
Northeastern Seminary, Rochester, NY
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Student Catalog

2009 - 2010

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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.



Welcome to Northeastern Seminary!

We are delighted that you have chosen NES to prepare for further Christian ministry. You are joining our growing group of students of various ages, racial and ethnic roots, social and cultural backgrounds, and Christian faith communities. Our hope and desire is that you will embrace these differences and learn from one another as you grow in Christ and develop the gifts for ministry God has given you.

This Catalog summarizes a number of important policies and procedures that will affect you as a member of the Seminary and the Roberts Wesleyan College community. You will notice there are separate sections for our Master's and Doctoral degree programs. Additional up-to-date information is always available at www.nes.edu. If you have any questions or concerns, we are here to serve you.

On behalf of the faculty, staff, and administration of Northeastern Seminary, we welcome you, and look forward to working with you in the months ahead.

Jack Connell
Vice President
Northeastern Seminary
at Roberts Wesleyan College

Douglas R. Cullum
Academic Dean
Northeastern Seminary
at Roberts Wesleyan College

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GENERAL INFORMATION

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.

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 the 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 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 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.

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.

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 21st 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 21st 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 21st 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 Services

The Office of Admissions for the Seminary is located in B.T. Roberts Memorial Hall.

The registration and student services 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/.

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

dean of students for graduate programs at Roberts Wesleyan College is available within the Office of Student Services. The dean of students may be reached by phone at 585.594.6532 or in person in the Office of Student Services 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 may 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 web site address (<http://www.ope.ed.gov/security>). The designated campus contact who is authorized to provide such statistics for the Seminary is Security Director Byron Hill at 585.594.6012.

- **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 security office. For more information or questions on your vehicle registration, please contact or visit the campus security office at room 241, 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 Security (585.594.6170). Replacement card cost is \$5.00. You may obtain your student ID at the campus security office, room 241, 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:** Security 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.

Career Services

NES academic advisors, along with the vice president and academic 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 student services, 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 web site: <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.
- **Resumé / Cover Letter Review:** Individual appointments may be made with the director to review resumé and cover letters written in preparation for job hunting.
- **Workshops:** Throughout the year, special training sessions are provided to help students write their resumé and cover letters, be effective in interviews, and prepare for career days.
- **Resource / Resumé Center:** An area in the Office of Career Services is equipped with career and graduate school resources and a computer for students to utilize in planning as well as cover letter and resumé writing.
- **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 Student Services and in folders in the Office of Career Services, as well as on our web site (see below).
- **Career Services Web site:** 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>
- **Alumni Career Connections:** The purpose of this event is to bring together alumni in various professions to share and provide career insight and networking opportunities to current students. This event is held two nights in the fall semester.
- **Career Shadowing:** Arrangements may be made for students to shadow career professionals for a day.

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/Calendar.

Computer Services

Information Technology Services support all classroom, lab and office computers for Northeastern Seminary and Roberts Wesleyan College. ITS is located in the lower Smith Science Center. Helpdesk services are available Monday – Thursday 8 a.m. – 8:30 p.m. and Friday 8 a.m. – 5 p.m. during the spring and fall semesters. Summer hours are Monday – Thursday 8 a.m. – 5 p.m. and Friday 8 a.m. – 3:30 p.m. The helpdesk 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 new 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.

The Library's resources and services, including the theological librarian, contribute extensively to Northeastern Seminary's educational programs. The Library's planning and evaluation efforts have revealed several areas for improving those resources and services, and these efforts have become embedded in the ongoing effort for continuous quality improvement.

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 128,000 volumes/100,000 titles, including more than 23,000 volumes/20,000 titles in religion/philosophy. Journal subscriptions exceed 860 print-only (1,100 including electronic), including more than 190 periodicals in religion/philosophy. Golisano Library provides access to 73 commercial electronic databases, including Academic Search Elite, ATLA Religion Index, ATLAS full-text serials, Christian Periodical Index, Religious & Theological Abstracts, Wilson SelectTexts, and WorldCat. CD-ROM databases for religion/philosophy number more than 15. Golisano Library purchases about 900 titles in religion/philosophy annually.

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. Cooperative collection development takes place informally between Golisano Library and the University of Rochester/Colgate Rochester Crozer Divinity School. Northeastern Seminary is a founding member of LITANY, the Regional Theological Library Association for Upstate 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).

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, we can help you in any stage of the writing process and assist you to

become a better writer by focusing on your own 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. In addition, a prayer room, lounge, and computer lab are available for student use.

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.

The 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. Pearce Church sponsors a number of regional and national conferences for church leaders, for which Seminary and College credit is available.

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, financial aid, student services, and career services. The Rinker Community Service Center can be accessed from Westside Drive, the north part of campus.

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, lounges, the bookstore, duplicating services, 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.

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. Carol Huxley, Interim 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.

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 providing avenues to transfer needed special announcements, general information, and emergency notification.

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.

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 primary means of communication with students. Students should check their email accounts on a regular basis for important announcements and messages regarding posting of grades, registration dates and changes, special events, school closing, etc.

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, call 585.594.6999 then 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.

NES Web site

The Seminary Web site, 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; and, it is also a great place to refer a friend or pastor who wants to know more about NES.

eNewsletter

An electronic newspaper is sent to all student email accounts on a periodic basis to keep students informed of special events, campus needs, and to update students of alumni news and ministries. Back issues of the eNewsletter are archived at www.nes.edu.

NES eBoard

The eBoard is Northeastern Seminary's intranet site. All current students have access to it through the NES Web site (www.nes.edu). Students must use their NES login and password. The eBoard provides students access to multiple resources not found on the NES Web site including: class and grade information through course list and R-Serve; access to his/her campus email folder and H Drive; cohort calendars; retreat information; registration information; financial aid links; Student Life Committee minutes; past and current NES eNewsletters; a course syllabi link; and many more. A student/cohort forum feature has been added to enable students to leave messages and carry on discussion groups with members of their cohort or with the seminary community in general.

MASTER'S DEGREE PROGRAMS

ACADEMIC CALENDAR

Northeastern Seminary admits two Master's and one Doctoral degree cohort each calendar year. A detailed calendar is available through the vice president and academic dean's office and is provided to students at the beginning of each cohort. Masters level classes are offered on a one-night-per-week basis while the D.Min. program offers classes during residency programs in January and June. A general academic calendar for students is also available and is posted on the Seminary intranet site at <https://eboard.nes.edu/calendars.asp> and under the INFORMATION/Student Resources tab at www.nes.edu.

PROGRAM DESCRIPTIONS

Master's Degrees Overview

Students may enroll in any one of two graduate programs: a two and a half-year, 52-credit, Master of Arts in Theology degree, or a four-year, 92-credit, Master of Divinity degree.

Both programs have a required common core of 38 credits and a two- or three-credit capstone course. The Core courses are taught as part of a cohort group of approximately 24 students which meets on Tuesday or Thursday evenings for the first two years. Two cohorts are admitted each year and begin in September or January.

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

Per Association of Theological Schools (ATS) standards, this two and a half-year program offers a basic theological education, providing graduates with a solid foundation in biblical studies, history of the Church, theology, and personal and spiritual formation. It is intended primarily for lay persons. Individual students make various applications of this graduate academic degree. Traditionally, it is the degree of preference for those going on to Ph.D. studies or a teaching profession. A capstone research seminar is required of all persons enrolling in this degree program. A thesis option is available with faculty approval.

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

Per ATS standards, this program designed primarily for those preparing for ordained Christian ministry. Normally a four-year program, students who are able based on work load may opt for the accelerated program and finish in three or three and a half-years.

Articulated Graduate Programs with Other Colleges and Seminaries

Northeastern Seminary has a number of articulated agreements with Roberts Wesleyan College's graduate school programs. NES students, who meet the admission standards at RWC, may pursue graduate studies in social work, education, or counseling, and transfer credit to NES to be used against elective requirements in the M.A. and M.Div. programs. Information on these agreements is available in the vice president and academic dean's office. The cost of courses taken under these cooperative arrangements with Roberts is based on the college's tuition rate at the time of enrollment.

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

Master of Social Work: Qualified students may earn a M.Div. or M.A. in Theological Studies degree at NES and a 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 62 required hours of the M.Div. program. A maximum of 27 credits of M.S.W. courses may be substituted for the self-selected studies and Field Education requirements in the M.Div. or M.A. programs. Persons interested in a cooperative degree program must apply to each program individually.

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.
- Complete the application process.
- Demonstrate readiness for graduate-level academic work 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 MSW dependent on admissions status and baccalaureate degree.

Elective Courses: NES students may take elective courses to enhance their M.Div. or M.A. in Theological Studies degree programs from Roberts Wesleyan College master's programs in Counseling, Psychology, Education, Management, and Music on a space available basis, if prerequisites are met. Contact an admissions counselor for more information on these elective options.

Note: The cost of courses taken under these cooperative arrangements with Roberts is based on the college's tuition rate at the time of enrollment.

THE MASTER'S DEGREE CURRICULUM: INNOVATIVE AND DISTINCTIVE

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 511-514NE). This is instead of students taking 10-12 smaller unconnected courses in various disciplines. 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 design is very efficient in its use of both faculty and student time, allowing a shortening of time spent in class by utilizing a greater number of weeks in each academic year. This, in turn, permits greater convenience in the scheduling of classes. At NES, the cohort groups meet for class once per week across the first two-years on Tuesdays or Thursdays, from 6 to 10 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.

Self-Selected Studies

Unlike traditionally-designed graduate programs, students at NES are given the opportunity to tailor their studies to fit their specific needs, interests, and ministry. NES students are not merely permitted but encouraged to “scan their horizon” and look for educational opportunities outside of NES offerings in planning their overall degree program. This includes a combination of directed studies, internships, contemporary ministry seminars, courses at other seminaries, courses in other graduate programs (at Roberts Wesleyan College and elsewhere), on-line courses, etc. The concept of required participation in contemporary ministry seminars is unique in seminary education, but an important component in the NES experience. NES will also offer a variety of courses, seminars, and other attractive options for meeting these self-selected requirements. Faculty advisors will be on hand to assist students in planning their studies.

In addition, NES invests heavily in supervised internships as a part of both degree programs, more so than any other traditional seminary education.

The Evening Program

NES is committed to scheduling its required courses in a manner convenient to students. The evening program enables those who live outside Rochester to pursue their seminary degree, requiring travel to campus only once per week. The required courses are also scheduled so as not to overlap or conflict with one another. While course scheduling is designed for convenience, course content is academically rigorous. Students must plan on a minimum of 24 hours of out-of-classroom preparation per week for each four hours in class.

