

# 2021-2022 Student Catalog

Northeastern Seminary, Rochester, NY

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## Student Catalog

2021—2022

Fall 2021 Edition

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

## 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.

## Dean's Message

The mission of Northeastern Seminary is to prepare Christ-centered men and women for faithful, effective ministry to the church and the world. At Northeastern, this happens through a high quality theological education that seeks always to be in conversation with the broad range of contexts in which ministry actually occurs. True theological education is more than solid content and practical competence, it involves deep personal and spiritual formation. Northeastern Seminary is committed to providing a theological education in which authentic Christian spirituality is cultivated. With so much changing in our world, it is a blessing to see Spirit-prompted people prepare to minister the unchanging truth of the Good News and the life-changing power of God's grace in Jesus Christ.

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

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

# Academic Calendar

## Northeastern Seminary Academic Calendar 2021-22

Fall and spring master's semesters have 15 weeks of classes plus two break weeks each semester.

Master's summer semester has eight weeks of classes plus one break week.

D. Min. semesters have 17 weeks including two residency weeks; D.Min. break weeks vary.

| 2021 Fall  |                |
|--|----------------|
| RWC/NES Joint Faculty Workshop/NES Faculty Meeting                 | August 25-26   |
| Master's New Student Kickoff Zoom Session                          | August 26      |
| Fall Master's semester begins                                      | August 30      |
| Last day to add a class (Master's)                                 | September 3    |
| Labor Day (offices remain open)                                    | September 6    |
| Last day to drop a course without a grade (Master's)               | September 10   |
| All Seminary Retreat (Virtual)                                     | September 11   |
| Courses dropped now receive a grade of W (Master's)                | September 13   |
| D.Min. fall semester begins  | October 4      |
| BREAK WEEK-Master's (Columbus Day holiday)                         | October 11-16  |
| Online registration dates for spring '22 and summer '22 (Master's) | November 1-22  |
| BREAK WEEK-Master's and D.Min. (Thanksgiving holiday)              | November 22-27 |
| Last day to drop a course and receive a grade of W (Master's)      | December 3     |
| BREAK WEEKS-D.Min.   | Dec 19-Jan 1   |
| Last day of the Master's semester                                  | December 23    |
| Christmas break-offices closed (reopen January 4)                  | Dec 18-Jan 3   |
| BREAK WEEKS-D.Min.   | Dec 24-Jan 3   |
| Fall Master's grades are due                                       | January 7      |
|  |                |
| 2022 Spring  |                |
| D.Min. fall 2021 semester residency weeks                          | January 10-21  |

|   |                |
|---|----------------|
| Martin Luther King Jr. Day holiday<br>(offices remain open)             | January 17     |
| Master's New Student Kickoff Zoom Session                               | January 20     |
| Spring Master's semester begins   | January 24     |
| Last day to add a class (Master's)                                      | January 28     |
| Last day to drop a course without a grade (Master's)                    | February 4     |
| All Seminary Retreat (Virtual)  | February 5     |
| Courses dropped now receive a grade of W (Master's)                     | February 7     |
| D.Min. fall 2021 semester ends  | February 18    |
| BREAK WEEK-Master's (President's holiday)                               | February 21-26 |
| D.Min. fall grades are due  | March 4        |
| D.Min. spring 2022 semester begins                                      | March 21       |
| Online registration dates for summer '22 and fall '22 (Master's)        | April 4-25     |
| BREAK WEEK-Master's and D.Min. (Holy Week)                              | April 11-17    |
| Last day to drop a course and receive a grade of W (Master's)           | April 29       |
| Last day of the Master's semester                                       | May 19         |
| Northeastern Seminary Commencement                                      | May 21         |
| Spring Master's grades are due  | June 2         |
| 2022 Summer (Dates pertain to Master's programs unless otherwise noted) |                |
| Summer semester begins  | May 30         |
| Last day to add a summer class  | June 2         |
| Last day to drop a summer course without a grade                        | June 3         |
| Summer courses dropped now receive a grade of W                         | June 6         |
| D.Min. spring 2022 semester residency weeks                             | June 13-24     |
| BREAK WEEK-Master's and D.Min. (Independence Day holiday)               | July 4-9       |

|   |           |
|---|-----------|
| Last day to drop a summer course and receive a grade of W | July 9    |
| Last day of summer semester                               | July 28   |
| Last day of D.Min. spring 2022 semester                   | July 29   |
| Grades are due for summer semester                        | August 11 |
| D.Min. spring grades are due                              | August 12 |

## Introduction

### 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

The vision of Northeastern Seminary is to be a vibrant source for Christian theological formation whose students are formed in a biblical vision of gracious Christianity and impart wholeness to the world in an expansive array of vocations and contexts.

## 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 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 Seminary enables us to clarify, adjust, and think through our own understandings of theological issues, as we measure them against the teachings of the Holy Scriptures.

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

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

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

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

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

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

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

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.

## Accreditation

### Accreditations and Authorizations

All degree programs at Northeastern Seminary are accredited and authorized by:

#### **The Association of Theological Schools in the United States and Canada**

##### PROFESSIONAL

The Association of Theological Schools is a membership organization of graduate schools that conduct post-baccalaureate, professional, and academic degree programs to educate persons for the practice of ministry, teaching, and research in the theological disciplines. Accreditations include Northeastern Seminary's fully online programs for all master's degrees.

The Commission on Accrediting from the Association of Theological Schools in the United States and Canada, has approved the following degree programs for accreditation:

- Master of Arts
  - Theological Studies
  - Theology and Social Justice
  - Transformational Leadership
  - Ministry Practice
  - Spiritual Formation
- Master of Divinity
- Doctor of Ministry

##### Contact:

The Association of Theological Schools in the United States and Canada  
10 Summit Park Drive  
Pittsburgh, PA 15275  
412.788.6505  
[www.ats.edu](http://www.ats.edu)

#### **Middle States Commission on Higher Education**

##### REGIONAL

The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the United States Secretary of Education and the Council for Higher Education Accreditation. This commission is accepted by the United States Secretary of Education for accrediting activities in the District of Columbia, Delaware, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands, including distance education and correspondence education programs offered at those institutions.

##### Contact:

Middle States Commission on Higher Education  
3624 Market Street  
Philadelphia, PA 19104,  
215.662.5606

[info@msche.org](mailto:info@msche.org)  
[www.msche.org](http://www.msche.org)

### National Council for State Authorization Reciprocity Agreements (SARA)

Northeastern Seminary is authorized to offer distance-learning (online) programs and courses to residents of member states, districts and territories under the terms of SARA.

Intended to make it easier for students to take online courses offered by institutions outside of their state of residence, the agreement establishes comparable national standards for offering post-secondary distance education courses and programs. SARA is overseen by a national council and administered by four regional education compacts.

Contact:

National Council for State Authorization Reciprocity Agreements  
3005 Center Green Drive, Suite 130  
Boulder, Colorado 80301  
303.848.3275  
[info@nc-sara.org](mailto:info@nc-sara.org)

## Admissions

Northeastern Seminary seeks students whose personal and professional lives are characterized by honesty, integrity, and commitment to high academic, moral, and ethical standards. Applicants must present credentials which demonstrate aptitude for the academic work they will pursue and which indicate they meet other criteria of character and conduct.

## Admissions Process

Persons seeking admission to study for the Certificate, M.A. or M.Div. degree programs at Northeastern Seminary must complete an online application with the Admissions Office of the Seminary. Along with the online application itself, applicants must also furnish:

- 1.Two recommendations able to speak to the student's aptitude for ministry and academic study. Persons providing recommendations may not be related to the applicant.
- 2.An autobiographical statement: In this statement, the applicant will narrate his or her spiritual pilgrimage, history and vision for Christian service, and career goals and plans.
- 3.Official transcripts from every college or university where the applicant has received a degree (i.e., associate's, bachelor's, master's and/or doctoral) or any program you hope to use for graduate or post-graduate transfer credits. Those who do not possess a baccalaureate degree from a regionally accredited college or university at the time of applying may be accepted under the non-baccalaureate designation. Note: Additional documentation is required along with the application for those seeking admission in this category; see "Admissions Categories" section of this catalog.
- 4.In the case of international students who have not done previous studies in an English language institution, a TOEFL score of 79 or higher is required

In addition to the standard application, students applying to the Advanced Certificate in Spiritual Direction must complete the following before being admitted to the program:

- 1.Complete at least 18 graduate credits in theological studies from a school accredited by the Association of Theological Schools (ATS) or a graduate department of theological or biblical studies at a Christian college or university
- 2.Submit an essay describing personal experience providing spiritual guidance to others
- 3.Provide a reference letter from a person who has benefited from the applicant's spiritual guidance
- 4.Complete an interview with a faculty member during the application process

Students applying to the Advanced Certificate in Spiritual Direction who can show a path to completion of the required theological studies courses may seek provisional admission with up to nine credits outstanding. Students may take spiritual direction courses while completing the required theological studies credits.

A person seeking admission as a non-matriculated student must complete the visiting student application form, complete a registration form, and submit payment for the course.

# Accepting Offer of Admission

## Admission to the Seminary

Once an application has been acted upon by the Seminary admissions committee, the applicant will be notified through an acceptance or denial letter.

Admission to the Seminary will be good for one year from the date of acceptance, that is, for the next three full semesters (including summer). Persons who do not begin their programs within the year but still intend to study at Northeastern must update their application, letters of recommendation, and autobiographical statement as recommended by the Admissions Office.

A deposit of \$100 is needed to secure a position in the incoming class. This fee is non-refundable and will be applied toward tuition charges for the first semester. (Note: The deposit may be moved once, to the next start date for incoming students. However, if the student fails to give at least 30 days notice of intent not to matriculate in the next incoming class, or if the student does not matriculate within one year, the deposit will be forfeited.)

## Admission Categories

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

**Regular:** The student presents a strong admissions file (recommendations, writing sample), 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 or certificate in the Seminary.

**Provisional:** In certain cases, and as space permits, a student currently enrolled in an accredited college or university and within six (6) semester hours of completing the baccalaureate degree may be accepted as a provisional regular student. The student must complete the baccalaureate degree within one semester of starting at the Seminary, since this classification is temporary and cannot be renewed. If the student fails to complete the baccalaureate degree within the first semester of enrollment, the student may be eligible to continue as a non-baccalaureate student if space permits.

**Probational:** A student who otherwise qualifies for regular admission but whose academic credentials or writing sample are not strong may be admitted on probation. To have the probationary status removed, a student must equal or exceed a 2.70 in their first semester at the Seminary. A probationary status may not be extended beyond one semester. Failure to equal or exceed a 2.70 will result in termination as a matriculated student.

**Non-Baccalaureate:** Students who do not hold baccalaureate degrees from regionally accredited colleges or universities may be admitted to pursue a advanced certificate, M.A. or M.Div. degree. Applicants who do not possess an earned bachelor's degree have several ways they can pursue enrollment in any of the eligible master's programs. In the majority of cases, applicants for this status must meet the following requirements:

- Demonstrate exceptional merit and academic readiness for graduate-level education
- Have significant ministerial leadership
- Ideally (but not required): 30 years of age or older and have already completed 60 credits at an undergraduate level of study or its educational equivalent

Individuals seeking enrollment through this non-baccalaureate category must complete all of the standard admission steps including an additional writing requirement. Applicants will need to demonstrate academic writing through one of the following options:

- Submit a writing sample of 2,000-2,500 words on a theological topic that has been mutually agreed upon by the applicant and the Office of Admissions
- Submit a paper from past academic work on any subject matter. The paper should be 2,000-2,500 words and should demonstrate the student's ability to critically engage in the topic presented.

Papers should be submitted in a written research format. The writing sample should include reference to outside sources which are cited in the bibliography. Students may use a past paper as their writing sample. The submitted writing sample will be a critical part of the admissions process to demonstrate a student's readiness for graduate-level work.

If a student no longer has a past paper to submit, they may be encouraged to take a Seminary class (audit or for credit) as a visiting student to help develop and create a paper for submission. A student does not need to be accepted as a student to audit or take a Seminary class for credit. Once the Seminary class is complete, a student can use a paper from the class to submit as part of the admissions file.

If a student does not have 60 credits of undergraduate work completed or academically under performed in their past academic work, they may be eligible for admission following the successful completion of four Seminary classes as a non-matriculated visiting student. If a student takes four, three- credit Seminary-level classes at Northeastern (not Field Education) and receives a B or higher in all classes, they will not be penalized in the admissions process for lack of 60 credits or for their poor past academic background. They will be required to complete the standard admissions steps along with a writing sample from one of their four classes following completion of the four classes. Students are not eligible for federal financial aid while taking these four classes, and enrollment is dependent upon space. If a student is accepted into Northeastern Seminary following the four classes, all classes will be transferable into any of the master's or certificate programs.

It is important to note that to be eligible for federal loans, a student must be admitted and matriculated into a program and needs at least 72 completed undergraduate credits. A student does not need 72 credits as part of an admissions requirement under the non-baccalaureate admissions designation.

**Visiting:** A visiting student at Northeastern Seminary is any non-matriculated student taking courses who has not been formally accepted into any of the Seminary's programs. This may include Doctor of Ministry students taking courses at the master's level. Matriculated students at institutions with cross-registration agreements (schools in the Rochester Consortium of Theological Schools) are not considered visiting students at Northeastern Seminary. In order to serve this population and maintain the academic standards of the Seminary, students are limited to 12 semester hours of coursework as visiting students. After 12 semester hours, students must be formally admitted and matriculate into a program to continue taking courses. Seminary scholarships are not available to non-matriculated students.

**Cross-Registered:** A person who met the admission requirements and is still enrolled at Colgate Rochester Crozier Divinity School, St. Bernard's School of Theology and Ministry, or United Theological Seminary will, under the terms of the cross-registration program, be considered as admitted to Northeastern Seminary for enrollment.

**Audit:** A person who qualifies for regular admission may audit one or more courses at the rate of \$150 per course. (Note: Auditing is limited in some courses and available at the discretion of the Vice President and Dean's Office and the instructors.)



# Articulated Programs

## Articulated Graduate Programs with Other Colleges and Seminaries

Northeastern Seminary has agreements with the following institutions:

Epiphany Association Academy of Formative Spirituality in Pittsburgh, PA -- Offering the premier program in pursuit of in-depth adult faith formation, immersion in The Epiphany Certification Program in Formative Spirituality provides participants with the foundational tools for deepening their discipleship with Christ, while facilitating the opportunity for ongoing, graced transformation of the heart. Upon completion of the Certification Program (six courses with appropriate reflection papers and participation in an Epiphany Life Formation Academy retreat), Northeastern Seminary students may receive up to 12 transfer credits toward the elective competency (M.Div., M.A. Theological Studies) or up to 9 transfer credits toward the support course requirement (D.Min.).

Roberts Wesleyan College in Rochester, N.Y. -- Roberts offers graduate programs in business, education, health administration, marketing, nursing, school counseling, school psychology, and social work. Students may opt to complement the Northeastern curriculum by taking elective coursework through one of these programs.

### Cooperative MSW Program with Roberts Wesleyan College (RWC)

Qualified students may earn the M.Div., M.A. in Theology and Social Justice (M.A.T.S.J.), or M.A. Theological Studies degree at Northeastern and an M.S.W. degree from RWC in a time-shortened manner.

M.Div./M.S.W. cooperative degree students will be expected to complete all the requirements for the M.S.W. degree plus 53 required credits in the M.Div. program. A maximum of 27 credits of the M.S.W. courses may be substituted for the elective and field education requirements in the M.Div. program.

M.Div.-Theology and Social Justice/M.S.W. cooperative degree students will be expected to complete all the requirements for the M.S.W. degree plus 62 credits in the M.Div. program. A maximum of 18 credits of the M.S.W. courses may be substituted for the elective and field education requirements in the M.Div. program.

M.A. and M.A.T.S.J./M.S.W. cooperative degree students will be expected to complete all the requirements for the M.S.W. degree plus 32 required credits of the M.A./M.A.T.S.J. program. A maximum of 12 credits of the M.S.W. courses may be counted toward the M.A./M.A.T.S.J. programs.

These cooperative arrangements are strictly between Roberts Wesleyan College and Northeastern Seminary and do not apply to students holding or pursuing an M.S.W. degree from any other institution.

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

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

**Timeline:**

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

Rochester Consortium of Theological Schools in Rochester, N.Y. Comprised of Northeastern Seminary, Colgate Rochester Crozer Divinity School, and St. Bernard's School of Theology and Ministry, the consortium provides diverse opportunities for theological study in the greater Rochester region via the formal cross-registration agreements. Detailed information on these avenues of study is available in the Vice President and Dean's Office.

Wesley Theological Seminary in Washington, D.C. -- The NES-WTS partnership provides an effective and creative way for United Methodist students to complete their requirements for ordination through Northeastern's M.Div. degree. Wesley Theological Seminary provides selected United Methodist studies courses and advising.

#### Cooperative M.Div. Program with Wesley Theological Seminary

Wesley provides regular and multiple opportunities to fulfill the following courses required of UM students for ordination under paragraph 324.2a of the United Methodist Discipline: 1.) United Methodist History, 2.) United Methodist Polity. These 2-credit courses are available either online, in intensive terms (January, summer) on the Wesley campus, in regular semester terms on the Wesley campus, or in sections on the partner school campus when numbers allow. These courses will normally be taught by Wesley's faculty.

The following courses taught by Northeastern Seminary are also required of United Methodist students under the current UM Book of Discipline and are approved to fulfill Disciplinary requirements: 1.) United Methodist Doctrine, 2.) Evangelism in the Wesleyan Tradition, 3.) Mission of the Church in the World, 4.) United Methodist Worship and Liturgy.

**Admission:** Prospective students apply for admission to Northeastern Seminary for the full M.Div. program and then to Wesley for individual courses.

United Theological Seminary (UTS) in Dayton, Ohio. -- NES and UTS maintain a partnership that allows students to cross register for courses. Detailed information about the cross-registration program is available in the Vice President and Dean's Office.

# Computer Requirements

Technological proficiency plays an increasingly important role in learning at Northeastern Seminary. Students must have a computer with a reliable and fast Internet connection in order to log in to the course management system, download course materials, submit papers, and work on other course-related assignments. The following hardware and software specifications should be used as a guide to the computer system needed:

## Online Computer Requirements

### Computer Hardware

1. Minimum - 120 GB Hard Drive | Suggested - 250 GB Solid State (SSD) Hard Drive
2. Minimum - 4 GB RAM | Suggested - 8 GB RAM
3. Minimum - Core i3 Intel Processor (or AMD equivalent) | Suggested - Core i5 Intel Processor (or AMD equivalent)
4. Webcam and Microphone
5. High-speed Wi-Fi connection obtained at home (preferred for the best study setting)

### Computer Software

1. Minimum - Windows 8 or Mac OS (latest version) | Suggested - Windows 10 or Mac OS (latest version)
2. Minimum - Microsoft Office 2013 (Word/Excel/PowerPoint) | Suggested - Microsoft Office (latest version) (Word/Excel/PowerPoint)
3. Google Chrome or Mozilla Firefox (latest version) \*Internet Explorer and Microsoft Edge are NOT recommended
4. Adobe Acrobat Reader (latest version)
5. Antivirus Program (updated regularly)

### Helpful Tips

1. You should not rely entirely on a tablet, smartphone, or Chromebook to complete your online classes, but they can be helpful tools in addition to a laptop or PC.
2. Your student email account will have access to Google Drive for file storage.
3. Google Docs, Sheets, and Slides will allow you to download documents in Microsoft Office format. It is still recommended that you have a copy of Microsoft Office to avoid any issues with compatibility or formatting.

If you have any specific questions about computer hardware requirements, please call the IT Helpdesk at 585.594.6898.

## International Students

Northeastern Seminary is certified to enroll F-1 students who do not hold United States citizenship and who comply with all appropriate U.S. immigration regulations. Following acceptance into either the Master of Arts, Master of Divinity or Doctor of Ministry degree program, students must present a Certificate of Finance and I-20 documentation before they will be permitted to begin class. Non-US citizens who are taking fully online master's programs are ineligible for I-20 documentation. To be eligible, master's students must take at least 2/3 of their classes onsite throughout each semester and D.Min. students must come into the U.S. at least once every five months for research, residency or continuing education. Those persons found to be in non-compliance may be reported to immigration authorities. Additional information pertaining to F-1 student visas is available in the Registration Office.

International students are responsible for keeping immigration documents current with a Designated School Official (DSO). International students have certain restrictions for employment and off-campus internships; approval by a DSO is required before starting employment. International students are also required to be enrolled in a health insurance program and to purchase supplemental repatriation and medical evacuation benefits. Contact the Admissions Office (585.594.6802) for assistance.

# NYSPHL Attendance Mandates

## Immunization Requirements for Seminary Attendance

New York State Public Health Law 2165 requires all NYS college/seminary students born after 1956 and enrolled in six credit hours or more to provide evidence of protection against measles, mumps, and rubella. Proof can be demonstrated in the following ways: documentation of two doses of measles and one dose each of mumps and rubella vaccine; documentation of two MMR (measles, mumps, rubella) vaccines given at least 28 days apart; or serologic evidence of immunity--titer tests (blood tests) showing proof of immunity from these diseases are also acceptable.

New York State Public Health Law 2167 requires all college/seminary students, REGARDLESS OF AGE, to provide either proof of meningococcal vaccine or a signed (by the student) declination statement.

Students born before 1/1/57 are exempt only from the measles, mumps and rubella requirement; however, vaccination documentation or declination statement for meningococcal is required.

Your physician (or a previous high school or college) is often the best source for immunization records. Also, military and employment records are acceptable; however, these records may not satisfy all requirements. Immunization documents must be on file in the Health Center before the start of the course session.

All New York State educational institutions are required to exclude non-compliant students from the premises. Violations of NYS PHL 2165 and 2167 may result in the imposition of a penalty of up to \$2,000 per student.

To maintain confidentiality and expedite your submission, please send your documents directly to the Health Center via mail, email, or secure fax to 585.594.6920. Due to the significant amount of submissions, the processing and posting may take up to a week.

Online students are not required to submit immunization records unless they participate in assemblies that are held for more than one day/evening (conferences, seminars, annual week-long sessions).

Questions? Please contact the Health Center at 585.594.6360 or [healthcenter@roberts.edu](mailto:healthcenter@roberts.edu).

## Health Insurance

Roberts Wesleyan College and Northeastern Seminary do not sponsor a health insurance program. While in attendance at Northeastern Seminary, it is strongly recommended for students to have comprehensive health care coverage to cover possible severe illness or significant medical issues.

If you are presently seeking insurance coverage, the internet provides many insurance coverage plans from which to choose. Listed below are a few websites to assist you in selecting a plan that best suits your needs.

- [www.excellusbcbs.com](http://www.excellusbcbs.com)
- [www.fideliscare.org](http://www.fideliscare.org)
- [www.cigna.com](http://www.cigna.com)
- [www.nystateofhealth.ny.gov](http://www.nystateofhealth.ny.gov)

# Transfer and Advanced Standing

## TRANSFER AND ADVANCED STANDING TERMINOLOGY

1. Transfer: The use of this term at Northeastern Seminary follows generally accepted practice. It describes the process of transferring graduate credits earned elsewhere and applying them to the student's program at Northeastern Seminary. Except for courses taken at Roberts Wesleyan College, course credits transfer without the grades.
2. Advanced Standing without Credit: This practice at Northeastern Seminary 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 Seminary curriculum based on undergraduate studies in the same area of study. The student must replace the course being waived with a free elective in order to achieve the number of credits required for degree completion.
3. Advanced Standing with Credit: This practice at Northeastern Seminary 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 the Seminary, based on evaluation of their competence by testing as described below.

