit load** necessary to maintain full-time status in the master's programs is 12 credits per semester. The minimum credit load necessary to maintain half-time status (for financial aid purposes) is 6 credits per semester.

The **minimum credit load** necessary to maintain full-time status in the doctoral program during regular course work is 6 credits. The minimum credit load necessary to maintain half-time status in the doctoral program during regular course work (for financial aid purposes) is 3 credits per semester. During the doctoral thesis year (Doctoral Project Seminar + Doctoral Thesis Seminar), 3 credits per semester is considered full-time status.

See each program for the credits required per semester to graduate in the minimum amount of time. **The Master of Divinity degree program requires more than 12 credits per semester to graduate in the stated 3-year time frame.**

STUDENT IDENTIFICATION PROCESS

NBTS is concerned about the security and integrity of student information. Since major portions of our classes are online, extra identity measures must be taken to assure the integrity of our courses.

1. Students are required to submit government issued identification with the application [valid driver's license or state issued id card or passport]
2. Students applying to the seminary must also complete a background check that verifies their social security number and performs a criminal background check. This is required because many of our programs require an internship.
3. The Registrar will schedule a Zoom call with the new student and verify the student's identity using the previously submitted government issued identification.
4. The Registrar will complete the Confirmation of Identity form and place it in the student's file.
6. If a student's identity cannot be confirmed [i.e. a different name on the government id], the student will be a non-matriculated student until the issue is resolved. This may impact the student's financial aid.

CHANGES OF STUDENT BIOGRAPHICAL INFORMATION

Students must inform the seminary of changes of address or phone number immediately using the **Change of Biographical Information Form**. Changes of name must be accompanied by a photocopy of a legal document such as a driver's license, Social Security card, marriage license, or court document. The document may need to be produced upon request. Students are responsible for fees incurred by not providing correct address information to the seminary.

MAXIMUM COURSE LOAD

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

TIME LIMITS FOR COMPLETION OF DEGREE PROGRAMS

- Master of Arts: 5 years
- Master of Divinity: 10 years
- Doctor of Ministry: 6 years

Students can petition for one additional year by completing the Time Limit Extension Form and submitting it to the Registrar. The Registrar will submit the form to the proper faculty committee for approval and then notify the student of the decision. The time limit includes any and all official withdrawal for any reason, except military service. Military service will not count against the student when calculating time limits. The time allowed for completion of the degree may be shorter for VA Benefits and Federal Financial Loans(see Section 4 Financial Aid and Scholarships).

COMMUNICATIONS

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

HYBRID CLASS OFFERINGS

Online courses are available to all students. Hybrid required courses are also offered. Ordinarily, a hybrid class needs a minimum enrollment of six students. If there are less than six students, the course will be offered entirely online. Ordinarily, online courses with less than six students enrolled will be cancelled.

REGISTERING FOR CLASSES

In the fall and spring, at a time designated by the Registrar, each student must register through Campus Café, selecting courses previously approved by their adviser. The system is accessible and available during designated peak registration times.

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

Students who register will incur term bills for the classes they registered to take unless they go into the system and drop the course per the Add/Drop policy.

REGISTRATION FOR CLINICAL PASTORAL EDUCATION (CPE)

Students in the Master of Arts in Pastoral Care & Counseling are required to register for one unit of CPE. Master of Divinity students may elect to take CPE. But note, many denominations require MDiv students to take CPE in order to be ordained. Please be sure to check with your ordination process committee at the beginning of your seminary career. NBTS encourages MDiv students to take CPE.

CPE sites tend to fill up early, so please plan to begin the application process eight to twelve months before the beginning of the CPE program.

Once a student is accepted into a CPE program, the student must register for CPE through the seminary. CPE is the equivalent of 6 academic credits for MA and MDiv students. MDiv students are also awarded two credits of field education. Students register in this way:

- Meet with the Director of Field Education or the Professor of Pastoral Care for information about CPE at least 1 year before the student plans to start CPE. Students can also attend the annual CPE fair.
- Apply to a CPE program by the deadlines provided by the institution.
- Once the student is accepted, they will:
 - Register for PC543 in the Fall Semester and PC544 in the Spring Semester (year-long CPE) OR PC543 and PC544 for the summer term, if enrolled in the summer CPE program;
 - MDiv students will also register for a unit of field education FE510 in the Fall Semester and FE512 in the Spring Semester (year-long CPE) or FE510 and FE512 for the summer term if enrolled in summer CPE;
 - All students will be charged the regular tuition for CPE courses (6 credits total).
 - MDiv students will be charged for 6 credits total for CPE and Field Education.
- CPE will be graded in as Pass/Fail. Students taking the year-long CPE will receive an IP for the Fall term. This grade will be replaced

Most CPE sites will bill the seminary directly for the CPE fee. If for some reason, your setting does not, please submit the bill to the Finance Office. NBTS will then pay the bill. Please do not pay the bill yourself.

INTER-INSTITUTIONAL REGISTRATION

New Brunswick Theological Seminary has reciprocal agreements with several institutions. Elective courses taken at these institutions do not require the transfer credit fee. The courses taken at reciprocal institutions are not subject to the grading rules of transfer credit of a “B” or better.

PRINCETON THEOLOGICAL SEMINARY*

By mutual agreement between Princeton Theological Seminary and New Brunswick Theological Seminary, students may enroll in courses at Princeton Theological Seminary for elective credit:

- The student may choose a course from the Princeton Seminary Catalog.
- The student must receive permission from the Dean of Academic Affairs, and, in the MA program, from their adviser, to take the course.
- The student must register with the NBTS registrar, who will handle all paperwork.
- Tuition will be paid to NBTS.
- Grades will be sent from the Princeton Seminary Registrar to NBTS and recorded as Seminary credit. No credit will be received at Princeton.

RUTGERS UNIVERSITY

Students enrolled in a degree program at New Brunswick may take courses at Rutgers University, New Brunswick campus, and receive elective credit toward their degree.

- The student may choose a course from the Rutgers Graduate School catalogs or from a list of courses offered by the Religion Department of Rutgers College which may be approved for graduate credit.
- The student must receive permission from the Rutgers professor, the Dean of Academic Affairs, and from their NBTS faculty adviser to take the course.
- The student must register with the Seminary Registrar, who will handle all paper work.
- Tuition will be paid to NBTS.
- Grades will be sent from the Rutgers Registrar to NBTS and recorded as NBTS credit. No credit will be received at Rutgers.

*Winter and Summer intensive courses are not eligible for cross-registration.

ADDING COURSES AFTER REGISTRATION IS COMPLETE BUT BEFORE DROP/ADD CLOSES

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

- Add a course(s) **ONLY** prior to the last day for drop/add of courses (see academic calendar for your degree program).
- Pay any addition tuition required.

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

DROPPING COURSES AFTER REGISTRATION IS COMPLETE BUT BEFORE THE LAST DAY TO DROP A COURSE

Students dropping class(es) prior to the last day for late registration (see academic calendar for your degree program) will incur no academic penalty. Students who switch courses with no overall decrease in credits will not be subject to the tuition refund policy. Students dropping all of their courses must also complete a **Leave of Absence or Withdrawal form**.

WITHDRAW FROM A COURSE(S)

Students may not drop a course after the last day to drop a course date in the academic calendar. After that date, students must withdraw from the course. The student must:

- Complete the **Leave of Absence or Withdrawal form** and submit it to the Registrar and the instructor of the course.
- Provide any supporting documentation (e.g. a letter from a doctor).

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

TUITION REFUND POLICY

Students who wish to drop a course or withdraw from the Seminary must complete the Withdrawal from Class/Leave of Absence form and forward it to the Registrar:

Tuition Refunds are calculated based on the following schedule for Fall and Spring Terms:

- Drop before the first day of semester/term: 100%

- Drop prior to the second week of class: 100%
- Drop prior to the third week of class: 80%

Petition to Withdraw by:

- prior to the fourth week of class: 70%
- prior to the fifth week of class: 60%
- prior to the sixth week of class: 50%

Refunds are calculated based on the following for Summer Term:

- Drop before the first day of term: 100%
- Drop prior to the second week of class: 100%
- Drop prior to the fourth week of class: 50%

Refunds are calculated based on the following for January Term:

- Drop before the first day of term: 100%
- Drop in first week of the term: 100%
- Drop after the first week of the term: 0%

AUTOMATIC WITHDRAWAL

Automatic academic withdrawal may be granted to new students in their first semester who register but never attend any classes. Automatic academic withdrawal may also be granted to a continuing student if a severe illness or accident prevented the student from attending class or completing the proper paperwork. When properly recovered, the student must provide the Registrar with proof of the accident or illness via a Doctor's note. In both cases the student's transcript will reflect a withdraw, "W," for the courses.

LEAVE OF ABSENCE OR WITHDRAWAL FROM A PROGRAM OF STUDY

Leave of Absence

To request a leave of absence, the student must complete and submit a **Leave of Absence or Withdrawal Form**. Ordinarily, a Leave of Absence will be granted for up to three academic semesters (does not include winter and summer sessions)

Reinstatement from an approved Leave of Absence: Student must submit a letter at least 30 days prior to the term in which they wish to return. [See reinstatement policy.]

Withdrawal

To withdraw, a student must complete and submit a **Leave of Absence or Withdrawal Form**.

- Any student will be considered automatically withdrawn if the student does not enroll for two consecutive terms and does not complete a Leave of Absence form.
- Once withdrawn for any reason, the student must reapply for admission to a program of study.
- If accepted, the student will re-enter under the current graduation requirements for the degree.

Official Date of Leave of Absence or Withdrawal

For reporting purposes, the official date for the Leave of Absence will be the last day the student attended class or the last day of the term, whichever is first.

A student who has withdrawn from the seminary must reapply to the program.

See special policy for doctor of ministry students in the thesis writing phase of their program in the doctor of ministry section.

MILITARY LEAVE OF ABSENCE

Whenever any member of the armed forces of the United States shall be called or ordered to active duty (other than active duty for training), including active State duty, the seminary shall grant the member a Military Leave of Absence from their education.

Persons on Military Leave of Absence shall be entitled, upon release from active military duty, to be restored to the educational status they had attained prior to their being ordered to military duty without loss of credits earned, scholarships or grants awarded, or tuition and other fees paid prior to the commencement of the military duty.

If a Military Leave of Absence occurs prior to the student's completion of a semester, the student may be eligible for an adjustment of tuition. If the adjustment results in a credit balance, the student may elect to request that the seminary credit the tuition and fees to the next semester or term after the termination of the Military Leave of Absence. If applicable, NBTS scholarship awards may be adjusted. New Brunswick Theological Seminary shall comply with the policies set forth by the U.S. Department of Education regarding return of Title IV funds and deferment of loans by any Stafford loan borrower who is granted a Military Leave of Absence.

To withdraw, a student must complete and submit a **Leave of Absence or Withdrawal Form**.

SEPARATION FROM THE SEMINARY

New Brunswick Theological Seminary reserves the right, upon a majority vote of the Faculty Council, to dismiss from the seminary any student who fails to meet the standards of academic or community life; or whose character, emotional health, or personal maturity becomes a cause of concern to the community; or for failure to meet their financial obligations. Separation may include administrative leave of absence, administrative withdrawal, suspension, or dismissal. The last day of separation will be the last day the student attended class or the last day of the term, whichever is earlier.

REINSTATEMENT/READMISSION TO A PROGRAM OF STUDY

Reinstatement from an approved Leave of Absence of three semesters or less: Student must submit a letter to the Dean of Academic Affairs at least 30 days prior to the term in which they wish to return. The letter must contain the following:

- The reasons why the student wishes to return and a plan for completion of the degree including a plan for retaking any failed courses must be discussed, if applicable.
- To be reinstated, the Dean must approve the student's reinstatement.
- The student's seminary account must be paid in full.
- The student must complete a background check.
- The student will re-enter under the current graduation requirements for the degree.

Students who took an approved leave of absence of more than three semesters, did not have an approved leave of absence and has not enrolled for two semesters, officially withdrew from the seminary, or was dismissed must re-apply to the seminary. Students with a financial balance from past semesters will be considered for re-admission only after all holds have been released by the Office of Finance and Administration. Students who are re-admitted must adhere to the current policies and degree requirements in the Catalog and Student Handbook. Non-traditional students who withdraw or stop out for more than two consecutive semesters may be placed on the waiting list for re-admission.

Each degree program has a time-limit for completion. Students who have exceeded the time-limit should be aware that extra documentation will be required for past credits to be counted toward their degree.

CHANGE OF PROGRAMS ONCE ADMITTED

Students are admitted to a particular program at NBTS. A student desiring to change to another program must apply to the desired program by completing the **Request for Transfer of Master's Degree Program**. Students should be aware that all of the credits from the first program may not be applied to the new program. Students changing degree tracks will be governed by the program standards at the time of their admission to the new program.

Doctor of Ministry students can change concentrations during this program, however, all of the core courses in the new program must be completed. Students should be aware that all of the credits from the first program may not be applied to the new program. Students changing degree tracks will be governed by the program standards at the time of their admission to the new program.

STUDENT RECORDS AND TRANSCRIPTS

Official copies of student records are maintained by the Registrar. Included in these records are the following: application for admission and application essay, acceptance letter, correspondence relating to academic matters, and an official transcript of courses and evaluations.

- Access to a student's educational records is limited to the student her or himself and agents of the seminary who have a legitimate educational interest and are acting within the course and scope of their employment and authority.
- While a student is matriculating, her or his academic record is available through the Campus Café portal.
- For those needing an official transcript, New Brunswick Theological Seminary has partnered with Parchment to order and send your transcript and other credentials securely. **This link will open a new browser window on parchment's website.**

CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Acts affords students the right to: review their education records within 45 days of the Seminary's receipt of the request; request an amendment of the education records that are believed to be inaccurate; and consent to disclosures of personally identifiable information contained in education records, except to the extent that FERPA authorizes disclosure without consent.

Students must submit a written request that identifies the record(s) they wish to inspect to the Registrar's Office (official custodian of the records.) The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. The seminary is not required to provide copies of records unless, for reasons such as great distance, it is impossible for students to review the records in person. Should the seminary agree to make copies of education records, a fee may be applied.

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

New Brunswick Theological Seminary defines *directory information* as:

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

All other information in the student's record is confidential and cannot be released without the written consent of the student. New Brunswick Theological Seminary discloses personally identifiable education records with the prior written consent of the student. However, the university may disclose information without the prior written consent of the student in the following circumstances (34 CFR § 99.31):

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

GRADUATION POLICIES

GRADUATION REQUIREMENTS

Minimum Grade Point Average For Graduation

Students must have a minimum grade point average for graduation. Students who do not have the minimum average must retake courses until the GPA reaches the minimum.

Master of Arts in Ministry Studies	2.5
Master of Arts in Theological Studies	2.5
Master of Arts in Pastoral Care and Counseling	3.0
Master of Divinity	2.5
Doctor of Ministry	3.0

Any master's student who has more than 90% of the required credits will be tracked for graduation. The student will be audited every year by the Registrar to assure that the credits needed have been fulfilled. Once the graduation requirements have been met, a student will be considered a graduate of that program. Financial aid or student housing will not be extended past the spring term of the final semester in which the requirements for the degree are completed. Students should use Degree Tracking Forms to keep track of courses taken and consult their Faculty Mentor or the Registrar with any questions about the program.

If a student discovers that they need a course for completion of a degree that is not offered in the course schedule, the student should bring this issue to the attention of the academic advisor and the Dean of Academic Affairs immediately.

Doctor of Ministry students will be tracked for graduation when their course work is complete and they are moving into their third year.

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

GRADUATION HONORS

NBTS honors students who have achieved academic excellence at graduation will be awarded and acknowledged both at graduation and on their transcripts.

Master's student honors:

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

Doctor of Ministry student honors:

To graduate with honors, student must have a GPA of 3.75 or higher and pass their thesis proposal (798) and defense (799) with distinction.

PARTICIPATION IN THE GRADUATION CEREMONY

A single commencement exercise is held annually in May to honor students whose degrees are being conferred in that academic year. For the purposes of graduation, the academic year is from June 1st to May 31st. Students must have all academic and field education completed by the date set by the Registrar to participate in the May ceremony.

Students completing their degrees in the Summer or Fall terms will be invited to participate in a December or January conferral ceremony. This will be a small ceremony without robes. The graduation fee must be paid prior to the conferral ceremony. This provides students with a completed transcript and diploma. RCA students may receive their Certificate of Readiness for Examination at the December ceremony. Students are invited and encouraged to participate in the graduation ceremony in May. Their pictures will be included with the May class of the academic year in which they completed their degree.

SECTION 4

ACADEMIC STANDARDS

GRADING POLICY

MASTER'S PROGRAMS

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

Grading System

95-100%	A	77-79%	C+
90-94%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	67-69%	D+
80-83%	B-	64-66%	D
		60-63%	D-
		59 and below	F

General Grade Definitions:

A: Conspicuous excellence, showing a thorough mastery of the material, critical use of sources, exceptional creativity, constructive imagination, outstanding oral and written expression and organization.

A-: Exceptional graduate-level attainment, with conspicuous excellence in most respects, but not uniformly so.

B+: Superior level of attainment, marked by consistently good work, advanced understanding of the material, clear logic, circumspect judgment, originality and clear communication.

B: Good work, with general indication of constructive ability in application.

B-: Satisfactory achievement, with assignments completed accurately and on time, but without significant evidence of excellence or distinction.

C+: Satisfactory understanding of course contents, with significant limitations in analysis, communication, integration, or class participation.

C: Minimal understanding of course content, with significant limitations in several of the following: analysis, communication, integration, and class participation.

C-: Minimum understanding of course content, with significant limitations in all of the following: analysis, communications, integration, and class participation.

D: Faithful participation and effort, but inability to grasp the most important essentials of the course. (NOTE: A grade of D or higher must be received in order for a required course to be considered successfully completed.)

F: Failure to meet student learning outcomes or cases of Plagiarism.

Any student who receives a grade lower than a “D” for a required course in the curriculum will be required to repeat the course to graduate. When a student has repeated such a course, the original grade will be changed to a “NG.” The repeated course grade will be recorded on the transcript and will be factored into the overall student GPA. Students repeating a course must pay full tuition.

- I INCOMPLETE** indicates the student signed a contract to complete work with the parameters in the incomplete policy. If the work is not completed by the expiration date the “I” will become a permanent “F”. A permanent “I” is only assigned by a vote of the Academic Affairs Committee to students who cannot continue in a course because of serious illness or military deployment (see incomplete policy).
- IP INCOMPLETE PASS** indicates that work is in progress - typically limited to a student thesis
- NG No Grade** indicates a student took the class previously. The grade indicates the student took the class twice and the second grade replaces the first one.
- P Pass**; students may so designate additional elective courses, with permission of the Professor. A “P” has no effect on a student’s GPA.
- W WITHDRAWN** indicates a student withdrew from a course after the add/drop period by making a petition to the Registrar. The Registrar will contact the professor to determine the date the student last attended class and will report that date to Financial Aid Office.

Grading: Pass/Fail Option

A master’s student may request pass/fail grading for elective courses only. The decision to invoke the pass/fail option must be made prior to the third meeting of the class and must have the approval of the instructor(s). Students must complete an **Alternate Grading Form** and turn it in to the Registrar by the third meeting of the class. A passing grade (“P”) will be awarded for work at the level of grade “C-” or better. “NC” indicates a student failed to pass the course. Credit hours will be awarded for courses a student passes but will have no effect on the calculation of the student’s GPA. A course given an “NC” will not be awarded credit hours and will impact both the student’s GPA and SAP.

DOCTOR OF MINISTRY PROGRAM

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

GRADING SYSTEM

95-100%	A	77-79%	C+
90-94%	A-	74-76%	C
87-89%	B+	70-73%	C-
84-86%	B	66-69%	F
80-83%	B-		

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 they 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 students 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, the student may be required to do additional work in the subject area in which the grade was received, or s/he may be possibly subject to academic probation or 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.

F: Failure This category applies when a candidate fails to complete the course work required. A student who has received a single grade of “F” may be subject to academic probation, and a student who has received more than one grade of “F” may be subject to dismissal

I INCOMPLETE 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 semester.

W WITHDRAWAL indicates a student withdrew from a course after the add/drop period by making a petition to the Registrar. The Registrar will contact the professor to determine the date the student last attended class and will report that date to Financial Aid Office. This category applies when the candidate is granted permission from the Seminary’s faculty to withdraw from a course. See “Withdrawal Policy.”

NG No Grade indicates a student took the class previously. The grade indicates the student took the class twice and the second grade replaces the first one.

GRADE APPEAL PROCESS

Students who are dissatisfied with a grade must first consult the professor who reported the grade, or in the case of adjunct faculty, the student must contact the Dean of Academic Affairs. Final grades may not be changed by doing additional work or appealing to a professor based on work other than what was submitted for the course.

If the dispute is not resolved with the professor to the student’s satisfaction, the student should email or meet with the Dean of Academic Affairs. The following process will then be followed:

- The Dean shall confer with the student and the professor to seek a resolution. This is the equivalent to the Second Level Mediated Response in the Process for Student Grievances and Complaints Policy.

- If the professor does not agree to a grade change, a student may proceed to file a complaint using the Student Grievance and Complaint form. This will result in a formal complaint.

Grades can only be appealed **within six months** after the end of the term in which the grade was assigned. The granting of an incomplete contract does not stop the clock on the grade appeal process.

ACADEMIC PROBATION

A master's student is automatically placed on academic probation for the subsequent semester and will be notified by the Dean's Office and the Registrar of their probationary status:

- When the student's GPA falls below the program minimum grade requirement.
- When a student receives a grade of "F" for any course.
- When a student falls below the required cumulative grade point average or satisfactory progress percentage.

