

# Student Catalog

deeply **ROOTED**. faithfully **RESPONSIVE**.

2011—2012

*Fall 2011 Edition*



**N**ORTHEASTERN  
*Seminary*  
at Roberts Wesleyan College

[www.nes.edu](http://www.nes.edu)

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Northeastern Seminary, Rochester, NY  
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# **Student Catalog**

**2011—2012**

**Fall 2011 Edition**

The material in this publication does not constitute a legal contract between the student and the institution. Rather, it is a set of guidelines which are as recent and accurate as possible. The Seminary reserves the right to make changes at any time without previous notice. For up-to-date changes in the Seminary program, please contact the Seminary office.



## Dean's Message

*deeply* ROOTED. *faithfully* RESPONSIVE.

These four words summarize the passion of Northeastern Seminary. Rooted in biblical and historic Christian faith, the mission of Northeastern Seminary is to prepare men and women for faithful, effective ministry to the church and the world. At Northeastern, this happens through a high quality theological education that seeks always to be in conversation with the broad range of contexts in which ministry actually occurs. But true theological education is more than solid content and practical competence. It also involves deep personal formation. Therefore, Northeastern Seminary is committed to providing a theological education in which authentic Christian spirituality is cultivated. More than anything else, we want our seminarians to grow in their knowledge and worship of the Triune God. It is only from this central purpose of human existence that faithful, effective ministry can flow from our lives into the world.

I am delighted that you have chosen NES to prepare for Christian ministry. On behalf of the faculty, staff, and administration of Northeastern Seminary, I welcome you, and look forward to working with you in the months ahead. If you have any questions or concerns along the way, please know that we are here to serve you.

A handwritten signature in black ink, reading "Douglas R. Cullum".

Douglas R. Cullum, Ph.D.  
Academic Vice President and Dean

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# ACADEMIC CALENDAR 2011—2012

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## 2011 FALL

Fall Semester Begins (A-1) .....	August 22
Interactive Video Training Session for Faculty .....	August 22
NES Faculty-Staff Retreat .....	August 23
RWC/NES Joint Faculty Retreat .....	August 24
New Master's Cohort Orientation (Cohort 28).....	August 25
D.Min. Spring 2011 Semester Ends .....	August 26
New Master's Cohort Retreat (Cohort 28) .....	August 27
A-2 Class Sessions Begin .....	August 29
Labor Day (classes WILL meet) .....	September 5
Buffalo Day Cohort Begins.....	September 5
First Class Session for Buffalo Day Cohort.....	September 12
McCown Symposium .....	September 26
Last Day of A Term.....	September 29
B Term (B-1) Begins .....	October 3
D.Min. Fall Semester Begins .....	October 3
B-2 Class Sessions Begin .....	October 10
A Term Grades are Due .....	October 13
Registration Dates for Spring 2012 Semester .....	November 7-23
Last Day of B Term.....	November 10
All-Seminary Retreat .....	November 12
C Term (C-1) Begins .....	November 14
B Term Grades are Due .....	November 24
Thanksgiving Break-offices closed (Thursday classes rescheduled—see syllabus) .....	November 24-25
C-2 Class Sessions Begin .....	November 21
Buffalo Day Cohort Ends.....	December 12
Last Day of C Term.....	December 22
Last Day of the Semester .....	December 22
Christmas Break-offices closed (reopen January 3) .....	December 23-January 2
Grades are Due for C Term and Full-semester Courses .....	January 5

## 2012 SPRING

Spring Semester Begins (A-1) .....	January 9
D.Min. Fall 2011 Semester Residency Weeks.....	January 9-20
New Master's Cohort Orientation (Cohort 29).....	January 10
New Master's Cohort Retreat (Cohort 29) .....	January 14
A-2 Class Sessions Begin .....	January 16
Martin Luther King Jr. Day-Community Observance/Service (classes WILL meet) .....	January 16
Buffalo Day Cohort Begins.....	January 23

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First Class Session for Buffalo Day Cohort.....	January 30
Last Day of A Term.....	February 16
B Term (B-1) Begins .....	February 20
B-2 Class Sessions Begin .....	February 27
A Term Grades are Due .....	March 1
D.Min. Fall 2011 Semester Ends.....	March 9
Last Day of B Term.....	March 29
Registration Dates for Summer 2012 and Fall 2012 Semesters .....	April 1-May 1
C Term (C-1) Begins .....	April 2
Holy Week Break-offices closed (Thursday classes rescheduled—see syllabus) .....	April 5-8
C-2 Class Sessions Begin .....	April 9
D.Min. Spring Semester Begins .....	April 9
B Term Grades are Due .....	April 12
Buffalo Day Cohort Ends.....	April 30
Last Day of C Term.....	May 10
Last Day of the Semester.....	May 10
Northeastern Seminary Commencement .....	May 12
Grades are Due for C Term and Full-semester Courses .....	May 24

## 2012 SUMMER

Summer Session Begins (S-1) .....	May 14
Summer Class Sessions Begin (S-2) .....	May 21
New D.Min. Cohort Retreat at Stella Maris (C12) .....	June 4-6
D.Min. Spring 2012 Semester Residency Weeks.....	June 4-15
Conference on Ministry.....	June 12-13
Last Day of Summer Semester (S-6).....	June 21
Grades are Due for Summer Semester .....	July 5

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# GENERAL INFORMATION

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## OUR MISSION

Rooted in biblical and historic Christian faith, Northeastern Seminary prepares Christ-centered men and women for faithful, effective ministry to the church and the world.

## OUR VISION

By the grace of God, the vision of Northeastern Seminary is to transform the spiritual climate of the Northeastern United States and beyond by preparing increasing numbers of theologically-reflective, spiritually-formed, professionally-competent persons for ministry. Northeastern Seminary's second decade will be one of significant growth in the richness of its educational programs, the breadth of its impact, and the strength of its organizational resources. NES will become recognized as a mid-sized, multi-denominational, multi-ethnic seminary whose faculty are gifted teachers and scholars, whose students are being transformed in a dynamic and supportive learning community, and whose graduates embody, articulate, and advance the kingdom of God in a variety of ministry contexts around the world.

## OUR CORE VALUES

**Rootedness:** We provide a theological education that is built upon the foundation of a deep, sustained engagement with biblical and historic Christianity.

**Responsiveness:** We equip our students to practice ministry that is wisely and faithfully responsive to the constantly changing contexts of our culture and world.

**Respect-filled community:** We affirm and learn from each person in our richly-diverse community of faith, regardless of such distinctives as denominational affiliation, ethnicity, gender, or age.

**Scholarship:** We value the life of the mind, so we offer a carefully-designed, intentionally-integrated academic program that cultivates an aptitude for faithful theological reflection about the most central questions of life and ministry.

**Spiritual formation:** We affirm that the indispensable foundation for Christian ministry is a vital relationship with God through Christ, and so we seek to provide a nurturing community in which genuine Christian faith can deepen and thrive.

**Service to the church:** We believe that a theological seminary does not exist for its own sake, but exists rather to serve and resource the church of Jesus Christ.

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## OUR RELIGIOUS HERITAGE

Expressing a continuing commitment to the ideals of its founder, Roberts Wesleyan College founded Northeastern Seminary in 1998 as a graduate school of theology.

Roberts Wesleyan College, originally Chili Seminary, was founded by Benjamin Titus Roberts in 1866. Roberts was an evangelical Methodist minister and the first general superintendent of the Free Methodist Church. He and the other founders of the Church affirmed the view of Christian teaching, personal piety, and social action taught by John Wesley. The Church's official teaching in its Articles of Religion clearly shows its roots in classical Christianity. Its heritage can be traced through the Thirty-Nine Articles of the Church of England, the Augsburg Confession of the Protestant Reformation, and the great historic creeds of the early Church, such as the Apostles' Creed, back to the Scriptures, and the teachings of Jesus Christ.

This heritage has been of major importance in the development of the educational programs at Roberts Wesleyan College and informs the mission of Northeastern Seminary as a graduate school of theology. Stating his purpose for the founding of Chili Seminary, Roberts wrote, "While we cannot prize too highly the benefits of mental culture, we should not lose sight of that moral and religious culture which lies at the foundation of correct principles and good character."

## OUR THEOLOGICAL PERSPECTIVE

Northeastern Seminary welcomes students who seek to ground their thinking and practice in the Holy Scriptures, to understand the rich learning and nurture of classic Christian teaching, and to enter into significant conversation with the best of all Christian traditions, including those other than their own.

This is consistent with our own heritage that can be traced to John Wesley, the founder of Methodism. Wesley provides an exceptional model of theological method. He was immersed in the Holy Scriptures, acknowledged them as the supreme authority, and profusely used them in his writings with striking aptness. Likewise, Wesley's viewpoint was deeply rooted in classical Christianity. He loved the insights of early Christian writers.

Further, Wesley drew widely from the rich resources of the entire Christian family, such as the late medieval saints and the Protestant reformers. Finally, we note Wesley's pastoral passion: his vision sought embodiment in a holistic Christian life that included personal piety and social action as well as sound doctrine.

This is the theological perspective Northeastern Seminary seeks to emulate.

We acknowledge the centrality and authority of the Holy Scriptures. These works convey the revelation of God in an utterly unique way. Moses, the prophets, and the apostles, though ancient, speak an enduring and timely message. We aspire to know the text of the Bible—both in its breadth and depth, and to discover the meaning and application of its message to our own day. We believe our theological discourse, our worship—both corporate and private, our professional work, and our personal conduct are to be shaped by God's Word.

We also embrace those understandings of the Scriptures that have always been treasured by the Church. The central teachings of such historic documents as the Nicene and Apostles' Creeds and, to a lesser degree, the

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Augsburg Confession, the Thirty-Nine Articles of the Church of England, and the Articles of Religion of the Free Methodist Church provide indispensable guidance. So also do the great pastors and teachers of the historic Church, such as Augustine, Aquinas, the Protestant reformers, and Wesley.

Finally, we apply the rule often attributed to Augustine, “in essentials unity, in non-essentials liberty, in all things charity.” Thus, we heartily welcome students who come from various traditions. The vigorous, stimulating, and instructive discussion that takes place at Northeastern Seminary enables us to clarify, adjust, and think through our own understandings of theological issues, as we measure them against the teachings of the Holy Scriptures.

The following statements, which echo the language of the Scriptures and the affirmations of the Church, identify those doctrines we believe of central importance.

*There is but one living and true God, spiritual in nature and infinite in power, wisdom, and goodness; and in this Godhead there are three Persons, the Father, the Son, and the Holy Spirit.*

*God is the Creator and Preserver of all things, both visible and invisible.*

*The only begotten Son of God, by whom all things were made, for us and for our salvation was made flesh in Jesus of Nazareth by the Holy Spirit and born of the Virgin Mary. Truly God, of one substance with the Father, and truly man, like us in all respects, yet without sin, our Lord Jesus Christ suffered under Pontius Pilate, was crucified, dead, and buried, was raised on the third day, ascended into heaven, and sits at the right hand of the Father; he shall come again to judge the living and the dead.*

*The Holy Spirit, who proceeds from the Father and the Son, is the Lord and Giver of life, who rules over human affairs and brings us to salvation by convicting, persuading, renewing, sanctifying, comforting, and, at the end of time, raising us from the dead as our Lord Jesus Christ was raised, and who together with the Father and the Son is to be worshiped and glorified.*

*The thirty-nine books of the Old Testament, the Hebrew Scriptures, and the twenty-seven books of the New Testament belong to the universally recognized Christian canon, of which there was never significant doubt. These Scriptures, inspired by the Holy Spirit, contain the teachings of Moses, the prophets, the apostles, and especially our Lord Jesus Christ. They are true and reliable, and instruct us authoritatively about God, human nature, the way of salvation, and the life of faith. They contain all things necessary to our salvation so that whatever cannot be read in them or proved by them should not be required as an article of faith.*

*The Church was established by our Lord Jesus Christ through his ministry and his apostles, and he continues this ministry where there is a congregation of faithful persons in which the Scriptures, the Word of God, are rightly preached and the sacraments, the means of grace, are duly administered. Through its obedience to the Great Commission, our Lord constantly brings new persons into the Church and nurtures them in the life of faith. Though presently divided, the Church transcends these divisions and is composed of the faithful on earth, the saints who are in the presence of Christ, and the heavenly hosts. Through the Holy Spirit, our Lord Jesus Christ constantly renews the Church as one, holy, catholic, and apostolic; at the end of time, he will present the Church unblemished to the Father.*

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*Though humankind was created in the image of God and endowed with spiritual life, after the fall of Adam, we have all been born in sin, rebelled against God, and are very far gone from original righteousness. By ourselves we cannot turn and obey God; the Spirit of God must prepare us to seek forgiveness and spiritual renewal by awakening us from sin, calling us to repentance and faith, and graciously enabling us to do so.*

*By the merit of our Lord Jesus Christ, those who acknowledge their sinfulness, genuinely repent of their sins, and trust in Christ are undeservedly forgiven and put in a right relationship with God.*

*Through the work of the Holy Spirit, those who yield themselves to God and become obedient from the heart are transformed into the image of our Lord Jesus Christ, the last Adam.*

*We are to follow the instructions of the Scriptures that guide our conduct; the moral commandments of the Old Testament, particularly the Ten Commandments; the admonitions of the apostles; and especially the commandments of Christ. All of these are contained in the Great Commandment to love God with all our heart, soul, mind, and strength, and our neighbors as ourselves.*

## **LIFESTYLE STATEMENT**

Northeastern Seminary seeks students whose lives are characterized by personal integrity and a devotion to high academic and ethical standards. Applicants must present evidence of their readiness for graduate studies in theology. They must also meet additional admissions criteria including, but not limited to, quality of character, spiritual and acceptable conduct.

Northeastern Seminary is part of a Christian tradition that values diversity in thought and behavior, but believes some practices in contemporary society do not represent the biblical ideal. The Seminary expects its students to refrain from questionable behaviors such as sexual activity outside of heterosexual marriage, viewing pornography, and sexual harassment. The use of alcoholic beverages and tobacco are not permitted on the College campus or in Seminary-related activities.

Northeastern Seminary expects its faculty, staff, and students to respect the standards of the Seminary, and to conduct themselves in a manner consistent with them. It also encourages them to find positive and practical ways in which the Seminary can support and minister to the Northeastern Seminary community.

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## **PROGRAM GOALS AND GENERAL OBJECTIVES**

**RELIGIOUS HERITAGE: To provide students with in-depth (graduate-level) studies in the religious heritage of the Christian Church.**

### **General Objectives**

1. Demonstrate understanding of Scripture and its contemporary application to Church and society;
2. Demonstrate appreciation for the role of Scripture in Christian ministry, as well as in personal and spiritual formation, and in living the Christian life;
3. Demonstrate ability to interpret and use Scripture appropriately and effectively in ministry;
4. Demonstrate understanding of the foundational tenets of Christian faith as set forth in the Apostolic and Nicene Creeds;
5. Demonstrate acquaintance with the broader heritage of the Christian tradition, as well as the specific character and contribution of particular Christian traditions and communities;
6. Demonstrate awareness of the theological issues and challenges that have faced the Church down through history to the present day;
7. Demonstrate ability to formulate and articulate one's own religious beliefs, in conversation with the traditions of the historic Church as well as contemporary theologians.

**CULTURAL CONTEXT: To provide students with an understanding and appreciation of the cultural context of ministry, throughout the history of the Church as well as in the 21<sup>st</sup> century.**

### **General Objectives**

1. Demonstrate acquaintance with the cultural realities and structures within which the Church, throughout history, has carried out its mission in the world;
2. Demonstrate awareness of the ways religious traditions both transcend and find unique expression in particular social and cultural settings;
3. Demonstrate understanding of contemporary cultural and social issues and their significance for ministry;
4. Demonstrate ability to analyze cultural contexts and to develop appropriate and effective strategies for ministry within local communities;
5. Demonstrate appreciation for the wide variety of religious traditions and for the gender, ethnic, and culture diversity present in the contemporary social context;
6. Demonstrate understanding of the global character of the Church in the 21<sup>st</sup> century and its implications for local congregations and communities.

**PERSONAL AND SPIRITUAL FORMATION: To provide opportunities that nurture students' personal and spiritual development.**

### **General Objectives**

1. Demonstrate growth in one's personal relationship with God and the development of a spiritually-disciplined life;
2. Demonstrate developing sensitivity to God's active presence in one's own life, the lives of others, and the world;
3. Demonstrate growth in personal formation, emotional maturity, and moral integrity;

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4. Demonstrate deepening acceptance and love of others, compassion, and forgiveness;
  5. Demonstrate concern for and ability to relate openly to other people, especially in regard to personal and spiritual matters;
  6. Demonstrate deepening confidence and courage to be a public witness for Christ and the Gospel, in both religious and secular communities, even in the face of opposition.

**MINISTERIAL AND PUBLIC LEADERSHIP: To provide experiences that help students to integrate theory with practice and to cultivate their capacity for leadership within the Church.**

**General Objectives**

1. Demonstrate a deepening awareness of Christian ministry as a divine vocation in Church and society, and one's particular calling in contemporary ministry;
2. Demonstrate effective use of supervision and consultation in developing and improving ministerial skills;
3. Demonstrate ability to interrelate theological, cultural, and experiential learning, and to apply academic learning in the practice of ministry;
4. Demonstrate awareness of and commitment to the work, values, and ethics of ministry as a profession;
5. Demonstrate ability to be self-initiating and self-evaluative and to apply a positive use of one's self (as created by God) in ministry to other persons;
6. Demonstrate ability to use computer technology as a tool for ministry in the 21<sup>st</sup> century;
7. Demonstrate capacity for leadership in both ecclesial and public contexts.

## **RELATIONSHIP WITH ROBERTS WESLEYAN COLLEGE**

While legally existing as a separate entity under New York State law, Northeastern Seminary shares the same board of trustees and president as Roberts Wesleyan College. Northeastern Seminary has its own separate budget and federal tax-exempt status. The Seminary annually contracts for support services and facilities with Roberts Wesleyan College. Both institutions share a common Christian ministry, Free Methodist heritage, and a commitment to serve the greater Church.

## **SHARED RESOURCES (SUPPORT SERVICES)**

### **Admissions, Registration, and Student Development**

The office of admissions for the Seminary is located in B.T. Roberts Memorial Hall.

The registration and student development offices for the campus are located in the Rinker Community Service Center, accessed from Westside Drive. The office of academic services at the Seminary functions as a liaison to the registration office and may be reached by calling 585.594.6623. Requests for official transcripts are processed in the Rinker Community Service Center in the registration office, by calling 585.594.6220, or online at [www.roberts.edu/academics/registration/transcript/](http://www.roberts.edu/academics/registration/transcript/).

Student services are generally provided through the office of the academic vice president and dean at NES. Contact this office (585.594.6807) for help or referrals in a variety of student service areas. In addition, the

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associate vice president for student development and dean of students for graduate programs at Roberts Wesleyan College is available within the office of student development. The associate vice president for student development and dean of students may be reached by phone at 585.594.6532 or in person in the office of student development in the Rinker Community Service Center.

## **Campus Safety**

The main objective of campus safety is to provide a safe, secure environment for the Seminary community. The philosophy is to serve, protect, prevent, and enforce. The Seminary is always concerned about the personal safety of students, faculty, staff, and others using its facilities. It takes many steps to protect all of them. Equally important are the protective measures that each student can take to help ensure the safety of all. The participation of each student is a key component. Whenever a student needs security services or witnesses an accident, he/she should notify campus safety immediately, day or night.

To report any emergency, dial 6170 from a campus phone or 585.594.6170 from off-campus. Blue Light Emergency Phones found on campus may also be used to report any emergency or to request any service. There is no need to dial. Calls are automatically answered and the location of the caller is identified.

The advisory committee on campus safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education. The Seminary reports these crime statistics to the U.S. Department of Education on an annual basis. The statistics can be viewed at the following website address (<http://www.ope.ed.gov/security>). The designated campus contact who is authorized to provide such statistics for the Seminary is Director of Campus Safety and Security, Rick Billitier at 585.594.6012.

## **Parking Permits**

Parking permits are required for all cars using campus lots. Entering seminarians secure permits as part of their orientation process. Returning students renew parking permits annually at the campus safety office. For more information or questions on your vehicle registration, please contact or visit the campus safety office at room 270, Voller Athletic Center (585.594.6170). Parking information is also located on the intranet at <https://rwc.roberts.edu/webhome/departments/security>.

## **I.D. Card**

A student I.D. card is the student's passage to many services at Northeastern Seminary and Roberts Wesleyan College. The student fee covers the cost of this card. Lost or misplaced cards should be reported to campus safety (585.594.6170). Replacement card cost is \$5.00. You may obtain your student ID at the campus safety office, room 270, Voller Athletic Center, Monday through Friday, between the hours of 9:00 a.m. and 4:00 p.m., or by special appointment (585.594.6170).

## **Lost and Found**

Campus safety maintains a lost and found area. Students may check in this office for lost items. Additionally, students may check with the division office of the building in which they may have lost the item, or with the Seminary office.

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## Career Services

NES academic advisors, along with the academic vice president and dean's office, provide guidance in areas of ministry and church placement.

Through Northeastern's contract agreement with Roberts Wesleyan College, seminarians have access to the resources of the college's career services office, located in the office of student development, lower Rinker Center. It offers resources to help students identify academic programs and formulate career plans. The career services office is equipped to help students identify goals and obtain relevant employment by offering the following services:

### Career Planning Services

- **Online Career Assessments:** Students interested in doing career assessments can now access the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory online at the career services website: <http://www.roberts.edu/LifeAtRoberts/ResidentLife/CareerServices>. Students would then need to make an appointment with career services to review their results.
- **Individual Career Advisement:** Individual appointments may be made with the director of career services to discuss issues and concerns;
- **Résumé/Cover Letter Review:** Individual appointments may be made with the director to review résumés and cover letters written in preparation for job hunting;
- **Workshops:** Throughout the year, special training sessions are provided to help students write their résumés and cover letters, be effective in interviews, and prepare for career days;
- **Resource/Résumé Center:** An area in the office of career services that is equipped with career and graduate school resources and a computer for students to utilize to plan and write cover letters and résumés;
- **Graduate School Information:** The Peterson's Guide to Graduate Schools is located in the career resource center.

### Career Placement Service

- **Job Listings/Opportunities Board:** Part-time, full-time, and summer openings are posted in the office of student development and in folders in the office of career services, as well as on the NES website found at <http://www.nes.edu/Aboutus/Employment.aspx>;
- **Career Services Website:** This site includes weekly job postings and a calendar of events, as well as links to other career-related Internet sites. Local and regional church positions are posted on this site. You can find it at:  
<http://www.roberts.edu/LifeAtRoberts/ResidentLife/CareerServices/JobPostings/Search.aspx>
- **Career Shadowing:** Arrangements may be made for students to shadow career professionals for a day;
- **Career Networking/Informational Interviewing:** Students are encouraged to build their professional network. One way of doing that is by conducting informational interviews with alumni/professionals in their desired field. Career services can provide assistance in connecting students to alumni as well as sample informational interview questions.

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## **Chapel Programming**

While NES has its own spiritual formation program including a series of chapels offered throughout the Core curriculum, Roberts Wesleyan College offers a fall and spring semester chapel program where students, faculty, and administration share together in leadership along with distinguished Staley Lecturers and other Christian leaders. A schedule of these services is posted on the college intranet site at [www.roberts.edu/SpiritualLife/Chapel](http://www.roberts.edu/SpiritualLife/Chapel).

## **Computer Services**

Information technology services (ITS) supports all classroom, lab and office computers for Northeastern Seminary and Roberts Wesleyan College. ITS is located in the lower Smith Science Center. Help desk services are available Monday – Thursday 8:00 a.m. – 8:30 p.m. and Friday 8:00 a.m. – 5:00 p.m. during the spring and fall semesters. Summer hours are Monday – Thursday 8:00 a.m. – 5:00 p.m. and Friday 8:00 a.m. – 3:30 p.m. The help desk can be reached at 585.594.6898 during those hours.

Wireless Internet connection is available in all academic buildings. Public access computer labs are located in the Smith Science Center and Golisano Library for student use. These labs are loaded with Microsoft Office, Internet, and other academic software and contain laser printers. In addition, six computers are available in B.T. Roberts Memorial Hall computer lab exclusively for seminarians. Several biblical software packages are available for seminarians' use in this computer lab.

## **Counseling Services**

NES provides limited counseling services to its students on a private contract basis with a local counseling agency. Students may receive up to four sessions per year, with the student being responsible for a co-pay of \$20 per session. To make a confidential inquiry about this service, please contact the office of admissions.

## **Library Services**

The B. Thomas Golisano Library offers extensive resources and services that support teaching and research in religion and theology. Opened in fall 2007, this \$12 million facility is integral to the purpose of the Seminary through its contributions to teaching, learning, and research; moreover, it serves as a partner in curriculum development and implementation. The library's educational effectiveness has increased both the quality of its collections and information resources, and the expertise and service commitment of the staff. To accomplish its task, the Golisano Library continues to strengthen the appropriate collections, effective information technology, and sufficient human and physical resources.

The library supports the educational programs of both Roberts Wesleyan College and Northeastern Seminary through its collections and services. The theological collections are integrated into the holdings of Golisano Library. RWC and NES jointly support a Theological Librarian Dr. Barry Hamilton. The library brings together an array of resources in various formats (including electronic databases), competent professional and paraprofessional staff, and facilities for study and research. A designated graduate research room provides quiet individual study space for graduate students enrolled at RWC/NES who are actively pursuing academic research.

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The library's resources and services, including the theological librarian, contribute extensively to Northeastern Seminary's educational programs.

The learning center, located in the Golisano Library, is a friendly place that assists students to become more efficient and independent learners. Its mission is to promote academic growth by offering assistance with writing a paper, tutoring services, providing an advocate for students with disabilities, and providing English language support and acquisition skills for international students.

The B. Thomas Golisano Library's collections exceed 140,000 volumes/113,000 titles, including more than 25,000 volumes/21,500 titles in religion/philosophy. Journal subscriptions exceed 650 print-only (15,000 including electronic), including more than 190 periodicals in religion/philosophy. Golisano Library provides access to 105 commercial electronic databases, including Academic Search Complete, ATLA Religion Index, ATLAS full-text serials, and WorldCat. The Library has also purchased two electronic book collections from EBSCO/NetLibrary.

The library has budgeted \$25,000 annually specifically for NES acquisitions in religion/theology, in addition to RWC acquisitions for undergraduate studies in religion and the humanities and other collateral fields. The D.Min. program has budgeted an additional \$10,000 annually for NES acquisitions, bringing the total to \$35,000 for NES-specific acquisitions.

Northeastern Seminary faculty adopted the Collection Development Policy for Northeastern Seminary in spring 2001 to ensure that the library's collections support the Seminary's curriculum. NES orders demonstrate adherence to this policy with resources being purchased in each designated subject. This policy strengthens onsite collections to provide more than 90% of resources listed on Northeastern Seminary course bibliographies. The principal subject areas are biblical studies, church history, doctrinal theology, pastoral theology, and spirituality. The policy is primarily determined by the NES curriculum and expresses a special concern for resources related to underrepresented groups, global perspectives, and feminist studies. The policy mandates acquisitions in several key areas, including ecumenical studies, missiology, philosophy of religion, religion and science, Methodist studies, and world religions. The policy reflects a strong concern for globalization, freedom of inquiry, and inclusion by requiring the acquisition of materials across a wide spectrum of traditions and perspectives. Northeastern Seminary is a founding member of LITANY, the Library Institutions Theological Association of New York.

## **Services for Students with Disabilities**

Northeastern Seminary strives to provide appropriate services and accommodations to students with disabilities based on individual needs. Students requesting services must provide complete and current documentation of a disability to the coordinator of services for students with disabilities for review and approval prior to receiving services. Students in need of accommodations should advise the professor and coordinator of services of the need for accommodations upon admission to the program. Later notification may delay the requested accommodations. For further information, please contact the learning center in the Golisano Library (585.594.6270).

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## Writing Center

The writing center is located in the learning center suite of the B. Thomas Golisano Library. Offered by faculty and highly qualified student tutors, they can help students in any stage of the writing process and assist them to become a better writer by focusing on personal areas of weakness. Drop-in's accepted although appointments are encouraged by calling the learning center at 585.594.6270.

## SHARED RESOURCES (FACILITIES)

**B.T. Roberts Memorial Hall**, the oldest building on campus, became the permanent home of Northeastern Seminary after renovation in 2002. The building houses all administrative offices, faculty offices, and classrooms for the Seminary. A prayer room, lounge, and computer lab are also available for student use.

**The Williamsville Campus** is a new facility located at 6500 Sheridan Drive on the corner of Transit Road in Williamsville, NY. The Seminary is conducting daytime classes and evening interactive video at this location for the convenience of students located in Buffalo and the surrounding areas.

**Carpenter Hall** contains general classrooms and offices for the divisions of visual arts, social work and social sciences. Seminarians doing the articulated cooperative M.Div./M.S.W. programs have some classes here.

**Division of Religion and Humanities**, located at 65 Orchard Street, houses the faculty offices of this division. Additional faculty offices for religion and humanities are at 67 Orchard Street.

**Merlin G. Smith Science Center**, named in honor of former President Merlin G. Smith, houses the division of natural science and mathematics, the division of nursing, and information technology services. In addition, it provides classrooms, faculty offices, and computer labs.

**Pearce Memorial Free Methodist Church** is located on the southwest corner of the campus at Buffalo Road and Orchard Street. The sanctuary seats 1,200 and conference facilities serve upwards of 300.

**Rinker Community Service Center** was named in honor of David and Leigha Roberts-Rinker (B.T. Roberts' great-great-granddaughter). It houses the offices of the president, academic administration, human resources, registration, RWC admissions, development, student financial services, student development, and career services. The Rinker Community Service Center can be accessed from Westside Drive.

**Roberts Cultural Life Center** was named in honor of Howard S. Roberts and the Roberts family. Howard was the great-grandson of B.T. Roberts, the founder of the College. The facility includes a 1,000-seat auditorium and scenery fly designed for full-scale musical and theatrical productions and major concerts. The building also houses an experimental theater, an art gallery, a recital hall, a large open atrium, and several classrooms.

**Voller Athletic Center** was named in honor of former College President Ellwood A. Voller. This complex houses the chaplain's office, campus safety, lounges, the bookstore, the print shop, mailroom, lockers for undergraduate commuting students, and snack bar. Recreational facilities include racquetball, basketball, tennis and volleyball courts, swimming pool, 150-meter track, weight rooms, game room, locker rooms, sauna, and athletic team rooms. The Voller Athletic Center is open to the general public through its continuing education program which allows use of the entire facility.

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## ACCREDITATION

All degree programs at Northeastern Seminary are accredited by the following state, regional, and professional accrediting institutions.

### State

The New York State Board of Regents granted academic accreditation in 1998. Dr. John B. King, Jr., Commissioner of Education, New York State Board of Regents, New York State Education Department, 89 Washington Avenue, 5 North Mezzanine, Albany, New York 12234, 518.474.2593.

### Regional

The Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215.662.5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. This Commission is recognized by the U.S. Secretary of Education for accrediting activities in the Middle States region, which includes the District of Columbia, Delaware, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands.

### Professional

The Association of Theological Schools in the United States and Canada, 10 Summit Park Drive, Pittsburgh, Pennsylvania 15275-1103, 412.788.6505. The Association of Theological Schools is a membership organization of graduate schools in the United States and Canada that conduct post-baccalaureate professional and academic degree programs to educate persons for the practice of ministry and for teaching and research in the theological disciplines.

## VISION STATEMENT FOR HUMAN DIVERSITY

Northeastern Seminary believes that all people, regardless of such factors as race, gender, age, or socio-economic status, are created in the image of God. Therefore, the Seminary values and affirms human diversity, and is committed to providing a supportive environment that promotes awareness of, sensitivity to, and appreciation of human diversity. Specifically, the Seminary seeks to reflect the richness of human diversity within its students, staff, faculty, administration, and Board of Trustees as a manifestation of its Christian heritage.

The Free Methodist Church, with whom the College and Seminary share a covenantal affiliation, was founded as part of a reform movement which emphasized the rights of minorities, women, and the economically depressed.

Northeastern Seminary admits academically-qualified students of any race, age, color, sex, handicap, creed, national or ethnic origin.

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## HUMAN DIVERSITY GOALS

**Goal 1:** Maintain a Board of Trustees that strongly supports and directs human diversity development efforts at the Seminary;

**Goal 2:** Maintain an administrative leadership (i.e., president, vice president, deans, and directors) that is firmly committed to the achievement of human diversity at the Seminary;

**Goal 3:** Seek and retain qualified students, staff, faculty, and Board of Trustees whose demographic profile reflects regional diversity;

**Goal 4:** Create an environment that encourages all members of the Seminary community to share their talents, gifts, and cultures through involvement in campus-wide diversity initiatives and activities;

**Goal 5:** Develop broad curricula that include learning objectives relating to human diversity;

**Goal 6:** Provide students and faculty with opportunities to develop intercultural competencies and see themselves as part of an interdependent world community.

## COMMUNICATIONS

Maintaining an effective communications link with students in a non-residential, commuting environment is often a challenge. NES has established the following means of staying in touch with its students and relaying special announcements, general information, and emergency notices.

### Campus Email Accounts

All NES students are assigned a campus email account upon enrollment. This account may be reached through any network browser or through the NES intranet (called eBoard see below). This is the official means of electronic communication within the Seminary/College community. Students are responsible for all information sent to them from faculty and administrative offices via their campus email account. Students should check their campus email accounts on a daily basis for important announcements and messages regarding posting of grades, registration dates and changes, billing updates, scholarship deadlines, special events, school closing, etc.

### NES eBoard

The eBoard is Northeastern Seminary's intranet site. All current students have access to it through the NES website ([www.nes.edu](http://www.nes.edu)). Students must use their NES login and password. The eBoard provides students access to multiple resources including: individual campus email folder and H:\drive; program check sheets; master class schedule and registration forms; curriculum plans and sequence sheets; cohort calendars; syllabi; course offering rotation sheet; R-Serve link for online registration and grade reports; retreat information; financial aid and transcript links; student life committee minutes; past and current NES electronic newsletters; and many more. Students are encouraged to familiarize themselves with the eBoard early on as they will be expected to utilize its resources throughout their years at the Seminary.

### NEwSPOINT Newsletter

Students receive all communications from the Seminary via an electronic newsletter which is sent bi-weekly to all campus email accounts. The newsletter will keep students informed of all pertinent information,

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announcements, deadlines, events, syllabus postings, new course offerings, and so on. Back issues of the newsletter are archived on the NES eBoard at [www.nes.edu](http://www.nes.edu).

## **NES Website**

The Seminary website, [www.nes.edu](http://www.nes.edu), offers students access to a broad array of services and information. Students should periodically browse the home page as it provides: easy access to the eBoard; announcements of special upcoming events with links to details and registration forms where needed; links to numerous resources; a place to submit ministry milestones and accomplishments; and, it is also a great place to refer a friend or pastor who wants to know more about NES.

## **Student Mail Folders**

Student mail folders are located on the lower level of Roberts Hall (next to the elevator) in a two-drawer file cabinet. Students should check their mail folders on a weekly basis. There is also a bookshelf in the same area for the purpose of returning student binders.

## **Emergency Notification**

During the winter months weather condition in upstate NY can make traveling hazardous and therefore ill advised. NES has established the following procedures to notify students if the campus will be closing due to inclement weather or any other emergency (i.e., loss of power). Students should check for email alerts on their campus accounts if they think the campus may be closing, contact the institutional hotline at 585.594.6999 (press 4 when prompted for a voice recording), or check the online orientation guide for a list of local radio and TV stations that will carry an announcement. As conditions can and will vary greatly from Syracuse to Buffalo and south to Jamestown, students should always consult local weather authorities along with state travel advisories and then use their best judgment to determine if travel is safe.

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# MASTER'S DEGREE PROGRAMS

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## FORMAT

Northeastern Seminary admits two master's degree cohorts each calendar year—one each fall and spring semesters. Courses are offered in a variety of configurations, including daytime, evening, online, hybrid, interactive video, and intensive residency formats. Interactive video formats are available for fall starts only. A general academic calendar is available at the beginning of this catalog under the Calendars tab at [www.nes.edu](http://www.nes.edu). Detailed cohort calendars are provided to students at the beginning of each cohort and are posted on the NES eBoard at <https://eboard.nes.edu/calendars.asp>.

## PROGRAM DESCRIPTIONS

### Master's Degrees Overview

Students may enroll in any one of four masters-level graduate programs:

- Master of Arts (Theological Studies; 52 credits)
- Master of Arts in Theology and Social Justice (52 credits)
- Master of Arts in Transformational Leadership (53 credits)
- Master of Divinity (92 credits)

### Master of Arts (Theological Studies) (Hegis Code 2301.00)

The Theological Studies M.A. at Northeastern is a two and a half-year program that provides a solid foundation in biblical studies, history of the Church, theology, and personal and spiritual formation. Primarily intended for persons who do not seek ordination, the Theological Studies M.A. is the degree of preference for those going on to Ph.D. studies or a teaching profession. A capstone research project is required of all persons enrolling in this degree program, with a thesis option available by faculty approval. (ATS Standard E)

### Master of Arts in Theology and Social Justice (Hegis Code 2301.00)

The M.A. in Theology and Social Justice is a two-year program designed to equip people for Christian service in the areas of local church mission, global justice ministries, and various arenas of social involvements through the church. Students in this program are prepared to work for social change on both micro and macro levels of church and society. An emphasis on theological reflection and practical application is at the core of the program. Students have opportunity to work in the area of social justice in a variety of settings, including local parishes, parachurch organizations, and community centers. (ATS Standard C)

### Master of Arts in Transformational Leadership (Hegis Code 2301.00)

The M.A. in Transformational Leadership is a two-year program designed to prepare Christian leaders for effective, faithful ministry to the church and the world. Built upon the foundation of a deep, sustained engagement with biblical and historic Christian thought, the program equips leaders who are thoughtful, reflective practitioners. In addition to studies in Scripture, theology, and spiritual formation, students learn models for leadership that are truly transformational. Best practices in Christian ministry and the business

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world are explored, and students have the opportunity to put their learning into practice in a full-year internship experience. (ATS Standard C)

## **Master of Divinity (Theological Professions) (Hegis Code 2301.00)**

The Master of Divinity degree provides the premier theological and vocational preparation for those preparing for ordained Christian ministry. Students are immersed in Scripture, theology, history, and spiritual formation as the essential foundation for Christian ministry. In addition, the M.Div. curriculum prepares persons with the broad array of skills and competencies necessary for effective service to the church and the world. Those who wish to focus their studies in a particular discipline may choose one of four areas of concentration: Transformational Leadership, Theology and Social Justice, Spiritual Formation, and Biblical Interpretation for Preaching and Teaching. Normally a four-year program, students may petition for an accelerated program that will allow completion in as few as three years. (ATS Standard A)

## **Articulated Graduate Programs with Other Colleges and Seminaries**

Northeastern Seminary has agreements with Roberts Wesleyan College's graduate school programs and United Theological Seminary (Dayton, OH). At Roberts Wesleyan College, NES students may take elective coursework in social work, education, or counseling. The NES-UTS partnership is an articulated agreement designed particularly for persons pursuing ordination in The United Methodist Church (but open to all), which allows students in Western New York to do the majority of their coursework at NES. Additionally, NES students may take advantage of the diverse opportunities for theological study in the greater Rochester region via the formal cross-registration agreement between NES and St. Bernard's School of Theology and Ministry, or by taking courses at Colgate Rochester Crozer Divinity School and transferring them to NES. Detailed information on these avenues of study is available in the academic vice president and dean's office.

## **Cooperative Master's Programs with Roberts Wesleyan College (RWC)**

### **Master of Social Work**

Qualified students may earn an M.Div. or M.A. in Theological Studies degree at NES and an M.S.W. degree from RWC in a time-shortened manner.

### **Overview**

M.Div./M.S.W. cooperative degree students will be expected to complete all the requirements for the M.S.W. degree plus 66 required credits of the M.Div. program. A maximum of 26 credits of the M.S.W. courses may be substituted for the elective and field education requirements in the M.Div. program. M.A./M.S.W. cooperative degree students will be expected to complete all the requirements for the M.S.W. degree plus 41 required credits of the M.A. program. While the intention of the cooperative NES M.S.W. program is that students will take both seminary and graduate social work courses in tandem, a student with a Roberts Wesleyan M.S.W. degree, earned no more than five years previously, may enroll in the joint M.Div./M.S.W. or M.A./M.S.W. degree program at NES. These cooperative arrangements are strictly between Roberts Wesleyan College and Northeastern Seminary and do not apply to students holding or pursuing an M.S.W. degree from any other institution.

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## **Admissions Requirements**

To be admitted as a regular student in the M.Div./M.S.W. program at Northeastern Seminary and Roberts Wesleyan College, the applicant must:

- Have a baccalaureate degree from an accredited college or university;
- Demonstrate readiness for graduate-level academic work;
- Complete the NES application process, and be approved by the Seminary admissions committee;
- Apply separately to Roberts Wesleyan College and be approved for the M.S.W. program.