### General Transfer Policies

Students who have prior graduate credit should take initiative during the admissions process to have transcripts evaluated to determine whether credit can be applied to their Northeastern Seminary program. Students may be asked for a letter of good standing from their prior seminary as part of the admissions process at Northeastern Seminary.

1. Transfer credits will not be accepted as a substitute for, or waiver of, the Northeastern Seminary capstone requirements (MIN 692NE, MIN 790NE, RES 690NE). Rarely will transfer credit be granted for the Great Conversation competency or for PSF 611NE and 612NE.
2. Only credits eligible for graduate credit in the institution where they were taken will be considered for transfer
3. Only the graduate credit earned within 10 years of enrolling at Northeastern Seminary may be applied toward degree requirements. Credits earned more than 10 years prior will be evaluated on a case-by-case basis.
4. Only the graduate credits earned at an institution accredited by a recognized accrediting body will be considered for transfer
5. Students may be asked for a letter of good standing from their prior seminary as part of the admissions process at Northeastern Seminary
6. Graduate credits earned at an ATS-accredited seminary/graduate school with a grade of C+ or higher (2.3 on a scale of 4.0) or a non-ATS-accredited seminary/graduate school with a grade of B or higher (3.0 on a scale of 4.0) will be eligible for transfer consideration
7. No more than 12 credits may be transferred into the M.A. in Ministry Practice from a non-ATS accredited school
8. Transfer credits for advanced certificate programs will be limited to 9 credits and must meet the stated requirements of the certificate and relate to the mission and goals of a seminary education
9. Transfer credits for the M.A. Theological Studies free electives will be limited to 12 credits and must be related to the mission and goals of a seminary education

- 10 Transfer credit for the M.Div. free electives will be limited to 18 credits and must be related to the mission and goals of a seminary education
- 11 Upon receipt of documentation of completion, students may receive transfer credit from the Epiphany Academy of Formative Spirituality's Certification Program. Master's students may receive up to 12 transfer credits (2 credits per Epiphany course) toward the elective competency. Doctor of Ministry students may receive up to 9 transfer credits (1.5 credits per Epiphany course) as support course credits.
- 12 Once evaluated and approved by the director of field education, a student may transfer one unit of Clinical Pastoral Education (CPE) for six credits (M.Div.) or three credits (M.A. or Advanced Certificate) of field education. Additional CPE credits may be applied to a Northeastern degree only by petition. Students planning to apply for chaplaincy certification through the military or through the Association of Professional Chaplains should determine whether utilizing CPE credit toward the degree will prevent the CPE credits from counting toward certification.
- 13 No more than two-thirds of the credits required for a Northeastern Seminary degree may be granted on the basis of transfer credits, subject to the limitations noted above
- 14 Credit from a previously earned graduate degree may be considered for transfer, but not more than half of the credits required for the previously earned degree may be transferred into a Northeastern Seminary program. In addition, no more than half the Northeastern Seminary program may be earned through credit from the previously earned degree. Such credits will be accepted as a substitution for, and waiver of, specific Northeastern Seminary courses only on the basis of equivalency as determined by the Vice President and Dean's Office.
- 15 Students may not transfer field education credits from a previously earned degree when enrolling in a new degree program at Northeastern Seminary

### **Application for Advanced Standing without Credit**

Accepted applicants and students may apply to the Vice President and Dean's Office for advanced standing without credit per the following stipulations:

1. To qualify for consideration, the course(s) must meet the following conditions:
  1. The undergraduate course appears to replicate a specific course requirement in the curriculum
  2. It has a transcript listing at the 300-level or higher
  3. 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 and six credits in any M.A. program.

### **Application for Advanced Standing with Credit**

Accepted applicants and students may apply to the Vice President and Dean's office for advanced standing with credit for coursework taken as an undergraduate or from an unaccredited graduate program under the following conditions:

1. Except in certain articulated agreements, advanced standing credit will not be granted as a substitute for, or waiver of, field education (MIN 731—734NE) or capstone requirements (RES 690NE, MIN 692NE, MIN 790NE)
2. Advanced standing with credit will be limited to one-fourth of the total credits required for the degree, subject to the limitations of number one above
3. Students must complete an advanced standing exam for each course for which advanced standing with credit is being sought
4. All exams will be given and graded by professors who have expertise in the areas tested

- 5.The exams are evaluated as pass (80% or higher) or fail
- 6.Students are encouraged to take all advanced standing exams before completing the first year of the program

Students may complete advanced standing with credit through an approved B.A. + M.Div. program at one of the Seminary's partner schools. Courses in these programs require students to complete a graduate-level assignment as a part of undergraduate coursework. Students may contact the Admissions Office for a list of current courses and program partners.

### **Biblical Language Proficiency**

The Northeastern Seminary biblical language proficiency requirement may be met by one of the following means:

- Successfully completing a 3-credit Northeastern Seminary course: HEB 510NE-Biblical Hebrew or GRK 510NE-Biblical Greek
- Passing the Northeastern Seminary year one Advanced Standing exam in either Greek or Hebrew with at least 80% to receive three Greek or Hebrew graduate credits

Advanced Standing without credit does not fulfill the biblical language proficiency requirement.

# Earning a Second Degree

## Earning the M.Div. Degree Following the M.A. Degree

Students occasionally decide to earn an M.Div. degree after graduating with an M.A. degree. The student begins the return-to-active-status process through the Office of Admissions. Depending on whether the student wishes to surrender the M.A. for the M.Div. or keep both degrees, the remaining process differs.

- Surrendering the M.A. for the M.Div. (80 credits): Students work with an academic advisor to identify a degree completion plan that utilizes the 44 credits earned in the M.A. degree, meets M.Div. course requirements, and fulfills the 80-credit degree—normally this requires an additional 36 credits beyond the M.A. Once the M.Div. requirements are completed, the M.A. credits are recorded on the student's M.Div. transcript. Upon completion of the M.Div., the M.A. degree is surrendered by the student to the Registration Office with “a surrendered on [date].”
- Keeping both degrees (102 credits): Students work with an academic advisor to identify a degree completion plan that utilizes 50 percent of the credits earned in the M.A. degree, meets M.Div. course requirements, and fulfills the 80 credit degree. The student MUST meet the course-specific requirements for BOTH degrees; this includes the capstone courses for both the M.A. degree and the M.Div. degree.

## Convenient Schedules

Northeastern Seminary is committed to scheduling its required courses in a manner convenient to students. While Northeastern Seminary programs are designed to accommodate the schedules of working people, course content is fully accredited and academically rigorous. Typically, onsite and online students attending a Northeastern Seminary program with a full-time course load should plan on a minimum of 20-25 hours of preparation per week in addition to class gatherings.

### Rochester Course Scheduling

All master's programs can be completed through a combination of evening coursework on the Northeastern Seminary campus in Rochester, N.Y. and online. Onsite classes are held in the evenings between 5:45 p.m. and 10 p.m. Not all elective courses or courses unique to professional M.A. programs will be offered onsite. Students are encouraged to select courses to be taken online for increased flexibility, speed of completion and to satisfy certain elective or program requirements.

### Online Course Scheduling

Northeastern Seminary is approved to offer all master's programs through the Seminary's online learning platform. Students may complete any program without attending classes on the Rochester campus. Courses are offered in fall, spring, and summer terms. Students in online programs should expect weekly participation in online courses. Online courses meet the same workload guidelines as courses offered onsite in Rochester.

## Distance Learning

Northeastern Seminary is approved by the Association of Theological Schools and Middle States Commission on Higher Education for fully distance learning degree programs. Students can complete their entire degree through online coursework. Courses include regular and substantive interaction between faculty and students. Students in online programs will complete assignments and participate in online discussion forums at least weekly. Some courses also require students to participate in synchronous video meetings.

## Financial Matters

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

- Students must be admitted, enrolled and registered at least half-time in a program leading to a degree to be eligible for federally funded financial assistance. This is at least 4.5 credits in the Certificate, M.A. or M.Div. programs and at least 3 credits in the Doctor of Ministry program.
- To receive federal financial aid, students may not owe a refund on any federal grant or be in default on any federal loan received for attendance at any institution; additional information regarding financial aid may be obtained by calling Student Financial Services 585.594.6150
- Financial aid is packaged annually for a full academic year and is distributed between the fall, spring and summer semesters. If a student enters the Seminary in the spring, the financial aid is packaged for the spring and summer only. Similarly, if the student enters the Seminary in the summer, the financial aid is packaged for the summer only. Contact Student Financial Services for direction at 585.594.6150
- For additional financial aid information and loan applications, please contact Student Financial Services at 585.594.6150; if you are seeking a loan application, please make sure you have already fulfilled the application checklist
- 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

## Tuition and Fees (2021-22)\*

|  |                |
|--|----------------|
| Tuition per credit hour.....   | \$534          |
| .....  |                |
| Student Fees (Full-time).....  | \$250/semester |
| .....  |                |
| Student Fees (Part-time).....  | \$125/semester |
| .....  |                |
| Non-Refundable Enrollment Deposit (applied to first tuition payment).... | \$100          |
| .....  |                |
| Audit Fee  | \$150/course   |
| .....  |                |

\* These amounts are specific for master's-level classes. Doctor of Ministry tuition and fees are separate. Tuition and fees are subject to change.

Students are responsible for securing all books and course resources independent of Seminary fee structure.

Seminary fees cover access to library resources, technology support, and fees associated with orientation, Seminary retreats, and commencement activities.

## Student Accounts & Billing

Tuition payments are due by the due date recorded on the billing statement unless the student has arranged an approved alternative payment plan through Student Financial Services.

### PAYMENT PROCEDURES

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

Tuition payment plans are available by contacting Student Financial Services 585.594.6150.

## FAFSA and Federal Direct Student Loans

Students who are registered for at least half-time (4.5 credits Certificate/M.A./M.Div., 3 credits Doctor of Ministry) and have a minimum GPA of 2.0 are eligible for up to \$20,500/year in unsubsidized federal Stafford student loans to cover program costs and living expenses. Completion of the Free Application for Federal Student Aid (FAFSA) is required for assessing range of eligibility. The FAFSA may be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). To ensure that the financial information is received, students should list the Seminary's school code (G34194) on the FAFSA.

### Satisfactory Academic Progress

According to financial aid regulations, students must make satisfactory progress toward a degree in order to remain eligible to receive financial aid. In order to meet satisfactory academic progress, students must maintain a 2.0 minimum cumulative grade point average. The Office of Student Financial Services will assess each student's progress prior to the beginning of every academic year.

# Scholarships

Northeastern Seminary is committed to keeping the cost of education low for all students. The following scholarships and grants are available to eligible master's students (who meet eligibility requirements and have a minimum GPA of 2.0 unless otherwise indicated). Incoming students apply for need-based awards while returning students apply each year in March for scholarships. Returning students are notified before May 1 of what awards they will receive the coming year. Most awards are given as a percent off tuition. Students are expected to provide a thank you note to the donors who have contributed to their scholarship. For specific information regarding the details of eligibility for the grant or scholarship, please contact Student Financial Services in the Rinker Community Service Center on the Rochester campus or at 585.594.6150.

## **Seminary Sponsored Scholarships for Northeastern Seminary Graduate Students**

- Babcock Scholarship for Ethnic Diversity: for students of African-American or Hispanic descent preparing for a career in ministry or theological education
- Bishop Richard D. Snyder Scholarship for Ministry Excellence: for students preparing for the ministry in the Free Methodist Church with preference given to students who are Conference Ministerial Candidates or Elders and who have a 3.0 GPA or higher
- Broadstone Scholarship: need-based award for seminary students
- Clark William Snyder Scholarship: for students with financial need who are preparing for ministry
- Clarence H. and Elizabeth Zahniser Scholarship: for Free Methodist students in their final year of study, in the top 20% of their class, and who intend to pursue pastoral ministry or foreign missions in the Free Methodist Church
- Comenius International Scholarship: for international students from a developing part of the world
- Denton P. and Alice F. Harris Scholarship: for students with financial need
- Founder's Scholarship: for students of a broadly inclusive faith perspective
- Freda Burritt Lamson Award: for gifted students who are members of the Free Methodist Church and are preparing for pastoral work in North America or for lifetime Christian service overseas; applicants prepare a 2-3 page essay according to guidelines for review by the Scholarship Committee
- Matthew H. Jones Memorial Scholarship: for students pursuing the Master of Divinity degree for pastoral ministry in the Free Methodist Church or other denomination within the Wesleyan tradition
- Matthew R. Plumeri Memorial Scholarship - for under-represented students, first-generation college students or Roberts Wesleyan College graduates
- Open Access Award: for individuals with a physical disability who are preparing for ministry or to persons preparing to serve the disability community; applicants include in their ministry profile/autobiographical statement a description of how their disability has impacted their goals for Christian service, or why they desire to strive for greater accessibility for individuals with disabilities
- Patricia Jordan-Smith Endowed Scholarship: preference given to M.Div. students within the Wesleyan tradition
- Robert L. Conner Memorial Scholarship Fund: for students planning on full-time Christian service in the Free Methodist Church
- Robert E. Smith Seminarian Award: for students with financial need who are preparing for either pastoral or teaching ministry with preference given to students from the greater Rochester, New

## York area

- Social Justice and Theology Scholarship: for students in their second year of the Theology and Social Justice master's program
- Dr. Wayne G. McCown Scholarship: for students with financial need and strong academic ability who are preparing for full-time ministry or a career in Christian higher education
- Wesley R. and Charlotte A. Skinner Seminarian Award: for students with financial need and strong academic ability who are preparing for ministry
- Norman P. Leenhouts Memorial Scholarship: for students with financial need
- Wilson Endowed Scholarship: Seminary students pursuing a Master of Divinity degree in preparation for pastoral ministry
- Stephen and Norma Grover Seminary Scholarship: Seminary students pursuing the Master of Divinity degree in preparation for pastoral ministry in the Free Methodist Church or other denomination within the Wesleyan tradition
- Rev. Jack A. Logan Scholarship: for students with financial need
- Fred and Floy Willmott Scholarship: For United Methodist master's students enrolled in an on-campus degree program

## Denominationally Sponsored Scholarship Options

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

- 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](#)
- 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](#)
- John Wesley Seminary Foundation Grant: This scholarship is for those pursuing full-time ministry in the Free Methodist Church. The applicant must be enrolled in a master's program in biblical, theological, missiological, or pastoral studies. [LINK](#)
- 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](#)
- The United Methodist Church: As a University Senate approved seminary, Northeastern students can seek scholarship and loan aid through the United Methodist Church. [LINK](#)
- 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](#)
- American Baptist Church USA: Scholarships available for seminarians ranging in the amount of \$500 -\$1000 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](#)
- 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](#)

## **Additional Theological Scholarship Options**

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

## **Scholarship Search Engines**

- Scholarship Search: Build your personal profile and receive information about relevant scholarship offerings. [LINK](#)
- Christian School Scholarship: A list of Christian school scholarships can be found at: [www.christianscholarships.us](http://www.christianscholarships.us)
- Student Scholarship Search: The scholarship search engine not only focuses on national scholarships, but also includes scholarships by state and level of education. [LINK](#)
- 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](#)
- 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](#)

## **Tuition Payment Plan**

A tuition payment plan is available by contacting Student Financial Services at 585.594.6461.

# Veterans and Military Scholarships and Benefits

## Veterans and Military Chaplain Scholarships

- Military Chaplains Association: provides financial assistance to seminary students who currently serve as chaplain candidates in the Air Force, Army, or Navy [LINK](#)
- 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. Contact your local recruiter for information. [LINK](#)
- US Army Chaplain: While attending seminary, Chaplain Candidates may apply for tuition assistance through the U.S. Army Reserve. This program requires service of at least four years in a U.S. Army Reserve unit once you become a qualified Chaplain. [LINK](#)
- 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](#)
- Veteran's Benefits: Northeastern Seminary's programs are approved by the Department of Veteran Affairs and the New York State Division of Veteran Affairs. The Seminary participates in the Yellow Ribbon Program of the Post-911 Veterans' Educational Assistance Act of 2008. Students eligible for Veterans Administration Educational Benefits should contact Julie Green ([green\\_julie@roberts.edu](mailto:green_julie@roberts.edu)), the VA Certifying Official for the Seminary.

## Veterans Benefits and Transition Act of 2018, Section 103 Policy

This policy, effective August 1, 2019, hereby upholds the additional subsection of section 103, PL 115-147, 38 US Code 3679 of the Veterans Benefits and Transition Act of 2018.

This additional subsection covers individuals receiving educational assistance under Chapter 31 or Chapter 33.

Students receiving educational assistance under Chapter 31 or Chapter 33 and who are in compliance with necessary paperwork and appointments, will NOT receive any penalty by the institution, Northeastern Seminary, due to any delay of disbursement of funding from the Department of Veterans Affairs.

## Tuition & NES Aid Reversal Schedule

For students who withdraw from classes during the semester, tuition charges and Northeastern Seminary aid will be adjusted according to the following schedules. There is no refund of deposits or fees.

### \*Reversal of Tuition Billed Schedule for all 15-Week Courses

|               |  |                                      |
|---------------|--|--------------------------------------|
| Weeks 1 and 2 |  | Full reversal of all tuition charges |
| Weeks 3 and 4 |  | 75% reversal / 25% charge            |
| Weeks 5 and 6 |  | 50% reversal / 50% charge            |
| Weeks 7 and 8 |  | 25% reversal / 75% charge            |
| Weeks 9-15    |  | 0% reversal / Full tuition charge    |

### \*Reversal of Tuition Billed Schedule for all 8-Week Courses

|           |  |                                      |
|-----------|--|--------------------------------------|
| Week 1    |  | Full reversal of all tuition charges |
| Week 2    |  | 75% reversal / 25% charge            |
| Week 3    |  | 50% reversal / 50% charge            |
| Week 4    |  | 25% reversal / 75 % charge           |
| Weeks 5-8 |  | 0% reversal / Full tuition charge    |

\*NOTE: Students are responsible for all tuition and fees up to the day the official change of registration form was completed and signed by both the student and the coordinator of academic planning, regardless of class non-attendance. Deposits and fees are not refundable. Scholarship awards will be reversed according to the same schedule as tuition reversal percentages above.

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

If a student leaves school before the end of the semester, 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, the Seminary will establish the last date of attendance.

# Academic Programs

## FORMAT

Northeastern Seminary offers classes in both online and onsite modalities. There are three entry points for master's degree students each calendar year—one each fall, spring, and summer semester. For specific start dates please contact the Northeastern Seminary Office of Admissions. Most onsite classes are offered during the evening on Tuesday or Thursday; Field Education classes meet on Wednesday evening three times during the semester. Fully online programs run on a Monday to Saturday schedule with synchronous gathering times set by the instructor and outlined in the course syllabus. A general academic calendar and detailed course schedules are available on the Masters/Academics page of the Northeastern Seminary website and on the Seminary's internal website--theCommons.

# Certificate Programs

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. The certificate programs extend the Seminary's mission by enabling students to access theological education at a level appropriate for their chosen career path. The certificate programs may also serve as a credentialing pathway for denominations who do not require a graduate-level degree for ordination but do require basic competence in preaching and teaching. The Seminary will work with partner denominations and organizations to develop course plans that meet the targeted educational requirements for ministry in particular contexts.

Northeastern Seminary offers four graduate certificate programs.

## **Advanced Certificate in Biblical Interpretation (Hegis 2301.00)**

The Advanced Certificate in Biblical Interpretation prepares students to become faithful interpreters and communicators of God's Word in the context of God's world. Students grow in their understanding of the Bible within its cultural and historical contexts and how the history of doctrinal formation informs biblical interpretation. Students also grow in their ability to interpret and use Scripture in a variety of ministry contexts and as preachers and teachers who nurture new generations in Christian faith.

## **Advanced Certificate in Chaplaincy (Hegis 2301.00)**

The Advanced Certificate in Chaplaincy is a graduate-level certificate program designed for those students who have completed or are in process of completing a theological master's program and desire to pursue a career in chaplaincy. Students without a theological master's degree may complete the certificate to learn more about the ethics of chaplaincy care and ministry in multifaith contexts. Students wishing to pursue a career in chaplaincy should complete the certificate course work in conjunction with or as a supplement to a master's program. Students in the program will complete one unit of Clinical Pastoral Education (CPE), which is required for board certification. Courses in the certificate may count toward electives in the Master of Arts in Ministry Practice, Master of Theological Studies, or Master of Divinity programs.

## **Advanced Certificate in Scripture, Theology, and Ministry (Hegis 2301.00)**

The Advanced Certificate in Scripture, Theology, and Ministry is a custom certificate program designed for those who are fulfilling requirements for ordination or completing courses for personal enrichment in Scripture, theology and ministry on top of an already earned bachelor's or master's degree. Students who enroll in a master's program at the Seminary may apply appropriate courses taken in the certificate program to any master's degree program upon matriculation.

## **Advanced Certificate in Spiritual Direction (Hegis 2301.00)**

In the Advanced Certificate in Spiritual Direction, students gain insight into the history, theology, and practice of spiritual direction and prepare to serve as spiritual directors in churches or other ministry contexts. The certificate is designed for students who have completed or are in process of completing an advanced certificate or master's degree in theology or divinity and are seeking specialized training in the art and practice of spiritual direction. Students must have at least 18 graduate credits in theology in order to enroll in the certificate program.

# Degrees

## PROGRAM DESCRIPTIONS

### Master's Degrees Overview

Students may enroll in any one of six master's programs:

- Master of Arts Theological Studies (44 credits)
- Master of Arts in Ministry Practice (44 credits)
- Master of Arts in Spiritual Formation (44 credits)
- Master of Arts in Theology and Social Justice (44 credits)
- Master of Arts in Transformational Leadership (44 credits)
- Master of Divinity (80 credits)

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

The Theological Studies M.A. at Northeastern is a two-year program that provides a solid foundation in biblical studies, history of the church, theology, and personal and spiritual formation. Primarily intended for persons who do not seek ordination, the Theological Studies M.A. is the degree of preference for those going on to Ph.D. studies or a teaching profession. A capstone research project is required of all persons enrolling in this degree program, with a thesis option available by faculty approval. Students choosing the thesis option must submit the thesis in its final form no later than March 30 to participate in May Commencement.

### Master of Arts in Ministry Practice (Hegis Code 2301.00)

Built on the Seminary's Advanced Certificate in Scripture, Theology, and Ministry, the Master of Arts in Ministry Practice allows denominations and other ministry partners of the Seminary to create customizable degree plans that meet the educational requirements of their denomination. It serves as a credentialing pathway for denominations who do not require a Master of Divinity degree for ordination but do require a seminary degree. The Seminary will work with partner denominations and organizations to develop course plans that meet the targeted educational requirements and emphasize both broad theological frameworks and practical skill in the arts of ministry. Students who complete the Master of Arts in Ministry Practice will grow as reflective ministry practitioners through integrative coursework in Scripture, theology, and ministry.