A doctoral student is automatically placed on academic probation for the subsequent semester and will be notified by the Dean's Office and the Registrar of their probationary status:

- When the student's GPA falls below the program minimum grade requirement.
- When a student receives a grade of "F" for any course.
- When a student receives a second "C" during their coursework.
- When a student falls below the required cumulative grade point average or satisfactory progress percentage.

To be removed from academic probation, the student must:

- Achieve the minimum GPA for the program.
- Achieve the minimum satisfactory progress percentage.
- Retake and pass the failed course(s).

If the student does not rectify the GPA in the next semester, the student may remain on probation for one additional semester. If the student remains on probation for one academic year, the Dean of Academic Affairs will refer the student to the Academic Affairs Committee. The Academic Affairs Committee may recommend a faculty coaching team, or a limit on the number of courses a student can enroll in for the coming semester. The Academic Affairs committee may request additional information from the student which will aid them in determining a path of action. If the student remains or is again on probation for a third semester, the student may be

- Suspended pending satisfactory completion of specific skills such as tutoring, special coursework, or counseling
- Administrative Leave of Absence
- Dismissed from the seminary

All actions require a majority vote of the Faculty Council. Students have the right to appeal the decisions. See the Grievance Policy for the process.

INCOMPLETE WORK POLICY (COURSEWORK EXTENSION PAST THE END OF TERM)

A student who has not completed course requirements and wishes to apply for an extension of time must submit an **Incomplete Contract Form** to the instructor before the last day of the term or earlier if the faculty member permits incomplete work to be accepted (see the course syllabus). Faculty do not have to accept incomplete work, but those who do not will post this policy clearly in the syllabus. Faculty may also accept incomplete work on some of the class assignments and not others if the policies are clear in the syllabus.

STUDENTS MUST HAVE COMPLETED AT LEAST 70% OF THE ASSIGNMENTS IN A COURSE TO BE GRANTED AN INCOMPLETE CONTRACT. If the extension is granted by the instructor, the contract is to be submitted to the Office of the Registrar with the term grade report sheet by the instructor. All incomplete work is due **30 days** from the last day of the term for which the incomplete contract was approved. Forms are available from the Registrar's Office and on the NBTs web page (www.nbts.edu). Please also refer to the policy on submission of coursework.

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

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

INCOMPLETE WORK IN EMERGENCY SITUATIONS

In the event of serious illness (major surgery, extended hospitalization), pregnancy, or military deployment which prevents a student from completing the semester, a student must submit a letter and documentation to the Registrar who will present it to the Academic Affairs Committee. If approved, the student will receive a grade of incomplete ("I") in the registered classes for the semester. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision ordinarily within 30 days. The grades will remain as incompletes and will not impact the student's grade point average. When able to return, the student may submit a letter and documentation to the Registrar who will present it to the Academic Affairs Committee requesting to take the courses again without paying for the courses a second time. The chairperson of the Academic Affairs Committee will notify the student in writing of the committee's decision ordinarily within 30 days. The student will be required to pay the other fees or any part of the tuition for the courses that were refunded to the student.

REPEATING A COURSE

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

Students must pass all required course with a grade of "D" or better. Students who receive a grade lower than a "D" must take the course again and receive a passing grade. Once the student receives a passing grade, that grade will be used in the calculation of the GPA. The first grade will remain

on the transcript but will not be part of the overall GPA. A student may appeal to the Academic Affairs Committee to have a failing grade removed from their transcript. The student should submit the reasons for the grade removal and relevant documentation to the Registrar who will present it to the Academic Affairs Committee. The committee will inform Faculty Council of any changes it granted. The chairperson of the Academic Affairs Committee will inform the student in writing of the Committee's decision ordinarily within 30 days. If the grade removal is approved, it will be indicated in the transcript as "NG."

LIMITS ON REPEATING A REQUIRED COURSE

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

LIMITS ON REQUIRED COURSES

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

DETERMINATION OF SATISFACTORY ACADEMIC PROGRESS

In addition to overall grade point average (GPA), a computation of a student's satisfactory academic progress (SAP) to determine academic progress will be determined on a semester basis.

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

NBTS will only allow a student to take a repeated course that was not successfully passed on the first attempt and will count the coursework in the student's enrollment status for financial aid consideration.

PROGRESS TOWARD COMPLETION OF THE DEGREE

Quantitative Standard (Rate of Progress)

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

Rate of Progress = Cumulative number of credits successfully completed ÷ Cumulative number of credits attempted.

Rate of Progress

Master of Arts in Ministry Studies

If Cumulative Credits Completed Equals	Rate of Progress
1-10 credits	50%
11-21 credits	60%
22-36 credits	67%

Master of Arts in Theological Studies

If Cumulative Credits Completed Equals	Rate of Progress
1-16 credits	50%
17-31 credits	60%
31-48 credits	67%

Master of Arts in Pastoral Care & Counseling

If Cumulative Credits Completed Equals	Rate of Progress
1-16 credits	50%
17-31 credits	60%
31-48 credits	67%

Master of Divinity

If Cumulative Credits Completed Equals	Rate of Progress
1-31 credits	50%
32-63 credits	60%
64-81 credits	67%

Dual MDiv and MA

If Cumulative Credits Completed Equals	Rate of Progress
1-33 credits	50%
34-66 credits	60%
66-96 credits	67%

Doctor of Ministry

If Cumulative Credits Completed Equals	Rate of Progress
1-10 credits	50%
32-20 credits	60%
20-30 credits	67%

In addition to overall GPA, students who do not meet the minimum standard in the categories of satisfactory academic process and progress toward completion of the degree will be reported to the Academic Dean who will issue warnings or notify the student of probationary status. Students who obtain less than the minimum standards may lose their financial aid (see financial aid policies). If the lack of progress continues over more than two semesters, the student will be referred to the Academic Affairs Committee for action. Faculty action may include:

- Suspended pending satisfactory completion of specific skills such as tutoring, special coursework, or counseling
- Administrative Leave of Absence
- Dismissed from the seminary

All actions require a majority vote of the Faculty Council.

Master of Arts in Ministry Studies

Cumulative Credits	Cumulative GPA requirement
1 - 10	1.5
11 - 21	2.0
22 - 36	2.5

Master of Arts in Theological Studies

Cumulative Credits	Cumulative GPA requirement
1 - 16	1.5
17 - 31	1.7
32 - 48	2.5

Master of Arts in Pastoral Care & Counseling

Cumulative Credits	Cumulative GPA requirement
1 - 16	2.0
17 - 31	2.5
32 - 48	3.0

Master of Divinity

Cumulative Credits	Cumulative GPA requirement
1 - 31	1.5
32 - 56	1.7
57 - 81	2.5

Dual MDiv & MAPCC

Cumulative Credits	Cumulative GPA requirement
1 - 31	2.0
32 - 56	2.4
57 - 84	2.7
85 - 96	3.0

Dual MDiv & MATS

Cumulative Credits	Cumulative GPA requirement
1 - 16	1.5
17 - 31	1.7
32 - 48	1.8
85 - 96	2.5

Doctor of Ministry

Cumulative Credits	Cumulative GPA requirement
1 - 12	2.5
13 - 24	3.0
25 - 30	3.0

SECTION 5

ACADEMIC INTEGRITY

EMANCIPATORY LANGUAGE

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

TURNITIN

Turnitin is a plagiarism detector that identifies potentially plagiarized or improperly cited text. Turnitin is embedded in the Brightspace Learning Management System. Turnitin can be set by the instructor to either report only to the professor or both the student and the professor. If it is set for the student view, students should pay attention if their paper has a yellow or red flag. Click on the flag and the program will show the student the quotation which was not properly acknowledged. If the professor sets Turnitin so the student can see it, the professor expects the student to notice these flags and remedy the paper before final submission. Turnitin now performs an AI analysis on submissions and reports to the professor of its findings.

PLAGIARISM

Plagiarism involves the use of another’s words or ideas without proper citation. The most common examples of plagiarism are:

1. Using another person’s words without proper citation. Quotation marks must be placed around any text which is a direct quote from another person (whether it is a written or oral source), and a footnote, endnote, and/or bibliography for the source must be included. Both quotation marks and source citation are required.
2. Using another person’s ideas, (in whatever form) and/or borrowing the structure used to present that idea without proper citation. Proper citation using footnotes must be used to indicate when the essential idea of another person is being used to illustrate, develop, or confirm any aspect of research being presented.
3. Borrowing all or part of another student’s paper or using someone else’s outline to write a paper.
4. Having someone else do the project for you. While it is certainly reasonable to have someone review or proofread one’s work, it is not acceptable to have someone else do the bulk of that work. Regardless of whether or not payment is exchanged for service, it is a breach of academic honesty to hand in as your own work something created by another individual. Students for whom English is a second language, must be particularly attentive to this distinction.
5. Unauthorized use of personal work that was previously submitted. It is inappropriate to submit work done in one course for credit in another course. At times, however, it may be that a topic bears significant relationship to the matter of more than one course. In such an instance, the

student must gain permission from the instructor, and the newly submitted work should be significantly different from that previously submitted. In a case where the student would like to use the same information for two different courses taken in the same semester, permission must be granted from both professors.

Given the integrating nature of the thesis, it is permissible, in fact even encouraged, to use work previously submitted for courses at NBTS. Examples include research papers or other work done in regularly offered courses or in directed reading courses which focus on an aspect of the thesis work. In such a case, it is assumed that the student will revise the work so as to integrate it appropriately into the larger thesis project.

Note: These guidelines also apply to text, information, or ideas from Internet websites. Internet references must be properly cited according to published academic standards.

Students should consult the most recent edition of *A Manual for the Writers of Term Papers, Theses and Dissertations*, by Kate Turabian, the NBTS style guide, or the Theological Writing Center for more information.

Inappropriate Collaboration

There is certainly a value to collaboration on a project. Professors often encourage the formation of study groups and/or assigned group projects. Inappropriate collaboration most often occurs when students fail to take personal responsibility in a group endeavor.

For example, coming together to create an outline for a paper, and then writing the paper individually could be considered inappropriate. The final papers may have different wording but they all share the same essential structure and ideas. It could be considered inappropriate because students have failed to create a work which is substantially theirs and because they have not properly cited the source(s).

Actions to Be Taken

A professor who has a student with a proven instance of academic dishonesty will report the instance to the Academic Dean. The submitted work automatically receives a grade of "F." The faculty member will also inform the student of the accusation of academic dishonesty.

After a discussion between the professor and the Academic Dean, a report will be prepared and forwarded to the Academic Affairs Committee. The Dean and the faculty member will determine if the assignment is given a grade of "F" or if the student be allowed to resubmit the assignments for a reduced grade.

The committee will determine further actions.

First instance of plagiarism

1. The faculty member will inform the student of the discovery of plagiarism and report it immediately to the Dean.
2. Ordinarily, the student will be required to attend a two to three-hour session with the Director of the Theological Writing Center to assure the student understands the proper use of sources and the consequences of plagiarism. The committee will determine if the student be placed on academic probation for one semester. In rare instances of egregious plagiarism, the student may be suspended or dismissed for the seminary.
3. A record of the incident is kept on file for the duration of the student's time at the school.

4. Students who do not complete the retraining will be brought before the Faculty Council for suspension or dismissal.
5. If the student is from another institution, the Academic Dean will inform the Academic Dean of that School.

Second instance of plagiarism

1. The faculty member will inform the student of the discovery of plagiarism and report it immediately to the Dean.
2. The Dean will inform the student and the Academic Affairs committee of the second incident of plagiarism in the student's career and will prepare a report on both instances and the retraining report.
3. The Academic Affairs committee will prepare a report for Faculty Council recommending any or all the following
 - a. Failure of the Course
 - b. Academic Probation for one year
 - c. Suspension for the remainder of the semester or the academic year
 - d. Dismissal from the seminary
 - e. The report must be submitted the Faculty Council within 10 days
4. The Faculty Council will act on the report of the Academic Affairs committee within 10 days.
5. The student has the right to submit a letter to the Faculty Council for their deliberation.
6. The student may appeal the decision of the Faculty Council to the President who will appoint a four-member committee to hear the appeal. The committee will make a final determination within 5 days.

Plagiarism in a Terminal Degree Project

Plagiarism in a terminal project [thesis or project] is a serious offense and will be treated like a second instance of plagiarism.

ARTIFICIAL INTELLIGENCE (AI) POLICY FOR STUDENT WORK

NBTS encourages the use of tools that boost a student's ability to think critically and creatively. However, NBTS requires that any use of Generative Artificial Intelligence (AI) such as ChatGPT, Microsoft Copilot, or AI image generators, in original or derivative student work be disclosed to the faculty and discussed with the student before developing an assignment or public presentation. With student work that requires the use of the Theological Writing Center, uses of AI should be discussed with the Director of the Theological Writing Center. The professor retains the right to disallow any use of AI in any or all assignments. Turnitin (a tool used by NBTS to detect Plagiarism) now performs AI analyses on submissions and reports to the professor of its findings.

Using AI for original student work includes, but is not limited to, its use as a brainstorming tool to generate ideas, a research tool to find sources of information, evaluating the research of others, edit or improving one's writing, creating information visualizations and power points, or a means of finding assistance with citations. Derivative work includes uses of AI to summarize one's own work for various contexts and audiences.

Any approved use must be reviewed by the student and the student is responsible for the content. These uses may supplement, and not replace the tasks of research and writing, and any use of AI should also be disclosed and documented in the assignment as directed by the professor. In addition, the use of AI is at all times governed by NBTS's policy on plagiarism.

SECTION 6

ACADEMIC POLICIES

ADVISING AND MENTORING

The Academic Office assigns a faculty member to each student as their advisor and mentor. The faculty member guides the student in choosing a course of study that best meets the student's personal and career goals. Students consult with their advisor on academic, vocational, and spiritual matters and the Academic Office for any additional concerns. Doctor of Ministry students should consult section seven of this handbook for more information on the role of their faculty advisor.

THESIS & PROJECT ADVISING

Students in the master's and the doctoral programs who are writing capstone theses or projects are assigned a thesis advisor. The thesis advisor directs the student's work. Students meet with their advisor on a set schedule throughout the year or semester to develop and write the thesis/project. Both the master's and doctoral thesis have specific requirements to which the student must adhere. See the sections for Masters Capstone Thesis/Project or Doctor of Ministry thesis section for more information on the role of their faculty advisor.

ATTENDANCE

The Seminary expects students to attend all assigned class periods and complete all assignments and discussions by the due date. A student must maintain the following attendance standards:

- Attend 80% of all required synchronous classes for the entire class meeting.
- Attendance in a class is defined as no more than 10 minutes late at the beginning of class and remaining in class and actively participating until the class ends.
- Engage the course material in Brightspace every week.
- Turn in all assignments on time or contact the professor.

Students who do not comply with these standards will receive a grade reduction. Students who are more than ten minutes late or leave early are considered absent. Students who do not attend class, complete assignments, or contact the professor for two consecutive weeks will be referred to the Registrar for follow-up. After three attempts to contact the student via NBTS email or by phone, the student will be removed from the course and issued a failing grade. Being removed from the course may affect a student's financial aid or scholarships.

Students enrolled in a course with a mandatory workshop must attend all sessions.

Students enrolled in the D.Min. Intensive week cannot miss more than 20% of the sessions during the week. Students who miss more than 20% of the total class sessions will be removed from the course and receive a failing grade.

A student who exceeds the allowable number of absences due to circumstances beyond their control, such as serious illness, may withdraw from the course without academic prejudice. (See policy on withdrawal from a course.) A student anticipating an absence should inform their professor in advance. **An absence is defined as missing class or not completing the weekly assignment (for an asynchronous week) for any reason including sickness, work-related travel, church meetings, services, or other church-related events.**

BOUNDARIES FOR MINISTRY TRAINING

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

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

COURSE ENROLLMENT MINIMUM AND MAXIMUM

The Seminary reserves the right to cancel a course when fewer than six students have registered for it. In such an event, the student is not penalized financially. The hybrid portion of a course may be canceled if fewer than six students select that option.

A maximum number of students is set by the Registrar for any given course. Once the maximum number of students has enrolled, students will be placed on a waiting list usually on a first-come, first-served basis. Students may not petition the faculty for admission to a course with a waiting list. Students are admitted into the course only from the waiting list.

Students who expect to graduate and require this course for graduation may petition the Dean of Academic Affairs to be placed at the top of the waiting list, but this offers no guarantee of admission into a course.

COURSE DELIVERY

Fully Online Course

This course is conducted entirely online, students do not have to be on campus to complete any portion of it. Students will participate in the course using New Brunswick Theological Seminary's learning management system (LMS), Brightspace.

The online learning component of a course may be:

- synchronous, meaning the instructor and the students interact together in real-time;
- asynchronous, meaning the instructor and the students do not interact together in real-time;
- or may include a combination of synchronous and asynchronous activities.

Students will access online lessons, course materials, and resources. At designated times throughout the semester, students will participate in a blend of self-paced and group-paced activities and alternative Internet-based technologies. Activities may consist of chat, discussion forums, email, journaling, assignments, quizzes, tests, papers, projects, presentations, and posts. Students will also have access to the library and all students services via email, video conference, or the learning management system.

Hybrid Course

This course will be delivered primarily online with a portion of the class sessions meeting face-to-face as noted in the syllabus.

In Brightspace, students will access online lessons, course materials, and resources.

Directed Study

A student may take up to two directed study courses or **up to** a total of six **(6)** credits. A directed study course is usually allowed only under the direction of the residential faculty. A student who wishes to complete additional study in a particular area should discuss the course with the faculty member with the most expertise in that particular area. Faculty members cannot provide direction in a field other than their credentialed one without the approval of the Dean of Academic Affairs. The student should present the faculty member with a proposal for the course, objectives for the course, and a preliminary reading list **no later than one month before the start of registration period for the semester one is enrolled**. The student must also have a GPA of 3.0 or better to be considered for this type of work. If the faculty member agrees to direct the study, the student must complete a “proposal for reading course or independent study” form, and then secure the signature of their academic advisor and the Dean of Academic Affairs. The readings and student-generated assignments for the course should be equivalent to those of regular classes.

Note the following limitations:

- Student must have a GPA of 3.0 or better to enroll
- Student must have completed at least one-third of the credits in the program of study before requesting a directed study
- Each degree program has specific requirements and limitations for independent study courses; see the individual degree requirements for more information;
- Students not fully matriculated in either the MDiv or MA program cannot register for independent study courses;
- **Required courses cannot be taken through directed study;**
- Applying for more than two independent study courses, regardless of the amount of credit for each of the courses, needs the approval of the Academic Affairs Committee. This is done by writing a letter to the chairperson explaining, in detail, the reasons why the student believes he/she needs to be granted permission to take additional independent study credit hours along with the proposal for the course, objectives for the course, and a preliminary reading list. The chairperson of Academic Affairs Committee will notify the student in writing of the committee's decision.
- Registration for these courses must be done by making an appointment with the Registrar.

Proposal Guidelines

- In terms of your vocation, state the reasons you are requesting this directed study class. State the topic of the study and your reasons for exploring this topic.
- Describe the method(s) that will be used to explore the topic and the desired learning outcomes of this study.
- Explain in detail the type of work [papers, projects, presentations, etc.] that will be submitted by the professor.
- Include a core bibliography adequate for a 3-credit graduate level course.

COURSE CONTACT HOURS

All NBTS courses in all programs are 3 credits. Credit hours in hybrid and online courses will be a combination of preparation time, the time for the activities assigned by the instructor, and face-to-face time. The standard contact hours for a 3-credit course at NBTS is 135 hours. Put simply, each course will require a minimum of 135 hours of the student's time over the term.

The exception is field education, each unit is one (1) credit each for three semesters.

CLASSROOM ETIQUETTE

NBTS acknowledges the importance of the classroom, where much of our discourse as a community occurs. We value personal interaction for learning and the need for mutual respect among professors and students.

Ways to connect

Students should ordinarily attend class using a computer with a camera. Phone access is poor, limits your Zoom/Teams functions, and can cause feedback for the class. When possible, limit distractions by

- Attending class in a quiet, private space.
- Turning off all programs other than the class site and Zoom/Teams.
- Put away your cell phone
- Minimize household or other environmental interruptions
- Mute microphone always except when speaking.
- Remember distractions do not just disturb you; they impact the whole class.

Students should not attend class:

- while driving
- while working
- on public transit

To get the most out of every class session, students must prioritize class time and suspend all other activities during synchronous class times. If this is not possible, you should not take the course or reschedule it when these distractions do not interfere with the class.

Use of cameras in an online class session (e.g. Zoom or Teams)

All students should have their cameras on during class. Seeing each other builds community and fosters engagement and conversation.

Students may have their cameras off in these circumstances:

- Temporary internet connection issues prevent smooth audio and video performance.
- If the class is watching a video or PowerPoint presentation.
- When told by the professor to turn off cameras.

Best ways to present yourself in an online class session (e.g. Zoom or Teams)

Search YouTube and Google for suggestions for optimal sound and lighting ideas, but here are some helpful suggestions:

- Adjust the camera angle so you are in the center of the frame
- The camera should be level with your eyes
- Lighting is very important. Test lighting so everyone can see you
- Test your microphone – make sure you can be clearly heard.
- Make sure the name you wish to be called is visible on Zoom/Teams.
- Be dressed appropriately – dress as you would if the class was in person
- Mute your microphone except when speaking

Individual faculty members have additional requirements for their classes. NBTS expects students to follow the rules in the syllabus for each course.

CLASS RECORDING POLICY

This policy only applies to synchronous class meetings, professor-generated pre-recorded videos, or podcasts.

Purpose and Scope of Class Recordings

The purpose of class recordings is for the expressed purpose of student learning and content review. Any use outside of the NBTS course is strictly prohibited. Violation of this policy may result in disciplinary action.