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 21st 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 course 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.
- 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...”

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- 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 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.

Northeastern Seminary is partnering with churches and ministry-related community agencies in an imaginative and innovative way to enhance and revitalize pastoral theological training. Our 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 21st 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 fleshed out in the NES community:

- A spiritual retreat is held at the entry point of each new class.
- 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 a certified spiritual director, are a part of each Core course.
- M.Div. students take two required courses spanning the second year of study covering spiritual and pastoral formation plus other elective courses.
- Faith-sharing Group experiences are incorporated into the Field Education curriculum during the third and fourth year of study.

The Capstone Requirement

The M.A. and M.Div. degree programs require a final integration or research seminar. The NES faculty believes this serves a more valued purpose than a required thesis or dissertation project. Because it is a structured course set within an assigned time frame, it also typically assures a more predictable completion date for the student's degree program. M.A. students may petition to replace this with a 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 (3) or three and a half (3.5) years and the M.A. degree in two (2) years. Students may apply for the accelerated masters program once enrolled in BHT/PSF 511. Approval will be based on the student's successful completion of BHT/PSF 511 and demonstration that their schedule will accommodate the added academic workload required. Students in the accelerated program will enroll for additional course work from the Monday evening class offerings starting with BHT/PSF 512 and from the summer terms.

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 18.5 per term) each term during the Core (BHT/PSF 512, 513, 514). At the end of the first year (BHT/PSF 511 and BHT/PSF 512) the accelerated student may begin Field Education. Students interested in applying for this program should contact the vice president and academic dean's office during BHT/PSF 511 to begin the application process.

CURRICULUM

INTERDISCIPLINARY STUDIES (BHT and ACT)

[Core Courses: These BHT (Bible, History, and Theology) courses integrate traditional studies in biblical, historical, and systematic theology. They may not be taken individually, but only as part of the Core sequence.]

BHT 511NE

The Biblical Era: Evangelism, Missions, and Church Growth

Credits: 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.

[Required: offered as part of the Core each year]

BHT 512NE

The Formative Era: Controversy and Politics in the Church

Credits: 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 511NE]

[Required: offered as part of the Core each year]

BHT 513NE

The Protestant Era: Reformation and Revival in the Church

Credits: 9

This course studies the Church in the tumultuous 16th - 18th 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 511NE and BHT 512NE]

[Required: offered as part of the Core each year]

BHT 514NE

The Modern and Postmodern Era: The Church in an Age of Science, Technology, and Secularization

Credits: 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 post-modern 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 511NE, BHT 512N, and BHT 513NE]

[Required: offered as part of the Core each year]

ACT 511-514NE (Art Culture and Theology)

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.

[Offered as part of BHT 511-514NE each year]

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.

Advisor and Faculty Approval required

[Elective: offered on demand]

Biblical Studies (BIB)

[Note: The Annual Course Schedule lists the year and the term each of the following courses will be offered. In addition, all courses are available by petition through your faculty advisor as a Directed Studies option. Log on to the NES eBoard at <https://eboard.nes.edu> and click on "Course Syllabi" or contact the academic services office.]

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.

[Elective: see Annual Course Schedule]

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. We will consider such topics as the geography, politics, cultural influences, and economics associated with this history. Through this means, we hope to understand the “settings” for the great theological contributions of the scriptural authors.

[Elective: see Annual Course Schedule]

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

This course, taught by a historian, 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 hand, the historic Christian theological interpretations of these books. No reading knowledge of Hebrew will be required.

[Elective: see Annual Course Schedule]

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).

[Elective: see Annual Course Schedule]

BIB 620NE**Introduction to the Minor Prophets****Credits: 3**

This course provides the student with an historical and theological introduction to the twelve books of the so-called prophetic voices found in the Old Testament. Our study 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).

[Elective: see Annual Course Schedule]

BIB 621NE**Old Testament Prophet's Cry for Justice****(Online course)****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.

[M.Div. requires one SOC course: see Master Class Schedule; this course is cross-listed with 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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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. We 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. We will also reflect on what classic Christian teachers (such as Saint John Chrysostom, Calvin, and Wesley) have believed Matthew teaches us.

[Elective: see Annual Course Schedule]

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.)

[Elective: see Annual Course Schedule]

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, of course, demanding mastery of the basic content: (1) We will be interested in how this Gospel has been read and interpreted over the centuries by the Church;

(2) In so doing, we will focus on the (perhaps in some cases “mystical”—some would say “philosophical”) sacramental orientation of the Gospel, which pervades its meaning. Reading the English text, lecture, and class discussion will be part of the weekly rhythm. There will be one biblical-theological final paper.

[Elective: see Annual Course Schedule]

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 21st century.

[Elective: see Annual Course Schedule]

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, we will also consider how great Christian teachers across the centuries have applied Paul’s thoughts to similar problems that the Church has faced.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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. As a final project in the

course, students will use this model to prepare an outline and message summaries for an expository preaching and/or teaching series in Philippians.

[Elective: see Annual Course Schedule]

BIB 675NE

The Pastoral Epistles

Credits: 2

This course approaches Paul's letters to Timothy and Titus from a pastoral perspective. We will begin with a careful study of the NRSV text of these three letters, utilizing the inductive Bible study method. Then we will explore how these books can inform our understanding and practice of ministry in the 21st 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 explored, and the Pastoral Epistles will be considered as a model for engaging in similar mentoring relationships today.

[Elective: see Annual Course Schedule]

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 1st and 21st 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.

[Elective: see Annual Course Schedule]

BIB 695NE

Topics in Biblical Studies

Credits: 3

This course is a directed studies course in which the student will conduct an in-depth study of a biblical theme, collection of biblical books, or a single book. The course is offered each term during the second and third years of study. The course may involve independent study, reflection papers, and classroom instruction. Advisor and instructor approval required.

[Elective: see Annual Course Schedule]

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. Must receive approval of the faculty, and must be taken in conjunction with RES 690NE. (M.A. students who are approved for a thesis do not take MIN 690NE.)

[Prerequisites: Faculty approval; must be taken in conjunction with RES 690NE]

BIB 700NE**The Hermeneutics of Cultural Analysis****Credits: 2**

It's one thing to say we believe in and obey the Bible; it's quite another to know how to interpret and apply the Scriptures rightly in our 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, we will ask the questions, "Which of the instructions from Scripture are still in force for us today exactly as they are articulated 'on the page' and why?" Taking the Scriptures related to slaves, women, and homosexuals as test cases, we will investigate a "redemptive-movement hermeneutic" as a meta-framework for interpretation. We will explore how each of these three topics should be applied in the 21st century and then move on to ask the same questions of subjects rich in biblical data, but not covered by Webb's book. The last two sessions of the course will involve class presentations of students' research on such topics as divorce and remarriage, Christians' involvement in combat, Sabbath observance, capital punishment, Christians' responsibility to the poor, and alcohol consumption.

[Elective: see Annual Course Schedule]

Biblical Languages

[Note: The Annual Course Schedule lists the year and the term each of the following courses will be offered. In addition, all courses are available by petition through your faculty advisor as a Directed Studies option. Log on to the NES eBoard at <https://eboard.nes.edu> and click on "Course Syllabi" or contact the academic services office.]

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

This course takes a unique approach to introducing New Testament Greek to those preparing for ministry in the 21st 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 your goal is not to teach Greek as a scholar, but to use it in your study of the New Testament as a minister. The focus in this course is on gaining a conceptual understanding of New Testament Greek, not on memorizing all the paradigms, specific details, "rules," and "exceptions" involved. You will be required to memorize a basic vocabulary.

[M.Div.: requires GRK 510NE; see Annual Course Schedule]

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]

[Elective: offered only on demand]

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 Very Good. 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.

[Elective: offered only on demand]

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

This course takes a unique approach to introducing Old Testament Hebrew to those preparing for ministry in the 21st 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 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 study of the Old Testament as a minister. The focus in this course is on gaining a conceptual understanding of Old Testament Hebrew, not on memorizing all the paradigms, specific details, "rules," and "exceptions" involved. You will be required to memorize a basic vocabulary.

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]

[Elective: offered only on demand]

Historical Studies (HST)

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HST 650NE**Women in Church History****Credits: 3**

This course explores the lives and roles of women throughout church history, including biblical history. We 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.” We will be able to identify the diverse views of church leaders toward women’s roles as we examine 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 21st century.

[Elective: see Annual Course Schedule]

HST 655NE

Celtic History and Spirituality

Credits: 2

This course explores the rich resources that Celtic history and spirituality offers for our own 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 both 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)

[Elective: see Annual Course Schedule]

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. Must receive approval of the faculty, and must be taken in conjunction with RES 690NE. (M.A. students who are approved for a thesis do not take MIN 690NE.)

[Prerequisites: Faculty approval; 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 class 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. Students will give reports to their colleagues periodically through the semester on sermons they have read. A research or analysis paper will be prepared for the major written work of the semester.

[Elective: see Annual Course Schedule]

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 for our own time. 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.

[Elective: see Annual Course Schedule]

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

This is a readings course on representative sermons and theological writings of the great 19th-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 we shall consider in this course will be his idea of the "development of doctrine."

[Elective: see Annual Course Schedule]

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 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.

[Elective: see Annual Course Schedule]

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 21st-century churches.

[Elective: see Annual Course Schedule]

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. (This course was previously cross-listed as THE 730NE)

[Elective: see Annual Course Schedule]

MINISTRY (MIN)

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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.

[Elective: offered on demand]

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.

[Elective: offered on demand]

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.

[Elective: offered on demand each fall term]

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.

[Elective: offered on demand]

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.

[Required: M.Div.; Elective: M.A.; offered every spring and/or fall term]

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.

[Required: M.Div.; Elective: M.A.; offered every fall term]

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.

[Required: M.Div.; Elective: M.A.; offered every spring term]

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

This course explores the theory, strategy, and methodology of the Church's ministry of evangelism and discipleship. The insights of cultural anthropology, faith-development theory, and the connection between evangelism and spiritual formation are explored. The course seeks to develop an approach to evangelism that is the natural expression of the Church's faith, appropriate to its cultural context, and effective in communicating the gospel.

[Required: M.Div.; Elective: M.A.; offered every fall term]

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 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.

[Required: M.Div.; Elective: M.A.; offered every fall term]

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.