## **Timeline**

- NES—two years for M.A. or three years for M.Div. degree;
- RWC—one or two years for M.S.W. dependent on admissions status and baccalaureate degree.

Note: The cost of courses taken via any of the above cooperative arrangements is based on the selected school's tuition rate at the time of enrollment.

# **THE MASTER'S DEGREE CURRICULUM**

## **The Core Curriculum (Required for all degree programs)**

The Core curriculum is highly integrated, reflecting a holistic approach. The Core curriculum proceeds in a coherent sequenced manner with four larger courses using a common methodology (BHT/BIB 511—514NE). Students also enroll in PSF 511—514NE Introduction to Personal and Spiritual Formation, a series of courses designed to provide a theological, historical, and practical introduction to the resources and disciplines of formative Christian spirituality. PSF 511—514NE includes exposure to classical sources, participation in a faith-sharing practicum, chapel programs, seminary retreats, and an individual formative assessment process.

The Core curriculum also utilizes an innovative delivery system called the “cohort” model. Students are enrolled in small groups (cohorts) of approximately 24 persons who then proceed through the curriculum together. This approach facilitates the dynamics of small group interaction and learning, which is an important part of the NES experience. The cohort groups meet for class once per week across the first two years on Tuesdays or Thursdays, from 6:00 p.m. to 10:00 p.m. Students also meet in small groups during this time. This approach is a highly effective means of achieving educational outcomes for adult learners.

## **Courses in Theological Writing**

NES offers two courses designed to help students develop their skills in theological research and writing. CMC 500NE Practicum in Theological Writing I is required for all students enrolled in the Core curriculum and runs concurrently with BHT 511NE. CMC 501NE Practicum in Theological Writing II is designed for those who would benefit from further assistance in the craft of writing. CMC 501NE is open to all students, and may be required of some students as a condition of their continued enrollment in the seminary program.

## **Concentrations and Electives**

Students at NES are given the opportunity to tailor their studies to fit their specific needs, interests, and ministry. All degree programs include open categories for incorporating electives that will complement Core/required elements and enhance individual ministry preparation. Students pursuing the M.Div. degree

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may utilize the majority of their elective space to complete a focused concentration in one of the following areas: biblical interpretation for preaching and teaching, spiritual formation, transformational leadership, or theology and social justice.

## **Convenient Schedules and Locations**

NES is committed to scheduling its required courses in a manner convenient to students. The NES evening program enables persons who work during the day the opportunity to pursue theological education at a time that fits their schedules, requiring students to attend class only one night per week. While NES programs are designed to accommodate the schedules of working people, course content is fully accredited and academically rigorous. Typically, students should plan on a minimum of 24 hours of out-of-classroom preparation per week.

Additionally, for those to whom the Rochester campus may be too great a distance, beginning in the fall of 2011, NES offers an interactive video program in the Buffalo area (Amherst) with the hope/intention of making up to four video extension sites available in the fall of 2012. Though ATS residency requirements will still need to be met at the main Rochester campus, the video extension sites will make it more feasible for students from greater distances to pursue a degree at NES. To learn more about video-conference locations, please contact the office of admissions.

## **Theological Field Education**

### **Introduction**

Roy Oswald, the church and pastoral consultant, was right when he said, “Who and what we are as persons is our most effective tool in pastoral ministry.” The field education program at Northeastern seeks to develop people who will be effective Christian leaders in the 21<sup>st</sup> century. Specifically, field education provides the opportunity for seminarians to develop their professional understanding and competence in ministry, as they are involved in the practice of ministry under capable supervision.

### **A Summary of Essential Core Elements of Field Education**

- Both Master of Divinity and Master of Arts students are required to complete a field education component. Normally, this requirement is met during the second, third, and/or fourth years. Each Master of Divinity student will experience at least two distinct ministry settings, namely, a congregational and a community-based placement such as a hospital, hospice, children’s home, nursing home, or prison. Students in the Master of Arts program are only required to complete one semester of field education.
- All field education courses consist of a minimum of 8 hours of ministry practice each week and 4 hours spent in preparation and involvement in peer-reflection groups for a total involvement of 150 hours;
- Students will have a mentoring supervisor in each placement to foster the seminarian’s personal and professional growth and to observe ministry activities. Mentoring supervisors will meet weekly with seminarians to invest themselves in the lives of the students.
- Students currently employed as pastors will be able to use their church appointment for their congregational placement. In these situations, a mentoring supervisor will be assigned to the student to fulfill the above requirement.

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- Students will complete a Learning/Serving Covenant for each placement. These documents are prepared to help seminarians identify the things they want to learn in the process of serving. Students are asked to develop goals and objectives in the following three areas:
    - Ministry Knowledge (Knowing): “I want to better understand...”
    - Ministry Skills (Doing): “I want to be better able to do...”
    - Ministry Character (Being): “I would like to be...”
  - Each parish placement will provide a lay ministerial advisory committee to serve as a resource to the seminarian. Its primary focus is to create a supportive environment that allows seminarians the opportunity to learn more about their ministry setting, as well as to learn how the congregation is receiving their ministry.
  - Peer-reflection groups are an important part of the field education experience. Seminarians meet regularly for the purpose of integrating classroom training with field-based ministry experiences. In addition to continuing to develop their spiritual formation through faith-sharing group meetings, students will submit case studies based on their actual ministry experiences for discussion during the peer-reflection group meetings.
  - In addition to student case studies, the director of field education will make formal presentations related to the personal functioning of pastors. Some of the topics included are:
    - Ministerial Ethics
    - Exploring Your Sense of Vocational Calling
    - Maintaining Emotional Wellbeing
    - Marriage and Family Adjustment
    - Managing Transitions in Ministry
    - Authority/Leadership Conflict
    - Exit Interviews: “Why Do People Leave the Church?”
    - Church/Staff Relations
    - New Beginnings in Ministry
  - Mid-term progress reports and formal final evaluations will occur at the end of each placement. The evaluation process seeks to help seminarians clarify personal directions in ministry, address issues that contribute to or hinder their effectiveness, and provide an intentional learning agenda.
  - Students are encouraged to consider taking a unit of Clinical Pastoral Education (CPE) from an accredited CPE center. One unit of CPE can be substituted for two semesters of field education. There are hospital and parish-based ACPE centers in western New York. This recommendation is especially important for students whose denomination requires the completion of CPE for ordination – please contact your denominational representative for your specific ordination requirements. CPE is also an important consideration, if not essential, for individuals considering institutional ministry. Contact <http://www.acpe.edu/> for more information on the nature of this educational experience.

## Summary

Field education is an indispensable component of seminary training. Field education provides students who have successfully completed the Core curriculum the opportunity to further develop their readiness for ministry. The primary focus is to integrate what has been learned through classroom-based study, with insights and experiences of ministry gained under supervision.

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Northeastern Seminary is partnering with churches and ministry-related community agencies in an imaginative and innovative way to enhance and revitalize pastoral theological training. The focus on the practice of ministry and on theological reflection in field-based learning programs brings the theory of ministry and pastoral experiences into dialogue. This coupling of theory and practice strengthens students' personal and professional development making them better prepared for effective ministry for the 21<sup>st</sup> century.

## **Spiritual Formation**

NES is committed to the personal and spiritual growth of every seminarian. Through an innovative and integrative personal and spiritual formation curriculum, students are exposed to the rich resources and disciplines of formative Christian spirituality. The fundamental objectives of NES include the spiritual as well as the academic preparation of candidates for pastoral and lay ministry. The following are some of the ways the spiritual formation objectives are realized in the NES community:

- A spiritual retreat is held at the entry point of each new cohort;
- An All-Seminary Retreat is held once each year;
- Each seminarian participates in a faith-sharing group directed by a trained spiritual facilitator who mentors a group of 6—9 students;
- Readings in formative spirituality and Scripture study are integrated into the Core curriculum;
- A weekly PSF segment or chapel service is held during the Core curriculum;
- Intentional growth-reflection sessions, led by certified spiritual directors, are part of each Core course;
- M.Div. students take two required post-Core courses in the areas of spiritual and pastoral formation;
- Faith-sharing groups are incorporated into the field education curriculum in the third and fourth years.

## **The Capstone Requirement**

The M.A. (Theological Studies), the M.A. in Transformational Leadership, and the M.Div. degree programs culminate in a final integration or research seminar. These capstone courses provide the student with a focused opportunity to reflect on, synthesize and apply their learnings in the degree program. M.A. (Theological Studies) students may petition to replace the research seminar with a formal thesis project.

## **Accelerated M.Div. or M.A. Degree Program**

Northeastern Seminary offers an accelerated plan for students to complete the Master of Divinity or Master of Arts degree program in a time shortened manner. This plan allows qualified students to complete the M.Div. in three or three and a half years and the M.A. degree in two years. Students may apply for the accelerated master's program once enrolled in BHT/BIB/PSF 511NE. Approval will be based on the student's successful completion of BHT/BIB/PSF 511NE and demonstration that their schedule will accommodate the added academic workload required. Beginning in the second Core semester, students in the accelerated program will enroll in additional course work from the Monday evening class offerings.

This program is not recommended for students working more than 25 hours per week. If approved, a student may take up to 9 additional credits (totaling up to 18—18.5 per semester) each semester during the Core (BHT/BIB/PSF 512NE, 513NE, 514NE). At the end of the first year (after successfully completing all components—BHT/BIB/PSP—of the two Core courses) the accelerated student may begin field education. Students interested in applying for this program should contact the academic vice president and dean's office during BHT/BIB/PSF 511NE to begin the application process.

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## DEGREE REQUIREMENTS

All master's degree programs at Northeastern Seminary require a minimum cumulative grade point average of 2.7 and a completed degree application submitted to academic services by October 1 prior to the May Commencement in which the student intends to graduate. Specific course requirements for each degree program follow.

### **MASTER OF ARTS—THEOLOGICAL STUDIES (52 CREDITS) (HEGIS CODE 2301.00)**

	Credits
Core.....	36
▪ BHT 511NE-The Biblical Era (6.5)	
▪ BIB 511NE-Biblical Worldview (2)	
▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)	
▪ CMC 500NE-Introduction to Theological Writing (0)	
▪ BHT 512NE-The Formative Era (6.5)	
▪ BIB 512NE-Biblical Exegesis I (2)	
▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)	
▪ BHT 513NE-The Reformation Era (6.5)	
▪ BIB 513NE-Biblical Exegesis II (2)	
▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)	
▪ BHT 514NE-The Modern and Postmodern Era (6.5)	
▪ BIB 514NE-Biblical Exegesis III (2)	
▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)	
MIN 731NE-Field Education.....	3
Research Component.....	2-5
MIN 690NE-Research Seminar (2)	
-OR-	
RES 690NE-Thesis Research (2) and MIN 699NE-M.A. Thesis in Ministry Studies (3)	
<i>(A thesis may also be completed in one of the following disciplines: BIB, HST, PSF, SOC, or THE. The thesis option must be pre-approved via a student petition prior to registering for it.)</i>	
Elective Specialization.....	8-11
<i>These are individually-selected courses based on the student's own special interest areas. Prior approval from the academic vice president and dean's office is required for any non-NES courses to ensure they meet accreditation requirements.</i>	

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**MASTER OF ARTS—THEOLOGY AND SOCIAL JUSTICE (52 CREDITS)**  
**(HEGIS CODE 2301.00)**

*(NOTE: For students intending to complete this program in two years—including summers—please refer to the sequence sheet available on the NES eBoard.)*

	Credits
Core.....	18
<ul style="list-style-type: none"> <li>▪ BHT 511NE-The Biblical Era (6.5)</li> <li>▪ BIB 511NE-Biblical Worldview (2)</li> <li>▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)</li> <li>▪ CMC 500NE-Introduction to Theological Writing (0)</li> <li>▪ BHT 514NE-The Modern and Postmodern Era (6.5)</li> <li>▪ BIB 514NE-Biblical Exegesis III (2)</li> <li>▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)</li> </ul>	
Personal & Spiritual Formation.....	6
<ul style="list-style-type: none"> <li>▪ PSF 611NE-Pastoral Formation (3) or PSF 612NE-Spiritual Formation (3)</li> <li>▪ PSF 623NE-Social Justice and Spirituality (3)</li> </ul>	
Social Ethics and Justice Core.....	11
<ul style="list-style-type: none"> <li>▪ SOC 623NE-Social Policy, Leadership, and Community Change (3)</li> <li>▪ SOC 625NE-Foundations in Christian Social Ethics (3)</li> <li>▪ Five credits from the following:               <ul style="list-style-type: none"> <li>○ BIB/SOC 621NE-Old Testament Prophets’ Cry for Justice (2)</li> <li>○ BIB/SOC 642NE-Jesus &amp; the Poor: Biblical Perspectives on Economic Justice (3)</li> <li>○ HST 650NE-Women in Church History (3)</li> <li>○ SOC 655NE-Violence Against Women-Theological &amp; Social Issues (2)</li> </ul> </li> </ul>	
Theological Studies (select from the following).....	7
<ul style="list-style-type: none"> <li>▪ HST 710NE-Life &amp; Ministry of Martin Luther King Jr. (2)</li> <li>▪ THE 621NE-Theology of Environmental Stewardship (2)</li> <li>▪ THE 623NE-World Religions in North America (2)</li> <li>▪ THE 640NE-Theology of Missions (2)</li> <li>▪ THE 700NE-Theology of the Cross (3)</li> <li>▪ THE 702NE-History of Christian Love (3)</li> <li>▪ THE 715NE-The Openness of God Debate (2)</li> <li>▪ THE 724NE-Life and Theology of Martin Luther (3)</li> <li>▪ THE 726NE-Wesleyan Theology (3)</li> <li>▪ THE 729NE-Fundamentalism &amp; Modernism (3)</li> <li>▪ THE 731NE-Suffering, Pain, and Evil: A Theological Response (2)</li> <li>▪ THE/SOC 732NE-Life, Theology, and Ethics of Dietrich Bonhoeffer (3)</li> <li>▪ THE 733NE-Sacramental and Liturgical Theology (2)</li> <li>▪ THE 740NE-Theology of the City (2)</li> </ul>	

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Ministry Electives (select from the following).....	4
▪ MIN 646NE-Disability Awareness-Christian Ministers and Laypersons (2)	
▪ MIN 647NE-Ministry to the Dying and Bereaved (2)	
▪ MIN/SOC 649NE-Contemporary Ethical Issues (2)	
▪ MIN 650NE-Bioethics and Ministry in the 21 <sup>st</sup> Century (2)	
▪ MIN 644NE-Multicultural Worship (2)	
▪ MIN 669NE-Globalization and Local Church Missions (2)	
▪ MIN 670NE-Prison Ministries (2)	
▪ MIN 672NE-Strategic Planning for Churches and Nonprofit Organizations (2)	

Field Education (in social justice)-MIN 731NE.....	3
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Free Electives.....	3
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**MASTER OF ARTS—TRANSFORMATIONAL LEADERSHIP (53 CREDITS)**  
**(HEGIS CODE 2301.00)**

*(NOTE: For students intending to complete this program in two years—including summers—please refer to the sequence sheet available on the NES eBoard.)*

	Credits
Core.....	18
▪ BHT 511NE-The Biblical Era (6.5)	
▪ BIB 511NE-Biblical Worldview (2)	
▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)	
▪ CMC 500NE-Introduction to Theological Writing (0)	
▪ One additional Core sequence (select from the following) (9)	
○ BHT/BIB/PSF 512NE-The Formative Era/Biblical Exegesis I/Formation II	
○ BHT/BIB/PSF 513NE-The Reformation Era/Biblical Exegesis II/Formation III	
○ BHT/BIB/PSF 514NE-The Modern & Postmodern Era/Biblical Exegesis III/Formation IV	
Personal & Spiritual Formation (PSF 612NE-Spiritual Formation).....	3
Transformational Leadership Foundational Courses.....	13
▪ BIB 772NE-Scriptural Models of Leadership (2)	
▪ BUS 510NE-Organizational Diagnosis and Change Management (2)	
▪ BUS 536NE-Human Resource Development (2)	
▪ MIN 620NE-Fundamentals of Transformational Leadership (3)	
▪ MIN 626NE-Leadership Development (2)	
▪ MIN 672NE-Strategic Planning for Churches & Nonprofit Organizations (2)	
Leadership Enhancement Electives (select from the following).....	6
▪ MIN 623NE-Church Administration (2)	
▪ MIN 652NE-Navigating the Minefield of Conflict (2)	
▪ MIN 654NE-Fundamentals of Finance for Ministers and Churches (2)	

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- MIN 668NE-Willow Creek Leadership Summit (2)
- MIN 671NE-Equipping the Laity (2)
- MIN 675NE-Congregational Renewal (2)
- MKT 580NE-Integrated Marketing Communication (2)
- SOC 623NE-Social Policy, Leadership, and Community Change (3)

Field Education (MIN 731NE and MIN 732NE).....	6
Free Electives.....	5
Leadership Integration Seminar (MIN 691NE).....	2

**MASTER OF ARTS IN THEOLOGICAL STUDIES (41 NES CREDITS)**  
**Degree requirements for students in the cooperative M.S.W. program with**  
**Roberts Wesleyan College**  
**(HEGIS CODE 2301.00)**

	Credits
Core.....	36
<ul style="list-style-type: none"> <li>▪ BHT 511NE-The Biblical Era (6.5)</li> <li>▪ BIB 511NE-Biblical Worldview (2)</li> <li>▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)</li> <li>▪ CMC 500NE-Introduction to Theological Writing (0)</li> <li>▪ BHT 512NE-The Formative Era (6.5)</li> <li>▪ BIB 512NE-Biblical Exegesis I (2)</li> <li>▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)</li> <li>▪ BHT 513NE-The Reformation Era (6.5)</li> <li>▪ BIB 513NE-Biblical Exegesis II (2)</li> <li>▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)</li> <li>▪ BHT 514NE-The Modern and Postmodern Era (6.5)</li> <li>▪ BIB 514NE-Biblical Exegesis III (2)</li> <li>▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)</li> </ul>	
Supervised Ministry Internship/Field Education (MIN 731NE).....	3
<i>This course requires a minimum of 150 hours of mentoring and placement at an approved ministry site.</i>	
Capstone (MIN 690NE-M.A. Research Seminar).....	2

All requirements for the M.S.W. degree at Roberts Wesleyan College must be completed before the M.A. degree from NES will be awarded. Please consult with the Roberts Wesleyan College Graduate Social Work Division for the M.S.W. degree requirements.

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**MASTER OF DIVINITY (92 CREDITS)  
(HEGIS CODE 2301.00)**

	Credits
Core.....	36
<ul style="list-style-type: none"> <li>▪ BHT 511NE-The Biblical Era (6.5)</li> <li>▪ BIB 511NE-Biblical Worldview (2)</li> <li>▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)</li> <li>▪ CMC 500NE-Introduction to Theological Writing (0)</li> <li>▪ BHT 512NE-The Formative Era (6.5)</li> <li>▪ BIB 512NE-Biblical Exegesis I (2)</li> <li>▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)</li> <li>▪ BHT 513NE-The Reformation Era (6.5)</li> <li>▪ BIB 513NE-Biblical Exegesis II (2)</li> <li>▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)</li> <li>▪ BHT 514NE-The Modern and Postmodern Era (6.5)</li> <li>▪ BIB 514NE-Biblical Exegesis III (2)</li> <li>▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)</li> </ul>	
Personal and Spiritual Formation.....	6
<ul style="list-style-type: none"> <li>▪ PSF 611NE-Pastoral Formation (3)</li> <li>▪ PSF 612NE-Spiritual Formation (3)</li> </ul>	
Preaching (select from the following).....	3
<ul style="list-style-type: none"> <li>▪ MIN 629NE-Lectionary Preaching (3)</li> <li>▪ MIN 630NE-Expository Preaching (3)</li> </ul>	
Public Ministerial Leadership (select from the following).....	12
<ul style="list-style-type: none"> <li>▪ MIN 621NE-Worship Leadership (2)</li> <li>▪ MIN 623NE-Church Administration (2)</li> <li>▪ MIN 624NE-Pastoral Care (2)</li> <li>▪ MIN 625NE-Evangelism and Discipleship (2)</li> <li>▪ MIN 626NE-Leadership Development (2)</li> <li>▪ MIN 627NE-Interpreting the Scriptures(2)</li> <li>▪ MIN 628NE-Teaching Doctrine (2)</li> <li>▪ SOC (any Social Ethics course) (2-3)</li> </ul>	
Biblical Language (GRK 510NE or HEB 510NE).....	3
Supervised Ministry Internships/Field Education (MIN 731NE, 732NE, 733NE, and 734NE).....	12
<i>Each course requires a minimum of 150 hours of mentoring and placement at an approved ministry site. Clinical Pastoral Education (CPE) may be substituted for up to six hours of field education.</i>	

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Contemporary Ministry Seminars (select from MIN 641-680NE).....	4
Ministerial Enhancement Electives.....	13
<i>These are individually-selected courses based on the student's own special interest areas. Prior approval from the academic vice president and dean's office is required for any non-NES courses to ensure they meet accreditation requirements.</i>	
Capstone (MIN 790NE-M.Div. Integration Seminar).....	3

**MASTER OF DIVINITY (92 CREDITS)**  
**Concentration: Biblical Preaching and Teaching**  
**(HEGIS CODE 2301.00)**

	Credits
Core.....	36
<ul style="list-style-type: none"> <li>▪ BHT 511NE-The Biblical Era (6.5)</li> <li>▪ BIB 511NE-Biblical Worldview (2)</li> <li>▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)</li> <li>▪ CMC 500NE-Introduction to Theological Writing (0)</li> <li>▪ BHT 512NE-The Formative Era (6.5)</li> <li>▪ BIB 512NE-Biblical Exegesis I (2)</li> <li>▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)</li> <li>▪ BHT 513NE-The Reformation Era (6.5)</li> <li>▪ BIB 513NE-Biblical Exegesis II (2)</li> <li>▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)</li> <li>▪ BHT 514NE-The Modern and Postmodern Era (6.5)</li> <li>▪ BIB 514NE-Biblical Exegesis III (2)</li> <li>▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)</li> </ul>	
Personal and Spiritual Formation.....	6
<ul style="list-style-type: none"> <li>▪ PSF 611NE-Pastoral Formation (3)</li> <li>▪ PSF 612NE-Spiritual Formation (3)</li> </ul>	
Preaching (select from the following).....	5
<ul style="list-style-type: none"> <li>▪ MIN 629NE-Lectionary Preaching (3) or MIN 630NE-Expository Preaching (3)</li> <li>▪ MIN 723NE-Advanced Seminar in Biblical Preaching (2)</li> </ul>	
Public Ministerial Leadership (select from the following).....	12
<ul style="list-style-type: none"> <li>▪ MIN 621NE-Worship Leadership (2)</li> <li>▪ MIN 623NE-Church Administration (2)</li> <li>▪ MIN 624NE-Pastoral Care (2)</li> <li>▪ MIN 625NE-Evangelism and Discipleship (2)</li> <li>▪ MIN 626NE-Leadership Development (2)</li> <li>▪ MIN 628NE-Teaching Doctrine (2)</li> </ul>	

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▪ SOC (any Social Ethics course) (2-3)	
Biblical Studies Foundational Courses.....	8
▪ MIN 627NE-Interpreting the Scriptures (2)	
▪ Biblical Exegesis course (3) ( <i>consult the academic vice president and dean's office for a list of qualifying courses</i> )	
▪ Biblical Theology course (3) ( <i>consult the academic vice president and dean's office for a list of qualifying courses</i> )	
Biblical Language (select from the following).....	6
▪ GRK 510NE-Biblical Greek (3)	
▪ GRK 595NE-Independent Study in Greek (3)	
▪ GRK 610NE-New Testament Readings (3)	
▪ HEB 510NE-Biblical Hebrew (3)	
▪ HEB 595NE-Independent Study in Hebrew (3)	
Biblical Studies Electives (select any NES BIB courses).....	4
Supervised Ministry Internships/Field Education (MIN 731, 732, 733, and 734NE).....	12
<i>Each course requires a minimum of 150 hours of mentoring and placement at an approved ministry site. Clinical Pastoral Education (CPE) may be substituted for up to six hours of field education.</i>	
Capstone (MIN 790NE-M.Div. Integration Seminar).....	3

**MASTER OF DIVINITY (92 CREDITS)**  
**Concentration: Spiritual Formation**  
**(HEGIS CODE 2301.00)**

	Credits
Core.....	36
▪ BHT 511NE-The Biblical Era (6.5)	
▪ BIB 511NE-Biblical Worldview (2)	
▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)	
▪ CMC 500NE-Introduction to Theological Writing (0)	
▪ BHT 512NE-The Formative Era (6.5)	
▪ BIB 512NE-Biblical Exegesis I (2)	
▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)	
▪ BHT 513NE-The Reformation Era (6.5)	
▪ BIB 513NE-Biblical Exegesis II (2)	
▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)	
▪ BHT 514NE-The Modern and Postmodern Era (6.5)	
▪ BIB 514NE-Biblical Exegesis III (2)	

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▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)	
Personal and Spiritual Formation.....	6
▪ PSF 611NE-Pastoral Formation (3)	
▪ PSF 612NE-Spiritual Formation (3)	
Preaching (select from the following).....	3
▪ MIN 629NE-Lectionary Preaching (3)	
▪ MIN 630NE-Expository Preaching (3)	
Public Ministerial Leadership (select from the following).....	12
▪ MIN 621NE-Worship Leadership (2)	
▪ MIN 623NE-Church Administration (2)	
▪ MIN 624NE-Pastoral Care (2)	
▪ MIN 625NE-Evangelism and Discipleship (2)	
▪ MIN 626NE-Leadership Development (2)	
▪ MIN 627NE-Interpreting the Scriptures (2)	
▪ MIN 628NE-Teaching Doctrine (2)	
▪ SOC (any Social Ethics course) (2-3)	
Spiritual Formation Foundational Courses.....	8
▪ PSF 623NE-Social Justice and Spirituality (3)	
▪ PSF 652NE-Calling and Vocation (2)	
▪ PSF 653NE-History of Christian Spirituality (3)	
Spiritual Formation Electives (select from the following).....	4
▪ HST 650NE-Women in Church History (3)	
▪ PSF 615NE-Faith Development (2)	
▪ PSF 620NE-Use of Scripture in Meditation and Prayer (2)	
▪ PSF 621NE-Introduction to Spiritual Direction (2)	
▪ PSF 622NE-Metaphor, Image, and Story (2)	
▪ PSF 655NE-Celtic History and Spirituality (2)	
▪ PSF 685NE-Topics in Contemporary Christian Spirituality (2)	
Biblical Language (GRK 510NE or HEB 510NE).....	3
Supervised Ministry Internships/Field Education (MIN 731NE, 732NE, 733NE, and 734NE).....	12
<i>Each course requires a minimum of 150 hours of mentoring and placement at an approved ministry site. Clinical Pastoral Education (CPE) may be substituted for up to six hours of field education.</i>	
Free Electives.....	5

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*These are individually-selected courses based on the student's own special interest areas. Prior approval from the academic vice president and dean's office is required for any non-NES courses to ensure they meet accreditation requirements.*

Capstone (MIN 790NE-M.Div. Integration Seminar).....3

**MASTER OF DIVINITY (92 CREDITS)**  
**Concentration: Theology and Social Justice**  
**(HEGIS CODE 2301.00)**

	Credits
Core.....	36
▪ BHT 511NE-The Biblical Era (6.5)	
▪ BIB 511NE-Biblical Worldview (2)	
▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)	
▪ CMC 500NE-Introduction to Theological Writing (0)	
▪ BHT 512NE-The Formative Era (6.5)	
▪ BIB 512NE-Biblical Exegesis I (2)	
▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)	
▪ BHT 513NE-The Reformation Era (6.5)	
▪ BIB 513NE-Biblical Exegesis II (2)	
▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)	
▪ BHT 514NE-The Modern and Postmodern Era (6.5)	
▪ BIB 514NE-Biblical Exegesis III (2)	
▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)	
Personal and Spiritual Formation.....	6
▪ PSF 611NE-Pastoral Formation (3) <i>or</i> PSF 612NE-Spiritual Formation (3)	
▪ PSF 623NE-Social Justice and Spirituality (3)	
Preaching (select from the following).....	3
▪ MIN 629NE-Lectionary Preaching (3)	
▪ MIN 630NE-Expository Preaching (3)	
Public Ministerial Leadership (select from the following).....	10
▪ MIN 621NE-Worship Leadership (2)	
▪ MIN 623NE-Church Administration (2)	
▪ MIN 624NE-Pastoral Care (2)	
▪ MIN 625NE-Evangelism and Discipleship (2)	
▪ MIN 626NE-Leadership Development (2)	
▪ MIN 627NE-Interpreting the Scriptures (2)	
▪ MIN 628NE-Teaching Doctrine (2)	
▪ SOC (any Social Ethics course) (2-3)	

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Theology and Social Justice Foundational Courses.....	6
▪ SOC 623NE-Social Policy, Leadership, and Community Change (3)	
▪ SOC 625NE-Foundations in Christian Social Ethics (3)	
Theology and Social Justice Electives (select from the following).....	5-6
▪ BIB/SOC 621NE-Old Testament Prophets' Cry for Justice (2)	
▪ BIB/SOC 642NE-Jesus and the Poor: Biblical Perspectives on Economic Justice (3)	
▪ HST 650NE-Women in Church History (3)	
▪ SOC 655NE-Violence Against Women (2)	
Theological Studies Electives (select from the following).....	3-4
▪ HST 710NE-Life & Ministry of Martin Luther King Jr. (2)	
▪ THE 621NE-Theology of Environmental Stewardship (2)	
▪ THE 623NE-World Religions in North America (2)	
▪ THE 640NE-Theology of Missions (2)	
▪ THE 700NE-Theology of the Cross (3)	
▪ THE 702NE-History of Christian Love (3)	
▪ THE 715NE-The Openness of God Debate (2)	
▪ THE 724NE-Life and Theology of Martin Luther (3)	
▪ THE 726NE-Wesleyan Theology (3)	
▪ THE 729NE-Fundamentalism & Modernism (3)	
▪ THE 731NE-Suffering, Pain, and Evil: A Theological Response (2)	
▪ THE/SOC 732NE-Life, Theology, and Ethics of Dietrich Bonhoeffer (3)	
▪ THE 733NE-Sacramental and Liturgical Theology (2)	
▪ THE 740NE-Theology of the City (2)	
Biblical Language (GRK 510NE or HEB 510NE).....	3
Supervised Ministry Internships/Field Education (MIN 731NE, 732NE, 733NE, and 734NE).....	12
<i>At least 3 of the 12 credits must be in social justice. Each course requires a minimum of 150 hours of mentoring and placement at an approved ministry site. Clinical Pastoral Education (CPE) may be substituted for up to six hours of field education.</i>	
Free Electives.....	3-5
<i>These are individually-selected courses based on the student's own special interest areas. Prior approval from the academic vice president and dean's office is required for any non-NES courses to ensure they meet accreditation requirements.</i>	

**MASTER OF DIVINITY (92 CREDITS)**  
**Concentration: Transformational Leadership**  
**(HEGIS CODE 2301.00)**

	Credits
Core.....	36

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<ul style="list-style-type: none"> <li>▪ BHT 511NE-The Biblical Era (6.5)</li> <li>▪ BIB 511NE-Biblical Worldview (2)</li> <li>▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)</li> <li>▪ CMC 500NE-Introduction to Theological Writing (0)</li> <li>▪ BHT 512NE-The Formative Era (6.5)</li> <li>▪ BIB 512NE-Biblical Exegesis I (2)</li> <li>▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)</li> <li>▪ BHT 513NE-The Reformation Era (6.5)</li> <li>▪ BIB 513NE-Biblical Exegesis II (2)</li> <li>▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)</li> <li>▪ BHT 514NE-The Modern and Postmodern Era (6.5)</li> <li>▪ BIB 514NE-Biblical Exegesis III (2)</li> <li>▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)</li> </ul>	
Personal and Spiritual Formation.....	6
<ul style="list-style-type: none"> <li>▪ PSF 611NE-Pastoral Formation (3)</li> <li>▪ PSF 612NE-Spiritual Formation (3)</li> </ul>	
Preaching (select from the following).....	3
<ul style="list-style-type: none"> <li>▪ MIN 629NE-Lectionary Preaching (3)</li> <li>▪ MIN 630NE-Expository Preaching (3)</li> </ul>	
Public Ministerial Leadership (select from the following).....	10
<ul style="list-style-type: none"> <li>▪ MIN 621NE-Worship Leadership (2)</li> <li>▪ MIN 623NE-Church Administration (2)</li> <li>▪ MIN 624NE-Pastoral Care (2)</li> <li>▪ MIN 625NE-Evangelism and Discipleship (2)</li> <li>▪ MIN 627NE-Interpreting the Scriptures (2)</li> <li>▪ MIN 628NE-Teaching Doctrine (2)</li> <li>▪ SOC (any Social Ethics course) (2-3)</li> </ul>	
Transformational Leadership Foundational Courses.....	9
<ul style="list-style-type: none"> <li>▪ BIB 772NE-Scriptural Models of Leadership (2)</li> <li>▪ MIN 620NE-Fundamentals of Transformational Leadership (3)</li> <li>▪ MIN 626NE-Leadership Development (2)</li> <li>▪ MIN 672-Strategic Planning for Churches and Nonprofit Organizations (2)</li> </ul>	
Leadership Electives (select from the following).....	4
<ul style="list-style-type: none"> <li>▪ BUS 510NE-Organizational Diagnosis and Change Management (2)</li> <li>▪ BUS 536NE-Human Resource Management (2)</li> <li>▪ MIN 623NE-Church Administration (2)</li> <li>▪ MIN 652NE-Navigating the Minefield of Conflict (2)</li> <li>▪ MIN 654NE-Fundamentals of Finance for Ministers and Churches (2)</li> <li>▪ MIN 668NE-Willow Creek Leadership Summit (2)</li> </ul>	

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- MIN 671NE-Equipping the Laity (2)
- MIN 675NE-Congregational Renewal (2)
- MKT 580NE-Integrated Marketing Communication (2)
- SOC 623NE-Social Policy, Leadership, and Community Change (3)

Biblical Language (GRK 510NE or HEB 510NE).....3

Supervised Ministry Internships/Field Education (MIN 731NE, 732NE, 733NE, and 734NE).....12

*Each course requires a minimum of 150 hours of mentoring and placement at an approved ministry site. Clinical Pastoral Education (CPE) may be substituted for up to six hours of field education.*

Free Electives.....6

*These are individually-selected courses based on the student's own special interest areas. Prior approval from the academic vice president and dean's office is required for any non-NES courses to ensure they meet accreditation requirements.*

Capstone (MIN 790NE-M.Div. Integration Seminar).....3

### **MASTER OF DIVINITY (66 NES CREDITS)**

#### **Degree requirements for students in the cooperative M.S.W. program with Roberts Wesleyan College (HEGIS CODE 2301.00)**

	Credits
Core.....	36
<ul style="list-style-type: none"> <li>▪ BHT 511NE-The Biblical Era (6.5)</li> <li>▪ BIB 511NE-Biblical Worldview (2)</li> <li>▪ PSF 511NE-Introduction to Personal and Spiritual Formation I (.5)</li> <li>▪ CMC 500NE-Introduction to Theological Writing (0)</li> <li>▪ BHT 512NE-The Formative Era (6.5)</li> <li>▪ BIB 512NE-Biblical Exegesis I (2)</li> <li>▪ PSF 512NE-Introduction to Personal and Spiritual Formation II (.5)</li> <li>▪ BHT 513NE-The Reformation Era (6.5)</li> <li>▪ BIB 513NE-Biblical Exegesis II (2)</li> <li>▪ PSF 513NE-Introduction to Personal and Spiritual Formation III (.5)</li> <li>▪ BHT 514NE-The Modern and Postmodern Era (6.5)</li> <li>▪ BIB 514NE-Biblical Exegesis III (2)</li> <li>▪ PSF 514NE-Introduction to Personal and Spiritual Formation IV (.5)</li> </ul>	
Personal and Spiritual Formation.....	6
<ul style="list-style-type: none"> <li>▪ PSF 611NE-Pastoral Formation (3)</li> <li>▪ PSF 612NE-Spiritual Formation (3)</li> </ul>	

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Preaching (select from the following).....	3
▪ MIN 629NE-Lectionary Preaching (3)	
▪ MIN 630NE-Expository Preaching (3)	
Public Ministerial Leadership (select from the following).....	12
▪ MIN 621NE-Worship Leadership (2)	
▪ MIN 623NE-Church Administration (2)	
▪ MIN 624NE-Pastoral Care (2)	
▪ MIN 625NE-Evangelism and Discipleship (2)	
▪ MIN 626NE-Leadership Development (2)	
▪ MIN 627NE-Interpreting the Scriptures (2)	
▪ MIN 628NE-Teaching Doctrine (2)	
▪ SOC (any Social Ethics course) (2-3)	
Biblical Language (GRK 510NE or HEB 510NE).....	3
Supervised Ministry Internship/Field Education (MIN 731NE).....	3
<i>This course requires a minimum of 150 hours of mentoring and placement at an approved ministry site.</i>	
Capstone (MIN 790NE-M.Div. Integration Seminar).....	3

All requirements for the M.S.W. degree at Roberts Wesleyan College must be completed before the M.Div. degree from NES will be awarded. Please consult with the Roberts Wesleyan College Graduate Social Work Division for the M.S.W. degree requirements.