All materials presented in an NBTS class include

- Pre-recorded professor-created lectures or other content
- Images, PowerPoint presentations, whiteboards, or other methods of sharing course information
- Documents provided by the professor
- Curated course videos, articles, documents, and recordings

All materials presented in a course cannot be duplicated, reused, or paraphrased without the professor's written permission.

General Guidelines

Class management

- The instructor or an assigned teaching assistant are the only ones authorized to initiate a class recording. Students are not permitted to record a class unless under a documented academic accommodation.
- The instructor may automatically record all classes and make the recordings available to all students using the integration with Zoom built into Brightspace. Recordings in Zoom automatically delete 30 days after the date of recording.
- Class recordings containing the image or voice of students enrolled in a class will be removed from all platforms no earlier than 15 days after the term's last day.
- Class recordings cannot be used outside of the class without obtaining a release from each person in the video.
- Exceptions to this policy: recordings may be viewed for the express purpose of instructor or degree assessment as part of NBTS quality assurance work on a single-use basis. Recordings will be removed after this approved use.

Syllabi

- All syllabi should include the following statement: "Students are prohibited from making their own recording of lectures and classes unless the recording is an approved disability accommodation per NBTS policy."
- Syllabi of all courses must clearly explain whether each class will be conducted synchronously with a recording or whether they will be conducted asynchronously, with recording forming the basis of instruction. This information can be noted in the daily schedule or described in a course-specific policy on "Synchronous / Asynchronous Class Meetings." Syllabi should also indicate that a change in teaching mode is possible due to extenuating circumstances.
- Syllabi for courses must include information about the instructor's recording policies. Sample statements that may be useful include:

1. "Class sessions may be recorded and posted to Brightspace to accommodate students' needs in distant time zones or for content review. However, owing to the potential for

technical difficulties, there can be no guarantee that all classes will successfully be recorded.”

2. “For discussions of sensitive topics, the instructor may pause the recording to promote free and open discussion. Students also have the option of turning off their webcam when the class is being recorded but should discuss this option with their instructor.”

Student Privacy

- The recording policies in the syllabus serve to notify the students that the class may be recorded. Zoom also informs all participants that a recording is in use when the session is being recorded.
- Students who do not want to be visually identifiable in the recording may turn off their webcam. Students may also use the chat feature to ask questions if the instructor allows it.
- The Department of Education requires students to participate actively in an online course to certify attendance. Merely logging into an online class is not sufficient. Conducting Zoom polls in class or calling on students by name are ways to check that a student is attending, even if the student’s camera is off.

COURSE EVALUATIONS

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

SUBMISSION OF COURSEWORK

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

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

CLASS CANCELLATION/SCHOOL CLOSURE NOTIFICATION

Notification of cancellation of hybrid classes will be made via the text notification system and NBTS email. Cancelled hybrid classes will switch to a synchronous online class format for the scheduled

meeting. Students are expected to follow the instructions provided by the professor when the face-to-face component is cancelled. Weather, unless it is a catastrophic event such as a hurricane or blizzard, that causes widespread electric or broadband disruptions, will not result in a cancelled class.

Professors will often make up a missed class using the online synchronous format with assignments or a zoom meeting. As soon as a closing is posted, check your NBTS email several times to make sure you see the email from your professors as to the course activities for that week's work.

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

THEOLOGICAL WRITING CENTER

An important aspect of education for ministry is developing the ability to express oneself clearly and effectively in writing in a way that scholars from one's own and other disciplines will find accessible. To equip students for this aspect of their work, the Theological Writing Center (TWC) at NBTS helps students develop their skills in theological writing, analytical reading—especially of their own work—and critical thinking.

Helpful Reference Books

All students are expected to get *A Manual for Writers of Research Papers, Theses, and Dissertations, Ninth Edition: Chicago Style for Students and Researchers Ninth Edition*, by Kate Turabian, et al. (ISBN 978-0226430577).

All students are encouraged to also get and read *Elements of Style* by William Strunk, Jr., and E.B. White (ISBN 978-0205309023). Both books are available through on-line retailers. The default style for papers and citations will be Chicago Style unless otherwise specified.

Workshops

The TWC will offer a workshop on “Theological Writing Basics” at the beginning of the fall and spring semesters and during select Doctor of Ministry intensive weeks. This workshop is available to all students, but attendance by all incoming students, regardless of program, is expected. The workshop will cover:

- the basics of theological writing,
- expectations of the faculty,
- why a standard theological writing approach is important, even when it is uncomfortable, and
- an introduction to tools available to help academic theological authors.

DMin Project Writing Workshops

Small-group writing workshops for Doctor of Ministry students working on their doctoral projects will be offered for candidates who have reached the project phase. They will be organized at the beginning of the first term of the student's third year for students beginning their project proposals, and at the beginning of the second term of the third year for students working on their thesis. The groups will meet regularly with the TWC director, on-line, according to a schedule agreed upon by the group, until the final project proposal and theses are turned in.

Proofreading Partnerships

Students will be encouraged to form proofreading partnerships with one another. No one can reliably proofread one's own work, as our minds, knowing what we meant to write, simply gloss over errors

and omissions. Learning to work with a partner in proofreading and developing such a relationship is an important skill for ministry.

Office Hours & Contact Information

The TWC director is available for individual help by appointment throughout the year. Email the director at to make an appointment. Appointments can be either 30 minutes or 60 minutes long, and may be in person, by telephone, or by video conference. Please be respectful of not only the director's time, but also the time of other students the director could be helping; please be aware of the specific issue you need to address, providing the director with any materials requested beforehand, and please keep your appointments or contact the director as soon as possible if you cannot.

DISABILITY SERVICES

In accordance with the American with Disabilities Act, the seminary provides academic accommodation for eligible students. Student should consult Academic Services. The complete policy is listed in the Academic Services section.

REFORMED CHURCH IN AMERICA CERTIFICATE OF READINESS FOR EXAMINATION

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

The Book of Church Order requires that a candidate file for ordination in the RCA who wishes to receive the Certificate of Readiness for Examination **must have a Form V at least twenty-seven months prior to their anticipated graduation date.** When an RCA student who is applying for admission to the MDiv program is already under the care of a Classis, the Classis should submit Form V (Application for the Certificate of Readiness for Examination) to the Director of the Reformed Church Center on behalf of the student. No Provisional Certificate of Readiness for Examination will be granted until after the student has completed at least one unit of Field education.

SECTION 7

ADDITIONAL DOCTOR OF MINISTRY POLICIES

The Doctor of Ministry Program at NBTS flows out of our institutional mission and involves providing a reflective, creative and academically enriching space for faith-based leaders to engage in complex issues of ministry. We strive to inform, inspire, and 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.

PROGRAM OBJECTIVES, PEDAGOGY AND STRUCTURE

Graduates will:

- critically reflect upon sources of advanced knowledge informing their understanding of the nature and purposes of ministry and their ministerial and spiritual practice.
- create sustained and coherent explanations and reflections derived from data collected through analytic and ministerial research.
- critically and reflectively plan, implement, and evaluate specialized ministry projects with awareness of challenges, trends and developments impacting ministerial practice.
- formulate appropriate responses to injustices and violence across race, class, gender, and other oppressive structures as these intersect the self, institutions (including the church), and society.
- demonstrate advanced competency in the practice of ministry specific to the outcomes of the concentration in which they are enrolled.

PEDAGOGICAL COMMITMENTS

The pedagogy of the DMin 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

An Interdisciplinary Approach

Students participate in the DMin program as a member of a concentration; however, learning in the DMin Program is designed to allow students opportunities to learn with and form relationships with students in all of our concentrations. This allows students both the benefit of specialized study and the richness of engaging with students who approach ministry from a variety of interdisciplinary

perspectives.

Online Instruction and One-Week Intensive

The DMin degree can be completed in three years. Coursework is completed in an online format and cohorts receive twelve (12) weeks of instruction with a one-week intensive for each course for the first two years. During the online intensive week, students take classes from 8:30 am to 6 pm daily and need to adjust their schedules to be present. The third and final year consists of the completion of DMin Project and Thesis.

DOCTOR OF MINISTRY CONCENTRATIONS

MISSIOLOGY AND GLOBAL CHRISTIANITY

It is increasingly important for Christians to consider diverse world cultures, the complex processes of globalization, and pluralism. Considering and understanding these issues ought to shape the way faith communities engage in evangelism and Christian social witness. These considerations may be informed by theory and the academic study of theology but have pragmatic implications upon the informed practice of local ministries. Consistent with the Doctor of Ministry's aims as a research, reflection, and practice degree, the concentration in Missiology and Global Christianity is designed to provide church/mission leaders with advanced education and experience in developing their awareness and appreciation for diversity of identities through 1) a deeper knowledge of textual traditions, historical practices, and theological frameworks related to mission and world Christianity, along with 2) a contextual ministry leadership approach attentive to colonization and capitalism and how they impact cultural dynamics and social power structures, and 3) critical reflection that advances reconciliation, justice, wholeness and healing in specific contexts and through identified Christian ministries and non-profit institutions.

Graduates of the Missiology and Global Christianity concentration:

- Critically engage the history of missions and World Christianity, and missiological issues and perspectives as essential to understanding and working in particular global and local settings;
- Demonstrate content literacy and critical reflection on the diversity of the impact of globalization in global and local settings, fostering an awareness of commonality and differences and power dynamics;
- Design, plan, and implement site-specific global-conscious and local-contextual ministries in relation to broader theories and theologies, and with sensitivity to peoples, identities, sites, and cultures;
- Utilize ministry sites as learning environments for critical self-reflection and consideration of theological and missiological perspectives in order to foster just, context and culture specific Christian witness and service.

Missiology and Global Christianity – Curricular Framework

The curriculum consists of two years of regular course work that culminates in the preparation of a final project and thesis in the candidate's third and final year.

Program Courses (6 credits)

- Power and Privilege: The Theology and Science of Change (3 credits)
- Research Methods Seminar (3 credits)

Core Courses (12 credits)

- Core 1: The Practice of Missiology (3 credits)
- Core 2: Christian Theology in Mission and Global Contexts (3 credits)
- Core 3: Christian History in Mission and Global Contexts (3 credits)
- Core 4: Global Biblical Hermeneutics (3 credits)

Elective Courses (6 credits)

- Elective 1, Subject to Change (3 credits)
- Elective 2, Subject to Change (3 credits)

Ministry Project/Doctoral Thesis (6 credits)

- Project Proposal Workshop (0 credits)
- Doctoral Project Seminar (3 credits)
- Doctoral Thesis Seminar (3 credits)

Student schedules will be ordered by current course offerings. Students are encouraged to print the Program Checklist in order to track their progress through the program.

PASTORAL CARE AND COUNSELING

The DMin 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.

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.

Graduates of the Pastoral Care and Counseling concentration:

- Demonstrate knowledge of and ability to use theoretical models of counseling in the ministerial practice of pastoral care and counseling.
- Formulate a well-developed, collaborative ministry project bearing evidence of being informed by methodologies of analytic and ministerial research pertinent to their context of ministry.
- Demonstrate cultural competence and personal ethics exhibiting growth in their ministerial capacity and spiritual maturity.
- Utilize their ministry context as a unique learning environment to develop and cultivate their pastoral care and counseling skills.

Pastoral Care and Counseling – Curricular Framework

The curriculum consists of two years of regular course work that culminates in the preparation of a final project and thesis in the candidate's third and final year.

Program Courses (6 credits)

- Power and Privilege: The Theology and Science of Change (3 credits)
- Research Methods Seminar (3 credits)

Core Courses (12 credits)

- Core 1: Foundations in Pastoral Care and Counseling (3 credits)
- Core 2: Theories of Counseling (3 credits)
- Core 3: Pastoral Care Integrative Seminar (3 credits)
- Core 4: Assessment and Diagnosis in Clinical Theology (3 credits)

Elective Courses (6 credits)

- Elective 1, Subject to Change (3 credits)
- Elective 2, Subject to Change (3 credits)

Ministry Project/Doctoral Thesis (6 credits)

- Project Proposal Workshop (0 credits)
- Doctoral Project Seminar (3 credits)
- Doctoral Thesis Seminar (3 credits)

Student schedules will be ordered by current course offerings. Students are encouraged to print the Program Checklist in order to track their progress through the program.

PROPHETIC URBAN MINISTRY

The term “urban” refers to areas surrounding cities that have a population of at least 50,000 and are multi-cultural, multi-lingual, multi-racial, and economically diverse. “Prophetic 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. Prophetic Urban ministry is a comprehensive and systematic approach to the challenges and opportunities facing urban America, bringing together the collective energy, resources, and thinking of every entity affecting metro-urban life.

Thus, in its broadest sense, “prophetic 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.

Prophetic 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 DMin 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 prophetic 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, prophetic 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.

Graduates of the Prophetic Urban Ministry concentration:

- Develop an ethical framework that utilizes interdisciplinary resources that are appropriate for post-graduate study to engage the 21st century church and the complex lives of those impacted by urbanism.
- Employ advanced research and writing techniques to critically assess the socio-cultural and historical dimensions of cities.
- Create, sustained, coherent explanations and reflections on the complexity of the challenges and the myriad of opportunities that accompany conducting ministry with prophetic imagination in global urban contexts.
- Formulate a well-developed, collaborative ministry project that refines and advances the student's approach to the nature and purpose of contextual ministry and articulates their biblical theology of urban ministry in local and global spheres.

Prophetic Urban Ministry – Curricular Framework

The curriculum consists of two years of regular course work that culminates in the preparation of a final project and thesis in the candidate's third and final year.

Program Courses (6 credits)

- Power and Privilege: The Theology and Science of Change (3 credits)
- Research Methods Seminar (3 credits)

Core Courses (12 credits)

- Core 1: Framing a Theology of Metro-Urban Ministry and Your Project Idea (3 credits)
- Core 2: Biblical Reflections on Cities: From Ancient Israel to the First Century Church (3 credits)
- Core 3: Immigration, Migration and Cultural Dimensions of Urban Ministry (3 credits)
- Core 4: Issues of Pastoral Care and Contemporary Issues in Urban Ministry (3 credits)

Elective Courses (6 credits)

- Elective 1, Subject to Change (3 credits)
- Elective 2, Subject to Change (3 credits)

Ministry Project/Doctoral Thesis (6 credits)

- Project Proposal Workshop (0 credits)
- Doctoral Project Seminar (3 credits)
- Doctoral Thesis Seminar (3 credits)

Student schedules will be ordered by current course offerings. Students are encouraged to print the Program Checklist in order to track their progress through the 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 Christian preaching, 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.

Graduates of the Transformational Preaching concentration:

- Critically reflect upon the individually and socially transformative dimensions of Christian preaching.
- Deploy critical interpretive lenses and practices for the transformative interpretation of a biblical text in a particular cultural and congregational context.
- Engage a diverse spectrum of sources and scholars in the field of homiletics.
- Employ their ministry context as a unique homiletical learning environment

Transformational Preaching – Curricular Framework

The curriculum consists of two years of regular course work that culminates in the preparation of a final project and thesis in the candidate's third and final year.

Program Courses (6 credits)

- Power and Privilege: The Theology and Science of Change (3 credits)
- Research Methods Seminar (3 credits)

Core Courses (12 credits)

- Core 1: The Engaged Word: Critical Interpretation for Preaching (3 credits)
- Core 2: The Embodied Word: Preaching and Embodied Performance (3 credits)
- Core 3: The Just Word: Preaching and Social Justice (3 credits)

Core 4: The Empowered Word: Preaching as Social Transformation (3 credits)

- Elective Courses (6 credits)
- Elective 1, Subject to Change (3 credits)
- Elective 2, Subject to Change (3 credits)

Ministry Project/Doctoral Thesis (6 credits)

- Project Proposal Workshop (0 credits)
- Doctoral Project Seminar (3 credits)
- Doctoral Thesis Seminar (3 credits)

Student schedules will be ordered by current course offerings. Students are encouraged to print the Program Checklist in order to track their progress through the program.

DOCTOR OF MINISTRY GENERIC COURSEWORK PROGRESS CHECKLIST

30 TOTAL CREDIT HOURS REQUIRED

First & Second Year – Programmatic Courses – 6 credits	
Power and Privilege: The Theology and Science of Change	3 Credits
Research Methods Seminar	3 Credits

First & Second Year – Core and Elective Courses – 18 credits	
Core 1	3 Credits
Core 2	3 Credits
Core 3	3 Credits
Core 4	3 Credits
Elective 1	3 Credits
Elective 2	3 Credits

Third Year – 6 credits	
Project Proposal Workshop	0 Credits
Doctoral Project Seminar	3 Credits
Doctoral Thesis Seminar	3 Credits

PROGRAM ASSESSMENT

In all NBTS DMin concentrations, students are expected to submit documents that assist NBTS in assessing the DMin Program. All assessments will be submitted through Brightspace, and program staff will provide necessary instructions and support at the end of each term. Failure to submit required assessment documents may result in a hold placed on grades.

Definitions And Requirements For Coursework Program Assessments

- **Semester Bibliography:** Bibliography of all books and articles read during the current semester.
- **Annotated Bibliography:** Bibliography such as a term bibliography that provides a brief summary of the primary argument of each book that is both descriptive and evaluative. Entries should be no longer than 150 words.
- **Critical Reflection Paper:** In addition to a final project, students may be required to write an 8-10 page paper reflection paper following format guidelines. This paper will demonstrate the student's ability for self-analysis and reflection on the learning. This paper is not a recounting of the step by step activities of the student's work, nor is it a mere repeating back to the professor of course readings. The reflection paper is a critical reflection of both the learnings and the process. This reflection paper includes:
 - The critical insights that informed a final project.
 - Critical engagement of the course learnings from: course readings, class discussion, synchronous class time, and the individual assignments on which a final project is based.
 - The readings from the course that influenced the formation, shape and implementation of the final project. Students are required to reflect critically on the readings (see below).
 - Any insights and responses of the Covenant Group in the process of a project.
- **Course Final Project:** The final project from any of the courses taken within a semester can also be used to assess the Doctor of Ministry program.

Expectations For Critical Reflection Papers

The student is expected to demonstrate **critical analysis** of the sermon process, the course material and the readings. This program defines critical analysis as including at least three of the four following categories:

- reporting the thought of others
- locating the thought of others within a field of inquiry
- taking issue with the thought of others on the basis of personal knowledge or research
- offering a creative synthesis of one's own thought and that of others.

The writing style of the paper should be commensurate with the quality of writing expected for doctoral work. That means that it should be completely free of spelling, grammar and syntax errors; quoted material should be properly cited with footnotes; and appropriate headings and formatted paragraphs are expected.

Students must follow the Style Guide provided by the Theological Writing Center and **Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, ninth edition (2018).** The Program recommends students purchase this as a resource for writing. The paper should be double-spaced in 12pt. font with one-inch margins. Students are free to refer to themselves in the first person as well as the third person where appropriate.

Students are reminded that neutral, inclusive, or emancipatory language should be used for God and human being per the NBTS policy on inclusive language.

THE COVENANT GROUP

Depending on the type of project selected by the student, the student may be best served by utilizing a covenant group. The decision to have a covenant group is made in conjunction with the advisor and the director of the program.

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 or community who can provide support and direction in the development of a project, 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 who will be directly involved in design, implementation, and analysis of the project, program, process, or policy. It connects the doctoral with their churches and with the communities around them in a meaningful and lasting way. Partners sign a covenant to support the candidate for at least one year.

SELECTION, ROLES, AND RESPONSIBILITIES OF THE COVENANT PARTNERS

Selection of Covenant Group: Covenant Group members can be chosen early in the program in order to help shape the thesis/project. When selected early, they usually have a high degree of ownership and commitment to the DMin project and will have a greater impact on the direction the focus takes. Each covenant participant must fill out a covenant agreement indicating his or commitment to the Doctor of Ministry process. **(See Covenant Agreement form)**

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 DMin 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 and final projects 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.

4. **Dealing with Challenges:** 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 or the staff of the DMin 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 DMin 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 four 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.

COVENANT AGREEMENT FORM

Please see the Theological Writing Center site in Brightspace for the Covenant Agreement form.

THE DOCTORAL THESIS

The Purpose of the Doctoral Thesis

AT NBTS, the DMin Doctoral Thesis, a directed study for which the candidate takes full responsibility, is an educational process of integrating theory and practice, theology and ministry. The term “thesis” 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 thesis. The heart of the candidate's thesis is the presentation of an academically researched project that can readily be used by others. The final document represents research that can stand on its own. It is a composite representation of the candidate's matriculation at every phase of learning.

The Doctoral Thesis 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:

- Analyzing the context;
- Deciding on action;
- Taking action;
- Reflecting on the action; and,
- 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 doctoral thesis is intended to achieve all of the programmatic outcomes identified earlier in this document:

- Graduates critically reflect upon sources of advanced knowledge informing their understanding of the nature and purposes of ministry and their ministerial and spiritual practice.
- Graduates create sustained and coherent explanations and reflections derived from data collected through analytic and ministerial research.
- Graduates critically and reflectively plan, implement, and evaluate specialized ministry projects with awareness of challenges, trends and developments impacting ministerial practice.
- Graduates formulate appropriate responses to injustices and violence across race, class, gender, and other oppressive structures as these intersect the self, institutions (including the church), and society.
- Graduates demonstrate advanced competency in the practice of ministry specific to the concentration-specific outcomes of the concentration in which they are enrolled.

The Doctoral Thesis may include:

- An ethnographic (participant/observer) study of a given issue, in which theological, historical, and biblical scholarship, social science methodology, and current thought 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.
- Research-action-reflection on some activity of ministry, such as pastoral care and counseling, Christian education, church administration, spirituality and worship, preaching, transformative leadership skills, meeting the need(s) of particular group(s) and utilizes 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 Doctoral Thesis 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 Doctoral Thesis shall provide evidence of adequate competency in the programmatic outcomes and their specific concentration outcomes.