[Required: M.Div.; Elective: M.A.; alternated with MIN 628 Teaching Doctrine each spring term]

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.

[Required: M.Div.; Elective: M.A.; alternated with MIN 627 Interpreting the Scriptures each spring term]

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. In this course, we 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.

[M.A. Elective; M.Div. requires either MIN 629NE or MIN 630NE; offered every spring term]

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 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.

[M.A. Elective; M.Div. requires either MIN 629NE or MIN 630NE; offered every fall term]

MIN 641NE

Topics in Contemporary Ministries

Credits: 2 or 3

These courses of selected topics will be offered periodically. 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.

[Elective: offered on demand—by petition through adviser]

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 21st century. Students will explore the potential benefit of grafting practices of the Black Church into the social and worship life of European American congregations.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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 to 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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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), bio-ethical issues (reproductive technology, genetic screening, physician-assisted suicide), social issues (pornography, sexual harassment), and business issues (job discrimination, capitalism). A number of articles will be read, followed by in-class discussion. Students also will prepare and present an 8-10 page paper in which they identify a current social issue of significance, outline their own approach to ethical decision-making, and then apply this approach to the issue at hand.

[Elective: see Annual Course Schedule]

MIN 650NE

Bioethics and Ministry in the 21st 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. In addition to reading and discussing a number of assigned articles, students will have the opportunity to prepare and present a detailed analysis of an ethical issue they perceive to be of particular social significance.

[Elective: see Annual Course Schedule]

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 post-modern, pre-Christian culture using culturally-relevant biblical techniques that are working in cutting-edge churches around the country. The three primary objectives of the course will be learning what a culturally-relevant ministry looks like, learning the cultural tendencies of post-modern pre-Christians, and 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 from the sessions. The theme is that God wants the Church to be effective in the manner we read about in the Book of Acts. Many churches are, but many more can be.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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 (preferably their own) to understand the challenges of managing it financially and creating a financial plan and “balance sheet” for that ministry.

[Elective: see Annual Course Schedule]

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

[Elective: see Annual Course Schedule]

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. Assignments will include exercises in listening as well as reading and will be tailored to the individual practical needs of the student.

[Elective: see Annual Course Schedule]

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, 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.

[Elective: see Annual Course Schedule]

MIN 659NE

Tolkien's Lord of the Rings

Credits: 2

At the beginning of the 21st 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.

[Elective: see Annual Course Schedule]

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

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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 non-profit 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 (preferably his/her own) (1) to understand the challenges of managing it, and (2) to create a strategic and tactical plan for his/her church, ministry, or organization.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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 we will examine

are The Fellowship of the Ring, Smith of Wootton Major, and Farmer Giles of Ham. Among Lewis's works that we will study 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 20th 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.

[Elective: see Annual Course Schedule]

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.

[Elective: offered on demand each fall term—registration at both Summit and NES required]

MIN 669NE

Globalization and Local Church Missions

Credits: 2

In this course, we 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).

[Elective: see Annual Course Schedule]

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."

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

MIN 673NE

Human Sexuality

Credits: 2

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

MIN 675NE

Congregational Renewal

(Online Course)

Credits: 2

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

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. For students who are pastors, this strategic plan should be specific to the student's congregation.

[Elective: see Annual Course Schedule]

MIN 676NE

Pastoral Counseling

Credits: 2

This course is designed for those engaged in counseling within a congregational setting or other ministry setting. We 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.

[Elective: see Annual Course Schedule]

MIN 677NE

The Gospel and Our Culture: The Acts of the Apostles and the 21st-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.

[Elective: see Annual Course Schedule]

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. The student will research a selected topic and prepare a 20-page written paper.

[Required: M.; Elective: M.Div.; offered each fall and spring term]

MIN 695NE**Independent Study in Christian Ministry****Credits: 1-3**

Through self-selected studies, the student is given the opportunity to investigate additional areas of Christian Ministry – current and historical. (Advisor and faculty approval required.)

[Elective: offered only on demand]

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. Must receive approval of the faculty, and must be taken in conjunction with RES 690NE. (M.A. students who are approved for a thesis do not take MIN 690NE.)

[Prerequisites: Faculty approval; must be taken in conjunction with RES 690NE, offered in the third year of the M.A. by petition only]

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 class will provide the student with opportunities for in-class presentation and critique.

[Elective: see Annual Course Schedule; Prerequisite: MIN 629NE or MIN 630NE; or permission of professor]

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.

[M.Div: all required; M.A: MIN 731 required; offered each fall and spring term]

MIN 735NE**Cross-Cultural Social Work Course in China****Credits: 1 or 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.

[Elective: see Annual Course Schedule]

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 for 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 registering for the course.

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 your learning experience in the Core Curriculum, required and elective courses, PSF program, and Field Education. Your reflections and analysis are integrated into the preparation of a written ministry plan and professional portfolio. Additional goals: provide written and oral defense of your 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.

[Required for M.Div: offered each fall and spring term]

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]

Personal and Spiritual Formation (PSF)

[Note: The Annual Course Schedule lists the year and the term each of the following courses will be offered. In addition, all courses are available by petition through your faculty advisor as a Directed Studies option. Log on to the NES eBoard at <https://eboard.nes.edu> click on "Course Syllabi" or contact the academic services office.]

PSF 511NE, 512NE, 513NE, 514NE

Introduction to Personal and Spiritual Formation

Credits: .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.

[Required: M.Div. / M.A. part of the Core; offered each year along with BHT 511-514NE]

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.

[Required: M.Div; elective: M.A.; offered each spring term]

PSF 612NE

Spiritual Formation

Credits: 3

This course surveys the history, theology, and practice of Christian spiritual formation. Christian spirituality is explored by examining its biblical and theological foundations; its historical expressions among Orthodox, Roman Catholic, and Protestant believers; and its classical disciplines. The course includes discussion of the relation between communal worship and personal spirituality, exercises in various ways of praying, and exposure to the art of spiritual direction. The goal of the course is to be both informational and formational.

[Required: M.Div; elective: M.A; offered each fall term]

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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 21st century spirituality.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

PSF 655NE

Celtic History and Spirituality

Credits: 2

This course explores the rich resources that Celtic history and spirituality offers for our own 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 both 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)

[Elective: see Annual Course Schedule]

PSF 695NE

Independent Study in Personal Spiritual Formation

Credits: .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. (Advisor and faculty approval required.)
[Elective: offered only on demand]

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. Must receive approval of the faculty, and must be taken in conjunction with RES 690NE. (M.A. students who are approved for a thesis do not take MIN 690NE.)

[Prerequisites: Faculty approval; must be taken in conjunction with RES 690NE]

RESEARCH METHODOLOGY AND WRITING

CMC 500NE

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. It is open to all students.

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 BHT512 (or another writing-intensive seminary course) so that assignments for this course will contribute to the completion of assignments for BHT512 (or another credit-bearing course). Upon evaluation of student progress at the conclusion of CMC 500, some students may be required to enroll in CMC 501 as a condition of their continued enrollment at NES.

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. The student will research a selected topic and prepare a 20-page written paper.

[Required: M.; Elective: M.Div.; offered each fall and spring term]

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. Must be taken in conjunction with a thesis course (BIB/HST/MIN/PSF/SOC/THE 699NE).

SOCIAL ETHICS (SOC)

[Note: The Annual Course Schedule lists the year and the term each of the following courses will be offered. In addition, all courses are available by petition through your faculty advisor as a Directed Studies option. Log on to NES eBoard at <https://eboard.nes.edu>, click on "Course Syllabi" or contact the academic services office.]

SOC 621NE**Old Testament Prophets' Cry for Justice****(Online Course)****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.

[M.Div. requires one SOC course Elective: see Annual Course Schedule; this course is cross-listed with BIB 621NE]

SOC 625NE**Christian Social Ethics in the Public Realm****Credits: 2**

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. (This course was originally offered as THE 625NE, Christian Social Ethics in the Public Realm.)

[M.Div. requires one SOC course: see Master Class Schedule]

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 was originally offered as BIB642 Jesus and the Poor: Biblical Perspectives on Economic Justice.)

[M.Div. requires one SOC course: see Master Class Schedule]

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. (This course was originally offered as MIN 655 Violence Against Women—Theological and Social Issues.)

[M.Div. requires one SOC course: see Master Class Schedule]

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. Must receive approval of the faculty, and must be taken in conjunction with RES 690NE. (M.A. students who are approved for a thesis do not take MIN 690NE.)

[Prerequisites: Faculty approval; must be taken in conjunction with RES 690NE]

THEOLOGICAL STUDIES (THE)

[Note: The NES Core (BHT 511NE, 512NE, 513NE, 514NE) courses involve students in the study of biblical and systematic theology within each church age. Independent study courses in these areas may be taken as electives with this in mind. See course description for the Core courses. The Annual Course Schedule lists the year and the term each of the following courses will be offered. In addition, all courses are available by petition through your faculty advisor as a Directed Studies option. Log to the NES eBoard at <https://eboard.nes.edu> and click on “Course Syllabi” or contact the academic services office.

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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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 seminar will include Internet-based resources as well as readings from the consensual tradition.

[Elective: see Annual Course Schedule]

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

This course addresses the dramatically altered religious landscape of North America in the 21st century, where Christianity exists alongside the newly-attained prominence of other world religions. The course will equip pastors and other church leaders to practice ministry and work cooperatively with community agencies in light of these changes. The 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.

[Elective: see Annual Course Schedule]

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, we can understand the Christian faith much better when we have some grasp of Judaism. We 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.

[Elective: see Annual Course Schedule]

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 participants 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 participant will articulate a personal theology of missions.

[Elective: see Annual Course Schedule]

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

Through self-directed study, a student will investigate a specific area or topics in theological or religious studies. Prerequisites: Advisor and instructor approval required.

[Elective: offered only on demand]

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. Must receive approval of the faculty, and must be taken in conjunction with RES 690NE. (M.A. students who are approved for a thesis do not take MIN 690NE.)

[Prerequisites: Faculty approval; 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. Our focus will be on developing a coherent theology of suffering, rooted in the cross that addresses the reality of suffering with integrity and hope.

[Elective: see Annual Course Schedule]

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. We 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. No scientific background beyond high school level is required for any of the readings, but more advanced backgrounds and interests can readily be accommodated.