## RECOMMENDED CURRICULUM PLANS

Master of Divinity - 92 credits					
First Year (18 Credits)					
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)			Biblical Worldview, The Biblical Era, Intro to PSF I		
CMC 500NE (0)			Theological Writing I		
BIB 512 (2) and BHT 512NE (6.5) & PSF 512NE (.5)			Biblical Exegesis I, The Formative Era, Intro to PSF II		
Second Year (18 Credits)					
BIB 513 (2) and BHT 513NE (6.5) & PSF 513NE (.5)			Biblical Exegesis II, The Reformation Era, Intro to PSF III		
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)			Biblical Exegesis III, The Modern & Postmodern Era, Intro to		
Third and Fourth Years (56 Credits Remaining)					
Personal and Spiritual Formation (6)			Public Ministerial Leadership (12)		
PSF 611NE	3	Pastoral Formation ( <i>Spring</i> )	MIN 621NE	2	Worship Leadership
PSF 612NE	3	Spiritual Formation ( <i>Fall</i> )	MIN 623NE	2	Church Administration
Preaching (3)			MIN 624NE	2	Pastoral Care
MIN 629NE	3	Lectionary Preaching ( <i>Spring</i> )	MIN 625NE	2	Evangelism and Discipleship
MIN 630NE	3	Expository Preaching ( <i>Fall</i> )	MIN 626NE	2	Leadership Development
Supervised Ministry Internship (12)			MIN 627NE	2	Interpreting the Scriptures
MIN 731NE	3	Field Education I	MIN 628NE	2	Teaching Doctrine
MIN 732NE	3	Field Education II	SOC ---NE	2/3	Social Ethics Elective
MIN 733NE	3	Field Education III	Contemporary Ministries Seminars (4)		
MIN 734NE	3	Field Education IV	MIN 641 - 680NE	2	Select courses from NES Catalog
CPE Transfer Credit			Ministerial Enhancement (13)		
Biblical Language (3)			<i>Electives and approved substitutions</i>		
GRK 510NE	3	Biblical Greek ( <i>Summer</i> )	Capstone (3)		
HEB 510NE	3	Biblical Hebrew	MIN 790NE	3	M.Div. Integration Seminar
Master of Arts in Theological Studies (M.A.) - 52 credits					
First Year (18 Credits)					
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)			Biblical Worldview, The Biblical Era, Intro to PSF I		
CMC 500NE (0)			Theological Writing I		
BIB 512 (2) and BHT 512NE (6.5) & PSF 512NE (.5)			Biblical Exegesis I, The Formative Era, Intro to PSF II		
Second Year (18 Credits)					
BIB 513 (2) and BHT 513NE (6.5) & PSF 513NE (.5)			Biblical Exegesis II, The Reformation Era, Intro to PSF III		
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)			Biblical Exegesis III, The Modern & Postmodern Era, Intro to		
Third Year (16 Credits)					
Supervised Ministry Internship (3)			Capstone (2-5)		
MIN 731NE	3	Field Education I	MIN 690NE	2	M.A. Research Seminar
			<b>OR</b>		
Electives & Approved Substitutions (8-11)			RES 690NE	2	Thesis Research
<i>Select any courses from NES Catalog</i>			<b>AND</b>		
			--- 699NE	3	M.A. Thesis (BIB / HST / MIN / PSF / SOC / THE

## Master of Arts in Transformational Leadership - 53 credits

First Year (18 Credits)			
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)		Biblical Worldview, The Biblical Era, Intro to PSF I	
CMC 500NE (0)		Theological Writing I	
And one of the following:			
BIB 512 (2) and BHT 512NE (6.5) & PSF 512NE (.5)		Biblical Exegesis I, The Formative Era, Intro to PSF II	
BIB 513 (2) and BHT 513NE (6.5) & PSF 513NE (.5)		Biblical Exegesis II, The Reformation Era, Intro to PSF III	
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)		Biblical Exegesis III, The Modern & Postmodern Era, Intro to PSF	
Second Year and Two Summers (35 Credits)			
Personal and Spiritual Formation (3)		Leadership Enhancement Electives (6)	
PSF 612NE	3 Spiritual Formation (Fall)	MIN 623NE	2 Church Administration
Transformational Leadership Foundational Courses (13)		MIN 652NE	2 Navigating the Minefield of Conflict
BIB 772NE	2 Scriptural Models of Leadership	MIN 654NE	2 Fund. of Finance for Ministers & Churches
BUS 510NE	2 Org. Diagnosis and Change Management	MIN 668NE	2 Willow Creek Leadership Summit
BUS 536NE	2 Human Resource Development	MIN 671NE	2 Equipping the Laity
MIN 620NE	3 Fundamentals of Transf. Leadership	MIN 675NE	2 Congregational Renewal
MIN 626NE	2 Leadership Development	MKT 580NE	2 Integrated Marketing Communication
MIN 672NE	2 Strategic Planning for Churches & Non-Profits	SOC 623NE	3 Soc. Policy, Leadership & Commun Change
Supervised Ministry Internship (6)		Other Electives (5)	
MIN 731NE	3 Field Education I	<i>Select any courses from NES Catalog</i>	
MIN 732NE	3 Field Education II	Integration Seminar (2)	
		MIN 691NE	2 Leadership Integration Seminar

## Master of Arts in Theology and Social Justice - 52 credits

First Year (18 Credits)			
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)		Biblical Worldview, The Biblical Era, Intro to PSF I	
CMC 500NE (0)		Theological Writing I	
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)		Biblical Exegesis III, The Modern & Postmodern Era, Intro to PSF	
Second Year and Two Summers (34 Credits)			
Personal and Spiritual Formation (6)		Social Ethics and Justice Core (11)	
PSF 611NE	3 Pastoral Formation (Spring)	SOC 623NE	3 Soc. Policy, Leadership & Commun Change
OR PSF 612NE	3 Spiritual Formation (Fall)	SOC 625NE	3 Foundations in Christian Social Ethics
AND PSF 623NE	3 Social Justice and Spirituality	Select from the following (5 credits):	
Theological Studies (7)		BIB/SOC 621	2 OT Prophets' Cry for Justice
HST 710NE	2 Life and Ministry of Martin Luther King Jr.	BIB/SOC 642	3 Jesus and the Poor: Bib. Perspective Econ.
THE 621NE	2 A Theology of Env. Stewardship	HST 650NE	3 Women in Church History
THE 623NE	2 World Religions - N. America	SOC 655NE	2 Violence Against Women
THE 640NE	2 Theology of World Missions	Other Electives (4)	
THE 700NE	3 Theology of the Cross	MIN 646NE	2 Disability Awareness
THE 702NE	3 History of Christian Love	MIN 647NE	2 Ministry to the Dying & Bereaved
THE 715NE	2 The Openness of God Debate	MIN/SOC 649	2 Contemporary Ethical Issues
THE 724NE	3 Life and Theology of Martin Luther	MIN 650NE	2 Bioethics and Ministry in the 21st Century
THE 726NE	3 Wesleyan Theology	MIN 664NE	2 Multicultural Worship
THE 729NE	3 Fundamentalism & Modernism	MIN 669NE	2 Globalization and Local Church Missions
THE 731NE	2 Suffering, Pain and Evil	MIN 670NE	2 Prison Ministries
THE/SOC 732NE	3 The Life, Theology, & Ethics of Dietrich	MIN 672NE	2 Strategic Planning for Churches & Nonprofits
THE 733NE	2 Sacramental & Liturgical Theology	Free Electives (3)	
THE 740NE	2 Theology of the City	<i>Select any courses from NES Catalog</i>	
Supervised Ministry Internship (3)			
MIN 731NE	3 Field Education I (in social justice)		

## Master of Divinity with Concentration in Theology and Social Justice - 92 credits

First Year (18 Credits)				
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)		Biblical Worldview, The Biblical Era, Intro to PSF I		
CMC 500NE (0)		Theological Writing I		
BIB 512 (2) and BHT 512NE (6.5) & PSF 512NE (.5)		Biblical Exegesis I, The Formative Era, Intro to PSF II		
Second Year (18 Credits)				
BIB 513 (2) and BHT 513NE (6.5) & PSF 513NE (.5)		Biblical Exegesis II, The Reformation Era, Intro to PSF III		
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)		Biblical Exegesis III, The Modern & Postmodern Era, Intro to		
Third and Fourth Years (56 Credits Remaining)				
Personal and Spiritual Formation (6)		Public Ministerial Leadership (10)		
PSF 611NE	3	Pastoral Formation ( <i>Spring</i> )	MIN 621NE 2	Worship Leadership
<b>OR</b> PSF 612NE	3	Spiritual Formation ( <i>Fall</i> )	MIN 623NE 2	Church Administration
<b>AND</b> PSF 623NE	3	Social Justice and Spirituality	MIN 624NE 2	Pastoral Care
Preaching (3)			MIN 625NE 2	Evangelism and Discipleship
MIN 629NE	3	Lectionary Preaching ( <i>Spring</i> )	MIN 626NE 2	Leadership Development
MIN 630NE	3	Expository Preaching ( <i>Fall</i> )	MIN 627NE 2	Interpreting the Scriptures
Supervised Ministry Internship (12) (at least 3 credits in social			MIN 628NE 2	Teaching Doctrine
MIN 731NE	3	Field Education I	SOC 6---NE 2/3	Social Ethics Elective
MIN 732NE	3	Field Education II	Theology and Social Justice Foundational Courses (6)	
MIN 733NE	3	Field Education III	SOC 623NE 3	Soc Policy, Leadership & Comm Change
MIN 734NE	3	Field Education IV	SOC 625NE 3	Foundations in Christian Social Ethics
CPE Transfer Credit			Theological Studies Electives (3-4)	
Biblical Language (3)			HST 710NE 2	Life and Ministry of Martin Luther King Jr.
GRK 510NE	3	Biblical Greek ( <i>Summer</i> )	THE 621NE 2	A Theology of Env. Stewardship
HEB 510NE	3	Biblical Hebrew	THE 623NE 2	World Religions - N. America
Theology and Social Justice Electives (5-6)			THE 640NE 2	Theology of World Missions
BIB/SOC 621NE	2	OT Prophets' Cry for Justice	THE 700NE 3	Theology of the Cross
BIB/SOC 642NE	3	Jesus & the Poor: Bib Perspective Econ	THE 702NE 3	History of Christian Love
HST 650NE	3	Women in Church History	THE 715NE 2	Openness of God Debate
SOC 655NE	2	Violence Against Women	THE 724NE 3	Life & Theology of Martin Luther
			THE 726NE 3	Wesleyan Theology
Other Electives (3-5)			THE 729NE 3	Fundamentalism & Modernism
<i>Select any courses from NES Catalog</i>			THE 731NE 2	Suffering, Pain and Evil
			THE 732NE 3	The Life, Theology & Ethics of Dietrich
Capstone (3)			THE 733NE 2	Sacramental & Liturgical Theology
MIN 790NE	3	M.Div. Integration Seminar	THE 740NE 2	Theology of the City

## Master of Divinity with Concentration in Transformational Leadership - 92 credits

First Year (18 Credits)			
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)		Biblical Worldview, The Biblical Era, Intro to PSF I	
CMC 500NE (0)		Theological Writing I	
BIB 512 (2) and BHT 512NE (6.5) & PSF 512NE (.5)		Biblical Exegesis I, The Formative Era, Intro to PSF II	
Second Year (18 Credits)			
BIB 513 (2) and BHT 513NE (6.5) & PSF 513NE (.5)		Biblical Exegesis II, The Reformation Era, Intro to PSF III	
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)		Biblical Exegesis III, The Modern & Postmodern Era, Intro to	
Third and Fourth Years (56 Credits Remaining)			
Personal and Spiritual Formation (6)		Public Ministerial Leadership (10)	
PSF 611NE	3	Pastoral Formation ( <i>Spring</i> )	MIN 621NE 2
PSF 612NE	3	Spiritual Formation ( <i>Fall</i> )	MIN 623NE 2
Preaching (3)		MIN 624NE	2
MIN 629NE	3	Lectionary Preaching ( <i>Spring</i> )	MIN 625NE 2
MIN 630NE	3	Expository Preaching ( <i>Fall</i> )	MIN 627NE 2
Supervised Ministry Internship (12)		MIN 628NE	2
MIN 731NE	3	Field Education I	SOC 6---NE 2/3
MIN 732NE	3	Field Education II	<b>Leadership Electives (4)</b>
MIN 733NE	3	Field Education III	BUS 510NE 2
MIN 734NE	3	Field Education IV	BUS 536NE 2
CPE Transfer Credit		MIN 623NE	2
Biblical Language (3)		MIN 652NE	2
GRK 510NE	3	Biblical Greek ( <i>Summer</i> )	MIN 654NE 2
HEB 510NE	3	Biblical Hebrew	MIN 668NE 2
Transformational Leadership Foundational Courses (9)		MIN 671NE	2
BIB 772NE	2	Scriptural Models of Leadership	MIN 675NE 2
MIN 620NE	3	Fundamentals of Transf. Leadership	MKT 580NE 2
MIN 626NE	2	Leadership Development	SOC 623NE 3
MIN 672NE	2	Strategic Planning for Churches & Non-Profits	
Other Electives (6)		Capstone (3)	
<i>Select any courses from NES Catalog</i>		MIN 790NE	3
		M.Div. Integration Seminar	

## Master of Divinity with Concentration in Spiritual Formation - 92 credits

First Year (18 Credits)					
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)		Biblical Worldview, The Biblical Era, Intro to PSF I			
CMC 500NE (0)		Theological Writing I			
BIB 512 (2) and BHT 512NE (6.5) & PSF 512NE (.5)		Biblical Exegesis I, The Formative Era, Intro to PSF II			
Second Year (18 Credits)					
BIB 513 (2) and BHT 513NE (6.5) & PSF 513NE (.5)		Biblical Exegesis II, The Reformation Era, Intro to PSF III			
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)		Biblical Exegesis III, The Modern & Postmodern Era, Intro to			
Third and Fourth Years (56 Credits Remaining)					
Personal and Spiritual Formation (6)			Public Ministerial Leadership (12)		
PSF 611NE	3	Pastoral Formation ( <i>Spring</i> )	MIN 621NE	2	Worship Leadership
PSF 612NE	3	Spiritual Formation ( <i>Fall</i> )	MIN 623NE	2	Church Administration
Preaching (3)			MIN 624NE	2	Pastoral Care
MIN 629NE	3	Lectionary Preaching ( <i>Spring</i> )	MIN 625NE	2	Evangelism and Discipleship
MIN 630NE	3	Expository Preaching ( <i>Fall</i> )	MIN 626NE	2	Leadership Development
Supervised Ministry Internship (12)			MIN 627NE	2	Interpreting the Scriptures
MIN 731NE	3	Field Education I	MIN 628NE	2	Teaching Doctrine
MIN 732NE	3	Field Education II	SOC 6---NE	2/3	Social Ethics Elective
MIN 733NE	3	Field Education III	Spiritual Formation Foundational Courses (8)		
MIN 734NE	3	Field Education IV	PSF 623NE	3	Social Justice & Spirituality
CPE Transfer Credit			PSF 652NE	2	Calling and Vocation
Biblical Language (3)			PSF 653NE	3	History of Christian Spirituality
GRK 510NE	3	Biblical Greek ( <i>Summer</i> )	Spiritual Formation Electives (4)		
HEB 510NE	3	Biblical Hebrew	HST 650NE	3	Women in Church History
Other Electives (5)			PSF 615NE	2	Faith Development
<i>Select any courses from NES Catalog</i>			PSF 620NE	2	Use of Scripture in Meditation & Prayer
			PSF 621NE	2	Introduction to Spiritual Direction
			PSF 622NE	2	Metaphor, Image, and Story
			PSF 655NE	2	Celtic History and Spirituality
Capstone (3)			PSF 685NE	2	Topics in Contemp. Christian Spirituality
MIN 790NE	3	M.Div. Integration Seminar			

## Master of Divinity with Concentration in Biblical Interpretation for Preaching and Teaching - 92 credits

First Year (18 Credits)				
BIB 511 (2) and BHT 511NE (6.5) & PSF 511NE (.5)		Biblical Worldview, The Biblical Era, Intro to PSF I		
CMC 500NE (0)		Theological Writing I		
BIB 512 (2) and BHT 512NE (6.5) & PSF 512NE (.5)		Biblical Exegesis I, The Formative Era, Intro to PSF II		
Second Year (18 Credits)				
BIB 513 (2) and BHT 513NE (6.5) & PSF 513NE (.5)		Biblical Exegesis II, The Reformation Era, Intro to PSF III		
BIB 514 (2) and BHT 514NE (6.5) & PSF 514NE (.5)		Biblical Exegesis III, The Modern & Postmodern Era, Intro		
Third and Fourth Years (56 Credits Remaining)				
Personal and Spiritual Formation (6)		Public Ministerial Leadership (12)		
PSF 611NE	3	Pastoral Formation ( <i>Spring</i> )	MIN 621NE 2	
PSF 612NE	3	Spiritual Formation ( <i>Fall</i> )	MIN 623NE 2	
Preaching (5)		MIN 624NE 2	Pastoral Care	
MIN 629NE	3	Lectionary Preaching ( <i>Spring</i> )	MIN 625NE 2	
<i>or</i> MIN 630NE	3	Expository Preaching ( <i>Fall</i> )	MIN 626NE 2	
<i>and</i> MIN 723NE	2	Advanced Seminar in Biblical Preaching	MIN 628NE 2	
Supervised Ministry Internship (12)		SOC 6---NE 2/3	Social Ethics Elective	
MIN 731NE	3	Field Education I	Biblical Studies Foundational Courses (8)	
MIN 732NE	3	Field Education II	MIN 627NE 2	Interpreting the Scriptures
MIN 733NE	3	Field Education III	Bib. Exegesis Course (3) Consult list of qualifying courses	
MIN 734NE	3	Field Education IV	Bib. Theology Course (3) Consult list of qualifying courses	
CPE Transfer Credit		Biblical Language (6)		
Biblical Studies Electives (4)		GRK 510NE 3	Biblical Greek ( <i>Summer</i> )	
<i>Select from BIB courses from NES Catalog</i>		HEB 510NE 3	Biblical Hebrew	
		GRK 595NE 3	Independent Study <b>OR</b>	
Capstone (3)		<i>or</i> GRK 610NE	NT Readings	
MIN 790NE	3	M.Div. Integration Seminar	HEB 595NE 3	Independent Study in Hebrew

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## COURSE DESCRIPTIONS

To determine which courses are required for a particular program, please refer to the Degree Requirements section of this catalog and the program check sheets available on the NES website and NES eBoard. To determine when individual courses are typically offered, please refer to the course rotation sheet on the NES eBoard or contact the coordinator of academic planning at 585.594.6497.

*[Please note: Core courses are designated as such on the course code line. They may only be taken as part of the Core sequence. While students are permitted to take Core components one at a time (on a part-time basis) students must complete all components of a given level before proceeding to a higher-numbered Core course. For example, all 511 components (BHT/PSF 511NE and BIB 511NE) must be completed before progressing to any 512 component. It is also important to note that the BHT and PSF components of a given level must always be taken simultaneously.]*

### ART, CULTURE, AND THEOLOGY (ACT)

#### **ACT 511—514NE (Core Course)**

##### **Intersecting Art and Theology**

**Credits: 0**

This series of four lectures is part of the Core curriculum and as such is presented as part of each of the BHT courses, BHT 511—514NE. Each lecture is accompanied by slides to provide an artistic and cultural context to the seminarian's studies. The presentations seek to add a multi-sensory dimension to the learning process of church history by giving attention to the ways and means the Church has expressed its theology through the arts.

#### **ACT 695NE**

##### **Independent Study in Art, Culture, and Theology**

**Credits: 1—3**

Through self-selected studies, the student is given the opportunity to investigate the media the Christian Church has employed throughout different cultures and times to give visual expression to faith and belief. Students may also use this course to develop their own artistic expressions of Christian theology.

*[Prerequisite: advisor and faculty approval required]*

### BIBLE, HISTORY, AND THEOLOGY (BHT)

#### **BHT 511NE (Core course)**

##### **The Biblical Era: Evangelism, Missions, and Church Growth**

**Credits: 6.5—9**

This course involves an in-depth study in the biblical record of the first century Church. Significant time is spent in the Old Testament, as well as the New Testament. Special attention is given to evangelism, missions, and church growth, as distinguishing features of this era of church history.

*[Corequisite: must be taken with PSF 511NE]*

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**BHT 512NE (Core course)****The Formative Era: Controversy and Politics in the Church****Credits: 6.5—9**

This course mines the rich resources of the patristic and medieval eras of the Church's history. During the patristic era, the Church—working with the resources of the biblical era—clearly defined Christian doctrine in subjects such as: the nature of God and the Trinity, Jesus Christ, creation, human nature, and salvation (cf. Apostles' Creed); the basic Christian pattern of living; and the structure of the church, worship, the ordained ministry, membership and church discipline. The medieval era saw additional developments in ecclesiastical policy and restatements of doctrine after recovery of Aristotle's works.

*[Prerequisite: successful completion of BHT/PSF 511NE and BIB 511NE]*

*[Corequisite: must be taken with PSF 512NE]*

**BHT 513NE (Core Course)****The Protestant Era: Reformation and Revival in the Church****Credits: 6.5—9**

This course studies the Church in the tumultuous 16<sup>th</sup>—18<sup>th</sup> centuries, which led up to the modern era. During the Protestant Reformation and Great Awakening, the Christian Church experienced massive upheavals as it wrestled with the doctrine of salvation. Many new denominations and movements emerged as the contestants joined battle and reached differing views on such issues as: the way in which people become Christians; the manner in which Christians are to live; and the nature of the true Church in polity, the sacraments, public worship, and the ordained ministry and mission.

*[Prerequisite: successful completion of BHT/PSF 511NE, BIB 511NE and, if your program requires it, BHT/PSF 512NE and BIB 512NE]*

*[Corequisite: must be taken with PSF 513NE]*

**BHT 514NE (Core Course)****The Modern and Postmodern Era: The Church in an Age of Science, Technology, and Secularization****Credits: 6.5—9**

This course surveys the history and theology of Christianity in the 19th and 20th centuries. Specific attention is given to the prominent theologians, theological movements, and the ecclesiastical developments of the modern and postmodern eras. This course exposes the student to contemporary theories of biblical interpretation, the impact of social location on theology, and problems of religious pluralism and secularization.

*[Prerequisite: successful completion of BHT/PSF 511NE, BIB 511NE and, if your program requires it, BHT/PSF 512NE, BIB 512NE, BHT/PSF 513NE, and BIB 513NE]*

*[Corequisite: must be taken with PSF 514NE]*

## **BIBLICAL STUDIES (BIB)**

**BIB 511NE (Core course)****Biblical Worldview****Credits: 2**

The Scriptures of the Old and New Testaments embody a distinctive worldview or vision of life that communicates God's intentions for humanity and the cosmos, stretching from creation to eschaton. This

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worldview is interwoven into the warp and woof of Scripture, but is especially communicated through the overarching story told in its pages, which provides the non-negotiable framework that should guide the church in living out its mission. This course explores the unity of the biblical worldview and helps students engage in theological reflection on key moments of its narrative unfolding, with implications for Christian living in the contemporary world. Our theological reflections will intentionally interact with counter-tendencies in the church and society that present challenges to embodying this worldview. This course will also explore how a solid grasp of the foundational biblical vision of reality helps equip church leaders to become better interpreters of Scripture, a skill central to the pastoral vocation.

**BIB 512NE (Core course)**

**Biblical Exegesis I**

**Credits: 2**

This course introduces students to responsible interpretation (or “exegesis”) of the Bible (both Old and New Testaments). It focuses on hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context, to understand its message for today. Focus will be placed on a variety of biblical texts as case studies in exegesis, many of which will be chosen for their relevance to BHT 512NE. Significant attention will also be paid to the process of researching and writing an exegesis paper as a basis for teaching and preaching in the church. This is the first in a sequence of three Biblical Exegesis courses.

*[Prerequisite: successful completion of BHT/PSF 511NE and BIB 511NE]*

**BIB 513NE (Core course)**

**Biblical Exegesis II**

**Credits: 2**

Building on BIB 512NE, this course provides students with further opportunities to grow in responsible interpretation (or “exegesis”) of the Bible (both Old and New Testament). It focuses on hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context, to understand its message for today. Focus will be placed on a variety of biblical texts as case studies in exegesis, many of which will be chosen for their relevance to BHT 513NE. Significant attention will also be paid to the process of researching and writing an exegesis paper as a basis for teaching and preaching in the church.

*[Prerequisite: successful completion of BHT/PSF 511NE, BIB 511NE, and, if your program requires it, BHT/PSF 512NE, BIB 512NE]*

**BIB 514NE (Core course)**

**Biblical Exegesis III**

**Credits: 2**

Building on BIB 512NE and BIB 513NE, this course provides students with further opportunities to grow in responsible interpretation (or “exegesis”) of the Bible (both Old and New Testament). It focuses on hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context, to understand its message for today. Focus will be placed on a variety of biblical texts as case studies in exegesis, many of which will be chosen for their relevance to BHT 514NE. Significant attention will also be paid to the process of researching and writing an exegesis paper as a basis for teaching and preaching in the church.

*[Prerequisite: successful completion of BHT/PSF 511NE, BIB 511NE, and, if your program requires it, BHT/PSF 512NE, BIB 512NE, BHT/PSF 513NE, and BIB 513NE]*

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**BIB 600NE****Creation, Call, and Covenant: Studies in Genesis****Credits: 2**

This course is designed to immerse the student in a literary, historical, and theological analysis of selected passages in the first book of the Hebrew and Christian Bible. Special attention is given to exploring the significance of the Genesis narratives for the contemporary Church. While the class sessions are based primarily on the English text, students wishing to pursue the Hebrew text are given the opportunity to do so.

**BIB 601NE****Hebrew Worship and Wisdom Literature****Credits: 2**

This course explores the Psalms and the Wisdom Literature of the Old Testament (Proverbs, Job and Ecclesiastes), with a special focus on the spirituality of lament (also known as complaint or protest). This course will be attentive to the rootedness of this literature in human life experience, its role in the biblical canon, and its contemporary relevance for Christian faith, life and theology.

**BIB 605NE****History of Israel****Credits: 2**

It is impossible to understand fully or properly interpret the Holy Scriptures without some grasp of the flow of biblical history. This course, which is only a survey, will march chronologically through this grand story, beginning with the patriarchs of Genesis and concluding with the disastrous second war of Judea with Rome in A.D. 132—135. Topics such as the geography, politics, cultural influences, and economics associated with this history will be considered. Through this means, the goal is to understand the “settings” for the great theological contributions of the scriptural authors.

**BIB 606NE****Leadership and Power: Studies in I and II Samuel****Credits: 3**

An in-depth study of I and II Samuel, which contains some of the most exquisite prose narrative in the Hebrew Bible, and which chronicles the transition in Israel’s leadership from a tribal confederacy to a monarchy. This course will integrate close reading of the stories of Hannah, Samuel, Saul and David with critical reflection on implications for contemporary life, including issues of ethical leadership and the use of power in church and society.

**BIB 607NE****1 and 2 Kings****Credits: 3**

This course will examine the books from a rigorous historical perspective, but it will be constructed to find a “middle way”: the students and professor will together examine the theological trajectory of the books—especially the ways in which they point to their fulfillment, and Israel’s fulfillment, in Christ and his Church. The students will not simply be left with the stories, finally, as disparate units, but as narratives constructed—in their pre-Christian context—with tremendous theological sensitivity. A bridge will be made between the theological sensitivity and meaning of the Jewish writers and redactors on the one hand and, on the other

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hand, the historic Christian theological interpretations of these books. No reading knowledge of Hebrew will be required.

**BIB 615NE**

**The Wisdom Tradition**

**Credits: 2 or 3**

Israel and the Church have both cherished, within distinct limits, a “natural” mode of discovering some of God’s truth, and this is embodied in the Wisdom books. This course will examine the main stream of this theological “tradition” as it is reflected in selected portions of the Wisdom books from both Testaments and from intertestamental Judaism (Proverbs, Wisdom of Solomon, Ben Sirach, James).

**BIB 620NE**

**Introduction to the Minor Prophets**

**Credits: 2 or 3**

This course provides the student with a historical and theological introduction to the twelve books of the so-called prophetic voices found in the Old Testament. This course will attempt to assess what makes these witnesses so unique, compelling, and relevant, especially for the sacred work of preaching and pastoral ministry. The first half of the course will focus on Hosea and Amos, the two primary writings in this collection. The second half of the course will survey Joel, Obadiah, Jonah, Micah, Nahum, Habakkuk, Haggai, Zechariah, and Malachi (with emphasis on Habakkuk and Malachi).

**BIB 621NE**

**Old Testament Prophet’s Cry for Justice**

**Credits: 2**

This course examines the Old Testament prophets and their call for social justice. It offers opportunity for an in-depth examination of the prophets’ exhortations and teachings on God’s justice for the Israelite community. Particular attention is given to the Minor Prophets, including Amos, Hosea, and Micah. Reflection on this prophetic literature provides an opportunity to delineate the significance of the prophetic cry for justice for the Church today. This course is cross-listed as SOC 621NE.

**BIB 625NE**

**The Life and Writings of the Prophet Jeremiah**

**Credits: 3**

This course will examine the writings of the prophet Jeremiah who lived during tumultuous times. In his early years, he supported the great reform of King Josiah; however, after Josiah’s death and the return of Judah to its idolatrous ways, Jeremiah prophesied during the final years of the nation and its humiliating defeat by the Babylonians. From this historical matrix, the prophet declared truths that are timeless: the certain judgment of God, the inclination of humans to return to sinful ways, the agony of speaking for God among a people bent on doing evil, and the promise of God to establish a new covenant that will address human sinfulness.

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**BIB 630NE****Isaiah****Credits: 3**

This is a study of the book that has been called the fifth gospel and it will concentrate on three elements: the conditions of the eighth century BCE during which Isaiah spoke; the growth and the various theories about the development of the book of Isaiah; and the way Christians (and Jews) have read the book of Isaiah from the first century to the present, including attention to Messianic prophecies.

**BIB 635NE****Journeying with the Old Testament in a Postmodern World****Credits: 2**

The contemporary world, often referred to as “postmodern,” is the context where Christians are called to serve God today. The postmodern world with the intersection of conflicting values and worldviews can be a place of disorientation and suspicion. Likewise, many Christians find the Old Testament to be a complex and bewildering book, full of violence, distasteful laws, and archaic ideas. Many wonder about its relationship to the New Testament and what its value might be for those who desire to follow Christ. It is the premise of this course that understanding both the Old Testament and the postmodern world, in their full abrasive complexity, is essential for vibrant Christian discipleship and ministry today. Indeed, this course claims that the Old Testament (as part of Christian Scripture) provides indispensable pastoral resources for addressing the postmodern condition with the power and compassion of the Gospel.

**BIB 639NE****Apocalypse Now: Daniel and Revelation****Credits: 2**

This course will begin with a survey of apocalyptic literature, non-biblical as well as biblical (students will read selections from primary texts). A series of introductory lectures will explore the literary features, historical perspectives, and theological convictions typical of this literature. The centerpiece of the course will be an inductive study of the two major biblical apocalypses: Daniel (OT) and Revelation (NT). Various interpretations of these books will also be examined, as well as current uses of apocalyptic themes in both secular and Christian literature/theater/art/music. Some attention also will be given to the history and current status of predictions of the end times.

**BIB 640NE****The Gospel According to Saint Matthew****Credits: 3**

The Gospel according to Saint Matthew has been one of the two Gospel accounts most studied throughout church history, instructing millions of Christians on both the life of Jesus and his teaching. This course will briefly consider various topics of modern Gospel studies (the synoptic problem, redaction criticism, the Jesus Seminar). Its main focus, however, will be on Matthew itself. This course will look carefully at the evangelist’s account of Jesus’ infancy, the Sermon on the Mount, Jesus’ miracles, his directives to the Church for its mission, and Jesus’ crucifixion and resurrection. This course will also reflect on what classic Christian teachers (such as Saint John Chrysostom, Calvin, and Wesley) have believed Matthew teaches us.

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**BIB 641NE****The Jesus Seminar****Credits: 2**

The course will assess current approaches to the life of the historical Jesus, in the light of scholarship over the last three centuries, and in the context of the Church's scriptural and traditional affirmations over two millennia. Some prior acquaintance with the Synoptic tradition may be helpful, but students from various backgrounds will find a place in the course. N.T. Wright and M. Borg, in *The Meaning of Jesus*, offer a starting point for the discussion. (Borg is a leading scholar in the Jesus Seminar, and Wright was the professor's advisor at McGill University.)

**BIB 642NE****Jesus and the Poor: Biblical Perspectives on Economic Justice****Credits: 3**

Howard Thurman's question, "What, then, is the work of the religion of Jesus to those who stand with their backs against the wall?" is a perennial one. This course begins in the New Testament with a study of Jesus' relationship with the poor and his sayings regarding poverty, wealth, and discipleship. Topics also include exegeses on key biblical passages regarding economic justice in both the Old and New Testament and an examination of contemporary successes and failures of the local and global Christian Church to end economic oppression. The course explores the implications for applying a biblical ethic of justice to individual Christian discipleship and corporate church witness. This course is cross-listed as SOC 642NE.

**BIB 644NE****Gospel of John****Credits: 3**

Throughout the history of the Church, the unique character of St. John's Gospel has intrigued and inspired countless theologians, philosophers, historians, and believers. The poignant, specific, and three-dimensional character of the materials selected and the author's subtle and understated theological insights make for a rich meditative experience in Scripture study. This brief but substantive course will pay particular attention to two important aspects of the Gospel, while at the same time, demanding mastery of the basic content: (1) how the Gospel has been read and interpreted over the centuries by the Church; and (2) the sacramental orientation of the Gospel, which pervades its meaning. Reading the English text, lecture, and class discussion will be part of the weekly rhythm.

**BIB 646NE****Johannine Epistles****Credits: 3**

This careful review of the three Epistles of St. John will include serious exegetical and historical study of these short but important letters, along with serious consideration being given to the history of their interpretation in the Christian church. A reading knowledge of Greek is not required, but would certainly be helpful.

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**BIB 650NE****Romans****Credits: 3**

The Letter of Saint Paul to the Romans has been formative throughout church history. Its teaching shaped major emphases of such luminaries as Saint Augustine of the early Church, Calvin of the Reformation, Wesley of the Great Awakening, and Barth of the modern era. This course will focus upon why Paul wrote this letter to that church, its content, how great teachers (such as those named above and others) have understood and appropriated its message, and what it has to say to us in the 21<sup>st</sup> century.

**BIB 651NE****The Corinthian Church****Credits: 3**

The early Church at Corinth was deeply troubled. Distortions of fundamental Christian teaching, persons proud of their spiritual gifts, and blatantly sinful conduct challenged the Apostle Paul in an extraordinary way. This course will examine selected passages from his letters to the Corinthians in which he analyzes and responds to these errors. As a part of this examination, this study will also consider how great Christian teachers across the centuries have applied Paul's thoughts to similar problems that the Church has faced.

**BIB 652NE****Galatians****Credits: 2**

Some of the foundational questions of Christian faith and liberty are addressed by the Apostle Paul in this important epistle. The questions plaguing the early church about observance of the law or freedom in Christ are surprisingly contemporary. The professor will guide students in an historical and inductive examination of the book, which will lead to important theological conclusions that affect contemporary ministry.

**BIB 653NE****The Prison Epistles****Credits: 2**

The letters of the Apostle Paul to the churches of Philippi, Colossae, and Ephesus along with his personal letter to Philemon were written from prison, during his "mature" years; they are closely interconnected, historically and theologically. This course will begin with a scholarly introduction and careful reading of all four texts (in English translation but with reference to the Greek). The centerpiece of the course will be a thorough exposition of Colossians, with a twofold purpose in view: (1) to acquire an in-depth understanding of this letter, and (2) to present a model for expositing other biblical books and passages.

**BIB 675NE****The Pastoral Epistles****Credits: 2**

This course approaches Paul's letters to Timothy and Titus from a pastoral perspective. This course begins with a careful study of the NRSV text of these three letters, utilizing the inductive Bible study method. Next, it will explore how these books can inform an understanding and practice of ministry in the 21<sup>st</sup> century. The emphasis throughout will be practical, helping students apply these texts to their personal lives, and to specific ministry opportunities such as preaching, teaching, and exhorting. The role of Paul as a mentor will be

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explored, and the Pastoral Epistles will be considered as a model for engaging in similar mentoring relationships today.

### **BIB 680NE**

#### **Hebrews**

#### **Credits: 2**

Hebrews is a letter of exhortation (13:22) with profound theological contents; its intent is to awaken and strengthen lukewarm Christians. This course will include an inductive study of the text, a literary analysis of the parts as well as the whole, an exposition of the major theological themes, and an exploration of the exhortations for both first and 21<sup>st</sup> century believers. Special attention will be given to the problem of unforgivable sin. The ultimate goal is to prepare the Christian minister to present an exposition of Hebrews, in a preaching or teaching series.

### **BIB 695NE**

#### **Topics in Biblical Studies**

#### **Credits: 1—3**

This is an independent study course in which the student will, under the guidance of a professor, conduct an in-depth study of a biblical theme, collection of biblical books, or a single book. Typically this course is available to students during the second, third, and fourth years of study. The course may involve independent research, reflection papers, and classroom instruction.

*[Prerequisite: advisor and instructor approval required]*

### **BIB 699NE**

#### **MA Thesis in Biblical Studies**

#### **Credits: 3**

This course is a research option for M.A. students in the field of biblical studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (M.A. students who are approved for a thesis do not take MIN 690NE.)

*[Prerequisite: faculty approval] [Corequisite: must be taken in conjunction with RES 690NE]*

### **BIB 700NE**

#### **The Hermeneutics of Cultural Analysis**

#### **Credits: 2**

It's one thing to profess a belief in and an obedience to the Bible; it's quite another to know how to interpret and apply the Scriptures rightly in a complex world. This course uses William J. Webb's book *Slaves, Women and Homosexuals: Exploring the Hermeneutics of Cultural Analysis* as the central text. Together, the professor and students will ask the questions, "Which of the instructions from Scripture are still in force today exactly as they are articulated 'on the page' and why?" Taking the Scriptures related to slaves, women, and homosexuals as test cases, this course will investigate a "redemptive-movement hermeneutic" as a meta-framework for interpretation. It will explore how each of these three topics should be applied in the 21<sup>st</sup> century and then move on to ask the same questions of subjects rich in biblical data, but not covered by Webb's book.

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**BIB 772NE****Scriptural Models of Leadership****Credits: 2**

Forms of Christian leadership, though beginning within ancient Israel and the earliest Church, have continued to develop throughout the long history of the Church. The Scriptures themselves provide models and norms for the practice of Christian leadership. Applying these models and norms in contemporary culture presents significant challenges. This course will explore several topics in addressing those challenges: considering what the scriptural models and norms really are, understanding the emergence and rationale behind the various post-biblical models found in different Christian churches, determining the needs of present ministry context, and assessing gifts and graces in relation to both the scriptural models and present leadership setting.

## **BUSINESS (BUS)**

**BUS 510NE****Organizational Diagnosis and Change Management****Credits: 2**

This course examines the structural and environmental forces that influence management processes within organizations. Students will learn how to identify an organization's type, relative readiness for change, and appropriate intervention and change strategies. Issues examined include power and resistance, human motivation and behavior, intervention in systems, group dynamics, team building, and the creation of change-oriented cultures.

**BUS 536NE****Human Resource Development****Credits: 2**

This course gives students the opportunity to study the most recent thinking on building competitive advantage through human resource development in a seminar setting. An integrated portfolio of topic areas and the opportunity to present current, relevant strategies and resources in today's organizations are focused upon throughout the course.

## **WRITTEN COMMUNICATION (CMC)**

(For more advanced theological writing courses, see MIN 690NE and RES 690NE.)

**CMC 500NE (Core course)****Practicum in Theological Writing****Credits: 0**

The purpose of this course is to strengthen academic writing. The course will focus on grammar, mechanics, and style of scholarly discourse. Instruction will be provided to assist students in the reading of and comprehension of theological texts. Because students are co-enrolled in BHT 511NE (or another writing-intensive seminary course) the papers for that course will be evaluated and revised in CMC 500NE. All BHT 511NE students are required to enroll in this course. This course is open to all students.

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**CMC 501NE****Practicum in Theological Writing II****Credits: 0****\$200 Fee**

This course is designed to promote basic critical thinking skills for students who require additional assistance in reading and writing within a formal academic context. These skills will be practiced in tandem with course materials for BHT 512NE (or another writing-intensive seminary course) so that assignments for this course will contribute to the completion of assignments for BHT 512NE (or another credit-bearing course). Upon evaluation of student progress at the conclusion of CMC 500NE, some students may be required to enroll in CMC 501NE as a condition of their continued enrollment at NES.

## **BIBLICAL LANGUAGES: GREEK (GRK) AND HEBREW (HEB)**

**GRK 510NE****Biblical Greek****Credits: 3**

This course takes a unique approach to introducing New Testament Greek to those preparing for ministry in the 21<sup>st</sup> century. It utilizes an interactive CD (Greek Tutor) as a textbook and builds on the availability of other tools (e.g., BibleWorks) that provide users with lexical and parsing information on the Greek text of the New Testament. A basic assumption underlying this approach to the introduction of New Testament Greek is that the student's goal is not to teach Greek as a scholar, but to use it in the study of the New Testament as a minister. The focus in this course is on gaining a conceptual understanding of New Testament Greek.

**GRK 595NE****Independent Study in Greek****Credits: 3**

Students do reading or exegesis of Greek under the direction of a faculty member.

*[Prerequisite: advisor and instructor approval required]*

**GRK 610NE****New Testament Readings****Credits: 2**

This course is being offered via directed study. It presumes completion of GRK 510NE at the grade level of "A". It will focus primarily on a selection of readings in Greek texts, representing different NT authors and books. Continued expansion of Greek vocabulary is another primary objective. The course will also provide an introduction to available tools, including their use in reading the Greek NT, exegeting texts, and pursuing word studies.

**HEB 510NE****Biblical Hebrew****Credits: 3**

This course takes a unique approach to introducing Old Testament Hebrew to those preparing for ministry in the 21<sup>st</sup> century. It utilizes an interactive CD (Hebrew Tutor) as a textbook and builds on the availability of other tools (e.g., BibleWorks) that provide users with lexical and parsing information on the Hebrew text of the Old

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Testament. A basic assumption underlying this approach to the introduction of Old Testament Hebrew is that the student's goal is not to teach Hebrew as a scholar, but to use it in the study of the Old Testament as a minister. The focus in this course is to gain a conceptual understanding of Old Testament Hebrew.

#### **HEB 595NE**

##### **Independent Study in Hebrew**

**Credits: 3**

Students do reading or exegesis of Hebrew under the direction of a faculty member.

*[Prerequisite: advisor and instructor approval required]*

## **HISTORICAL STUDIES (HST)**

#### **HST 650NE**

##### **Women in Church History**

**Credits: 3**

This course explores the lives and roles of women throughout church history, including biblical history. It will examine historical and social contexts of various women identified as having an impact on theology, biblical interpretation, cultural influence, and social justice. Individual women's lives will be discussed in terms of their response to God's call, their commitment to the Christian faith, and their contributions to the overall Christian Church. Another goal of the course is to provide analysis of the methods and resources women in various times and cultures used to have their voices "heard." Students will be able to identify the diverse views of church leaders toward women's roles as this course examines the support, obstacles, and beliefs of the historical Church. The final course section focuses on the current status of women in the Church and reflection on global challenges for women in the 21<sup>st</sup> century.

#### **HST 655NE**

##### **Celtic History and Spirituality**

**Credits: 2**

This course explores the rich resources that Celtic history and spirituality offer for worship and spiritual formation. Celtic Christianity in Ireland and Britain, while an integral part of the larger Christian world, had its own distinctive character, which continues to influence the Church today. The Celtic Church was monastic and evangelistic, contemplative and engaged. Leaders such as Patrick, Brigid, Columba, Aidan, and Columbanus modeled and taught a way of life that was at once demanding and contagious. Pushing beyond romantic images, this course seeks to understand Celtic Christianity as it actually was, through primary sources and contemporary interpretation, in order to appreciate its culture, context, and contribution. The course will include examination of Celtic authors and interpreters such as David Adam, Pat Robson and Brendan O'Malley, exposure to significant organizations, including the Iona and Northumbria Communities, and an introduction to contemporary Celtic Christian music and art. This course is cross-listed as PSF 655NE.