THE DOCTORAL THESIS ASSESSMENT

The "Doctoral Thesis" is the centerpiece of the DMin curriculum and thesis. During the first year and a half of the program, the candidate periodically meets with advisor and decides on their research topic. During the latter half of the second year, the candidate acquires the skills needed for conducting social science research and writes their research proposal. During the first half of the third year, the candidate get approval for their project, implements, and assesses the Doctoral Thesis in consultation with the Covenant Group and Advisor and prepares to write the thesis. Before writing the final thesis has begun an assessment will take the form of sharing the doctoral thesis results with the Advisor. It is highly recommended that candidates meet with their Advisor during the latter half of their second year to discuss their progress. To make the most of this meeting, students should provide advisors with:

- Doctoral Thesis narrative (a summative presentation) of the candidate's Doctoral Thesis focusing on the developments and progress of the Doctoral Thesis 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.
- A summative record of the meetings and conversations with the Covenant Group, along with the candidate's evaluation of these conversations.
- A copy of the approved proposal.
- An updated bibliography, including any notes on the research thus far.

The Thesis 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 RESEARCH

DMin 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 their 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”).

Thus, when a student conducts research that includes participants, s/he 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 by the Institutional Review Board Committee (IRB).

As part of the review of a student's project proposal, the Independent Review Board will conduct a review of all research involving human subjects to determine if such research is potentially risky to participants. For further details, consult the IRB section of this handbook.

After receiving approval from the IRB, 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 (see forms) must be signed by and collected from each participant prior to commencing research.

THE PROJECT PROPOSAL

As in all doctoral programs, the candidate is required to produce a **well-written proposal of 4,000 to 5,000 words (not counting bibliography)** that guides their final doctoral thesis and submit such to the advisor. Further progress is contingent upon approval of the proposal by the advisor and the Independent Review Board (DMin Oversight Committee). A good proposal is an intentional plan, a kind of map or blueprint, though necessarily open to adaptation, by which a specific “practice of ministry” can be located, engaged in, observed, described, and evaluated.¹ The elements included in a NBTS thesis proposal are 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:

- The TITLE of the proposed DMin Thesis;
- The DATE of the submission of the proposal to the faculty advisor;
- The FULL NAME of the minister/student who is submitting the proposal
- The name of the ADVISOR, and a space for the advisor’s signature and date of their 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 102)

3. **A Personal Journey.** [500-600 words] In this section, the candidate provides a brief “personal journey” essay that illustrates their personal motivation for and commitment to the project. The following questions may be helpful in preparing to write this section of the proposal:

- What led me into the DMin program at this point in my life, and to this Thesis? What do I hope to get out of this degree and project?
- What precursors to this moment are important to share in order for others (advisor/DMin Oversight Committee/colleagues/Covenant Group) to understand why this project or ministry importance to me?
- 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?

4. **Statement of Purpose.** [100-200 words] Here you will describe what the intent of your Thesis is, as well as its primary audience. For example: *“The purpose of this Thesis 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*

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

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 Thesis defines the area and scope of the study, and indicates the basic proposition, situation, question, or technique, which the thesis will examine. The desired goal or outcome of the thesis 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 they know 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 DMin Final Project).

6. Context of the Doctoral Thesis. [750–1,250 words] 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 Doctoral Thesis. [500-750 words] 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 their 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 thesis/project. This section should also include a discussion of reflexivity and the measures you, as the researcher, will take to ensure that their bias and assumptions do not adversely impact your research.

12. Preliminary annotated bibliography. This is a compilation of your research conducted to-date. This is an essential part of any doctoral thesis, professional-practical and academic. Your creation of a working bibliography guides your study and preparation for the final ministry thesis. 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, Ninth Edition*.

13. A list of informed persons to be consulted: (the list should include name and expertise regarding thesis)

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 thesis. 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 38.)

A Note on Abstracts: The abstract is a tool to be used throughout the thesis 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 thesis/project as a whole. At this stage, the abstract should:

- 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);
- 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);
- name expected research design and interventions (1-2 sentences); and
- 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 thesis/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

Unless specified by an instructor, the proposal will follow the guidelines laid out in the most recent edition of the New Brunswick Theological Seminary Style Guide available on the website of the Theological Writing Center.

THE DOCTORAL PROJECT PROPOSAL/CANDIDACY REVIEW

After completion of all coursework (other than the Project Proposal Seminar), and before the implementation of the Doctoral Thesis, students will schedule a Doctoral Project Proposal/Candidacy Review, which is a focused discussion that marks the transition from coursework to either the writing of the DMin project thesis, or the termination of a student’s participation in the program. Participants in the review include:

- the candidate,
- Candidate’s Advisor, reader, Program Administrator (Chair)
- and one peer of the student’s choosing, typically from the DMin peer group.

For all DMin 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 thesis. The program staff will contact students and provide each an opportunity to sign up for their Doctoral Project Proposal/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 introductory presentation of their Ministry Project.

The Committee will operate in unanimous voice and seek to discern the candidate's readiness to begin the implementation of the research project and the writing stage. They will provide the candidate with helpful information and guidance with this in mind.

The meeting will occur in the following order:

- An initial public presentation by the student that is limited to fifteen minutes or less and provides a brief introduction to the proposal without repeating material already included in the proposal.
- Following the public presentation, all those but the student and the recognized members of the committee will be dismissed, and the student will be examined in closed session.
- After this examination concludes, the student will be dismissed, and the committee will hold an executive session to determine the results, using the key provided below.
- If necessary, the student will be invited back in to a closed session in order to discuss the findings.
- The meeting will conclude with a public presentation of the results of the project proposal / candidacy review committee meeting.

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 Doctoral Thesis? 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 their 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 Doctoral Thesis? 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 their theological understanding with what was learned from the Doctoral Thesis?

Relevance for Ministry – To what degree/extent will the 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 their 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:

- Explore her or his own Personal Journey
- Create and nurture a Covenant Group
- Delineate (research, etc.) a Ministry Opportunity
- Develop a new, theologically empowering and shared narrative
- 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.

Project Proposal Evaluation Key

Pass with Distinction. 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.

Pass. 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.

Pass with Revisions. 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. Needs revisions as student moves to the writing stage.

No Decision Rendered: Additional work to be required of the candidate, plus a second Project Proposal/Candidacy Review meeting.

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 DOCTORAL THESIS

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

Title page (See sample in Appendix section)

Signature page This page must include the names of all Committee members which will be signed at the Committee meeting.

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.)

Table of Contents All major sections of the thesis should be denoted here including chapters and major sections in chapters, appendices and each individual appendix, etc.

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 thesis 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.

Bibliography 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.

Length The final doctoral thesis should be 20,000 to 25,000 words in length (80 to 100 pages in Turabian format), not including, bibliography, and appendices. (A different thesis length may be approved by the advisor in consultation with the Assistant Dean of Doctoral Studies in cases where it is warranted by both the nature and quality of the project.)

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 DMin Program Office for such suggestions.

CONTINUATION OF DOCTOR OF MINISTRY DEGREE

For every semester a student goes beyond 3 years full-time or 5-6 years part-time in the pursuit of the completion of their degree, they are required to fulfill one of two choices:

- 1) register for a continuation of degree
- 2) complete a Leave of Absence (LOA) form

If the student does not complete one of these actions prior to end of the drop/add period, they will receive a letter of impending dismissal.

To continue a Doctor of Ministry Degree beyond 3 years full-time or 5-6 years part-time, a student must register for a continuation of degree and pay the accompanying fees. Once these steps are completed, the student will be allowed to begin working with their advisor on the completion of their degree requirements.

Students who have exceeded the allowed time to complete the degree [6 years FT and 8 years part-time] are required to petition the Doctor of Ministry oversight committee in order to continue for an additional year. Students must provide the reasons why the time should be extended and a plan for completion. The Doctor of Ministry Oversight committee will determine if the student should be granted the additional year. Students who fail to complete their degree within the required time in 6 years (full-time) or 8 years (part-time) and do not petition the Doctor of Ministry committee will receive a letter of impending dismissal. Note: Leave of Absence up to two years does not count toward this time limit.

LEAVE OF ABSENCE

To request a leave of absence, the student must complete and submit a Leave of Absence Form to the Registrar's office. Students are required to complete and re-submit the Leave of Absence Form every academic year (two semesters) they will be on a leave of absence. Ordinarily, the maximum time granted for a Leave of Absence will be four academic semesters [2 years].

Should the student fail to continue their degree after four academic semesters they will receive a letter of impending dismissal from the program. Should the student require additional time beyond the four academic semesters, they are required to petition the Doctor of Ministry oversight committee for a one time, one semester additional leave. The petition must contain the reason for the extended leave and any supporting documents, i.e. a letter from a physician.

Reinstatement from an approved Leave of Absence

In order to be reinstated from an approved Leave of Absence, the student is required to complete the following:

Complete and submit a Reinstatement Form to the Registrar. The student must then make an appointment to see the Director of the Doctor of Ministry Program at least 30 days prior to the term in which they wish to return, and the following conditions must be met:

- A plan for completing the degree must be discussed and documented.
- The student's seminary account must be paid in full, including all applicable continuation fees.
- The student will re-enter the Doctor of Ministry program under the current Student Handbook. As such, they will be governed by the current graduation requirements for the degree and may be assigned a new advisor.

COMPLETE COURSEWORK BUT NOT THE DOCTORAL THESIS

If a student does not complete the thesis portion or the degree within the required time limit, upon request, the student may be awarded a Graduate Certificate in their concentration focus. This certificate can be used by the student to indicate the completion of two years of coursework. Students receiving a Graduate Certificate may participate in graduation if they wish.

THE DOCTORAL THESIS ORAL DEFENSE

The final part of the doctoral thesis process is the Oral Defense.

During this evaluative conversation, the candidate meets with their Advisor, reader, program administrator, and/or a representative of the DMin Oversight Committee to determine if the student's work warrants the awarding of the doctoral degree. Following the candidate's completion and

submission of the final thesis to the Advisor and the Advisor's approval of the manuscript, the candidate submits the final thesis to the Program Office and completes the "Request for an Oral Examination" form (see Appendix E) to the DMin Office. Please note this exam can take place either in-person or online. 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 two-hour-long meeting in which the candidate gets an opportunity to briefly introduce their thesis with care to not repeat any of the material already included in the thesis. The examining committee consists of the Advisor, reader, program administrator (chair), and/or a representative of the DMin Oversight Committee, and, if approved by the DMin Program Office, one guest 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 with particular attention to program and applicable concentration outcomes. 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 their guest 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 Distinction:** 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, is full of nuanced elements and surprises, and makes a significant contribution to scholarship. This could mean addressing an overlooked area of study and or expanding on current scholarship in the field in a manner that enables a new area of focus to emerge. Minimum revisions necessary.
- **Pass:** 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. Minimal revisions necessary.
- **Pass with Revisions:** 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. Revisions are necessary.
- **No Decision Rendered:** Additional work to be required of the candidate, plus a second Oral Defense.
- **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.

To graduate with honors, student must have a GPA of 3.75 or higher and pass their thesis proposal (798) and defense (799) with distinction.

Guidelines for Filing the Doctoral Thesis

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

Gardner A. Sage Library: While not required, the student can choose to print a copy of their doctoral

thesis and donate it to the Library in order for it to be added to the collection. Students must also submit a PDF copy to the Library in order for it to be saved for a future digital repository. Program Staff should be copied on this submission.

Advisor and Thesis Committee: Students must submit a PDF copy to their advisor. While not required, the student can choose to print a copy of their doctoral thesis and gift it to their advisor. Students must also submit a PDF copy to their entire Thesis Defense Committee. Program Staff should be copied on this submission.

ProQuest Database: Students must submit a copy of their doctoral thesis to ProQuest. If the student requires assistance, please ask the Program Staff. Proof of successful submission to ProQuest must be submitted to the Program Staff.

Program Office: A PDF copy of the doctoral thesis must be submitted to the program staff.

Securing a Copyright and Publishing

Obtaining a copyright is generally in a candidate's interest, because it protects the student's rights to the contents of the project. 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 Publishing, a company that gives exposure to doctoral theses, 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.

Ownership of Project. The DMin project belongs to the student and is hers or his to publish in a variety of forms. However, school in which the project was supervised have 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 DMin project completed at New Brunswick Theological Seminary.

PROPOSAL AND THESIS TIMELINE

Year One in the DMin program, a candidate will meet with advisor and discuss their interests and direction. Students will pursue these interests as possible in their coursework projects. At the end of the first semester, students should have an idea of what they may want to pursue for the final project. By the end of the first semester, students should have a rough draft of the Preliminary Project Idea document to share with their advisor.

Year Two will consist of further defining and refining the proposal. During this year, a candidate may begin to work with the Covenant Group. In addition, she will complete the following:

- Attend the Project Proposal Workshop
- Formulate thesis/project proposal in the research methods course.
- Submit copy of proposal to Advisor upon final feedback from the instructor.
- Request a meeting with Advisor. Meet with them 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 Advisor, the student should continue to have conversations with their 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 proposal must be submitted to Advisor no later than two weeks after the end of year two, second semester.
- Upon approval from Advisor, submit to the DMin Oversight Committee through the DMin Program Office. The 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. Students must submit the proposal to the Oversight Committee before registering for their final year in the program. Submit proposals through the DMin Office.

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

- Submitting an application to graduate
- Implement Project Research
- Editing and revising the final project in accordance with the NBTS Style Guide and Turabian style.
- Obtain written approval from Advisor before scheduling oral defense.
- Pay all owed tuition and all applicable graduation fees (14) business days before thesis defense date.

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/thesis proposals. The role of the Advisor is to provide guidance and advice relating to the doctoral program, which includes providing comprehensive assessment of the candidate's work, discussing and guiding research interests, and assisting students in fulfilling graduation requirements. While candidates are encouraged to consult with the Advisor during all phases of their doctoral journey, every candidate is expected to be proactive in becoming adequately informed about all the requirements for their matriculation.

It is the Advisor's responsibility to assist students in the development of their project proposals while working with students to ensure the proposal and final thesis meets the established requirements set forth in Section 7 of this handbook, *Doctor of Ministry*. It is the student's responsibility to become proactively involved in self-directed adult learning as s/he engages in doctoral-level course work, research, and project proposal planning, implementation, and thesis writing.

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

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

Qualifications of Advisors

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 ideally be selected.

Appointment of Advisors

Advisors are recommended by the program staff in conversation with the primary residential faculty member in the field to the DMin Oversight Committee for approval. Ordinarily, DMin advisors are full or part-time NBTS faculty members.

Change of Advisors

Occasionally students may seek to change their assigned advisors. Changes of Advisor are to be made in consultation, first, with the program administrator of the DMin 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.

In some cases, NBTS must reassign the student a new advisor. This is often done to accommodate faculty sabbaticals, or other issues of faculty workload. Students will be consulted when this type of change is necessary.

Thesis Readers

Students, with the Advisor’s support, can request the Reader for their DMin Thesis. 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 will ideally be selected. “Request for Reader” forms should be submitted to the DMin Program staff and must be approved by the program staff and DMin Oversight Committee.

Printing & Binding Your Thesis

Please click below to see a helpful graphic for info about printing and binding your thesis:

https://bit.ly/thesis_binding

SECTION 8

INSTITUTIONAL REVIEW BOARD POLICIES

New Brunswick Theological Seminary affirms the importance of research involving human test subjects. Additionally, the seminary is committed to the highest ethical and compliance standards when it comes to the protection of human subjects who participate in NBTS's research. To protect these values, the seminary provides for an Institutional Review Board (IRB).

What does the IRB do?

The IRB reviews all research involving human subjects, performed under that auspices of NBTS by its **faculty, staff or students**, for compliance with federal government principles and with ethical standards. Research is a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. **All research projects** [includes all thesis and projects in the master's and doctoral level] that involve the use of humans as subjects must be approved by NBTS's IRB prior to the initiation of the research activity.

How does the IRB process work?

Before starting a research project, you must complete and submit the following documents:

- IRB application and relevant materials
- Proof of human subject protection training. (This certificate must be submitted with **every** proposal)

Applications describe the research plan, explain the provisions to protect participants, and outline what steps will be taken to comply with federally-mandated legal and ethical guidelines. Each response in the application should be answered using non-technical language so that IRB members will have ample information to understand the proposed research project.

Research applications are given three possible types of approval:

I. Exempt Projects

Research that falls under this category must be reviewed by the IRB, but will be exempted from further IRB review and no additional review will be required for the project unless there are changes in the research protocol. However, before an application is exempted from further IRB review, the IRB may request additional information about the application, and/or may require changes in the consent form, participant recruitment methods, or other aspects of the procedure. It is implicit within the concept of exempt research that there must be very little, if any, associated risk. The following are exemption categories:

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as:
 - research on regular and special education instructional strategies, or
 - research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
 - information obtained is recorded in such a manner that human subjects can be identified,

directly or through identifiers linked to the subjects, and

- any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

****Survey or interview research involving children is not eligible for exemption, nor is the observation of a minor's public behavior unless the investigator does not participate in the activities being observed. Additionally, research involving prisoners cannot be eligible for exemption.***

3. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if:
 - the human subjects are elected or appointed public officials or candidates for public office, or
 - federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
4. Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
5. Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads, and which are designed to study, evaluate, or otherwise examine
 - public benefit or service program
 - procedures for obtaining benefits or services under those programs
 - possible changes in or alternatives to those programs or procedures, or
 - possible changes in methods or levels of payment for benefits or services under those programs.

II. Expedited Review

Research activities that (1) present no more than minimal risk to human subjects, and (2) involve only procedures listed in one or more of the following categories (<http://www.hhs.gov/ohrp/policy/expedited98.html>) may be reviewed by the IRB through the expedited review procedure authorized by **45 CFR 46.110 »** and **21 CFR 56.110 »**. The activities listed should not be deemed to be of minimal risk simply because they are included on this list. Inclusion on this list merely means that the activity is eligible for review through the expedited review procedure when the specific circumstances of the proposed research involve no more than minimal risk to human subjects. Expedited reviews would be conducted by the two New Brunswick faculty members. If you are submitting a proposal for a study for expedited review, please allow 5 days to 1 week for documents to be reviewed.

The categories in this list apply regardless of the age of subjects, except as noted.

- The expedited review procedure may not be used where identification of the subjects and/or their responses would reasonably place them at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.
- The expedited review procedure may not be used for classified research involving human subjects. Classified research is defined as research sponsored by a Federal government entity that involves restrictions imposed, by agreement or otherwise, on the distribution or publication

of the research findings, or results for a specified period or for an indefinite duration following completion of the research.

III. Full Review

If the proposed research does not meet the criteria for exempt status or expedited review, the proposal will need to be reviewed by the IRB committee. If you are submitting a proposal for a study with a vulnerable population and/or a study that involved more than minimal risk, please allow at least three weeks to one month to be reviewed by the full IRB committee. **Please contact the Dean of Academic Affairs or the Assistant Dean of Doctoral Studies or your thesis advisor to arrange to complete this required review.**

[Useful Links for Reference](#)

General sites

[Office for Human Research Protections \(OHRP\)](#)

Code of Federal Regulations for Protection of Human Subjects

Informed Consent Checklist

Foundations for the Ethical Treatment of Human Research Participants

The Belmont Report

The Helsinki Declaration

The Nuremberg Code

SECTION 9

STANDARDS FOR PERSONAL INTEGRITY

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

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

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

Student Responsibilities

All members of the Seminary are responsible for the following:

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

PROCEDURES FOR STUDENT GRIEVANCES AND COMPLAINTS

Student Generated

Students can report grievances and complaints using the NBTS Complaint Form or by speaking with the Dean of Academic Affairs or the Chief Operating Officer. If the complaint against the Dean or the Chief Operating Officer, the complaint is filed with the President. If the complaint is against the President, the complaint is filed with the Moderator of the Board of Trustees.

If the complaint is of a Title IX nature or becomes a formal complaint, the complaint form will need to be completed and signed by the complainant. If the complaint involves a staff member, the Chief Operating Officer must be informed. If the complaint involves a faculty member, the Dean of Academic Affairs must be informed.

Faculty or Staff Generated

Individual faculty, faculty committees, or staff can generate a formal complaint against a student. Most of these complaints concern either academic honesty, dismissal based on GPA, or class conduct

concerns. In the case of academic issues, the investigative committee will be the Academic Affairs Committee. This committee will report to the Faculty Council for a vote on the recommended actions. The Dean of Academic Affairs will inform the student of the actions of the Faculty Council within 5 business days of the vote.

Emergency Measures

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

Grievance Process

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

Rights of those Involved

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

Confidentiality

Any allegation of personal misconduct will be held in confidence by all persons involved, and the information will be disclosed only on a need to know basis to investigate and resolve the matter unless the allegation falls under the required reporting of the laws of the State of New Jersey.

Relation of Personal Misconduct to Legal Authorities

Because personal misconduct may in some instances constitute both a violation of Seminary norms and standards and criminal activity, and because the Seminary's response to incidents and allegations of personal misconduct is not a substitute for instituting legal action, the Seminary encourages individuals to report alleged personal misconduct of a criminal nature to law enforcement authorities, where appropriate. Individuals may, however, choose to decline to report alleged personal misconduct of a criminal nature to law enforcement authorities. The Seminary respects and supports the individual's decision concerning reporting; nevertheless, the Seminary may notify appropriate law enforcement authorities if required or warranted by the nature of the incidents or allegations at issue. A criminal investigation into the matter does not preclude the Seminary from responding to an allegation of personal misconduct. However, the Seminary's response may be delayed temporarily while the criminal investigators are gathering evidence. In the event of such a delay, the Seminary

may take interim measures when necessary to protect any alleged victims of personal misconduct and the Seminary community. Neither the results of a criminal investigation nor the decision of law enforcement authorities to investigate or decline to investigate the matter is determinative of whether personal misconduct, for the purposes of this policy, has occurred.