[Elective: see Annual Course Schedule]

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 21st 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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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. In this course, we will take an in-depth look both at openness theology and the numerous critiques that have been offered in response to it. While the instructor himself is one of the foundational proponents of openness thought, the main goal of the course will be to help each student come to a clearer understanding of his or her own theological perspective.

[Elective: see Annual Course Schedule]

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 21st century Church renewal.

[Elective: see Annual Course Schedule]

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 16th-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. We 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.

[Elective: see Annual Course Schedule]

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.

[Elective: see Annual Course Schedule]

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

This course surveys the 19th and 20th 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.

[Elective: see Annual Course Schedule]

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 19th and 20th centuries continues to have ramifications for the 21st 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 seminar will be both historical and theological.

[Elective: see Annual Course Schedule]

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, we will discuss how best to help those asking “why” determine what these responses have to offer. Included among the texts we read will be the Book of Job.

[Elective: see Annual Course Schedule]

THE 732NE**Life, Theology, and Ethics of Dietrich Bonhoeffer****Credits: 2**

Dietrich Bonhoeffer was a significant 20th-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.”

[Elective: see Annual Course Schedule]

THE 740NE**Theology of the City****Credits: 3**

The 20th century began as a predominately rural world. At the beginning of the 21st 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.

[Elective: see Annual Course Schedule]

ADDITIONAL COURSE OFFERINGS

Additional courses are also available through articulated agreements between Northeastern Seminary and the graduate program at Roberts Wesleyan College. A list of courses available for transfer credit from Roberts Wesleyan College is available in the vice president and academic dean's office.

DEGREE REQUIREMENTS

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

	Credits
Core.....	38
Additional Required Courses.....	5
MIN 731NE Field Education (3)	
MIN 690NE Research Seminar (2)	
-OR-	
RES 690NE Thesis Research (2)	
MIN 699NE M.A. Thesis in Ministry Studies (3)	
This thesis course is also available in BIB, HST, PSF, SOC or THE studies)	
Special approval is needed for this option.	
Elective Specialization.....	9

These are elective courses that may be taken at NES, Roberts Wesleyan College (RWC), or any accredited college or seminary. Each student will select these based on his/her own special interest areas. Prior approval from the vice president and academic dean's office is required for any non-NES courses to ensure they meet accreditation requirements.

MASTER OF DIVINITY (THEOLOGICAL PROFESSIONS) (92 CREDITS) (HEGIS CODE 2301.00)

	Credits
Core.....	38
Additional Required Courses.....	39
Personal and Spiritual Formation (6 Credits)	
PSF 611NE Pastoral Formation.....	(3)
PSF 612NE Spiritual Formation.....	(3)
Preaching (3 Credits)	
MIN 629NE Lectionary Preaching.....	(3)
-OR-	
MIN 630NE Expository Preaching.....	(3)
Public Ministerial Leadership (select 12 Credits)	
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 Scripture.....	(2)
MIN 628NE Teaching Doctrine.....	(2)
SOC 621-655NE (take one of any 2 or 3 credit Social Ethics courses).....	(2/3)

Biblical Language (3 Credits)

GRK 510NE.....	(3)
- OR-	
HEB 510NE.....	(3)

Supervised Ministry Internships (12 Credits)*

Each of these courses requires a minimum of 150 hours of mentoring and placement at an approved ministry site.

MIN 731NE Internship I.....	(3)
MIN 732NE Internship II.....	(3)
MIN 733NE Internship III.....	(3)
MIN 734NE Internship IV.....	(3)

*Student may substitute CPE for some Field Ed credits

Capstone (3 Credits)

MIN 790NE Integration Seminar.....	(3)
"Application to Ministry in the 21st Century"	

Self-Selected Studies.....15 Credits

Contemporary Ministries Seminar (4 Credits)

Some of these courses will be offered at least once each year. In addition, students may attend a number of national or regional church seminars with prior faculty approval. Students attending church seminars will contract with a faculty member to do additional independent or classroom study to earn graduate credits.

MIN 641NE-680NE Topics in Contemporary Ministries Seminar.....	(2)
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Ministerial Enhancement (11 Credits)

These are elective courses that may be taken at NES, Roberts Wesleyan College, or any accredited graduate school or seminary. Prior approval from the vice president and academic dean's office is required for any non-NES course. Each student will select these based on his or her own special interest areas.

RECOMMENDED CURRICULUM PLAN

MASTER OF ARTS IN THEOLOGICAL STUDIES (52 CREDITS)

FIRST & SECOND YEARS - September Start Date	FIRST & SECOND YEARS - January Start Date
CORE Courses (38 Credits)*	
<p><u>BHT 511NE</u> (9) & <u>PSF 511NE</u> (.5) September</p> <p><u>BHT 512NE</u> (9) & <u>PSF 512NE</u> (.5) January</p> <p><u>BHT 513NE</u> (9) & <u>PSF 513NE</u> (.5) September</p> <p><u>BHT 514NE</u> (9) & <u>PSF 514NE</u> (.5) January</p>	<p><u>BHT 511NE</u> (9) & <u>PSF 511NE</u> (.5) January</p> <p><u>BHT 512NE</u> (9) & <u>PSF 512NE</u> (.5) September</p> <p><u>BHT 513NE</u> (9) & <u>PSF 513NE</u> (.5) January</p> <p><u>BHT 514NE</u> (9) & <u>PSF 514NE</u> (.5) September</p>
THIRD YEAR M.A. STUDIES (14 CREDITS)	
FALL TERM (14 CREDITS)	SPRING TERM (14 CREDITS)
<p><u>MIN 731NE</u> Field Education (3)</p> <p>And</p> <p><u>MIN 690NE</u> Research Seminar (2)</p> <p>-Or-</p> <p><u>RES 690NE</u> Thesis Research (2) and</p> <p><u>### 699NE</u> Thesis Project (3)</p> <p>And</p> <p><u>Elective Courses</u> (6-9)</p>	<p><u>MIN 731NE</u> Field Education (3)</p> <p>And</p> <p><u>MIN 690NE</u> Research Seminar (2)</p> <p>- Or -</p> <p><u>RES 690NE</u> Thesis Research (2) and</p> <p><u>### 699NE</u> Thesis Project (3)</p> <p>And</p> <p><u>Elective Courses</u> (6-9)</p>

*Numbers in parenthesis represent credit hours.

RECOMMENDED CURRICULUM PLAN

MASTER OF DIVINITY (92 CREDITS)

FIRST TWO-YEARS - September Start Date	FIRST TWO-YEARS - January Start Date
Core Courses (38 Credits)*	
<u>BHT 511NE</u> (9) & <u>PSF 511NE</u> (.5) September <u>BHT 512NE</u> (9) & <u>PSF 512NE</u> (.5) January <u>BHT 513NE</u> (9) & <u>PSF 513NE</u> (.5) September <u>BHT 514NE</u> (9) & <u>PSF 514NE</u> (.5) January	<u>BHT 511NE</u> (9) & <u>PSF 511NE</u> (.5) January <u>BHT 512NE</u> (9) & <u>PSF 512NE</u> (.5) September <u>BHT 513NE</u> (9) & <u>PSF 513NE</u> (.5) January <u>BHT 514NE</u> (9) & <u>PSF 514NE</u> (.5) September
THIRD-YEAR M.DIV. STUDIES (27 CREDITS)	
Spring Term (12 Credits)	Fall Term (12 Credits)
<u>MIN 731 or 732 NE</u> Field Education (3) and Choose one course from: <u>PSF 611NE</u> Pastoral Formation (3) + <u>MIN 629NE</u> Lectionary Preaching (3) <u>ELECTIVE</u> (3) and Choose three courses from: <u>MIN 621NE</u> Worship Leadership (2) <u>MIN 624NE</u> Pastoral Care (2) ** <u>MIN 627NE</u> Interpreting the Scriptures (2) ** <u>MIN 628NE</u> Teaching Doctrine (2) *** <u>SOC 6XXNE</u> Social Ethics Course (2) or an <u>ELECTIVE</u> Course (2)	<u>MIN 731 or 732 NE</u> Field Education (3) and Choose one course from: <u>PSF 612NE</u> Spiritual Formation (3) + <u>MIN 630NE</u> Expository Preaching (3) <u>ELECTIVE</u> (3) and Choose three courses from: <u>MIN 623NE</u> Church Administration (2) <u>MIN 625NE</u> Evangelism & Discipleship (2) <u>MIN 626NE</u> Leadership Development (2) or an <u>ELECTIVE</u> Course (2)
Summer Terms (3 Credits each) Biblical Language and Electives courses	
*FOURTH-YEAR M.DIV. STUDIES (27 CREDITS)	
SPRING TERM (12 CREDITS)	FALL TERM (12 CREDITS)
<u>MIN 733 or 734 NE</u> Field Education (3) and Choose one course from: <u>PSF611NE</u> Pastoral Formation (3) + <u>MIN629NE</u> Lectionary Preaching (3) <u>ELECTIVE</u> (3) and Choose three courses from: <u>MIN 621NE</u> Worship Leadership (2) <u>MIN 624NE</u> Pastoral Care (2) ** <u>MIN 627NE</u> Interpreting the Scriptures (2) ** <u>MIN 628NE</u> Teaching Doctrine (2) *** <u>SOC 6XXNE</u> Social Ethics Course (2) or an <u>ELECTIVE</u> Course (2)	<u>MIN 733 or 734 NE</u> Field Education (3) and Choose one course from: <u>PSF 612NE</u> Spiritual Formation (3) + <u>MIN 630NE</u> Expository Preaching (3) <u>ELECTIVE</u> (3) and Choose three courses from: <u>MIN 623NE</u> Church Administration (2) <u>MIN 625NE</u> Evangelism & Discipleship (2) <u>MIN 626NE</u> Leadership Development (2) or an <u>ELECTIVE</u> Course (2)
*<u>MIN 790NE</u> , M.Div. Integration Seminar (3) must be taken during the last term or the fourth-year of a student's M.Div. program	
Numbers in parenthesis represent credit hours.	
+Only one preaching course is required **These course offered alternate years ***Only one social ethics course can be applied to public ministerial leadership course requirement	
NOTE: It is recommended that students mix electives with required courses each term.	

POLICIES AND PROCEDURES

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 have 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 Web site 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 vice president and academic 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 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 terms will have their registration terminated. At least one term (excluding summer) must transpire before reapplying. For additional information, please refer to the "Graduate Student Termination Policy" page in this catalog.