#### **HST 695NE**

##### **Independent Study in Historical Studies**

**Credits: 1—3**

Under the guidance of a professor, the student pursues independent research in a specific topic of church history or historical theology.

*[Prerequisite: advisor and instructor approval required]*

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**HST 699NE****M.A. Thesis in Historical Studies****Credits: 3**

This course is a research option for M.A. students in the field of historical studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (M.A. students who are approved for a thesis do not take MIN 690NE.)

*[Prerequisite: faculty approval] [Corequisite: must be taken in conjunction with RES 690NE]*

**HST 700NE****Great British and American Preachers****Credits: 3**

Through the reading of primary sources (sermons) and secondary materials, this course will consider the theological perspectives, practical admonitions, and homiletical techniques of some of the great English-speaking preachers in our history. Preachers studied will include, but not be limited to, the following: John Wesley, George Whitefield, Jonathan Edwards, John Henry Newman, Charles Spurgeon, Lyman Beecher, Phillips Brooks, William Sloan Coffin, Harry Emerson Fosdick, John R.W. Stott, and Billy Graham.

**HST 710NE****Life and Ministry of Martin Luther King, Jr.****Credits: 2**

This course will survey the life and writings of Dr. Martin Luther King, Jr. Students will explore key words in King's sermons and writings (e.g., agape and beloved community) and consider terms of value used in assessing King's life and work. Concepts (e.g., personalism) that characterize King's theological social ethics will be discussed, and the interpretation of King's contributions in today's world. Special attention will be devoted to King's doctrine of God and how it influenced his social ethics. Using King's philosophy and contributions as benchmarks, students will be challenged to think about and examine the relevance of King's theological ethics for today and what it may mean within the context of their own ministry.

**HST 725NE****John Henry Newman: Preacher and Theologian****Credits: 3**

This is a readings course on representative sermons and theological writings of the great 19<sup>th</sup> century English preacher and theologian, John Henry Newman. Newman's works will be put into an historical context in order to view the development of his thinking, from his Anglican period through his mature Catholic period. In viewing this development, an appropriate cohesive thematic element students shall consider in this course will be his idea of the "development of doctrine."

**HST 727NE****Arminianism and Calvinism****Credits: 3**

This course will focus on the divergent views of Calvinism and Arminianism with significant readings in the primary texts they authored. The course will examine the overarching issues related to Calvinism and Arminianism from an historical, biblical, theological, and practical perspective. The issues will be presented in

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their clearest possible light in order that they might be discussed and examined with as much understanding and fairness as possible. Attention will also be given to how their successors interpreted and applied their teachings.

### **HST 728NE**

#### **Wesleyanism and Postmodernism**

##### **Credits: 3**

This course considers Wesleyan theology's promise to sustain "ancient-future faith" in a Church awash in a new millennium culture. Through selective appropriation and response to postmodern epistemologies, Wesleyan theology can nourish Christian faith as personal experience and overcome the "legacy of cognitive dissonance" that has eroded its vitality. Impacted by today's crisis of knowledge, the Wesleyan tradition serves as an exemplary model of theological renewal and relevance in the wake of modernism's collapse. The course explores contemporary Wesleyan theologians' conversation with process, liberation, and feminist theologies, as well as the contemporary ecumenical dialogue with Pentecostalism. More than a course on a particular tradition, this elective engages issues that critically impact all 21<sup>st</sup> century churches.

### **HST 730NE**

#### **Evangelical History and Theology**

##### **Credits: 3**

This course explores the history and theology of the evangelical movement from a variety of perspectives. First, the course engages the student in the problem of defining evangelicalism by examining diverse proposals regarding the nature of evangelical faith. Then, while focusing primarily on its diverse American expressions, the course offers an overview of evangelicalism's historical and theological roots. Included in this historical overview is a consideration of the issues of class, race, and gender within the context of American evangelicalism. Finally, participants in the course wrestle with the identification of evangelicalism's theological essentials and seek to discern present trajectories that may define the nature of evangelicalism in the future.

## **MINISTRY (MIN)**

### **MIN 594NE**

#### **Doctrine, History and Polity of the United Methodist Church**

##### **Credits: 2**

Through self-directed study and classroom discussion, students will investigate the pertinent historical, theological, and governmental documents of the United Methodist Church. This course is designed to meet the ordination requirements for the United Methodist Church. Taught by denominationally-approved instructor.

### **MIN 595NE**

#### **Lutheran Theology and Practice**

##### **Credits: 4**

Through self-directed study and classroom discussion, students will investigate the pertinent historical, theological, and governmental documents of Lutheranism. This course is designed to meet the ordination requirements of the various branches of the Lutheran tradition (ECLA, MS, LCMC, etc.). Taught by denominationally-approved instructors.

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**MIN 596NE****History and Polity of the Free Methodist Church****Credits: 2**

Through self-directed study and classroom discussion, students will investigate the pertinent historical, theological, and governmental documents of the Free Methodist Church of North America. This course is designed to meet the ordination requirements for the Free Methodist Church.

**MIN 597NE****Doctrine, History, and Polity of the American Baptist Church****Credits: 2**

Through self-directed study and classroom discussion, students will investigate the pertinent historical, theological, and governmental documents of the American Baptist Church. This course is designed to meet the ordination requirements of the American Baptist Church. Taught by a denominationally-approved instructor.

**MIN 598NE****Doctrine, History, and Polity of the Nazarene Church****Credits: 2**

Through self-directed study and classroom discussion, students will investigate the pertinent historical, theological, and governmental documents of the Nazarene Church. This course is designed to meet the ordination requirements of the Nazarene Church. Taught by a denominationally-approved instructor.

**MIN 599NE****Doctrine, History, and Polity of the Presbyterian Church****Credits: 4**

Through self-directed study and classroom discussion, students will investigate the pertinent historical, theological, and governmental documents of the Presbyterian Church, PC (USA). This course is designed to meet the ordination requirements of the Presbyterian Church. Taught by a denominationally-approved instructor.

**MIN 620NE****Fundamentals of Transformational Leadership****Credits: 3**

This course explores the process by which God calls and prepares people for leadership and gives attention to the development of the inner life and character of an effective leader. The course will contribute to student's self-understanding and the identification and appreciation of personal and professional strengths. In addition, attention will be given to clarifying personal leadership vulnerabilities and developing a plan for life-long growth as a leader. Students will clarify their personal ministry values and priorities and reflect on the nature of ethical decision making in leadership. Beyond self-leadership, students will consider the fundamentals of transformational leadership including the principles of communication and the constructive use of criticism and resistance. Transformational theory will be presented and illustrated through the use of case studies.

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**MIN 621NE****Worship Leadership****Credits: 2**

This course examines the history, theology, and practice of Christian worship from an ecumenical perspective. It surveys major features of worship, including the Christian calendar, word and sacrament, the role of music, liturgical space, and occasional services. In addition to classical patterns, the course discusses contemporary trends in worship, including the liturgical renewal movement, charismatic and neo-Pentecostal influences, and the seeker-service movement. The aim of the course is to guide the student in building a foundation for the ministry of worship planning and leadership.

**MIN 623NE****Church Administration****Credits: 2**

Resting on the classical concepts of church administration as “administry,” this course seeks to develop pastoral competencies for stewardship of the Church’s human and temporal resources. The course explores the biblical, historical, and theological roots of pastoral leadership. Course participants work on the development of skills in the areas of organizational management, congregational development, equipping for ministry, and mission planning.

**MIN 624NE****Pastoral Care****Credits: 2**

This course surveys the history, theology, and practice of the care of souls in the Christian tradition. Employing the analogy of a physician’s care for the physical body, the course seeks to develop proficiencies necessary in the pastor’s responsibility to care for the spiritual person. Among the issues explored, specific attention is given to pastoral visitation, spiritual direction, pastoral counsel, crisis ministries, care of the dying, and development of Christian community.

**MIN 625NE****Evangelism and Discipleship****Credits: 2**

This course explores the theory, strategy, and methodology of the Church’s ministry of evangelism. Discipleship is also explored in direct connection to its relationship with evangelism. The course seeks to develop an approach to evangelism that is a natural expression of the Christian faith, appropriate to its cultural context and rooted in the truth of Scripture. Evangelism methods may have changed over Church history, but the message has always stayed the same—rooted in God’s holy Word. Both Church systems of evangelism as well as individual opportunities will be explored in the light of theological truths as the class seeks to understand Christ’s Church and her responsibility and involvement in evangelism to our world.

**MIN 626NE****Leadership Development****Credits: 2**

Rooted in a Christological model of biblical servanthood, this course examines the pastoral role in the development of congregational leadership. Topics of study include personal leadership, team building, the

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development of reproducible systems, board and staff development, and the identification, training, empowering, and nurturing of the laity for ministry. The course explores strategies for achieving both missional faithfulness and organizational effectiveness in the life of the local congregation.

**MIN 627NE**

**Interpreting the Scriptures**

**Credits: 2**

Within the Holy Scriptures, we find the primary written witness to the revelation of God. Hence the Scriptures have, since the beginning of the Church, been read in public worship, studied in private devotion, and employed as the final authority in theological debate. This course will explore the place of the Scriptures in the life of the Church in several regards: as the primary written source of divine revelation, the methodologies employed by the historic Church and in modern critical studies, and the contemporary appropriation of the Scriptures in the life of the Church and of the Christian.

**MIN 628NE**

**Teaching Doctrine**

**Credits: 2**

This course introduces students to the teaching of doctrine in the pastoral work. Students will consider catechesis in various ecclesial settings: historical (the classical catechisms) and contemporary; children and adult; as well as in evangelism, membership, and nurture.

**MIN 629NE**

**Lectionary Preaching**

**Credits: 3**

The Lectionary, which follows the church year, is a helpful tool for both personal study and sermon preparation, covering a major portion of the Bible over a three-year period. This course will focus on using the Lectionary to the best advantage, understanding both its benefits and pitfalls. This course will address how to speak through the Lectionary to relevant topics in the culture and the Church. The act of preaching in the congregation lies at the core of what defines a pastor; therefore, pastors should continually seek ways to expand their preaching repertoire and develop their preaching skills. Each student will have the opportunity to preach at least once from Lectionary passages corresponding to the week he/she is assigned to preach. The focus will be placed on: sermon preparation and delivery; faithfulness to the biblical text(s); and relevancy in preaching.

**MIN 630NE**

**Expository Preaching**

**Credits: 3**

Expository preaching seeks to present sermons which are true to the message and form of a biblical passage, drawing their ideas from the biblical text itself; expository preachers typically work consecutively through a biblical book or section of a book. This course will trace the move from text to sermon and aid students in the study, shaping, and presentation of sermons which follow Scripture. Each student will preach at least once in class. The beginning stages of the class will examine the spiritual life of the minister, with a particular focus on prayer, and then move to the study and exegesis of individual biblical passages. The class will then study the

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transition from text to sermon, with special attention to the sermon having a form which fits the form of the biblical passage. The class will conclude with work on effective public presentation.

**MIN 641NE**

**Topics in Contemporary Ministries**

**Credits: 2 or 3**

This course will be offered periodically focusing on a variety of topics relevant to ministry in the 21<sup>st</sup> century. In addition, students may attend any number of national or regional church seminars with prior faculty approval. Students attending church seminars will contact a faculty member and do additional independent or classroom study to earn graduate credits. Prior approval required.

*[Prerequisite: by petition through advisor]*

**MIN 642NE**

**Topics in Contemporary Ministries: The Black Church and Community (Contemporary Perspectives)**

**Credits: 2**

Students are introduced to the state and status of the contemporary Black Church in relation to its history, the African American community, and its social institutions. The course will consider the changed role of the Black Church since the Civil Rights movement, and the developmental issues faced by the Black Church at the beginning of the 21<sup>st</sup> century. Students will explore the potential benefit of grafting practices of the Black Church into the social and worship life of European American congregations.

**MIN 645NE**

**Nurturing Healthy Families**

**Credits: 2 or 3**

This course focuses on understanding and ministering to families using a developmental life-cycle perspective. A model for ministry to families across the developmental life cycle will be constructed. Case studies will be examined and discussed in several class sessions. Attention will be focused on fostering healthy Christian families. Students will develop skills in mapping and analyzing families using genograms and home visitations. They will formulate strategies for ministering to families with common variations such as single parent, blended, and elderly families.

**MIN 646NE**

**Disability Awareness for Christian Ministers and Laypersons**

**Credits: 2**

This course will focus on the diverse needs of individuals living with disabilities, with an emphasis on how to improve awareness, accessibility, and inclusion at the local church or ministry level. Barriers which have their roots in historical, societal, and religious perceptions of inferiority will be analyzed for their intended or unintended consequences in society-at-large and particularly, within the Church. Topics will include: sensory impairments, mobility challenges, Christian education for individuals with different needs, ministering to those with mental illness, supporting parents of children with disabilities, and disability etiquette. Students will have the opportunity to analyze their own ministry setting for accessibility and write a feasible plan of improvement for at least one area of recognized need.

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**MIN 647NE****Topics in Contemporary Ministries: Ministry to the Dying and Bereaved****Credits: 2**

This course seeks to develop pastoral leadership skills to provide spiritual care to those experiencing loss and grief. The course focuses on the role of the minister in providing understanding, guidance, and support to children and young, middle, and senior adults. Strategies for helping people of all ages cope with loss and grief will be discussed. Cultural practices relative to funerals, graveside services, viewing, cremation, and hospital visitation will be explored. Participants will develop listening skills and the ability to interpret and use Scripture appropriately within the context of loss.

**MIN 648NE****Topics in Contemporary Ministries: Leadership for Church Growth****Credits: 2**

This course provides an understanding of how to lead churches according to size. The focus is on learning how small, middle-sized, and large churches operate, and how an effective leader functions in each of these settings. The topics studied include: the five levels of leadership; barriers to growth faced by small, middle-sized, and large churches and how to adjust one's leadership style as the church grows. The process of implementing change according to church size is also addressed. This course is designed to help a pastor grow as an effective leader as the church grows.

**MIN 649NE****Topics in Contemporary Ministries: Contemporary Ethical Issues****Credits: 2**

This course is designed to help those in, or entering ministry to understand better their own ethical perspective and apply it to significant ethical questions facing society today. Issues to be covered include: approaches to ethical decision making (both general and explicitly Christian), bioethical issues (reproductive technology, genetic screening, and physician-assisted suicide), social issues (pornography, sexual harassment), and business issues (job discrimination, capitalism). This course is cross-listed as SOC 649NE.

**MIN 650NE****Bioethics and Ministry in the 21<sup>st</sup> Century****Credits: 2**

Human cloning is very near. Healthcare rationing is an increasing reality. Comfort care for the dying increasingly hastens death. This course is designed to help those currently in, or entering ministry to understand better their own ethical perspective (their own general approach to ethical decision making) and how this perspective applies to bioethical tensions such as those mentioned above. Students will have the opportunity to prepare and present a detailed analysis of an ethical issue they perceive to be of particular social significance.

**MIN 651NE****Seeker-Sensitive Ministry: Evangelism in a Postmodern Culture****Credits: 2**

The course will focus on how to reach people for Jesus Christ in a postmodern, pre-Christian culture using culturally relevant biblical techniques that are working in cutting edge churches around the country. The three

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primary objectives of the course will be (1) learning what a culturally relevant ministry looks like, (2) learning the cultural tendencies of postmodern pre-Christians, and (3) learning how to take a church into a plan that is culturally relevant without killing the church in the process. The course will work on being unusually practical with direct ministry application immediately possible. The theme is that God wants the Church to be effective in the manner read about in the book of Acts. Many churches are, but many more can be.

#### **MIN 652NE**

##### **Navigating the Minefield of the Parish: Conflict in the Local Church**

###### **Credits: 2**

How should church leaders respond when a member, a sub-group, or the entire congregation “gets mad” at them? What should they do when members of the church or the staff are fighting among themselves? What can leaders do when the congregation gets upset with the ecclesiastical hierarchy outside the local church? The church leader’s role as referee, mediator, and conciliator will be examined in this seminar, as well as their personal involvement as participant or bystander, and (most importantly) as a faithful disciple of Jesus Christ.

#### **MIN 653NE**

##### **Developing Christian Community through Small Groups**

###### **Credits: 2**

Rooted in a biblical understanding of koinonia, this course examines the role of small groups in the local church today. Topics of study include the biblical foundations, the mission and philosophy, and the leading and organization of small groups. This course explores strategies for developing authentic community and empowering leaders through effective small groups in the local congregation.

#### **MIN 654NE**

##### **The Fundamentals of Finance for Ministers and Churches**

###### **Credits: 2**

This course is designed to help church administrators and those currently in (or entering) ministry understand the fundamentals of finance, an area of vulnerability for many ministers and churches. The process of developing personal and church budgets will be discussed. Proper procedures will be identified for handling monies, record keeping, controlling expenditures, and auditing. Available resources and tools for the management of both personal and church finances will be introduced. Students will be taught how to read and interpret financial statements. Each student will examine in-depth a specific ministry to understand the challenges of managing it financially and creating a financial plan and “balance sheet” for that ministry.

#### **MIN 656NE**

##### **Engaging the Mass Media: Strategies for Advancing Christian Perspectives**

###### **Credits: 2**

Are the news media unfair to Christians? Are reporters hostile to faith? Can men and women of God represent Christian values to readers, listeners, and viewers through communications media that are often viewed as secular and humanistic? This course seeks to guide the student in an understanding of news-media values and how Christians can gainfully represent their beliefs and actions through this critical medium. Students will learn skills in preparing for news-media engagements including editorial articles, media appearances, and one-on-one interviews. Designed to combine theory and practice, the course will focus on the development of a

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media-messaging strategy that effectively engages postmodern culture while advancing the priorities and principles of the Kingdom of God.

**MIN 657NE**

**Sacred Texts, Sacred Music**

**Credits: 2**

Well chosen songs and hymns for Christian worship make Scripture memorable, teach doctrine, interpret biblical texts, and provide a vocabulary of feeling for human religious experience. Choices for worship should emphasize the words which are sung rather than focusing primarily on details of musical style. This course provides a survey of Scripture and doctrine in texts for use in church singing in a variety of settings (classical, traditional, and contemporary) in light of the theology of worship. Examples also will illustrate theological considerations such as matching the text and music to the place of worship; maximizing participation in worship; using sacred music in spiritual formation, both for personal devotions and group study; and finding and incorporating lost resources in contemporary worship.

**MIN 658NE**

**Emerging and Postmodern Church**

**Credits: 2**

This course examines and evaluates the effects of the nebulous cultural mood/movement known as postmodernism on contemporary church life in general and the emerging church movement in particular. Students are given the opportunity to read major postmodern theorists (e.g., Derrida, Lyotard, Foucault, and Baudrillard) and assess the impact of their thought on well known 'emerging' authors (e.g., John Caputo, James K.A. Smith, Tony Jones, etc). Attention is given particularly to questions of truth, consumerism, doxology and mission.

**MIN 659NE**

**Tolkien's Lord of the Rings**

**Credits: 2**

At the beginning of the 21<sup>st</sup> century, Tolkien's works are enjoying renewed popularity. This course will examine *The Lord of the Rings* in light of other texts by Tolkien such as *The Silmarillion*; *The Tolkien Reader*; and *Letters of J. R. R. Tolkien* as well as secondary texts such as *Tolkien: A Biography by Humphrey Carpenter*; and *Tolkien: Man and Myth* by Joseph Pearce. The students will consider themes of good, evil, temptation, mercy, and redemption in Tolkien's writing, as well as biblical and mythological influences on his texts.

**MIN 660NE**

**Church Planting**

**Credits: 2**

Starting a new church isn't as simple as hanging a sign on the front of a building that says, "New church meets here: everyone is welcome!" The starting of a church that is truly effective requires a successful progression through well established stages of development (much like the child development process in the womb) and the careful development of key strategies and systems that allow the church to start and stay healthy. The course will provide a comprehensive primer on the preparation, the personnel, the principles, and the process of planting a church as well as examining what to expect and prepare for in the early years of the church. The

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course is not only vital for those considering involvement in or the starting of a new church, but it will help anyone desiring to restart or bring renewal to an established church.

**MIN 662NE**

**Effective Youth Ministry**

**Credits: 2**

This course will explore the foundations for building an effective youth ministry. Course material will address both the theoretical and practical issues involved in the construction of relevant, contemporary youth ministries. These include a theological understanding of youth ministry, the dynamics of cultural and congregational systems, and an overview of adolescence and faith development. Students will also consider the topics of meaningful youth programs, service learning as faith in action, resources for the journey, and care for the youth worker.

**MIN 663NE**

**Faith-Based Community and Economic Development**

**Credits: 2**

This course is designed to help ordained ministers, lay leaders, or those currently in (or entering) ministry understand the fundamentals of faith-based community and economic development. This is an arena of both opportunity and vulnerability for many ministers and churches. The process of developing nonprofit organizations will be discussed. Proper procedures will be identified for developing collaborative relationships with local, state, and federal organizations. Available resources and tools for establishing community development corporations will be introduced. Students will be taught how to create and manage resources from diverse funding sources. Each student will examine a specific ministry in-depth to understand the challenges of managing it, and to create a strategic and tactical plan for that church, ministry, or organization.

**MIN 664NE**

**Multicultural Worship**

**Credits: 2**

This course contains an in-depth look at the current trend of praise and worship which has crossed denominational and cultural boundaries in the body of Christ. It will review its theological and historical foundations, as well as its usefulness in multi-cultural worship settings. The course will provide training for effective worship leadership and for planning the praise and worship portion of the worship service. It will review the role of music in the worship service and provide practical worship experiences.

**MIN 665NE**

**Building a Leadership Legacy: Finishing Well from the Start**

**Credits: 2**

This course will explore the deep, positive influence of legacy on the Christian leader's ministry, from the start and through the transitions that will naturally follow. It will examine several examples in Scripture of how a legacy was cultivated, the essentials and dynamics of legacy today, and the development of strategies that will foster a vibrant legacy appropriate to each student's ministry.

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**MIN 667NE****The Fantasy Literature of Tolkien and Lewis****Credits: 3**

This course will look at fantasy works by both authors, and Tolkien's essay "On Fairy-Stories" will provide the critical context and language for the discussion of these works. Among Tolkien's works that will be examined are *The Fellowship of the Ring*; *Smith of Wootton Major*; and *Farmer Giles of Ham*. Among Lewis's works that will be studied are *The Lion, the Witch and the Wardrobe*; *The Great Divorce*; and *Till We Have Faces*. The students will examine the relationship between the Anglican and Roman Catholic churches during the first half of the 20<sup>th</sup> century and will consider themes of good and evil, temptation, mercy, and redemption in Tolkien's and Lewis's writings as well as biblical and mythological influences on their texts.

**MIN 668NE****Willow Creek Leadership Summit****Credits: 2**

Through directed study and attendance at the annual Willow Creek Leadership Summit Conference and post-summit class meetings, this course will provide exposure to core, cutting edge principles of leadership being practiced in modern culture and will facilitate a biblical and theological examination of each. Course reading assignments, instruction and dialog with the professor, and a major final paper will enable the students to critique current leadership styles and discern their appropriateness in Christian life and ministry.

*[Note: Willow Creek conference is usually scheduled in August, but students register for it as a fall course; registration at both Summit and NES required]*

**MIN 669NE****Globalization and Local Church Missions****Credits: 2**

This course will study globalization and the effects it has on missions in the local church. Globalization is having a direct impact on local church missions, both at home and abroad. As the world has become a "smaller" place, there is a greater need to develop diversity and ecumenical cooperation in doing missions. Globalization has created interdependencies of global communities, and the integration of macro economies has directly impacted countries by improving or weakening poverty stricken areas. This course examines the international dimensions of globalization (missions and evangelism), as well as the local dimensions (cultural awareness and human diversity).

**MIN 670NE****Prison Ministries****Credits: 2**

The main focus of this course will be on people confined to penal institutions. Specific attention will be given to the psychological and spiritual impact of incarceration. There will be a strong emphasis on the various approaches to and opportunities for ministry within the jail/prison setting, and to families who have a member in jail. Students also will explore what it means to do a partnering ministry, personally or as a team, with the body of Christ "behind the gates."

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**MIN 671NE****Equipping the Laity****Credits: 2**

One of the primary roles of church leaders is “to prepare God’s people for works of service” (Ephesians 4:12). The involvement of lay people in ministry is a crucial component in discipleship and should be a primary objective for ordained ministers. However, the reality is that pastors often find themselves overworked and frustrated by the lack of ministry involvement by their parishioners. On the other hand, many parishioners find themselves wishing they had more meaningful ministry opportunities. This course will work at developing a biblical view of ministry, a historical perspective on the roles of clergy and laity, and a contemporary approach to equipping the laity in the church. The goal is to help both ordained ministers and lay leaders recapture the rich and rewarding heritage of ministry that utilizes all God’s people.

**MIN 672NE****Strategic Planning for Churches and Nonprofit Organizations****Credits: 2**

This course reviews the reasons why churches and nonprofit organizations should embrace strategic planning as a way of improving their performance. It presents an effective strategic planning process that has been successfully used by leaders of nonprofit organizations. The course is comprised of a set of concepts, procedures, and tools that can help leaders enhance organizational achievement. Overall, the course is based on the premise that leaders of churches and nonprofit organizations must be effective strategists in order to fulfill their missions.

**MIN 673NE****Human Sexuality****Credits: 2 or 3**

This course is designed to help church leaders understand more fully normal and abnormal human sexual behavior and attitudes. The course will include both personal and ministerial applications. From a Christian psychological perspective the course will address individual sexuality, sexual addictions and temptations, homosexuality, and the theological implications of sexuality.

**MIN 674NE****Marriage and Family Counseling****Credits: 2**

This course will assist pastoral and lay leaders to identify counseling strategies that address marital and family conflict. Appropriate intervention includes learning the scope of clergy responsibilities and how to network with trusted and specialized community resources. Topics include: promoting newly married and step-family adjustment; dealing with adultery and divorce; recognizing and responding to domestic violence; treating addictions to drugs, alcohol and pornography; and coping with traumatic memories and loss.

**MIN 675NE****Congregational Renewal****Credits: 2**

This course explores steps that pastors can take to lead a congregation from maintenance to a missional focus. The course pre-supposes that renewal is a personal and corporate spiritual journey that leaders and

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congregations undertake in order to realize their full potential in God's redemptive work. The outlined approach to experiencing renewal is Biblical, systematic, and intentional. The course will cover topics such as clarifying a missional theology, developing a corporate identity, assessing organizational preparedness for change, cultivating a healthy congregational climate, building supportive relationships among leaders, focusing on redemptive outreach, preparing for change, and celebrating God's faithfulness.

The course will explore the current research on the status of the American church, noting commonly held variables among declining congregations and among those congregations that have experienced renewal. This compare and contrast approach will enable students to develop their own strategic plan to bring congregational members together for more effective outreach to their community.

#### **MIN 676NE**

##### **Pastoral Counseling**

##### **Credits: 2**

This course is designed for those engaged in counseling within a congregational setting or other ministry setting. It will explore the theological foundation for counseling, differences and similarities to clinical counseling, methodologies for change, goal setting and problem solving. Strategies for active listening, engaging special populations, and setting boundaries will also be investigated. The course's overall goal is to provide basic counseling skills and equip pastors in various settings that will give guidelines for conducting "helping interviews." In learning to counsel others, ministers will also be sensitized to their own woundedness and dependence on Christ for wholeness and healing.

#### **MIN 677NE**

##### **The Gospel and Our Culture: The Acts of the Apostles and the 21<sup>st</sup> Century Church**

##### **Credits: 2**

This course examines the book of Acts with particular application to ministry in the diverse populations of a contemporary urban center. The course begins with a focus on the words of Christ just prior to his ascension and their implication for the task of the Church. Guest ministers from the cities of Rochester and Buffalo, New York participate in panel discussion formats to focus the biblical text on the specific challenges of being the body of Christ and "making disciples" in the multicultural, international, spiritual populations of a contemporary North American urban context. While the focus of the course is on urban ministries, the readings have broad implications for ministry in any setting.

#### **MIN 690NE**

##### **Research Seminar**

##### **Credits: 2**

This course is designed to serve as the capstone to the M.A. degree. (M. Div. students may take it for elective credit.) It includes instruction in theological bibliography, research, and writing.

#### **MIN 691NE**

##### **MA Leadership Integration Seminar**

##### **Credits: 2**

This course serves as the capstone experience for the M.A. in Transformational Leadership program. Students will synthesize and apply what they have learned in the program by developing a comprehensive leadership

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strategy for their ministry settings. This strategy statement will include such key areas as theological foundations for leadership, self-leadership, strategic planning, leading change, team building and resource allocation. The presentation and discussion of these leadership documents will provide a collaborative learning experience at the culmination of the course.

#### **MIN 695NE**

##### **Independent Study in Christian Ministry**

**Credits: 1—3**

Under the guidance of a faculty member, the student is given the opportunity to investigate additional areas of Christian ministry – current and historical.

*[Prerequisite: advisor and faculty approval required]*

#### **MIN 699NE**

##### **M.A. Thesis in Ministry Studies**

**Credits: 3**

This course is a research option for M.A. students in the field of ministry studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (M.A. students who are approved for a thesis do not take MIN 690NE.)

*[Prerequisite: faculty approval] [Corequisite: must be taken in conjunction with RES 690NE]*

#### **MIN 723NE**

##### **Advanced Seminar in Biblical Preaching**

**Credits: 2**

This course is intended to enhance the communication skills of students who have had some experience in preaching. Topics of study include the development of sermons that are both biblical and relevant, creativity and clarity in preaching, effective delivery, special occasion preaching, and the life of the preacher. Designed as a practicum experience, this course will provide the student with opportunities for in-class presentation and critique.

#### **MIN 731NE, 732NE, 733NE, 734NE**

##### **Field Education**

**Credits: 3**

This sequence of four courses will provide the student with hands-on professional training from capable practitioners and educators. Students will develop professional understanding and competence in ministry. Each course provides time for on-site training, personal and peer-reflection, and classroom instruction. Personal and spiritual formation (faith-sharing groups) is a continuing aspect of field education. M.Div. students take all four courses (twelve credits) and are expected to complete placements in both a parish and non-parish setting. M.A. students take one (three credits) and choose a placement best suited for their intended ministry.

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**MIN 735NE****Cross-Cultural Social Work Course in China****Credits: 1—3**

In conjunction with the social work division of Roberts Wesleyan College, this course can be taken for 3 hours of credit or used for one unit of the field education requirement. During the 2-week trip to China, students will be ministering to orphaned children in a government run orphanage for a 5-day period, and then will go to Beijing to an American managed foster home. The goal of the course is learning about the plight of orphaned children in China, recognizing that the needs of orphaned children exceed the bounds of the United States. This is a life changing course in which classes bond together in Christian fellowship as they meet daily for devotions and debriefing. Students will be responsible for all additional travel costs and should plan accordingly through financial aid and/or personal means.

**MIN 736****Directed Studies in International Studies Program****Credits: 3**

This course is designed to facilitate students who wish to participate in opportunities to substitute a foreign studies/ministry tour for one unit of field education. Trips must be approved by the director of field education. The student is responsible for all travel costs and fees in addition to the tuition for this course. The director of field education will assign additional readings and course assignments per a directed studies "Application for Credit for Non-Classroom Course" form prior to the travel experience.

**MIN 790NE****Integration Seminar****Credits: 3**

This course is designed to serve as the capstone to the M.Div. degree. The goal is to conduct a review of the student's learning experience in the Core curriculum, required and elective courses, PSF program, and field education. The student's reflections and analysis are integrated into the preparation of a written ministry plan and professional portfolio. Additional goals: provide written and oral defense of the student's theological approach to identified ecclesiastical and ministerial concerns and issues; reflect on current and future financial planning; identify conflict management styles and learn adaptive methodology; reflect on personal and professional growth in the areas of community building, spiritual formation, and engagement with culture.

**MIN 799NE****M.Div. Thesis****Credits: 2—6**

This course is a research option for M.Div. students. When approved by NES faculty, it takes the place of M.Div. electives. Students will design a research project in some area of Christian ministry.

*[Prerequisites: faculty permission; offered in the third year of the M.Div. by petition only]*

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## PERSONAL AND SPIRITUAL FORMATION (PSF)

### PSF 511NE, 512NE, 513NE, 514NE (Core courses)

#### Introduction to Personal and Spiritual Formation

**Credits: 0.5 for each course (2 credits total)**

Interwoven throughout the period of the NES Core curriculum, these courses are designed to provide a theological, historical, and practical introduction to the resources and disciplines of formative Christian spirituality. In addition to exposure to classical materials through integrated readings in the Core curriculum, students will participate outside of class in a faith-sharing practicum, chapel programs, seminary retreats, and an individual formative assessment process.

[Prerequisite: see BHT511—514NE] [Corequisite: must be taken with BHT 511NE, 512NE, 513NE, 514NE]

### PSF 611NE

#### Pastoral Formation

**Credits: 3**

This course offers substantial exposure to the rich resources of the Christian tradition regarding the nature and practice of the pastoral calling. Among the issues explored are the spiritual and theological foundations of pastoral work, the discovery of a pastoral identity, the meaning of ordination, and the office and functions of the pastor. Building on a foundation of the central pastoral acts of prayer, Scripture reading, and spiritual direction, the course seeks to assist the student in the development of a method for ongoing theological reflection in ministry.

### PSF 612NE

#### Spiritual Formation

**Credits: 3**

This course addresses such questions as “what is spiritual formation, what dynamics are involved in Christian spiritual formation and, what makes it distinctly Christian in relation to other religious and ideological spiritualities in our world?” Based on van Kaamian’s *Formative Spirituality*, students develop a holistic appraisal framework that is conducive to and compatible with the Christian revelation. The course surveys classic Christian texts from a variety of Christian traditions throughout history to deepen appreciation for the rich and varied ways people experience knowing the Holy Trinity. Students engage in classic spiritual disciplines including: Scripture reading, reading Christian devotional texts, prayer, journaling, retreat, and shared communal worship and reflection. Through these means, students nurture attentiveness to the presence and work of God in their everyday lives. Students learn to identify dispositions to nurture intentionally as well as the specific obstacles to and facilitating conditions for nurturing these dispositions.

### PSF 615NE

#### Exploring Personal and Spiritual Faith Development

**Credits: 2**

Faith will be explored from a life cycle, developmental perspective, from infancy through senior adulthood. Autobiographical, theological, and theoretical perspectives will be examined. Students will narrate/map their own faith journeys. Strategies for facilitating faith development in the church setting will be discussed.

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**PSF 620NE****The Use of Scripture in Meditation and Prayer****Credits: 2**

The use of Scripture in meditation and prayer is key to both a close relationship with Jesus Christ and to a faithful ministry. John Wesley considered meditation upon Scripture and prayer like the air we breathe. He used Lectio Divina and journaling as the means by which he traced the movements of God in his life in order to “walk according to the Spirit.” The student will learn about and experience Lectio Divina, other prayer forms, and journaling in the course. Students will learn about the rich spiritualities which influenced Wesley and his life of prayer and ministry.

**PSF 621NE****Introduction to Spiritual Direction****Credits: 2**

Spiritual direction is one milieu in which we find another person of faith who will invite us to pay attention to our experiences and responses to God’s action in our daily lives. This course will provide a basic introduction to spiritual direction as well as an experiential understanding of what it is, what it is not, its benefits, and differences between it and pastoral counseling or clinical therapy. It will address the history and practice of spiritual direction as well as its place in 21<sup>st</sup> century spirituality.

**PSF 622NE****Metaphor, Image and Story: Apprehending the Gospel from the Creative Side of Our Nature****Credits: 2**

How do we nourish our imaginations? How should the Christian interact with the culture in which we live? Do we have sources of private delight? Have we ever seen Jesus through the membrane of another story? In this course, students will read Scripture and selected works in the literary canon. In addition to surveying some representative authors, the students will concentrate on an author of their choosing and write about how and why this author speaks to them. The course will also explore some of the ways the arts can be used to unlock the creative springs within us.

**PSF 623NE****Social Justice and Spirituality****Credits: 3**

This course is a study of the intersection of faith and social justice and relationship of the first two great commandments. Students will study relevant spiritual writings that include application to social justice and peacemaking. Included are readings by Henri Nouwen, Dorothy Day, Gustavo Gutierrez, Teresa of Avila, and others. The disciplines including prayer, simplicity, confession, and worship will be studied in relation to the Christian call to mission and creating social justice. Students will explore practical ways to live out the call of Jesus to worship God and love their neighbor.

**PSF 653NE****History of Christian Spirituality****Credits: 3**

History of Christian Spirituality is a survey course that approaches the topic of Christian spirituality for the viewpoint of various thematic expressions of lived Christian discipleship. A variety of thematic approaches to

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Christian spirituality will be overviewed and placed in dialog with both cultural dynamics and theological issues and assumptions. Students will interact with both primary and secondary texts in order to explore Christian spirituality themes, and will do in-depth research on one person of particular historical import in the history of Christian spirituality. Goals of the course include an increased appreciation of our shared Christian heritage, and increased ability to situate one's own Christian spiritual traditions within the broader Christian tradition, a recognition of the powerful dynamics of culture on expressions of Christian spirituality, and an ability to bring focal attention to theological assumptions of various Christian spiritual traditions.

**PSF 655NE**

**Celtic History and Spirituality**

**Credits: 2**

This course explores the rich resources that Celtic history and spirituality offer for individual worship and spiritual formation. Celtic Christianity in Ireland and Britain, while an integral part of the larger Christian world, had its own distinctive character, which continues to influence the church today. The Celtic church was monastic and evangelistic, contemplative and engaged. Leaders such as Patrick, Brigid, Columba, Aidan, and Columbanus modeled and taught a way of life that was at once demanding and contagious. Pushing beyond romantic images, this course seeks to understand Celtic Christianity as it actually was, through primary sources and contemporary interpretation, in order to appreciate its culture, context, and contribution. The course will include examination of Celtic authors and interpreters such as David Adam, Pat Robson and Brendan O'Malley, exposure to significant organizations, including the Iona and Northumbria Communities, and an introduction to contemporary Celtic Christian music and art. This course is cross-listed as HST 655NE.

**PSF 685NE**

**Topics in Contemporary Christian Spirituality**

**Credits: 2**

This is a seminar-style course that will explore one focused topic of contemporary importance to the Church as it relates to a holistic view of Christian spirituality (specific topics of focus will change from one semester to another). A central goal of the course will be for students to develop a theologically grounded and spiritually formative approach to the discernment of cultural dynamics that are forming their personal expressions of Christian spirituality and the spirituality of the contemporary Church as a whole. The course will give special attention to making focally aware what are often implicit formational dynamics in order to create a healthy environment of questioning, critiquing, and prophetically responding to sociohistoric currents in which we are immersed. Examples of topics on which the course might focus include: spirituality and technology; spirituality and issues of gender; spirituality and consumerism; or Christian spirituality as it encounters spiritual pluralism. (Course may be repeated if topic differs.)

**PSF 695NE**

**Independent Study in Personal Spiritual Formation**

**Credits: 0.5—3**

Through guided studies and spiritual readings, the student is given the opportunity to investigate additional or assigned areas of personal spiritual formation—current and historical.

*[Prerequisite: advisor and instructor approval required]*

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**PSF 699NE****M.A. Thesis in Personal and Spiritual Formation****Credits: 3**

This course is a research option for M.A. students in the field of personal and spiritual formation. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (M.A. students who are approved for a thesis do not take MIN 690NE.)

*[Prerequisite: faculty approval] [Corequisite: must be taken in conjunction with RES 690NE]*

## **RESEARCH METHODOLOGY (RES)**

(Also see MIN 690NE)

**RES 690NE****Thesis Research****Credits: 2**

This course is designed to introduce and guide the student through the thesis research process. Students will be exposed to research methodologies in the biblical, historical, theological, ethical, and ministry related disciplines.

*[Corequisite: must be taken in conjunction with a thesis course BIB/HST/MIN/PSF/SOC/THE 699NE]*

## **SOCIAL ETHICS (SOC)**

**SOC 621NE****Old Testament Prophets' Cry for Justice****Credits: 2**

This course examines the Old Testament prophets and their call for social justice. It offers opportunity for an in-depth examination of the prophets' exhortations and teachings on God's justice for the Israelite community. Particular attention is given to the Minor Prophets, including Amos, Hosea, and Micah. Reflection on this prophetic literature provides an opportunity to delineate the significance of the prophetic cry for justice for the Church today. This course is cross-listed as BIB 621NE.

**SOC 623NE****Social Policy, Leadership and Community Change****Credits: 3**

Creating social justice requires leadership skills and an understanding of the nature of the development of systems change. This course focuses on the history of social change movements, the development of social policy, and the role of the church in promoting justice in society. Students learn to recognize the roles of power and relational dynamics in the development of systemic struggles that ultimately lead to social policy and societal change. Students will have the opportunity to organize and implement a project that utilizes their leadership skills in the area of social justice in a local or larger community setting.