### Master of Arts in Spiritual Formation (Hegis Code 2301.00)

The M.A. in Spiritual Formation prepares students as pastors, teachers, mentors and leaders of formational ministries in churches and other organizations. Students in the M.A. in Spiritual Formation program may also complete the requirements for the Advanced Certificate in Spiritual Direction as a part of the program. Through the program, students become wise spiritual guides who attend to God's formative activity in their own lives, the lives of others, and the world. Students complete fieldwork in formation leadership within a church or organizational context.

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

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

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

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

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

The Master of Divinity degree provides the premier theological and vocational preparation for those preparing for ordained Christian ministry. Students are immersed in Scripture, theology, history, and spiritual formation as the essential foundation for Christian ministry. In addition, the M.Div. curriculum prepares persons with the broad array of skills necessary for effective service to the church and the world. Those who wish to concentrate their studies in a particular discipline may choose one of six focused elective competencies: Advanced Biblical Studies, Chaplaincy, Spiritual Direction, Spiritual Formation, Theology and Social Justice, and Transformational Leadership. Normally a four-year program, students may accelerate program completion by maximizing semester loads; for onsite students this will require attendance two nights per week or combining onsite and online modalities.

# Program Design & Objectives

The programs at Northeastern Seminary are designed to help students grow in particular competency areas. Each competency includes integrated coursework that forms attitudes, habits, and skills for faithful ministry. Each program has required competency blocks. Some programs also include the opportunity to create a competency block to fit the student's unique ministry context and calling.

## **The Great Conversation (All Programs)**

The goal of this block is to help students become gracious participants in the worldwide, multiethnic, multigenerational Christian communion as a reflection of God's good news to the world. Evidence of successful completion includes:

- commitment to the primacy of Scripture for Christian faith and life
- the ability to articulate the development of church doctrine over time and the contributions of particular Christian traditions and communities
- attentiveness to God's active presence in one's own life, the lives of others, and the world
- the ability to listen and learn from the whole church by critically engaging global voices in theology
- capacity for engagement in practices of solidarity and social justice through Gospel witness in the world

## **Biblical Interpretation (Master of Divinity; elective option in Master of Arts Theological Studies)**

The goal of this block is to help students become faithful interpreters and communicators of God's Word in the context of God's world. Evidence of successful completion includes:

- commitment to becoming an interpreter who is formed and sustained by hearing God's voice through Scripture
- understanding of the Bible within its cultural and historical contexts
- understanding of how the history of doctrinal formation informs biblical interpretation
- the ability to interpret and use Scripture in a variety of ministry contexts
- the ability to identify contemporary cultural and social concerns and the way they are illuminated and critiqued by the Gospel
- aptitude for preaching and teaching Scripture and a commitment to the education of new generations in the faith

## **Chaplaincy (Elective option in Master of Divinity and Master of Arts Theological Studies)**

Students will develop as compassionate chaplains, who attend to God's presence in a variety of ministry contexts. Evidence of successful completion includes:

- ability to attend to God's active presence in one's own life, the lives of others, and the world
- aptitude for theological reflection on matters of war, peace, dying, and other aspects of the human experience
- ministerial identity and ethics for service in religiously plural contexts

## **Pastoral Ministry (Master of Divinity)**

The goal of this block is to help students become pastoral leaders who empower God's people toward active participation in God's mission of restoring wholeness to the world. Evidence of successful completion includes:

- the ability to use scriptural and theological reflection faithfully in contexts of pastoral ministry
- growing awareness of the work of God in one's life and the development of dispositional qualities that nurture sensitivity to God's active presence in one's own life, the lives of others, and the world
- a missional understanding of the church and the ability to discern the social and cultural trends that inform a congregation's vision and sense of purpose
- aptitude for shaping healthy worshiping communities that draw new people into participation
- the ability to design and persuasively implement strategic initiatives for congregational renewal and vitality in the exercise of church leadership
- the ability to cultivate and communicate a compelling vision for ministry

### **Christian Spiritual Formation**

**(Master of Arts in Spiritual Formation; elective option in Master of Divinity)**

The goal of this block is to help students become wise guides who attend to God's activity in their own lives, the lives of others, and the world. Evidence of successful completion includes:

- a delight in the Scriptures
- growth in formative dispositions in imitation of Christ (such as trust in God, awe, gratitude, humility, attentiveness, respect, freedom, discernment, courage, peace, etc.)
- understanding of a variety of resources for and experiences of classic Christian spiritual practices (e.g., communal worship, scripture meditation, retreat, journaling, service, Sabbath, spiritual direction, etc.)
- ability to reflect theologically on and articulate the relationship between human and Christian spirituality
- skill in assessing the formational impact of personal and communal events, traditions, and dispositions in nurturing or hindering spiritual formation
- the ability to both appreciate distinctions between and see the unity in diverse forms of Christian spirituality across times and cultures

### **Spiritual Direction**

**(Elective option in Master of Divinity)**

The goal of this block is to deepen student's skills in offering spiritual guidance. Evidence of successful completion includes:

- knowing the history and development of the practice of spiritual formation and direction
- developing skills in personal spiritual direction through increased attentiveness and responsiveness to God's active presence in one's own life, and in the lives of others and in the world
- understanding and utilizing resources around classic Christian spiritual practices (e.g. communal worship, scripture meditation, retreat, journaling, service, Sabbath, etc.)

### **Transformational Leadership**

**(Master of Arts in Transformational Leadership; elective option in Master of Divinity)**

The goal of this block is to help students become Christian leaders who champion transformation in organizations and communities. Evidence of successful completion includes:

- a philosophy of leadership grounded in well-developed biblical, theological, and leadership realities
- growth in one's personal relationship with God and the development of dispositional qualities necessary for effective ministry
- understanding the social and ethical demands of leadership and developing a life-long plan for personal and professional growth
- ability to interpret the rapidly changing culture and to design and implement strategic initiatives to meet today's challenges
- ability to provide effective leadership within an organizational context and commitment to and skill in leadership development

### **Theology and Social Justice**

**(Master of Arts in Theology and Social Justice; elective option in Master of Divinity)**

The goal of this block is to help students become peacemakers who model Christ as agents of social justice in the church and in other organizations. Evidence of successful completion includes:

- understanding biblical texts in relation to God's call to justice and peacemaking
- ability to reflect on theological paradigms and theories of justice as they relate to present social concerns
- capacity for leadership in the church and society in promoting social justice
- ability to form appropriate strategies to respond to the effects of poverty, violence, war, sexism, and discrimination on families, societies, and the world

# Curriculum

## Great Conversations

At the center of our community is a great, ongoing conversation. We listen to voices from throughout time and around the world as we consider together what it looks like for each one of us to take up our place in God's ongoing work of restoring wholeness to the world. Each program at Northeastern Seminary centers around these six great conversations.

- Being in the Story – the story of God from creation to new creation and God's intentions for the world
- Being in the Word – the Bible as God's revelation; what God is communicating, how God communicates it, and how Scripture continues to speak today
- Being Human – what God's revelation in Jesus teaches us about being human persons
- Being Christian – what it means to be Christian in religiously plural contexts
- Being Church – the nature of God's restorative grace in human life and the church as the people of God
- Being Mission – theology and mission in a diverse, global context

Through our life together in conversation with God, with each other, and with the world around us, it is our desire to become gracious participants in a worldwide, multiethnic, multigenerational Christian community.

## Theological Writing Courses

Northeastern Seminary's degree programs require a graduate-level proficiency in writing. Prior to enrollment, all students must complete a segment on writing and citation instruction as part of online orientation. This is designed to help students develop their skills in theological research and writing and is critically important to a successful educational experience.

CMC 501NE Practicum in Theological Research and Writing is a one-credit course designed for those who would benefit from further assistance in the craft of writing. CMC 501NE is recommended for students with a GPA below 2.5, though it is open to any student seeking tutorial guidance with writing. Students are also encouraged to utilize the services of the Writing Center in the Learning Center suite of the B. Thomas Golisano Library.

## Electives and Focused Elective Competencies

Students in the M.A. Theological Studies and M.Div. programs at Northeastern Seminary are given the opportunity to tailor their studies to fit their specific needs, interests, and ministry. The 18-credit elective competency block allows students to design their own elective competency by selecting a blend of courses which fulfill their interests and goals, or students may choose a structured focused elective competency in one of the following areas: Advanced Biblical Studies, Chaplaincy, Spiritual Direction, Spiritual Formation, Theology and Social Justice, or Transformational Leadership.

# 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.

## 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 complete two semesters of field education allowing them to 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 Theological Studies program are only required to complete one semester of field education; students in the Master of Arts in Transformational Leadership and the Master of Art in Ministry Practice programs are required to complete two semesters of field education; students in the Master of Arts in Spiritual Formation will complete one traditional field education as well as a formation leadership practicum; students in the Master of Arts in Theology and Social Justice will complete one traditional field education course as well as a social policy practicum where they will have opportunity to put into practice their knowledge and skills as a social change practitioner.
- All field education courses consist of a minimum of 8 hours of ministry practice each week and four 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...”

- 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. A limited number of CPE units can be substituted for field education and/or electives in the M.Div. and M.A. degree programs (see "Transfer Policies" section of this catalog for more detailed information). There are hospital-based ACPE centers in western New York. This recommendation is especially important for students whose denomination requires the completion of CPE for ordination. Please contact your denominational representative for your specific ordination requirements. CPE is also an important consideration, if not essential, for individuals considering institutional ministry. Contact <http://www.acpe.edu/> for more information on the nature of this educational experience.

#### **Summary**

Field education is an indispensable component of seminary training. Field education provides students who have successfully completed the first year of seminary studies 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. The focus on the practice of ministry and on theological reflection in field-based learning programs brings the theory of ministry and pastoral experiences into dialogue. This coupling of theory and practice strengthens students' personal and professional development making them better prepared for

effective ministry for the 21st century.

## Spiritual Formation

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

- At each student's program entry point, they are guided to engage in a prayer walk to nurture their awareness of God's presence in their neighborhood context
- An All-Seminary Retreat is held during each fall and spring semester
- Readings in formative spirituality and Scripture study are integrated throughout the curriculum (scripture reflection, prayer, journaling, Sabbath/retreat practices)
- Classic Christian spiritual practices are experienced by students throughout their seminary study
- Students are provided spiritually nurturing resources for life after seminary
- M.Div. students are required to take a course in spiritual formation and one in pastoral formation
- Spiritual reflection is incorporated into the field education curriculum
- As part of their capstone courses, students are guided to reflect on their personal and spiritual growth, and are equipped to attend to spiritual dispositions and practices in their lives and ministries after seminary

## Capstone Requirement

All Northeastern Seminary degree programs culminate in a final integration course. These capstone courses provide the student with a focused opportunity to reflect on, synthesize and apply their learnings in the degree program. M.A. Theological Studies students may petition to complete a formal thesis project in conjunction with the theological research course.

## Degree Requirements

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

# Master of Arts Theological Studies

## Master of Arts (Theological Studies) (44 Credits)

(HEGIS Code 2301.00)

### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Elective Competency built around the student's research interests (18-21 Credits)

MIN 731NE-Field Education (3 Credits)

Capstone: Research Component (2-5 Credits)

RES 690NE-Theological Research (2)

M.A. Thesis Option (3)

(A thesis may be completed in one of the following disciplines: BIB, HST, MIN, PSF, SOC, or THE. The thesis option must be pre-approved via a student petition prior to registering for it, and the thesis must be submitted in its final form and approved by the thesis advisor no later than March 30 in order to participate in May Commencement. Students not completing a thesis must complete 21 credits in the elective competency.)

# M.A. Theological Studies-Biblical Interpretation

## Master of Arts Theological Studies (44 Credits)

Focused Elective Competency: Biblical Interpretation

(HEGIS Code 2301.00)

### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Biblical Interpretation Competency--select six or seven courses from the following, depending on whether or not the thesis option is being pursued (18-21 Credits):

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- BIB 515NE-New Testament Epistles (3)\*
- BIB 516NE-New Testament Gospels (3)\*
- BIB 517NE-Old Testament Narrative (3)\*
- BIB 517NE-Old Testament Poetry (3)\*
- GRK 510NE-Biblical Greek (3)
- HEB 510NE-Biblical Hebrew (3)
- MIN 628-Teaching the Bible\* or MIN 630NE-Preaching (3)

MIN 731NE-Field Education (3 Credits)

Capstone: Research Component (2-5 Credits)

RES 690NE-Theological Research (2)

M.A. Thesis Option (3)

(A thesis may be completed in one of the following disciplines: BIB, HST, MIN, PSF, SOC, or THE. The thesis option must be pre-approved via a student petition prior to registering for it, and the thesis must be submitted in its final form and approved by the thesis advisor no later than March 30 in order to participate in May Commencement. Students not completing a thesis must complete 21 credits in the Biblical Interpretation competency.)

\*Prerequisite or corequisite is BIB 511NE.

# M.A. Theological Studies-Chaplaincy

Master of Arts Theological Studies (44 Credits)

Focused Elective Competency: Chaplaincy

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Chaplaincy Competency (21 Credits)

- MIN 624NE-Care and Counsel (3)
- MIN 632NE-Chaplaincy Seminar (3)
- MIN 633NE-World Religions and Human Spirituality (3)
- MIN 647NE-Ministry to the Dying and Bereaved (3)
- MIN/CPE-Clinical Pastoral Education-1 unit (3)\*
- Choose two:
  - MIN 635NE-Moral Injury: Navigating Shame, Guilt, and Trauma (3)
  - MIN/SOC 650NE-Bioethics and Ministry in the 21st Century (3)
  - THE 731NE-Suffering, Pain, and Evil: A Theological Response (3)

MIN 731NE-Field Education I-completed through CPE (3)

Capstone: RES 690NE-Theological Research (2)

\*CPE is taken through an outside agency and, upon successful completion, credits are transferred in to Northeastern. CPE does not count as credit toward PT or FT status at Northeastern during the semester it is taken, and Northeastern is not responsible for a student's acceptance into a CPE program.

# Master of Arts in Ministry Practice

Master of Arts in Ministry Practice (44 Credits)

(HEGIS Code 2301.00)

Ministry Framework (18 Credits)

- Select three courses from BHT or THE
- Select three courses from BHT or BIB\*

Ministry Practice (18 Credits)

- Select three courses from MIN or PSF
- Select three courses from MIN or SOC

Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- MIN 732NE-Field Education II (3)

Capstone: MIN 692NE-Ministry Integration Seminar (2 Credits)

\*BIB 511 is a prerequisite/corequisite for BIB 515-518 and MIN 628.

# Master of Arts in Spiritual Formation

Master of Arts in Spiritual Formation (44 Credits)

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Spiritual Formation Competency (18 Credits)

- PSF 612NE-Spiritual Formation (3)
- PSF 615NE-Exploring Personal and Spiritual Faith Development (3)
- PSF 624NE-Social Justice and Spirituality (3)
- PSF 633NE-World Religions and Human Spirituality (3)
- PSF 654NE-Christian Faith: A Global Survey (3)
- Select one 3-credit elective from the Seminary's PSF, HST, SOC, THE, BIB or MIN offerings (3)\*

Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)\*\*
- MIN 737NE-Practicum in Formation Leadership (3)

Capstone: MIN 692NE-Ministry Integration Seminar (2 Credits)

\*Students seeking a focused elective competency in spiritual direction must take PSF 621-Introduction to Spiritual Direction as the elective course.

\*\*Students seeking a focused elective competency in spiritual direction must take PSF 731-734 instead of MIN 731. For further information and prerequisite requirements, see course descriptions in this catalog.

# Master of Arts in Theology & Social Justice

## Master of Arts in Theology and Social Justice (44 Credits)

(HEGIS Code 2301.00)

### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

### Theology and Social Justice Competency (18 Credits)

- SOC 623NE-Social Policy, Leadership, and Community Development (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- SOC/BIB 642NE-Jesus and the Poor: Biblical Perspectives on Economic Justice (3)
- SOC 655NE-Gender Violence and Reconciliation (3)
- Select two of the following:
  - SOC/HST 651NE-Women in Leadership: Historical and Biblical Perspectives (3)
  - SOC/PSF 624NE-Social Justice and Spirituality (3)
  - THE/SOC 723NE-Theology and Political Action: Reading Luther, Bonhoeffer, and Martin Luther King, Jr. (3)
  - THE/SOC-Any theology or social ethics elective (3)

### Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- SOC 735NE-Social Policy Conference (3)

Capstone: MIN 692NE-Ministry Integration Seminar (2 Credits)

# Master of Arts in Transformational Leadership

## Master of Arts in Transformational Leadership (44 Credits)

(HEGIS Code 2301.00)

### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

### Transformational Leadership Competency (18 Credits)

- BIB 772NE-Biblical Theology of Leadership (3)
- MIN 620NE-Fundamentals of Transformational Leadership (3)
- MIN 626NE-Leadership Development (3)
- Select nine credits from the following:
  - BUS/MIN 510NE-Organizational Diagnosis and Change Management (3)
  - MIN 675NE-Renewing Congregations (3)
  - MIN 672NE-Strategic Planning for Churches and Nonprofit Organizations (3)
  - MIN/BUS 685NE-Special Topics in Leadership (3)
  - SOC 623NE-Social Policy, Leadership, and Community Development (3)
  - Any elective course (may take more than one)

### Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- MIN 732NE-Field Education II (3)

Capstone: MIN 692NE-Ministry Integration Seminar (2 Credits)

# Master of Divinity

## Master of Divinity (80 Credits)

(HEGIS Code 2301.00)

### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

### Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 518NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

### Pastoral Ministry Competency (18 Credits)

- PSF 611NE-Pastoral Formation (3)
- PSF 612NE-Spiritual Formation (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- Choose three of the following:
  - MIN 62NE-Worship (3)
  - MIN 624NE-Care and Counsel (3)
  - MIN 625NE-Sharing Christ (3)
  - MIN 675NE-Renewing Congregations (3)

### Elective Competency built around the student's interests (18 Credits)

#### Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- MIN 732NE-Field Education II (3)

#### Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

\*Prerequisite or corequisite is BIB 511NE.

NOTE: Specific M.Div. check sheets are available for students pursuing ordination in the following denominations: Nazarene, United Methodist, Wesleyan. For details, please contact the coordinator of academic planning at ericksonm@roberts.edu.

# M.Div.-Advanced Biblical Studies

## Master of Divinity (80 Credits)

### Focused Elective Competency: Advanced Biblical Studies

(HEGIS Code 2301.00)

#### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

#### Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 518NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

#### Pastoral Ministry Competency (18 Credits)

- PSF 611NE-Pastoral Formation (3)
- PSF 612NE-Spiritual Formation (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- Choose three of the following:
  - MIN 621NE-Worship (3)
  - MIN 624NE-Care and Counsel (3)
  - MIN 625NE-Sharing Christ (3)
  - MIN 675NE-Renewing Congregations (3)

#### Advanced Biblical Studies Competency (18 Credits)

- GRK 510NE or HEB 510NE-Biblical Greek or Biblical Hebrew (the first-level course not taken to complete the Biblical Interpretation block) (3)
- GRK 610NE or HEB 510NE-Greek II or Hebrew II (3)
- BIB 750NE-Advanced Biblical Exegesis (3)
- BIB xxx-Any Biblical Studies Elective (may be substituted with RES 690NE combined with a one-credit independent study in Bible) (3)

- Any Biblical Studies Elective (3)
- Any Biblical Studies Elective or Thesis (by permission) (3)

Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- MIN 732NE-Field Education II (3)

Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

\* Prerequisite or corequisite is BIB 511NE.

# M.Div.-Chaplaincy

Master of Divinity (80 Credits)

Focused Elective Competency: Chaplaincy

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 517NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

Pastoral Ministry Competency (18 Credits):

- PSF 611NE-Pastoral Formation (3)
- PSF 612NE-Spiritual Formation (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- MIN 621NE-Worship (3)
- MIN 625NE-Sharing Christ (3)
- MIN 675NE-Renewing Congregations (3)

Chaplaincy Competency (18 Credits)

- MIN 624NE-Care and Counsel (3)
- MIN 632NE-Chaplaincy Seminar (3)
- MIN 633NE-World Religions and Human Spirituality (3)
- MIN 647NE-Ministry to the Dying and Bereaved (3)
- MIN/CPE-Clinical Pastoral Education-1 unit (3)\*\*
- Choose one:
  - MIN 635NE-Moral Injury: Navigating Shame, Guilt, and Trauma (3)

- MIN/SOC 650NE-Bioethics and Ministry in the 21st Century (3)
- THE 731NE-Suffering, Pain, and Evil: A Theological Response (3)

Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- MIN 732NE-Field Education II-completed through CPE (3)

Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

\*Prerequisite or corequisite is BIB 511NE.

\*\*CPE is taken through an outside agency and, upon successful completion, credits are transferred in to Northeastern. CPE does not count as credit toward PT or FT status at Northeastern during the semester it is taken, and Northeastern is not responsible for a student's acceptance into a CPE program.

# M.Div.-Spiritual Direction

Master of Divinity (80 Credits)

Focused Elective Competency: Spiritual Direction

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 517NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

Pastoral Ministry Competency (18 Credits):

- PSF 611NE-Pastoral Formation (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- MIN 621NE-Worship (3)
- MIN 624NE-Care and Counsel (3)
- MIN 625NE-Sharing Christ (3)
- MIN 675NE-Renewing Congregations (3)

Spiritual Direction Competency (18 Credits)

- PSF 612NE-Spiritual Formation (3)
- PSF 615NE-Exploring Personal and Spiritual Faith Development (3)
- PSF 621NE-Introduction to Spiritual Direction (3)
- PSF 654NE-Christian Faith: A Global Survey (3)
- Choose one of the following:
  - PSF 624NE-Social Justice and Spirituality (3)
  - PSF 633NE-World Religions and Human Spirituality (3)

- Field Experience to be taken across four semesters:
  - PSF 731NE-Personal Spiritual Direction I (3)\*\*
  - PSF 732NE-Personal Spiritual Direction II (3)\*\*
  - PSF 733NE-Supervised Spiritual Direction I (3)\*\*
  - PSF 734NE-Supervised Spiritual Direction II (3)\*\*

Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- MIN 732NE-Field Education II (3)\*\*\*

Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

\*Prerequisite or corequisite is BIB 511NE.

\*\*See prerequisite requirements in the course descriptions section of this catalog. Extra expense required.

\*\*\*MIN 737NE-Practicum in Formation Leadership may be substituted.

# M.Div.-Spiritual Formation

## Master of Divinity (80 Credits)

### Focused Elective Competency: Spiritual Formation

(HEGIS Code 2301.00)

#### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

#### Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 518NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

#### Pastoral Ministry Competency (18 Credits)

- PSF 611NE-Pastoral Formation (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- MIN 621NE-Worship (3)
- MIN 624NE-Care and Counsel (3)
- MIN 625NE-Sharing Christ (3)
- MIN 675NE-Rewewing Congregations (3)

#### Spiritual Formation Competency (18 Credits)

- PSF 612NE-Spiritual Formation (3)
- PSF 615NE-Exploring Personal and Spiritual Faith Development (3)
- PSF 624NE-Social Justice and Spirituality (3)
- PSF 633NE-World Religions and Human Spirituality (3)
- PSF 654NE-Christian Faith: A Global Survey (3)
- Choose one 3-credit elective from the Seminary's PSF, HST, SOC, THE, BIB, or MIN offerings\*\*

#### Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)\*\*\*
- MIN 737NE-Practicum in Formation Leadership (3)

Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

\* Prerequisite or corequisite is BIB 511NE.