Northeastern Seminary's degree programs require a proficiency in writing. A non-credit Practicum in Theological Writing (CMC 500NE) is required of all CORE students and is taken concurrently with BHT 511NE.

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. One of these letters shall be from the minister or governing church body with which the applicant is affiliated who can evaluate aptitude for Christian service. A second shall be from one who can judge the applicant's readiness for graduate level work, such as a former teacher. The third shall be 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; and assess personal strengths, weaknesses, and how a seminary education could contribute in this area and outline vocational goals.
3. A 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 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 communication and enrollment will notify the applicant through an acceptance letter.

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 all letters of recommendation, and amend the autobiographical statement.

A deposit \$350 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 skill so vital to their success at graduate theological education. Upon evaluation of student progress at the conclusion of CMC 500, some students may be required to enroll in CMC 501 as a condition of their continued enrollment at NES.

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 term.) 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 term 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 the theological topic "The Implications of the Death and Resurrection of Jesus on my Ministry Today." 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 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 twelve (12) credits.
4. **Audit:** A person who qualifies for regular admission may audit one or more courses. This privilege requires the approval of the academic dean's office and the instructors. (Note: Persons admitted as non-matriculated or audit students may not enroll in the Core Curriculum.)

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 term a faculty academic adviser will be assigned. 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.) or self-selected studies (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 45 days in advance of each new term.

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 to develop ideas for his or her research project (M.A.).

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

ACADEMIC PROGRESS COMMITTEE

Northeastern Seminary will appoint an Academic Progress Committee (APC) to review and act on a student's academic and/or professional progress as needed. When needed, the academic dean shall appoint a committee composed of the student's academic advisor, a representative from student services or the academic 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.

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. Students should not expect faculty to provide a review of material missed. 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 term. Written policies are on file regarding the consequence of failing to fulfill this or any other academic requirement at NES.

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 e-mail account is an official means of electronic communication within the College and Seminary communities. Students are responsible for all information sent to them via their College or Seminary assigned e-mail account from faculty, administrative offices and academic departments.

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.

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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 policy, 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. (Also disciplinary action falls under the category of Major Infractions.)

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**.

ENROLLMENT EXPECTATIONS

M.A. and M.Div. students enrolled in the Core curriculum (38 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 term (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 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 terms) will be responsible for remaining tuition costs as outlined on the Tuition Refund Schedule page in this catalog, and will be required to re-apply for admission to NES. See "Change of Status" page 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. Call the vice president and academic dean's office for D. Min. degree completion requirements.

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

Effective fall 2009 semester, the following grading scale will be used:

- 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
 - 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.

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

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 3rd through 12th week of a 15-week course (no later than the date of session C-1), or between the 3rd and 4th 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 that they earn.

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

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. Here we are thinking of 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

Incomplete Grades during the Core

Due to the intense workload of NES courses and terms, students will not be permitted to continue their enrollment while still attempting to complete a prior Core course’s assignments. Seminary students who fail to complete their assignments in BHT 511-513NE will (1) receive an “I” grade, and (2) be expected to submit their finished work no later than the shorter of either 30 days after the course ends or the first week of the next Core course. Students failing to complete their assignments in that timeframe will receive an “F” grade and the course will need to be repeated.

Seminary students who fail to complete their assignments in BHT 514NE will (1) receive an “I” grade, and (2) be expected to submit their finished work no later than the shorter of either the first week of the next NES term or 30 days after the last BHT 514NE class. Students may not continue beyond the first week of their post Core courses with an “I” grade in BHT 514NE. After 30 days, an “I” grade converts to an “F” grade and the course will need to be repeated.

Incomplete Grades After the Core

Seminary students in their second, third and/or fourth year must complete any “I” work prior to the first week of the next term (including summer) or within 30 days, whichever comes first.

Implementation of Policy

A student who is asked to stop out due to incomplete coursework will not be responsible for tuition charges for the next course.

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 at Rochester Area Colleges are used in computing the grade point average.

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. 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 have certain restrictions and unique needs including employment restrictions. The advisor for international students is the registrar. International students are responsible for keeping immigration papers current and with proper approval. Contact the international students' coordinator (585.594.6382), registrar (585.594.6472), or academic dean (585.594.6331) for assistance. International students are required to be enrolled in a health insurance program and to purchase supplemental repatriation and medical evacuation benefits.

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 tests for measles, mumps, and rubella) is acceptable as long as a copy of the lab results 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 274-6151	Office Hours: Monday – Friday / 8:30 a.m. - 4:30 p.m. 1st 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 who are considered full-time 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.

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, Web site, 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.

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

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.

“Records” include those records, files, documents, and other materials which contain information directly related to a student 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 Vice President and Academic 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
- Degree Program
- Place of Birth
- College of Enrollment
- 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 (i.e. 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.

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 vice president and academic dean's office for a formal hearing. If a formal hearing is requested the vice president and/or academic dean shall appoint an ad hoc committee (see "Graduate Student Grievance Policy" page in this catalog).

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.

REGISTRATION

Registration for BHT/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 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, can be registered by completing the Application for Credit for Non-classroom Course form. See Tuition Refund Schedule" page in this catalog for courses dropped after registration.

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

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.

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, vice president of student life or 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.

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

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

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.
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

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 790NE). (Note: Personal Spiritual Formation courses already completed may be transferred into the M.Div. Program if they were equivalent to PSF 611NE and 612NE.)

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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 requirement 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 vice president and academic 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 10 years of beginning an NES program will be considered for transfer. In rare cases, students may petition for exceptions to this rule.
 8. Transfer credits for the M.A. electives will be limited to nine credits and must be ministry related.
 9. Transfer credit for the M.Div. electives must be ministry related. Eleven 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. A M.Div. student may apply a second unit of CPE toward six credits of electives. A M.A. student may use the additional three credits from one unit of CPE towards the elective credits. In rare hardship cases, a petition may be considered for M.Div. students wishing to transfer additional CPE credits toward Field Education requirements.

APPLICATION FOR ADVANCED STANDING WITHOUT CREDIT

Accepted applicants and students may apply to the vice president and academic 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. (Note: Advanced standing without credit does not apply to the M.A. curriculum.)
3. All students enrolling for a degree at NES must take the full Core Curriculum. 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 vice president and academic 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 790NE).
2. Advanced standing with credit will be limited to a maximum of fourteen 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.

STATUS POLICIES

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 vice president and academic 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 dean of Northeastern Seminary. The academic 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 vice president and academic 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 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.
7. Once the complaint is resolved, proceedings of the meetings involved are filed in the Northeastern Seminary vice president and academic 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 vice president and academic dean's office will monitor each student's academic progress and professional development. When necessary, the academic dean shall appoint an Academic Progress Committee (APC) – see "Academic Progress Committee" page in this catalog. Possible actions for failure to meet academic or professional development requirements are identified below.

Northeastern Seminary faculty will notify the vice president and academic 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 adviser. 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 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 term (excluding summer). Students reapplying for admission will be reviewed by the APC, prior to review by the Admissions Committee.

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 term, 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 re-admission.
- 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 re-apply for admission. If allowed, and prior to re-admission, 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 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 dean of Northeastern Seminary. The academic 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

Stop-Out and Drop-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 re-enter as soon as possible, should the interruption prove unavoidable.

Stop-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 and time and finances that need to be considered. Often assistance is available to help a student through a particularly difficult situation or circumstance without the need to stop out. There are times, however, when a stop 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 vice president and admissions and enrollment office of their plans to stop 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 stop out becomes official.
2. At the time of the stop 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 or term has already begun at the time of a stop out, the refund policy available in the student accounts office will be used to determine the refund or balance due (see "Tuition Refund Schedule" page 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. Students are responsible for the appropriate percent of tuition charges if they notify the NES retention officer of a stop out after the course begins, even if they did not attend classes (see "Tuition Refund Schedule" page in this catalog).
4. Within the first 12 months after stopping out, a student may re-enter 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.
5. 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.
6. Refunds apply to the tuition charges only. Fees and book charges are not refunded.
7. Readmission to NES assumes the student is in good standing with the Office of Student Accounts.

Drop-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 re-enter 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.

FINANCIAL MATTERS: MASTER'S PROGRAMS

STUDENT ACCOUNTS AND BILLING

Tuition payments are due in advance of each new Core course or term, unless an approved optional payment plan is selected or arrangements have been made with the Office of Student Accounts.

TUITION AND FEES (2009-2010)*

Tuition per credit hour.....	\$390
Student Fees M.Div. (one-time fee).....	\$350
Student Fees M.A. (one-time fee).....	\$250
Application Fee.....	\$35
Non-Refundable Cohort Deposit (applied to first tuition payment).....	\$350
Book Fee (Core Library and other resources).....	\$1,400
Audit Fee (per course).....	\$150

** Tuition and fees are subject to change.*

BOOK FEES

A standard book fee is charged to all Core students (M.A.). This fee covers all required books (basic library of reference books, course specific texts, and a CD) and handouts for each of the four Core courses. To keep administrative and book costs at a minimum, all students will be billed for a complete set of Core texts (approximately 35 books) upon initial enrollment.

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 term or year for a nominal fee. More information about available plans can be obtained from the Office of Student Accounts 585.594.6461 or TMS 800.722.4867, 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.

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**

Prior to first class meeting	Full refund of all tuition charges
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**

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

***Summer**

Prior to first class meeting	Full refund of all tuition charges
Days 1 and 2	90% / 10% charge
Days 3 and 4	75% / 25% charge
Days 5 and 6	50% / 50% charge
Days 7 and 8	25% / 75% charge
Days 9+	0% / 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 try to establish the last date of attendance or we will use the mid-point of the semester for our calculations.

FINANCIAL ASSISTANCE

The Seminary is interested in helping students supplement their individual resources with financial aid. Here are some of the resources a student may want to investigate for assistance:

Federal Stafford Student Loans

Students are eligible for up to \$18,500/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. 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 the 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 masters 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 masters degree students whose 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 masters 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 as indicated below:
- **Babcock Scholarship for Ethnic Diversity** – This scholarship is given annually to deserving masters 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.
- **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.