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**SOC 625NE****Foundations in Christian Social Ethics****Credits: 3**

This course is an introduction to the basic themes in Christian theology as they relate to contemporary social issues and public policy. The course provides a Christian global perspective that relates theology and ethics to ministry and service in the public realm. Topics include a survey of existing justice and moral theories that relate to cultural analysis and ministerial practice. Areas that will be explored include power, government, war, wealth and poverty, gender, and diversity. The goal is to provide students with both theological and ministerial tools to address important social issues in their churches, community, and larger society.

**SOC 642NE****Jesus and the Poor: Biblical Perspectives on Economic Justice****Credits: 3**

Howard Thurman's question, "What, then, is the word of the religion of Jesus to those who stand with their backs against the wall?" is a perennial one. This course begins in the New Testament with a study of Jesus' relationship with the poor and his sayings regarding poverty, wealth, and discipleship. Topics also include exegeses on key biblical passages regarding economic justice in both the Old and New Testament and an examination of contemporary successes and failures of the local and global Christian church to end economic oppression. The course explores the implications for applying a biblical ethic of justice to individual Christian discipleship and corporate church witness. This course is cross-listed as BIB 642NE.

**SOC 649NE****Topics in Contemporary Ministries: Contemporary Ethical Issues****Credits: 2**

This course is designed to help those in, or entering ministry to understand better their own ethical perspective and apply it to significant ethical questions facing society today. Issues to be covered include: approaches to ethical decision making (both general and explicitly Christian), bioethical issues (reproductive technology, genetic screening, physician-assisted suicide), social issues (pornography, sexual harassment), and business issues (job discrimination, capitalism). This course is cross-listed as MIN 649NE.

**SOC 655NE****Violence Against Women—Theological and Social Issues****Credits: 2**

This course addresses the problem of violence against women from a Christian theological perspective. Violence against women is defined in both legal and spiritual language that provides a description of the problem and a framework for addressing this important issue. The course will provide an analysis of current theories and practices. Topics include violence against women as an international human rights issue, the responsibility of the Church in its prophetic role to provide a response, and exploring the biblical basis for addressing this issue.

**SOC 695NE****Independent Study in Social Ethics****Credits: 1—3**

Under the guidance of a professor, the student pursues independent research in a specific social ethics topic.

*[Prerequisite: advisor and instructor approval required]*

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**SOC 699NE****M.A. Thesis in Social Ethics****Credits: 3**

This course is a research option for M.A. students in the field of social ethics. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (M.A. students who are approved for a thesis do not take MIN 690NE.)

*[Prerequisite: faculty approval] [Corequisite: must be taken in conjunction with RES 690NE]*

**SOC 732NE****Life, Theology, and Ethics of Dietrich Bonhoeffer****Credits: 3**

Dietrich Bonhoeffer was a significant 20<sup>th</sup> century theologian, pastor, prophet, and martyr. This course examines Bonhoeffer's response to Nazism from a historical and theological perspective. The primary areas of study include: a description and analysis of Bonhoeffer's hermeneutic and ethical reflections on the significance of his call to discipleship and on his perennial question, "Who is Christ for us today?" Readings include *Cost of Discipleship*; *Ethics*; *Letters and Papers from Prison* and other selected writings representing Bonhoeffer's theology and ethics. His spirituality will be examined during a day-long "Bonhoeffer retreat." This course is cross-listed as THE 732NE.

## THEOLOGICAL STUDIES (THE)

[Note: The integrated NES Core courses (BHT 511NE, 512NE, 513NE, 514NE) involve students in the study of biblical and systematic theology within each church age. See BHT course descriptions for further detail of theological studies content within the Core.]

**THE 620NE****An Introduction to Islam, Religion of Peace****Credits: 2**

One cannot understand the current conflicts in the Middle East without some understanding of Islam, one of the world's major religions. This course will introduce participating seminarians to the beliefs, practices, and rituals of this religion. It will include discussion of its foundations in Judaism, and introduce students to the writings of the Q'uran (assigned reading in this course will include select passages of the Q'uran). Contemporary issues will be examined in their relationship to the past.

**THE 621NE****A Theology of Environmental Stewardship****Credits: 2**

Since the publication of a highly influential paper in 1967, conventional wisdom has held that Christianity is largely responsible for the world's ecological problems. Environmental stewardship, however, is one of the central messages of the Bible. This course will examine worldwide ecological and environmental issues in the light of biblical texts and historic understandings of church doctrine (e.g., creation, the fall, stewardship/dominion, the sovereignty of God, the Incarnation, redemption, and eschatology). A biblical theology of the environment will be developed that will address issues of Christian responsibility for the care of the environment.

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**THE 622NE****Theology of the Body****Credits: 2**

Recent social and scientific developments challenge many in our congregations to understand the right use of the human body in the light of the Christian faith. This emerging discipline addresses issues such as describing the body as the site of experience; the significance of the “image and likeness of God”; insights into embodiment through the Incarnation; the theological significance of work; human sexuality; issues posed by medical technology; and the destiny of the body-person after death. This course will include Internet-based resources as well as readings from the consensual tradition.

**THE 623NE****World Religions in North America****Credits: 2**

This course addresses the dramatically altered religious landscape of North America in the 21<sup>st</sup> century, where Christianity exists alongside the newly attained prominence of other world religions. It will equip pastors and other church leaders to practice ministry and work cooperatively with community agencies in light of these changes. This course will briefly survey the history and teachings of these religions, and also address the relationship between Christ and other religions. A primary focus will be the impact of new immigrants on the North American religious context.

**THE 630NE****Introduction to Judaism****Credits: 2**

This course will examine Judaism as one of the great religions of the world. Though there are significant differences between Christianity and Judaism, students will understand the Christian faith much better when they have some grasp of Judaism. This course will explore such topics as the origins of Judaism in the post-exilic era, Judaism in the time of Jesus and the early Church, the full maturing of Judaism in the rabbinic era, and aspects of contemporary Judaism, including its various forms.

**THE 640NE****Theology of Missions****Credits: 2**

Discussions of ministry and Christian vocations today are often framed in an intercultural context, while many ecclesiologists emphasize the local/global aspect of the Church. These five classes are designed to help students identify the role of missions in their faith communities and their personal lives. Theologies for today’s world that impact all churches will be discussed, including the church as a mission, the local/global connection, and the importance of cultural contexts. By the end of the course, each student will articulate a personal theology of missions.

**THE 695NE****Independent Study in Theological Studies****Credits: 1—3**

Under the guidance of a faculty member, a student will investigate a specific area or topics in theological or religious studies.

*[Prerequisite: advisor and instructor approval required]*

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**THE 699NE****M.A. Thesis in Theological Studies****Credits: 3**

This course is a research option for M.A. students in the field of theological studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (M.A. students who are approved for a thesis do not take MIN 690NE.)

*[Prerequisite: faculty approval] [Corequisite: must be taken in conjunction with RES 690NE]*

**THE 700NE****Theology of the Cross****Credits: 3**

We live in a world that both shines with the glory of God and is convulsed by massive suffering. The pervasiveness of suffering in God's world constitutes a pastoral challenge for the Church, because God's people are called to minister to those in pain. But suffering also constitutes a theological problem, because suffering persists in the face of Christian claims about the power and love of God. It is the purpose of this course to address the question of how Christians may think intelligently and coherently about suffering, and how such thinking may nourish compassionate pastoral ministry in the contemporary world. The focus will be on developing a coherent theology of suffering, rooted in the cross, which addresses the reality of suffering with integrity and hope.

**THE 701NE****Faith Seeking Understanding: The New Dialogue Between Theology and Science****Credits: 2**

Are science and Christian belief best described as "enemies, strangers, or partners?" Is science always objective and faith subjective? All of these views can be heard in today's lively dialogue about the natural world, just as they have been throughout the history of the Church. Readings for this course will explore the underlying assumptions of theology and science, and how they are expressed in conclusions about such topics as the physical universe, the human person, creation, complexity, providence, and the end of the world. This course will also consider ministry to members of today's congregations who work in medical, scientific, and technological occupations and feel trapped between opposing views expressed in church and in the workplace.

**THE 702NE****History of Christian Love****Credits: 3**

A thematic study of Christian love through the lens of prominent Christian theologians and church movements from Augustine to the 21<sup>st</sup> century. Topics also include the relationship of God and humankind (agape love), the nature of human love, love and social ethics, Christian friendship, marriage, and sexuality. Christian figures and movements that reflect a particular historical and theological perspective include: Augustine, Aquinas, and Luther on the theology of love, Dietrich Bonhoeffer and Reinhold Niebuhr on love and justice, C.S. Lewis on friendship, and Dorothy Day on Christian love and poverty. Students will have an opportunity to examine, develop, and present their own theology of love rooted in the historical Christian faith.

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**THE 703NE****The Christian Doctrine of Human Nature and Sin****Credits: 2**

This course will explore the Christian understanding of the human being as the apex of the Creator's work according to Genesis 1—2, who was plunged into evil and misery according to Genesis 3—5. Significant attention will be given to selected biblical passages, the debate over "original sin" in the Western Church, the different descriptions of human sinfulness that distinguish the Eastern Church from the Western Church, and the implications of these teachings in pastoral work.

**THE 715NE****The Openness of God Debate****Credits: 2**

One of the most significant, often contentious, current debates in evangelical circles centers on what has been come to be called "Openness of God" theology. Proponents of this theological perspective, while affirming a high view of Scripture, do not view God as the all-knowing, all-controlling, unchanging being often portrayed in classical Christian thought. God is viewed, rather, as a being who does not have infallible knowledge of our future free actions and thus as a being who must work relationally with us day by day to help actualize the divine goals for us and our world. This course will take an in-depth look both at openness theology and the numerous critiques that have been offered in response to it. The main goal of the course will be to help each student come to a clearer understanding of their own theological perspective.

**THE 720NE****Revivalism and the Postmodern Church****Credits: 3**

This course will provide an in-depth look at the rhetoric and culture of American revivalism, with an emphasis on revivalism as a revitalization movement. The course will also explore how revivalism has shaped popular theology and worship and has retained widespread nostalgic appeal today. The key question will be whether or not revivalism offers any perspective on 21<sup>st</sup> century Church renewal.

**THE 724NE****Life and Theology of Martin Luther****Credits: 3**

This course explores Luther's life, theology, and subsequent impact on society. The course is divided into three areas of study. The initial focus is a discussion of Luther in historical context. The medieval antecedents and early 16<sup>th</sup> century theology and social life provide a backdrop for Luther's entrance onto the European religious and political stage. The second area is an examination of Luther's dialectical theology. This course will explore his views on the sacraments, faith, government, women, vocation, and the role of government and just war. The final area for study includes an analysis of modern interpretations of Luther's theology. A look at contemporary Luther studies includes an overview of current "hot" topics and possible applications of his theology in the area of social justice.

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**THE 726NE****Wesleyan Theology****Credits: 3**

This course explores major theological themes of Wesleyan theology through the examination of primary materials. While focusing on Wesley's theology of salvation as expressed in his sermons, the course also includes exposure to Wesleyan thought on such matters as the doctrine of God, anthropology, the person and work of Christ, the Church, ministry, the sacraments, and eschatology. In addition, consideration is given to the development of early Methodism in its historical context, its relevance for contemporary Methodist traditions, and its potential contribution to the Church at large. A secondary purpose of this course is to impart to the student an appreciation of the field of Wesleyan Studies and its present-day interpreters.

**THE 728NE****The Holiness Pentecostal Tradition****Credits: 3**

This course surveys the 19<sup>th</sup> and 20<sup>th</sup> century Holiness and Pentecostal movements in the United States, including principal and formative events, theological distinctives, and important figures. The course will examine the culture(s) of the movements, major controversies, and opportunities for ecumenical dialogue.

**THE 729NE****Fundamentalism and Modernism: an Historical and Theological Controversy****Credits: 3**

Through reading, discussion, and writing, students will explore the roots, development, and implications of the "fundamentalist-modernist controversy" in English-speaking Christianity, with a special emphasis on the controversy's American dimensions. The cultural and theological genesis of fundamentalism in the late 19<sup>th</sup> and 20<sup>th</sup> centuries continues to have ramifications for the 21<sup>st</sup> century Church in America and throughout the globe, and thus the practical implications of the historic controversy will be considered thoroughly. Readings will include primary source materials, as well as seminal writings of J. Gresham Machen and Harry Emerson Fosdick, among others. Secondary sources will include the most recent scholarly reflections on the topic. The approach of the course will be both historical and theological.

**THE 731NE****Suffering, Pain, and Evil: a Theological Response****Credits: 2**

Those in ministry must often respond to the following question: "Why did God allow that horrible event—that tragic accident, that terrible betrayal, that intense suffering—to happen?" After outlining the various responses (theodicies) available to Christians, this course will discuss how best to help those asking "why" determine what these responses have to offer. Included among the texts read will be the book of Job.

**THE 732NE****Life, Theology, and Ethics of Dietrich Bonhoeffer****Credits: 3**

Dietrich Bonhoeffer was a significant 20<sup>th</sup> century theologian, pastor, prophet, and martyr. This course examines Bonhoeffer's response to Nazism from a historical and theological perspective. The primary areas of study include: a description and analysis of Bonhoeffer's hermeneutic and ethical reflections on the

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significance of his call to discipleship and on his perennial question, “Who is Christ for us today?” Readings include *Cost of Discipleship*; *Ethics*; *Letters and Papers from Prison* and other selected writings representing Bonhoeffer’s theology and ethics. His spirituality will be examined during a day-long “Bonhoeffer retreat.” This course is cross-listed as SOC 732NE.

### **THE 733NE**

#### **Sacramental and Liturgical Theology**

##### **Credits: 2**

This course examines the liturgical and sacramental life of the church as *theologia prima* (first theology). Attention is given to the historical and theological development of liturgical and sacramental theology in major branches of Christianity, as well as to the practical implications of liturgical and sacramental praxis for the formation of communal and individual faith. A particular focus of the course is on the Christological, ecclesiological, and anthropological dimensions of liturgy and sacraments.

### **THE 740NE**

#### **Theology of the City**

##### **Credits: 2 or 3**

The 20<sup>th</sup> century began as a predominately rural world. At the beginning of the 21<sup>st</sup> century, the world is predominately urban; by 2015, more than half of the world’s population will live in major urban centers. This massive demographic shift has created huge challenges for political and social systems and also for the Church. This course will develop a biblical theology for urban mission that will serve as a foundation for pastors and church leaders seeking to understand the city and will guide them in constructing and implementing effective urban ministry strategies.

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# POLICIES AND PROCEDURES

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## ACADEMIC INTEGRITY

Northeastern Seminary seeks to promote academic honesty within the seminary community. Academic writing requires a strong culture of careful documentation of the use of sources, both to ensure intellectual integrity and to provide the apparatus for scholarly work by others using your materials. Such honesty is fundamental to the principles of the Judeo-Christian tradition and education. To foster among students a spirit of honest intellectual inquiry, the Seminary has identified the following practices as unacceptable:

1. Cheating in its various forms, whether copying another student's work, allowing work to be copied, using unauthorized aids on an examination, fabricating research data, or submitting as your own another person's work;
2. Denying other students access to academic information whether in the classroom, library, or computer lab;
3. Destroying, altering, or tampering with another student's work to impede academic progress;
4. Plagiarizing (presenting as one's own the words or ideas of another person)—including inadequate documentation of sources and excessive dependence on the language of sources even when documented. As a guard against plagiarism, the student should learn how to document his or her sources. The NES faculty has adopted the Chicago style as described in *A Manual for Writers of Term Papers, Theses, and Dissertations* (Seventh Edition), by Kate L. Turabian. A writing guide prepared by the faculty is provided in the online orientation guide and on the NES syllabus website for downloading.
5. Submitting the same or similar work for more than one course or assignment without documentation and/or approval from the professor;
6. Copying of copyrighted materials, including computer software.

Students who knowingly violate the principles of academic honesty will be subjected to disciplinary action through the academic vice president and dean's office. Depending on the nature of the offense, the student's grade or credit earned may be affected. In serious cases, the student may be suspended or terminated.

## ACADEMIC PROGRESS COMMITTEE

Northeastern Seminary's academic vice president and dean will appoint an academic progress committee (APC) to review and act on a student's academic and/or professional progress as needed. The committee will be composed of the student's academic advisor, a representative from student services or the academic vice president and dean's office, and an additional NES faculty member, with the option of the student selecting an upper class student in good standing. The APC may, upon review of the student's record and a personal interview, place a student on probation, suspension, or in some cases, dismiss the student from the Seminary.

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## ACADEMIC STANDARDS

Students must achieve a cumulative grade point average of 2.7 in order to graduate. Students who receive a grade of “D+” in as many as eight credits of coursework will be placed on academic probation. Remedial work (repeating the course) is mandatory for all required courses receiving a grade of “F.” Field practice courses which receive less than a “P” will be referred to Northeastern Seminary’s Academic Progress Committee (APC) for special action which may include termination from the program. Students who are on academic probation for two consecutive semesters will have their registration terminated. At least one semester (excluding summer) must transpire before reapplying. For additional information, please refer to the “Graduate Student Termination Policy” section in this catalog.

Northeastern Seminary’s degree programs require a graduate-level proficiency in writing. A non-credit Practicum in Theological Writing (CMC 500NE) is required of all Core students and is taken concurrently with BHT/BIB/PSF 511NE. An additional course (CMC 501NE) is available for those students who need further assistance, and may be required of some as a condition of continued enrollment.

## ADMISSIONS CATEGORIES

Persons who wish to study at Northeastern Seminary will apply for admission in one of the following categories:

1. **Regular:** The student holds an earned baccalaureate degree from an accredited college or university with a 2.5 GPA or better on a 4.0 scale and is pursuing a graduate degree in the Seminary. (Note: A student who otherwise qualifies for regular admission but whose academic credentials are not strong may be admitted on probation. However, probationary status may not be extended beyond one semester.) In certain cases, and as space in a new cohort permits, a student currently enrolled in an accredited college or university and within six (6) semester hours of completing the baccalaureate degree may be accepted as a provisional regular student. The student must complete the baccalaureate degree within one semester of starting the Seminary, since this classification is temporary and cannot be renewed.
2. **Special:** As openings may permit, a limited number of students who do not hold baccalaureate degrees from regionally accredited colleges or universities may be admitted to pursue the M.Div. degree in the Seminary. No more than 10% of M.Div. students enrolled by the Seminary can be in this category. Applicants for this status must be of exceptional merit, and they must be 30 years of age or older. Those applying for admission as special students will be placed on a waiting list and ranked on the following considerations: whether they have earned baccalaureate degrees from non-accredited colleges or Bible colleges; if they do not have such degrees, the number and quality of years of their collegiate education; the quality of their ministry experiences and achievements; and letters of outstanding recommendation. Applicants under the Special Admissions category will also submit a 2,000 – 2,500 word essay (approximately 10 pages double spaced) on a theological topic that has been mutually agreed upon after consultation with a member of the admissions staff. This paper will be evaluated by the faculty as further evidence of the student’s readiness to do graduate-level work.
3. **Non-Matriculated:** A person who holds an earned baccalaureate degree from an accredited college or university and wishes to pursue studies for credit—but not a degree—at Northeastern may be

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admitted on a space-available basis by completing a part-time application form. A non-refundable deposit of \$50.00 is required for part-time students to hold their registration once accepted. This deposit applies to the cost of tuition once classes begin. Students who are in good standing and currently enrolled in an accredited graduate program may take classes at NES as non-matriculated students. All non-matriculated students will be limited to accumulating up to 12 credits.

4. **Cross-Registered:** A person who met the admission requirements for St. Bernard's School of Theology and Ministry or United Theological Seminary will, under the terms of the cross-registration program, be considered as admitted to Northeastern Seminary for enrollment.
5. **Audit:** A person who qualifies for regular admission may audit one or more courses. This privilege requires the approval of the academic vice president and dean's office and the instructors. (Note: Persons admitted as non-matriculated or audit students may not enroll in the Core curriculum.)

## **ADMISSIONS POLICY GUIDE**

Persons seeking admission to study for the M.A. or M.Div. degree programs at Northeastern Seminary must file a completed application form with the admissions office of the Seminary. Along with the form itself, applicants must also furnish:

1. Three letters of recommendation:
  - a. One from the minister or governing church body with which the applicant is affiliated who can evaluate aptitude for Christian service
  - b. One from someone who can judge the applicant's readiness for graduate-level work, such as a former teacher
  - c. One from someone who can objectively attest to the applicant's maturity, work ethic, and character, such as an employer
2. An autobiographical statement: In this statement the applicant will narrate his or her spiritual pilgrimage, personal history, and relationships; discuss core Christian beliefs and values, and how these address society's needs; assess personal strengths, weaknesses, and explain how a seminary education could contribute in this area; and outline vocational goals.
3. An official transcript of all college and graduate work to date: Before matriculating, those who do not possess a baccalaureate degree from a regionally accredited college or university at the time of applying must either submit a supplementary transcript indicating completion of the degree or be accepted as a special student. (Note below the additional documentation required, along with the application, for those seeking admission as special students.)
4. In the case of international students for whom English is a second language, an Internet-based TOEFL score of 79 or higher is required (or equivalent score of 213 for computer or 550 for paper-based TOEFL exams).

A person seeking admission as a non-matriculated student must complete the short application form, furnish official transcripts of his/her academic work, complete a registration form, and submit a deposit of \$50.00.

### **Admission to the Seminary**

Once an application has been favorably acted upon by the seminary admissions committee, the director of admissions will notify the applicant through an acceptance letter.

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Admission to the Seminary will be good for one year from the date of acceptance, that is, for the cohort currently being formed and for the next cohort. Persons who do not begin their programs within the year but still intend to study at Northeastern must resubmit their application, update letters of recommendation, and amend the autobiographical statement.

A deposit of \$350.00 is needed to secure a position in a cohort. This fee is non-refundable but will be applied toward tuition charges for the first course in the assigned cohort or the first classes. **(Note: The deposit may be moved once, to the next standing cohort. However, if the student fails to give at least 30 days notice of intent not to matriculate in the next cohort, or if the student does not matriculate within one year, the deposit will be forfeited.)**

All students, except for those classified as non-matriculated or audit, who accept admission to the Seminary will begin with a new cohort in the Core curriculum. If a student does not expect to do so, he or she must file a personal curriculum plan with a faculty advisor and have approval before registering for individual courses.

### **Theological Writing**

Effective writing skills are a critical part of a student's ability to succeed in any theological program. All entering students in the Core curriculum will be required to take CMC 500NE Practicum in Theological Writing I. This is a non-credit course designed to assist students in honing writing skills vital to their success at graduate theological education. Upon evaluation of student progress at the conclusion of CMC 500NE, some students may be required to enroll in CMC 501NE as a condition of their continued enrollment at NES.

## **ADVISEMENT PROCEDURE**

Advisement begins with the admissions process as prospective students are given materials and counseled on the degree options, contents, and requirements. During the student's first semester a faculty academic advisor is assigned to each student. At various times during the Core students will receive special group advisement on registration procedures or on field education preparation procedures and placements.

Faculty advisors assist students in developing a program of study. This program of study includes their electives (M.A.) and concentrations (M.Div.). It is the responsibility of graduate students to contact their faculty advisors to arrange meetings concerning program planning. Registration packets are sent to all enrolled students well in advance of each new semester via the student's campus email account.

In addition to academic planning, the advisor provides support to students concerning other issues such as personal problems, difficulties with other faculty members, grievance issues, etc. The faculty advisor can also assist a student in developing ideas for his or her research project (M.A.).

At the conclusion of their first semester, D.Min. students are assigned advisors who will assist them in future course selection and normally serve as chair of the dissertation committee.

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## ATTENDANCE POLICY

Attendance at all class sessions, field education hours, faith-sharing groups, community chapels for Core students, and retreats is expected. The adult learning model for curriculum delivery practiced by NES makes classroom attendance all the more important. Emergency situations are the only exception, in which case students are responsible to notify their instructors or supervisors in advance when possible. Students are responsible for all missed class material and must make up any time lost in field education and faith-sharing groups and students should not expect faculty to provide a review of material missed. A student who misses more than 20% of the class sessions for a course will receive a grade of "F." Students are also advised that excessive class absences, whether excused for emergency reasons or unexcused, may negatively affect evaluation and continuance in a given course.

### **Faith-sharing Groups' Attendance Policy for Master's Degree Students**

Faith-sharing groups are an integral part of the personal and spiritual formation program requirements at Northeastern Seminary. Northeastern takes seriously its mission to prepare men and women for Christian service spiritually as well as academically. Attendance at all faith-sharing group sessions (six in each Core course), including the opening Cohort spiritual retreat experience, is essential to a student's successful completion of the Core curriculum. Students cannot miss a faith-sharing group session and pass PSF 511—514NE. Tardiness will count against the attendance requirement.

The faith-sharing portion of PSF 511—514NE begins with the Cohort spiritual retreat. This is held on a Saturday (see your cohort calendar for date). The retreat begins at 8:30 a.m., includes lunch, and concludes at 3:30 p.m. Please note that failure to attend the Cohort retreat will result in delaying a student's entrance into the NES program. After the retreat, faith-sharing groups will meet six times in each Core course for the duration of the Core curriculum. A schedule of these as well as each Core class is provided in your cohort calendar in the online orientation guide.

If through an unavoidable circumstance a student must miss or will be late to his or her faith-sharing group, it is the student's responsibility to call his or her faith-sharing group facilitator and the personal and spiritual formation program office (585.594.6623) prior to the absence or as soon thereafter as possible. At that time arrangements will be made for the student to attend the generic group makeup session scheduled for the current semester. Written policies are on file regarding the consequence of failing to fulfill this or any other academic requirement at NES.

## AUDITS

A person who qualifies for regular admission may audit one or more courses at the rate of \$150 per course. This privilege requires the approval of the academic vice president and dean's office and the instructors. Registration for an audit course must be made via a hard copy registration form; it may not be done online. (Note: Persons admitted as non-matriculated or audit students may not enroll in the Core curriculum.)

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## COMPUTER INTEGRITY

Northeastern Seminary contracts with Roberts Wesleyan College for computing facilities for the benefit of students and faculty. The efficient operation of these facilities requires cooperation between users and the staff of Information Technology Services (ITS). The hardware and software in these facilities is the property of RWC; the files of users are individual property. All require respect. Use of the computing facilities is thus a privilege that can be withdrawn if users abuse the hardware or software, or violate the rights and needs of others.

The Roberts Wesleyan College/Northeastern Seminary assigned email account is the official means of electronic communication within the College and Seminary communities. Students are responsible for all information sent to them from faculty and administrative offices via their College or Seminary assigned email account. Students should check their campus email account on a daily basis.

### Unacceptable Computer User Policy

1. You may use and distribute copyrighted or proprietary material only with written consent of the copyright holder. Unless otherwise indicated by the author, you should assume that any software you did not create is copyrighted.
2. You may not use false identification or misleading information to gain access to computing resources nor use computing resources for which you are not authorized. You may use an account only for NES related activities, and not for others such as advertising for a commercial organization or endeavor, or running a business.
3. Your password should be kept private, even from faculty or staff members. If a need arises for another person to use your account, you need to receive approval by the systems administrator.
4. Access to the RWC system should be available for all NES campus members. Please refrain from disabling or crashing the system, playing games at inappropriate times, sending mass mailings or chain letters, and creating unnecessary multiple jobs or process names.
5. The RWC system has several security mechanisms in place to protect your files. Any attempt to circumvent data protection schemes or uncover security loopholes is prohibited. Only College or Seminary software intended to be user-customized can be modified.
6. You may not harass others or send obscene, defamatory, or threatening messages. This includes messages spoken, phoned, or sent via the computer.
7. Individuals are not allowed to set up a network server on the College network without prior permission from the CIO and the network administrator.
8. Network drives are provided for your use. You are responsible for adhering to the acceptable computer-use policy in regard to how you use the network drives.
9. If you violate any of the above policies, you may face one of the following penalties: Network/email account locked or disabled, restricted access to the computer labs/classrooms, loss of network drives, printing privileges revoked.

Specific Internet guidelines and an abstract from the New York State Computer Crime Statute are available on the RWC intranet home page or by calling the **IT Services Help Desk at 585.594.6898**.

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## ENROLLMENT EXPECTATIONS

M.A. and M.Div. students enrolled in the Core curriculum (36 credits) will be considered as full time for that year. Thereafter, their status will be dependent upon the number of credits for which they are registered. Full-time status is equivalent to nine credits in any given semester (not counting any repeated coursework).

Students will be expected to maintain continuous enrollment once admitted to NES. If it becomes necessary to leave for a semester or withdraw from the seminary, a change of status form must be completed by the student and approved by the director of communication and enrollment. These changes are not official and do not engage the “Refund Schedule” (see section in this catalog) until the change of status form, completed by the student, is processed by the appropriate Seminary officials and submitted to the office of registration and student financial services. Students without an approved leave of absence, who do not maintain continuous registration status (excluding summer semesters) will be responsible for remaining tuition costs as outlined on the “Tuition Refund Schedule” section in this catalog, and will be required to reapply for admission to NES. See “Change of Status” section in this catalog.

Students will be expected to complete their degree program within two years of its normal length. Thus, M.Div. students will be allowed six years, and M.A. students five years to complete their academic work.

## GRADING SYSTEM

### Introduction

NES faculty members approach grading with two concerns: the first is a general concern about grade inflation, which has become both widespread and problematic; and the second concern is specific to the NES curriculum, which seeks to be more holistic and integrated than the typical curriculum. Therefore, grades are secondary to the goals of a seminary education; the pursuit of excellence is primary.

### NES Grades

The following grading scale is used in all NES courses:

- A = 95—100% Unusually high quality, exceptional graduate work; represents not only industry, thoroughness, and correctness of detail, but also originality, natural ability, and no small degree of insight
- A- = 91—94% Far above average, fine graduate work
- B+ = 88—90% Above average for graduate work
- B = 85—87% Very good, average for graduate work; indicates that a student has intellectually fulfilled the requirements of a course, assimilating the subject matter with thoroughness and correctness (yet without distinctive ability and insight)
- B- = 81—84% Slightly below average for graduate work
- C+ = 78—80% Meets minimal requirements, but with noticeable inadequacies for graduate work
- C = 75—77% Meets minimal requirements, but with significant gaps for graduate work; represents work that may be mechanically or outwardly correct but which shows little reflection upon or assimilation of the material, or that is uneven, irregular, or fragmentary
- C- = 71—74% Meets minimal requirements, but with serious gaps

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- D+ = 68—70% Minimal work
- D = 65—67% Barely acceptable for graduate work; indicates work that is far inferior to the average both in quantity and in quality; represents either low potentiality or the lack of initiative and sense of responsibility
- D- = 61—64% Inadequate work
- F = 60% or lower Failure
- I = Temporary grade indicating that not all requirements for the course have been completed; all incomplete work must be completed per policy in current NES Catalog
- N = Indicates no credit and no quality points. It is assigned to allow extension of time for Independent Study and Directed Study courses or for research projects extending beyond one semester
- W = Indicates a student has withdrawn from the course. This grade has no effect on the grade point average.
- (AU) Audit
- [ ] Grades in brackets indicate course that was repeated.

## Grade Point Average

The grade point average (GPA) is the numerical average of the letter grades the student has received. It is determined by multiplying the quality points of each letter grade by the number of semester hours in that particular course, adding all such products, and dividing by the total number of semester hours. For example, the procedure for a student with 3 semester hours of A, 2 semester hours of B, and 3 semester hours of C is as follows:  $(3 \times 4) + (2 \times 3) + (3 \times 2) = 24$  quality points. Twenty-four quality points divided by 8 semester hours gives a 3.00 grade point average. Transfer credit is not used in computing a student's grade point average. Courses taken through cross-registration are used in computing the grade point average.

In order to graduate from Northeastern Seminary, a student must achieve a cumulative grade point average of 2.7, calculated by the system currently in place at Roberts Wesleyan College. Quality points per credit hour are assigned to each letter grade as follows: A=4; A-=3.7; B+=3.3; B=3.0; B-=2.7; C+=2.3; C=2.0; C-=1.7; D+=1.3; D=1.0; D-=0.7; F=0.00.

## Class Withdrawal Policy

If proper application is made to the office of registration within two weeks following the beginning of a 15-week course (no later than the date of session A-3) or within two class days following the beginning of a 5-week course (no later than the date of session A, B, or C-3), students may drop a course without receiving a grade or having the course noted on their transcript. As in all other changes of registration, the date the form is received in the office of registration is the official date of change. If students withdraw from a course during the 3<sup>rd</sup> through 12<sup>th</sup> week of a 15-week course (no later than the date of session C-1), or between the 3<sup>rd</sup> and 4<sup>th</sup> class session of a 5-week course (no later than the day before session A, B, or C-5), they will receive a "W," which will be noted on their transcript but have no effect on their GPA. Beyond this point, students cannot withdraw and will be assigned the grade they earn.

For additional information, see the section entitled, "Failure to Meet Academic Requirements."

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## Criteria for Grading Individual Papers

Three items are considered in the evaluation of the grade, two of them dealing with content and one dealing with writing style. When evaluating the content of papers, the professor considers (1) the degree to which students demonstrate an understanding, with fullness of detail and with accuracy of the materials read and discussed in class and (2) the precision and creativity students have shown in reacting to and applying these materials to the contemporary situation. The professor also considers (3) writing style. Consideration is given to such things as grammar, spelling, word choice, clarity of writing, organization, logic, and other such items. Students will want to consult *A Manual for Writers of Term Papers, Theses, and Dissertations* (Seventh Edition), by Kate L. Turabian and, if they have never purchased a simple book on writing, *The Elements of Style* by William Strunk, Jr. and E.B. White. Students should also make regular use of *Inclusive Language Handbook* by Donald Thorsen and Vickie Becker.

## Incomplete Grades

Students who are unable to complete their work for any Seminary course must submit a formal request to the professor no later than the second to last class session asking for an incomplete grade. Incompletes are only granted when work is delayed by serious illness or other sufficient reason, and it is the prerogative of the professor whether or not to grant an incomplete.

When an incomplete is granted, the student must submit all incomplete work within 14 days of the last class session. If incomplete work is not submitted within 14 days, the incomplete grade will be converted to an earned grade, including a possible "F" grade if that is what was earned, in which case the student will need to repeat the course.

## Special Note Regarding Incomplete Core Grades

In very rare cases, an additional grace period may be granted by consultation with the dean and course instructor. However, due to the intense workload of the NES Core courses, students will in no case be permitted to enroll in the next fall or spring semester's courses while still attempting to complete a Core course. A student who exceeds the 14-day grace period for completing a course and is asked to stop out due to incomplete coursework should work with his or her professor on a completion strategy prior to returning to active status.

## INTERNATIONAL STUDENTS

Northeastern Seminary is certified to enroll international students. All persons who do not hold United States citizenship are expected to comply with all appropriate U.S. Immigration Regulations. Following acceptance into a program, students must present a Certificate of Finance and I-20 documentation before they will be permitted to begin classes. Those persons found to be in non-compliance may be reported to immigration authorities. Additional information pertaining to student visas is available in the registration office. International students are responsible for keeping immigration papers current and with proper approval. International students are required to be enrolled in a health insurance program and to purchase supplemental repatriation and medical evacuation benefits. International students have certain restrictions and unique needs including employment restrictions. The College registrar is the advisor for international students. Contact the international student coordinator (585.594.6382), registrar (585.594.6472), academic vice president and dean (585.594.6807), or admissions office (585.594.6802) for assistance.

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## NEW YORK STATE IMMUNIZATION LAW

### **Measles, Mumps, Rubella (MMR)—REQUIRED FOR STUDENTS BORN AFTER 1956**

All NYS college/seminary students born after 1956 must provide proof of immunity to measles, mumps, and rubella. Proof can be demonstrated in the following ways: documentation of two MMRs given at least 28 days apart; two doses of measles vaccine and one dose each of mumps and rubella vaccine; physician documented history of the disease (not acceptable for rubella); or serologic evidence of immunity.

The first vaccine must be administered after the first birth date, and the second dose is generally given between the ages of four to six. Serologic evidence of immunity (positive titer blood test results for measles, mumps, and rubella) is acceptable as long as a copy of the lab results or signed document from your physician is submitted to the Health Center. Vaccines given before 1/1/68 must indicate “live” vaccine in order to qualify as proof.

Proof must be on file in the Health Center within 10 days of the start of the first class. Students failing to provide adequate documentation will be denied attendance at any NYS college or university.

### **Meningococcal Meningitis Vaccine or Declination—REQUIRED FOR ALL STUDENTS**

NYS requires all colleges to distribute information regarding meningococcal meningitis disease (see reverse side of immunization form). Although this vaccine is not required for college attendance in NYS, it is highly recommended, especially for undergraduate students.

To obtain MMR or meningococcal vaccines students should visit their physician or:

Monroe County Health Dept. 111 Westfall Road Rochester, NY 14692 585.274.6151	Office Hours: Monday—Friday / 8:30 a.m.—4:30 p.m. 1 <sup>st</sup> floor Walk-in clinic on Wednesdays 12 p.m.—7 p.m. Hours subject to change, call to confirm
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**NOTE: If the meningococcal meningitis vaccine is declined (see #2 on the immunization form), the appropriate line must be signed and dated by the student.**

### **Medical Health Insurance**

The Seminary strongly recommends that all students contract for medical insurance to cover possible severe illness or surgical needs while a student. This insurance offers very basic and limited coverage.

All non-traditional and graduate students are eligible to enroll in a health insurance plan offered through E. J. Smith and Associates. Booklets are distributed to interested students during orientation or are available by calling the Health Center.

There are two levels of coverage—Plan 1 (basic) and Plan 2. Plan 2 can be expanded to include catastrophic medical and dental coverage. Prescription discounts may be added to either plan for an additional small fee per year.

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An enrollment form is located in the back of each brochure. Students desiring coverage must enroll for a minimum of four months by completing the form and mailing the premium payment to the insurance company.

The address, website, and phone number follow, and are on the back of the brochure if students have additional questions not covered in the plan details. Sentry Insurance, Policy Benefits, PO Box 8025, Stevens Point, WI 54481, 1.800.426.7234, [www.ejsmith.com](http://www.ejsmith.com).

Graduate students who reside in RWC-owned housing are required to carry health insurance.

## **NON-DISCRIMINATION AND NON-HARASSMENT**

### **Non-Discrimination Policy**

Northeastern Seminary complies with all applicable non-discrimination and non-harassment laws. There shall be no discrimination against any student on any basis. This non-discrimination and non-harassment policy applies to all educational policies and programs.

### **Non-Harassment Policy**

It is the Seminary's policy that all employees and students should be able to enjoy and work in an educational environment free from harassment of any nature. Therefore, harassment based on race, ethnicity, gender, age, or any basis prohibited by applicable laws violates this policy. Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion toward an individual and that has the purpose or effect of creating an intimidating, hostile, or offensive employment or educational environment, or has the purpose or effect of unreasonably interfering with an individual's employment or academic performance.

### **Definitions and Examples of Discrimination and/or Harassment**

#### **Discrimination/Harassment**

An intentional or unintentional act which adversely affects employment or academic opportunities because of race, color, age, sex, handicap, marital status, national origin, or any basis prohibited by applicable laws. Examples include verbal, non-verbal, written, and/or physical conduct which threatens, intimidates, or coerces another person. This includes taunting, degrading, threatening, or otherwise offensive or hostile remarks or behavior; including slurs, jokes, offensive stereotypes, or any kind of behavior which, in the individual's opinion, impairs his/her ability to perform his/her responsibilities.

#### **Sexual Harassment**

Sexual harassment is a specific form of sex discrimination under Title VII of the Civil Rights Act. Sexual harassment occurs when any of the following occur: unwelcome sexual advances, requests for sexual favors, and/or other physical or verbal conduct perceived to be of a sexual nature.

Sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. An employee's conduct will be considered inappropriate and in violation of this policy when the employee knew or should have known it was unwelcome to the person subjected to it. Sexual harassment may take different forms as noted below.

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## **Examples of Sexual Harassment**

**Verbal/Written:** sexually suggestive comments, jokes of a sexual nature, sexual propositions, slurs, threats;

**Non-verbal:** sexually suggestive objects or pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, obscene gestures;

**Physical:** unwanted physical contact, including touching, pinching, brushing the body, coerced sexual intercourse, assault.

## **Appointment of a Sexual/Racial and Ethnic Harassment Officer**

The Seminary appoints a sexual/racial and ethnic harassment officer who will be directly accessible to members of the faculty, staff, and student body. This individual's name can be accessed by calling the office of human resources. The harassment officer will work closely with the vice president for administration or director of employee relations on all harassment inquiries and investigations. He/she will investigate allegations of harassment and together with the vice president for administration or director of employee relations determine if harassment occurred or if the accusation was made in bad faith. The harassment officer will also assist the office of human resources in the development of communications regarding harassment and educational efforts to prevent harassment.