\*\*Students seeking a focused elective competency in spiritual direction must take PSF 621-Introduction to Spiritual Direction as the elective course.

\*\*\*Students seeking a focused elective competency in spiritual direction must take PSF 731-734 instead of MIN 731. For further information and prerequisite requirements, see course descriptions in this catalog.

# M.Div.-Theology & Social Justice

Master of Divinity (80 Credits)

Focused Elective Competency: Theology and Social Justice

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 518NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

Pastoral Ministry Competency (19 Credits)

- PSF 611NE-Pastoral Ministry (3)
- PSF 612NE-Spiritual Formation (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- Choose three of the following:
  - MIN 621NE-Worship (3)
  - MIN 624NE-Care and Counsel (3)
  - MIN 625NE-Sharing Christ (3)
  - MIN 675-Renewing Congregations (3)

Theology and Social Justice Competency (18 Credits)

- SOC 623NE-Social Policy, Leadership, and Community Development (3)
- SOC/BIB 642NE-Jesus and the Poor: Biblical Perspectives on Economic Justice (3)
- SOC 655NE-Gender Violence and Reconciliation (3)
- Choose three of the following:
  - THE/SOC 723NE-Theology and Political Action: Reading Luther, Bonhoeffer, and Martin Luther King, Jr. (3)

- SOC/HST 651NE-Women in Leadership: Historical and Biblical Perspectives (3)
- SOC/PSF 624NE-Social Justice and Spirituality (3)
- Any theology or social ethics elective (3)

Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- SOC 735NE-Social Justice Conference (3)

Capstone: MIN 790NE-M.Div. Integration Capstone (2)

\*Prerequisite or corequisite is BIB 511NE.

# M.Div.-Transformational Leadership

## Master of Divinity (80 Credits)

### Focused Elective Competency: Transformational Leadership

(HEGIS Code 2301.00)

#### The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

#### Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 518NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

#### Pastoral Ministry Competency (18 Credits)

- PSF 611NE-Pastoral Formation (3)
- PSF 612NE-Spiritual Formation (3)
- SOC 625NE-Foundations in Social and Theological Ethics (3)
- Choose three of the following:
  - MIN 621NE-Worship (3)
  - MIN 624NE-Care and Counsel (3)
  - MIN 625NE-Sharing Christ (3)
  - MIN 675NE-Renewing Congregations (3)\*\*

#### Transformational Leadership Competency (18 Credits)

- BIB 772NE-Biblical Theology of Leadership (3)
- MIN 620NE-Fundamentals of Transformational Leadership (3)
- MIN 626NE-Leadership Development (3)
- Choose nine credits from the following:
  - BUS/MIN 510NE-Organizational Diagnosis and Change Management (3)

- MIN 675NE-Renewing Congregations (3)\*\*
- MIN 672NE-Strategic Planning for Churches and Nonprofit Organizations (3)
- MIN/BUS 685NE-Special Topics in Leadership (3)
- Any elective course (may take more than one) (3)

Supervised Ministry Internship (6 Credits)

- MIN 731NE-Field Education I (3)
- MIN 732NE-Field Education II (3)

Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

\* Prerequisite or corequisite is BIB 511NE.

\*\*Counts in only one block.

## MSW Combo Programs

Students at Northeastern Seminary have the opportunity to combine a Seminary degree with the Master of Social Work degree from Roberts Wesleyan College. Since courses are transferred between programs, a considerable savings of time and money is realized. While students typically complete one program in its entirety before beginning the second program, it is important for students to declare their intentions regarding the combo programs at the onset of the first program in order to take advantage of the maximum amount of transfer credit. The Northeastern Seminary degree is not conferred until the student has completed both programs, and this must occur within a 10-year time frame. Application and acceptance to both institutions is required. Students who have already completed the MSW from Roberts Wesleyan College within the last five years will be considered for enrollment in a Northeastern Seminary combo program.

## MSW & M.A. Theological Studies

Master of Arts (Theological Studies) (32 Northeastern Seminary Credits)

Degree requirements for students in the cooperative M.S.W. program with Roberts Wesleyan College

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Elective Competency built around the student's research interests (9 Credits)\*

MIN 731NE-Field Education (3 Credits)

Capstone: RES 690NE-Theological Research (2)

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

\*As part of the 9-credit elective competency, a thesis may be completed in one of the following disciplines: BIB, HST, MIN, PSF, SOC, or THE. The thesis option must be pre-approved via a student petition prior to registering for it, and the thesis must be submitted in its final form and approved by the thesis advisor no later than March 30 in order to participate in May Commencement.

# MSW & M.A. in Theology and Social Justice

Master of Arts in Theology and Social Justice (32 Northeastern Seminary Credits)

Degree requirements for students in the cooperative M.S.W. program with Roberts Wesleyan College

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Theology and Social Justice Competency (9 Credits)

- SOC 655NE-Gender Violence and Reconciliation (3)
- BIB/SOC 642NE-Jesus and the Poor: Biblical Perspectives on Economic Justice
- Select one of the following:
  - THE/SOC 723NE-Theology and Political Action: Reading Luther, Bonhoeffer, and Martin Luther King, Jr. (3)
  - SOC/HST 651NE-Women in Leadership: Historical and Biblical Perspectives (3)
  - SOC/PSF 624NE-Social Justice and Spirituality (3)
  - THE/SOC-Any theology or sociology elective (3)

SOC 735NE-Social Policy Conference (3 Credits)

Capstone: MIN 692NE-Ministry Integration Seminar (2)

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

# **MSW & M.Div.**

Master of Divinity (53 Northeastern Seminary Credits)

Degree requirements for students in the cooperative M.S.W. program with Roberts Wesleyan College

(HEGIS Code 2301.00)

The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 518NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

Pastoral Ministry Competency (15 Credits)

- PSF 611NE-Pastoral Formation (3)
- PSF 612NE-Spiritual Formation (3)
- Choose three of the following:
  - MIN 621NE-Worship (3)
  - MIN 624NE-Care and Counsel (3)
  - MIN 625NE-Sharing Christ (3)
  - MIN 675NE-Renewing Congregations (3)

Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

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

\* Prerequisite or corequisite is BIB 511NE.

# MSW & M.Div.-Theology and Social Justice

Master of Divinity with a focused elective competency in Theology and Social Justice  
(62 Northeastern Seminary Credits)

Degree requirements for students in the cooperative M.S.W. program with Roberts Wesleyan College

(HEGIS Code 2301.00)

## The Great Conversation Competency (18 Credits)

- BHT 521NE-Being in the Story (3)
- BHT 522NE-Being in the Word (3)
- BHT 523NE-Being Human (3)
- BHT 524NE-Being Christian (3)
- BHT 525NE-Being Church (3)
- BHT 526NE-Being Mission (3)

## Biblical Interpretation Competency (18 Credits)

- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- Choose one of the following:
  - GRK 510NE-Biblical Greek (3)
  - HEB 510NE-Biblical Hebrew (3)
- Choose one of the following:
  - BIB 515NE-New Testament Epistles (3)\*
  - BIB 516NE-New Testament Gospels (3)\*
- Choose one of the following:
  - BIB 517NE-Old Testament Narrative (3)\*
  - BIB 518NE-Old Testament Poetry (3)\*
- Choose one of the following:
  - MIN 630NE-Preaching (3)
  - MIN 628NE-Teaching the Bible (3)\*
- Select one elective in Bible, Hebrew, or Greek (3)

## Pastoral Ministry Competency (15 Credits)

- PSF 611NE-Pastoral Formation (3)
- PSF 612NE-Spiritual Formation (3)
- Choose three of the following:
  - MIN 621NE-Worship (3)
  - MIN 624NE-Care and Counsel (3)
  - MIN 625NE-Sharing Christ (3)
  - MIN 675NE-Renewing Congregations (3)

## Theology and Social Justice Competency (9 Credits)

- SOC 655NE-Gender Violence and Reconciliation (3)
- BIB/SOC 642NE-Jesus and the Poor: Biblical Perspectives on Economic Justice (3)
- Choose one of the following:
  - THE/SOC 723NE-Theology and Political Action: Reading Luther, Bonhoeffer, and Martin Luther King, Jr. (3)

- SOC/HST 651NE-Women in Leadership: Historical and Biblical Perspectives (3)
- SOC/PSF 624NE-Social Justice and Spirituality (3)
- Any theology or social ethics elective (3)

Capstone: MIN 790NE-M.Div. Integration Seminar (2 Credits)

All requirements for the M.S.W. degree at Roberts Wesleyan College must be completed before the M.Div. degree with a focused elective competency in Theology and Social Justice from Northeastern Seminary will be awarded. Please consult with the Roberts Wesleyan College Graduate Department of Social Work for the M.S.W. degree requirements.

\* Prerequisite or corequisite is BIB 511NE.

## Certificate Programs

### Advanced Certificate in Biblical Interpretation (18 Credits)

(HEGIS Code 2301.00)

Select six courses from the following:

- BHT 522NE-Being in the Word
- BIB 511NE-Introduction to Biblical Exegesis for Preaching and Teaching (3)
- BIB 515NE-New Testament Epistles (3)\*
- BIB 516NE-New Testament Gospels (3)\*
- BIB 517NE-Old Testament Narrative (3)\*
- BIB 518NE-Old Testament Poetry (3)\*
- GRK 510NE-Biblical Greek (3)
- HEB 510NE-Biblical Hebrew (3)
- MIN 628NE-Teaching the Bible\* or MIN 630NE-Preaching (3)

\* BIB 511NE is a prerequisite/corequisite for BIB 515-518NE and MIN 628NE.

### Advanced Certificate in Chaplaincy (18 Credits)

(HEGIS Code 2301.00)

Required courses:

- MIN 624NE-Care and Counsel (3)\*
- MIN 632NE-Chaplaincy Seminar (3)
- MIN 633NE-World Religions and Human Spirituality (3)
- MIN 647NE-Ministry to the Dying and Bereaved (3)
- MIN/CPE-Clinical Pastoral Education-1 unit (3)\*\*
- Choose one of the following:
  - MIN 635NE-Moral Injury: Navigating Shame, Guilt, and Trauma (3)
  - MIN/SOC 650NE-Bioethics and Ministry in the 21st Century (3)
  - THE 731NE-Suffering, Pain, and Evil: A Theological Response (3)

\*Students who have completed a course in Pastoral Counseling take two courses from MIN 635, MIN 650, or THE 731.

\*\*CPE is taken through an outside agency and, upon successful completion, credits are transferred in to Northeastern. CPE does not count as credit toward PT or FT status at Northeastern during the semester it is taken, and Northeastern is not responsible for a student's acceptance into a CPE program.

### Advanced Certificate in Scripture, Theology, and Ministry (18 Credits)

(HEGIS Code 2301.00)

Students may choose any courses that support the program title, designing a specialized focus for denominational certification, personal ministry context, or academic/scholarly pursuits. Courses in the following disciplines are acceptable: Bible/History/Theology (BHT), Biblical Studies (BIB)\*,

Biblical Languages (GRK/HEB), Historical Studies (HST), Ministry (MIN\*/BUS), Personal Spiritual Formation (PSF), Social Ethics (SOC), or Theological Studies (THE).

\*BIB 511NE is a prerequisite / corequisite for BIB 515-518 and MIN 628.

### **Advanced Certificate in Spiritual Direction (18 Credits)**

(HEGIS Code 2301.00)

Required courses:

- PSF 612NE-Spiritual Formation (3)
- PSF 615NE-Exploring Personal and Spiritual Faith Formation (3)
- PSF 621NE-Introduction to Spiritual Direction (3)
- PSF 654NE-Christian Faith: A Global Survey (3)
- Choose one of the following:
  - PSF 624NE-Social Justice and Spirituality (3)
  - PSF 633NE-World Religions and Human Spirituality (3)
- Field experience to be taken across four semesters:
  - PSF 731NE-Personal Spiritual Direction I (.5)\*
  - PSF 732NE-Personal Spiritual Direction II (.5)\*
  - PSF 733NE-Supervised Spiritual Direction I (1)\*
  - PSF 734NE-Supervised Spiritual Direction II (1)\*

\*See prerequisite requirements in the course descriptions section of this catalog. Extra expense required.

## Course Descriptions

To determine which courses are required for a particular program, please refer to the “Degree Requirements” section of this catalog and the program check sheets available on the Northeastern Seminary internal website--theCommons. To determine when individual courses are typically offered, please contact the coordinator of academic planning at 585.594.6497.

# Bible, History, and Theology (BHT)

BHT 521NE

Being in the Story

Credits: 3

The entire biblical story or metanarrative stretching from creation to eschaton articulates a vision of God's intentions for this world, beginning with creation, and continuing after the fall, as the Creator works through Israel, Jesus, and the church for the world's redemption, until that day when there will be a new heaven and new earth, in which righteousness dwells. This narrative vision of the missio Dei provides a non-negotiable framework within which we live out our faith.

A clear understanding of this biblical vision is of great value for interpreting individual biblical texts, especially for those engaged in pastoral leadership, which typically involves interpreting Scripture in various contexts. Without a solid grasp of the foundational biblical vision of reality we are in danger of (mis)reading Scripture in light of our own contemporary assumptions. This course, therefore, aims to help Christian leaders grasp the basic contours of the overarching story the Scriptures tell, with a focus on exploring the logic of salvation as holistic—for the whole person, and even the entire created order.

BHT 522NE

Being in the Word

Credits: 3

The Scriptures of the Old and New Testament are crucial to the life and ministry of all followers of Christ. They are central to the preaching and teaching ministry of the church. Furthermore, the Scriptures undergird our ethics at work and home. They reveal to us the nature of God, what it means to be fully human, and our role in the mission of God. But in order for Scripture to play the formative role that it is designed to play, we must know these Scriptures well. Moreover, to know these Scriptures well we must understand the context in which they were composed. This is true not only of the popular books of the Bible, but also for the parts of the Bible that are often ignored. This class will introduce students to the Bible in all its complex and multifaceted glory. Students will gain an understanding of the major sections of the Bible (the Torah, the histories, the Psalter, the Prophets, The Gospels, the Letters of Paul, etc.). They will discern the major themes in these texts and their relevance for ministry in the 21st century. They will also discuss issues of authorship, setting, and the major interpretative approaches to these texts throughout church history. The goal is to open up the whole Bible as a resource for ministry and spiritual formation.

BHT 523NE

Being Human

Credits: 3

What does the fact that God became incarnate as a human being in Jesus Christ reveal about God's priorities for what it means for us to be human persons? What do the Christian scriptures and the historic church have to say about what it means to be human? How do we nurture and attend to our basic human qualities in imitation of our Lord Christ?

This course will lead students through an exploration of what Christianity uniquely contributes to the conversation about what it means to "be human." It will assist students in developing a framework for discerning and integrating formation insights from various fields of study that contribute to human flourishing, emphasizing that to do so is to attend to and cooperate with the redemptive work of the Holy Trinity. It will also provide students with opportunities to explore and reflect on classic Christian practices of nurturing attentiveness to and cooperation with God's work in their own lives and in the world at large.

#### BHT 524NE

Being Christian

Credits: 3

Reflecting on the formative era of the Christian church, this course takes up the conversation about what it means to be and to become Christian. Much like today, the early church found itself in a religiously plural context, which shaped the development of Christian identity. In this course, students will consider how Scripture, context, and spirituality shaped early Christian communities, the formation of doctrine through early church councils, and the ways in which these conversations continue to shape the church throughout the world today.

#### BHT 525NE

Being Church

Credits: 3

In this course students enter into the ongoing conversation on the nature of God's restorative grace in human life, with a particular focus on the church as the people of God. Through a focus on the theological perspectives of the Catholic and Protestant Reformation and the Great Awakening, the course moves toward contemporary understandings and application of such questions as how people come into a restored relationship with God and what it means to be to people of God in today's world.

#### BHT 526NE

Being Mission

Credits: 3

Dietrich Bonhoeffer posed a question to the church of the early twentieth century: "Who is Jesus Christ for us today?" This perennial question shaped Bonhoeffer's ecclesiology and understanding of church mission. This same question provides the course framework for exploring God's call to

the church from the nineteenth century through our time. The course is organized around conversations focused on the relationship of historical theology, church mission, and culture.

Reflections on current trends, and exploration for application to student church context are a central theme of the course. Within these course conversations are topics that are revisited in each century and unit of study. These themes include: racial and gender identity, social change movements, the relationships of worship and service, spirituality, ecumenism, and church leadership. Strategies for understanding these historical theological themes include reading primary texts that bring “alive” the conversations that were occurring during these time periods. Emphasis is on critical analysis and interpretation of the central Christological question, and application to contemporary church mission. This course fulfills the Mission of Church in the World requirement for students preparing for United Methodist ordination.

## Biblical Studies (BIB)

BIB 511NE

Introduction to Biblical Exegesis for Preaching and Teaching

Credits: 3

This course introduces students to responsible interpretation (or “exegesis”) of the Bible (both Old and New Testaments). The course focuses on the hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context, to understand its message for today. Students will be introduced to the process of exegesis, applying each step in the process to two significant biblical passages (one Old Testament and one New Testament). Significant attention will also be paid to researching and writing an exegesis paper as a basis for teaching and preaching in the church.

BIB 515NE

New Testament Epistles

Credits: 3

This course focuses on hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context to understand its message for today. Focus will be placed on one or more New Testament Epistles as case studies in exegesis. Significant attention will also be paid to the process of researching and writing an exegesis paper as a basis for teaching and preaching in the church. This course may be repeated if topic differs. [Prerequisite or corequisite: BIB 511NE]

BIB 516NE

New Testament Gospels

Credits: 3

This course focuses on hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context to understand its message for today. Focus will be placed on a New Testament Gospel as a case study in exegesis. Significant attention will also be paid to the process of researching and writing an exegesis paper as a basis for teaching and preaching in the church. This course may be repeated if topic differs. [Prerequisite or corequisite: BIB 511NE]

BIB 517NE

Old Testament Narrative

Credits: 3

This course focuses on hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context to understand its message for today. Focus will be placed Old Testament narratives as case studies in exegesis. Significant attention will also be paid to the

process of researching and writing an exegesis paper as a basis for teaching and preaching in the church. This course may be repeated if topic differs. [Prerequisite or corequisite: BIB 511NE]

## BIB 518NE

Old Testament Poetry

Credits: 3

This course focuses on hands-on, practical skills in reading the biblical text carefully in its literary and historical/cultural context to understand its message for today. Focus will be placed on Old Testament poetic and prophetic books as case studies in exegesis. Significant attention will also be paid to the process of researching and writing an exegesis paper as a basis for teaching and preaching in the church. This course may be repeated if topic differs. [Prerequisite or corequisite: BIB 511NE]

## BIB 607NE

1 and 2 Kings

Credits: 3

This course will examine the books from a rigorous historical perspective, but it will be constructed to find a “middle way”: the students and professor will together examine the theological trajectory of the books—especially the ways in which they point to their fulfillment, and Israel’s fulfillment, in Christ and his Church. The students will not simply be left with the stories, finally, as disparate units, but as narratives constructed—in their pre-Christian context—with tremendous theological sensitivity. A bridge will be made between the theological sensitivity and meaning of the Jewish writers and redactors on the one hand and, on the other hand, the historic Christian theological interpretations of these books. No reading knowledge of Hebrew will be required. This course is cross-listed as THE 607NE.

## BIB 621NE

Old Testament Prophets’ Cry for Justice

Credits: 3

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

**BIB 642NE**

**Jesus and the Poor: Biblical Perspectives on Economic Justice**

Credits: 3

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

**BIB 644NE**

**Gospel of John**

Credits: 3

Throughout the history of the Church, the unique character of St. John's Gospel has intrigued and inspired countless theologians, philosophers, historians, and believers. The poignant, specific, and three-dimensional character of the materials selected and the author's subtle and understated theological insights make for a rich meditative experience in Scripture study. This brief but substantive course will pay particular attention to two important aspects of the Gospel, while at the same time, demanding mastery of the basic content: (1) how the Gospel has been read and interpreted over the centuries by the Church; and (2) the sacramental orientation of the Gospel, which pervades its meaning. Reading the English text, lecture, and class discussion will be part of the weekly rhythm. This course is cross-listed as THE 644NE.

**BIB 695NE**

**Independent Study in Biblical Studies**

Credits: 1—3

This is an independent study course in which the student will, under the guidance of a professor, conduct an in-depth study of a biblical theme, collection of biblical books, or a single book. Typically this course is available to students during the second, third, and fourth years of study. The course may involve independent research, reflection papers, and classroom instruction.  
[Prerequisite: advisor and instructor approval required and a GPA of 3.0]

**BIB 699NE**

**MA Thesis in Biblical Studies**

Credits: 3

This course is a research option for M.A. students in the field of biblical studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (Students who have not completed the thesis project by the end of the semester will automatically be registered for RES 799NE-Continuation of Registration for Master's Thesis, and charged a \$250 fee every subsequent semester until the completion of the master's thesis.)

## BIB 735NE

Topics on Location

Credits: 3

This travel course is designed to help students discover ways that biblical events can be placed in their proper geographical, historical, and cultural context. Under the guidance of a seminary professor, the course combines traditional study methods (readings, lectures/discussions, and map work) with a tour of a biblical region such as the Holy Land, Turkey, Greece, or Rome. Students are responsible for all travel costs and fees in addition to the tuition for this course. This course may be repeated if topic/location differs.

## BIB 750NE

Advanced Biblical Exegesis

Credits: 3

This is an advanced seminar course especially designed for students doing the M.Div. with a focus in Advanced Biblical Studies and for those doing M.A. thesis research in Biblical Studies. The course is open to anyone who has completed the biblical interpretation competency courses, or by permission of the instructor. Participants will be expected to present the fruits of their research in a seminar format.

## BIB 772NE

Biblical Theology of Leadership

Credits: 3

There is a great need in the modern church and world for wise and faithful Christian leadership. This course examines the Bible with an interest in how the whole message and story of Scripture develops a theology of leadership. Four areas, in particular, are of significance in view of such leadership: character (the lifestyle of the leader), care (the ministry of the leader), catechesis (what leaders should teach and pass on), and crises (how leaders handle challenges). Other course topics include: leadership systems and structures in Scripture, key biblical metaphors that shape leadership, and women in leadership in Scripture.

## Business (BUS)

BUS 510NE

Organizational Diagnosis and Change Management

Credits: 3

This course examines the structural and environmental forces that influence management processes within organizations. Students will learn how to identify an organization's type, relative readiness for change, and appropriate intervention and change strategies. Issues examined include power and resistance, human motivation and behavior, intervention in systems, group dynamics, team building, and the creation of change-oriented cultures. This course is cross-listed as MIN 510NE.

BUS 685NE

Special Topics in Leadership

Credits: 3

This course explores one focused topic of leadership. In the course, students will develop a theologically grounded approach to leadership in the contemporary world. Topics may include non-profit administration, church administration, leadership and contemporary culture, or executive leadership. This course may be repeated if topic differs. This course is cross-listed as MIN 685NE.