Informal Resolution

The Seminary anticipates and expects that many potential problems involving student, staff, or faculty complaints will be resolved by an informal response. Whenever a member of the Seminary community alleges that the Seminary's norms and standards have been violated, as described in this policy, the Handbooks, and/or the syllabi of the institution, that member is urged first to communicate directly with the alleged offender in order to seek redress and reconciliation. Even in informal resolutions, the Chief Operating Officer or the Dean of Academic Affairs must be informed of the incident.

First Level Mediated Response

If due to the nature or severity of the alleged breach of conduct, an informal response is perceived to be unsuitable, the member should seek the intervention of an appropriate third party. Again, the involvement of a third party, trusted to both parties, may be able to aid the issue without further formal action. Even in first level mediated responses, the Chief Operating Officer or the Dean of Academic Affairs must be informed of the incident.

Second Level Mediated Response

If an informal response fails to resolve an allegation of a violation of the Seminary's norms and standards, or if an informal response is perceived as unsuitable, due to the nature of the alleged breach of personal conduct, parties with allegations are urged to seek mediation as a means for redress and reconciliation by requesting assistance from the Dean of Academic Affairs or the Chief Operating Officer, one of whom ordinarily will serve as the mediator. If, after working with the parties, the mediator determines that mediation is not a viable option for a satisfactory resolution of the concern to all parties involved, the mediator(s) will request that the matter be considered through a "Formal Complaint," as outlined in the following section. The Chief Operating Officer or the Dean of Academic Affairs must be informed of the incident.

Formal Complaint

If informal and mediatory efforts at redress and reconciliation of an alleged violation of the Seminary's norms and standards fail, or if the nature of the alleged breach of personal conduct is too serious for an informal response or a mediated response, a formal complaint should be filed. A formal complaint can be filed by a student at any time, with or without mediation. See: <https://nbts.edu/about-us/title-ix/> This complaint must be submitted in writing and signed by the member of the community filling the complaint. The Dean or the Chief Operating Officer will notify the alleged violators(s) within five business days of receipt.

After consulting with members of the faculty and administration as they deem appropriate, the Dean of Academic Affairs and the Chief Operating Officer, will appoint an investigative committee drawn from any full-time members of the faculty and staff to examine the allegation(s) and gather additional information pertaining to the allegation. This committee will designate a chairperson as it proceeds. As appropriate, the investigative committee, guided by the chair, will hold formal hearings in which each party will be invited to be heard by the committee. In the event, it is an academic issue, the committee will be the Academic Affairs Committee of the faculty. If the complainant is a student, the student can request another student be placed on the committee, but in that case, the complainant will need to sign a FERPA waiver to allow the student to fully participate on the committee.

At these hearings, the committee may request that persons with knowledge of behaviors pertaining to the complaint provide information as “witnesses.” Attorneys for any of the parties, or for any “witnesses,” may not be present during the formal hearing. If any direct parties to the complaint choose not to appear before the investigative committee, the committee will proceed with its hearing and consider all relevant information to which it has access. After the hearings have been concluded, the investigative committee will deliberate the complaint of misconduct, with all the information it has received in relation to the allegation. If the investigative committee determines that the information it receives is insufficient to sustain the complaint, it shall report its findings to the Dean of Academic Affairs and the Chief Operating Officer and recommend that the alleged offender be exonerated. The matter will be considered ended, and no further action will be taken.

If the investigative committee determines that the information it receives is sufficient to sustain the complaint, it shall report its findings to the Dean of Academic Affairs [in the case of a complaint against a student] and the Dean of Academic Affairs and the Chief Operating Officer [in the case of a faculty or staff member], and recommend appropriate outcomes. While it is not possible to identify all possible outcomes, the following listing offers a list of examples that may be considered by the investigative committee:

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

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

Upon the recommendation of the investigative committee, the Dean of Academic Affairs [for students and faculty] and the Chief Operating Officer [faculty and staff] may impose any of the following, or similar sanctions, upon the offending party:

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

In the case of students: If the Dean of Academic Affairs and/or the Chief Operating Officer determine that the appropriate sanction is either suspension or dismissal, they shall make a recommendation to the faculty, in executive session, in the case of students. If the Faculty Council concurs with the recommendation, the sanction will be imposed. If the Council does not concur, the Faculty Council may consider and impose lesser sanctions. Once the sanction has been determined, the Dean of Academic Affairs will notify the offending party of this decision, in writing within 5 business days of the meeting.

In the case of staff: If the Dean of Academic Affairs and the Chief Operating Officer determine the appropriate sanction is either suspension or dismissal, they shall make a recommendation to the Administrative Council, in executive session, in the case of staff. If the Administrative Council concurs with the recommendation, the sanction will be imposed. If the Administrative Council does not concur, the Administrative Council may consider and impose lesser sanctions. Once the sanction has been determined, the Chief Operating Officer will notify the offending party of this decision, in writing within 5 business days of the meeting.

In the case of faculty: If the Dean of Academic Affairs and the Chief Operating Officer determine that the appropriate sanction is either suspension or dismissal, the policy in the Faculty Handbook will be followed.

Appeals

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

Right to pursue the matter further

If the student is still not satisfied with the outcome of the process, the student can file a grievance with the following agencies using the websites and instructions as indicated.

Office of the Secretary of Higher Education of New Jersey
1 John Fitch Plaza
10th Floor, P.O. Box 542
Trenton, New Jersey 08625
<https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

The Association of Theological Schools in the United States and Canada
The Commission on Accrediting
10 Summit Park Drive
Pittsburgh, PA 15275-1110
miranda@ats.edu

Middle States Commission on Higher Education
3624 Market Street, Suite 2 West
Philadelphia, PA 19104
<https://www.msche.org/complaints/>

Records

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

PROTECTION OF STUDENTS, STAFF, FACULTY AND ADMINISTRATION FROM SEXUAL MISCONDUCT

See Institutional Policies, Section 13 of this Handbook

SECTION 10

STUDENT FINANCIAL RESPONSIBILITY AID, SCHOLARSHIPS, AND FEDERAL LOANS

Students are expected to model good stewardship. It is expected that students will be responsible for the full payment of tuition, fees, and other charges of their education.

TUITION AND FEES

Tuition and fees are set each year by the Board of Trustees. The Board and Administration make every attempt to provide theological education at a reasonable cost. They also try to keep increases in tuition and fees to a minimum. Information on the tuition and fees and the policies related to them are published on the website.

EXPLANATION OF FEES

Application Fee

All applicants to New Brunswick Theology are required to submit an application fee with their application.

Background Check Fee

All applicants to New Brunswick Theology are required to submit a background check fee. This fee covers the cost to do a background check which is required of all applicants.

Student Support Services Fee

This is a single, all-inclusive fee that is charged to all students at registration for each semester/term enrolled. The Student Support Services Fee provides funds for student support, worship, and SSIM. This also includes funds for technology, which are used for the services NBTS provides for students such as Campus Café, Brightspace, the library databases, Microsoft Office 365, etc.

Continuation Fee

Students who do not complete the thesis or capstone project must continue to enroll in a thesis continuation course until the thesis or capstone project is complete and the committee or advisor has approved. This fee is not eligible for Financial Aid.

Regalia Fee (Dmin Only)

This fee covers the purchase of custom doctoral regalia. It is applied to student accounts during their 2nd, 3rd, 4th, and 5th semesters of their doctoral program. A student may opt-out of purchasing this regalia by contacting the Finance Office.

Graduation Fee

Each graduating student at New Brunswick Theological Seminary is assessed a graduation fee.

Fees collected help cover diploma printing costs, regalia, photos, ceremony production/recording including commencement speaker, additional security and food service, and other expenses related to graduating students and commencement. Students are expected to participate in all facets of this important event. The fee will not be waived for non-participants.

TUITION PAYMENT POLICY

It is expected that New Brunswick Theological Seminary students will honor their financial commitments. **Tuition and fees are due by the first day of the semester in full.** Students are responsible for checking their online Campus Cafe accounts as needed for any balance due or changes to their accounts. No billing statements will be mailed out.

TUITION PAYMENT PLAN OPTIONS

A standardized payment plan is available for students unable to pay their accounts in full by the first day of the term. Students will need to contact the finance office to request a payment plan. Payment plans must be requested 10 days prior to the first day of semester to allow for approval. Failure to make timely payments on payment plans will result in late fees and make the student ineligible for future payment plans. Students may request a deferred payment plan by contacting the Finance office. This form must be completed every academic year.

SUBMISSION OF PAYMENTS

The student can pay their bills with check or money order by mail or making the payment online through Campus Café.

DELINQUENT ACCOUNT

A student's account will become delinquent if 1) the balance due is not paid by the first day of the term, 2) an approved payment plan is not in place prior to the first day of the term, or 3) scheduled payments for a payment plan are not made in time. During a term, if payments are not made on time, a hold will be placed on the student's account, and/or Brightspace access to classes will be denied. A hold bars a student from registering for additional classes.

The Seminary will make several attempts to collect outstanding balances. Students who have failed to respond will be turned over to an external collection agency and assessed a collection fee. The student will be responsible for all collection costs, including agency fees, attorney fees, court costs, and whatever amount are owed to the seminary.

Accounts of graduating students must be paid in full to participate in commencement. In addition, diplomas will be given to students once accounts are paid in full.

TUITION REFUND POLICY

Students who wish to drop a course or withdraw from the Seminary must complete the Withdrawal from Class/Leave of Absence form and forward it to the Registrar:

Refunds for tuition are calculated based on the following schedule for Fall and Spring Semesters:

- Drop before the first day of semester/term: 100%
- Drop prior to the second week of class: 100%
- Drop prior to the third week of class: 80%

Petition to Withdraw by:

- prior to the fourth week of class: 70%
- prior to the fifth week of class: 60%
- prior to the sixth week of class: 50%

Refunds are calculated based on the following for Summer Term:

- Drop before the first day of term: 100%
- Drop prior to the second week of class: 100%
- Drop prior to the fourth week of class: 50%

Refunds are calculated based on the following for January Term:

- Drop before the first day of term: 100%
- Drop in first week of the term: 100%
- Drop after the first week of the term: 0%

Students must submit the forms by the schedule listed. Back-dated forms will not be processed. Non-attendance does not constitute a course drop. It is the responsibility of the student to submit the form by the deadline to be considered for a tuition refund.

AWARDING OF MONIES POLICY

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

- Aid, Scholarships and subsidized federal loans will be applied to a student's account first.
- Unsubsidized loans will be substituted for the Expected Family Contribution when needed.
- Students will be required to confirm and acknowledge their financial aid through a signed offer letter available in Campus Café.
- All efforts will be made to encourage students to only borrow enough funds needed for tuition and fees and reduce their debt through excessive borrowing.

Aid & Scholarships

As part of New Brunswick Theological Seminary's continued mission to educate persons and strengthen communities for transformational, public ministries in church and society, we are proud to offer aid & scholarships. Each academic year, New Brunswick Theological Seminary offers scholarships and awards to support NBTS students. Increasing aid & scholarships remains one of the highest priorities of the Seminary. Aid & Scholarship awards can be based on a variety of criteria including denomination, enrollment status, academic merit, talent, demonstrated financial need, field of study, participation in a specific program, organization or activity, and/or any combination of the above.

Scholarships are awarded based on available funding.

ELIGIBILITY CRITERIA

Minimum eligibility requirements for New Brunswick Theological Seminary **Institutional Aid**:

- Be enrolled at least 3 or more credits per semester
- Must maintain Satisfactory Academic Progress
- Must be in good financial standing
- Must be a matriculated student in MDiv or MA

Minimum eligibility requirements for New Brunswick Theological Seminary **Merit-Based** Aid:

- Maintain a 3.0 or better overall GPA
- Be enrolled at least 3 or more credits per semester
- Must maintain Satisfactory Academic Progress
- Must be in good financial standing
- Must be a matriculated student in MDiv or MA
- Must be in good financial standing

Minimum eligibility requirements for New Brunswick Theological Seminary **Financial Need-Based** Aid:

- Must demonstrate financial need by completing a Need-Based Aid Application and have a current FAFSA form on file
- Must maintain Satisfactory Academic Progress
- Must be a matriculated student in Cert, MDiv, MA, or DMin

APPLICATION INSTRUCTIONS

To apply for aid at New Brunswick Theological Seminary please follow the instructions below. Aid and Scholarships are contingent upon availability of funds. The aid and scholarship deadline date for students is July 15th (unless otherwise noted). Deadline dates are subject to change contingent upon Scholarship Committee's Approval. Students who are applying for need-based aid must complete this application each year to be considered for NBTS need-based aid. Please note that individual scholarship will have unique applications and deadlines.

1. **Complete the online Need-Based Aid application to be considered for aid.**
2. Complete the FAFSA application to be considered for financial need-based scholarships.
<https://studentaid.gov/h/apply-for-aid/fafsa>

Reformed Church in America Tuition Aid:

All Master of Divinity students who are enrolled as a Candidate for Ministry in their Reformed Church in America Classis will receive aid of \$75 per credit hour.

For complete details on aid & scholarships, please contact the Finance office at 848-237-1703 or financialaid@nbts.edu.

Federal Loans

FINANCIAL AID ELIGIBILITY REQUIREMENTS

All students interested in receiving Title IV aid are required to complete the Free Application for Federal Student Aid (FAFSA) and meet the following eligibility requirements categorized below. No aid can be administered to a student without this application being completed and reviewed by the Financial Aid Office. Once the Financial Aid Office determines eligibility an Offer letter will be sent to each student.

General Eligibility

To be eligible for federal financial aid all students must meet the following criteria:

- Be a United States citizen or eligible noncitizen;
- Have a high school diploma or a GED certificate;
- Enroll in an eligible program as a regular student seeking a degree;
- Have a valid Social Security number;
- Meet satisfactory academic progress standards;
- Not be in default on any federal student loan nor owe an overpayment on a federal student grant or loan;
- Have not exceeded the lifetime aggregate or annual loan limits;
- Be enrolled at least half-time

Students selected for federal financial aid verification will be required to complete any necessary additional documents before aid can disburse.

Maintaining Eligibility

In addition to meeting the general requirements for applying for federal aid each year, students must also meet the requirements of the seminary's Satisfactory Academic Progress (SAP) standards (see SAP Policy). These standards, which comply with U.S. Department of Education regulations, are

intended to establish minimum, reasonable levels of advancement toward degree completion and to guard against abuse of federal financial aid programs. Satisfactory progress requirements for receipt of federal financial aid are separate and distinct from the seminary's academic progress requirements for academic continuance.

Changes In Eligibility

The Financial Aid Office has the right to reduce or cancel a student's financial aid before or after disbursement based on new information including reductions in credit hours enrolled or other new information that becomes available.

Direct Loan Eligibility

Students intending to use funds from the federal direct loan program are required to meet a minimum enrollment requirement of 6 credits per semester, or Part-Time enrollment in a master's program. Students intending to use funds from the federal direct loan program are required to meet a minimum enrollment requirement of 3 credits per semester, or Part-Time enrollment in the doctoral program. Students enrolled at least 6 credits per semester [3 credits for doctoral] can have their Federal Direct Loans placed in an in-school deferment status. First time federal direct loan borrowers must also complete a Master Promissory Note and Loan Entrance counseling at the beginning of their program with NBTS.

Eligibility For Non-Traditional Students

In compliance with federal regulations effective July 1, 2008, NBTS must use undergraduate Direct loan limits for our MDiv Non-Traditional students until they have earned 72 credits (prior college classes and NBTS' combined).

Federal undergraduate annual borrowing limits correlate to student's grade level and increase as follows. These limits are prorated for single semester loans.

- 0-24 credits (1st Year): \$9,500 (of which \$3,500 may be subsidized)
- 25-48 credits (2nd Year): \$10,500 (of which \$4,500 may be subsidized)
- 49-72 credits (3rd Year): \$12,500 (of which \$5,500 may be subsidized)

Once students have satisfactorily completed 72 credits (including those from prior college work), students qualify for graduate student status for federal aid purposes.

International Students

To receive federal student aid the student must have a valid Social Security Number and be a:

- U.S. citizen; or
- U.S. national from Puerto Rico, Guam, the Virgin Islands, the Northern Mariana Islands, American Samoa or Swain's Island;
- A national from the Republic of the Marshall Islands, the Federated States of Micronesia, or the Republic of Palau (the Federal Pell Grant, FSEOG, and Federal Work-Study only);
- U.S. permanent resident who has an I-151 or I-551 or I-551C (Alien Registration Receipt Card)

If the student is not in one of these categories, the student must have an Arrival-Departure Record (I-94) from the U.S. Immigration and Naturalization Service (INS) showing one of the following designations in order to be eligible to receive Federal Title IV Aid:

- Refugee
- Asylum Granted
- Indefinite Parole and/or Humanitarian Parole
- Cuban-Haitian Entrant, Status Pending

- Conditional Entrant (valid only if issued before April 1, 1980).
- T Nonimmigrant Status (for victims of human trafficking)
- Battered Immigrant-Qualified Alien

The student is NOT eligible for federal student aid if:

- They are in the U.S. on an F-1, F-2 or M-1 student visa;
- They are in the U.S. on a J-1 or J-2 exchange visitor visa;
- They are in the U.S. on a B-1 or B-2 visitor visa;
- They are in the U.S. on Form I-817
- They are in the U.S. on an A2 or A3 visa
- They have a U-Visa
- They are a Deferred Action for Childhood Arrivals (DACA) recipient
- They have a G series visa (pertaining to international organizations);
- They have an H series or L series visa (allowing temporary employment in the U.S.);
- They have only a Notice of Approval to Apply for Permanent Residence (I-171 or I-464),
- They have an I-94 stamped "Temporary Protected Status".
- They have an Employment Authorization Card

DIRECT LOAN PROGRAM

Federal Direct Loans

SUBSIDIZED DIRECT LOANS

Eligibility for this loan applies to non-traditional students ONLY with less than 72 accumulated college level credits. This is a need-based loan and is only awarded to those non-traditional students who are found to have financial need as determined by their Expected Family Contribution (EFC) compared to the Cost of Attendance. See Non-Traditional Eligibility above. The federal government sets a lifetime limit on the amount of subsidized loans a student may borrow at \$23,000.

UNSUBSIDIZED DIRECT LOANS

Students must meet the general requirements above to qualify for the unsubsidized direct loan. The student will accrue interest on the loan while the student is in school, even if they are not in repayment. This non-need-based loan provides financial assistance to all eligible students regardless of income. Graduate students are limited to an annual borrowing limit of \$20,500 and an aggregate loan limit of \$138,500.

ENTRANCE LOAN COUNSELING REQUIREMENT

New Brunswick Theological Seminary is required to ensure that all student loan borrowers complete loan entrance counseling prior to making the first disbursement of the proceeds of a loan, unless the student borrower has received a prior loan (685.304(a)(2)). Entrance Counseling for NBTS is conducted online at <https://studentaid.gov>. After confirmation that counseling has been completed is received by the Financial Aid Services, follow-up communication will be sent to ensure understanding of the materials. Documentation of initial counseling will be maintained in the students electronic file.

EXIT COUNSELING LOAN REQUIREMENT

Upon completion of the program, withdrawal or before the student ceases to be half-time, New Brunswick Theological Seminary will ensure an exit counseling is completed for federal loan borrowers, preferably within 30 days after separation from the seminary. If a student fails to complete an exit counseling within 30 days of separation, or within 30 days after the school learns of the borrower's withdrawal, NBTS will mail written counseling materials to the borrower. Per Registrar

Policy, diploma's will not be released until an exit counseling is completed. Documentation of a completed exit counseling will be maintained in the student's electronic file.

MASTER PROMISSORY NOTE (MPN) REQUIREMENT

All direct loan borrowers must sign a Master Promissory Note (MPN) to participate in the direct loan program. New Brunswick Theological Seminary utilizes the multi-year MPN provided by the federal government. This allows for loans to be originated in each subsequent year once the initial note is completed. Completing the MPN does not require the student to borrow the loan(s) and borrowers are still notified annually of their eligibility. Documentation of the MPN will be maintained in the student's electronic file.

REFUSAL TO ORIGINATE A DIRECT LOAN

Section 479A(c) of the Higher Education Act, as amended (HEA), and the Direct Loan Program regulations at 34 CFR 685.301(a)(8) give schools the authority to refuse to originate a Direct Loan or to reduce the amount of an individual borrower's eligibility for a Direct Loan. Any such determination will be made on a case-by-case basis. The decision will be provided to the student borrower in writing, and documentation supporting the determination will be retained in the student's file at the school.

DIRECT PLUS LOAN ADVERSE CREDIT

The Direct Loan regulations provide that an applicant who is determined to have an adverse credit history may receive a Direct PLUS Loan if the applicant obtains an endorser who does not have an adverse credit history, or documents to the satisfaction of the Secretary the existence of extenuating circumstances related to the adverse credit history. Under 34 CFR 685.200(c)(1)(vii)(B), a Direct PLUS Loan applicant is considered to have an adverse credit history if he or she:

- Is 90 or more days delinquent on any debt as of the date of the credit report; or
- Has been the subject of a default determination, bankruptcy discharge, foreclosure, repossession, tax lien, wage garnishment, or write-off of a debt under Title IV of the HEA during the five years preceding the date of the credit report.

FINANCIAL AID POLICIES

Financial Aid Offer Policy

- Considering grants and subsidized loans first
- Substituting unsubsidized loans for the EFC
- Only awards accepted via a signed offer letter will be disbursed.

Disbursement Policy

After completing the certifying eligibility process below, Financial Aid Services will notify the Finance Office that funds are eligible for disbursement. Disbursements of the direct loan program funds will not be made until after the add/drop period for the semester has ended. Federal regulations require that Direct and PLUS loans are made in two substantially equal payments. First disbursements will be made in the Fall and second disbursements will be made in the Spring. One term loans will be disbursed as a lump sum after the drop/add period has ended.