## **Reporting Incidents of Harassment and/or Discrimination**

Students who believe they are being subjected to harassment or discrimination should report the matter confidentially to the sexual/racial and ethnic harassment officer, associate vice president for student development, vice president for administration, or any member of the faculty or staff with whom they feel comfortable discussing the matter. If reported to a faculty or staff member, that member of the faculty or staff must report the harassment complaint to the harassment officer or the vice president for administration.

## **Investigating Harassment or Discrimination Allegations**

Every harassment complaint will be quickly and thoroughly investigated. Effort will be made to keep complaints as confidential as possible; however, in order to conduct an investigation, some disclosure of information is necessary. At the conclusion of the investigation, the complaining party will be notified of the results.

## **Dissatisfaction with Resolution of Complaint or Retribution for Reporting or Investigating an Incident**

Consistent with the applicable provisions of Seminary policy, the Seminary will take prompt, appropriate disciplinary actions, including possible suspension or termination, against any faculty member, staff member, or student who is deemed to have engaged in harassment or to have made a false accusation of someone.

Northeastern Seminary will not engage in any type of retaliatory action against an individual who brings a harassment or discrimination complaint in good faith. Furthermore, members of the faculty, staff or student body should contact the sexual/racial and ethnic harassment officer or vice president for administration immediately if they believe there has been retaliation against any person who reported or investigated an allegation of harassment or discrimination. In addition, anyone who believes that a

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complaint has not been resolved satisfactorily should contact the sexual/racial and ethnic harassment officer or vice president for administration.

## **PRIVACY ACT**

The Family Educational Rights and Privacy Act of 1974 extends the right of access of certain educational records maintained by Northeastern Seminary to all former and presently enrolled students. Student rights include:

- Inspection and review
- Explanation or interpretation of contents
- Duplication of the records at a standard fee
- A formal hearing, if necessary, to challenge the contents of any such record

Educational records include those records, files, documents, and other materials which contain information directly related to a student and which are maintained by this institution, or by a person acting for this institution. Files for students of Northeastern Seminary are kept in the following offices: student financial services, office of development, office of the registrar, and the office of the academic vice president and dean.

Not included in the term “educational records” are:

- Records in the sole possession of the maker thereof, which are not accessible or revealed to any other person;
- Records maintained by a professional or para-professional in medical or psychological treatment of the student and which are not available to anyone other than the person providing such treatment;
- Records of employees of this institution who are not presently in attendance and which pertain solely to their employment;
- Confidential letters and statements of recommendation placed in the student’s file prior to January 1, 1975;
- If the student first signs a waiver, the student will not have access to confidential recommendations subsequently compiled concerning: admissions to Northeastern Seminary, application for employment, or receipt of honorary recognition;
- Financial records of parents of students.

The following data, regarded as “Directory Information”, may be released by the Seminary to interested persons when a request is deemed appropriate:

- Full Name
- Campus or Local Address
- Campus Telephone Number
- Email
- Pictures
- Degree Program
- Major Field of Study
- Awards, Degrees, and Honors Received
- Class Level
- Date and Place of Birth

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- College of Enrollment
  - Most Recent Previous Educational Agency or Institution
  - Dates of Attendance
  - Dates of Graduation
  - Degree Awarded

Students have the right to refuse disclosure of these categories, but please note that refusal of disclosure applies to all categories (e.g., full name printed in commencement program). See complete policy at <https://rwc.roberts.edu/registration/documents/FERPAPolicyManualUPDATED.pdf> Requests for non-disclosure must be made in writing. Forms are available in the Northeastern Seminary office of the academic vice president and dean.

## **REGISTRATION**

Registration for BHT/BIB/PSF 511NE Core course will be completed for students by the Seminary staff. Registration for each subsequent Core class will be accomplished by completing the appropriate registration forms with the student's academic advisor. Most post-Core courses can be registered for online at R-Serve, after reviewing course selections with your academic advisor. Exceptions to this would be non-classroom courses such as independent or directed studies which can be registered for by completing the application for credit for non-classroom course form. Students wishing to audit a course should complete a hard copy registration form; registration for audited courses may not be done online. See "Tuition Refund Schedule" section in this catalog for courses dropped after registration.

A student at Northeastern is considered to be full time when enrolled for at least nine credits during any semester. The maximum load for any one semester (fall or spring) without petition is 15 credit hours. A student in good standing may petition the academic vice president and dean to take up to 18.5 credits in any one semester. Students enrolled in the Core and in good standing may, in special-need cases, petition to take up to nine additional credit hours of coursework per semester. These students will not be granted permission to take additional coursework at NES until after they have finished the first Core course—BHT/PSF/BIB 511NE. Students wishing to take post-Core courses prior to completing the Core should consult with their advisor.

## **STUDENT RIGHT TO ACCESS EDUCATIONAL RECORDS**

Requests for access to educational records should be submitted in writing directly to the school official responsible for the record's custody. A standard form, student request to review record, is available at the registrar's office. Consistent with time and record security limitations, access must be granted or permission denied and a reason stated within 45 days of the request to review the record. Access will be denied only for reasons specifically authorized by the act and applicable regulations.

An informal record review and resolution of conflict is urged. If this process does not prove satisfactory, the student may petition the academic vice president and dean's office for a formal hearing. If a formal hearing is requested the academic vice president and dean shall appoint an ad hoc committee (see "Graduate Student Grievance Policy" section in this catalog).

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An ad hoc committee will be appointed specifically to deal with student petitions under applicable federal laws and regulations, such as the Buckley Amendment. The student has the right to challenge the content of the record only on the ground that it is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. No challenges will be heard regarding the merit upon which individual grades have been based. The record may be amended, based upon the committee's findings, or the student may insert in the record a statement commenting upon or in rebuttal of a document.

All determinations of the ad hoc committee are subject to a final review by the president, if requested by the student in writing within two weeks of the committee's written decision.

## TEXTBOOKS

All returning students are responsible for purchasing their own textbooks. This includes all classes beyond BHT/PSF/BIB 511NE. This allows students to secure their books through the most convenient and cost effective way for them. Books can be ordered through the campus bookstore or an alternate provider (e.g., Amazon, Barnes and Noble, AbeBooks.com, etc.). Booklists are included in each syllabus (available via the NES eBoard) and may also be accessed through the R-Serve registration link.

Students may use the website below to have the campus bookstore place textbook orders for them and have them charged to a personal credit card when the books are shipped. A maximum of 4—6 weeks must be allowed for shipping. Orders can still be placed later, but without guarantee of receipt by the course start date. Students will have the option to pick up the books in the campus bookstore, have them delivered to the Seminary, or have them shipped to an alternate address. If shipping to an alternate address, a shipping fee will be added to the total price.

To order via online shopping:

1. Go to: [www.rwc.bkstr.com](http://www.rwc.bkstr.com)
2. Click on Textbooks & Course Material
3. Under Term, select NES Pre Sell
4. Select course and submit
5. Each book will offer the option to add it to the shopping cart (new/used/rent/e-book)
6. Continue with each course
7. Check out

Questions may be directed to the bookstore manager at 585.594.6140.

## TRANSFER AND ADVANCED STANDING TERMINOLOGY

1. **Transfer:** The use of this term at NES follows generally accepted practice. It describes the process of transferring graduate credits earned elsewhere and applying them to the student's program at NES. Course credits transfer without the grades.
2. **Advanced Standing without Credit:** This practice at NES follows guidelines established by the faculty in accordance with ATS standards. The terminology "without credit" describes the waiver of a specified course requirement in the NES curriculum based on undergraduate studies in the same area of study.

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3. **Advanced Standing with Credit:** This practice at NES follows guidelines established by the faculty in accordance with ATS standards. The terminology “with credit” describes a process by which students may be granted advanced standing in a graduate program at NES, based on evaluation of their competence by testing as described below.

## General Transfer Policies

Students who have prior graduate credit should take initiative upon enrollment to have transcripts evaluated to determine whether credit can be applied to their NES program.

1. In no case will transfer credits be accepted as a substitute for, or waiver of, the NES Core curriculum and capstone requirements (MIN 690NE, MIN 691NE, MIN 790NE). (Note: Rarely will Personal Spiritual Formation courses already completed at another seminary be transferred into an NES program. Previously taken courses must be exactly equivalent to PSF 611NE and 612NE to be transferable.);
2. Only credits eligible for graduate credit in the institution where they were taken will be considered for transfer;
3. Only credits earned at an institution accredited by a recognized accrediting body will be considered for transfer;
4. No graduate credits with a grade less than B (3.0 on a 4.0 scale) will be accepted for transfer;
5. Only credits earned in an ATS seminary/graduate school of theology may be applied against the required Ministry (MIN) courses at NES. In addition, no more than 50 percent of any ATS approved theological degree requirements may be met by transferring credit from another ATS approved theological degree. Such credits will be accepted as a substitution for, and waiver of, specific NES courses only on the basis of equivalency as determined by the academic vice president and dean’s office.
6. Graduate credits earned from a non-ATS graduate school of theology will be accepted as transfer only in meeting designated “elective” credits in the relevant NES degree program;
7. Normally, graduate credits earned within ten years of beginning an NES program will be considered for transfer. Students may petition for exceptions to this rule.
8. Transfer credits for the M.A. electives will be limited to eleven credits and must be ministry related;
9. Transfer credit for the M.Div. electives must be ministry related. Thirteen credit hours may be transferred in toward the student’s NES degree requirements.
10. Students with CPE (Clinical Pastoral Education) credits to apply toward field education requirements will be evaluated by the director of field education;
11. A student may transfer a unit of CPE for six credits (M.Div.) or three credits (M.A.) of field education. An M.Div. student may apply a second unit of CPE toward six credits of electives. An M.A. student may use the additional three credits from one unit of CPE towards the elective credits. Students pursuing the M.A. in Theology and Social Justice or M.A. in Transformational Leadership may not use CPE units toward their field education requirements, but they may be counted as free electives. In rare hardship cases, a petition may be considered for M.Div. students wishing to transfer additional CPE credits toward field education requirements.

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## **APPLICATION FOR ADVANCED STANDING WITHOUT CREDIT**

Accepted applicants and students may apply to the academic vice president and dean's office for advanced standing without credit per the following stipulations:

1. To qualify for consideration, the course(s) must meet the following conditions:
  - a. The undergraduate course appears to replicate a specific course requirement in the M.Div. curriculum;
  - b. It has a transcript listing at the 300 level or higher;
  - c. The recorded grade is B (3.0 on a 4.0 scale) or higher.
2. Advanced standing without credit will be limited to a maximum of twelve credits in the M.Div. program. In special cases, students in the M.A. in Theology and Social Justice and M.A. in Transformational Leadership programs may petition for advanced standing without credit for selected non-elective courses. (Note: Advanced standing without credit does not apply to the M.A.—Theological Studies curriculum.)
3. All students enrolling for a degree at NES must take the full Core curriculum as outlined in their degree program. No substitutions or waivers will be considered for these particular courses.

## **APPLICATION FOR ADVANCED STANDING WITH CREDIT**

Accepted applicants and students may apply to the academic vice president and dean's office for advanced standing with credit for course work taken as an undergraduate or from an unaccredited graduate program under the following conditions:

1. In no case will advanced standing credit be granted as a substitute for, or waiver of, the NES Core curriculum and capstone requirements (MIN 690NE, MIN 691NE, MIN 790NE);
2. Advanced standing with credit will be limited to a maximum of fifteen credits for the M.Div. and eight credits for the M.A.;
3. A separate test will be given for each course;
4. Each test will carry an administrative fee of \$50;
5. All tests will be given and graded by professors who have expertise in the areas tested;
6. The tests are evaluated as pass (80% or higher) or fail;
7. Students must take all advanced standing tests before they complete the Core curriculum.

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# STATUS POLICIES

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## GRADUATE STUDENT GRIEVANCE POLICY

It is the intention of the Seminary to encourage the promotion and informal resolution of grievances as they arise and to provide recourse to orderly procedures for the satisfactory resolution of complaints. A grievance can include, but is not limited to, a complaint, misinterpretation, or inequitable application of stated or implied policies, regulations, or expectations.

Northeastern Seminary policy states that proceedings should be as follows: If a student has a grievance against another person, he or she should first speak directly to that person and then, if the matter is not resolved, to that person's immediate superior and, if necessary, through the chain of responsibility to the academic vice president and dean's office.

If it is necessary to file a written complaint and to process a grievance through the formal chain of responsibility, the process is as follows:

1. The student prepares and submits a formal grievance to the academic vice president and dean of Northeastern Seminary. The academic vice president and dean meets with the individual(s) involved and makes a ruling on the complaint. The ruling is given to the student orally and later in written form.
2. If the student evaluates that satisfactory resolution was not made in step one, the academic vice president and dean's office is responsible for appointing and convening an ad hoc committee composed of: three Seminary faculty members; one first-year student; and one second-year student. (It is understood that the faculty members included in the informal process to resolve the complaint, or close friends of the student submitting the complaint, will not be appointed to the ad hoc committee.) This committee shall conduct its hearings and report its actions within 60 days of the initial report of grievance.
3. Once the committee is appointed, the members are given a copy of the student's written complaint and a summary of the meeting(s) convened by the academic vice president and dean in order to resolve the complaint satisfactorily;
4. Once the committee members have had an opportunity to review the materials provided in step three, a meeting is arranged with the individual(s) involved. One of the faculty members is given the responsibility to arrange and chair the meeting(s). At the meeting, the student presents data supporting his or her grievance. It is the responsibility of the committee members to ask questions of the student or the faculty member involved in the complaint, in order to clarify the information provided in the written complaint or the summary of the previous meeting(s).
5. Once all the data have been collected, a ruling on the complaint will be made by the committee, using simple majority vote. (The committee cannot rule on a grade change without agreement by the faculty member involved.) This ruling is given to the student orally and later in written form.
6. If the student evaluates that satisfactory resolution of the complaint was not made in steps two—five, a complaint may be filed with the president of Northeastern Seminary. The president can involve any appropriate Seminary personnel in the process in order to resolve the complaint.

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7. Once the complaint is resolved, proceedings of the meetings involved are filed in the Northeastern Seminary academic vice president and dean's office.

NES encourages students to seek resolution to their grievances under the umbrella of a biblical society whose integrity merits that no action would be taken against the student for filing a complaint. The rights of both the accused and accuser are upheld during the complaint process and a student will be free from action being taken against him/her for filing a grievance in good faith.

## **GRADUATE STUDENT TERMINATION POLICY**

The academic vice president and dean's office will monitor each student's academic progress and professional development. When necessary, the academic vice president and dean shall appoint an academic progress committee (APC) (see "Academic Progress Committee" section in this catalog). Possible actions for failure to meet academic or professional development requirements are identified below.

Northeastern Seminary faculty will notify the academic vice president and dean's office of concerns about students who are not progressing appropriately in their professional development. Areas of concern may include the following: emotional stability, self-confidence and assertiveness, ability to accept constructive criticism, ability to form and maintain positive relationships, ability to work with diverse groups, and values and ethics consistent with the Seminary.

The formal process of evaluation related to concerns about non-academic issues begins upon signed receipt of the concern(s) in writing, addressed to the APC. The student will be asked to meet with the APC to respond to the concern(s). The committee will also interview other relevant persons as indicated or necessary. The outcome of the process will be one of two possible decisions:

1. Unfounded—which results in no further action by the APC regarding the complaint;
2. Founded—which results in amelioration or recommendation for termination as described in the options under "Failure to Meet Non-Academic Requirements."

## **FAILURE TO MEET NON-ACADEMIC REQUIREMENTS**

Academic progress committee (APC) actions for non-academic issues may include but are not limited to the following:

- The student may be placed on probation and specific areas needing improvement are identified by the APC. A specific plan to address these concerns is developed by the student with his or her faculty advisor. This plan is submitted to the committee. If the committee does not agree with the plan, a committee member meets with the student and his or her academic advisor to develop an alternate plan. The student is allowed to continue in the program as long as he or she is making progress as based on the plan of action.
- The APC may recommend to the academic vice president and dean of the Seminary that the student be terminated. A student who is terminated from the program for non-academic reasons can reapply for admission following withdrawal for one semester (excluding summer). Students reapplying for admission will be reviewed by the APC, prior to review by the admissions committee.

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## **FAILURE TO MEET ACADEMIC REQUIREMENTS**

Academic progress committee (APC) actions for academic issues (poor grades, plagiarism, etc.) may include but are not limited to the following:

- A student may be placed on probation for one semester, be given a specific action plan for making up unsatisfactory work, and allowed to continue in other coursework. Failure to complete all work satisfactorily in the time frame prescribed will result in the student being stopped-out of his/her academic program. Students may not have a probation extended.
- A student may be required to stop out of his/her academic program until such time the incomplete or unsatisfactory work is made up. In this case the student may be required to repeat the failed course or work with the professor to otherwise meet the requirements of the course failed at which time the student may apply for readmission.
- A student may be terminated from his/her academic program and not allowed to continue studies at NES;
- In some, but not all cases, the APC may stipulate when a student who has been terminated may reapply for admission. If allowed, and prior to readmission, the student will be interviewed by the APC.

## **FAILURE TO MEET ACADEMIC AND NON-ACADEMIC REQUIREMENTS**

In cases where there are academic and non-academic reasons to consider termination, the actions identified above will be combined as appropriate. For example, the action may include the student retaking courses and developing a plan to address areas that need improvement.

Once the APC decides on the course of action as identified above, the student and his or her faculty advisor are notified of this action in writing. The student has the right to file a formal grievance with the academic vice president and dean of the Seminary. Procedures for filing a formal grievance are identified in the "Graduate Student Grievance Policy."

In cases of termination from the program, the APC will make this recommendation to the academic vice president and dean of Northeastern Seminary. The academic vice president and dean either concurs with the APC's decision and acts on their recommendation by notifying the student or, in cases other than those that are based on failure to achieve grade standards, may decide otherwise. This completes the termination process. If the student desires to appeal the decision, this must be done by submitting an appeal in writing according to the grievance process.

## **CHANGE OF STATUS**

### **Stopping Out and Dropping Out Policies**

Students sometimes must interrupt their seminary programs because of issues beyond their control such as health problems, unexpected family responsibilities, or financial stress. A student facing such issues should consult with the director of communication and enrollment, who serves as the NES retention officer, prior to making a final decision. This will enable the Seminary to provide whatever assistance possible or help the student develop a plan to reenter as soon as possible, should the interruption prove unavoidable.

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## Stopping Out

Students should always consult with the director of communication and enrollment, who serves as the NES retention officer prior to making any final decision regarding a break in their program. There are costs involved in time and finances that need to be considered. Often assistance is available to help a student through a particularly difficult situation or circumstance to avoid stopping out. There are times, however, when stopping out is unavoidable. In those cases, the following steps outline the process involved, the policy regarding refunds, and returning to the Seminary:

1. Students must notify the admissions office of their plans for stopping out of an NES program and to schedule a personal interview with the NES retention officer. Prior to or during the interview a change of status form must be completed and signed and then an exit interview conducted before the stopping out becomes official.
2. At the time of the stopping out, the student will be responsible for all tuition and fees up to the day the official change of status form was completed and signed, regardless of class non-attendance. If a new class has already begun at the time of stopping out, the refund policy available from student financial services will be used to determine the refund or balance due (see "Tuition Refund Schedule" section in this catalog to determine amounts refunded/due). The refund or balance due will be recorded on the change of status form before the student signs it.
3. Refunds apply to the tuition charges only. Fees and book charges are not refunded.
4. Students are responsible for the appropriate percent of tuition charges if they notify the NES retention officer that they are stopping out after the course begins, even if they did not attend classes (see "Tuition Refund Schedule" section in this catalog);
5. Within the first 12 months after stopping out, a student may reenter the Seminary with the next available cohort or course without having to reapply to NES. The student must, however, give the Seminary a 30-day notice to guarantee placement. A new deposit may be required.
6. After 12 months, the student must complete a reapplication "short form" to be readmitted. If a student's original admission status was under the special category, NES cannot guarantee readmission at the time the student requests. The student's reapplication will be considered against the available quotas allowed under ATS' 10% regulations.
7. Readmission to NES assumes the student is in good standing with student financial services;
8. Students returning to active status will reenter under the then-current financial aid and scholarship structure.

## Dropping Out

A student who, upon departure, develops no plan for returning to the Seminary:

1. Within the first 12 months after dropping out a student may reenter the Seminary with the next available cohort or course following a personal interview with the NES retention officer. The student shall give the Seminary a 30-day notice to guarantee placement.
2. Must reapply, if more than 12 months have elapsed and he/she has not returned with the next available course or cohort.

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# FINANCIAL MATTERS: MASTER'S PROGRAMS

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## STUDENT ACCOUNTS AND BILLING

Tuition payments are due in advance of each new Core course or semester, unless an approved optional payment plan is selected or arrangements have been made with student financial services.

### TUITION AND FEES (2011—2012)\*

Tuition per credit hour .....	\$420
Student Fees M.Div. (one-time fee).....	\$450
Student Fees M.A. (one-time fee) .....	\$350
Application Fee .....	\$35
Non-Refundable Cohort Deposit (applied to first tuition payment) .....	\$350
Book Fee (Core Library and other resources first year).....	\$650
Audit Fee (per course) .....	\$150

*\* Tuition and fees are subject to change.*

## BOOK FEES

A standard book fee is charged to all incoming Core students. This fee covers all required resources for the first Core course—a basic library of about 15 reference books, course specific texts, and handouts. Books for subsequent courses are the responsibility of the student.

## PAYMENT PROCEDURES

Tuition payments can be made at the cashier's window in the lower level of the Rinker Center, or may be remitted to the address on the student bill. Checks should be made payable to Northeastern Seminary. Failure to make payments or payment arrangements on time may result in a late payment fee and/or a hold on registration for future semesters. All payments must be made in U.S. dollars.

Tuition payment plans are available through Tuition Management Services (TMS). Payments may be spread out over the academic semester or year for a nominal fee. More information about available plans can be obtained from student financial services 585.594.6150 or TMS 800.722.4867, [www.afford.com](http://www.afford.com).

## NES GRADUATE BENEFITS

NES graduates will receive a \$100 scholarship per NES course taken for credit or audit at NES as continuing education courses. Registration forms need to be filed with the NES office of admissions.

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## TUITION AND INSTITUTIONAL FINANCIAL AID REFUND SCHEDULE

For students who withdraw from classes during the semester, tuition charges will be adjusted according to the following schedules—there is no refund of fees:

### **\*Refund Schedule for the Core and all 15-Week Courses**

<b>Prior to first class meeting</b>	<b>Full refund of all tuition charges</b>
Weeks 1 and 2	90% refund / 10% charge
Weeks 3 and 4	75% refund / 25% charge
Weeks 5 and 6	50% refund / 50% charge
Weeks 7 and 8	25% refund / 75% charge
Weeks 9+	0% refund / Full tuition charge

### **\*Refund Schedule for all 5-Week Courses Including Summer**

<b>Prior to first class meeting</b>	<b>Full refund of all tuition charges</b>
Week 1	80% refund / 20% charge
Week 2	60% refund / 40% charge
Week 3	0% refund / Full tuition charge

**\*NOTE: Refunds apply to the tuition charges only. Fees and book charges are not refundable.**

### **Return of Federal (Title IV) Financial Aid**

If a student leaves school before the end of the semester or trimester, the return of federal financial aid will be based on the guidelines issued by the Federal Government in the 1998 reauthorization. Federal financial aid will be prorated on a per diem basis using calendar days, with exclusion of breaks of over 5 days. Once the 60% point of the semester is reached there is no return of federal financial aid. If no official withdrawal is made we will establish the last date of attendance.

## **FINANCIAL ASSISTANCE**

The Seminary is interested in helping students supplement their individual resources with financial aid. Below are some of the resources a student may want to investigate for assistance. As you review the options please keep the following in mind:

- Students must be admitted and registered for at least five semester credits in a program leading to a graduate degree to be eligible for financial assistance;
- To receive federal financial aid, students may not owe a refund on any federal grant or be in default on any federal loan received for attendance at any institution. Additional information regarding financial aid may be obtained by calling student financial services 585.594.6150.
- Financial aid is packaged annually for a full academic year and is distributed equally between the fall and spring semesters. If students plan to use any aid to cover tuition for classes taken during the summer session (certain required courses are only offered in the summer) they are responsible for reserving the necessary resources out of their financial aid; contact student financial services for direction at 585.594.6150.

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- For additional financial aid information and loan applications, please contact student financial services at 585.594.6150. If you are seeking a loan application, please make sure you have already fulfilled the application checklist listed [here](#).
  - The Seminary's tuition and fees, course offerings, admissions requirements, degree and faculty offerings, and academic and/or degree requirements are subject to change without notice and do not constitute a contract between any student and the Seminary.

## Federal Direct Student Loans

Students who are at least half-time students (5 credits+) are eligible for up to \$20,500/year in subsidized and/or unsubsidized federal Stafford student loans to cover program costs and living expenses. Completion of the Free Application for Federal Student Aid (FAFSA) is required for assessing range of eligibility. The FAFSA may be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). To ensure that the financial information is received, students should list the Seminary's school code (**G34194**) on the FAFSA.

## Scholarships

Northeastern Seminary is interested in helping students meet seminary costs. The following scholarships and grants are available to eligible master's students. For specific information regarding the details of eligibility for the grant or scholarship, please contact student financial services, in the Rinker Community Service Center, on the Roberts Wesleyan College campus.

### Seminary Sponsored Scholarships for NES Graduate Students

- **Early Incentive Scholarship** – Available to all master's degree students who are accepted and deposited before June 15 (for the fall semester) or October 15 (for the spring semester). Students receive this one-time award of \$400 in their first semester.
- **Need-based Scholarship** – Available to full-time doctoral and master's degree students who's Estimated Family Contribution (EFC), as determined on the Free Application for Federal Student Aid (FAFSA), falls between \$0 and \$16,000. Master of Divinity students receive \$5,400 and Master of Arts students receive \$3,150; each is prorated over the course of their program. FAFSA must be filled out and student must qualify annually to retain scholarship.
- **Academic Scholarship** – Available to full-time doctoral and master's degree students in recognition of academic excellence. Selection criteria for this award are an undergraduate GPA of at least a 3.3, strength of recommendations, and quality of application essay. To be considered for this scholarship you must indicate your interest on the application for admission in the financial aid section and be accepted and deposited by incoming cohort deadlines.
- **Babcock Scholarship for Ethnic Diversity** – This scholarship is given annually to deserving master's degree students of African American or Hispanic decent preparing for a career in ministry or theological education. Scholarship is awarded after the first successful year of study.
- **Bishop Richard D. Snyder Scholarship for Ministry Excellence** – This award is given annually to students preparing for the ministry in the Free Methodist Church. Preference is given to students who are Conference Ministerial candidates or elders and who have a 3.0 GPA or higher. Scholarship is awarded after the first successful year of study.

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- **Clarence H. and Elizabeth Zahniser Scholarship** – This scholarship is given annually to Free Methodist students in their final year of study. The recipient must be in the top 20 percent of their class and intend to pursue pastoral ministry or foreign missions in the Free Methodist Church.
  - **Clark William Snyder Scholarship** – This scholarship is given annually to needy and deserving NES students preparing for ministry. Scholarship is awarded after the first successful year of study.
  - **Founders Scholarships** – Awarded annually to deserving students of a broadly inclusive perspective. Scholarship is awarded after the first successful year of study.
  - **Freda Burritt Lamson Scholarship** – This award is given annually to gifted students that are members of the Free Methodist Church and are preparing for pastoral work in North America or for lifetime Christian service overseas. Scholarship is awarded after the first successful year of study.
  - **Matt Jones Memorial Scholarship** – This award is given annually to students pursuing the Master of Divinity degree for pastoral ministry in the Free Methodist Church or other denomination within the Wesleyan tradition. Scholarship is awarded after the first successful year of study.
  - **Open Access Scholarship** – This scholarship is given annually to individuals with a physical disability who are preparing for ministry or to persons preparing to serve the disability community. Scholarship is awarded after the first successful year of study.
  - **Robert E. Smith Seminarian Award** – Awarded annually to needy and deserving students preparing for either pastoral or teaching ministry. Preference shall be given to students from the greater Rochester, New York area. Scholarship is awarded after the first successful year of study.
  - **Wayne McCown Scholarship** – Awarded annually to needy and deserving students preparing for full-time ministry or a career in Christian higher education. Scholarship is awarded after the first successful year of study.
  - **Wesley R. Skinner Scholarship** – This award is given annually to NES students preparing for ministry in the Free Methodist Church of North America. Scholarship is awarded after the first successful year of study.
  - **Graduate Assistant** – The assistant will receive compensation to aid the full-time faculty of NES in his/her teaching responsibilities. Students are only eligible after completing BHT 511NE.

### Denominationally Sponsored Scholarship Options

Contact your denomination or church affiliation for options not listed here.

- **Christian Scholarship Foundation** – In accordance with the purpose of the Foundation, a program of Graduate Fellowships has been established for members of the Churches of Christ enrolled in advanced graduate programs. Deadline for the application is January 15.  
LINK: <http://www.csfinc.org/>
- **The Foundation for Pentecostal Scholarship** – The Foundation for Pentecostal Scholarship was founded to remove financial barriers that impede Pentecostal scholarship by funding doctoral- and post-doctoral-level research projects focusing on Pentecostal theology. LINK: <http://www.tffps.org/>
- **Genesis Conference of the Free Methodist Church-Seminary Scholarship** – Annual scholarships of \$250 will be provided to Genesis Free Methodist Conference LMC's, CMC's, and elders who are pursuing an M.A., M.Div., or D.Min. degree at a seminary approved by the John Wesley Seminary Foundation. If the local church will match this amount, an additional \$250 will be provided by the conference (total available: \$500 conference + \$250 local church = \$750).  
LINK: <http://www.nes.edu/Financial/Aid/Denominationally.aspx>

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- **John Wesley Seminary Foundation Grant** – this scholarship is for those pursuing full-time ministry in the Free Methodist Church. The applicant must be enrolled in a master’s program in biblical, theological, missiological, or pastoral studies.  
LINK: <http://leadership.freemethodistchurch.org/resource.html>
  - **The Free Methodist Canadian Leadership Scholarship Plan** – This scholarship was initiated to provide financial assistance to students pursuing post-secondary educational studies. You must be from the Canadian Free Methodist Church to be considered for this scholarship.  
LINK: <http://www.fmc-canada.org/index.php/en/Scholarships/scholarships.html>
  - **Presbyterian USA Theological Student Loan Program** – For theological students preparing to serve in a PC(USA) congregation. The Presbyterian Church (U.S.A.) Theological Student Loan program serves Presbyterian M.Div. students who are inquirers or candidates and MACE students attending accredited seminaries in the United States. Check the website for the interest rate for new borrowers.  
LINK: <http://www.pcusa.org/financialaid/programs/theologicalloan.htm>
  - **American Baptist Church USA** – Scholarships available for seminarians ranging in the amount of \$500 - \$1000 academic year. Options also available for Ph.D. candidates enrolling in a preparative course of study for a church related vocation. Scholarship amounts vary.  
LINK: [http://www.nationalministries.org/education/financial\\_aid/index.cfm](http://www.nationalministries.org/education/financial_aid/index.cfm)
  - **Episcopal Church** – There are a few graduate study scholarships available through the Episcopal Church Center—many of these are designated for very specific constituencies.  
LINK: [http://www.episcopalchurch.org/documents/YoungAdult/109462\\_110675\\_ENG\\_HTM.htm](http://www.episcopalchurch.org/documents/YoungAdult/109462_110675_ENG_HTM.htm)

### **Veterans & Military Chaplain Scholarships**

- **US Air Force Chaplain** – the US Air Force has several ways you can join the Reserve Chaplain Service Program. The programs offer tuition benefits for those pursuing Seminary.  
LINK: <http://www.afrc.af.mil/library/chaplain/howtojoin/>
- **US Army Chaplain** – While attending seminary, Chaplain Candidates may apply for tuition assistance through the U.S. Army Reserve. You may be eligible for up to 100% of the tuition costs, up to \$250 per credit hour with a maximum cap of \$4500 per year. This program requires service of at least four years in a U.S. Army Reserve unit once you become a qualified Chaplain.  
LINK: <http://www.goarmy.com/chaplain/>
- **US Navy Chaplain Program** – Opportunities offered through a Navy Chaplain career include supervision in clinical pastoral education and tuition assistance for numerous off-duty educational programs. LINK: <http://www.navy.com/careers/officer/chaplain/>
- **Veteran's Benefits** – Northeastern Seminary is approved by the New York State Division of Veteran’s Affairs and complies with the Post 9-11 Veterans’ Educational Assistance Act of 2008. Students eligible for Veterans Administration Educational Benefits should contact Cheryl Raduns, the VA Certifying Official for the Seminary at: [raduns\\_cheryl@roberts.edu](mailto:raduns_cheryl@roberts.edu)

### **Additional Theological Scholarship Options**

- **Fund for Theological Education Fellowship** – For students responding to God's calling who are 35 years of age or younger. For information and application, go to [www.thefund.org](http://www.thefund.org). Deadline for application is March 1 and April 1, depending on type of fellowship application.  
LINK: <http://www.thefund.org/>

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- **Philanthropic Educational Foundation Scholarship** – The Philanthropic Educational Organization was one of the pioneer societies for women. Founded in January 21, 1869 in Mount Pleasant, Iowa this organization provides scholarship opportunities to women. LINK: <http://www.peointernational.org/>

### **Scholarship Search Engines**

- **Graduate Theological Union Scholarship Link** – There are over 500 different scholarships, grants, fellowships, and loan opportunities listed on this scholarships database.  
LINK: [http://www.seedwiki.com/wiki/gtu\\_scholarships](http://www.seedwiki.com/wiki/gtu_scholarships)
- **Next Student Religious Scholarship List** – The Next Student Scholarship database presents opportunities based on a variety of categories including, but not limited to impairments, religious affiliation, or ethnic background. LINK: <http://www.nextstudent.com/directory-of-scholarships/>
- **Student Scholarship Search** – The scholarship search engine not only focuses on national scholarships, but also includes scholarships by state and level of education.  
LINK: [www.studentscholarshipsearch.com](http://www.studentscholarshipsearch.com)
- **Financial Aid Scholarship Search** – FinAid was established in the fall of 1994 as a public service. This award-winning site has grown into a comprehensive source of student financial aid information including a large amount of scholarship options. LINK: <http://www.finaid.org/>
- **Fast Web Search** – For nearly 15 years, FastWeb has been the leading scholarship search provider for every student, whether you're in high school or a mother of two returning to graduate school.  
LINK: [www. http://www1.fastweb.com/](http://www1.fastweb.com/)

### **Tuition Management Services (TMS)**

A tuition payment plan is available through TMS. The plan allows students to make monthly payments with no interest or penalty. LINK: [www.afford.com/NES/](http://www.afford.com/NES/)

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# DOCTOR OF MINISTRY PROGRAM

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## SCRIPTURE, SPIRITUALITY, AND CHRISTIAN LEADERSHIP

### PROGRAM OVERVIEW (HEGIS CODE 2301.00)

The Doctor of Ministry program (D.Min.) is an advanced, professional, theological degree which is designed to enhance the practice of ministry for pastors, ministry staff, and those carrying leadership responsibilities in other Christian organizations. Its purpose is to serve and advance the church by providing an environment in which experienced church and para-church leaders can have their thinking enriched, their skills strengthened, and their spiritual lives renewed for the challenges of ministry today.

Graduates of the NES D.Min. program will be able to demonstrate:

- an advanced understanding of the nature and purposes of pastoral ministry;
- enhanced competencies in pastoral and cultural analysis and ministerial leadership skills;
- enriched ability to think biblically and theologically about all aspects of ministry;
- an ability to integrate their understanding and competencies into a theologically reflective practice of ministry;
- continued growth and increased maturity in personal and spiritual formation.

In short, the Doctor of Ministry degree equips people to serve Christ's church with the highest levels of excellence, wisdom, and skill.

The D.Min. is the highest professional degree for ordained persons in the parish or related ministries. The primary emphasis of the D.Min. is the practice of ministry, which distinguishes it from the Ph.D. and other degrees that are focused more narrowly on scholarly research alone. The D.Min. degree builds on the M.Div. degree and a minimum of three years professional practice in ministry (both of which are prerequisites).

The D.Min. program enhances the mission of the Seminary "to prepare Christ-centered men and women for faithful, effective ministry to the church and the world." The unique strength of the NES D.Min. program is its integrative focus on three areas of study that are indispensable for faithful service to the church and world in the 21<sup>st</sup> century: Scripture, spirituality, and Christian leadership. Grounded in Northeastern Seminary's commitment to the centrality and authority of Holy Scripture, doctoral students at NES will find their proficiency in biblical interpretation and application strengthened, their grasp and experience of the rich resources of human and Christian spirituality deepened, and their competence as Christian leaders and practitioners enhanced. The learning experience is enhanced at NES through coursework taken with a highly selective group of peers in ministry, and guided by NES faculty and internationally known scholar/pastors.

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## PROGRAM DESIGN

Northeastern's D.Min. program is an in-service curriculum that allows participants to complete the program while remaining in full-time ministry. Classes are offered in one-week intensives in January and June, with extensive pre- and post-seminar assignments and online interaction that allow students to apply class materials to the local setting.

Earning the Doctor of Ministry degree requires completion of 36 credit hours: 10 three-credit classes, plus a 6-credit dissertation. The following six courses are required:

- Calling and Vocation (opening retreat, offered every June)
- Theological Foundations for Ministry (residence week in January of even years)
- Scriptural Foundations for Ministry (residence week in June of even years)
- Spirituality for Ministry (residence week in January of odd years)
- Transformational Leadership (residence week in June of odd years)
- Research Methodology (delivered in 3 sections) (see "Dissertation" section for schedule)

The D.Min. curriculum is completed with four elective courses that allow the student to pursue particular areas of interest. Electives are offered on such topics as Developing Healthy Spiritual Communities, Contemporary Theological Issues, and Preaching and Scripture. Directed studies are available for students who wish to pursue areas of interest not represented in current course offerings.

The following features enrich the NES D.Min. program:

1. **Retreat experiences:** Even in the midst of the academic rigor of the D.Min. degree, the intent is to provide students with the gift of time and space for the renewal of your soul. As a result, spiritual formation retreats are an integral part of the rhythm of the program. Entering students begin the D.Min. experience with a three-day, two-night retreat at a reflective/meditative off-site venue. This retreat focuses on understanding one's ministry journey to date, determining personal growth goals for the rest of the program, and building relationships among the D.Min. students. The first class (Calling and Vocation) is taken in this retreat setting. Each of the remaining required courses also includes a 24-hour retreat during the residence week. In addition, D.Min. students are invited to attend (at no charge) the annual All-Seminary Retreat where the entire NES community gathers for worship, learning, and community.
2. **Online collaboration:** Each one-week residency is preceded and followed by opportunities for online interaction with the faculty member and/or fellow students. This online interaction helps to create the collegial learning environment that characterizes the NES D.Min. program, and also allows students to integrate and apply classroom material.
3. **Spiritual formation:** A signature feature of the NES D.Min. program is its interwoven emphasis on formative spirituality through a regular rhythm of retreat experiences and course work. Doctoral students are guided in the development of an integrational theology of human and Christian spirituality that equips them to nurture both their own spiritual formation and that of those they are called to serve within and outside the church.
4. **Exposure to nationally known scholars and practitioners:** In addition to the outstanding NES faculty, the D.Min. program is intentional about providing students with access to some of the leading

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scholars and practitioners of our day. Students may take electives that are built around NES' Conferences on Ministry and receive focused time with the keynote presenters (past speakers have included Dallas Willard, Reggie McNeal, and Ruth Haley Barton).

5. **Peer Interaction and Reflection:** Learning at the doctoral-level is enhanced by the opportunity to be part of a small, highly selective group of peers in ministry. Small class size ensures that the learning environment is highly collegial. Students form meaningful friendships with one another and develop long-term mentoring relationships with the faculty members who guide the class.
6. **Professional Development:** Entering D.Min. participants will experience an extensive, personal, and professional assessment as part of their first class. This experience will be formative in nature and not evaluative. The information gained from this experience will be confidential and will be used by the student and his or her dissertation advisor during the program to enhance spiritual and personal development and effectiveness in ministry.

## **TIMELINE**

Class residencies occur in two consecutive weeks each June and January. A student can take as many as four classes per year. Following this pattern, a student could complete the course work in two and one half years and (with satisfactory completion of the dissertation) graduate three years after entering the program.

Students may adjust the timeline according to individual needs such as ministry commitments and finances. For example, a student may opt to take just one of the two weeks of resident coursework in a given residency. Doing so will lengthen the timeline for completing the D.Min. degree, but may make the program more sustainable for the student. Students choosing to take the program at a slower pace should keep in mind that the maximum allowance for degree completion is six years.

For each class, pre-course work begins 60—90 days before (April and October) the residency and follow-up work is completed 60 days after (August and March). Pre-classroom preparation for each one-week period on campus includes approximately 2,000 pages of reading, plus appropriate research, reflection, and writing. Post-residency assignments for each course typically include a substantial integration and application paper. Students must negotiate ministry and family commitments in order to allow for the significant time investment required to complete this program successfully.