BUS 695

Independent Study in Business

Credits: 1-3

Under the guidance of a professor, the student pursues independent research in a specific topic of business as it applies to a ministry setting. [Prerequisite: advisor and instructor approval required and a GPA of 3.0]

## Written Communication (CMC)

(For a more advanced theological writing course, see RES 690NE.)

CMC 501NE

Practicum in Theological Research and Writing

Credits: 1

This course provides additional assistance in the skills of academic research, writing, and critical thinking. These skills are practiced in tandem with course materials for another writing-intensive seminary course so that assignments for this course will contribute to the completion of assignments for another credit-bearing course. This course is recommended for students with a grade point average below 2.5, but is open to any student seeking tutorial guidance with writing.

## Biblical Languages: Greek (GRK) and Hebrew (HEB)

GRK 510NE

Biblical Greek

Credits: 3

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

GRK 595NE

Independent Study in Greek

Credits: 1—3

Students do reading or exegesis of Greek under the direction of a faculty member. [Prerequisite: advisor and instructor approval required]

GRK 610NE

Biblical Greek II

Credits: 3

This course will focus primarily on a selection of readings in Greek texts, representing different New Testament 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 New Testament, exegeting texts, and pursuing word studies [Prerequisite: GRK 510NE]

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. A basic assumption underlying this approach to the introduction of Old Testament Hebrew is that the student's goal is not to teach Hebrew as a scholar, but to use it in the study of the Old Testament as a minister. The focus in this course is to gain a conceptual understanding of Old Testament Hebrew, not on memorizing all the paradigms, specific details, "rules," and "exceptions" involved. Students will be required to memorize a basic vocabulary.

**HEB 595NE**

Independent Study in Hebrew

Credits: 1—3

Students do reading or exegesis of Hebrew under the direction of a faculty member. [Prerequisite: advisor and instructor approval required]

**HEB 610NE**

Biblical Hebrew II

Credits: 3

This course will focus primarily on a selection of readings in Hebrew texts, representing different Old Testament authors and books. Continued expansion of Hebrew vocabulary is another primary objective. The course will also provide an introduction to available tools, including their use in reading the Hebrew Old Testament, exegeting texts, and pursuing word studies. [Prerequisite: HEB 510NE]

## Historical Studies (HST)

HST 651NE

Women in Leadership: Historical and Biblical Perspectives

Credits: 3

This course explores the lives and roles of women throughout church history. It examines the historical and social contexts of various women leaders 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 leadership development, and their contributions to the overall Christian church. The course provides an analysis of the strategies and resources women in various times and cultures have used to have their voices "heard." Students will be able to identify the diverse global views of church leaders toward women's roles as this course examines the support, obstacles, and beliefs of the historical church. The final course section focuses on the current status of women in the church and reflection on global challenges for women in the 21st century. This course is cross-listed as SOC 651NE.

HST 695NE

Independent Study in Historical Studies

Credits: 1—3

Under the guidance of a professor, the student pursues independent research in a specific topic of church history or historical theology. [Prerequisite: advisor and instructor approval required and a GPA of 3.0]

HST 699NE

M.A. Thesis in Historical Studies

Credits: 3

This course is a research option for M.A. students in the field of historical studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (Students who have not completed the thesis project by the end of the semester will automatically be registered for RES 799NE-Continuation of Registration for Master's Thesis, and charged a \$250 fee every subsequent semester until the completion of the master's thesis.)

HST 727NE

Calvinism and Arminianism

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. This course is cross-listed as THE 727NE. [Offered on demand]

## Ministry (MIN)

MIN 510NE

Organizational Diagnosis and Change Management

Credits: 3

This course examines the structural and environmental forces that influence management processes within organizations. Students will learn how to identify an organization's type, relative readiness for change, and appropriate intervention and change strategies. Issues examined include power and resistance, human motivation and behavior, intervention in systems, group dynamics, team building, and the creation of change-oriented cultures. This course is cross-listed as BUS 510NE.

MIN 591NE

The History of The United Methodist Church

Credits: 2

Introduction to the narratives forming personal and corporate identity of United Methodists today, including founders' stories, phases of the denomination, persons representative of major developments, and stories that counter present perceptions. Fulfills the UM History requirement for election to probationary membership and commissioning in The United Methodist Church as specified in the most current Book of Discipline. Normally taken through Wesley Theological Seminary.

MIN 592NE

United Methodist Polity

Credits: 2

The constitution and structural relationships of The United Methodist Church are examined with a particular focus on the workings of the local church. Fulfills the UM Polity requirement for election to probationary membership and commissioning in The United Methodist Church as specified in the most current Book of Discipline. Normally taken through Wesley Theological Seminary.

MIN 593NE

The History and Discipline of The Wesleyan Church

Credits: 3

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

**MIN 595NE**

Lutheran Theology and Practice

Credits: 3

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

**MIN 596NE**

History and Polity of the Free Methodist Church

Credits: 3

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

**MIN 597NE**

Doctrine, History, and Polity of the American Baptist Church

Credits: 3

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

**MIN 598NE**

Doctrine, History, and Polity of the Nazarene Church

Credits: 3

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

**MIN 599NE**

**Doctrine, History, and Polity of the Presbyterian Church**

Credits: 3

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

**MIN 620NE**

**Fundamentals of Transformational Leadership**

Credits: 3

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

**MIN 621NE**

**Worship**

Credits: 3

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. This course fulfills the United Methodist Worship and Liturgy requirement for students preparing for United Methodist ordination.

**MIN 624NE**

**Care and Counsel**

Credits: 3

This course surveys the scope and practice of pastoral care. 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 spiritual direction, pastoral counsel and counseling skills, crisis ministries, care of the dying, development of Christian community, and social justice as pastoral care.

MIN 625NE

Sharing Christ

Credits: 3

This course explores the theology and practice of the Church's ministry of evangelism and discipleship as both personal and corporate practices. The course focuses on Christian identity in the midst of religious plurality and the ethical and spiritual requirements of Christian life and witness. In this course students will develop an approach to evangelism and discipleship that is a natural expression of the Christian faith, rooted in the truth of Scripture, and appropriate to changing cultural contexts. This course fulfills the Evangelism in the Wesleyan Tradition requirement for students preparing for United Methodist ordination.

MIN 626NE

Leadership Development

Credits: 3

Rooted in a Christological model of biblical servanthood, this course examines the role of the leader in the organizational development. Topics of study include personal leadership, team building, board and staff development, and the identification, training, and empowering of others to achieve organizational goals and objectives. The course explores strategies for achieving both missional faithfulness and organizational effectiveness with a focus on developing leadership capacity within the organization. In addition, attention will be given to understanding approaches to creating cultural change within churches and organizations to foster institutional vitality and longevity.

MIN 628NE

Teaching the Bible

Credits: 3

This course focuses on the educational ministry of the church and the practice of teaching the Bible as God's Word. Students will develop skills in teaching, curriculum planning and evaluation, and communicating God's word to people of all ages. Opportunity will be given to improve teaching skills through in-class practice. [Prerequisite: BIB 511NE or permission of the instructor.]

**MIN 630NE****Preaching****Credits: 3**

This course will trace the move from text to sermon and aid students in the study, shaping, and presentation of sermons which follow Scripture. The course will require at least two preaching experiences. 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.

**MIN 632NE****Chaplaincy Seminar****Credits: 3**

This course provides students with an overview of the complexities of the specialized role of chaplains within a variety of contexts including: healthcare and correctional facilities, schools, fire and police departments, and the military. Students will consider topics such as the history of the profession and the professional identity of chaplains, ministry within complex institutional systems, assessing individual spiritual needs, expanding cultural competence, faith as it relates to ethical decision-making, and providing pastoral and emotional/spiritual support to others, as well as caring for staff and caregivers. In addition, students will be introduced to the various competencies expected of board-certified chaplains and will explore the regulations related to healthcare privacy. Students will have the opportunity to expand their understanding of the importance of research in ministry and the need to develop self-care practices. The course will include presentations from chaplains serving in a variety of settings and will enable the student to compare the uniqueness and commonalities of ministry within each context.

**MIN 633NE****World Religions and Human Spirituality****Credits: 3**

This course explores the global character of the church and the practice of ministry in the multi-faith and multicultural context of contemporary society. Attention is given to the wide diversity of religious traditions present in the potential ministry settings and considers how the church can serve with faithfulness and respect in a religiously pluralistic culture. Students will have the opportunity to develop their theological convictions in dialog with other religious traditions and gain skills in interfaith engagement as an expression of their Christian discipleship. This course is cross-listed as PSF 633NE and THE 633NE.

**MIN 635NE****Moral Injury: Navigating Shame, Guilt, and Trauma****Credits: 3**

Moral injury is a term used to describe extreme and unprecedented life experience including the harmful aftermath of exposure to such events. In the Armed Forces, it focuses on the trauma of those who experience deep inner wounds created by an incongruity between their actions and convictions of right and wrong. This course will examine the differences between moral injury and PTSD and other frequent diagnoses related to trauma experienced in the military. Focus will then be given to the nature and devastating effects of moral injury along with ways to identify and enter its brokenness in order to move toward health and wholeness. This course is especially recommended for Military Chaplains.

**MIN 647NE****Ministry to the Dying and Bereaved****Credits: 3**

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

**MIN 649NE****Contemporary Ethical Issues****Credits: 3**

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

**MIN 650NE****Bioethics and Ministry in the 21st Century**

Credits: 3

Human cloning is very near. Healthcare rationing is an increasing reality. Comfort care for the dying increasingly hastens death. This course is designed to help those currently in, or entering, ministry to understand better their own ethical perspective (their own general approach to ethical decision-making) and how this perspective applies to bioethical tensions such as those mentioned above. Students will have the opportunity to prepare and present a detailed analysis of an ethical issue they perceive to be of particular social significance. This course is especially recommended for hospital chaplains. This course is cross-listed as SOC 650NE.

## MIN 652NE

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

Credits: 3

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. [Offered on demand]

## MIN 660NE

Church Planting

Credits: 3

There is no greater need in the body of Christ today than effective church planting. Increasing secularization, the rate of change accelerated by the introduction of new technology, sustained globalization, and the proliferation of a variety of religious faiths and pluralistic philosophies have combined to drive many communities of Christian faith into a posture of disengagement from culture. The result has been irrelevance and decline in church involvement, especially among the younger generation. Living in the midst of this new world, fresh expressions of the church are necessary in order to engage with the masses of people that the gospel of Jesus calls us to reach. Planting new congregations will be the most successful way of inviting unreached people into the life of the gospel. This course serves as a theological and practical introduction to that process. Students taking this course are required to participate in the church planting conference/training through Ecclesia Network. [Special/intermittent offering]

## MIN 667NE

The Fantasy Literature of Tolkien and Lewis

Credits: 3

This course will look at fantasy works by both authors, and Tolkien's essay "On Fairy-Stories" will provide the critical context and language for the discussion of these works. Among Tolkien's works that will be examined are The Fellowship of the Ring; Smith of Wootton Major; and Farmer Giles of Ham. Among Lewis's works that will be studied are The Lion, the Witch and the Wardrobe; The Great Divorce; and Till We Have Faces. The students will examine the relationship between the Anglican and Roman Catholic churches during the first half of the 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.

#### MIN 672NE

Strategic Planning for Churches and Nonprofit Organizations

Credits: 3

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

#### MIN 675NE

Renewing Congregations

Credits: 3

This course explores steps that pastors can take to lead a congregation from maintenance to a missional focus. The course pre-supposes that renewal is a personal and corporate spiritual journey that leaders and congregations undertake in order to realize their full potential in God's redemptive work. The outlined approach to experiencing renewal is biblical, systematic, and intentional. The course will cover topics such as clarifying a missional theology, developing a corporate identity, assessing organizational preparedness for change, cultivating a healthy congregational climate, building supportive relationships among leaders, focusing on redemptive outreach, preparing for change, and celebrating God's faithfulness. The course will explore the current research on the status of the American church, noting commonly held variables among declining congregations and among those congregations that have experienced renewal. This compare and contrast approach will enable students to develop their own strategic plan to bring congregational members together for more effective outreach to their community.

#### MIN 685NE

Special Topics in Leadership

Credits: 3

This course explores one focused topic of leadership. In the course, students will develop a theologically grounded approach to leadership in the contemporary world. Topics may include non-profit administration, church administration, leadership and contemporary culture, or executive leadership. This course may be repeated if topic differs. This course is cross-listed as BUS 685NE.

## MIN 692NE

Ministry Integration Seminar

Credits: 2

In this course, M.A. students will complete a portfolio project and presentation that summarizes their learning from their program and the connection to life and ministry. Additionally, students will identify vocational next steps and evaluate ways in which the program has prepared them to live out this vocation, identify ways those called to ministry contribute to imparting wholeness to the world, and identify a major question of ethics and justice that may arise in the regular practice of ministry and how this issue might be considered in light of the gospel of Jesus Christ.

## MIN 695NE

Independent Study in Christian Ministry

Credits: 1—3

Under the guidance of a faculty member, the student is given the opportunity to investigate additional areas of Christian ministry – current and historical. [Prerequisite: advisor and faculty approval required and a GPA of 3.0]

## MIN 699NE

M.A. Thesis in Ministry Studies

Credits: 3

This course is a research option for M.A. students in the field of ministry studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (Students who have not completed the thesis project by the end of the semester will automatically be registered for RES 799NE-Continuation of Registration for Master's Thesis, and charged a \$250 fee every subsequent semester until the completion of the master's thesis.)

## MIN 723NE

Advanced Seminar in Biblical Preaching

Credits: 3

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

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 is a continuing aspect of field education.

MIN 735NE

Cross-Cultural Social Work Course in China

Credits: 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. [Special/intermittent offering]

MIN 736NE

International Field Education

Credits: 3

This course is designed to accommodate students who wish to participate in an independent mission's trip or ministry tour and utilize the experience for field education credit. Trips must be approved by the director of field education who will assign additional readings and course assignments to be completed prior to travel. The student is responsible for all travel costs and fees in addition to the tuition for this course. To register for MIN 736, the student must complete the Application for Credit for Non-Classroom Course.

**MIN 737NE**

Practicum in Formation Leadership

Credits: 3

This course focuses on the development of skills related to the formational leadership of small groups (e.g., Bible studies, communal prayer), facilitation of personal and group retreats, and developing formation modalities of other types of communal Christian formation. Students study common dynamics of such formation settings, and both engage as participants in and give leadership to various types of communal formation gatherings, building competencies in assessment and the nurturing of holistic Christian formation.

**MIN 790NE**

M.Div. Integration Seminar

Credits: 2

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

**MIN 799NE**

M.Div. Thesis

Credits: 3

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 or fourth year of the M.Div. by petition only; Corequisite: must be taken in conjunction with RES 690NE]

# Personal Spiritual Formation (PSF)

PSF 611NE

Pastoral Formation

Credits: 3

Building on a foundation of the central pastoral acts of prayer, Scripture reading, and spiritual direction, this course seeks to assist the student in the development of a method for ongoing theological reflection in ministry. 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.

PSF 612NE

Spiritual Formation

Credits: 3

What is spiritual formation? What makes spiritual formation distinctly Christian in relation to other religious and ideological spiritualities in our world? What dynamics are involved in Christian spiritual formation? This course seeks to address such questions and to be both formational and informational as it does so.

First, students will be guided in developing an appraisal framework that is truly holistic as well as conducive to and compatible with the Christian revelation. This appraisal framework, based on the Formative Spirituality of Adrian van Kaam, will provide students with specific perspectives by which to reflect upon human experiences in order to discern various dynamics of spiritual formation. Second, students will be guided through a survey of classic Christian texts from a variety of Christian traditions throughout history in order to deepen their appreciation for the rich and varied ways, unique and communal, in which people have experienced knowing the Holy Trinity. Third, this course will engage students in several classic spiritual practices throughout the course, including: Scripture reading, reading Christian devotional texts, prayer, journaling, and retreat. Through these and other means, students will nurture their attentiveness to the presence and work of God in their everyday lives, thus complementing the seminary experience of learning “about” God with the experience of growing in their attentiveness to and their love for God.

PSF 615NE

Exploring Personal and Spiritual Faith Development

Credits: 3

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.

**PSF 620NE****The Use of Scripture in Meditation and Prayer****Credits: 3**

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. [Offered on demand]

**PSF 621NE****Introduction to Spiritual Direction****Credits: 3**

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.

**PSF 624NE****Social Justice and Spirituality****Credits: 3**

This course is a study of the intersection of faith and social justice and relationship of the first two great commandments. Students will study relevant spiritual writings that include application to social justice and peacemaking. Included are readings by Henri Nouwen, Dorothy Day, Gustavo Gutierrez, Teresa of Avila, and others. The disciplines including prayer, simplicity, confession, and worship will be studied in relation to the Christian call to mission and creating social justice. Students will explore practical ways to live out the call of Jesus to worship God and love their neighbor. This course is cross-listed as SOC 624NE.

**PSF 633NE****World Religions and Human Spirituality**

Credits: 3

This course explores the global character of the church and the practice of ministry in the multifaith and multicultural context of contemporary society. Attention is given to the wide diversity of religious traditions present in the potential ministry settings and considers how the church can serve with faithfulness and respect in a religiously pluralistic culture. Students will have the opportunity to develop their theological convictions in dialog with other religious traditions and gain skills in interfaith engagement as an expression of their Christian discipleship. This course is cross-listed as MIN 633NE and THE 633NE.

PSF 652NE

Calling and Vocation

Credits: 3

This course will provide students with an opportunity to explore the relationships between spiritual formation, personality, and leadership. Students will benefit from standard personality and leadership assessment tools to gain insights into their own personality and leadership style. In addition, students will enhance their understanding of the biblical foundation of leadership and the significance of spiritual formation for today's Christian leaders. The expected outcomes of this course will be a well-developed theology of ministry within the context of the individuals' 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 begin to consider a strategy of continuous personal growth to enhance their effectiveness in ministry for years to come.

PSF 654NE

Christian Faith: A Global Survey

Credits: 3

What do Christian solitaires in the Egyptian desert, mothers of rebellious teenagers, monks in community in the mountains of France, missionaries to Japan, and charismatic worshipers in a megachurch all have in common? They all provide a glimpse of people seeking to follow Christ faithfully in their different geographic and cultural contexts. This course surveys the myriad ways in which Christians across the globe have found themselves redeemed and enlivened by the Spirit of God, and celebrates the diverse expressions of our shared Christian faith.

Students will engage art, music, film, stories, and various texts in order to explore both the diversity and commonalities of the ways people seek to live as faithful Christians, and will reflect on the ways in which their cultural and historic situatedness influences their own expressions of faithfulness.

PSF 695NE

## Independent Study in Personal Spiritual Formation

Credits: 0.5—3

Through guided studies and spiritual readings, the student is given the opportunity to investigate additional or assigned areas of personal spiritual formation—current and historical. [Prerequisite: advisor and instructor approval required and a GPA of 3.0]

## PSF 699NE

### M.A. Thesis in Personal and Spiritual Formation

Credits: 3

This course is a research option for M.A. students in the field of personal and spiritual formation. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (Students who have not completed the thesis project by the end of the semester will automatically be registered for RES 799NE-Continuation of Registration for Master's Thesis, and charged a \$250 fee every subsequent semester until the completion of the master's thesis.)

## PSF 731NE

### Personal Spiritual Direction I

Credits: .5

This course is an experiential introduction to the classic Christian practice of personal spiritual direction. Students engage in one-on-one spiritual direction with an approved spiritual director throughout the semester. In addition, activities of preparation for and reflection on the sessions are required. Note: extra expense required (approx. \$400).

## PSF 732NE

### Personal Spiritual Direction II

Credits: .5

Building upon the work of PSF 731, this course expands the student's experiential engagement with the classic Christian discipline of one-on-one spiritual direction. Students engage in spiritual direction with an approved spiritual director throughout the semester. In addition, activities of preparation for an reflection on the sessions are required. Note: extra expense required (approx. \$400). [Prerequisite: PSF 731NE]

## PSF 733NE

## Supervised Spiritual Direction I

Credits: 1

This course provides guidance and supervision in the practice of the ministry of spiritual direction. Students serve as a spiritual director for at least three different people over a four-month period (a minimum of 48 hours of providing one-on-one direction). Students engage in a monthly supervision group and training videos throughout the semester. Note: extra expense required (approx. \$300). [Prerequisite: PSF 732NE and PSF 621NE]

## PSF 734NE

## Supervised Spiritual Direction II

Credits: 1

A continuation of PSF 733, this course provides continued guidance, experience, and supervision in the practice of one-on-one spiritual direction. Students serve as a spiritual director for at least three different people over a four-month period (a minimum of 48 hours of providing one-on-one direction). Students engage in a monthly supervision group and training videos throughout the semester. Note: extra expense required (approx. \$300). [Prerequisite: PSF 733NE]

## Research Methodology (RES)

RES 690NE

Theological Research

Credits: 2

This course introduces the theory and practice of research in theological disciplines. Students will consider the role of research as a Christian ministry practice and the various forms research takes. The course includes practical skill development in theological bibliography, research, and writing. This course is required for the M.A. Theological Studies program and may be taken as an elective in other programs by petition.

RES 799NE

Continuation of Registration for Master's Thesis

Credits: 0

Fee: \$250

Students who have registered for M.A. or M.Div. Thesis (BIB/HST/MIN/PSF/SOC/THE 699NE) in a previous semester but who have not completed the thesis project will automatically be registered for this continuation course every subsequent semester until the completion of the master's thesis. The \$250 fee will automatically be applied to the student's account each semester. The fee keeps a student's ID and IT services active during the thesis research and writing process. Students who do not wish to complete the thesis project should file a withdrawal form with the coordinator of academic planning to avoid this charge.

## Social Ethics (SOC)

SOC 621NE

Old Testament Prophets' Cry for Justice

Credits: 3

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

SOC 623NE

Social Policy, Leadership and Community Development

Credits: 3

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

SOC 624NE

Social Justice and Spirituality

Credits: 3

This course is a study of the intersection of faith and social justice and relationship of the first two great commandments. Students will study relevant spiritual writings that include application to social justice and peacemaking. Included are readings by Henri Nouwen, Dorothy Day, Gustavo Gutierrez, Teresa of Avila, and others. The disciplines including prayer, simplicity, confession, and worship will be studied in relation to the Christian call to mission and creating social justice. Students will explore practical ways to live out the call of Jesus to worship God and love their neighbor. This course is cross-listed as PSF 624NE.

SOC 625NE

Foundations in Social and Theological Ethics

Credits: 3

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

SOC 642NE

Jesus and the Poor: Biblical Perspectives on Economic Justice

Credits: 3

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

SOC 649NE

Contemporary Ethical Issues

Credits: 3

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

SOC 650NE

Bioethics and Ministry in the 21st Century

Credits: 3

Human cloning is very near. Healthcare rationing is an increasing reality. Comfort care for the dying increasingly hastens death. This course is designed to help those currently in, or entering, ministry to understand better their own ethical perspective (their own general approach to ethical decision-making) and how this perspective applies to bioethical tensions such as those mentioned

above. Students will have the opportunity to prepare and present a detailed analysis of an ethical issue they perceive to be of particular social significance. This course is especially recommended for hospital chaplains. This course is cross-listed as MIN 650NE.