Certifying Eligibility Process

Prior to certifying and disbursing any loans to a student at New Brunswick Theological Seminary, the following checks will be performed:

1. Confirm that the student is enrolled at the enrollment status at which the student was

awarded.

2. Make appropriate changes to enrollment status if necessary and send revised offer letter.
3. Cancel federal loan awards if student is no longer enrolled at least half time
4. Confirm all required documentation has been received, verification and C Codes have been cleared and all missing information is resolved.
5. Confirm that the student meets SAP requirements

Refund Policy

After the student's eligibility has been reconfirmed the COO will be notified to draw down funds from G5 and the Finance Office will disburse funds to the student's account within three business days of receipt of the funds. Any refunds from the financial aid a student received in excess of tuition, fees and book advances will be returned to the student by check within 14 calendar days. All remaining funds on a student's account will be returned to the student prior to the end of the semester if authorization was given to apply to future charges.

Disbursement Notification

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

Request to Cancel

The student's request to cancel will be granted if the loan cancellation request is received before the first day of the payment period or within 14 days of the date the Seminary notifies the student of their right to cancel all or a portion of the loan. If the Seminary receives a borrower's request for cancellation outside of the period during which the school is required to cancel the loan, grant, or loan or grant disbursement, the Seminary has the option of canceling and returning the loan or grant. In the case of a loan, if the Seminary declines to return a disbursement, the student is directed to contact the borrower's assigned loan servicer.

Book Advance Policy

To purchase textbooks prior to the disbursement of Federal Direct loans, a student may request an advance of their financial aid with the NBTS Finance Office to help pay for books. The amount of the book advance will be deducted from the student's financial aid prior to any credits being issued. In order to qualify for a book advance, a student must have a complete financial aid file, a signed offer letter accepting enough aid to cover tuition & fees with an expected credit balance, be enrolled at least 6 credits and have no prior term balance. The maximum book advance is \$400.00.

Cost of Attendance Policy

Cost of Attendance (COA) is the total amount it will cost for a student to attend the seminary with all direct and indirect expenses included. Cost of Attendance includes tuition and fees, cost of living expenses, and allowances for books, supplies, transportation, and loan fees. The COA for graduate and professional programs is usually higher than for undergraduate programs. The **annual COA** is listed on the website.

Return of Title IV Funds (R2T4)

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a student will attend the institution for the entire period in which federal assistance was awarded. When a student withdraws from all courses for any reason, including medical withdrawals, the student may

no longer be eligible for the full amount of Title IV funds that the student was originally scheduled to receive. The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds the student will have earned at the time of the withdrawal. Once 60% of the semester is completed, a student is considered to have earned all of their financial aid and will not be required to return any funds.

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

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

Based on this calculation, New Brunswick Theological Seminary Students could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

R2T4 calculations must be completed, by regulation, within 30 days from the date that the seminary determines a student completely withdrew.

Types of Withdrawals

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

Determination of Withdrawal Date

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

Steps In R2T4 Policy

New Brunswick Theological Seminary will determine:

1. The total amount of Title IV aid disbursed for the semester in which the student withdrew. A student's Title IV aid is counted as aid disbursed in the calculation if it has been applied to the student's account on or before the date the student withdrew.
2. The total amount of Title IV aid disbursed plus the Title IV aid that could have been disbursed for the semester in which the student withdrew.
3. Will calculate the percentage of Title IV aid earned as follows: the number of calendar days completed divided by the total number of calendar days in the semester in which the student withdrew. The total number of calendar days in a semester shall exclude any scheduled breaks of more than 5 days. $\text{Days Attended} \div \text{Days in Enrollment Period} = \text{Percentage Completed}$
4. If the calculated percentage completed exceeds 60%, then the student has "earned" all the Title IV aid for the enrollment period.
5. NBTS will calculate the amount of Title IV aid earned as follows: The percentage of Title IV aid earned (Step 2) multiplied by the total amount of Title IV aid disbursed or that could have been disbursed for the term in which the student withdrew. $\text{Total Aid Disbursed} \times \text{Percentage Completed} = \text{Earned Aid}$

6. Amount of Title IV aid to be disbursed or returned. Total Disbursed Aid – Earned Aid = Unearned Aid to be Returned

Repayment of Unearned Funds

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

Records Retention Policy

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

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

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

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

Electronic Communications Policy

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

Verification & "C" Code Resolution Policy

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

Proof of Citizenship

All financial aid recipients must be U.S. Citizens or eligible non-citizens. If the Social Security Administration cannot verify a student's citizenship the student must bring in original, signed documents to prove citizenship status. Photocopies are not acceptable. The financial aid office must see original documents. Acceptable documents are listed below:

- A copy of the student's birth certificate showing that she was born in the United States, which includes Puerto Rico (on or after Jan. 13, 1941), Guam, the U.S. Virgin Islands (on or after Jan. 17, 1917), American Samoa, Swain's Island, or the Northern Mariana Islands, unless the person was born to foreign diplomats residing in the U.S.
- A U.S. passport (current or expired), except limited passports, which are issued for periods of less than five years. In the case of nationals who are not citizens, the passport will be stamped "Noncitizen National."
- A copy of Form FS-240 (Consular Report of Birth Abroad), FS545 (Certificate of birth issued by a foreign service post), or DS1350 (Certification of Report of Birth). These are State Department documents.
- A Certificate of Citizenship (N-560 or N-561), issued by the Immigration and Naturalization Service to individuals who derive U.S. citizenship through a parent.
- A Certificate of Naturalization (N-550 or N-570), issued by the Immigration and Naturalization Service through a federal or state court, or through administrative naturalization after December 1990 to those who are individually naturalized.

Default

Students applying for financial aid cannot be in default on a previously issued federal loan. If a student is in active default on a federal student loan no new loans may be issued until a default clearance letter is received from the loan servicer or the default is removed from the National Student Loan Data System (NSLDS).

Satisfactory Academic Progress Policy (SAP)

The Office of Finance and Administration is required, in accordance with federal Title IV regulations, to monitor satisfactory academic progress for students who receive financial aid. All students who receive financial aid while enrolled at NBTS must meet both the qualitative & quantitative standards. This SAP policy is written in accordance with the seminary's grade point average requirement policy which determines a student's academic standing. NBTS' academic year consists of two regular semesters (Fall & Spring) and a winter & summer intensive.

Financial Aid Warning

A student who fails to meet the satisfactory academic progress qualitative and/or quantitative standards after the semester review will be placed on financial aid warning. Students placed on financial aid warning will have the next semester of enrollment to achieve satisfactory academic progress. During the warning semester, a student will continue to receive financial aid. If at the end of the warning semester it is determined that the student did not achieve satisfactory progress than they will be placed on financial aid termination. The Financial Aid Office will send a financial aid warning letter & email to any student who is on warning for academic progress purposes.

Financial Aid Loss of Eligibility

After the semester review, if it is determined that a student on probation has not achieved the required academic progress requirement, the student will be placed on financial aid termination until the requirements are met. During this termination, a student is denied federal financial aid assistance. This means a loss of eligibility for any upcoming enrollment periods until the deficient number of credits is met and/or the CPGA is raised above the required threshold. The Financial Aid Office will send a financial aid termination letter & email to any student who is no longer eligible for financial aid. The email will be sent to the student's campus email address with instructions on how to appeal.

Right to Appeal

Students who fail to meet the federal Satisfactory Academic Progress after a period of warning can submit a SAP appeal to the Financial Aid Office. The appeal must be address and specify the extenuating circumstances which prevented the student from achieving the academic progress standards. The following types of mitigating circumstances may be considered in a student's appeal, and are listed, as follows: injury or extended illness of the student, death in the family, or a change in circumstances resulting in undue hardship to the student. Mitigating circumstances do not include the withdrawal from classes to avoid failing grades, pursuing a second major or a second degree. The student must explain what has changed that will allow them to make satisfactory academic progress by the end of the semester and documentation must be provided. The Financial Aid Office may request additional documentation and/or require a personal interview with the student.

Letters of appeal must be submitted to the Financial Aid Office within fifteen (15) calendar days of the financial aid termination notice. Appeals will not be accepted after the fifteen-day period has passed and the student will be responsible for all charges on their student account. The financial aid office will convene a committee to review SAP appeals. The student will receive a reply from the Financial Aid Office within two weeks of receipt of their appeal. For approved appeals, financial aid will not be provided retroactively while a student is not meeting SAP requirements. A student who is denied assistance based on qualitative or quantitative standards will be considered for assistance when standards have been achieved. Decisions of the appeals committee are final.

Financial Aid Probation

New Brunswick Theological Seminary will assign a probation status to students who fail to meet satisfactory academic progress requirements and who have successfully appealed and had aid eligibility reinstated. As part of the probationary requirements for SAP appeals, the student is required to create an academic plan developed in conjunction with the student's faculty advisor, academic dean or their representative including a strategy to improve progress and reach the students educational goals.

At the end of the probationary semester, the financial aid office will determine if academic progress requirements have been met or if the student continues the path of the designated academic plan. If requirements have been met, the probationary status will be removed and the student will return to good standing. If academic requirements have not been met, and/or the student has deviated from the academic plan, the student may not receive federal aid for the following semester or future enrollments until academic progress requirements are fully met.

A student may only be granted one Financial Aid SAP Appeal during their academic career at NBTS.

For information about Financial Aid at NBTS, please contact the Financial Aid Services office at 877-303-4308 or **financialaid@nbts.edu**.

SECTION 11

LIBRARY POLICIES

Gardner A. Sage Library

GENERAL LIBRARY POLICIES

All users are expected to observe all signage in the library. Patrons are expected to be mindful of noise and conversations so as not to disturb the study environment of the library. Cell phone usage is not permitted in the library. Make sure cell phones are silenced and accept phone calls outside of the library. Smoking, vaping, and other e-cigarette products are not permitted. Certified service animals are permitted. All minors must be supervised.

Food is not allowed. Beverages in containers with lids are permitted.

The library encompasses three levels. The library does not currently have elevator access to the upper or lower floors. Please see the staff at the Circulation Desk for accommodation.

All library services will end 15 minutes before closing.

BORROWING PRIVILEGES AND POLICIES

All NBTS faculty, staff, and students can obtain library cards.

To check library materials out you must present your Sage Library card. Cards are non-transferrable, and items will only be checked out to the person holding the ID.

Privileges are also extended to the following patron groups who present valid identification:

- NBTS Alums
- Full-time faculty and Graduate students at Rutgers University
- Undergraduate students at Rutgers University
- SEPTLA + NYATLA members
- RCA Clergy + other local clergy (including chaplains)
- Students and employees of other RCA institutions

Sage Library reserves the right to limit access of some materials to NBTS affiliates only.

For more information contact the Circulation Desk at (732) 247-5243.

Borrowing limits and loan periods will occur on the following schedule:

Patron Type	Book Limit	Loan Period
Faculty	Unlimited	Academic Year
Doctoral Students	Unlimited	16 weeks
Master's and Certificate Students	50	16 weeks
Staff	30	16 weeks
SEPTLA & NYATLA Members	20	16 weeks (No renewal)
Alumni	20	8 weeks
All other visiting members	15	3 weeks

Periodicals, course reserves, rare books, reference books, and some other materials may not be checked out.

RECALLS AND HOLDS

All library materials are subject to recall. When an item is recalled, it will receive a new due date and must be returned.

Items placed on hold will be kept at the Circulation Desk for pick-up for 2 weeks. If you need longer, you must email sage.library@nbts.edu to request an extension.

FINES AND FEES

Sage Library is a fine free library. Patrons are still required to return materials by the due date.

Items that are overdue for more than 90 days will be considered lost. Borrowing privileges will be suspended until the material is returned. If an item is lost, patrons may be required to pay a replacement fee of up to \$80.00 per item. To rectify suspended accounts please email sage.library@nbts.edu.

RESEARCH CONSULTATIONS

Research consultations are available by appointment only. Email us at Sage.Library@nbts.edu to schedule a research consultation. Emails will be responded to within 1-2 business days.

ACCESS TO LIBRARY RESOURCES FROM OFF-CAMPUS

Many library resources can be accessed remotely. For detailed information about accessing the Sage Library Catalog and available databases, please see the [Search the Databases LibGuide](#). For further assistance using these resources please email sage.library@nbts.edu or contact our Circulation Desk at (732) 247-5243.

COURSE RESERVES

Course Reserves items are In Library Use Only and can be checked out for 3 hours at a time. All items must be checked out with a current library card and returned to the Circulation Desk. To use an item that is on Course Reserves please see the staff at the Circulation Desk.

PARTNER LIBRARY PRIVILEGES

Current faculty, students, and staff of NBTS have access to the various libraries at member institutions that belong to both the New York Area Theological Libraries Association and the Southeastern Pennsylvania Theological Libraries Association. For detailed information about accessing these libraries, please see [this page](#).

ACCESS TO SPECIAL COLLECTIONS AND ARCHIVES

In-person access to the Archives requires advance approval of the Seminary Archivist. Please see [this page](#) for detailed information about accessing the NBTS Archives.

NBTS archival material may be searched by contacting the sage.library@nbts.edu. In-person appointment and materials requests must be submitted with at least 5 business day of advanced notice.

COMPUTER AND SCANNER USE

There are public access computers on the main floor of the library. Access is limited to NBTS students. Please see the Circulation Desk for a login passcode. The use of computers must conform to the electronic communications policy.

Sage Library, in accordance with the above state law, will only release library records, including those related to computer and/or internet usage as required by law. It is the library's policy to delete all patron use records at the end of a patron's session. The library does not retrieve information from patron sessions including websites visited, passwords, or any other information input.

Two scanners are available for use attached to both copy machines. Scanners are available free of charge

WiFi

WiFi is available within the library. Students will be provided with a WiFi code for both the Academic Building and the Library once they are admitted.

PRINTING AND COPYING AT SAGE LIBRARY

The use of the copy and printing machines at the library is free of charge.

INTER-LIBRARY LOANS

Current faculty, students and staff of NBTS have access to inter-library loan (ILL) services. Contact Sage.Library@nbts.edu to request an ILL.

FOOD AND BEVERAGE POLICY

Food is not permitted in the library.

Beverages in covered containers are allowed.

BUILDING USE

Sage Library is open to all users. Current NBTS students, faculty, and staff may be given a swipe card for access to the library during operational hours. All others may use the call button for entry.

STUDY ROOMS

The library has two study rooms available – The Islay Walden Research Room and The Howard G. Hageman Room. NBTS faculty, staff, and students have priority for the usage of the study rooms. For study room sign-ups please see the staff at the Circulation Desk.

A note on accommodation: These rooms are located on the upper level of the library and are not accessible for differently-abled bodies. Other rooms may be available in the main building, please contact events@nbts.edu for more information.

COPYRIGHT AND FAIR USE

Copyright Policy

Sage Library complies with **The Copyright Act 17 U.S.C.A. § 101 et seq.**, which covers the usage of copyrighted materials for educational purposes.

Fair Use Statement

Fair use is a legal doctrine that promotes freedom of expression by permitting the unlicensed use of copyright-protected works in certain circumstances. 17 U.S.C. §107 provides the statutory framework for determining whether something is a fair use and identifies certain types of uses—such as criticism, comment, news reporting, teaching, scholarship, and research—as examples of activities that may qualify as fair use.

CELL PHONE USAGE AND PERSONAL ELECTRONIC DEVICES

Cell phone usage is not permitted in the library. Make sure cell phones are on silent and accept phone calls outside of the library. All other personal devices such as laptops and tablets must be used in silent mode or used with headphones.

NOISE POLICY

Be considerate to the noise volume being used while studying throughout the Library. Keep voices down to a low conversational level. Certain access points may experience increased noise levels, such as the Circulation Desk, Reference Room, and the Computer area. Other areas of the Library where a more quiet study environment can be found are typically located in the Upper and Lower Levels. Increased noise is to be expected during special events such as book celebrations and group tours. Please plan accordingly. Use headphones to block out noise or consider moving to another location.

LOST AND FOUND PERSONAL ITEMS

Items should always be maintained in your possession. Users are responsible for lost, missing or stolen items. Personal items cannot be held at the Circulation Desk. Take all your items with you upon departure.

A lost and found can be found at the Circulation Desk. The Library is not responsible for any lost, missing or stolen items.

RE-SHELVING

Unwanted items can be left at tables, study carrels, or the Circulation Desk. Please do not re-shelve any books. Library staff will collect all items each evening for statistical purposes and re-shelve.

PRIVACY POLICY

Sage Library will not reveal personal identifiable information nor records of circulation unless prescribed by law. All records are considered confidential in accordance with *N.J.S.A. 18A:73-43.2*. *18A:73-43.2*. Confidentiality of library users' records

Library records which contain the names or other personally identifying details regarding the users of libraries are confidential and shall not be disclosed except in the following circumstances:

- The records are necessary for the proper operation of the library;
- Disclosure is requested by the user; or
- Disclosure is required pursuant to a subpoena issued by a court or court order.

Credits L.1985, c. 172, § 2, eff. May 31, 1985; N. J. S. A. 18A:73-43.2, NJ ST 18A:73-43.2; Current with laws through L.2019, c. 86 and J.R. No. 4

COMPUTER USE RECORDS

Sage Library in accordance with the above state law will only release library records, including those related to computer and/or internet usage as required by law. It is the Library's policy to delete all patron use records at the end of a patron's session. The Library does not retrieve information from patron sessions including websites visited, passwords, or any other information inputted.

PERSONALLY-IDENTIFIABLE INFORMATION

Video recordings inside and outside of Sage Library are only a part of the prescribed safety and

security protocols of New Brunswick Theological Seminary. This footage does not capture patrons reading selections nor does it record circulation records. Any footage is kept confidential and secured as any other record in accordance with *N.J.S.A. 18A:73-43.2*.

SOCIAL MEDIA POLICY

See the Electronic Communications Policy Section 13 of this Handbook

SECTION 12

STUDENT LIFE

WORSHIP

Chapel services are provided synchronously, and asynchronously two times per week from 6:00 pm to 6:25 pm, eastern time. The days for chapel are announced at the beginning of each semester. The chapel schedule will also have opportunities for in-person worship per semester. Students in hybrid classes are invited to enter the chapel for prayer and meditation any time they are on campus. For an updated chapel schedule, please see the Mast Chapel site in our Learning Management System.

NBTS emphasizes student and faculty leadership of chapel, and students plan and lead worship once a week. This is done in collaboration with the Director of Mast Chapel and in cooperation with various student organizations. If you are a student who desires to lead chapel, please email the Director of Mast Chapel.

Mast Chapel

Built in 2014 and named in honor of Reformed liturgical scholar and NBTS president emeritus, Rev. Gregg A. Mast, PhD. Dr. Mast and our faculty colleague Rev. Allan Janssen, PhD were early casualties of the COVID-19 pandemic. The Mast Chapel provides our seminary community with a beautiful and flexible worship space.

While the interior of Mast Chapel is intimate (it seats 150 people), its geometric elements and understated simplicity reflect Protestant architectural influences. By design, the Chapel is not overly opulent to keep focus on the Word and worship.

Chapel Leadership

There is a worship committee of the faculty. This committee is led by the Director of the Chapel. This committee is responsible for the plan of chapel, special services, and assessment of our spiritual lives together.

Accessibility, Ecumenism, and Emancipatory Language

The Chapel at NBTS is committed to accessibility, ecumenism, and emancipatory liturgical language. We require that all worship be planned and implemented in a manner that welcomes and affirms the value and human dignity of all who attend, particularly those who experience social marginalization due to race, gender, class, ability, or sexuality.

DISABILITY SUPPORT SERVICES

In accordance with the equal education opportunity laws, New Brunswick Theological Seminary arranges to provide appropriate academic accommodations to ensure that no qualified students with a disability are not 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 seminary does not have a special program for students with disabilities. For example, there are no special classes or tutors or sign language translators. In providing an academic adjustment, NBTS is not required to lower or substantially modify essential requirements. For example, the seminary may be required to provide extended testing time, it is not

required to change the substantive content of the test. In addition, the seminary does not have to make adjustments that would fundamentally alter the nature of a service, program, or activity, or that would result in an undue financial or administrative burden. Finally, the seminary does not have to provide personal attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature, such as tutoring and typing.

According to the 1973 Rehabilitation Act, a post-secondary student with a disability who is in need of auxiliary aids is obligated to provide notification of the nature of the disability to the Seminary and to assist the Seminary in identifying appropriate and effective auxiliary aids. It is the seminary's responsibility to create an environment in which reasonable auxiliary aids and services may be utilized to ensure effective participation by students with disabilities, provided such auxiliary aids and services meet licensing and accreditation standards and do not change program purposes or impact necessary skills. A request for academic accommodation that comes late in the semester has no bearing on academic performance prior to the request. The student bears the consequences of failing to report and request academic accommodations in a timely manner. (University of Maryland, 98/99) Casual academic accommodations negotiated between individual professors and the student are not recognized under this policy.

Academic Services Office coordinates services for students with permanent and temporary disabilities, with the goal of addressing the individual disability needs of students while upholding the academic integrity and standards of NBTS. In order to receive appropriate accommodation and academic adjustments, students with disabilities must identify themselves to the Academic Services Office annually by

1. Completing the Letter of Accommodation (LOA) Request Form.
2. Bringing the appropriate medical documentation:
 - Medical documentation outlining
 - a diagnosis of your current disability,
 - as well as supporting information, such as the date of the diagnosis, how that diagnosis was reached, and the credentials of the diagnosing professional;
 - Information on how your disability affects a major life activity; and information on how the disability affects your academic performance. The documentation should provide enough information for the seminary to decide what is an appropriate academic adjustment. It is the student's responsibility to obtain proper documentation and arrange an assessment meeting with Academic Services.
3. The Academic Services Office will produce the Letter of Accommodation and meet with the student to discuss the needed adjustments.
4. The students will make an appointment to meet with each professor prior to the first class and discuss the LOA and have both parties sign it. If the professor refuses to sign the LOA, that faculty member will meet with the Dean of Academic Affairs and Academic Services in order to discuss the difficulty.
5. A signed copy of each LOA is returned to the Academic Services Office where it is kept in a locked file.
6. Students are responsible to request a newly dated letter each semester for each class.