The program culminates in the writing of a doctoral-level dissertation and publishable paper of one's process, findings, and learning. This dissertation is intended to make a major contribution to the student's own understanding of ministry and to the body of knowledge in the field of pastoral ministry.

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# DISSERTATION

## Purpose

The culmination of the NES Doctor of Ministry program is the preparation of a well researched and carefully written dissertation. The dissertation is intended to make a major contribution to the student's own understanding of ministry and to the body of knowledge in the field of pastoral ministry. The completed dissertation will be a publishable document that displays the student's ability to employ appropriate theological, theoretical, and practical resources in addressing a particular problem related to the nature and practice of ministry.

As the highest professional degree related to the theory and practice of ministry, a fully accredited Doctor of Ministry program must *"include the design and completion of a written doctoral-level project that addresses both the nature and the practice of ministry. The project should be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry. The ministry project should demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results, and should reflect the candidate's depth of theological insight in relation to ministry"* (Commission on Accrediting of the Association of Theological Schools).

In compliance with the foregoing academic and professional standards, Northeastern Seminary has identified the following specific purposes for the Doctor of Ministry dissertation:

- To enhance the student's understanding and practice of ministry;
- To improve the student's self-directed learning, research, and writing skills;
- To make a meaningful contribution to the broader ministerial community's understanding about the nature and practice of ministry;
- To provide the student with an opportunity for publication.

The guidelines and procedures outlined here summarize Northeastern Seminary's distinctive approach to the dissertation process and highlight the Seminary's commitment to assisting students in the production of a high quality dissertation that fulfills these purposes.

## Types of Research

The D. Min. dissertation identifies and researches an underlying issue, problem, or question related to the practice of ministry. It attempts to fill in a gap in the knowledge of ministry by critically reflecting on a ministry question that needs to be answered, a ministry dynamic that needs to be studied, a ministry hypothesis that needs to be tested, or a ministry issue that needs to be explored. The student typically begins with a broad area of concern or interest and then, under the guidance of the dissertation committee, ultimately narrows the focus to a specific, researchable question.

There are several different research models that can be used successfully in the dissertation. The following list outlines some of the most common types, but is not intended to be exhaustive. Students should work closely with their faculty mentors to determine the most appropriate research methodology.

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## **Action research**

The student develops and implements a ministry intervention in the local church and attempts to isolate and measure certain variables. For example, the student might develop and implement a comprehensive strategy for bringing systemic change to a local church and test the effectiveness of the change strategy.

## **Case study**

The student studies an aspect of a church, ministry, or organization for the purpose of greater understanding and evaluation, guided by specific research questions. For example, the student might identify a church (or cluster of churches) that is especially effective at spiritual formation with young adults and attempt to uncover the reasons for their effectiveness.

## **Quantitative research**

The student uses surveys, focus groups, or other quantitative measures in order to cast a wide net and draw preliminary descriptions and conclusions about the contours of some aspect of ministry. For example, the student might survey fifty executive pastors about their roles, responsibilities, and ministry satisfaction in order to learn best practices for those in executive pastor positions.

## **Biblical, Theological, or Historical Studies approach**

The student employs the methodological tools of the appropriate theological discipline to research and analyze both primary and secondary literature related to an aspect of ministry. For example, a student might study the development, nature, and role of the sacraments from Scripture through Christian history as the foundation for articulating a faithful theology and practice of sacramental life in the church today.

Other possible research methodologies should be discussed with the faculty mentor. The range of potential research topics is virtually limitless, and the student should choose the research methodology that will be most effective in answering the research question.

Regardless of the methodological approach, the student is expected to move beyond mere description to a critical analysis of the findings in a way that enriches the church's and academy's understanding of ministry praxis. All dissertations must show a profound understanding of and interaction with the existing literature in the field so the student is building on what is already known and making a meaningful addition to that literature. NES recommends that students peruse high quality D. Min. dissertations that have been produced at NES and other ATS accredited schools in order to learn about various approaches and topics.

## **Dissertation Structure Overview**

The overall structure of a typical six-chapter dissertation is outlined below. A more detailed checklist for each chapter is included at the end of this document, and specific requirements for each chapter will be discussed thoroughly in the research methodology class.

### **Chapter One: Purpose of the Study**

The opening chapter introduces the study by clearly answering the "reporter's questions" of what, who, when, where, why, and how. Included in this chapter should be a compelling description of the subject or problem to be researched, the rationale for selecting it, and a comprehensive overview of how the researcher will answer the research question.

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## **Chapter Two: Literature Review**

This chapter places the study in the context of other literature and research in the field. The student should demonstrate a thorough understanding of what has already been written about the research area, and clearly articulate how this research project fits into that larger theoretical context. This chapter is not a mere description of the present literature, but rather an analysis and evaluation of that literature that identifies major themes and demonstrates the present study's relevance and connection.

## **Chapter Three: Biblical & Theological Context**

Chapter 3 builds the biblical/theological foundation for the study. This chapter should reflect the student's ability to understand and interact with Scripture and theology, think theologically about the practice of ministry, and identify particular ecclesiological issues that are relevant to the research.

## **Chapter Four: Design of the Study**

If Chapter 1 is an architectural overview of the study, Chapter 4 is a set of detailed blueprints. Here the student describes in clear and precise detail every aspect of the research methodology. The requirement of this chapter is to describe the study with such thoroughness that another researcher would be able to replicate the study.

## **Chapter Five: Results of the Study**

Chapter 5 reports in a nonevaluative manner the results of the study. The answers to the research questions are reported, including both positive and negative results. The supporting data and statistical analysis of that data are clearly described.

## **Chapter Six: Conclusions and Implications**

The final chapter of the dissertation gives the researcher the opportunity to discuss and evaluate the findings of the study. What are the implications of this research? What are its limitations? What unexpected findings emerged? What suggestions arise for potential further research? How did this study contribute to the church's knowledge and understanding of Christian ministry?

How long should the completed dissertation be? Most D. Min. dissertations tend to be in the range of 130—175 pages. However, length is not Northeastern Seminary's primary concern, but rather the quality of the research and writing. The finished dissertation should be long enough to present the study and its findings with thoroughness, thoughtfulness, precision, and excellence. When this is accomplished to the satisfaction of the faculty mentor and dissertation committee, the project should be concluded without additional wordiness.

## **The Dissertation Committee**

The research and writing process is guided and evaluated by a dissertation committee. The chair of this committee and point person for the entire dissertation process is the faculty mentor. Other members of the three-person committee are the theological librarian and the academic vice president and dean. Although the whole committee will typically meet formally with the student only twice (at proposal defense and final defense), the members of this committee are available to assist and guide throughout the process.

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## Timeline and Process

Students are encouraged to begin thinking about possible dissertation topics early in their D. Min. program. This allows the coursework in the D. Min. program to begin informing and enriching the student's thinking about the possible topic(s).

The following steps outline the formal process of researching, writing, and defending the dissertation:

1. **The student participates in dissertation orientation:** This one-day orientation to the dissertation process is offered during the student's first residential week (the same week as DMIN 852NE: Calling and Vocation). The dissertation process and requirements will be outlined and discussed, and the student will be encouraged to begin preliminary thinking about possible dissertation themes. Attendance is required during the student's first residential week.
2. **The student takes DMIN 860NE Research Methodology:** This course is offered in a hybrid format that combines online and residential instruction, and prepares the student to write the first draft of Chapters 1–4. DMIN 860NE is a 3-credit course that is divided into three 1-credit sections offered over three consecutive semesters (860-A; 860-B; and 860-C). Students should normally register for these one-hour classes in the second, third, and fourth semesters of their D.Min. program. Classroom instruction (Dissertation Seminar) will be offered on Friday afternoon during the week of each required (non-elective) DMIN course (855, 865, 875, and 885NE) each semester, with online instruction occurring in the weeks before and after each residential week.
3. **Preliminary dissertation topic and advisor information form:** This form should be completed as soon as possible during DMIN 860NE so that an initial faculty mentor can be assigned and collaboration with that mentor can begin.
4. **Topic approved and final faculty mentor assigned:** At the conclusion of DMIN 860NE, the student will submit a final dissertation topic approval form. If the topic is approved by the D. Min. office (academic vice president and dean, and theological librarian), an official faculty mentor will be assigned. If the dissertation topic remains unchanged, the preliminary faculty mentor will typically continue in this role.
5. **Dissertation committee is named:** Required members of the committee include the faculty mentor (chair), theological librarian, and the academic vice president and dean. At the discretion of the faculty mentor and in consultation with the student, other committee members may be added in order to achieve necessary expertise in the field of study.
6. **Writing of Chapters 1–4 (i.e., the proposal):** Guided as necessary by the faculty mentor, the student prepares the first four chapters of the dissertation. Upon the mentor's approval of the proposal, a proposal defense with the dissertation committee is scheduled.
7. **Proposal defense:** Upon completion of the dissertation proposal, the student will be expected to participate in an oral defense and evaluation before the dissertation committee. Copies of the four-chapter proposal (in 3-ring binders with tabbed chapter dividers) must be submitted to all committee members at least two weeks prior to the defense. The student functions as recording secretary for the meeting and submits a transcript of the notes to all members of the committee following the meeting. The dissertation committee has three options: 1) accept the proposal as is with relatively minor editorial changes; 2) accept the proposal with substantive revisions subject to faculty mentor's approval; or, 3) require second proposal defense. If the student does not receive committee approval by a second defense, he or she will not be allowed to continue the dissertation process. The proposal

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must be approved before the student is permitted to conduct the research and complete writing. The proposal defense must take place at least six months prior to anticipated graduation. Please note that depending on the type of research being conducted, more than six months may be necessary.

8. **Research:** The student conducts the research exactly as described in the approved dissertation proposal.
9. **Writing of Chapters 5—6:** The student reports the results of the study (Chapter 5) and offers an evaluative discussion of the findings (Chapter 6). Upon approval of the faculty mentor for matters of content, form and style, a dissertation defense may be scheduled with the dissertation committee.
10. **Dissertation defense:** The student meets with the dissertation committee to defend the completed dissertation. The committee has two possible actions: 1) approve the dissertation with minor editorial changes, subject to mentor's approval; 2) require major revisions subject to committee's approval and/or second defense. The dissertation defense should be held approximately three months prior to anticipated graduation.
11. **Final edits, binding, and publication:** Upon approval by the dissertation committee, the student makes final revisions based on committee recommendations, and works with the D. Min. office to make arrangements for binding and publication. A copy-ready, final version of the dissertation must be submitted to the D. Min. office no later than March 30 for a May graduation.
12. **Graduation:** The Doctor of Ministry degree is conferred upon completion of all degree requirements.

## Criteria for Acceptance

The criteria used in evaluating dissertations are as follows:

1. The chosen area of study is significant enough to make a meaningful contribution to the understanding of ministry, yet specific enough to be answered with clarity and thoroughness;
2. The dissertation reflects an acceptable scope and depth of biblical and theological insight in relation to ministry;
3. The dissertation employs appropriate research methods with which the student has sufficient familiarity and competence;
4. The research methodology is clearly defined and carefully planned and executed;
5. The dissertation reflects a broad understanding of and interaction with the relevant and most important literature in the chosen area of study;
6. The dissertation includes an honest and thorough evaluation of the research process and findings;
7. The dissertation is written in a style that is clear, accurate, correct, and in complete compliance with the formatting standards of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* (Seventh Edition).

## Chapter Checklist

### Preliminaries

- Abstract
- Approval sheet
- Title page
- Copyright page
- Table of Contents

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- List of tables and figures
  - Clearance Forms
  - Acknowledgements

### **Chapter One**

- Problem introduced, often with personal vignette
- Purpose of study stated clearly and concisely
- Brief description of theoretical framework and grounding in literature
- Context of study established
- Research question(s) identified
- Research methodology described
- Subjects, population, sample described
- Design of study described
- Instrumentation explained
- Key terms defined
- Data collection and analysis described
- Independent and dependent variables identified
- Delimitations and generalizability described
- Biblical/theological foundations introduced
- Overview of remaining chapters

### **Chapter Two**

- Relevant sources identified and discussed
- Critical interaction with sources
- Themes emerging from literature developed in essay style
- Structure developed logically and coherently around themes, not around specific resources
- Discussion related clearly to problem of the study
- Quality of literature discussed as important as quantity (use primary sources as much as possible)
- Theoretical framework summarized by end of chapter

### **Chapter Three**

- Clear description and analysis of key biblical passages and themes
- Discussion of central theological and ecclesiological issues
- Demonstrate sound exegesis and astute theological reflection
- Integrate relevant insight from the history of the church and leading theologians

### **Chapter Four**

- Problem/purpose restated
- Research questions restated and explained
- Detailed description of every component of the research
- Selection of participants described and explained; rationale given
- Population and sample described
- Instruments explained

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- Independent and dependent variables explained
  - Control procedures described
  - Data collection and analysis detailed
  - Reliability and validity data provided
  - Ethical guidelines described
  - Describe study with such exhaustive detail and clarity that another researcher could easily replicate your study in order to verify it

### **Chapter Five**

- Provide the answers to the research questions
- Focus on significant findings
- Use statistical analysis correctly and appropriately
- Use tables, graphs, and figures as appropriate
- Organize chapter around answers to the research questions

### **Chapter Six**

- Evaluate and discuss findings
- Describe implications and significance of research
- Key contributions of this research
- Limitations of research
- Unexpected observations
- Recommendations for further research
- Practical applications
- Personal impact
- Concluding thoughts

### **Appendices**

- Copies of research instruments such as surveys, questionnaires, curriculum, letters, etc.

### **Bibliography**

## **ADMISSIONS**

### **Admissions Requirements**

The purpose of the D.Min. degree is to enhance the practice of ministry for persons who hold the Master of Divinity degree and have engaged in some form of ministerial leadership (for a minimum of three years prior to program start). Admission is on the basis of competence in theology and ministry, and giving evidence of the motivation and ability to pursue further study at the doctoral-level. In examining the application, the admissions committee will consider whether the applicant:

- Is capable of doctoral-level work
- Has demonstrable learning in the various theological studies
- Has sufficient ministry experience to gain maximum benefit from the program
- Has articulated how the program will enhance his or her ministry
- Is spiritually and emotionally mature

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- Has sufficient support structures (e.g., family, church, etc.) to successfully complete the program

In order to determine whether the applicant meets these criteria, the following specific requirements are necessary for admission to the D.Min. program:

- Completion of a Master of Divinity degree from a seminary accredited by The Association of Theological Schools (ATS);
- In cases where the applicant has not received an accredited Master of Divinity, admission may be considered provided he or she possesses its educational equivalent. To do so the applicant must demonstrate that he or she has a strong foundation in all the areas of theological studies, namely: Biblical literature and theology, church history and historical theology, systematic theology, and pastoral theology. This would require a minimum of 15 credits in one of the four areas named above and 9 credits in each of the other three areas with a grade of B or better. The NES Core curriculum meets the theological, biblical, and historical studies equivalency. As such, an applicant with another graduate degree may be considered for admission if he or she can also show proof of successful matriculation in theological preparation and meets the minimum credit standard.
- Three years of full-time ministry or cross-cultural mission experience subsequent to the M.Div. degree or its educational equivalent. Exceptions to this rule must be approved by the admissions committee on a case-by-case basis and must meet ATS standards for admission.
- Official transcripts from all previous graduate and undergraduate-level academic work. Normally, a grade point average of at least 3.00 on a 4.00 scale in previous graduate degree work is required.
- Two ecclesiastical references from a supervisor of the church or para-church organization to which the applicant is accountable that indicate an ability to do above average graduate-level academic work, affirms the applicant's call to and gifts for Christian ministry, and gives their endorsement for the individual to pursue the D.Min. degree;
- One congregational or institutional reference that affirms the applicant's call to and gifts for Christian ministry;
- A narrative of approximately 1,500 words on "Ministerial Experience and Program Expectations" in which the applicant (1) reviews and reflects on his or her ministerial experience and (2) offers a possible dissertation topic. Part 2 of this narrative does not constitute a formal dissertation proposal; it does, however, identify a potential topic or area of interest that the applicant may wish to pursue in the Doctor of Ministry program.
- A graduate-level paper of 15 to 20 pages in length. This may be a paper the applicant has written earlier. The paper should demonstrate the applicant's best work and ability in the following areas:
  - Knowledge of theological disciplines
  - Use of research methodology
  - Use of Chicago or another recognized style of writing research papers
- In the case of international students for whom English is a second language, an Internet-based TOEFL score of 79 or higher is required (or equivalent score of 213 for computer or 550 paper-based TOEFL exams).

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## GUIDELINES FOR APPLICATION ESSAYS

### Ministerial Experience and Program Paper

The paper called Ministerial Experience and Program Expectations that applicants will submit will be reviewed by each member of the admissions committee. As stated in the “Admissions Requirements” section, this is: “A narrative of approximately 1,500 words on “Ministerial Experience and Program Expectations” in which the applicant (1) reviews and reflects on his or her ministerial experience and (2) offers a possible dissertation topic.” This paper will be one of the main sources from which the committee can evaluate the quantity and quality of the applicant’s experience and understanding of how the Doctor of Ministry program can enrich ministerial skills.

The following should be a part of the paper:

- A good style with attention to grammar, syntax, spelling, choice of words, development of argument, and felicity of expression;
- A clear articulation of the applicant’s vocation and a narration of the types of ministerial assignments that he or she has assumed, together with an assessment of how these assignments have matched the vocation;
- An evaluation of how the applicant has fulfilled these ministerial assignments, including successes and failures, the skills that have been developed, and the possible weaknesses and gaps in skills that need further attention;
- An identification of how the applicant believes the D.Min. program will enhance future ministerial work;
- An assessment of the challenges that participation in the D.Min. program will present to the applicant, such as guaranteeing adequate time for family and leisure, with a description of the support structures and plans in place to meet these challenges;
- A projected dissertation topic which identifies a concern or challenge in ministry that requires research the applicant hopes to accomplish in the D.Min. program.

### Graduate-level Paper

The graduate-level paper that applicants will submit will be reviewed by each member of the admissions committee. As stated in the Admissions Requirements, this paper should demonstrate the applicant’s best work and ability in the following areas:

- Knowledge of theological disciplines
- Use of research methodology
- Use of Chicago or another recognized style of writing research papers

This paper, of about 15 to 20 pages in length, may be a paper the applicant has written earlier in their graduate studies. It will be one of the main sources from which the committee can evaluate readiness for doctoral-level work in theology. Among other things, the following should be considered in drafting this paper:

- A good style with attention to grammar, syntax, spelling, choice of words, development of argument and felicity of expression;
- Rich usage of appropriate biblical passages and non-biblical theological authorities with careful documentation of all sources;

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- Awareness of the complexity in theological debates and fairness in the presentation of divergent viewpoints;
  - Awareness of how the theological issue being examined might be applied to the complexities of contemporary ministry;
  - Clear and logical articulation of the applicant's own viewpoint.

## ADMISSION PROCEDURES

### Application Deadlines

Northeastern Seminary admits one doctoral degree cohort per year (spring semester). To be enrolled, admission must be granted no later than 60 days (two months) prior to the residency in which the applicant intends to matriculate. The D.Min. admissions staff and faculty typically require 10 working days to complete the review and evaluation of a prospect's application packet. **Applicants must have all required materials into the D.Min. office no later than April 1 for the June Residency.** Extenuating circumstances may be considered along with an articulation of how the prospective student will be able to adequately complete the necessary pre-class assignments.

## SPECIAL ADMISSIONS CLASSIFICATIONS

### Unclassified Doctoral Status

Non-degree, post-M.Div. persons, who are not matriculating at NES or pursuing a D.Min. degree, may register for individual courses if they satisfy admission requirements for the D.Min. program under the "Unclassified Doctoral Student" status. The normal procedure concerning tuition would apply to these persons, and they would be expected to do the required course work. This admission status is normally reserved for students seeking elective coursework for another D.Min. program or for personal growth after completing the D.Min. degree.

Individual courses are open on a space-available basis, and with the approval of the professor. Contact the admissions office for further information. It is possible for a person who has taken D.Min. courses as an "Unclassified Doctoral Level Student" to petition to move into full D.Min. student status, but additional coursework may be required in some cases.

## PROGRAM SPECIFICS

### Enrollment Expectations

Students will be expected to maintain continuous enrollment once admitted to NES. If it becomes necessary to leave for a semester, a Change of Status Application must be completed by the student and approved by the admissions office. Students without an approved leave of absence, who do not maintain continuous registration status (excluding summer semesters) will be required to reapply for admission to NES. See "Change of Status" section in this catalog.

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Students will be expected to complete their degree program within three years of its normal length. Thus, D.Min. students will be allowed six years for the initial matriculation date to complete their academic work.

Due to the structure of Doctor of Ministry program students can be enrolled in up to 7 credits each semester for a total of 14 credits per academic year. This scheduling, while officially considered a part-time load, allows for awarding financial aid and deferring student loans. In cases where students are enrolled in Continuation of Registration (DMIN 901NE) for 0 credits they are no longer financial aid eligible and deferment of loans should not be expected.

## **Requirements for Course Completion**

Students will normally be given 60 days following each residency to complete course assignments. Students not able to complete the work in that timeframe must petition the instructor for an extension. Students will be required to repeat the course at a later date if unable to meet the original and extended deadline. Any course not completed within six months must be repeated.

## **Graduation Requirements**

The following requirements are necessary to receive the Doctor of Ministry degree:

- Satisfactory completion (80% or higher) of six required classes and four electives
- Successful completion and oral defense of a dissertation
- Satisfactory completion of all degree requirements in no more than six years after initial matriculation

## **STUDENT ACCOUNTS AND BILLING**

Tuition payments are due in advance of each new D.Min. semester, unless an approved optional payment plan is selected or arrangements have been made with student financial services.

## **TUITION AND FEES (2011—2012)**

Tuition per credit hour .....	\$420
Student fee (one-time matriculation fee).....	\$350
Books (estimated) .....	\$250 per class
Non-refundable D.Min. deposit (applied to first tuition payment).....	\$350

*\*Tuition and fees are subject to change.*

At 2011—2012 rates, the cost for each three-credit course is \$1,260 (tuition) plus approximately \$250 for books. A student taking four courses per year would pay total tuition of \$5,040. The tuition charge to complete the entire program (36 credit hours) is approximately \$15,120.

## **PAYMENT PROCEDURES**

Tuition payments can be made at the cashier's window in the lower level of the Rinker Center, or may be remitted to the address on the student bill. Checks should be made payable to Northeastern Seminary. Failure to make payments or payment arrangements on time may result in a late payment fee and/or a hold on registration for future semesters. All payments must be made in U.S. dollars.

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Tuition payment plans are available through Tuition Management Services (TMS). Payments may be spread out over the academic semester or year for a nominal fee. More information about available plans can be obtained from student financial services 585.594.6150 or TMS 800.722.4867, [www.afford.com](http://www.afford.com).

## **TUITION AND FEE PAYMENT**

Tuition charges are based on the current per-credit tuition rate which is subject to change in each annual budget cycle. Students may register for one or two weeks of classes during each residency.

Students will normally register for two resident semesters (one full year) at a time to accommodate the requirements of financial assistance programs. Billing will be done on a per-residency basis approximately two weeks prior to the beginning of each course start (April 9 and October 3). NOTE: Students using the Tuition Management System (TMS) 12-month payment option will base their monthly payments on one-twelfth of the total tuition for the year.

For students who do not complete the dissertation by the end of the third year, registration in D.Min. continuation courses is required each semester until completion or termination of their program. Registration in continuation courses keeps a student's status active and occurs in the following ways:

Third-year students register for:

- DMIN 910NE Dissertation (6 credits), final semester of third year

Post-third year:

- Students who do not complete all degree requirements by the end of the third year register for DMIN 901NE Continuation of Registration (0 credits) for each semester beyond the third year (Fee: \$250). Students who do not complete their work within the six-year limit will need to petition for continuation one semester at a time.

At the time of admission to the program there are mandatory fees and a deposit that apply. These are listed above. Additional modest fees should be expected prior to graduation to cover binding and publication costs, copyright fees (where desired), electronic publication, and other related expenses.

## **TUITION REFUND POLICY**

Refund of federal financial aid will be based on guidelines issued by the Federal Government in the 1998 reauthorization, and will be prorated on a per-diem basis using calendar days. No refunds will be issued once 60% of the D.Min. semester has been reached.

The refund schedule is based on an 18-week D.Min. semester and begins when the semester begins not when the residency classes begin.

Students withdrawing from a residency semester prior to the first day of the semester will receive a full refund. Thereafter, refunds will be based on the following schedule:

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<b>Prior to start of semester</b>	<b>Full Refund of Tuition</b>
Weeks 1 and 2	90% Refund / 10% Charge
Weeks 3 and 4	75% Refund / 25% Charge
Weeks 5 to residency	50% Refund / 50% Charge
First day of campus residency	25% Refund / 75% Charge
After first day of campus residency	No Refund

## **FINANCIAL ASSISTANCE**

### **Scholarships**

The following scholarships are available to eligible NES students who complete the admission application process by scholarship deadlines. Students must be enrolled in at least 3 credits per semester to receive this aid.

- **Northeastern Seminary Scholarship:** 25% reduction in tuition  
 This scholarship is awarded annually and is based on financial need of the student as determined by Free Application for Federal Aid (FAFSA) eligibility. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Please indicate the Seminary's school code of G34194 on the FAFSA. Questions should be directed to student financial services (585.594.6150) or email: [FinAid@Roberts.edu](mailto:FinAid@Roberts.edu).
- **Northeastern Seminary Presidential Scholarship:** 50% reduction in tuition  
 This scholarship is awarded annually and is based on evidence of academic strength in previous work and potential for contribution to ministry development. Recipients must maintain a cumulative GPA of 3.3 to retain scholarship.
- **Northeastern Seminary Trustees Scholarship:** 100% reduction in tuition  
 This highly selective scholarship is awarded by invitation from the seminary to students for the complete program and is based on evidence of academic strength in previous work, potential for contribution to ministry development through research, and ongoing excellent academic performance. Recipients must maintain a cumulative GPA of 3.3 to retain scholarship.
- **Veteran's Benefits:** NES is approved by the New York State Division of Veteran's Affairs and complies with the Post 9-11 Veterans' Educational Assistance Act of 2008. Students eligible for Veteran's Administration Educational Benefits should contact Cheryl Raduns, the VA certifying official for the Seminary at: [raduns\\_cheryl@roberts.edu](mailto:raduns_cheryl@roberts.edu).

If a student qualifies for more than one level of scholarship, the single highest level will be awarded. For specific details of eligibility not specified above, please contact student financial services, Rinker Community Service Center, on the Roberts Wesleyan College campus.

### **Federal Direct Student Loans**

Matriculated students in the D.Min. program who take at least 3 credits are eligible to apply for Federal Direct Student loans. Students qualifying for the DirectLoan program may receive up to \$20,500/year in subsidized and/or unsubsidized Federal Direct Student loans to cover program costs and living expenses while attending the two-week on-campus residency. Completion of the Free Application for Federal Student Aid (FAFSA) is required for assessing range of eligibility. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Please

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indicate the Seminary's school code of G34194 on the FAFSA. Questions should be directed to student financial services (585.594.6150) or email: [FinAid@Roberts.edu](mailto:FinAid@Roberts.edu).

NOTE: While the D.Min. dissertation will take a full year to complete, the student's registration for DMIN 910NE is only for one academic semester. Therefore, because the student will no longer be registered as at least a half-time student, his or her federal loans may go into repayment requirements before having graduated. Contact student financial services for further clarification.

## **HOUSING**

Housing may be found on or near the campus for those living outside the Rochester, NY, area. Housing for the June session may be found in the Roberts Wesleyan College townhouses. These are two- and three-bedroom townhouse units with one or two private baths respectively, a living room and kitchenette. Housing during the January sessions may be found in nearby hotels and bed and breakfast establishments. There are a number of hotels and bed and breakfast establishments within a 15—20 minute drive of the campus. Housing is at the student's personal expense.

Housing reservations must accompany registration forms. New housing reservations cannot be guaranteed after April 15 for June sessions and November 15 for January sessions each year.

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## DMIN COURSE CALENDAR

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### Fall 2011: October 3, 2011—March 9, 2012

#### January 2012 Residency:

- Jan. 9-13 Week 1: DMIN 855NE Theological Foundations for Ministry (3.0) (Livermore)  
Jan. 16-20 Week 2 (Elective): DMIN 892NE Preaching and Scripture (3.0) (Connell)
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### Spring 2012: April 9, 2012—August 24, 2012

#### June 2012 Residency:

- June 4-6 Orientation Retreat: DMIN 852NE Calling and Vocation (3.0) (Grimm)  
June 4-8 Week 1: DMIN 865NE Scriptural Foundations for Ministry (3.0) (Middleton)  
June 11-15 Week 2 (Conference on Ministry Course): DMIN 890NE (3.0) (TBD)
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### Fall 2012: October 1, 2012—March 8, 2013

#### January 2013 Residency:

- Jan. 14-18 Week 1: DMIN 875NE Spirituality for Ministry in a Postmodern Context (3.0) (Letterman)  
Jan. 21-25 Week 2 (Elective): DMIN 862NE Critical Issues in Contemporary Church Communities and Postmodern Society (3.0) (Gerhardt)
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### Spring 2013: April 15, 2013—August 30, 2013

#### June 2013 Residency:

- June 11-13 Orientation Retreat: DMIN 852NE Calling and Vocation (3.0) (Grimm)  
June 10-14 Week 1: DMIN 885NE Transformational Leadership (3.0) (Anderson/Connell)  
June 17-21 Week 2 (Conference on Ministry Course): DMIN 890 (3.0) (TBD)
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### Fall 2013: September 30, 2013—March 7, 2014

#### January 2014 Residency:

- Jan. 13-17 Week 1: DMIN 855NE Theological Foundations for Ministry (3.0) (Livermore)  
Jan. 20-24 Week 2 (Elective): DMIN 882NE Developing Healthy Spiritual Communities (3.0) (Letterman)

In addition, \*DMIN 860A/B/C Research Methodology I, II, and III are offered every semester. Students register for these one-hour classes in the second, third, and fourth semesters of their D.Min. program. The courses are hybrid in format, meaning they are online but also have a required in-class session – Dissertation Seminar – which is held on Friday afternoon of the DMIN 855/865/875/885NE residency weeks. Attendance at the Friday afternoon Dissertation Seminar is required of all students every semester until the successful defense of the dissertation proposal. (First-semester students taking DMIN 852NE Calling and Vocation are exempt from Dissertation Seminar attendance.)

DMIN 910NE Dissertation is offered each semester as needed and may be taken only after completion of all other required courses.

\*Students who wish to move through the program at a slower pace should consult with their advisors about the timing and flow of course work.

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## D.MIN. COURSE DESCRIPTIONS

### **DMIN 852NE**

#### **Calling and Vocation**

##### **Credits: 3**

This course will provide students with an opportunity to explore the relationships between spiritual formation, personality, and leadership. Students will benefit from standard personality and leadership assessment tools to gain insights into their own personality and leadership style. In addition, students will enhance their understanding of the biblical foundation of leadership and the significance of spiritual formation for today's Christian leaders.

The expected outcome of this seminar will be a well developed theology of ministry within the context of the individual's personality, spiritual giftedness, and leadership style. Students will develop an informed sense of calling to their unique place in the Kingdom of God and will design a strategy of continuous personal change to enhance their effectiveness in ministry for years to come. The seminar will be composed of didactic sessions to focus on related personality and leadership theories, as well as small group components to provide support as students apply these principles to their individual ministry.

*[Prerequisite: Successful matriculation into the D.Min. program]*

### **DMIN 855NE**

#### **Theological Foundations for Ministry**

##### **Credits: 3**

This course explores theological resources for Christian ministry in the context of contemporary culture(s). The purpose of the course is to assist the doctoral student in developing a solid theological foundation for ministry that is firmly rooted in the historic Christian faith and fully responsive to the exigencies of the contemporary world. The course develops in three major movements: First, the course seeks to guide the student in a review of the core beliefs of historic Christian faith. The focus of this review is both on the content of the faith and the implications of the Church's core beliefs for Christian ministry. Second, the course provides an overview of key foundational materials in the classical pastoral tradition, with a focus on the nature and practices of the pastoral vocation. Finally, the course focuses on the doctrine of the Church and its implications for ministry in contemporary culture. Specifically, the course seeks (a) to guide the student in discerning certain key features of contemporary North American culture, and (b) to aid the student in grappling with the nature of the Church's mission in its present cultural context.

*[Prerequisite: Successful completion of the D.Min. Orientation Week courses]*

### **DMIN 860NE – A, B, and C**

#### **Research Methodology I, II and III**

##### **Credit: 1 credit per class for a total of 3**

#### **DMIN 860ANE – Research Methodology I**

An introduction to research methodology for the D.Min. dissertation, this seminar will guide the doctoral student in integrating theological reflection, spiritual discipline, and ministry practice. The seminar sessions will include discussion of research ethics in the ministry setting. Each student will

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develop a comprehensive statement of a ministry-based research problem, which will form the basis of Chapter One of the Doctor of Ministry dissertation.

*[Prerequisite: Successful completion of the D.Min. Orientation Week courses]*

**DMIN 860BNE – Research Methodology II**

A continuation of DMIN 860A, this seminar will guide the doctoral student in integrating theological reflection, spiritual discipline, and ministry practice. Specifically, this course will assist the doctoral student in writing the 'review of the literature.' The course will discuss the role of the literature review, provide guidance for setting limits, and emphasize the dialogical nature of the research process. Typically, the literature review will form the basis for writing Chapter Two of the Doctor of Ministry dissertation.

*[Prerequisite: Successful completion of DMIN 860ANE – Research Methodology I]*

**DMIN 860CNE – Research Methodology III**

A continuation of DMIN 860A and DMIN 860B, this seminar will guide the doctoral student in integrating theological reflection, spiritual discipline, and ministry practice. Specifically, this course will discuss appropriate research methodologies as adapted to the ministry setting. The doctoral student will design an appropriate ministry model that integrates Scripture, spiritual reflection, and leadership development. The ministry model will typically be incorporated into Chapter Three of the Doctor of Ministry dissertation. This course will guide the Doctor of Ministry student into the writing and production of a final document and will emphasize organization of the dissertation, clarity of research-based writing, and proper form and style.

*[Prerequisite: Successful completion of DMIN 860BNE – Research Methodology II]*

**DMIN 865NE**

**Scriptural Foundations for Ministry**

**Credits: 3**

This course will explore biblical resources for envisioning the practice of Christian spirituality and leadership across the widest spectrum of social and cultural expressions, while interacting with the Church's history of limiting its arena of concern to the "spiritual," narrowly conceived. The methodology will integrate (1) reflection on central biblical-theological themes (such as God's covenant with creation, humanity as "image of God," the socio-cultural nature of evil and idolatry, redemption and the kingdom of God, and human suffering and eschatological hope) with (2) analysis of key shifts in the worldview of Western culture (including the Greek-Christian synthesis of the Middle Ages, the humanism of the Renaissance and Enlightenment, and the postmodern shift in the 20<sup>th</sup> century). The purpose is to develop a scriptural framework for Christian spirituality and leadership that can address the contemporary 21<sup>st</sup> century context with the power and compassion of the Gospel.

*[Prerequisite: Successful completion of the D.Min. Orientation Week courses]*

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**DMIN 875NE****Spirituality for Ministry****Credits: 3**

This course will examine the importance of Christian spirituality for ministry in the contemporary context, especially focusing on (a) developing and articulating an integrational theology of human and Christian spirituality for ongoing appraisal of spiritual development personally and communally; (b) an exploration of fundamental dynamics of the Christian spiritual life as experienced and articulated throughout Scripture, Christian history and contemporary life individually and corporately; (c) the development of foundational dispositions that nurture spiritual development of individuals and communities; and (d) the responsibility and privilege of Christian leaders for intentional nurturing of their own personal spiritual formation and the spiritual formation of others whom they are called to serve within and outside the Church.

**DMIN 885NE****Transformational Leadership****Credits: 3**

Scholars trace research on “transformational” leadership to James Burn’s 1987 study of leadership, which distinguished between “transactional leadership” and “transforming leadership.” This language has been (over) simplified in church circles to “management” versus “leadership.” This seminar will explore the role of each and their interrelationship in ministry. A key question to be pursued is this: What is the difference between a person who simply occupies a leadership role, and one who “gets things done,” resulting in organizational growth and “transformation” (from decline and sickness to health and vitality)? Pursuit of this key question will also involve a consideration of “pseudo-transformation” resulting in apparent growth, change, and “leadership success” which is followed by “leadership failure” and/or organizational conflict and decline. Transformational leadership is linked to the traditional study of the virtues and moral character. It has been defined as “leading from essence,” and puts a premium on integrity, authenticity, trust, and interpersonal relationships. This is a timely study in an age when moral failures in the ministry have made front-page news.

This course will also define, as key components of transformational leadership, the creation of shared vision, a unifying purpose, a strategic plan, and congruent values. These are the primary tools used by transformational leaders. Moreover, the process they use in the “creation” of them is critical to their “leadership success” (and differs from that used by “transactional leaders”).

## **ELECTIVES**

**DMIN 862NE****Critical Issues in Contemporary Church Communities and Postmodern Society****Credits: 3**

This course provides a venue for exploring varying Christian approaches for describing and addressing contemporary problems. The methodology includes applying a biblical and theological framework to proposed interventions that take into account personal responsibility, distributive and social justice, global perspectives, concern for the local community, and the utilization of church ministerial tools and secular expertise. Included in this course are reflection and exploration of a theological paradigm of the cross that maintains a radical Christian approach providing a context for effectively addressing social and ethical problems. Descriptions, analyses, and possible interventions for the following social problems and ethical issues will be the focus for

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class discussions, readings, and assignments: violence against women, racism, poverty, and professional ethical dilemmas. The goal is to provide students with both a theological framework and the ministerial tools to address important contemporary social and ethical issues in their local churches, larger society, and international community.

*[Prerequisite: Successful completion of the D.Min. Orientation Week courses]*

### **DMIN 872NE**

#### **Scriptural Models for Leadership**

##### **Credits: 3**

Forms of Christian leadership, though beginning within ancient Israel and the earliest Church, have continued to develop throughout the long history of the Church. The Scriptures themselves provide the models and norms for the ministry we ought to give at the present time. But applying these models and norms in the contemporary setting presents a large challenge. This course will explore several topics in achieving that goal: considering what the scriptural models and norms really are, understanding the emergence and rationale behind the various post-biblical models found in different Christian churches, determining what the needs are in the context in which we may be working, and finally, assessing our personal gifts and graces in relation to both the scriptural models and norms and those of our ecclesiastical settings.

*[Prerequisite: Successful completion of the D.Min. Orientation Week courses]*

### **DMIN 882NE**

#### **Developing Healthy Spiritual Communities**

##### **Credits: 3**

In a postmodern cultural context in which the authority of interpretive communities is broadly recognized, the Church has a unique opportunity to recover the biblical dynamic of authentic Christian community. This course will explore the nature and development of healthy Christian communities and their significance for meaningful ministry in the present cultural milieu. The course will examine the nature of the earliest Christian communities in the biblical era and review their historical development. The particular challenges of modernity to the development and maintenance of healthy spiritual communities will be observed. Finally, the course will focus on the prospects, possibilities, and methods for the recovery of healthy faith communities in the postmodern era. In particular, the dual vocation of the Church, to function both to contrast culture and as the place of Christ's hospitality in the world, will serve as the foundation for thinking about the nature and development of contemporary communities of faith. This will include an exploration of the role of healthy spiritual communities for faith formation, catechesis, and evangelization.

On the basis of this analysis, students will have opportunity to strategize ways in which their own churches might become healthier spiritual communities, including, but not limited to, the development of small faith communities within the larger local church community.

*[Prerequisite: Successful completion of the D.Min. Orientation Week courses]*

### **DMIN 890NE**

#### **Conference on Ministry**

##### **Credits: 3**

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This is a special topics course created in the area of expertise of the keynote speaker for Northeastern Seminary's annual Conference on Ministry. For course description and details please log on to the NES eBoard at <https://eboard.nes.edu/> and click on "Course Syllabi" or contact the office of academic services.

*[Prerequisites: Successful completion of –or at least enrollment in—the D.Min. Orientation Week]*

### **DMIN 892NE**

#### **Preaching and Scripture**

##### **Credits: 3**

This course is designed to assist the student in enhancing the conceptual understandings and practical skills that lead to the effective communications of ancient truths in the 21<sup>st</sup> century. Through a variety of learning experiences (e.g. in-class preaching, viewing the sermons of great preachers, reading and discussion, etc.) this class will enhance the student's ability to craft and deliver sermons that God can use to bring about the transformation of human lives and the building of His church. Designed as a practicum experience, a central feature of this class is the viewing and critique of sermons delivered by the students.