## SOC 651NE

### Women in Leadership: Historical and Biblical Perspectives

Credits: 3

This course explores the lives and roles of women throughout church history. It examines the historical and social contexts of various women leaders 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 leadership development, and their contributions to the overall Christian church. The course provides an analysis of the strategies and resources women in various times and cultures have used to have their voices "heard." Students will be able to identify the diverse global views of church leaders toward women's roles as this course examines the support, obstacles, and beliefs of the historical church. The final course section focuses on the current status of women in the church and reflection on global challenges for women in the 21st century. This course is cross-listed as HST 651NE.

## SOC 655NE

### Gender Violence and Reconciliation

Credits: 3

This course addresses gender violence from a global, structural, and Christian theological perspective. Gender violence is defined in legal, psychological 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, practices, and leadership strategies. Topics include gender violence as an international human rights issue, the responsibility of the church in its prophetic role to provide a response, and exploring the possibilities of creative responses with the goal of gender reconciliation. The objective is to develop leaders who help create a cultural and theological shift that recognizes the dignity and equality of both women and men.

## SOC 660NE

### The Ethics of War and Peace

Credits: 3

This course surveys the development of Christian theological and ethical perspectives on just war theory and pacifism from the biblical period to the present day. Attention will be given to the crusades, the two world wars, and the unconventional warfare in Vietnam, Iraq, and Afghanistan. Students will examine the perspectives of their own denomination or faith group and apply their findings to one of the above wars. Finally, students will examine the meaning of conscientious

objection and grounds for its approval in the military. Consideration will be given throughout the course to the formation of personal conscience in light of Christian traditions and in the context of responsible citizenship. [Offered on demand]

### SOC 695NE

#### Independent Study in Social Ethics

Credits: 1—3

Under the guidance of a professor, the student pursues independent research in a specific social ethics topic. [Prerequisite: advisor and instructor approval required and a GPA of 3.0]

### SOC 699NE

#### M.A. Thesis in Social Ethics

Credits: 3

This course is a research option for M.A. students in the field of social ethics. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (Students who have not completed the thesis project by the end of the semester will automatically be registered for RES 799NE-Continuation of Registration for Master's Thesis, and charged a \$250 fee every subsequent semester until the completion of the master's thesis.)

### SOC 723NE

#### Theology and Political Action: Reading Luther, Bonhoeffer, and Martin Luther King, Jr.

Credits: 3

Theological questions concerning the role of church and state, Christian ethics and public policy, and the intersection of Christian spirituality and civic values are perennial questions that every generation within their own social, cultural, and political context need to address. This course examines Martin Luther's theology of the cross as a framework for addressing his two kingdoms paradigm, and subsequent understanding of the boundaries of temporal authority and church. Luther's construct is instrumental in the development of Bonhoeffer's Christology, his insistence on solidarity with the oppressed, and resistance to social and political evil. Martin Luther King, Jr. is deeply influenced by both Luther and Bonhoeffer, and further develops concepts that include strategies of active nonviolent resistance, the beloved community, and Christian reconciliation. These themes related to the role of church and state will be explored with an emphasis on application for the 21st century church. This course is cross-listed as THE 723NE.

### SOC 735NE

## Social Policy Conference

Credits: 3

This course provides students with an opportunity to put into practice their knowledge, and skills as a social change practitioner. Students will identify one topic that has spiritual, social and communal relevance for those who have been socially, economically, and/or politically marginalized. Subjects for study may include any contemporary social concern. Students will become a task force that studies the identified subject, plans a strategy to create social change and then works together to implement this change. They will work to create change in social policy on both a local and State level. Their expertise and practice strategies will be presented at the BT Roberts Symposium that takes place biennially in the spring semester.

## Theological Studies (THE)

THE 633NE

World Religions and Human Spirituality

Credits: 3

This course explores the global character of the church and the practice of ministry in the multifaith and multicultural context of contemporary society. Attention is given to the wide diversity of religious traditions present in the potential ministry settings and considers how the church can serve with faithfulness and respect in a religiously pluralistic culture. Students will have the opportunity to develop their theological convictions in dialog with other religious traditions and gain skills in interfaith engagement as an expression of their Christian discipleship. This course is cross-listed as MIN 633NE and PSF 633NE.

THE 644NE

Gospel of John

Credits: 3

Throughout the history of the Church, the unique character of St. John's Gospel has intrigued and inspired countless theologians, philosophers, historians, and believers. The poignant, specific, and three-dimensional character of the materials selected and the author's subtle and understated theological insights make for a rich meditative experience in Scripture study. This brief but substantive course will pay particular attention to two important aspects of the Gospel, while at the same time, demanding mastery of the basic content: (1) how the Gospel has been read and interpreted over the centuries by the Church; and (2) the sacramental orientation of the Gospel, which pervades its meaning. Reading the English text, lecture, and class discussion will be part of the weekly rhythm. This course is cross-listed as THE 644NE.

THE 695NE

Independent Study in Theological Studies

Credits: 1—3

Under the guidance of a faculty member, a student will investigate a specific area or topics in theological or religious studies. [Prerequisite: advisor and instructor approval required and a GPA of 3.0]

THE 699NE

M.A. Thesis in Theological Studies

Credits: 3

This course is a research option for M.A. students in the field of theological studies. Students wishing to pursue thesis work must file a written petition with academic services formally requesting this degree completion method prior to registering for the course. (Students who have not completed the thesis project by the end of the semester will automatically be registered for RES 799NE-Continuation of Registration for Master's Thesis, and charged a \$250 fee every subsequent semester until the completion of the master's thesis.)

## THE 703NE

The Christian Doctrine of Human Nature and Sin

Credits: 3

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

## THE 715NE

The Openness of God Debate

Credits: 3

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

## THE 723NE

Theology and Political Action: Reading Luther, Bonhoeffer, and Martin Luther King, Jr.

Credits: 3

Theological questions concerning the role of church and state, Christian ethics and public policy, and the intersection of Christian spirituality and civic values are perennial questions that every generation within their own social, cultural, and political context need to address. This course examines Martin Luther's theology of the cross as a framework for addressing his two kingdoms

paradigm, and subsequent understanding of the boundaries of temporal authority and church. Luther's construct is instrumental in the development of Bonhoeffer's Christology, his insistence on solidarity with the oppressed, and resistance to social and political evil. Martin Luther King, Jr. is deeply influenced by both Luther and Bonhoeffer, and further develops concepts that include strategies of active nonviolent resistance, the beloved community, and Christian reconciliation. These themes related to the role of church and state will be explored with an emphasis on application for the 21st century church. This course is cross-listed as SOC 723NE.

## 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. This course fulfills the United Methodist Doctrine requirement for students preparing for United Methodist ordination.

## THE 727NE

Calvinism and Arminianism

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. This course is cross-listed as HST 727NE. [Offered on demand]

## 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. [Offered on demand]

## THE 731NE

Suffering, Pain, and Evil: A Theological Response

Credits: 3

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

## THE 733NE

Sacramental and Liturgical Theology

Credits: 3

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

## THE 735NE

Reformed Theology

Credits: 3

This course explores foundational perspectives and contemporary trajectories of the Reformed theological tradition. Students are exposed to key themes in the theology of John Calvin, the confessional literature of the Reformed churches, *The Book of Confessions*, and selected contemporary thinkers within the Reformed tradition. Through the examination of the ecclesiastical, political, social, economic, and ethical dimensions of Reformed thought, this course seeks to prepare students to articulate the contemporary relevance of the Reformed tradition, to show how Reformed doctrine illuminates Christian faith and life, and to apply Reformed theology to the practice of ministry. This course is open to all students, but required for those preparing for ministry in the Presbyterian Church.

## 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. [Offered on demand]

## Academic Policies & Procedures

The following policies and procedures have been established to ensure the smooth operation of the Seminary and to assist students in their educational journey. Careful reading of this catalog section upon admission to the Seminary will allow students to proceed to graduation in an informed and efficient manner.

## 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 Northeastern Seminary faculty has adopted the Chicago style as described in *A Manual for Writers of Term Papers, Theses, and Dissertations* (Eighth Edition), by Kate L. Turabian. A writing guide prepared by the faculty is provided in the online orientation guide and on the Seminary's internal website [theCommons](#).
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 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 (GPA) of 2.7 in order to graduate; students failing to maintain this GPA will automatically be placed on academic probation. Students who do not bring up their GPA each subsequent semester and reach 2.7 within the next 18 credits, will be dismissed from the program and their registration for the next semester will automatically be terminated. Students with a GPA lower than 2.0 at the end of the summer semester will be dismissed from the program and their registration for the fall semester will automatically be terminated. Re-admittance to the program is possible after one full year and upon the recommendation of the faculty advisor and the vote of the faculty.

Field education courses which receive less than a "P" will be referred to an academic progress committee for special action which may include termination from the program. At least one semester (excluding summer) must transpire before reapplying. For additional information, please refer to the "Graduate Student Termination Policy" section in this catalog.

## Academic Progress Committee

Northeastern Seminary's vice president and dean will appoint an academic progress committee (APC) to review and act on a student's academic and/or professional progress as needed. The committee will be composed of the student's academic advisor, a representative from the Student Life Office or the Vice President and Dean's Office, and an additional Northeastern Seminary 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.

## Graduate Student Termination Policy

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

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

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

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

## Failure to Meet Academic Requirements

Students failing to maintain a cumulative grade point average (GPA) of 2.7 will automatically be placed on academic probation. Students who do not bring up their GPA each subsequent semester and reach 2.7 within the next 18 credits will be dismissed from the program and their registration for the next semester will be automatically terminated. Students with a GPA lower than 2.0 at the end of the summer semester will be dismissed from the program and their registration for the fall semester will be automatically terminated. Re-admittance to the program is possible after one full year and upon the recommendation of the faculty advisor and the vote of the faculty.

Academic progress committee (APC) actions for other academic issues (poor writing skills, plagiarism, excessive incomplete grade requests, etc.) may include but are not limited to the following:

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

## Failure to Meet Non-Academic Requirements

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

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

## Failure to Meet Academic/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 vice president and dean of the Seminary. Procedures for filing a formal grievance are identified in the "Graduate Student Grievance Policy."

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

## Access to 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, request to review academic record, is available at the Registration 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. For more information go to: <https://www.roberts.edu/registration/ferpa.aspx>.

An informal record review and resolution of inquiry is urged. If this process does not prove satisfactory, the student may petition for a formal hearing through the Office of the Vice President and Dean. If a formal hearing is requested the vice president and dean shall appoint an ad hoc committee (see "Graduate Student Grievance Policy" section 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.

## Advisement

Advisement begins with the admissions process as prospective students are given materials and counseled on the degree options, contents, and requirements. During the student's first semester a faculty advisor is assigned to each student. Additionally, the coordinator of academic planning is available to meet with students as needed to assist them in creating semester-by-semester completion plans. Registration information is communicated to all enrolled students well in advance of each new semester via the student's campus email account.

Faculty advisors assist students in clarifying vocational goals and developing a program of study. The program of study includes electives and focused elective competencies. It is the responsibility of graduate students to contact their faculty advisors to arrange meetings concerning program planning.

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

It is important to note that advising appointments may be conducted in a variety of formats such as tele-conferencing, Skype, or Zoom for online students.

## Attendance Policy

Class attendance is expected for all students at Northeastern Seminary. This includes timely attendance at all class sessions, field education hours, retreats and other required activities. In online courses, this means participation in discussion forums, Zoom meetings, or other learning activities. Students who log into the course page but do not contribute are not counted as participating students. Emergency situations are the only exception, in which case students are responsible to notify their instructors or supervisors in advance when possible. Excessive class absences, whether excused for emergency reasons or unexcused, may negatively affect evaluation and continuance in a given course. Students are certified as participants in a course when the instructor submits a signed class roster during the first week of class.

### All-Seminary Retreat Attendance Policy

All-Seminary Retreat is held each fall and spring semester. These are important events in the life of the Seminary since they are times when all Northeastern Seminary students, staff, faculty, and administrators have the opportunity to be in one place, and intentionally to set aside a day to step out of their normal routines to enjoy the presence of God and one another together. Alumni are also invited to attend All-Seminary Retreat.

All Northeastern Seminary students are expected to participate in various retreats during their seminary tenures (including All-Seminary Retreat). Onsite students should plan to attend All-Seminary Retreat as part of the seminary experience. Online students have retreat requirements as well; while their distance may preclude attending All-Seminary Retreat, they are warmly welcomed to join the onsite community if they are able to do so.

## Catalog Year/Program Changes Policy

Students will complete the degree requirements in place at the time (catalog year) of initial enrollment unless New York State alters those requirements. If the Seminary makes changes to an academic program, the practice is to allow students who have been continuously enrolled (summer excluded) to continue following the requirements current at the time of initial enrollment. Any change demanded by institution curricular policy should not add to the total number of courses nor delay the date of graduation.

Students may opt to advance to a more recent catalog year if it is advantageous to their academic goals; however the entire set of graduation requirements listed in any one catalog must be used. Any change of catalog year must be noted and must be approved by both the students' advisor and the registrar.

Students who interrupt the program for two or more semesters (summer excluded) must meet the requirements of the catalog current at the time of return.

## Changing Degrees

As students move through the seminary experience they may decide to change degree programs. To change degrees, students should consult their faculty advisor or the coordinator of academic planning, complete the change of degree application found on Northeastern Seminary's internal website -- theCommons.

# Computer Integrity

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

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

## Unacceptable Computer User Policy

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

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

## Directed and Independent Studies

A directed study is defined as one-on-one instruction of a course currently offered or listed in the Northeastern Seminary catalog. An independent study is defined as a unique, individualized study on a topic of particular interest to the student. All such studies require the same level of engagement with the material as a traditional course. Registration for a directed or independent study may not be made through traditional means; students must seek approval for a directed/independent study via the application for credit for a non-classroom course thereby securing a faculty member to supervise the study. A directed study may not be taken to replace a D or an F in a classroom course. To register for an independent study, a grade-point average (GPA) of 3.0 is required; there are no GPA requirements for directed studies. No more than 10% of a degree program may be completed via directed/independent study, though for special circumstances, a student may petition to extend the limit to 15%.

# Dropping Classes

## Class Withdrawal Policy

| DESIRED OUTCOME   | ACTION DEADLINE  |
|---|--|
| To not have the course even appear on the transcript  | File change of registration form before the end of the second week of a 15-week (fall/spring) class or before the end of the first week of an 8-week (summer) class.   |
| To receive a “W” on the transcript and therefore not have the grade calculated into the GPA   | File change of registration form before week thirteen for a 15-week (fall/spring) course, or before week seven for an 8-week (summer) course.  |
| Failure to file a change of registration form altogether or filing after the above deadlines will result in the course and the earned grade—including an F if applicable—remaining on the transcript and being calculated into the GPA. | <b>IMPORTANT:</b> The date the form is received by the coordinator of academic planning is the official date of change. The date the form is filed not only affects the transcript grade, but also determines the amount of tuition refund (if any), and the financial aid adjustment (see the Tuition and NES Aid Reversal Schedule section of this catalog). |

For further clarification, see the Academic Calendar in this catalog or on the Seminary's website.

## Duration of Programs

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 four years to complete their academic work. Students who withdraw from Northeastern Seminary and wish to return at a later date to complete a degree should keep in mind that only academic credits earned within 10 years of Northeastern Seminary degree conferral—including Northeastern credits—can count toward a degree.

## Grading System

The following descriptions guide the faculty in evaluating student work and assigning grades at Northeastern Seminary:

|    |   |         |   |
|----|---|---------|---|
| 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 Northeastern Seminary catalog  |

|      |   |  |  |
|------|---|--|--|
| N    | = |  | Indicates no credit and no quality points. It is assigned to allow extension of time for Independent Study and Directed Study courses or for research projects extending beyond one semester |
| W    | = |  | Indicates a student has withdrawn from the course. This grade has no effect on the grade point average.  |
| (AU) | = |  | Audit  |
| [ ]  |   |  | Grades in brackets indicate course that was repeated.  |

## Grade Changes

A student must file an appeal for a grade change within two months from the date of the end of the semester in which the disputed grade was given. To appeal a grade, a student must follow the graduate student grievance policy outlined in this catalog.

## Criteria for Grading Individual Papers

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

## Incomplete Grades

Students who are unable to complete their work for any Seminary course must submit a request for an incomplete grade form to the professor no later than the second to last class session. Incompletes are only granted when work is delayed by serious illness or other sufficient reason, and it is the prerogative of the professor whether or not to grant an incomplete. When an incomplete is granted, the student must submit all incomplete work within 14 days of the last class session. If incomplete work is not submitted within 14 days, the incomplete grade will be converted to an earned grade, including a possible "F" grade if that is what was earned, in which case the student will need to repeat the course. (For additional information, see "Repeating Courses" section of this catalog.)

## Grade Point Average (GPA)

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. 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. Grades of F calculate into the GPA; grades of P do not calculate into the GPA. 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. Except for courses taken at Roberts Wesleyan College, transfer credit is not used in computing a student's grade point average. Courses taken through cross-registration are used in computing the grade point average.

In order to graduate from Northeastern Seminary, a student must achieve a cumulative grade point average of 2.7, calculated by the system currently in place at Roberts Wesleyan College. Students failing to maintain a cumulative grade point average of 2.7 will automatically be placed on academic probation. Students who do not bring up their GPA each subsequent semester and reach 2.7 within the next 18 credits will be dismissed from the program and their registration for the next semester will automatically be terminated. Students with a GPA lower than 2.0 at the end of the summer semester will be dismissed from the program and their registration for the fall semester will be automatically terminated.

# Grievances

## 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, she or he 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 Office of the Vice President and Dean.

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

Northeastern Seminary 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.

# Graduation Requirements

## Academic Requirements

To qualify for a master's degree conferred by Northeastern Seminary, the candidate must present the following:

- 1.The minimum credit hours required for the program
- 2.A minimum cumulative grade point average of 2.7
- 3.Submission of the completed application for degree to academic services no later than October 1 prior to the May Commencement

## Commencement Participation

The Seminary holds one commencement ceremony per year, in May. To participate in the May Commencement ceremony, a student must have achieved the required 2.7 grade point average by the end of the fall semester preceding the spring Commencement. Students must be within six semester hours of full degree completion at the end of the spring semester, and there must be a reasonable plan for completing those hours by the end of the summer semester. Students completing degree requirements in a fall semester will participate in the following May's commencement ceremony. Degrees are not conferred until all requirements have been completed. The Seminary confers degrees three times per year: on the last Saturday in May, the last Saturday in August, and the last Saturday in December. A student's degree will be posted on the first conferral date occurring after the completion of all degree requirements.

Students have only one opportunity to participate in Commencement ceremonies. If a student is eligible to participate in a given Commencement, they must participate in that Commencement.

Diplomas are not issued until all academic requirements and financial obligations have been fulfilled. Once a degree has been conferred, the academic transcript and GPA are frozen. Subsequent coursework and grades will be applied to a new transcript. Any requests for updates or changes to the first transcript (such as grade changes) will be denied.

## Residence Requirements

At least one-third of the credits for a degree must be taken at Northeastern Seminary (i.e., 26 credits for the M.Div., 15 for the M.A.). The last nine credits toward the degree must be taken through Northeastern Seminary coursework. Credits may be taken in Rochester, at an extension site, online, or through directed study.

# Library

## Library Services

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

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. Librarians are available to provide research assistance onsite or through the library webpage. The library brings together an array of resources in various formats (including electronic databases), competent professional and paraprofessional faculty and staff, and facilities for study and research. Designated study areas provide quiet study space for graduate students enrolled at RWC/NES who are actively pursuing academic research.

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 125,000 titles, including more than 25,000 titles in religion/philosophy, and contain over 30,000 periodical titles available in print and online. The Seminary also purchases from Atla, ProQuest Dissertations and Theses, Oxford, and several other theological e-book collections. The Library has budgeted \$40,000 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.

Northeastern Seminary faculty adopted a Resource Development Policy to ensure that the library's print and electronic collections support the Seminary's curriculum and educational mission. The principal subject areas being collected are biblical studies, church history, systematic theology, pastoral theology, contemporary missions, ethics/social issues, spirituality, and Wesleyan studies. Additionally, special attention is paid to ensure that the collection represents a broad spectrum of disciplinary perspectives, particularly those that emphasize the global nature of the Christian tradition, and resources related to underrepresented groups, feminist studies, and non-Christian religious traditions.

## Registration

For full-time status, master's students must be registered for nine credits per semester (not counting any repeated coursework); for part-time status a minimum of 4.5 credits are required.

Registration for the initial semester is completed through the Admissions Office. Registration for each subsequent semester is completed online through R-Serve, after reviewing course selections with the coordinator of academic planning or your faculty advisor. Exceptions to this are non-classroom courses such as independent or directed studies which can be registered for by completing the application for credit for a non-classroom course.

It is best for returning students to complete the registration process prior to the close of the previous semester. The last day to add a class and still be eligible for financial aid is Friday of the first week of the semester. See the "Dropping Classes" and "Tuition and Aid Reversal Schedule" sections in this catalog for courses dropped after registration.

The maximum load per semester (fall or spring) without petition is 15 credit hours. A student in good standing may petition the vice president and dean to take up to 18 credits in any one semester.

## Auditing Online Courses

Online courses at Northeastern Seminary require active engagement by students and faculty. Students wishing to audit online courses must be actively engaged in forum discussions in order to continue enrollment in the course. Auditing students who have not participated in the online discussions during the first two weeks of the course may be dropped from the course.

Auditing students cannot make up more than 40% of the enrollment in an online course. Audit registrations may be held and processed one week before the start of the course. Audit requests will be processed in the order in which they are submitted.

## Onsite Course via Video Conference

In order for students to make progress in completing their degrees, at the discretion of the coordinator of academic planning, students may be permitted to register for an onsite course and join via video conference. This option will be used only when the course is needed to complete the student's program or with faculty approval. Students completing denominational studies requirements may be permitted to audit courses via video. No other audits are permitted via video conferencing.

When a student registers for a course via video conferencing, a separate section of the course will be created in Power Campus as a distance education section. The course section will be closed to students who have not been given permission to join by the coordinator of academic planning.

## Repeating Courses

A student who fails a course may repeat it once, but to do so must follow the guidelines below:

- 1.The student must consult with the instructor who assigned the failing grade to determine the causes for failure and to identify actions needed to avoid a repeat failure
- 2.Based on the outcome of the instructor-student consultation, the academic planning coordinator will oversee the signing of a contract outlining steps for the student's successful second attempt of the course
- 3.All parties must sign off on the contract before a student may be registered for a repeat course

A student who wishes to repeat a course more than once must meet with the dean and submit a written petition to him including documentation relevant to steps one and two above. The dean, in consultation with the course instructor, will then determine whether taking the course a third time is an ethically responsible course of action.

When a course is repeated, the original grade will remain on the student's transcript, but only the most recent grade for the repeated course will count toward the cumulative grade point average (GPA) even if it is a lower grade.

## Textbooks

All students are responsible for purchasing their own textbooks. This allows students to secure their books through the most convenient and cost effective means. Books can be ordered through the Barnes and Noble campus bookstore or an alternate provider (e.g., Amazon, AbeBooks.com, etc.). Booklists are included in each syllabus (available on Northeastern Seminary's internal website--theCommons) and may also be accessed through the R-Serve registration link.