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- **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.
 - **Matthew 11:12 Scholarship** – As funds are available, this scholarship offers up to \$2,000 to an NES student selected by the committee. The scholarship’s criterion is based on financial need and a brief essay response to Matthew 11:12. 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** – To assist the full-time faculty of NES in his/her teaching responsibilities with compensation. 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/>

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- **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/documents/Seminary%20Scholarship%20Application.pdf>
 - **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 masters program in biblical, theological, missiological, or pastoral studies.
LINK: <http://www.freemethodistchurch.org/users/leadership/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 – \$1,000 per 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
 - **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/49065_60153_ENG_HTM.htm
 - **International Church of the Foursquare** – The intent of this award is to encourage young men and women in pursuit of an educational plan preparatory for ministry. Foursquare Women desire to sponsor those who enter such programs with an aspiration for vocational ministry. Two annual awards are given should funds be available.
LINK: <http://fwi.foursquare.org/articles/index.sd?catid=4&headTitle=Scholarships>
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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 for Veteran's Benefits. Students eligible for Veterans Administration Educational Benefits should contact Cheryl Raduns, the VA Certifying Official for the Seminary at: 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. Deadline for application is March 1 and April 1, depending on type of fellowship application.
LINK: <http://www.thefund.org/programs/fellowships>
- **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
- **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/>

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- **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
 - **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/

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. In addition, 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 the Student Financial Services 585.594.6150.

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.

For additional financial aid information and loan applications, please contact the Office of Financial Aid at 585.594.6150. If you are seeking a loan application, please make sure you have already fulfilled the application checklist listed [here](#).

DOCTOR OF MINISTRY PROGRAM

SCRIPTURE, SPIRITUALITY, AND CHRISTIAN LEADERSHIP

PROGRAM OVERVIEW (HEGIS CODE 2301.00)

The Doctor of Ministry program (D.Min.) is an advanced, professional, theological degree 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 21st 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.

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 on-line 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)
- Theological Foundations for Ministry
- Scriptural Foundations for Ministry
- Spirituality for Ministry
- Transformational Leadership
- Research Methodology (preparation for the dissertation)

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, we want to provide you 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 off-site 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. **On-line collaboration:** Each one-week residency is preceded and followed by opportunities for on-line interaction with the faculty member and/or fellow students. This on-line interaction helps to create the collegial learning environment that characterizes our 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 our own outstanding NES faculty, the D.Min. program is intentional about providing students with access to some of the leading scholars and practitioners of our day. Students may take electives that are built around NES' annual Conference on Ministry and receive focused time with the keynote presenters (past speakers have included Dallas Willard and Reggie McNeal). Dr. Leith Anderson, senior pastor of Wooddale Church

and president of the National Association of Evangelicals, team teaches the Transformational Leadership class.

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.

DISSERTATION

The D.Min. research class will provide students with the methodological skills necessary to write a doctoral dissertation. This class is offered on an as-needed basis, and so can be scheduled at a time in the program that is most strategic for the student.

The research and writing process is guided by a dissertation committee. Following the first residency, a preliminary faculty chair will be assigned to help guide the student in the initial stages of choosing a research topic. Dr. Barry Hamilton, Theological Librarian, will work alongside the student and preliminary faculty chair as needed. When a topic/area is chosen, the student and the preliminary faculty chair, along with the D.Min. director, will decide if a new or the same faculty will serve as the permanent chair. At this time the student will nominate a representative from his or her ministry site (church or institution), to serve on the dissertation committee. Depending on the area of research, additional professional consultants may be added to the dissertation committee. The dissertation committee will meet periodically (in person and electronically) to provide feedback and support. Dr. Barry Hamilton will work alongside the student and chair as needed. The D.Min. office shall give final approval of site representatives and consultants.

The topic of the dissertation research will be chosen in relation to the student's ministry context. The faculty chair and ministry-site representative will work with each student to establish and define the dissertation. The D.Min. dissertation committee will work with the student throughout the design, research, and writing of the dissertation. It is assumed that the results of the dissertation research will enhance and strengthen the student's personal ministry and benefit the student's ministry site (church or institution).

The completed dissertation should be a publishable document that displays 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.

Upon completion of the dissertation proposal, the candidate will be expected to participate in an oral defense and evaluation before his or her dissertation committee before being approved to proceed to the research and writing phase. The completed dissertation will be submitted to the D.Min. office in hard copy and electronic format.

Admission to candidacy (approval to move into the research/writing stage—third year) for the D.Min. degree is an action taken by the NES Academics Committee after:

1. The student has completed at least three residencies with a grade of 80% or higher.
2. The student's dissertation proposal has been defended to and approved by his or her D.Min. dissertation committee.
3. The student has completed DMIN 860NE and is registered for DMIN 910NE.

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:

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- 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
 - 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.

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- 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).

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, 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 lacunae 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

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

This paper 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
- 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

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 ten (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, in writing, 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. 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 and enrollment office. Students without an approved leave of absence, who do not maintain continuous registration status (excluding summer terms) will be required to re-apply for admission to NES. See "Change of Status" page in this catalog.

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 6 credits each semester for a total of 12 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, 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 residency term, unless an approved optional payment plan is selected or arrangements have been made with the Office of Student Accounts.

TUITION AND FEES (2009-2010)

Tuition per credit hour.....	\$ 390
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 2009-2010 rates, the cost for each three-credit course is \$1,170 (tuition) plus approximately \$250 for books. A student taking four courses per year would pay total tuition of \$4,860. The tuition charge to complete the entire program (36 credit hours) is approximately \$14,580.

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 term or year for a nominal fee. More information about available plans can be obtained from the Office of Student Accounts 585.594.6461 or TMS 800.722.4867, www.afford.com.

TUITION AND FEE PAYMENT

1. Each residency consists of two courses which total six semester credits of graduate-level work. 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.
2. Students will be registered for two resident terms (one full year) at a time to accommodate all financial assistance programs. Billing will be done on a per-residency basis approximately two weeks prior to the beginning of each course start (April 1 and October 1).
 - a. NOTE: Students using the Tuition Management System (TMS) 12-month payment option will base their monthly payments on 12-credit hours (12 x current per-credit tuition rate /12).
3. Registration in D.Min. continuation courses is required annually for students who do not complete the dissertation by the end of the third year and yearly until completion or termination of their program. Registration in continuation courses keeps a student's status active and occurs in the following ways.
 - a. Third-year students register for:
 - i. DMIN 860NE Research Methodology (3 credits), first semester of third year
 - ii. DMIN 910NE Dissertation (6 credits), final semester of third year
 - b. Post-third year:
 - i. 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 term at a time.
4. 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. term has been reached.

The refund schedule is based on the 18-week D.Min. term and begins when the term begins not when the residency classes begin.

Students withdrawing from a residency term prior to the first day of the term will receive a full refund. Thereafter, refunds will be based on the following schedule:

Prior to start of term	Full Refund of Tuition
Weeks 1 and 2	90% Refund / 10% Charge
Weeks 3 and 4	75% Refund / 25% Charge
Weeks 5 and 6	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 scholarship application process by scholarship deadlines. Students must be enrolled in at least three courses per year to apply for and receive aid. Applications for scholarships are available through the admissions office and are posted on the Web site at: <http://www.nes.edu/Admissions/ApplicationsCategories/Doctorate.aspx>

- **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. Please indicate the Seminary's school code of G34194 on the FAFSA. Questions should be directed to the Student Financial Services (585.594.6150) or email: 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 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.

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.

Stafford Loans

Matriculated students in the D.Min. program will be considered full-time students for financial aid purposes during the first two years and are eligible to apply for Stafford loans. Students qualifying for the Stafford Loan program may receive up to \$18,500/year in subsidized and/or unsubsidized Federal Direct Student Loans to cover program costs and living expenses. The FAFSA can be completed online at www.fafsa.ed.gov. Please indicate the Seminary's school code of G34194 on the FAFSA. Questions should be directed to the Student Financial Services (585.594.6150) or email: 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 term. 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 the Student Financial Services for further clarification.

HOUSING

Housing is available on or near the campus for those living outside the Rochester, NY, area. Housing for the June session is provided 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 provided 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 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.

DMIN COURSE CALENDAR

Fall 2009: October 5, 2009 – March 12, 2010

January 2010 Residency:

- January 11-15 Week 1: DMIN 855 Theological Foundations for Ministry (3.0) (Cullum, Livermore)
January 18-22 Week 2 (Elective): DMIN 882 Developing Healthy Spiritual Communities (3.0) (Grimm)
-

Spring 2010: April 12, 2010 – August 27, 2010

June 2010 Residency:

- June 7-11 Week 1: DMIN 865 Scriptural Foundations for Ministry (3.0) (Middleton)
June 8-10 Orientation Retreat: DMIN 852 Calling and Vocation (3.0) (Grimm)
June 14-18 Week 2 (CoM Course/Elective): DMIN 890 Strengthening the Soul of Leadership
(3.0) (Barton)
-

Fall 2010: October 4, 2010 – March 11, 2011

January 2011 Residency:

- January 10-14 Week 1: DMIN 875 Spirituality for Ministry in a Postmodern Context (3.0) (Letterman)
January 17-21 Week 2 (Elective): DMIN 872 Scriptural Models for Leadership (3.0) (Livermore)
-

Spring 2011: April 11, 2011 – August 26, 2011

June 2011 Residency:

- May 31 – June 2 Orientation Retreat: DMIN 852 Calling and Vocation (3.0) (Grimm)
June 6-10 Week 1 (CoM Course/Elective): DMIN 890 (3.0)
June 13-17 Week 2: DMIN 885 Transformational Leadership (3.0) (Anderson, Connell)
-

Fall 2011: October 3, 2011 – March 9, 2012

January 2012 Residency:

- January 9-13 Week 1: DMIN 855 Theological Foundations for Ministry (3.0)
January 16-20 Week 2 (Elective): DMIN 892 Scriptural Preaching and Scripture (3.0)
-

Spring 2012: April 9, 2012 – August 24, 2012

June 2012 Residency:

- June 4-8 Week 1: DMIN 865 Scriptural Foundations for Ministry (3.0)
June 5-7 Orientation Retreat: DMIN 852 Calling and Vocation (3.0)
June 11-15 Week 2 (CoM Course/Elective): DMIN 890
-

Fall 2012: October 1, 2012 – March 8, 2013

January 2013 Residency:

- January 7-11 Week 1: DMIN 875 Spirituality for Ministry in a Postmodern Context (3.0)
January 14-18 Week 2 (Elective): DMIN 872 Scriptural Models for Leadership (3.0)

In addition, DMIN 860 *Research Methodology* and DMIN 910 *Dissertation* offered each semester as needed

D.MIN. COURSE DESCRIPTIONS

DMIN 852NE

Calling and Vocation

Credits: 3

Dr. Nelson Grimm

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

Drs. Douglas Cullum, Elizabeth Gerhardt, and Paul Livermore

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

Research Methodology

Credit: 3

Dr. Barry Hamilton

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 develop a comprehensive

statement of a ministry-based research problem, which will form the basis of Chapter One of the Doctor of Ministry dissertation. In addition, 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. The literature review will form the basis for writing Chapter Two of the Doctor of Ministry dissertation.