*[Prerequisites: Successful completion of the D.Min. Orientation Week]*

### **DMIN 895NE**

#### **Independent Study**

##### **Credits: 3**

D.Min. students may petition to do an Independent Study or transfer one course (three credit limit) from an approved graduate program that supports his or her dissertation. The student must demonstrate how this course will further his or her understanding of and support the ministry goals of the dissertation. If approved, these credits will substitute for one Support Course.

*[Prerequisites: Successful completion of all Orientation Week courses and DMIN 855NE or DMIN 865NE]*

### **DMIN 901NE**

#### **Continuation of Registration**

##### **Credits: 0**

##### **Fee: \$250**

Registration for DMIN 901NE is required for each semester after the student's third year to maintain active status in the D.Min. program. This fee keeps a student's ID and ITS services active during the dissertation research and writing process.

### **DMIN 910NE**

#### **Dissertation**

##### **Credits: 6**

The student must satisfactorily complete a doctoral-level, publishable dissertation based on an approved ministry project. The professor expects each student to download a free copy of Citation bibliographic software from Golisano Library's website (PC users). Mac users can purchase EndNote from [www.endnote.com](http://www.endnote.com).

The final dissertation must reflect the student's ability to use appropriate theoretical and theological resources in addressing both the nature and the practice of ministry. The dissertation will demonstrate the candidate's ability to identify a specific theological topic in ministry, organize an effective research model, use appropriate resources, and evaluate the results.

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# CERTIFICATE PROGRAMS

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## EL CENTRO DE ESTUDIOS TEOLÓGICO HISPANO (CHET) AND CENTER FOR THEOLOGICAL STUDIES (CTS)

El Centro de Estudios Teológico Hispano (CHET) and the Center for Theological Studies (CTS) at Northeastern Seminary promote spiritual development; biblical, historical, and theological knowledge; and provides ministry support and resources among Hispanic and non-Hispanic ministers and church leaders in upstate New York. Both CHET and CTS offer a two-year Certificate in Ministry program. Courses are offered for three 12-week terms each year: fall, winter, and spring. All students must complete six terms (12 units) of core courses and ministry electives to earn a certificate. Students who complete the program may be eligible to receive up to 30 undergraduate college credits upon application and successful admission to Roberts Wesleyan College.

### CHET/CTS CURRICULUM

#### **CTSB 101**

##### **Survey of the Old Testament**

##### **Credits: 3**

This course provides a general overview of the entire Old Testament, and examines the cultural and historical background in which it was written. Students see how the documents shaped the life of a people, how these Scriptures of the Hebrew people influenced the writers of the New Testament, and why they are important in contemporary society.

#### **CTSB 102**

##### **Survey of the New Testament**

##### **Credits: 3**

Students are introduced to the entire corpus of the New Testament and the historical and cultural context in which the several types of documents were written. The life and teachings of Jesus and the influence of the Apostle Paul are stressed.

#### **CTSH 101**

##### **Survey of Church History**

##### **Credits: 3**

This course provides a general overview of the history of the Christian Church from apostolic times to the modern era. Students become familiar with the theological differences within Christendom, as well as the common elements.

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**CTSH 102****American Church History****Credits: 3**

Students trace the development of African American and Hispanic Christianity from its roots and in the United States. Consideration is given to the impact of Liberation Theology.

**CTST 101****Introduction to Christian Theology****Credits: 3**

Students are introduced to the several areas of theology, the history of the development of the discipline, and the theological differences among Christian groups. While classic Christian thinking is the thread that runs through the course, students are encouraged to explore and to interact with the best elements of all Christian traditions.

**CTSP 101****Pastoral and Spiritual Formation****Credits: 3**

Personal spiritual growth is the goal of the course. Emphasis is upon the development of the pastor as the spiritual leader of the congregation and the community. Classic writings on spirituality, devotion, and spiritual disciplines are studied and discussed.

**CTSP 102****Using Technology****Credits: 1.5**

Students explore how technology may enhance or limit the ministry of the church. The “how to” use of technology for personal, staff, and large group, multimedia presentations will be addressed.

**CTSP 201****Leadership Skills****Credits: 3**

This course prepares students for leadership roles in the church by helping them develop the skills needed to organize their congregations for effective ministry.

**CTSP 202****Pastoral Care****Credits: 3**

Students develop the art of discerning and attending holistically to the needs of a congregation and the community as servant leaders.

**CTSP 203****Pastoral Ethics****Credits: 1.5**

Emphasis in this course is on helping church leaders integrate the best ethical practices into their ministry and decision making.

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**CTSP 204****Homiletics****Credits: 1.5**

Students learn how to prepare and deliver sermons. Opportunities will be provided for students to practice in front of their peers.

**CTSP 205****Church and Community****Credits: 1.5**

Students focus on the social obligations of the Christian gospel and how to minister most effectively within a variety of cultural contexts.

**CTSP 206****Church Polity****Credits: 1.5**

Students work with a mentor to help them understand the discipline and polity of their particular denomination. Students from congregations independent of denominational affiliation will investigate how their group is governed.

**CTSM 151 Children's Ministry Credits: 1.5****CTSM 152 Youth Ministry Credits: 1.5****CTSM 153 Adult Ministry Credits: 1.5**

Students learn how to work effectively with a particular age group to accomplish the congregation's goals of training and discipleship.

For more information on the CHET/CTS Program contact the Seminary at 585.594.6800.

## **SOUND OF THE GENUINE BIBLICAL INSTITUTE (SGBI)**

### **ROCHESTER INSTITUTE OF CHRISTIAN EDUCATION (RICE)**

NES has engaged in partnering with local and regional churches in other certificate (non-degree) training ministries for pastors and lay leaders in the church. In 2003, NES partnered with Elim Fellowship of Buffalo, NY, in their three-year lay training program—the **Sound of the Genuine Biblical Institute (SGBI)**. NES provides assistance in curriculum development as well as qualified faculty, student, and alumni instructors. More recently, the NES certificate program joined efforts with the **Rochester Institute of Christian Education (RICE)** in its two-year lay training program building on a long-established relationship with Roberts Wesleyan College.

*For scheduling or registration information on **Sound of the Genuine Biblical Institute** contact SGBI at: 716.832.7698, for **Rochester Institute of Christian Education** contact RICE at: 585.436.7523 or [rfmInfo@frontiernet.net](mailto:rfmInfo@frontiernet.net)*

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# RESOURCES

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## NES ADMINISTRATION, STAFF, FACULTY AND EMERITI PERSONNEL

### Administration

**Dr. John A. Martin**

President, 585.594.6100

**Dr. Douglas R. Cullum**

Academic Vice President and Dean, cullumd@nes.edu, 585.594.6331

**Rev. Dr. Jack Connell**

Senior Vice President for Advancement and External Relations, connell\_jack@roberts.edu, 585.594.6200

**Lisa M. Bennett**

Director of Communication and Enrollment, Office of Admissions, bennett\_lisa@nes.edu, 585.594.6804

**John Paul (JP) Anderson**

Director of Admissions, anderson\_jp@nes.edu, 585.594.6832

**Marilyn Erickson**

Coordinator of Academic Planning, ericksonm@nes.edu, 585.594.6497

**Dr. Todd Daningburg**

Associate Vice President for Development, Office of Development, daningburg\_todd@roberts.edu, 585.594.6644

**Kirk Kettinger**

Director of Alumni Relations, Office of Development, kettinger\_kirk@roberts.edu, 585.594.6415

### Support Staff

**Rev. Francisco Burgos**

Director of Certificate Programs, burgos\_francisco@nes.edu, 585.594.6800

**Sarah Champignon**

Communications and Events, Administrative Assistant, champignon\_sarah@nes.edu, 585.594.6420

**Susan Gringer**

Office of the Academic Vice President and Dean, Administrative Assistant, gringer\_susan@nes.edu, 585.594.6807

**Jillian Pietruch**

Office of Admissions, Administrative Assistant, chilson\_jillian@nes.edu, 585.594.6802

**Faith Sharp**

Academic Services, Administrative Assistant, sharp\_faith@nes.edu, 585.594.6623

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## Full-Time Faculty

### **Dr. Douglas R. Cullum**

#### **Academic Vice President and Dean and Professor of Historical and Pastoral Theology**

Dr. Cullum holds four graduate degrees, and is an ordained clergyman. His earned degrees include: Ph.D., M.Phil., Drew University; Th.M., Duke University; M.Div., Asbury Theological Seminary; B.A., Asbury College.

Dr. Cullum's teaching ministry emphasizes the seamless relationship between the academic and practical aspects of Christian theology. His desire is to assist the local church in finding renewal along biblical and classical lines. Having been active in ministry since 1978, Dr. Cullum served pastorates until 1994 when he was invited to come to Roberts Wesleyan College to serve as college chaplain and faculty member in the religion department. In 1998, Dr. Cullum became one of the founding faculty members of Northeastern Seminary at Roberts Wesleyan College. Areas of special interest include Wesley and the Methodist tradition, Reformation theology and history, liturgy and liturgical theology, 19<sup>th</sup> century American religion, and 20<sup>th</sup> century neo-orthodoxy. Professionally, Dr. Cullum participates in the North American Academy of Liturgy and the Wesley Studies Group of the American Academy of Religion.

### **Dr. Elizabeth L. Gerhardt**

#### **Professor of Theology and Social Ethics**

Dr. Gerhardt holds a Th.D. degree from Boston University School of Theology in church history and social ethics. Her earned degrees include: Th.D., Boston University School of Theology, 2000; S.T.M., Boston University School of Theology, 1995; M.S.W., Rhode Island College, 1986; M.A., Providence College, 1983; B.A., State University of New York at Geneseo, 1977.

Dr. Gerhardt has extensive experience in the many arenas of social ministry. She taught on the faculty of Roberts Wesleyan College's Master of Social Work program before coming to NES. Her dissertation title was: Martin Luther's Theology of the Cross: Cause or Cure for Domestic Violence?

### **Dr. Nelson J. Grimm**

#### **Director of Field Education and Associate Professor of Applied Theology**

Dr. Grimm's earned degrees include: Ph.D. from the University at Buffalo; M.S., Canisius College; M.Div., Asbury Theological Seminary; B.A., Roberts Wesleyan College. His doctoral research considered the relationships between religiosity, spirituality, and life satisfaction.

Dr. Grimm brings to Northeastern Seminary extensive ministry experience — pastoring, conference superintendent within the Free Methodist Church of North America, and chaplain — as well as interacting with other pastors, churches, and organizations in leadership/advisory capacities. He serves as a member of the Ministerial Education and Guidance Board of the Genesee Conference of the Free Methodist Church, is a clinical member of the Association for Clinical Pastoral Education, and a member of the Evangelical Association of Theological Field Educators. Such expertise provides the Seminary with a strong internship program. Dr. Grimm will also be teaching in the area of applied theology.

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**Dr. Barry Hamilton****Theological Librarian and Professor of Historical and Contemporary Theology**

Dr. Hamilton holds the following degrees: Ph.D., Drew University, 1993; M.L.S., University of North Texas, 1994; M.Phil., Drew University, 1991; M.Div., Nazarene Theological Seminary, 1983.

Dr. Hamilton brings to Northeastern Seminary extensive experience as an author of a book and various articles and papers, as well as experience in pastoral ministry for eight years. He is an ordained elder in the Free Methodist Church. Additionally, he served as assistant librarian at United Theological Seminary, Dayton, Ohio, for five years, taught church history and research methods, and served as core faculty for the Doctor of Ministry program. He has taught seminary courses in Nigeria, served as a library consultant in Kenya, carried out research at Oxford and Cambridge Universities, and is under contract for a new book on Richard Watson's Theology. He is a co-founder and charter member of a new regional theological library association for upstate New York. Research interests include the 19<sup>th</sup> century Holiness movement, early American Methodism, revivalism, and contemplative spirituality.

**Dr. Paul Livermore****Professor of Biblical and Systematic Theology**

Dr. Livermore's earned degrees include: Ph.D., Th.M., Princeton Theological Seminary; M.Div., Asbury Theological Seminary; A.B., Greenville College. He is an ordained elder in the Free Methodist Church. Dr. Livermore has served as a pastor and as a teacher. He joined the Roberts Wesleyan College faculty in 1976 and shared in the conception, birth, and development of Northeastern Seminary.

Dr. Livermore's doctoral program involved the study of Second Temple Judaism and the dialogue between early Christianity and Judaism. Over the last two decades his research into the New Testament and early Judaism has continued, but it has also expanded to include, in particular, patristic Christianity and Wesley. All of these studies inform his work both as a seminary professor and as a member of the Study Commission on Doctrine of the Free Methodist Church on which he has served since 1979. In partial fulfillment of his responsibility on the Study Commission, he has written a *Catechism for the Free Methodist Church* and the first of a two-volume systematic theology, *The God of Our Salvation*. He is currently working on the second volume.

**Dr. J. Richard Middleton****Professor of Worldview and Exegesis**

Dr. Middleton holds the following degrees: Ph.D., Vrije Universiteit, Amsterdam, in a joint-degree program with the Institute of Christian Studies, Toronto; M.A. in Philosophy, University of Guelph, 1985; B.Th., Jamaica Theological Seminary, 1977. Dr. Middleton has done additional graduate studies in the Old Testament at Colgate Rochester Divinity School (1986—1988), and in religious studies and philosophy at Syracuse University (1984—1985).

Dr. Middleton is widely published in religious periodicals and journals, as well as the author of four books. His new book on eschatology, *A New Heaven and a New Earth*, is forthcoming from Brazos Press. He is editing a volume of essays on Caribbean Theology for Pickwick Publications, and is working on a manuscript for Abingdon Press on the dynamics of human and divine agency in the books of 1 and 2 Samuel. Special areas of interest are Old Testament theology, the Christian worldview, the books of Genesis and Samuel, the doctrine of Creation, and Christianity and postmodern culture.

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Dr. Middleton also serves as an adjunct professor of Old Testament at the Caribbean Graduate School of Theology in Kingston, Jamaica, and is the newly elected president of the Canadian Evangelical Theological Association.

## **Part-Time Faculty**

### **Dr. David Basinger**

#### **Professor of Philosophy and Ethics**

Dr. Basinger holds two graduate degrees in philosophy. His earned degrees include: Ph.D., University of Nebraska at Lincoln, 1975; M.A., University of Nebraska at Lincoln, 1974; B.A., Bellevue College, 1972; B.A., Grace College of the Bible, 1969. A distinguished scholar, both in the philosophy of religion and in ethics, he is actively involved in publishing books, articles, and reviews. Dr. Basinger currently serves as the chairperson for the division of teacher education, transition dean for the school of professional studies, and professor of philosophy at Roberts Wesleyan College.

### **Dr. Scott Brenon Caton**

#### **Professor of History and Culture**

Dr. Caton received a Ph.D. in History at the University of Rochester in 1998. His other earned degrees include: M.A. in Religion, Westminster Theological Seminary, 1988; B.A., Roberts Wesleyan, 1986. Dr. Caton is a professor of history at Roberts Wesleyan College. He has been at RWC since 1990 and is a founding faculty member of Northeastern Seminary. His research interests include American and British Puritanism, the English Reformation, 19<sup>th</sup> and 20<sup>th</sup> century American evangelicalism, John Henry Newman's life and writings, and the work of American cultural critic Orestes Brownson. He is a founding member of the Rochester Chapter of the American Chesterton Society. Dr. Caton is one of the few men in the world who has received permission from Rome to be an ordained priest in the Roman Catholic Church although he is married.

### **Dr. Timothy Dwyer**

#### **Professor of Christian Scriptures**

Dr. Dwyer received his Ph.D. at Aberdeen University in Scotland in 1990. His other earned degrees include: M.Div., Talbot School of Theology, 1983; B.A., Azusa Pacific University, 1980. He has also studied at Yale and Indiana University. Dr. Dwyer came to Roberts Wesleyan in 2003 after teaching for thirteen years at Anderson University School of Theology in Indiana. He is currently a professor of Christian Scriptures at RWC. His academic interests include the book of Galatians and its relation to its environment, and the book of Revelation and its many interpreters past and present. He has served as a pastor and jail chaplain in the past, and is an ordained minister in the Church of God, Anderson, IN.

### **Dr. Rebecca S. Letterman**

#### **Associate Professor of Spiritual Formation**

Dr. Letterman has an M.Div. from Northeastern Seminary. Her other degrees include: Ph.D. in Linguistics, Cornell University, 1997; M.A. in Linguistics, Syracuse University, 1990; B.A. in English, Roberts Wesleyan College, 1985. Dr. Letterman was ordained through Covenant Church of Pittsburgh, 2004. She completed a two-year certification program in formative spirituality at the Epiphany Academy of Formative Spirituality, Pittsburgh, PA, where she has been an adjunct faculty member since 2004. Dr. Letterman's research interests include the intersection of language, theology and spiritual formation.

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## Supporting Faculty

### **Dr. Jennifer Aube**

Ph.D., McGill University, 1994; B.Sc., University of Toronto, 1989. Dr. Aube is currently the chairperson for the general education division, and a professor of psychology at Roberts Wesleyan College. She has been at Roberts Wesleyan College since 2005.

### **Dr. Timothy P. Chaddock**

Psy.D., Wheaton College, 1999; M.A., Wheaton College, 1996; M.S.W., Western Michigan University, 1986; R.N., Lake Michigan College, 1982; B.A., Biola University, 1979. Dr. Chaddock is a professor of psychology and social work, and the director of the master of social work program at Roberts Wesleyan College.

### **Dr. Julia P. Grimm**

Ph.D., Iowa State University, 1986; M.S., Iowa State University, 1983; B.A., Roberts Wesleyan College, 1980. Dr. Grimm is a professor of psychology and chairperson, division of social sciences at Roberts Wesleyan College. Her areas of special interest include: counseling, organizational behavior, and human development.

## Adjunct Faculty (Ministry Specialists)

### **Mr. Charles H. Canon III**

M.S.S., SUNY Geneseo, 1994; B.S., Roberts Wesleyan College, 1970. Mr. Canon is a member of the Committee on History and Archives of the Free Methodist Church of North America. He has been a member of the Board of Administration at the local, conference, and denominational level within the Free Methodist Church. He has also been a delegate to each Free Methodist General Conference since 1985.

### **Dr. Jack Connell**

D.Min., Pastoral Leadership and Biblical Preaching, Asbury Theological Seminary, 1997; M.Div., Asbury Theological Seminary, 1987; B.S., Business Administration, Houghton College, 1983. Dr. Connell is an ordained minister in the Wesleyan Church, and has nearly twenty years of pastoral experience, including eleven years as senior pastor of Crosswinds Wesleyan Church in Canandaigua, NY. Dr. Connell is currently the senior vice president for advancement and external relations at Northeastern Seminary and Roberts Wesleyan College. Dr. Connell is currently pursuing a doctorate in higher education at the University of Rochester.

### **Dr. Todd Daningburg**

After serving as a pastor for 18 years, Dr. Daningburg has served in the advancement office of Northeastern Seminary and Roberts Wesleyan College since 2006. He is currently the associate vice president for development. His earned degrees include: D.Min. and M.Div., Asbury Theological Seminary; B.A., Religion and Philosophy, Roberts Wesleyan College.

### **Rev. Vince DiPaola**

Th.M., Dallas Theological Seminary, 1993; B.S., Electrical Engineering, Rochester Institute of Technology, 1985. Rev. DiPaola is senior pastor at the Lakeshore Community Church in Rochester, NY. He has recently been instrumental in bringing the Willow Creek Leadership Summit to Rochester.

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**Dr. Leonard P. Erb**

Ph.D., Walden University, 2008; M.S.W., Syracuse University, 1969; M.Div., Denver Theological Seminary, 1961; B.A., The King's College, 1958. Dr. Erb is an assistant professor of social work at Roberts Wesleyan College. He has been at RWC since 1995.

**Rev. Walter S. Fleming**

M.Div., Asbury Theological Seminary, 1980; B.A., Houghton College, 1976. Having served as a pastor since 1980, Rev. Fleming presently is the lead pastor at Pearce Memorial Church, a congregation adjacent to the NES campus. He has also served as adjunct faculty at RWC since 1998, teaching in the area of leadership.

**Dr. Val Fowler**

D.Min., Congregational Revitalization, McCormick Theological Seminary, 1982; M.Div., Christian Education and Biblical Studies, Princeton Theological Seminary, 1975; B.A., New Testament Studies, Brown University, Providence, RI, 1971. Rev. Fowler serves as pastor of the First Presbyterian Church (USA), Honeoye Falls, NY.

**Dr. Peter E. Grinion**

Ed.D., Leadership/Management, Spalding University, 1999; M.S.W., Carver School of Social Work, The Southern Baptist Theological Seminary, 1996; M.Div., Christian Education, The Southern Baptist Theological Seminary, 1993; L.Th., Theology/Arts and General Studies, University of the West Indies, Kingston, 1984. Dr. Grinion is a professor of social work in the division of social work and social sciences at Roberts Wesleyan College and is also an ordained minister with the American Baptist Church.

**Dr. Joel R. Hoomans**

D.S.L., Regent University, 2008; M.S., Career and Human Resources, Rochester Institute of Technology, 1994; B.S., Elementary Education and Psychology, Roberts Wesleyan College, 1987. Dr. Hoomans is the director for graduate studies in the division of business, and an associate professor of management and leadership studies at Roberts Wesleyan College.

**Barbara Isaman-Bushart**

M.Div./M.S.W., Northeastern Seminary, 2008; M.S.W., Roberts Wesleyan College, 2000; B.S. in Psychology, Houghton College, 1982. Barbara is an instructor in the community and human services department at Empire State College, an ordained elder in the Free Methodist Church, and an advocate for disability rights.

**Dr. Kenneth James**

D.Min., Hood Theological Seminary, 2006; M.Div., Hood Theological Seminary, 1984; B.A., Livingstone College (English), 1980. Dr. James has served as senior pastor of Memorial African Methodist Episcopal Zion Church in Rochester, NY, since 2005. Dr. James is author of *The First Yes: Rediscovering the Integrity of the Call to Preach*.

**Dr. John A. Martin**

Ph.D., Higher Education Administration, University of North Texas; Th.D., Old Testament, Hebrew and Semitic Languages, Dallas Theological Seminary; B.A., History, Wheaton College. Dr. Martin has been the president for Northeastern Seminary and Roberts Wesleyan College since 2002. He serves on the Commission on Accreditation of the Association of Theological Schools, and on the Executive Committee of the Fellowship of Evangelical Seminary Presidents. Dr. Martin is also an ordained minister in the Free Methodist Church.

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**Dr. Gregory McClain**

D.Min., Asbury Theological Seminary, 1989; M.Div., Trinity Evangelical Divinity School, 1977; B.A., Philosophy, Wheaton College, 1972. Dr. McClain has been the senior pastor for 33 years at the Wesleyan Church of Hamburg which averages over 1,500 each weekend with a mission to follow Jesus together, loving and seeking and serving others. Dr. McClain also serves on the Advisory Board at Northeastern Seminary.

**Dr. Wayne G. McCown**

Ph.D., Union Theological Seminary, 1970; Th.M., Union Theological Seminary, 1967; M.A., University of Washington, 1966; B.D., Asbury Theological Seminary, 1965; B.A., Seattle Pacific University, 1963. Dr. McCown is provost emeritus of Roberts Wesleyan College and dean emeritus of Northeastern Seminary. He has eighteen years of service as a seminary dean (seven years at Western Evangelical Seminary plus another eleven years as the vice president and dean at Northeastern Seminary). Dr. McCown also had three years of service as a church administrator, and eight years as the vice president for academic affairs and academic dean/senior vice president and provost at Roberts Wesleyan College.

**Dr. Phyllis A. Moss**

D.Min., Worship and Ministry, Interdenominational Theological Center, 2001; M.Div., Christian Education, Interdenominational Theological Center, 1995; M.A., Church Music, Interdenominational Theological Center, 1995; B.S., Business Management, Empire State College, 1991. Dr. Moss is the president of Tehillah Music Ministries, and the president of Phyllis Moss Publishing.

**Dr. Howard L. Olver**

D.Min., Evangelism, Church Growth, Asbury Theological Seminary, 1999; M.Div., Pastoral Ministry, Asbury Theological Seminary, 1971; B.A., English, Roberts Wesleyan College, 1968. Dr. Olver is an ordained minister in the Free Methodist Church of Canada and has more than 35 years of experience in urban multi-cultural ministry. Dr. Olver is the network leader for the Intercultural Church Network, and an adjunct professor with Tyndale Seminary.

**Rev. William J. Pegg**

M.Div., Southern Methodist University, 1969; B.A., Political Science, Grinnell College, 1966. Rev. Pegg is an ordained pastor in the United Methodist Church, and has served as a pastor since 1968, and was the district superintendent of the Western New York conference for six years.

**Rev. Andrew Sass**

M.Div., Asbury Theological Seminary, 1989; B.A. Religion and Philosophy, Roberts Wesleyan College, 1982. Rev. Sass has pastored in the Free Methodist church since 1994, currently at Northgate Free Methodist Church in Batavia, N.Y., and has served as a field education facilitator at Northeastern Seminary since 2003.

**Rev. Susan S. Shafer**

M.Div., Colgate Rochester/Crozier Divinity School, 1982; B.S., Ohio Wesleyan University, 1967. Rev. Shafer is the lead pastor at Asbury First United Methodist Church in Rochester, NY.

**Dr. Robert P. Shoesmith**

D.Min., Congregational Studies, Hartford Seminary, 1998; D.Min., Advanced Pastoral Studies, Eastern Baptist Theological Seminary, 1976; M.Div., Pastoral Studies, Eastern Baptist Theological Seminary, 1970; B.S., Drexel

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University, 1965. Dr. Shoesmith is currently the interim associate executive/area minister for the American Baptist Churches of New York.

**Dr. Gregory VanDussen**

D.Min., Colgate Rochester Crozier Divinity School, 1986; M.A., American History, SUNY College at Brockport, 1983; M.Div., Church History, Colgate Rochester Crozier Divinity School, 1972; B.A., Philosophy, SUNY College at Brockport, 1969. Dr. VanDussen retired in 2011 after 39 years of full-time ministry in the United Methodist Church. He pastored several churches in western NY, and for six years served as Batavia District Superintendent.

**Dr. John R. Walker**

Ph.D., Walden University, 2006; M.B.A., Rochester Institute of Technology, 1995; B.S., General Motors Institute, 1977. Dr. Walker is an associate professor of business at Roberts Wesleyan College. He has been at RWC since 1998. He has co-authored two books and authored one. Dr. Walker is on the board of directors for several organizations in the Rochester, NY area.

**Rev. Patricia Welch**

M.Div., Northeastern Seminary, 2009. Mrs. Welch served as an associate pastor at New Hope Free Methodist Church in Rochester, NY. She has over 25 years of experience in teaching.

**Emeriti Personnel**

**Dr. Wayne G. McCown**

Ph.D., Union Theological Seminary, 1970; Th.M., Union Theological Seminary, 1967; M.A., University of Washington, 1966; B.D., Asbury Theological Seminary, 1965; B.A., Seattle Pacific University, 1963. Dr. McCown is provost emeritus of Roberts Wesleyan College and dean emeritus of Northeastern Seminary. He has eighteen years of service as a seminary dean (seven years at Western Evangelical Seminary plus another eleven years as the vice president and dean at Northeastern Seminary). Dr. McCown also had three years of service as a church administrator, and eight years as the vice president for academic affairs and academic dean/senior vice president and provost at Roberts Wesleyan College. In 2008 he was honored with the status of provost emeritus of Roberts Wesleyan College and dean emeritus of Northeastern Seminary.

**CTS/CHET Adjunct Faculty**

**Pastor Francisco L. Burgos**

Frank Burgos is a graduate of Roberts Wesleyan College with a B.S. in Organizational Management, 2001. He went on to earn an M.A. in Theological Studies from Northeastern Seminary, 2003. Pastor Burgos participated in the development of the certificate program at Northeastern Seminary, has taught pastoral ethics and pastoral/spiritual formation since the program's inception, and now serves as director. He works with the House of Prayer and Restoration church, overseeing the development of leadership and overall ministry and is ordained in the Assemblies of God.

**Pastor Louis D. Colon**

Louis D. Colon received a B.S. in Management Information Systems from Oral Roberts University, 1995, and is in the process of completing his M.Div. at Northeastern Seminary. He teaches leadership skills in the certificate program at Northeastern Seminary, and also serves as pastor of Heart and Soul Community Church with his

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wife, Joanne Green Colon. A native of Puerto Rico, he is heavily involved in making a difference in the inner city for Jesus Christ and has traveled on mission trips to the Philippines, Africa, and the Dominican Republic.

**Pastor Louis E. Colon**

Louis E. Colon has an M.A. in Bilingual/Bicultural Education and earned an M.A. in Theological Studies from Northeastern Seminary, 2005. Pastor Colon participated in the development of the certificate program at Northeastern Seminary and has taught New Testament and Old Testament survey, homiletics and leadership, all of which will now be offered in English and Spanish. He is a GED teacher for the Rochester City School District and assists in the preaching ministry at Edgewood Free Methodist Church.

**Pastor Joanne C. Green-Colon**

Joanne Colon earned an M.Div. from Northeastern Seminary in 2005. Prior to that she earned an M.S.E. in 2000 from Hunter College and a B.A. in 1995 from the University of Puerto Rico. She serves as co-pastor at Heart and Soul Community Church with her spouse Louis D. Colon and also works at Monroe High School in Rochester, NY as a bilingual special education teacher. She has been involved in missions in several countries as such as Venezuela (Amazons), Dominican Republic, Kosovo, and South Africa as well as in different ministries in upstate New York.

**Mr. Mateo Hess**

Mateo Hess graduated with a B.A. in Elementary Education/Spanish from Houghton College, 1987, then went on to earn an M.A. in Bilingual Education from SUNY Buffalo, 1993. He received a Certificate in Nonprofit Management, 2001, as well as an M.A. in Public Administration from SUNY Brockport, 2003. Mr. Hess has been teaching in the Rochester City School District for 23 years. For 21 years he has chaired the coordinating team of the Youth Association, a coalition of church youth groups: cross racial, denominational and demographic with local events and mission trips to Colombia and Ecuador. In his home church, The Primera Iglesia Hispana (First Spanish Christian Church, Disciples of Christ), he has served by teaching Sunday school, preaching, chairing the elder board, and leading through other committee work. He teaches the church and community course in the certificate program.

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# SEMINARY SUPPORT SERVICES

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Northeastern Seminary  
585.594.6800 or 800.777.4792

Fax: 585.594.6801

Email: [seminary@nes.edu](mailto:seminary@nes.edu)

[www.NES.edu](http://www.NES.edu)

Seminary Office of Admissions 585.594.6802

Student Financial Services 585.594.6150

Registration 585.594.6220

Seminary Student Services 585.594.6800

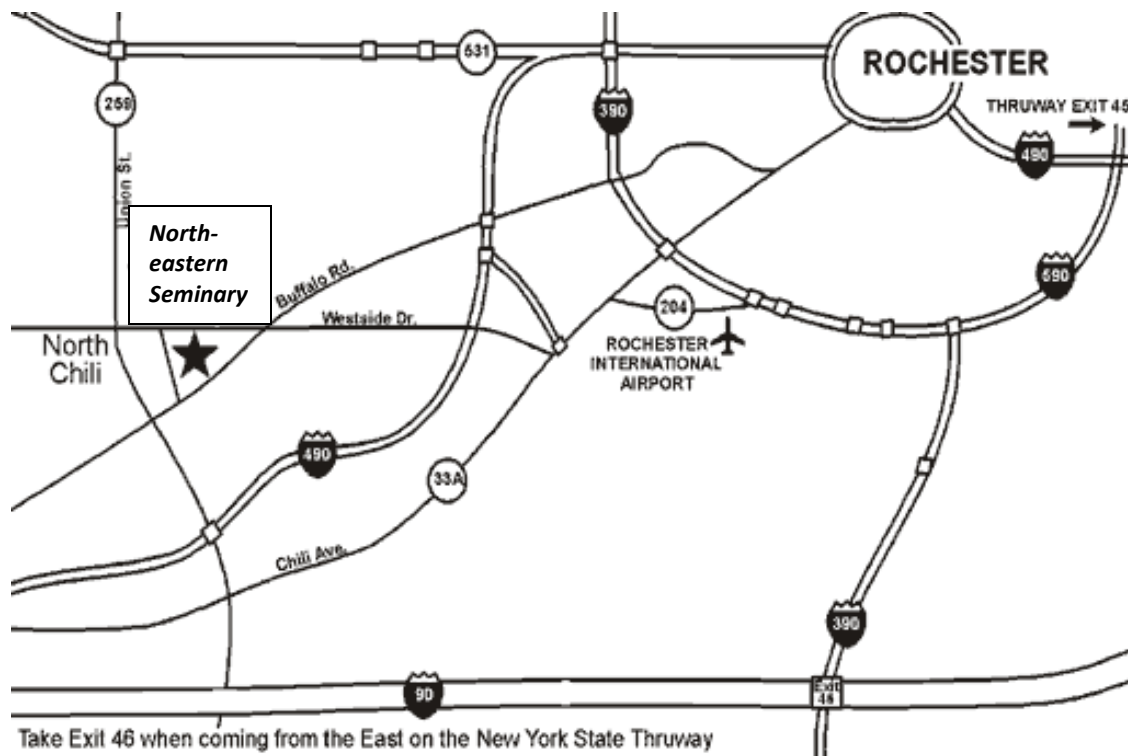
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## AREA MAP – ROCHESTER CAMPUS

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Northeastern Seminary, Rochester campus is located on NYS Rt. 33, just off interstate 490 and the NYS Thruway.

Northeastern Seminary, Rochester Campus  
2265 Westside Dr, Rochester, NY 14624

### From the East:

1. Take Thruway 90 to Exit 45, 490 West
2. Take 490 West to Exit 7B (Route 33 West)
3. After 5 miles on Route 33 West, turn right onto Orchard Street, parking lot is on the right

### From the South:

1. Take 390 North to 490 West
2. Follow directions coming from the East

### From the West:

1. Take Thruway 90 to Exit 47 (I-490/LeRoy)
2. Pick up 490 East to Exit 4 (North Chili)
3. Turn left onto Route 259 (Union Street)
4. Go to light at first intersection, turn right onto Route 33 (Buffalo Road)
5. Follow Route 33 (Buffalo Road) then turn left onto Orchard Street, parking lot is on the right

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# ROCHESTER CAMPUS MAP

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## ROCHESTER CAMPUS MAP LEGEND

### PARKING LOTS

- A. B.T. Roberts Memorial Hall
- B. Carpenter Hall
- C. Lower Campus
- D. Quads/Miner
- E. Upper Rinker Community Service Center
- F. Voller Athletic Center
- G. Townhouses & Alumni Village
- H. Beeson Apartments
- I. Davison Hall
- J. Chesbro Center

### BUILDINGS

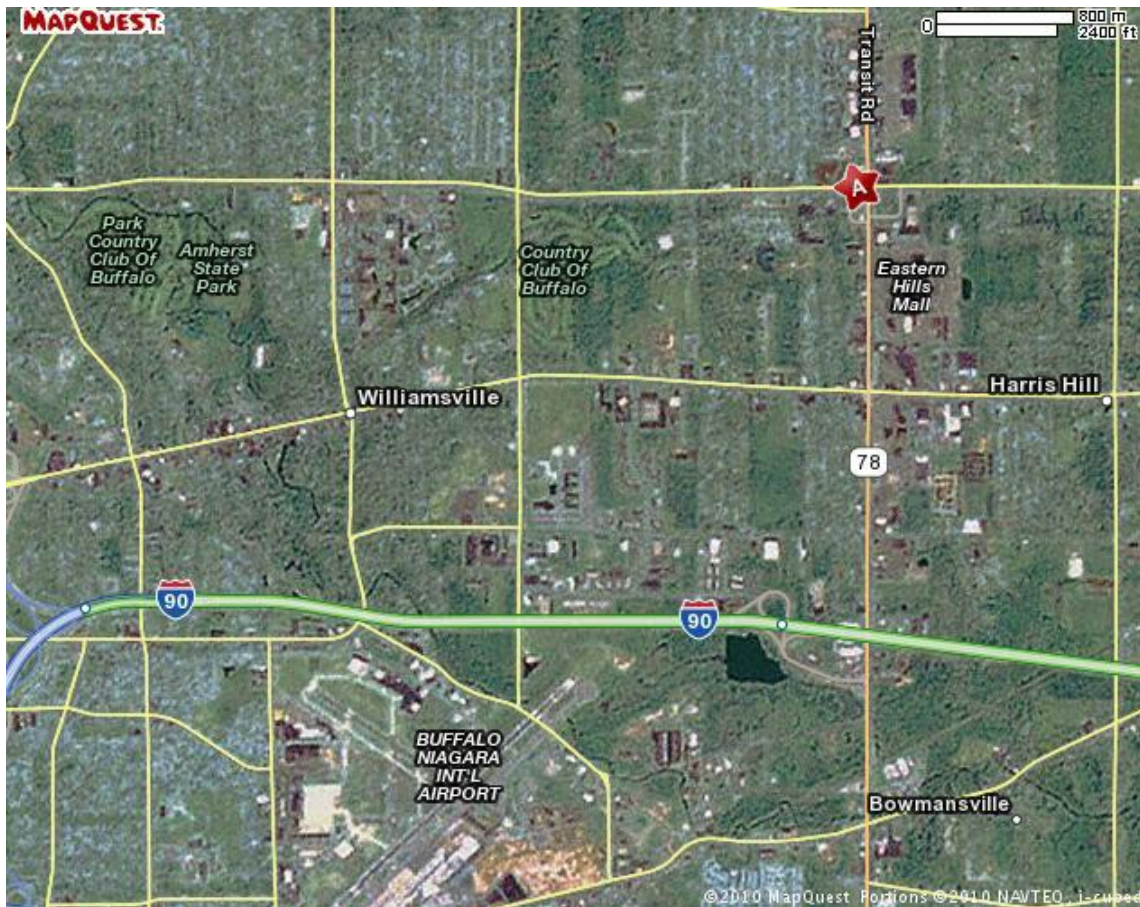
- 1. Gruendike Complex
  - Facilities Department
- 2. Chesbro Center
  - O.M./M.S.M.
- 3. President's Residence
- 4. Pearce Memorial Church
- 5. 67 Orchard Street
  - Religion and Humanities
- 6. 65 Orchard Street
  - Religion and Humanities
- 7. B.T. Roberts Memorial Hall
  - Northeastern Seminary
- 8. Roberts Cultural Life Center
  - Lower Level
    - Andrew B. Hale Auditorium
    - Shewan Recital Hall
    - Davison Art Gallery
  - Upper Level
    - CLC Box Office
- 9. Carpenter Hall
  - Art Department
  - Business (Undergraduate)
  - Media Services
  - Social Sciences
  - Social Work
  - Counseling Center
- 10. Smith Science Center
  - IT Services
  - Computer Labs
  - Math Science
  - Nursing
- 11. Cox Hall
  - Music
- 12. Mersereau Hall
- 13. Quad Residence
  - Magill Hall
  - North Commons Prayer Chapel
  - Updyke Hall
  - O'Brien Hall
  - South Commons
  - Anderson Hall

- 14. Golisano Library
  - Learning Center
- 15. Miner Hall
- 16. Garlock Dining Commons
  - Ellen Stowe Roberts Dining Room
- 17. Hastings
  - Teacher Education
- 18. Rinker Community Service Center
  - Lower Level
    - Finance
    - Human Resources
    - Registration
    - Student Life
  - Upper Level
    - Academic Administration
    - Admissions
    - Development
    - Marketing
    - President
    - Publications
    - Treasurer
- 19. Athletic Complex
- 20. Voller Athletic Center
  - Lower Level
    - Athletic Offices
    - Indoor Track and Arena
    - Locker Rooms
    - Pool
    - Racquetball Courts
    - Weight Rooms
  - Upper Level
    - B.T.'s Café
    - Campus Security
    - Chaplain's Office
    - Duplicating
    - Health Services
    - Mailroom
    - RWC Bookstore
- 21. Synthetic Practice Field
- 22. Discus Cage/Javelin Runway
- 23. Tennis Courts
- 24. Townhouses
  - Adams Hall
  - Dailey Hall
- 25. Alumni Village
  - DeBarr Hall
  - Mohnkern Hall
  - Morrow Hall
  - Sittig Hall
  - Whittingham Hall
- 26. Beeson Apartments
- 27. Davison Hall

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## AREA MAP – BUFFALO CAMPUS

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Northeastern Seminary, Buffalo campus is located on the corner of Sheridan Drive and Transit Road just off the NYS Thruway.

Northeastern Seminary, Buffalo Campus  
6500 Sheridan Dr, Williamsville, NY 14221

### From the East or West:

1. Take Thruway 90 to Exit 49, Route 78 toward Depew/Lockport
2. Head North on Route 78/Transit Road
3. NES is on the corner of Transit Rd and Sheridan Dr

### From the South:

1. Head North on Route 78/Transit Road
2. NES is on the corner of Transit Rd and Sheridan Dr