Students may use the website below to have the campus bookstore place textbook orders for them. Book costs can be paid for using financial aid, if available for the student, or they can be charged to a personal credit card when the books are shipped. Four to six weeks must be allowed for shipping. Orders can still be placed later, but without guarantee of receipt by the course start date. Students will have the option to pick up the books in the campus bookstore or have them shipped to an alternate address. If shipping to an alternate address, a shipping fee will be added to the total price.

To order via online shopping:

- 1.Click on this link: [Bookstore](#)
- 2.Click on the Textbook Wizard under "Find Your Textbooks"
- 3.Select the appropriate term
- 4.Select the department (BIB, MIN, PSF, etc.), course, and section, and hit submit
- 5.Each book will offer the option to add it to the shopping cart (new/used/rent/e-book)
- 6.Continue with each course
- 7.Check out

Questions may be directed to the bookstore manager at 585.594.6140.

## Theological Writing Requirements

Northeastern Seminary's degree programs require a graduate-level proficiency in writing. Prior to enrollment, all students must complete a segment on writing and citation instruction as part of online orientation. This is designed to help students develop their skills in theological research and writing and is critically important to a successful educational experience.

CMC 501NE Practicum in Theological Research and Writing is a one-credit course designed for those who would benefit from further assistance in the craft of writing. CMC 501NE is recommended for students with a GPA below 2.5, though it is open to any student seeking tutorial guidance with writing. Students are also encouraged to utilize the services of the Writing Center in the Learning Center suite of the B. Thomas Golisano Library.

## Transcripts

Current students may obtain an unofficial transcript through the online R-Serve portal. Requests for official transcripts may be submitted online at <https://www.roberts.edu/registration/transcript-request.aspx>. For further information or questions concerning transcripts, students should contact the Registration Office in the Rinker Community Service Center at 585.594.6220.

## Withdrawing from Seminary

Students will be expected to maintain continuous enrollment once admitted to Northeastern Seminary. If it becomes necessary to leave for a semester or withdraw from the Seminary, a withdrawal form must be completed by the student and submitted to the coordinator of academic planning. These changes are not official and do not engage the "Tuition Refund Schedule" (see section in this catalog) until the withdrawal form, authorized by the student, is processed by the appropriate Seminary officials and submitted to the Office of Registration and Student Financial Services. Students without an approved leave of absence, who do not maintain continuous registration status (excluding summer semesters) will be responsible for remaining tuition costs as outlined on the "Tuition and Aid Reversal Schedule" section in this catalog, and will be required to reapply for admission to the Seminary.

### Temporary Withdrawal and Dropping Out Policies

Students sometimes must interrupt their seminary programs because of issues beyond their control such as health problems, unexpected family responsibilities, or financial stress. A student facing such issues should consult with the coordinator of academic planning, prior to making a final decision. This will enable the Seminary to provide counsel and assistance for continuing enrollment or to help the student develop a plan to re-enter as soon as possible, should the interruption prove unavoidable.

#### Temporary Withdrawal

Students should always consult with the coordinator of academic planning prior to making any final decision regarding a break in their program. There are costs involved in timing and finances that need to be considered. Often assistance is available to help a student through a particularly difficult situation or circumstance to avoid withdrawal. There are times, however, when withdrawing 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 coordinator of academic planning of their plans for withdrawing from a Seminary program and to schedule a personal conversation. Prior to or during the conversation a withdrawal form must be completed and signed. This conversation may serve as the exit interview required before the withdrawal becomes official.
2. At the time of the withdrawal, the student will be responsible for all tuition and fees up to the day the official withdrawal form was completed and signed by both the student and the coordinator of academic planning, regardless of class non-attendance. See "Tuition and NES Aid Reversal Schedule" section in this catalog to determine amounts refunded/due). The refund or balance due will be recorded on the withdrawal form.
3. Refunds apply to the tuition charges only. Fees and deposits are not refunded.
4. Within the first 12 months after withdrawing, a student may re-enter the Seminary by completing the return to active status form. The student must, however, give the Seminary a 30-day notice to guarantee placement.
5. After 18 months, the student must complete a reapplication "short form" to be readmitted. The student may also be asked to complete an updated autobiographical statement and recommendation.

6. Readmission to the Seminary requires the student is in good standing with Student Financial Services.
7. Students returning to active status will re-enter under the then-current catalog and financial aid and scholarship structure.

### Dropping Out

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

1. Within the first 12 months after dropping out a student may re-enter the Seminary following a personal interview with the coordinator of academic planning. The student shall give the Seminary a 30-day notice to guarantee placement.
2. Must reapply, if more than 12 months have elapsed.

## Writing Assistance

### Writing Center

The Writing Center is located in the Learning Center suite of the B. Thomas Golisano Library. Faculty and qualified student tutors can help students in any stage of the writing process and assist them to become better writers by focusing on personal areas of weakness.

Virtual appointments are encouraged to mitigate the spread of Covid-19. To schedule an appointment, call the Learning Center at 585.594.6270 or schedule your appointment on-line at

<https://rwc.roberts.edu/learning-center/>

Please see "3 Ways Non-Trads can get Writing Help from the Learning Center at RWC" at

<https://rwc.roberts.edu/learning-center/writing-center.aspx>

## Student Life

Northeastern Seminary is committed to supporting a successful student experience. The Student Life section of the catalog describes additional important resources that students can access to support their academic success, personal growth, and understanding of Northeastern Seminary.

# Campus Safety

The Campus Safety staff is dedicated to providing a safe and secure environment for Roberts Wesleyan College, Northeastern Seminary, and campus visitors from the community. Campus security officers are on duty 24 hours a day, 7 days a week, and 365 days a year. All students should become familiar with the many safety service options available to them while on campus. Service options such as registering for parking permits online; obtaining I.D. cards; and campus rules and safety regulations can be accessed at [www.roberts.edu/student-experience/campus-safety.aspx](http://www.roberts.edu/student-experience/campus-safety.aspx)

To report an incident or any emergency on campus, dial 7777 from a campus phone or utilize one of the 13 Blue Light Emergency phones conveniently placed throughout the campus. Just press the button and it will dial campus safety automatically. When the officer answers, please provide your name, Blue Light location, and state the emergency. It is also recommended that all faculty, staff, and students enter the campus safety phone number (585.594.7777) into their cell phone contact list. The Campus Safety Office is located on the second floor of the Voller Athletic Center, room 270.

## Parking Permits

Parking permits are required for all cars using the Rochester campus lots. Entering seminarians secure permits as part of their orientation process. Returning students renew parking permits annually online at [www.roberts.edu/student-experience/campus-safety.aspx](http://www.roberts.edu/student-experience/campus-safety.aspx). For more information or questions on your vehicle registration, please visit or contact the Campus Safety Office at 585.594.7777.

## 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 the Campus Safety Office (585.594.7777). Replacement card cost is \$5.00. You may obtain your student ID at the Campus Safety Office, room 270, Voller Athletic Center, Monday through Friday, between the hours of 9:00 a.m. and 4:00 p.m., or by special appointment (585.594.7777).

## Lost and Found

The Campus Safety Office 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.

## Clergy Report

The Roberts Wesleyan College annual security and fire safety report, also known as the Clergy Report, is available for review. This report is required by federal law and contains policy statements and crime statistics for the school. The policy statements address the school's

policies, procedures and programs concerning safety and security. This report is filed annually with the U.S. Department of Education, and contains three years' worth of statistics for certain types of crimes that were reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the school and on public property within or immediately adjacent to the campus.

The Campus Safety and Security Department will provide upon request, all campus crime statistics as reported to the United States Department of Education. Crime statistics may be obtained at the Campus Safety Office located at the Voller Athletic Center, Room 270; by sending a written request to Roberts Wesleyan College Campus Safety Department: 2301 Westside Drive, Rochester, NY 14624; or by calling the Campus Safety Office at 585-594-7777. Crime statistics are also located on the Roberts Campus Safety website [roberts.edu/student-experience/campus-safety](http://roberts.edu/student-experience/campus-safety) under Clery Report, and are available through the United States Department of Education (<http://ope.ed.gov/Security/>).

## Office of Career Development

Northeastern Seminary academic advisors, along with the Vice President and Dean's Office, provide guidance in areas of ministry and church opportunities.

Through the Seminary's contract agreement with Roberts Wesleyan College, seminarians have access to the resources of the college's Career Development Office, located in lower Rinker Center Suite 102, under the stairs. It offers resources to help students identify academic programs and formulate career plans. The Career Development Office is equipped to help students identify goals and obtain relevant employment by offering the following services:

### Career Planning Services

- Online Career Assessments: Students interested in doing career assessments can now access the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory online at the career services website: <http://www.roberts.myplan.com>. Students would then need to make an appointment with Career Development to review their results.
- Individual Career Advisement: Individual appointments may be made with the Career Development staff to discuss issues and concerns
- Résumé/Cover Letter Review: Individual appointments may be made with the director to review résumés and cover letters written in preparation for job hunting
- Workshops: Throughout the year, special training sessions are provided to help students write their résumés and cover letters, be effective in interviews, and prepare for career days
- Career Development Website: Students can access the Career Development website at [www.roberts.edu/careerdevelopment](http://www.roberts.edu/careerdevelopment) that includes resources for job searching and links to our job and internship listings. All postings are available on our Handshake platform <https://Roberts.joinhandshake.com> and students can sign on using their Roberts/Northeastern email and password.
- Career Shadowing: Arrangements may be made for students to shadow career professionals for a day
- Career Networking/Informational Interviewing: Students are encouraged to build their professional network. One way of doing that is by conducting informational interviews with alumni/professionals in their desired field. Career Development can provide assistance in connecting students to alumni as well as sample informational interview questions.

## Communal Spiritual Formation

Northeastern Seminary seeks not only to integrate personal and spiritual formation components throughout its classes, but is also committed to communal formation together beyond the classroom. A retreat is offered each fall and spring semester for all members of the Seminary community as well as others who would like to share a retreat experience with us. During the Advent and Lenten Seasons, the Seminary offers a series of online communal reflections for students, alumni, faculty, staff and administrators. Students who live close to campus may take part in Roberts Wesleyan College's day-time 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/student-experience/spiritual-life/chapel](http://www.roberts.edu/student-experience/spiritual-life/chapel). In all these ways (and more), we seek to encourage the ongoing availability of both personal and communal spiritual formation opportunities for all members of the Seminary community.

# Communications

To maintain effective communications with students in an online, non-residential, or commuting environment, Northeastern Seminary has established the following means of relaying special announcements, general information, and emergency notices.

## Campus Email Accounts

All Seminary students are assigned a campus Gmail account upon enrollment. This account may be accessed at mail.google.com or through the Virtual Campus/Moodle and theCommons. This is the official means of electronic communication within the Seminary/College community. Students are responsible for all information sent to them from faculty and administrative offices via their campus email account. Students should check their campus email accounts daily for important announcements and messages regarding posting of grades, registration dates, billing updates, scholarship opportunities, special events, school closing, etc.

## Virtual Campus/theCommons

All current students have access to the Virtual Campus/Moodle and theCommons through the Seminary website ([www.nes.edu](http://www.nes.edu)). Students must use their Seminary login and password. The Virtual Campus/theCommons provides students access to multiple resources including: course sites, course planning resources, calendars, schedules, syllabi, and forms. They provide access to online registration and grade reports via the R-Serve link, financial aid, news, tutorials and many more resources. Students are encouraged to familiarize themselves with these sites early on as they will be expected to utilize these resources throughout their years at the Seminary.

## Northeastern Seminary Website

The Seminary website, [www.nes.edu](http://www.nes.edu), offers students access to a broad array of services and information. Students should periodically browse the home page as it provides easy access to theCommons, announcements, events, faculty and staff directory, and links to numerous resources. It is also a great place to refer a friend or colleague who wants to know more about Northeastern Seminary.

## Social Media

Engage with the Seminary community through your favorite social networks. Like and follow these pages to stay connected with fellow students and alumni, hear from thought leaders, and get quick access to new ministry resources. Submit student news by emailing [seminary@nes.edu](mailto:seminary@nes.edu).

- Facebook <https://www.facebook.com/NESeminary/>
- Twitter <https://twitter.com/NESeminary>
- Instagram <https://www.instagram.com/neseminster/>
- YouTube <https://www.youtube.com/channel/UCUXPV-hwlAnOzQCOVS7RVqQ>
- LinkedIn <https://www.linkedin.com/school/247950/>

## Computer Services

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

Wireless Internet connection is available in all academic buildings. A public access computer lab is located in the Golisano Library for student use. The lab is loaded with Microsoft Office, Internet, and other academic software and contains 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

Northeastern Seminary provides limited counseling services to its students on a private contract basis with local counseling agencies. The Seminary will fund up to four sessions per year, with the student being responsible for a small co-pay each session. To make a confidential inquiry about this service, please contact Maria Gilluly, executive assistant to the vice president and dean, at 585.594.6807 or [gilluly\\_maria@roberts.edu](mailto:gilluly_maria@roberts.edu).

# Diversity Statement

## VISION STATEMENT FOR HUMAN DIVERSITY

Northeastern Seminary believes that all people 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 under-represented populations, women, and the economically depressed.

## 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

## Emergency Notification

For students taking onsite classes during the winter months, weather conditions in upstate NY can make traveling hazardous and therefore ill-advised. Northeastern Seminary has established the following procedures to notify students if the campus will be closing or classes will be cancelled due to inclement weather or any other emergency (e.g., loss of power). Students should check for email alerts on their campus accounts. If students think the campus may be closing or classes may be cancelled, they should contact the institutional hotline at 585.594.6999 (press 4 when prompted for a voice recording). A decision will be made and posted by 2 p.m. of class day regarding cancellations. As conditions can and will vary greatly, students should always consult local weather authorities along with state travel advisories and then use their best judgment to determine if travel is safe. Students are responsible to contact their instructor directly, prior to class, if the student chooses not to attend in-session classes due to travel concerns.

## FERPA

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

- Inspection and review
- Explanation or interpretation
- Formal hearing and challenge of contents
- File complaint

Northeastern Seminary reserves the right to refuse to permit students from viewing the following records:

- Confidential letters or statements of recommendation placed in the student's file prior to January 1, 1975
- Letters that the student has waived the right to view
- Educational records containing information on more than one student
- Sole Possession Records of staff and faculty maintaining personal notes in student's folders. However, any material in the folder when it is transferred to another record keeper (e.g. advisor, finance officer, student development, or professor) is no longer personal, and is, therefore, subject to the policies governing access
- Financial information submitted by 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:

- Student's name
- Email
- Address
- Pictures
- Telephone listing
- Date and place of birth
- Major field of study
- Dates of attendance
- Awards, degrees, and honors received
- Participation in officially recognized activities
- Class Level
- Enrollment status (full-time, part-time, etc.)
- Most recent previous educational agency or institution attended

Students have the right to refuse the release of directory information, but please note that refusal of release applies to all categories (e.g., full name printed in commencement program). See complete policy at <https://www.roberts.edu/registration/ferpa.aspx>. Requests for non-disclosure must be made in writing. Forms are available in the Northeastern Seminary Office of the Vice President and Dean.

Under the Anti-Terrorism Act of 2001 certain U.S. governmental agencies have a right to access educational records and personally identifiable information contained in records without prior student consent. Also, as of January 2012, certain third party agencies deemed by the U.S. governmental agencies may have access to educational records and personally identifiable information without student consent.

## 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, spirituality, 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 members of the Seminary community to support and minister to one another in positive and practical ways.

# Non-Discrimination and Non-Harassment Policy

## Non-Discrimination Policy

(Applies to Faculty, Staff, and Students)

Northeastern Seminary complies with all applicable employment laws. There shall be no discrimination against any employee, applicant for employment, or any student, including prospective student, on any basis prohibited by law. This non-discrimination policy applies to educational policies and programs and to terms and conditions of employment, which include (but are not limited to): recruitment, hiring, training, compensation, benefits, promotions, disciplinary actions, and termination.

It is the Seminary's policy that all employees and students should be able to learn and work in an educational environment free from harassment of any nature.

NOTE: The scope of this policy does NOT include sexual or gender related harassment or discrimination. Northeastern Seminary is an embedded institution within Roberts Wesleyan College and adheres to the College's policy 120 Title IX Sex Discrimination and 108 Sexual Misconduct policy. The full policy including information on sexual harassment or misconduct can be found at these links: policy 120; policy 108.

## Definitions and Examples of Harassment

Harassment: Written, verbal and/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. 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 employee's opinion, impairs his/her ability to perform his/her job. Also, it is envisioned that students will be able to enjoy and work in an educational environment that does not impair their academic performance.

Hazing of any kind by students and employees of Northeastern Seminary is prohibited. Hazing includes participating in initiation tactics which involve any activity expected of someone joining a group that humiliates, degrades, abuses or endangers mental or physical health or involves the consumption of liquor or drugs for the purpose of initiation into or affiliation with any organization, regardless of the person's willingness to participate.

## Appointment of Racial Harassment/Discrimination Officer

The Seminary appoints a racial harassment officer who will be directly accessible to members of the faculty, staff, and student body.

This person's name is available by calling the Office of Human Resources at 585.594.6260. The racial harassment officer will work closely with the director of human resources on all harassment

inquiries and investigations. He/she will investigate allegations of harassment and together with the director of human resources determine if harassment occurred or if the accusation was made in bad faith. The racial 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 Discrimination

1. Students who believe they have been subjected to racial or another type of discrimination (not including sexual misconduct) should report the matter confidentially to the Seminary's racial harassment officer, vice president and dean, 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 discrimination complaint to the racial harassment officer or the vice president and dean. If the racial harassment officer believes further action is required, that person will include the vice president and dean in discussions to determine what action is required and how best to proceed. At this point, it is expected that the student making the report is willing to have his or her name accompany the report and is willing to cooperate with any investigation. Whether further action is deemed necessary or not, all complaints should be reported to the officers of record (the director of human resources for employee-related incidents or the dean of students for student-related incidents) so that repeat incidents can be tracked and accurate data kept.
1. Members of the faculty or staff who believe they have been subjected to racial or another type of discrimination (not including sexual misconduct) should report the matter to the racial harassment officer or director of human resources or any appropriate supervisory person with whom they feel comfortable discussing the matter. If reported to a supervisory person, that person must report the complaint to the appropriate harassment officer or the director of human resources. If the harassment officer believes further action is required, that person will include the director of human resources in discussions to determine what action is required and how best to proceed. At this point, it is expected that the person making the report is willing to have his or her name accompany the report and is willing to cooperate with any investigation. Supervisors and managers have an obligation to report suspicious or concerning activities that may appear to be harassment in any form (written, verbal, and/or physical) to the racial harassment officer and/or the vice president for student and organizational development. Whether further action is deemed necessary or not, all complaints should be reported to the officers of record (the executive director of HR for employee-related incidents or the dean of students for student-related incidents) so that repeat incidents can be tracked and accurate data kept.
1. Members of the faculty or staff (including part-time, time-as-reported, and student employees) who are aware of an incident of harassment or discrimination affecting a member of the faculty, staff, or student body must report the matter confidentially to the racial harassment officer, vice president and dean, executive director of HR or a supervisory person with whom they feel comfortable discussing the matter. If reported to a supervisory person, that person must report the complaint to the appropriate racial harassment officer, vice president and dean, or executive director of HR. At this point, it is expected that the person making the report is willing to have his or her name accompany the report and is willing to cooperate with any investigation. Employees who interact with external vendors, contractors, visitors, etc. must assist in ensuring compliance with this policy. Whether further action is deemed necessary or not, all complaints should be reported to the officers of record (the executive director of HR for employee-related incidents or

the dean of students for student-related incidents) so that repeat incidents can be tracked and accurate data kept.

### Investigating Harassment/Discrimination Allegations

Every harassment complaint will be met with a fair, prompt and thorough investigation. The investigation process steps include the following (Allegations of sexual harassment may include additional steps and should be referred to policy 120 or policy 108.):

1. Incident is reported
2. An evaluation of interim measures and accommodations is made
3. Determine whether or not this policy has been violated and therefore, whether or not an investigation should/must proceed
4. Assign investigators
5. Investigators conduct investigation
6. Investigators prepare summary investigation report
7. Investigation report reviewed by appropriate harassment officer, director of human resources, and other College officials as appropriate to make decisions on next steps
8. Harassment officer, director of human resources and other appropriate College officials make determinations on responsibility, remedies, disciplinary actions, etc.

Every effort will be made to begin investigations promptly and complete them in a timely manner while ensuring a thorough investigation. In addition, complaints will be kept as confidential as possible, however in order to conduct an investigation, some disclosure of information may be necessary. At the conclusion of the investigation, the complaining party, the respondent, and potentially those who participated in the investigation, if the complaint is unsubstantiated, will be notified of the results.

### Disciplinary Actions for Harassing or Discriminating Behavior

If the finding of the investigation is that the alleged harassment charges against the alleged perpetrator have been substantiated, the perpetrator shall meet with the appropriate administrative personnel to discuss the consequences of having perpetrated harassment. The investigatory report will be filed in the perpetrator's permanent student file, if the perpetrator is a student, or in the employee's personnel file, if the perpetrator is an employee of the Seminary.

If the finding of the investigation is that the alleged harassment charges against the alleged perpetrator have not been substantiated, said charges shall be dropped, without further consequence or report being filed in the alleged perpetrator's permanent student or employee file.

Education, including reinforcement of the provisions of this policy and the Seminary's professional expectations, may occur throughout the investigation.

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 complaint in good faith. Furthermore, members of the faculty, staff or student body should contact the racial harassment officer, vice president and dean, or director of human resources immediately if they believe there has been retaliation against any person who reported or investigated an allegation of harassment. Retaliatory action in sexual discrimination complaints should be shared with the Title IX coordinator. In addition, anyone who believes that a harassment complaint has not been resolved satisfactorily should contact the racial harassment officer, vice president and dean, or director of human resources.

The full non-discrimination and non-harassment policy can be reviewed on the College's human resources website and refer to policy 116. For more information regarding sexual discrimination, the College has two policies found on the College's website: policy 120 and policy 108.

# Sexual Assault and Title IX Compliance

## SEXUAL ASSAULT AND TITLE IX COMPLIANCE

Northeastern Seminary and Roberts Wesleyan College are committed to creating and maintaining an academic and work environment that respects each person and nurtures the trust of its mission. The Seminary / College has general expectations of students and employees and expects all to behave in a manner that supports the Seminary's / College's Mission and Ethos, including respecting and protecting the personal rights of others.

The Seminary / College seeks to create and maintain an environment free from intimidation or injury generated by sexual harassment, including domestic violence, dating violence, stalking and sexual assault. The Seminary / College will act to eliminate such practices from our community and to remedy their effects. All members of the Seminary / College community are entitled to a professional working and learning environment and are accountable and responsible for maintaining a respectful and trusting environment.

Any complaints involving sexual harassment, domestic violence, dating violence, sexual assault and stalking will be handled under the Seminary's / College's Title IX Policy # 120.

The complete policy may be accessed via this link: Sexual Misconduct Title IX Policy.docx.