It is the student's responsibility to immediately report problems or issues with reasonable accommodations or services to Academic Services and professor.

The Seminary is responsible for determining the appropriate academic adjustments or auxiliary aids.

When determining the appropriate academic adjustments or auxiliary aids, the Seminary may seek additional or more current information and may also consult with the student's professors concerning particular course requirements. The professors will be notified of the decision to assist the student with any academic adjustments or auxiliary aids. Accommodations such as extra time will be set by the Dean of Academic Affairs' office and professors will be informed of these accommodations.

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

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

SERVICE DOGS

New Brunswick Theological Seminary allows service dogs in accordance with governmental policy (https://www.ada.gov/service_animals_2010.html).

- Beginning on March 15, 2011, only dogs are recognized as service animals under titles II and III of the ADA.
- A service animal is a dog that is individually trained to do work or perform tasks for a person with a disability.
- Generally, title II and title III entities must permit service animals to accompany people with disabilities in all areas where members of the public are allowed to go.

TEXTBOOKS

You may purchase the course textbooks at a local bookstore and/or utilize a book distributor such as www.amazon.com; www.bn.com; <http://www.cokesbury.com>; or <https://www.biblio.com/>. Books may be purchased in physical or electronic form, but if in electronic form make sure it includes the physical page numbers. Since purchases can take a week or longer to arrive, make sure to order the textbooks as soon as possible. Most required material may be found in our library and some of it also can be downloaded from various academic websites. Any additional materials (e.g., articles, etc.) may be found on Brightspace.

Many of the textbooks are meant to help students build their own theological library for a lifetime of learning. Some textbooks are available from the library's Digital Theological Library for no charge. This option is only available while you are a student at the seminary. There will be no access to these books after graduation so NBTs recommends students purchase the textbooks.

HOUSING

New Brunswick Theological Seminary has housing options available for matriculated students who are interested in living within walking distance from the Seminary. To learn more information and obtain an application, please contact the Office of Student Services.

Additionally, those students interested in living in the New Brunswick area, can visit Places4Students.com, a company that specializes in providing off-campus housing solutions for college/seminary/university communities.

THE REFORMED CHURCH CENTER

The Reformed Church Center encourages study and reflection on the Reformed Church in America, and the Reformed tradition, within the broader context of the Seminary's life and mission. The work of the Center has two areas of focus. One of these is to provide workshops and other opportunities for students who are members of the RCA to become acquainted with issues and leaders in that denomination, as they prepare to become leaders themselves. The other is to sponsor conferences, lectures and other programs on both historical and current issues that pertain directly to the RCA and the Reformed tradition. However, the topics often reach well beyond the RCA and provide insight into our shared faith. The whole seminary community is invited to attend these events (see the seminary calendar). The Center also cooperates with the RCA archives in bringing researchers to campus, in part through the Albert A. Smith Fellowship for research in RCA history, awarded annually.

STUDENT GOVERNMENT

Organizations

The Student Society of Inquiry and Ministry (SSIM) is a multi-cultural student governing body for all students of NBTS.

SSIM

The Student Society of Inquiry and Ministry (SSIM) is dedicated to serving the needs of the seminarians at New Brunswick Theological Seminary (NBTS). SSIM is an organization that provides a caring and loving environment in which students are encouraged and nurtured to develop as spiritual leaders. The mission is to act as the student governing body and initiate means and ways of expressing religious, cultural, educational, and individual faith and to grow in our Christian understanding and practice. SSIM's scope of activities includes: initiation of forums of inquiry, planning social activities for the seminary community, and supporting the corporate voice of students by encouraging active communication, both inside the student body and with other external student groups. SSIM seeks out opportunities for service in the surrounding community. SSIM officially represents the student body to the Administrative and Faculty.

SERVICES FOR SEMINARIANS AND THEIR FAMILIES

Support and Counseling Services

Students who are dealing with issues related to their academic or personal lives can seek guidance from their advisor. The advisor can pray and work with the student to help them in a time of need. The advisor may bring in other administration or faculty if the student gives permission to aid in helping the student. Online counseling and coaching services are available to all students at no cost to the student. Students will receive information about registering through their NBTS email. Information is also available through the academic office.

Off-Campus Employment Opportunities

Notices of church and non-church employment opportunities are listed in the Career Services section

of the website. No endorsement of these openings is implied by the posting. See: <https://nbts.edu/alumni/career-services-job-listings/>

Part-Time Employment Opportunities

Occasionally work opportunities may be available during the academic year and the summer. Notices will be posted on the Learning Management Website. Interested students should apply as instructed on the notice.

COMMUNITY LIFE

Campus Communications

- NBTS website: The website contains upcoming events for students and important information on all aspects of academics. It is not, however, a replacement for the Student Handbook. The Handbook is available on the NBTS website. The website also provides links to Brightspace and Campus Café.
- Student E-Mail Accounts: To comply with all FERPA guidelines, all enrolled students are assigned an e-mail account. All class communications will be sent to the student via the NBTS e-mail system or through Brightspace (class information, class cancellations, additions to the syllabus, etc.). Students are expected to regularly check each system for messages from the Administration of the Seminary and Faculty. The Administration and the Faculty are not responsible for information sent but not read by individual students. NBTS email is intended for official school purposes only.
- Emergency Notification System: New Brunswick Theological Seminary (NBTS) Emergency Notification system is a mass notification system that enables students, faculty, and staff to receive alerts and updates as text messages. All members of the community are placed into the system and can opt-out. Opting out means missing communication about school closings and emergency situations. The system is powered by MessageMedia. No advertisements or non-emergency alerts will be sent to the registered phones. Your information is not shared with or sold to third parties. There is no charge for this service, however you are responsible for any text messaging charges from your wireless service provider. Alerts such as school-wide closing for weather or another emergency will be provided.
- Brightspace (Learning Management System): NBTS uses the Brightspace system for all courses. Students will receive training at New Student Orientation on the use of Brightspace. The student will be provided with a Brightspace login once they have been admitted. In addition, videos for items such as navigation of the site, forums, uploading assignments, and using the gradebook are also available.
- Computers: Desktop computers are available for student use at the library. Please see the circulation desk for more information.
- Office 365: All students have access to Office 365, a suite of tools including Word, PowerPoint, and Excel. Students will be provided with login information once they have been admitted.
- Wireless Internet: Both the academic building and the library have available WIFI connections for NBTS students. Students will be provided with the WIFI code for both the Academic Building and the Library once they are on-campus.

Community Fellowship

Community social times are offered at the beginning of each term and at other moments throughout the year. Students will be notified by email or the Student Hub on Brightspace of these special events.

Lectures and Special Events

Lectures and Special Events are offered throughout the year. Students and their spouse/partner may register at either no charge or a reduced charge. These events are announced on the website..

Meetings Room Reservations

Seminary Space for meetings or gatherings related to a student's academic work must be reserved with the Rental Coordinator. It is possible to reserve the seminary for personal or other uses. All standard fees will apply.

Parking

Master's students taking classes on the NJ campus are required to have a parking permit displayed on their car. Contact parking@nbts.edu for more information.

SEMINARY GOVERNANCE

The Board of Trustees governs New Brunswick Theological Seminary under its by-laws. The Board calls a President to serve as the Chief Executive Officer, to whom the Board delegates the day-to-day administration of the institution. The Board also calls the Full-Time Tenured Faculty. The President has organized the Seminary as follows:

Administrative Council: The President, the Chief Operations Officer, the Vice President and Dean of Academic Affairs, and the Vice President of Advancement. The Administrative Council meets regularly to review and assess the operation of the seminary and to make policies and processes as needed for its successful work to move forward.

Faculty: All the full and part-time faculty meets regularly to oversee the academic programs and assess their effectiveness. Faculty also work to further the mission of the seminary by continuing to improve the academic offerings and methods.

Seminary Committees: Committees are either standing (permanent) or ad hoc (temporary) and are assigned specific tasks within the life of the seminary.

NBTS POLICY FOR STUDENT SELECTION FOR EVENTS OR PROGRAMS ASSOCIATED WITH THE SEMINARY

As a seminary committed to anti-racism and upholding justice and equity in our mission, curriculum, and practice, all processes must be transparent and equitable. As such, whenever NBTS or any division of the seminary has a benefit, a program and/or registration for an event they would like to offer to students at no or minimal cost, the following policy applies:

Upon receiving a request to recommend students to receive a benefit, program, or registration for an event from NBTS and or one of the divisions or department, the individual(s) tasked with this selection should contact the Dean and the subject matter expert among the NBTS full-time faculty or staff with details for this request. When possible, this request should be made as soon as possible to allow a vetting process among students.

Seminary opportunities will be advertised to the community, and students invited to apply. The Deans and the appointed faculty member [below: the committee] will create criteria to evaluate the students. Faculty should encourage talented students to apply. The process and the student[s] selected will be added to the next faculty council minutes.

When there is not enough time to advertise an opportunity, the appointed faculty will work with the Dean's office, and financial aid personnel to determine which student[s] is best suited to receive this benefit.

The committee will also determine the student's appropriate mechanism to report their experience to the seminary community.

Their selection will consider, but not be limited to the student's academic and financial standing, the embodiment of the seminary's mission and values, and the impact this benefit, program and/or registration for an event would have on the student's ongoing development and ministry.

Once the student(s) is vetted through this process, the name(s) will be communicated to the person who initiated the request. The person in charge of the event will contact the student(s) to offer the benefit, program and/or registration for an event on behalf of the seminary and work with the student(s) in navigating whatever logistics may accompany said offer.

SECTION 13

INSTITUTIONAL POLICIES

ELECTRONIC COMMUNICATIONS POLICY

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

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

Responsibility

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

Social Media and Seminary Events

Social Media platforms are not the official communications mechanism of the school. Community members are encouraged to publicize events and build community on Facebook, but such efforts should be in conjunction with other established protocols. The reservation of space for official meetings or other special events must occur through proper channels, and all events still need to be placed on the NBTS Seminary Master Calendar. In addition, many members of the NBTS community do not use some of the newer forms of social media, and all necessary efforts should be taken to inform them of community events. Events are scheduled through the Operations Office.

Official Seminary Business

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

CLASSROOM ETIQUETTE

(PLEASE SEE FULL POLICY IN SECTION 6 ACADEMIC POLICIES) NBTS acknowledges the importance of the classroom, where much of our discourse as a community occurs. We value personal interaction for learning and the need for mutual respect among professors and students. Using social media platforms, text-messaging, and other related activities during official class time are disrespectful and

distracting to the learning process and are therefore unacceptable. Students should also turn off or silence their cell phones during class when possible. If the student's phone must be left on (for church or family reasons), students must either leave the classroom or mute their video and audio, if meeting online, to answer cell phones or texts and should only do so in rare situations. Individual faculty members may require additional rules for their classes. Students are expected to follow the rules in the syllabi.

EMAIL COMMUNICATION

Email is an official means of communication within NBTS. Sending email to groups is an essential part of our work, however the sender must be careful not to engage in what should be a private conversation on group email. Email communication that is disrespectful or harmful is subject to the seminary Codes of Conduct are unacceptable and may result in the filing of a formal complaint. The content of all NBTS email accounts is the property of NBTS. Although NBTS does not monitor email content routinely, students must not assume a right of personal privacy, confidentiality, or ownership, and email may be discoverable in litigation or may be disclosed to comply with a subpoena.

INTELLECTUAL PROPERTY POLICY

Coverage and Definitions

A. **Coverage** - This policy covers all intellectual property (1) created by faculty, staff or employees of NBTS within the scope of their employment or with the use of NBTS funds, facilities or resources; (2) created by students of NBTS using NBTS funds, facilities, or other resources; and (3) commissioned by NBTS pursuant to a signed contract or otherwise a "work for hire" under copyright law.

B. **Definitions** - Intellectual Property, for the purpose of this policy, is defined as the tangible or intangible results of scholarship, research, development, teaching, or other intellectual activity. Intellectual property may include but is not limited to the following categories:

1. Inventions, discoveries, or other new developments which are appropriate subjects of patent applications.
2. Written materials; exhibits; sound, video, and other media productions; computer programs; computer-based instructional materials; works of art including paintings, sculptures, and musical compositions; and all other material which may be copyrightable.
3. Software (including instructional software), web pages and internet-based materials (including instructional materials) developed by faculty members in the course of their employment and/or usual scholarly, pedagogical and service activities. This includes projects undertaken during sabbatical leaves, faculty fellowships and other special assignment periods intended for such activities.
4. Trade secrets, trademarks, service marks.
5. Any other type of intellectual property regardless of whether such may be the subject of protection by patent, copyright, trademark, trade secret or other law.

The above categories are not mutually exclusive; a given article of intellectual property may include aspects of all categories. Intellectual Property includes that which may be created or undertaken during sabbatical leaves, faculty fellowships, and other special assignment periods intended for such activities

General Policy

All rights to Intellectual Property defined in Section I shall be exclusively owned and controlled by NBTS except for Intellectual Property that is expressly identified below as Exempted Property.

1. **Exempted Property:** Intellectual Property that comprises the traditional products of scholarly activity such as books, monographs, articles, reviews, and works of art (including paintings, sculptures, plays, choreography, musical compositions) is Exempted Property and, except as otherwise described below, shall be the unrestricted property of the author or creator. Also exempted from this policy are individual course materials such as lecture material, videos, study guides, workbooks, instructional software, web pages, on-line or internet-based instructional materials and the style and manner in which a course is taught, which include the expressions, witticisms, and insights that are expressed when addressing students in class, whether planned or extempore. Not included in this exemption are course titles, syllabi, and bibliographies.
2. **Work by Students:** The exemption is also understood to encompass works produced by students, either alone or with the assistance of NBTS faculty or staff, if they fall under the description of traditional products of scholarly activity set forth in paragraph II.A. NBTS will not claim ownership rights to such traditional works, and it specifically disclaims any potential rights to do so under the “work made for hire” provisions of the U.S. Copyright Act, unless there is a predetermined written agreement.
3. **Recordings outside the Classroom:** In accordance with NBTS’s recording policy regarding employees of NBTS, audio or audiovisual recordings of scholarly activity on campus outside of coursework (such as public lectures, sermons, musical performances) are the property of NBTS as a holding of the library and may be circulated to patrons accordingly. The content of the presentation remains the property of the presenter and can be used in other venues at the presenter’s discretion.
4. **Work produced by Staff:** Works produced in certain NBTS non-academic departments whose mission includes the production of works for instructional, public service, or administrative use, and which employ designated staff or faculty for the purpose of producing such works (e.g., Information Technology, Recruitment & Admissions, Alumni/ae Relations, Advancement, etc.), are deemed to be works made for hire and, therefore, the property of NBTS. Such works may include brochures, recordings, webinars, displays, drawings, slides, models, computer programs, works of art, and the like. NBTS shall own and control all such works produced in such units for such purposes.
5. **Sponsored Projects:** NBTS shall own and control the rights to intellectual property resulting from sponsored projects. While course materials are generally the intellectual property of the instructor, experts in a field (both NBTS employees and outside contractors) can be hired (apart from regular faculty and staff duties and pay) to create instructional or advancement materials to which the Seminary will retain property rights.
6. **License:** Because of the need for continuity with respect to online instructional programs in times of faculty transitions, regular faculty members who create online course materials that are otherwise Exempted Property pursuant to paragraph II.A, grant, pursuant to this policy and by virtue of their employment with NBTS, a license to NBTS for use of the materials during the one year period following the faculty member’s separation from NBTS.

Binding Nature of This Policy

The policies set forth herein constitute an understanding which is binding on NBTS faculty, staff, and students as a condition of their participation in NBTS research, teaching, and service programs and for their use of NBTS funds, facilities, or other resources. This policy may not be altered, nor may any exceptions to it be granted, except in a writing adopted by the Administrative Council.

CAMPUS SAFETY

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

STUDENT TRAVEL POLICY

This policy ensures safe and responsible travel for persons participating in domestic or international group seminary-related travel.

Travel Arrangements

Participants are expected to make their own travel arrangements in consultation with the Travel Sponsor. The Travel Sponsor is an administrator, staff, or faculty member who organizes and accompanies students on a seminary-sponsored educational, mission, or business trip.

The Travel Sponsor and the Dean of Academic Affairs are responsible for ensuring that participants on seminary-related travel have read and signed the Travel Policy Compliance Notice (found in the student hub on Brightspace) prior to the start of travel.

For international travel, all participants are responsible for information about their destination(s) as published by the US Department of State, Bureau of Consular Affairs. [See the link here](#) for comprehensive travel information about countries worldwide.

While traveling internationally, the seminary expects participants to:

- Carry a valid passport book (not a passport card) that is valid for at least six months after the completion of travel.
- Ensure their valid passport has sufficient blank pages for visas, as required by certain countries for entry and as outlined on the [US Department of State website here](#) or the State Department of the country issuing their passport.
- Apply and pay for any necessary visas as the host country requires, as outlined on the US Department of State website here, or the State Department of the country issuing your passport.
- Obtain vaccinations and/or medications required for entry by the host country prior to travel.

Participants are required to have the following prior to travel to a destination outside of the United States:

- Access to sufficient personal funds to cover daily expenses while traveling,

- Local currency if required to enter the destination country,
- A valid credit card that is accepted at the destination(s),
- Contact information for the US Consulate in their country(s) of travel in the case of an emergency. This information may be found on the US State Department Bureau of Consular Affairs website.

Participants are urged to register their travel with the US State Department at <https://step.state.gov/>. Students holding a passport outside of the US, should follow the instructions on their State Department's travel page.

The seminary is **not** responsible for travel delays resulting from the participant's failure to secure the necessary travel, medical, financial, or legal documents for international travel.

Travel Expenses

If the seminary provides any funding for student travel (e.g. academic and professional conferences, promotional events, retreats, or church-related activities), these expenses must be estimated and pre-approved by the Dean and/or the Finance Office before travel. Expenses not approved in advance or will not be reimbursed.

Reimbursement for travel expenses requires receipts and documentation to be submitted for approval no later than 30 days after completion of travel.

For domestic travel, the mileage reimbursement rate that applies to the travel date for those using their personal car for transportation may be found at the [IRS website here](#).

Safety and Security

Participants are expected to comply with all local laws and regulations while traveling, exercise caution, be mindful of their safety and security during their travel, and adhere to any safety guidelines or recommendations provided by the seminary personnel.

The Administrative Council must approve student seminary travel events to countries with a posted travel or cautionary advisory above 2 by the US State Department Bureau of Consular Affairs in advance. Trips cannot be publicized before Administrative Council approval. Any change in a country's status before or during the trip must be reported to the Dean and the President immediately.

Before enrolling in the trip, all participants must be informed by the Travel Sponsor of any travel or cautionary advisory by the US State Department Bureau of Consular Affairs. Completing the Participant travel form indicates knowledge of and willingness to travel despite the warnings. Once participants have enrolled in a program, they are responsible for monitoring State Department Advisories.

The seminary is not responsible for any issues that arise in the travel country(s) prior to or during travel.

Code of Conduct

While on seminary travel, participants must adhere to the seminary's code as outlined in Section 9 of the NBTs Student Handbook, "Standards for Personal Integrity."

Insurance

Participants are responsible for ensuring they have appropriate travel and medical insurance coverage during their travel. Participants are responsible for whatever costs are incurred in securing

medical insurance or paying for medical services while on a seminary trip. Note: some employer-based medical insurance pays for medical needs outside of the USA, while others do not. Check with your medical insurance plan provider for the correct information.

Emergencies

In case of emergencies during travel, participants should contact the designated travel sponsor, coordinator, or emergency contact person at the seminary. Seminary personnel will provide appropriate assistance and support to students in emergencies.

TITLE IX: PROTECTION OF STUDENTS, STAFF, FACULTY AND ADMINISTRATION FROM SEXUAL MISCONDUCT

Title IX Coordinator and Contact Information

Charles M. Rix, Ph.D.
Dean and VP of Academic Affairs
35 Seminary Place
New Brunswick, NJ08901
Email: crix@nbts.edu
Phone: 848-218-2454

Title IX Coordinator and contact information may also be found on the public NBTS Website at <https://nbts.edu/about-us/title-ix/>

Law

Title IX of the Education Amendments of 1972 and subsequent amendments by the Department of Education Office for Civil Rights comprise a federal law that requires educational institutions that receive federal funding to prohibit and protect against sex discrimination and harassment. Thus, Title IX requires New Brunswick Theological Seminary to address sex-based discrimination and harassment complaints in an appropriate and timely manner. This updated policy reflects August 14, 2020 guidance.

Title IX requires the Seminary to respond and act to address sex-based discrimination and harassment complaints. This includes sexual misconduct complaints related to sexual harassment, sexual assault, domestic violence, dating violence, and stalking. Sexual harassment may be committed by anyone regardless of gender identity and may occur between members of the same or different genders. **To report an instance of sexual harassment, please use the form linked here.**

Note: If a NBTS employee or student wants to submit a Title IX complaint anonymously, they should fill out the above form with as much information as possible and send it to the Title IX Coordinator's office. NBTS is not obligated to investigate if the report is anonymous and lacks sufficient information to pursue the complaint.

Definitions

NBTS Non-Discrimination Policy

New Brunswick Theological Seminary expressly prohibits discrimination and all forms of student and employee harassment based on race, color, religion, sex, national origin, age, disability, military or veteran status, or status in any group protected by state or local law. does not discriminate on the basis

of race, gender or sexual orientation. All opportunities at New Brunswick Theological Seminary are open to all who are qualified according to the purposes of the Seminary.