Discuss action research 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 be incorporated into Chapter Three of the Doctor of Ministry dissertation.

Move 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.

DMIN 865NE

Scriptural Foundations for Ministry

Credits: 3

Dr. Richard Middleton

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 20th century). The purpose is to develop a scriptural framework for Christian spirituality and leadership that can address the contemporary 21st century context with the power and compassion of the Gospel.

[Prerequisite: Successful completion of the D.Min. Orientation Week courses]

DMIN 875NE

Spirituality for Ministry

Credits: 3

Dr. Rebecca Letterman

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 on-going 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****Drs. Leith Anderson and Jack Connell**

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****Dr. Elizabeth Gerhardt**

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 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****Dr. Paul Livermore**

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

Dr. Nelson Grimm

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 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 year 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

Dr. Barry Hamilton, D.Min. Dissertation Committee

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 Web site (PC users). Mac users can purchase EndNote from 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.

CERTIFICATE PROGRAMS

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 in two tracks—regular and advanced. Courses are offered for three 12-week terms each year: fall, winter, and spring. All students must complete six terms (10 units) of core courses and ministry electives to earn a certificate. Students who complete the advanced track may be eligible for converting their units into undergraduate college credits at 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.

CTSH 102

Hispanic 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.

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 upon how to minister most effectively within a variety of cultural contexts...

CTSP 206**Pastoral Care****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*

RESOURCES

NES ADMINISTRATION, STAFF, FACULTY AND EMERITI PERSONNEL

Administration

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Rev. Dr. Jack Connell

Vice President, connell_jack@nes.edu, 585.594.6807

Dr. Douglas R. Cullum

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Lisa M. Bennett

Director of Communication and Enrollment, Office of Admissions, bennett_lisa@nes.edu, 585.594.6804

Mr. JP Anderson

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Dr. Todd Daningburg

Director of Seminary Advancement, Office of Development, daningburg_todd@roberts.edu, 585.594.6644

Support Staff

Rev. Francisco Burgos

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Jennifer Catalano

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Susan Gringer

Office of the Vice President and Academic Dean, Administrative Assistant, gringer_susan@nes.edu, 585.594.6807

Sarah Champignon

Office of Admissions, Administrative Assistant, champignon_sarah@nes.edu, 585.594.6802

Faith Sharp

Academic Services, Administrative Assistant, sharp_faith@nes.edu, 585.594.6623

Full-Time Faculty

Rev. Dr. Jack Connell

Vice President and Professor of Pastoral Ministry

Dr. Connell holds the following degrees: 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. He has nearly twenty years of pastoral experience, including eleven years as senior pastor of Crosswinds Wesleyan Church in Canandaigua, NY. Rev. Dr. Connell has held senior administrative positions at Houghton College and Asbury Theological Seminary. His time in the classroom includes teaching at the masters and doctoral levels in preaching and church leadership. He has served on the boards of several organizations, and is currently a member of the Houghton College Board of Trustees.

Dr. Douglas R. Cullum

Academic 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, 19th-century American religion, and 20th-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.

Dr. Barry Hamilton

Theological Librarian and Associate 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 19th 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.

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. Professionally, Dr. Basinger is an active member of two learned societies. 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 chair of the Division of Religion and Humanities and dean of faculty at Roberts Wesleyan College.

Dr. Scott Brenon Caton

Professor of History and Culture

Dr. Caton, also Professor of History at Roberts Wesleyan College, is a graduate of that college (1986). He went on to earn a Master of Arts in Religion (Theological Studies concentration) at Westminster Theological Seminary in Philadelphia (1988). He received his Ph.D. in History (major field American History, minor fields in British History and British Literature) at the University of Rochester (1998).

Dr. Caton has been at Roberts Wesleyan College since 1990 and is a founding faculty member of Northeastern Seminary. His research interests include American and British Puritanism, the English Reformation, 19th- and 20th-century American evangelicalism, John Henry Newman's life and writings, and the work of American cultural critic Orestes Brownson. He also has an academic interest in G.K. Chesterton and is a founding member of the Rochester Chapter of the American Chesterton Society.

Dr. Timothy Dwyer

Professor of Christian Scriptures

Dr. Dwyer was educated at Aberdeen University in Scotland (Ph.D.); Talbot School of Theology (M.Div.); Azusa Pacific University (B.A.); and San Jose City College (A.A.). 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. His current 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). At Northeastern, he teaches courses in Daniel/Revelation and the biblical languages.

Rev. Dr. Rebecca S. Letterman

Associate Professor of Spiritual Formation

Dr. Letterman has a 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, 2004, where she has been an adjunct faculty member for the past four years. Dr. Letterman's research interests include the intersection of language, theology and spiritual formation.

Dr. Richard Middleton

Professor of Biblical Studies

Dr. Middleton has a Ph.D. from the Vrije Universiteit, Amsterdam, in a joint-degree program with the Institute of Christian Studies, Toronto. Dr. Middleton's other degrees include: M.A. in Philosophy, University of Guelph, 1985, and B.Th., Jamaica Theological Seminary, 1977. He 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). He is widely published in religious periodicals and journals, as well as the author of four books. 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.

Supporting Faculty

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 an associate professor of psychology and social work at Roberts Wesleyan College, and clinical supervisor, RWC Counseling Center.

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)

Dr. Brian D. Babcock

D.Min., Spiritual Formation, Asbury Theological Seminary, 2002; M.Div., Asbury Theological Seminary, 1984; M.S., Personnel Counseling/Higher Ed, Miami University (Ohio), 1968; ; B.A., History/Political Science, West Virginia University, 1966. Dr. Babcock is an ordained elder in the Free Methodist Church, and was the assistant dean at Northeastern Seminary for ten years.

Rev. Kirk Baker

M.Div., Colgate Rochester Crozier Divinity School, 2005; B.A., English, University of Rochester, 1995. Rev. Baker is currently employed in the Higher Education Dept. at Syracuse University, and as a pastor at Williamson Presbyterian Church, Williamson, NY.

Dr. Rodney L. Bassett

Ph.D., Professor of Psychology; B.A., Seattle Pacific University, 1973; M.A., The Ohio State University, 1975; Ph.D., The Ohio State University, 1977. Employed by Roberts Wesleyan College since 1977.

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. Jonathan Case

Ph.D., Systematic Theology, Luther Seminary, 1995; M.Div., Theology & Philosophy, Nazarene Theological Seminary, 1989; B.A./M.A., Religion, Southern Nazarene University, 1983/1986. Dr. Case is an Associate Professor of Theology at Houghton College. He is an ordained minister for the Wesleyan Church of North America and an ordained deacon for the Free Methodist Church of North America.

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.

Ms. Mary Ann Fackelman

M.A., Case Western Reserve (French), 1973; B.A., Nazareth College (French), 1966. Ms. Fackelman is a spiritual director at the Borromeo Prayer Center in Rochester, NY. She is also the president and founder of Listen First, a

company dedicated to group development and consulting, facilitation and training for both for-profit and non-profit organizations.

Rev. Walter S. Fleming

M.Div., Asbury Theological Seminary, 1980; B.A., Houghton College, 1976. With twenty-eight years of pastoral experience, Rev. Fleming presently serves as the senior pastor at Pearce Memorial Church, a congregation adjacent to the NES campus. He has also served as adjunct faculty at Roberts Wesleyan College for the past eleven years, teaching in the area of leadership. Married for thirty years to Mary, the Flemings make their home in Ogden, NY.

Dr. Margaret Flowers

Ph.D., Botany, The University of Texas at Austin, 1977; M.Div and M.A., Northeastern Seminary, 2005 and 2003, respectively; A.B. Biological Sciences, Mount Holyoke College, 1973. Dr. Flower serves as professor of biology at Wells College in Aurora, N.Y.

Rev. 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 the pastor of the First Presbyterian Church (USA), in 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, 1991; L.Th., Theology/Arts and General Studies, University of the West Indies, Kingston, 1984. Dr. Grinion is an associate 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 of USA.

Mrs. Barbara Isaman-Bushart

M.Div., Northeastern Seminary, 2008; M.S.W., Roberts Wesleyan College, 2000. Mrs. Isaman-Bushart is a late-deafened adult who has worked in the greater Rochester, NY area developing deaf services for over a decade. She was an adjunct professor at Roberts Wesleyan College for seven years teaching Modern Social Problems and Ethnic and Cultural Diversity. Currently working at Unity Health System, she coordinates a Deaf Services program, and is on the leadership team and preaching rotation at Community of the Savior church. She frequently speaks at conferences and seminars about Deaf Services, Disability Rights/ADA Compliance, and how developing a disability later in life has impacted her understanding of the Church's response to parishioners with life challenges.

Rev. Dr. Kenneth James

D.Min., Hood Theological Seminary, 2006; M.Div., Hood Theological Seminary, 1984; B.A., Livingstone College (English), 1980. Rev. James has served as senior pastor of Memorial African Methodist Episcopal Zion Church in Rochester, NY, since 2005.

Rev. Dr. Fredrick Johnson

M.A., Northeastern Seminary, 2001; M.B.A., Rochester Institute of Technology, 1994; B.S., Delaware State University, 1988. Rev. Johnson is currently enrolled in the Doctor of Ministry program at Northeastern Seminary and is an ordained clergyman in the Baptist Church. Rev. Johnson is the executive director for the Southwest Area Development Corporation (SWADCO), which is a not-for-profit economic development

organization of the Zion Hill Missionary Baptist Church. Professionally, Rev. Johnson is employed in corporate finance and has been recognized by the Rochester Business Journal as a "40 under 40" honoree. His areas of special interest: Church Administration and Finances, Economic and Community Development.

Dr. Timothy J. Johnson

Ph.D., Temple University, 1994; M.S.W., University of Pennsylvania, 1978; B.S.W., Philadelphia College of the Bible, 1976. Areas of Special Interest: Afrocentricity, the Black Church as a Social Welfare Institution, Human Diversity, Social Work and Spirituality

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.