Sex-based Discrimination

New Brunswick Theological Seminary prohibits sex-based discrimination, harassment (which includes creation of a hostile environment), sexual assault, online harassment, and unfavorable treatment of pregnancy, childbirth, or related conditions as defined below:

Sex-based discrimination: treating someone unfavorably because of:

- Biological sex
- Sex stereotypes or characteristics
- Sexual orientation
- Gender identity, including status as a trans-gender individual

Harassment:

- Quid pro quo harassment: providing an aid, benefit or service of the institution conditioned in participation of the receiving individual's participation in unwelcome sexual conduct
- Hostile environment harassment: unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity.
- Sexual Assault, Dating Violence, Domestic Violence, and Stalking

Sexual Assault: Any nonconsensual sexual act (including rape, fondling, incest, statutory rape).

Dating Violence: Violence committed by someone in a romantic or intimate relationship with the victim.

Domestic Violence: Violence committed by a current/former spouse, intimate partner, or family/household member.

Stalking: Repeated conduct directed at a specific person that would cause a reasonable person to fear for their safety or suffer substantial emotional distress. Stalking includes a course of conduct that means two or more acts including but not limited to acts in which the stalker directly, indirectly, or through third parties follows, monitors, observes, surveils, threatens, communicates to or about a person, or interferes with a person's property.

- Online or Digital Harassment:
 - Repeatedly sending sexually explicit images or messages over email or chat in class platforms.
 - Threatening comments in online discussion forums.
 - Using video conferencing to expose oneself or make sexual remarks.
 - Creating fake social media accounts to impersonate or shame a member of the NBTS Community (faculty, staff, students)

Pregnancy, childbirth, or and related conditions:

New Brunswick Theological Seminary prohibits all forms of sex discrimination, including discrimination on the basis of **pregnancy, childbirth, termination of pregnancy, false pregnancy, recovery from any of these conditions**, or related medical conditions. All students, employees, and participants in

seminary programs and activities are entitled to the same access, benefits, and protections, regardless of pregnancy or parenting status.

Title IX Process Overview

As described below, New Brunswick Theological Seminary is required to formally investigate a Title IX complaint signed by the complainant or the Title IX Coordinator. Upon receiving the signed complaint, the Title IX coordinator will initiate a fact-finding investigation to occurrences of Title IX violations that includes live hearings with cross-examination by advisors (not the parties themselves), implement interim measures during the fact-finding process to prevent the potential of any further discrimination or harassment, and take appropriate steps to resolve the matter in an effort to eliminate the discrimination/harassment, prevent its recurrence, and remedy its effects.

Required Notification

Note: If the person under complaint is an ordained minister, New Brunswick Theological Seminary is required to inform the proper judicatory authorities of the complaint and inform the same judicatory of the result of the investigation.

Prohibition of Retaliation

New Brunswick Theological Seminary prohibits retaliation against anyone reporting an incident or participating in any way in a Title IX investigation. Any retaliatory action will result in disciplinary action.

Privacy and Protective Measures

New Brunswick Theological Seminary will not disclose the identity of any party involved in a Title IX investigation except as permitted by FERPA, required by law (e.g. court orders or legal proceedings), or as necessary to conduct the investigation, hearing, or resolution process under Title IX.

All student records related to Title IX will be handled in compliance with the Family Education Rights and Privacy Act (FERPA), ensuring that student rights to review and inspect records and restrictions on disclosure of personally identifiable information without consent, unless a FERPA exception applies.

Title IX records will be securely stored. All parties involved in a Title IX investigation are encouraged to limit public discussion and refrain from disclosing sensitive information during the process. In compliance with Title IX law, both complainant and respondent will receive a written outcome of the investigation and hearing, including findings, sanctions (if any), and the rationale behind the decision.

Encouragement to Report to the Police

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

Preserving Evidence

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

Outside Counseling

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

Health Services, who can also provide confidential support:

Robert Wood Johnson emergency room (which has sexual assault and domestic violence support services) - 1 Robert Wood Johnson Pl; New Brunswick, NJ 08901 (732-828-3000)

St. Peter's Hospital Emergency Room - 254 Easton Avenue, New Brunswick NJ 08901 (732-745-8600).

Sexual assault counseling and advocacy services are available at:

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

In cases of dating or domestic violence or for stalking, support/resources are available by calling the Jersey Battered Women's Services (JBWS) hotline at (973) 267-4763. JBWS also has a

Law Enforcement Resources Notifications – Sexual Misconduct

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

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

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

Title IX Investigation and Resolution Process

Filing the Complaint

Complaints may be made by the person who believes their rights under the Seminary's Sexual Misconduct Policy have been violated, by an employee, any member of the Seminary, or a third party. Complaints may be made to the Title IX Coordinator, the Academic Dean, HR Coordinator, or any other employee of New Brunswick Theological Seminary.

Title IX Coordinator
Dean of Academic Affairs

Charles M. Rix, Ph.D.
Dean and VP of Academic Affairs
35 Seminary Place
New Brunswick, NJ08901

HR Coordinator

Ms. Marilyn Harris
AdminWise
mharris@nbts.edu

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

To report an instance of sexual harassment, please use the form linked here.

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

Complaint Dismissal

A Title IX complaint may be dismissed if the conduct did not occur in as part of an educational program or activity, it occurred outside the U.S outside of an NBTS educational program or event or fails to meet the definition of sex-based discrimination or harassment as described above. The complaint may also be dismissed if the complainant withdraws the complaint or allegation in writing, the respondent is no longer enrolled or employed at the seminary, or circumstances prevent the seminary from obtaining sufficient information to pursue the complaint. Under such circumstances, the seminary will notify the respondent and the complainant in writing that the complaint has been dismissed, the reason for the dismissal, and the right for either party to appeal the decision.

Interim and Supportive Measures

Upon receiving a complaint of a potential violation of this policy, New Brunswick Theological Seminary may take appropriate interim measures to protect a complainant or to meet its obligations to maintain a safe, nondiscriminatory learning/working environment.

New Brunswick Theological Seminary may take such steps even when a complainant asks that the Seminary keep a reported violation of this policy confidential and/or that it does not investigate the matter. Such measures will vary based on the particular facts and circumstances and based on a complainant's confidentiality preferences.

- Establishing a "no contact" order between individuals.
- Prohibiting an individual from being on campus or at New Brunswick Theological Seminary events.
- Changing a student's or employee's status, in consultation with appropriate administrator(s).
- Changing work, class, or other schedules, in consultation with appropriate administrator(s).

- Changing academic requirements or aiding with academic issues.
- Providing time off from class or work, or a leave of absence.
- Issuing a timely warning of any substantial threat or danger to the community.
- Making information about and aiding with respect to orders for protection and harassment restraining orders, including enforcement of such orders;
- Transportation arrangements; and
- Safety planning measurements.

Investigation Overview

New Brunswick Theological Seminary will conduct a thorough, fair, impartial, and timely investigation and resolution process. As directed by the Title IX Coordinator, allegations are investigated by the administrator(s) and two other members of the full-time New Brunswick Theological Seminary employees.

Barring unforeseen circumstances, the investigation process, including any formal proceedings that occur, shall take no more than 60 calendar days from the time a formal complaint is initiated, not including any appeals. If the investigation extends beyond 60 calendar days, the Seminary will explain the reason for the delay to both parties and keep them apprised of the modified timeline.

Request Not to Proceed

If the complainant requests that an investigation not proceed, the Title IX Coordinator will assess the request considering the institution's obligation to maintain a safe environment. The Title IX will consider the severity of the conduct, pattern of behavior and any safety risks and honor the request to the extent possible consistent with legal and institutional responsibilities.

Informal Resolution

In accordance with the Title IX regulations New Brunswick Theological Seminary offers an informal resolution process as a voluntary alternative to the formal grievance procedure, when appropriate and permitted by law and its appropriateness assessed by the Title IX Coordinator.

The informal resolution is entirely voluntary and must be agreed to by both the complainant and the respondent in writing before proceeding. Either party may withdraw from the informal resolution at any time and resume the formal investigative process as described in the next section.

As determined by the Title IX Coordinator, a trained and impartial facilitator will guide the informal resolution. The format used for an informal resolution may include forms of mediation or mutually agreed upon reconciliation and restorative practices.

Once a mutually acceptable agreement is reached, the agreement will be documented in writing and signed by both parties. The agreement will be binding and conclude the Title IX process for the specific allegation(s). If no mutually agreeable agreement is reached, the grievance will be resolved through the formal process.

Formal Investigation

New Brunswick Theological Seminary uses the preponderance of the evidence standard to determine violations of its sexual misconduct policy (more likely than not to have occurred).

The complainant and respondent each have access to the Title IX Coordinator who will serve as a resource to answer any questions about processes and resources.

New Brunswick Theological Seminary will allow the complainant and respondent timely and equal access to each other's statements and to any new information presented throughout the investigation.

The complainant and respondent may not directly cross-examine one another, but may, at the discretion and direction of the individual(s) resolving the complaint, suggest questions to be posed by the individual(s) resolving the complaint and respond to the other party.

The complainant and respondent have the opportunity to request a substitution if the participation of the investigator or the participation of an individual with authority to make a finding or impose a sanction poses a conflict of interest.

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

The complainant and respondent must respond to the investigative committee within 3 calendar days (or the next weekday following a weekend or Seminary holiday) after the notice has been sent to set up an initial conference.

The complainant and respondent will be asked to make a preliminary formal statement at each of their respective initial conferences.

Complainants and respondents may be accompanied by one advisor throughout the investigation and any hearing process. The investigator must be notified at least 72 hours prior that an advisor will be present and only one advisor may be present. An advisor may not speak, write, or otherwise communicate with an investigator or investigation committee on behalf of the complainant or respondent. While the advisor may be legal counsel by profession, the advisor may not function as legal counsel during any hearing process. Advisors who do not abide by these guidelines may be excluded from the process.

The investigative committee may interview any witnesses who may have information of relevance to the alleged misconduct or any retaliation against witnesses for their participation in the investigation.

The investigator(s) may request and/or review any other relevant evidence of misconduct.

Live Hearing

Following the period of fact-finding, the complainant and the respondent will each receive notification in writing to attend separate formal Title IX live hearings (may also be via zoom) with the investigator assigned to the case. In this live hearing, the complainant and respondent will have the opportunity to review and comment on the evidence.

The complainant and respondent must respond to the investigator within 3 calendar days (or the next weekday following a weekend or Seminary holiday) after the notice has been sent to set up the formal Title IX live hearing.

Complainant and respondent will be asked to make any final statements at each of their respective formal Title IX live hearings. After the conclusion of the formal Title IX hearing, no additional evidence will be accepted by the investigator, unless it is done so during the appeal process (as described below).

Once the investigative committee determines s/he has enough information to write a Summary of Findings (this summary will include what more likely than not happened, findings, whether a policy violation occurred and so forth) the investigation process is complete.

The investigative committee will present the Summary of Findings to the Title IX Coordinator to finalize the outcome of the investigation and issue any consequent disciplinary sanctions.

The complainant and respondent will each be notified in writing of the outcome of the investigation, any sanctions or remedies, and the appeals process, simultaneously or as close in time as possible, within 7 days of a decision. The respondent will be notified of any sanctions, and the complainant will be notified of any sanctions that affect the complainant. (Note that in cases involving sexual violence, the complainant will be notified of any disciplinary sanctions imposed on the respondent, not just those sanctions that directly relate to the complainant.)

The Summary of Findings will be kept on file within the Title IX records, which the Title IX Coordinator maintains.

Resolution

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

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

Admonition/Warning: The offending party is given a clear written description of the personal misconduct and the potential consequences of similar complaints in the future.

Referral to Ecclesiastical Authorities: Appropriate officers in the denomination of the offending party are notified in writing of the misconduct and imposed sanctions, within FERPA guidelines.

Non-Academic Probation: The offending party is barred from participation in the life of New Brunswick Theological Seminary community, except for academic courses and supervised ministry experiences, for a specified period of time and under specified circumstances.

Suspension: The offending party is barred from participation in the life of New Brunswick Theological Seminary community, including academic courses, supervised ministry, and/or working experiences, for a specified period of time and under specified circumstances.

Dismissal: The offending party is permanently barred from participation in the life of New Brunswick Theological Seminary community, including academic courses, supervised ministry experiences, and/or employment.

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

Appeal

The complainant or respondent (if students or employees of the Seminary) may request an appeal of the outcome of the investigation. The request for an appeal must be submitted, in writing, to the Title IX Coordinator within 10 business days after receiving notification of the outcome. Failure to file a timely appeal constitutes a waiver of any right to an appeal. The original outcome and any sanctions will stand unless and until the appeal is completed. The appeal should include a detailed description of why the appeal should be allowed based upon one or more of the criteria below.

Appointment of Appeal Investigator and Decision Maker

The Title IX Coordinator will assign the appeal to an Administrator or other investigator who did not hear the case and does not have a bias toward the complainant or respondent. The Administrator assigned by

the Title IX Coordinator may deny the request for an appeal if at least one of the criteria noted below is met. In such a case, the original outcome and any sanctions remain in effect.

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

The Administrator will communicate to both parties, in writing, whether the appeal has been granted and, if granted, and the identity of the assigned Investigator. The appeal investigator may use discretion to resolve the appeal based solely on written documents from Title IX hearings and the appeal letter, whether to meet with only the complainant, only the respondent, only witnesses, or both parties of the incident. Upon completion of the appeal review, the Administrator may make any of the following decisions:

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

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

SMOKING POLICY

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

SUBSTANCE ABUSE PREVENTION POLICY

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

FIREARM POLICY

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

SECTION 14

CALENDARS, CONTACTS, AND FEES

ACADEMIC CALENDAR

EVENT	2025-2026	2026-2027
FALL SEMESTER		
Faculty Retreat	August 19-20	August 18-19
New Student Orientation	August 26	August 25
Fall Semester Begins (All Programs)	September 2-6	August 31-September 5
Labor Day – No Classes	September 1	September 7
Add/Drop Classes Period	September 2-16	August 31-September 14
Last day of late registration with permission. Last day to drop a course without a W grade, if not withdrawing from full course load.	September 16	September 14
Academic Convocation and Gathering on the Green	September 6	September 12
No Synchronous Class	September 6	September 12
Doctoral: Intensive Week	October 13-17	October 12-16
Master and Certificate: Reading Week (Tuesday-Saturday)	October 14-18	October 13-17
No Synchronous Class (USA Presidential Election Years Only)	n/a	n/a
Spring & Winter Intensive Registration	November 5-December 15	November 5-December 15
No Synchronous Class (CPE Night)	November 13	November 12
Doctoral Program: Last Week of Fall Semester	November 17-21	November 16-20
Thanksgiving Holiday – No Classes	November 24-29	November 23-28
Certificate: Last Day of Fall Semester	December 6	December 5
Doctoral: Grade submission deadline for Fall	December 12	December 13
Master Programs: Last Week of Fall Semester	December 15-20	December 14-19
Certificate: Grade submission deadline for Fall	December 22	December 21
SEMINARY CLOSED	December 24-January 1	December 24-January 1
Master Programs: Grade submission deadline for Fall	January 9	January 10
WINTER SEMESTER		
Winter Intensive	January 2 – 16	January 1 – 15

EVENT	2025-2026	2026-2027
SPRING SEMESTER		
Dr. Martin Luther King Jr. Day – Seminary Closed	January 19	January 18
New Student Orientation	January 20	January 19
Analyzing the Systems of Privilege Workshop	January 23-24	January 22-23
Spring Semester Begins (All Programs)	January 26-31	January 25-30
Add/Drop Classes Period	January 26-February 7	January 25-February 6
Last Day to submit Application to Graduate	January 28	January 31
Last day of late registration with permission. Last day to drop a course without a W grade, if not withdrawing from full course load.	February 7	February 6
No Synchronous Class	February 16	February 15
Doctoral Program: Intensive Week	March 9-13	March 8-12
Master and Certificate Programs: Reading Week	March 9-14	March 8-13
Doctoral Program: Reading Week	March 23-27	March 15-19
Holy Week – No Classes	March 30-April 4	March 22-27
Summer & Fall Registration	April 8 – May 23	April 7 – May 31
No Synchronous Class	April 8	April 7
Doctoral Program: Last Week of Spring Semester	April 27-May 1	April 26-30
Senior Coursework submission deadline	May 2	May 1
Certificate Program: Last Day of Spring Semester	May 2	May 1
Master Programs: Last Week of Spring Semester	May 11-16	May 10-15
Doctoral Program: Grade submission deadline for Spring	May 24	May 23
Certificate Program: Grade submission deadline for Spring	May 24	May 23
BACCALAUREATE (Friday)	MAY 22	MAY 21
COMMENCEMENT (Saturday)	MAY 23	MAY 22
Master Programs: Grade submission deadline for Spring	June 7	June 6
SUMMER SEMESTER		
Summer Semester Begins	June 1 – 5	June 7 – 11
Add/Drop Classes Period	June 1-8	June 7-14
Last day of late registration with permission. Last day to drop a course without a W grade, if not withdrawing from full course load.	June 8	June 14
Independence Day (US) – Seminary Closed	July 4	July 4
Last Week of Summer Semester	August 3-7	August 9-13
Master Programs: Grade submission deadline for Summer	August 28	August 29

CONTACTS FOR STUDENT NEEDS

ACADEMIC OFFICE • Contact for registration and course offering questions; academic concerns, program questions, field placement		
ACADEMIC OFFICE	EXT. 1710	deansoffice@nbts.edu
DEAN: Charles Rix	EXT. 1710	crix@nbts.edu
ASSOCIATE DEAN OF CERTIFICATE PROGRAMS: Terry Ann Smith	EXT. 1728	tsmith@nbts.edu
ASSOCIATE DEAN OF DOCTORAL STUDIES: Janice McLean-Farrell	EXT. 1734	jmclean-farrell@nbts.edu
REGISTRAR/ACADEMIC SERVICES: Jeanette Carrillo	EXT. 1711	jcarrillo@nbts.edu
FIELD EDUCATION AND CPE: Faye Taylor	EXT. 1724	ftaylor@nbts.edu
DIRECTOR OF MATS & MAMS PROGRAMS: Charles Rix	EXT. 1738	crix@nbts.edu
DIRECTOR OF MAPCC: Raynard Smith	EXT. 1727	rsmith@nbts.edu
FINANCE OFFICE • Questions concerning aid, scholarships, bills, and payment		
VICE PRESIDENT OF OPERATIONS: Amanda Bruehl	EXT. 1703	abruehl@nbts.edu
FINANCE ASSOCIATE: Jessica Regan	EXT. 1742	jregan@nbts.edu
FINANCIAL AID: AdminWise	EXT. 1753	financialaid@nbts.edu
DIRECTOR OF THE CHAPEL • Volunteer for chapel, offer gifts of music for worship		
ASSISTANT PROFESSOR OF WORSHIP AND PREACHING: Suzanne Wenonah Duchesne	EXT. 1733	sduchesne@nbts.edu
THEOLOGICAL WRITING CENTER • Contact for help in improving your academic writing, correct footnoting, and referencing, understanding how to demonstrate academic integrity		
DIRECTOR: James Brumm	EXT. 1760	jbrumm@nbts.edu
GARDNER A. SAGE LIBRARY • Library resources, electronic databases, reference assistance		
DIRECTOR: Patrick Milas	EXT. 1772	pmilas@nbts.edu
ACCESS SERVICES & REFERENCE COORDINATOR : Indira Douglas	EXT. 1773	idouglas@nbts.edu
BRIGHTSPACE AND CAMPUS CAFÉ • Questions concerning registration or course-related Brightspace issues.		
BRIGHTSPACE: Jeanette Carrillo	EXT. 1711	jcarrillo@nbts.edu
CAMPUS CAFÉ: Jeanette Carrillo	EXT. 1711	jcarrillo@nbts.edu
EMAIL AND IT ISSUES • Email access problems, computer compatibility problems, Single Sign On (SSO) issues, User account related issues for Brightspace and Campus Café		
Helpdesk	email only	ITHelp@nbts.edu
TITLE IX Coordinator and Information		
Coordinator: Charles Rix	EXT. 1710	crix@nbts.edu

2025-2026 TUITION AND FEE SCHEDULE

CERTIFICATE PROGRAM	
Tuition	\$ 325.00 per class
Auditing Fee	\$ 150.00 per class
Registration Fee	\$ 75.00 per semester
Completion Ceremony Fee	\$ 50.00
MICROCREDENTIAL	
Only available to those enrolled exclusively in the Microcredential Program for specified courses	
Tuition	\$ 1,000.00 per class
MASTER OF DIVINITY & MASTER OF ARTS	
Includes Non-traditional, Non-Degree, & Limited Enrollment Programs	
Tuition	\$ 700.00 per credit hour
Auditing	\$ 500.00 per class
Continuation Fee (not eligible for financial aid)	\$500.00 per semester
Student Support Services Fee (Fall/Spring)	\$ 350.00 per semester
Summer Student Support Services Fee	\$ 200.00 per summer
Advance Standing Examination Fee	\$ 75.00 per credit hour
Graduation Fee	\$ 300.00
DOCTOR OF MINISTRY	
Tuition - Core course	\$1,375.00 per course
Tuition - Dissertation course	\$2,750.00 per course
Student Support Services Fee	\$250.00 per semester
Continuation Fee (not eligible for financial aid)	\$500.00 per semester
Graduation Fee	\$300.00
Regalia Fee	\$1,300.00 (optional)
OTHER FEES	
Application	\$ 50.00
Background Check	\$ 35.00
Transcript Fee (official)	\$ 15.00 per copy
Returned Check Fee	\$ 40.00 per check
Lost Book Fee **	\$ 60.00
** The Library Lost Materials Fee may be waived by returning the item or by the student donating a newly purchased copy to the Library. If the last option is chosen, a \$10.00 processing fee will be charged.	