Dr. Michael B. Merrill

D.Min. with special emphasis in emotional taxonomy and counseling support, Northeastern Seminary, 2006; M.Div., Asbury Theological Seminary, 1978, Theta Phi; B.A. in Philosophy/Religion, Roberts Wesleyan College, 1975, magna cum laude, Alpha Kappa Sigma. Dr. Merrill is an ordained minister and has served as senior pastor of Parma Christian Fellowship Church in the Hilton, NY since 2002. He has served as a regional and the national director of youth ministries for the Free Methodist Church, N.A., 1979-1998, and a Healthy Church trainer for Sonlife Ministries, Elgin, IL, 1993-2002.

Dr. Phyllis A. Moss

D.Min., Worship and Ministry, 2001; M.Div., Christian Education, 1995; M.A., Church Music, 1995 all from Interdenominational Theological Center. B.S. Business Management, Empire State College, 1991. Dr. Moss is the founder and president of Tehillah Music Ministries, Inc., a non-profit music ministry.

Ms. Kathrine Page

M.A., Theology, Northeastern Seminary, 2001; Oxford Honors Program, Center for Medieval and Renaissance Studies, 2000; B.F.A., printmaking, painting, and art history, Northern Arizona University, 1978. Ms. Page also serves as adjunct faculty of art history at Roberts Wesleyan College. Her thesis project at NES included an art exhibition that visually synthesized theology and art history. Areas of passion: The interlace of art history with theology; bridging the ecclesiastical gap between Protestant and Catholic artistic expressions and theological perspectives.

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. Dr. Robert Searle

D.Min., Asbury Theological Seminary, 1997; Officer Basic through Command and Staff College (Chaplain Military Education); M.Div., Princeton Theological Seminary, 1977; B.S., Cornell University at College of

Industrial and Labor Relations, 1973; M.A., St. John's College, 2005; participated in a Chaplain Residency Clinical Pastoral Education Program at the Duke University Medical Center, 1998-1999; Dr. Searle currently pastors the Red Creek Westbury and Sterling Methodist Churches in Red Creek, NY and has over 18 years of commissioned service.

Rev. Susan S. Shafer

M.Div. Colgate Rochester/Crozier Divinity School; B.S., Ohio Wesleyan University. Rev. Shafer pastors at Asbury First United Methodist Church in Rochester, NY.

Rev. 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. Rev. VanDussen is currently the senior pastor at Springville First United Methodist Church.

Rev. Marlowe V.N. Washington

M.Div., New York Theological Seminary, 1997; B.A., St. Francis College (Political Science), 1989. Rev. Washington is senior pastor of the Baber African Methodist Episcopal Church in Rochester, NY.

Mrs. Patricia Welch

M.Div., Northeastern Seminary, 2009. Mrs. Welch served as an assistant pastor at New Hope Free Methodist Church in Rochester, NY and currently serves on the ministry team at Northgate Free Methodist Church in Batavia, NY. She has over 25 years of experience in teaching.

Rev. Dr. Thomas Worth

M.Div. and D.Min., Northeastern Seminary. Dr. Worth has been a pastor and Bible teacher in Pentecostal/Charismatic circles since the early eighties. He is currently the pastor of Community Covenant Church in Manlius, New York. For over fifteen years he has made annual mission trips to Bulgaria teaching in P/C churches. He has been a poet of the Incarnation for over a third of a century. He is on the adjunct faculty of Pinecrest Bible Training Center, and teaches from the Psalms at conferences and retreats.

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.

SEMINARY SUPPORT SERVICES

Northeastern Seminary
585.594.6800 or 800.777.4792

Fax: 585.594.6801

Email: seminary@nes.edu

www.NES.edu

Seminary Admissions/Recruitment 585.594.6802

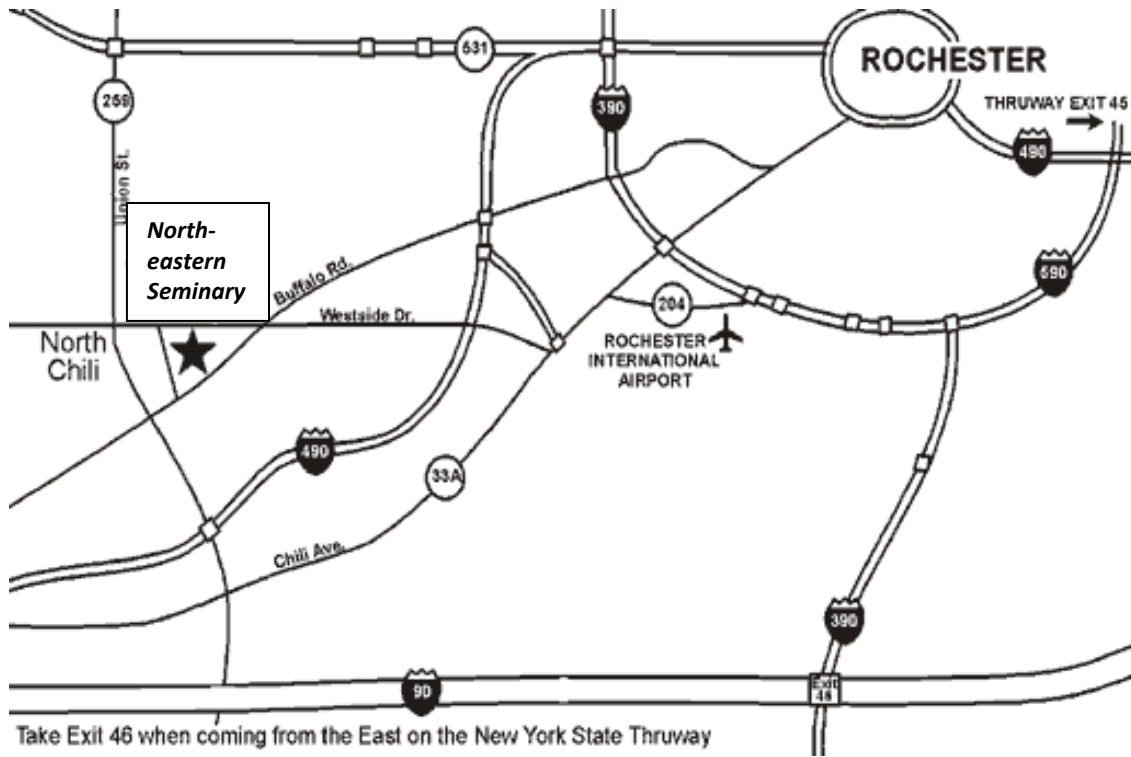
Financial Aid 585.594.6150

Registration 585.594.6220

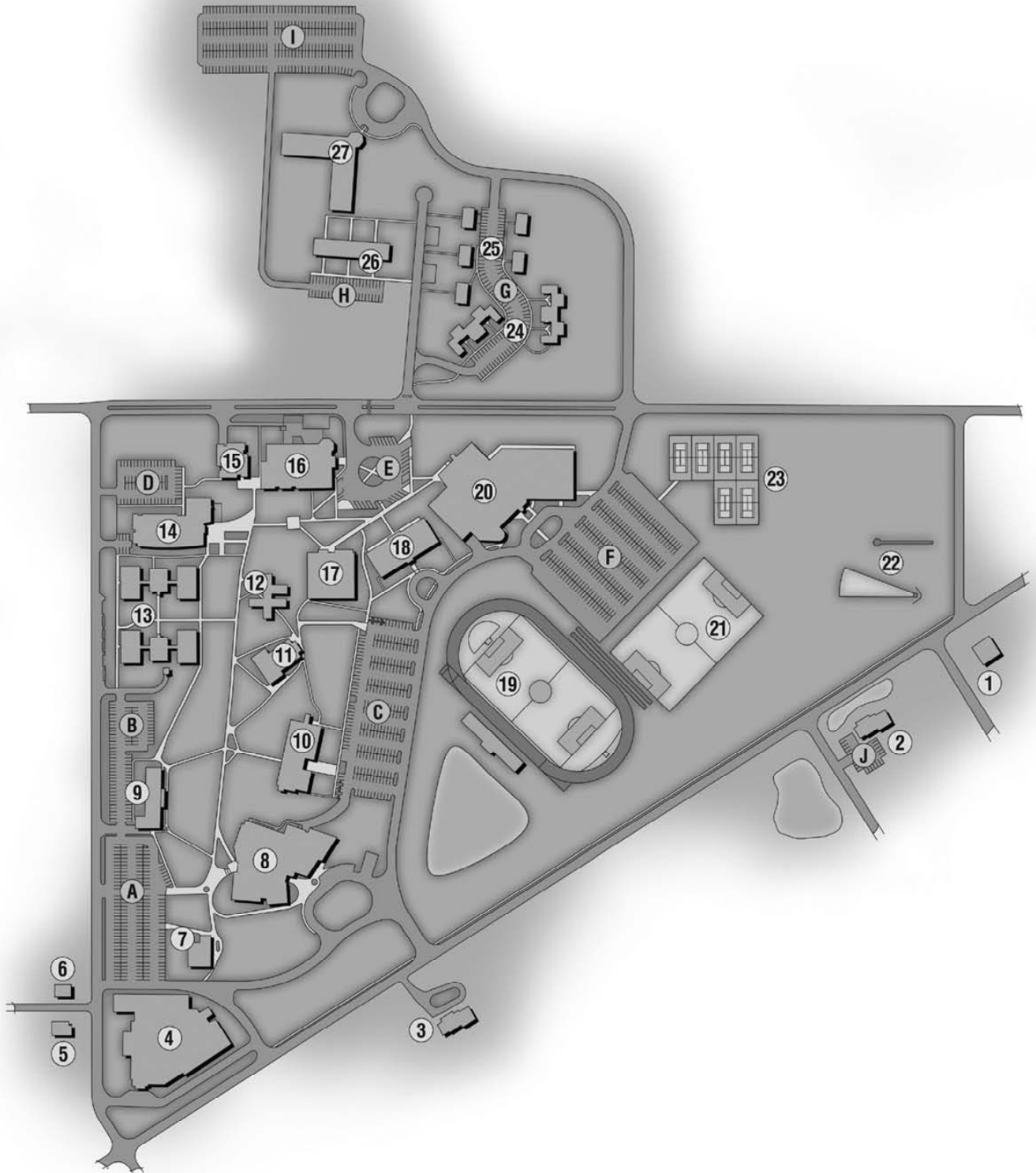
Student Services 585.594.6800

Student Accounts 585.594.6461

AREA MAP



CAMPUS MAP



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