The Clery Report may be accessed via the Campus Safety Resources webpage.

### Definitions:

Domestic Violence - a felony or misdemeanor crime of violence committed

- By a current or former spouse or intimate partner of the victim;
- By a person with whom the victim shares a child in common;
- By a person who is cohabiting with, or has cohabited with, the victim as a spouse or intimate partner;
- By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
- By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Dating Violence- violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

For the purposes of this definition

- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.

Stalking – engaging in a course of conduct directed at a specific person that would cause a reasonable person to

- Fear for the person's safety or the safety of others;
- Suffer substantial emotional distress.

Sexual Assault- is defined as an offense that meets the definition of Rape, Fondling, Incest or Statutory Rape.

The Seminary / College is in compliance with Title IX of the Education Amendments of 1972, the Violence Against Women Reauthorization of 2013, the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act also known as the Clery Act and Article 129-A and Article 129-B of the New York State Education Law.

Article 129-B of the New York State Education Law requires that the Student Handbook include the following definition of Affirmative Consent: Affirmative Consent is a knowing, voluntary, and mutual decision among all participants to engage in sexual activity. Consent can be given by words or actions, as long as those words or actions create clear permission regarding willingness to engage in sexual activity. Silence or lack of resistance, in and of itself, does not demonstrate consent. The definition of consent does not vary based upon a participant's sex, sexual orientation, sexual identity or gender expression.

Consent to any sexual act or prior consensual activity between or with any party does not necessarily constitute consent to any other sexual act.

Consent is required regardless of whether the person initiating the act is under the influence of drugs and/or alcohol.

Consent may be initially given but withdrawn at any time.

Consent cannot be given when a person is incapacitated, which occurs when an individual lacks the ability to knowingly choose to participate in sexual activity. Incapacitation may be caused by the lack of consciousness or being asleep, being involuntarily restrained, or if an individual otherwise cannot consent. Depending on the degree of intoxication, someone who is under the influence of alcohol, drugs, or other intoxicants may be incapacitated and therefore unable to consent.

Consent cannot be given when it is the result of any coercion, intimidation, force, or threat of harm.

When consent is withdrawn or can no longer be given, sexual activity must stop.

## STUDENT'S BILL OF RIGHTS REGARDING DOMESTIC VIOLENCE, DATING VIOLENCE, SEXUAL ASSAULT AND STALKING

Regarding incidents of domestic violence, dating violence, sexual assault and stalking, all students have a right to:

- Make a report to local law enforcement and/or state police.
- Have disclosures of domestic violence, dating violence, stalking, and sexual assault treated seriously.
- Make a decision about whether or not to disclose a crime or violation and participate in the judicial conduct process and/or criminal justice process free from pressure by the Seminary / College.
- Participate in a process that is fair, impartial, and provides adequate notice and a meaningful opportunity to be heard.
- Be treated with dignity and to receive from the institution courteous, fair, and respectful health care and counseling services, where available.
- Be free from any suggestion that the reporting individual is at fault when these crimes and violations are committed, or should have acted in a different manner to avoid such crimes and violations.
- Describe the incident to as few Seminary / College representatives as practical and not be required to unnecessarily repeat a description of the incident.
- Be protected from retaliation by the Seminary / College, any student, the accused and/or the respondent, and/or their friends, family and acquaintances within the jurisdiction of the Seminary / College.
- Access to at least one level of appeal of a determination.
- Be accompanied by an advisor of choice who may assist and advise a reporting individual, accused, or respondent throughout the judicial or conduct process including all meetings and hearing related to such process.
- Exercise civil rights and practice of religion without interference by the investigative, criminal justice, or judicial process of the Seminary / College.

Contact Information:

Title IX Coordinator: 585-594-6222

Campus Safety: 585-594-7777

Local Law Enforcement: 911

State Police 24-hour hotline: 1-844-845-7269

Requesting Confidentiality — How the Seminary / College Will Weigh the Request and Respond

If the Title IX Coordinator receives a report of an act covered by this Policy, but the individual impacted requests confidentiality or otherwise asks that an investigation not be pursued, the Title IX Coordinator will make every effort to balance this request with the Seminary's / College's commitment and obligation to provide a safe and non-discriminatory environment for all members of the community. Honoring such a request may limit the Seminary's / College's ability to conduct a thorough investigation and take appropriate disciplinary action. Accordingly, the Title IX Coordinator will consider many factors when determining whether or not the Seminary / College can honor the request for confidentiality, including but not limited to whether:

- the alleged perpetrator has a history of violent behavior or is a repeat offender;
- the information provided suggests an increased risk that the alleged perpetrator will commit additional acts;
- the alleged perpetrator used a weapon or force;
- the sexual violence was committed by multiple perpetrators;
- the incident represents escalation, such as a situation that previously involved sustained stalking;
- the information provided suggests that the act is part of a larger pattern at a specific location or by a particular group;
- the individual impacted is a minor; and
- Information can be obtained by means other than from the impacted individual (e.g., by personnel or security cameras, witnesses, or through physical evidence).

## AMNESTY

The health and safety of every student at Northeastern Seminary / Roberts Wesleyan College is of utmost importance. Northeastern Seminary / Roberts Wesleyan College recognizes that students who have been drinking and/or using drugs (whether such use is voluntary or involuntary) at the time that violence, including but not limited to domestic violence, dating violence, stalking, or sexual assault occurs may be hesitant to report such incidents for fear of potential consequences for their own conduct. Northeastern Seminary / Roberts Wesleyan strongly encourages students to report domestic violence, dating violence, stalking, or sexual assault to school officials. A bystander acting in good faith or a reporting individual acting in good faith that discloses any incident of domestic violence, dating violence, stalking, or sexual assault to school officials or law enforcement will not be subject to the school's code of conduct action for violations of alcohol and/or drug use policies occurring at or near the time of the commission of the domestic violence, dating violence, stalking, or sexual assault.

## 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 ([lanni\\_rhonda@roberts.edu](mailto:lanni_rhonda@roberts.edu)) for review and approval prior to receiving services. Students in need of accommodations should advise the coordinator of disability services of the need for accommodations upon admission to the program. Late notification may delay the approval of accommodations. For further information, please contact the Learning Center in the Golisano Library (585.594.6270).

## Office of Student Life

Student services are generally provided through the Office of the Vice President and Dean at Northeastern Seminary. Contact this office (585.594.6807) for help or referrals in a variety of student service areas. In addition, the dean of students at Roberts Wesleyan College is available within the Office of Student Life and may be reached by phone at 585.594.6765 or in person in the Rinker Community Service Center.

# Doctor of Ministry Program

## Scripture, Spirituality, and Leadership

### PROGRAM OVERVIEW (Hegis Code 2301.00)

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

Graduates of the Northeastern Seminary 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 Doctor of Ministry degree is an advanced professional doctorate that builds upon a master's degree, a base of formal theological education, and significant ministry experience. Students with an accredited master's degree in another field may be asked to complete leveling work consisting of six master's-level seminary classes. As a part of the admissions process, students will be assessed on their ability to interpret Scripture thoughtfully and to understand the theological tradition of their ministry context. In addition, they will be evaluated on their ability both to understand and to adapt one's ministry to their cultural context. Lastly, each applicant will be assessed on their own self-understanding of their ministerial identity and vocational calling as well as their readiness to engage in ongoing personal and spiritual formation for one's ministry.

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 Northeastern Seminary 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 leadership. Grounded in Northeastern Seminary's commitment to the centrality and authority of Holy Scripture, doctoral students at Northeastern 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 Northeastern through coursework taken with a highly selective group of peers in ministry, and guided by Northeastern faculty and internationally known scholar/pastors.



## Calendar

Class residencies occur in two consecutive weeks each June and January. A student can take as many as four residency classes per year. Following this pattern, a student could complete the coursework in two 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 refer to the “Duration” section of this catalog.

Each class includes required pre-residency and post-residency coursework according to the schedule of the semester. Pre-residency 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.

### DMIN COURSE CALENDAR

|  |
|--|
| Fall 2021: October 4, 2021 - February 18, 2022   |
| January 2022 Residency:  |
|  |
|  |
| January 10-14  |
| Week 1:  |
| DMIN 865NE Advanced Biblical Exegesis for Preaching and Teaching (R. Middleton)                      |
| January 17-21  |
| Week 2:  |
| DMIN 886NE Special Topics in Leadership:<br>Leadership in the Time of Crisis (F. Johnson)            |
|  |
|  |
|  |
| Spring 2022: March 21 - July 29, 2022  |
| June 2022 Residency:   |
|  |
|  |
|  |
| June 13-17   |
| Week 1:  |
| DMIN 876NE Special Topics in Spirituality:<br>The Theology and Spirituality of Conversion (D. Zynda) |

|   |
|---|
| June 20-24  |
| Week 2:   |
| DMIN 890NE Conference on Ministry:<br>Christian Identity and the New Testament (C. Zoccali) |
|   |
|   |
|   |
|   |
| Fall 2022: October 3, 2022 - February 24, 2023  |
| January 2023 Residency:   |
|   |
|   |
|   |
| January 9-13  |
| Week 1:   |
| DMIN 875NE Spirituality for Ministry (TBD)  |
| January 16-20   |
| Week 2:   |
| DMIN xxxNE Special Topics Course (TBD)  |
|   |
|   |
|   |
|   |
| Spring 2023: March 20 - July 28, 2023   |
| June 2023 Residency:  |
|   |
|   |
|   |
| June 5-9  |
| Week 1:   |
| DMIN 885NE Transformational Leadership (TBD)  |
| June 12-16  |
| Week 2:   |
| DMIN 890NE Conference on Ministry (TBD)   |

In addition, required research courses DMIN 860A, B, C, and D (one credit each) are offered every semester. Students register for one of these courses during each of the first four semesters of the program.\* The courses are hybrid in format, meaning they are online but also have an in-class session – Dissertation Workshop/Colloquium – which is held on Friday afternoon of the second residency week. Attendance at the Friday afternoon Dissertation Workshop/Colloquium is required of all students every semester until the successful defense of the dissertation proposal.

DMIN 910 Dissertation is offered each semester as needed. (May be taken only after completion of all other required courses or in conjunction with the final required/support course.)

\*Students who wish to move through the program at a slower pace should consult with their advisors about the timing and flow of coursework.

# Admissions

## Application Deadlines

Northeastern Seminary admits one doctoral degree cohort every semester. The D.Min. admissions staff and faculty typically require 10 working days to complete the review and evaluation of a prospect's application packet. Applicants must submit all required materials to the Admissions Office no later than September 20 for the semester starting on October 4, 2021 (residency in January) and by March 7 for the semester starting on March 21, 2022 (residency in June). Extenuating circumstances may be considered along with an articulation of how the prospective student will be able to complete the necessary pre-class assignments.

## Admissions Requirements

The purpose of the D.Min. degree is to enhance the practice of ministry for persons who hold a seminary degree and have engaged in at least six years of ministerial experience. Admission is on the basis of competence in theology and ministry, and giving evidence of the motivation and ability to pursue further study at the doctoral-level. In examining the application, the admissions committee will consider whether the applicant:

- Is capable of doctoral-level work
- Has demonstrable learning in the various theological studies
- Has sufficient ministry experience to gain maximum benefit from the program
- Has articulated how the program will enhance his or her ministry
- Is spiritually and emotionally mature
- Has sufficient support structures (e.g., family, church, etc.) to complete the program successfully

In order to determine whether or not the applicant meets these criteria, the following specific requirements are necessary for admission to the D.Min. program:

1. Earned Master of Arts (M.A.) in a ministry-related field or Master of Divinity (M.Div.) degree from an accredited seminary, college or university with a GPA of 3.0 or higher. In cases where the applicant has a master's in a non-ministry field, students may fulfill educational prerequisites by completing six seminary classes in the form of a graduate-level certificate. The certificate must be completed with a cumulative GPA of 3.0 or higher to be eligible to apply to the D.Min. program. The certificate will consist of a base of six classes: three Great Conversation classes (online or onsite) are required as well as three other courses of your choosing (excluding field education). We recommend two of your three elective classes be in biblical interpretation and pastoral formation (online or onsite).
2. Six or more years of professional ministry experience. Exceptions to this rule must be approved by the director of the Doctor of Ministry program on a case-by-case basis and must meet ATS standards for admission
3. Official transcripts from all previous graduate and undergraduate academic work; normally, a grade point average of at least 3.00 on a 4.00 scale in previous graduate degree work is required
4. 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, affirm the applicant's call to and gifts for Christian ministry, and give their endorsement for the individual to pursue the D.Min. degree and one congregational or institutional reference that affirms the applicant's call to and gifts for Christian ministry
5. An application essay and theological paper sample
6. A professional resume is required which outlines the scope of work and specifically highlights involvement in various forms of ministry
7. A TOEFL score of 79 or higher is required of international students for whom English is a second language

# Application Essays

## Application Essay

The application essay is a narrative of approximately 1,500 words in which applicants review and reflect on their ministerial experience and articulate how the doctoral program will enhance their future ministry. This paper should include attention to grammar, syntax, spelling, choice of words, development of argument, and felicity of expression. 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 (D.Min.) program can enrich ministerial skills. The paper should demonstrate:

- Vocation and Ministry Alignment - A clear articulation of your vocation and a narration of the types of ministerial assignments that you have assumed, together with an assessment of how these assignments have matched your vocation
- Cultural Responsiveness - Describe how your ministry has responded to contemporary cultural needs
- Personal and Spiritual Formation - Describe your journey towards personal and spiritual formation and how you hope the D.Min. program can help improve this area
- Dissertation Interest - Briefly present areas of interest you'd like to explore for your dissertation

## Graduate Theological Paper

The theological paper will be one of the main sources from which the committee can evaluate readiness for doctoral-level work in theology. The paper may be any of the following three options:

- 1.A paper written for a previous course or on a theological topic of your choosing (15 to 20 pages)
- 2.An exegetical paper on a text of your choosing (4 to 5 pages)
- 3.A written sermon series expounding on a passage of Scripture of your choosing

The paper should demonstrate the ability to carefully observe, thoughtfully interpret, and contextually apply a passage of Scripture for one's ministry context. Among other things, the following should be considered when submitting the paper:

- Attention to grammar, syntax, spelling, choice of words, development of argument, and felicity of expression
- Rich use of appropriate biblical passages and quality secondary sources with careful documentation of all the sources; use of Chicago or another recognized style of writing for research papers
- Full demonstration 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

## Special Admission Classifications

### Provisional Status

Provisional admission to the D.Min. program may be granted in cases where the applicant has met all admission criteria but needs to complete additional master's-level coursework. In most cases, these applicants will have completed a graduate degree in a non-theological discipline and be required to take 18 credits prior to starting the Doctor of Ministry (D.Min.) program.

### Unclassified Doctoral Status

Non-degree, post-seminary persons, who are not matriculating at Northeastern Seminary 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 coursework. 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. Non-matriculated / visiting students are limited to two courses (6 credits).

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

## International Students

Northeastern Seminary is certified to enroll F-1 students who do not hold United States citizenship and who comply with all appropriate U.S. immigration regulations. Following acceptance into either the Master of Arts, Master of Divinity or Doctor of Ministry degree program, students must present a Certificate of Finance and I-20 documentation before they will be permitted to begin class. Non-US citizens who are taking fully online master's programs are ineligible for I-20 documentation. To be eligible, master's students must take at least 2/3 of their classes onsite throughout each semester and D.Min. students must come into the U.S. at least once every five months for research, residency or continuing education. Those persons found to be in non-compliance may be reported to immigration authorities. Additional information pertaining to F-1 student visas is available in the Registration Office.

International students are responsible for keeping immigration documents current with a Designated School Official (DSO). International students have certain restrictions for employment and off-campus internships; approval by a DSO is required before starting employment. International students are also required to be enrolled in a health insurance program and to purchase supplemental repatriation and medical evacuation benefits.

The distance learning and short-term residency structure of the doctor of ministry program, as well as the "continuation of registration" semesters that may be required to complete the dissertation, may impact visa classification and health insurance and repatriation/evacuation insurance requirements. Contact the Admissions Office (585.594.6802) for assistance.

## Transfer Policy

Students may complete up to 12 credits through independent study, advanced standing, or transfer of coursework from a previous doctoral-level program in fulfillment of the requirements for the Doctor of Ministry at Northeastern Seminary.

1. Transfer courses will rarely be accepted for the three required courses (DMIN 865NE, 875NE, 885NE)
2. Students with experience in theological and/or qualitative research may petition for advanced standing with credit for the required research methodology courses. Students whose transcripts do not contain evidence of prior learning may submit evidence of prior substantive research activity (journal articles, thesis, etc.). Evidence will be considered at the time of admission and no advanced standing will be granted subsequent to matriculation. Advanced standing will not be granted for dissertation credits.
3. Up to twelve doctoral-level credits with a grade of B or higher earned at an ATS-accredited seminary/graduate school of theology within 10 years of enrolling at Northeastern Seminary may be transferred as support course credit at the discretion of the Vice President and Dean's Office; courses accepted by transfer may not duplicate the content of required Northeastern coursework
4. Upon receipt of documentation of completion, students may receive transfer credit from the Epiphany Academy of Formative Spirituality's Certification Program. Doctor of Ministry students may receive up to 9 transfer credits (1.5 credits per Epiphany course) as support course credits.
5. In rare cases, one course (three credits) with a grade of B or higher earned at a non-ATS but regionally accredited institution will be considered for transfer only by petition which clearly shows the direct correlation of the coursework to the Northeastern Seminary D.Min. program in scripture, spirituality, and leadership, as well as its relevance to the proposed dissertation topic; the responsibility lies with the student to demonstrate how the transfer credit requested relates to and supports the current program of study
6. Students with credit older than 10 years but earned at an ATS-accredited seminary/graduate school of theology may petition for up to six transfer credits toward the support course requirements. The petition must outline the relevance of the coursework to the Northeastern Seminary D.Min. program in scripture, spirituality, and leadership, as well as how the course material has been applied to the individual's ministry since the credit was earned.

## Housing

Housing may be found on or near the campus for those living outside the Rochester, N.Y. area. Housing for the June residency may be found in the Roberts Wesleyan College townhouses. These are two- and three-bedroom townhouse units with one or two private baths respectively, a living room and kitchenette. Apartments are furnished, but household supplies are not included. Housing during the January sessions may be found in nearby hotels and bed and breakfast establishments. There are a number of hotels and bed and breakfast establishments within a 15-20 minute drive of the campus. Housing is at the student's personal expense.

## Financial Matters: Doctor of Ministry

### Tuition and Fees (2021—2022)\*

|   |                |
|---|----------------|
| Tuition per credit hour.....  | \$553          |
| Student fee (full-time).....  | \$250/semester |
| Student fee (part-time).....  | \$125/semester |
| Books (estimated).....  | \$250/class    |
| Dissertation Binding Fee.....   | \$200          |
| Non-refundable enrollment deposit (applied to first tuition payment)..... | \$100          |
| *Tuition and fees are subject to change.                                  |                |

At 2021—2022 rates the cost for each three-credit course is \$1,659 (tuition) plus approximately \$250 for books. The tuition charge to complete the entire program (34 credit hours) is approximately \$18,802.

Students are responsible for securing all books and course resources independent of Seminary fee structure.

Seminary fees cover access to library resources, technology support, and fees associated with orientation, seminary retreats, and commencement activities. An additional fee is assessed for the doctoral project. This fee covers formatting, binding, and publication.

## Student Accounts and Billing

Tuition payments are due according to the payment terms of the student bill. Students may work with Student Financial Services on a payment plan. Billing will be done on a per-semester basis approximately two weeks prior to the beginning of each semester.

### Payment Procedures

Tuition payments can be made at the cashier's window in the lower level of the Rinker Community Service Center at the Rochester campus or may be remitted to the address on the student bill. Checks should be made payable to Northeastern Seminary with the student's name and student ID in the memo line. 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 by contacting Student Financial Services at 585.594.6150.

## Tuition & Aid Reversal Schedule

The reversal schedule is based on a 17-week D.Min. semester and begins when the semester begins not when the residency classes begin. If no official withdrawal is made, the Seminary will establish the last date of attendance.

Students withdrawing from a residency semester prior to the first day of the semester will receive a full reversal. Thereafter, reversals will be based on the following schedule:

|                                     |  |                           |
|-------------------------------------|--|---------------------------|
| Prior to start of semester          |  | Full Reversal of Tuition  |
| Weeks 1 and 2                       |  | 90% Reversal / 10% Charge |
| Weeks 3 and 4                       |  | 75% Reversal / 25% Charge |
| Weeks 5 to residency                |  | 50% Reversal / 50% Charge |
| First day of campus residency       |  | 25% Reversal / 75% Charge |
| After first day of campus residency |  | No Reversal               |

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

The reversal 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 reversal will be issued once 60 percent of the D.Min. semester has been reached. If no official withdrawal is made the Seminary will establish the last date of attendance.

# Financial Assistance

## Scholarships

The following scholarships are available to eligible Northeastern Seminary students who complete the admission application process by scholarship deadlines. Students must be enrolled in at least one credit per semester to receive this aid.

- Northeastern Seminary Scholarship: 10% 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. Students must also maintain a minimum GPA of 2.0. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Please indicate the Seminary's school code of G34194 on the FAFSA. Questions should be directed to Student Financial Services (585.594.6150) or email: [studentfinancial@roberts.edu](mailto:studentfinancial@roberts.edu).

- Northeastern Seminary Presidential Scholarship: 25% 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 3.0 to retain scholarship.

## Veterans Benefits

Northeastern Seminary is approved by the New York State Division of Veteran's Affairs and complies with the Post 9-11 Veterans' Educational Assistance Act of 2008. Students eligible for Veteran's Administration Educational Benefits should contact Julie Green, the VA certifying official for the Seminary at: [green\\_julie@roberts.edu](mailto:green_julie@roberts.edu).

If a student qualifies for more than one level of scholarship, the single highest level will be awarded. For specific details of eligibility not specified above, please contact Student Financial Services (585.594.6150), Rinker Community Service Center, on the Roberts Wesleyan College campus.

## Veterans Benefits and Transition Act of 2018, Section 103 Policy

This policy, effective August 1, 2019, hereby upholds the additional subsection of section 103, PL 115-147, 38 US Code 3679 of the Veterans Benefits and Transition Act of 2018. This additional subsection covers individuals receiving educational assistance under Chapter 31 or Chapter 33.

Students receiving educational assistance under Chapter 31 or Chapter 33 and who are in compliance with necessary paperwork and appointments, will NOT receive any penalty by the institution, Northeastern Seminary, due to any delay of disbursement of funding from the Department of Veterans Affairs.

## Federal Direct Student Loans

Matriculated students in the D.Min. program who take at least three credits and maintain a minimum GPA of 2.0 are eligible to apply for Federal Direct Student loans. Students qualifying for the Direct Loan program may receive up to \$20,500/year in unsubsidized Federal Direct Student loans to cover program costs and living expenses while attending the two-week on-campus residency. Completion of the Free Application for Federal Student Aid (FAFSA) is required for assessing range of eligibility. The FAFSA can be completed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Please indicate the Seminary's school code of G34194 on the FAFSA. Questions should be directed to Student Financial Services (585.594.6150) or email: [studentfinancial@roberts.edu](mailto:studentfinancial@roberts.edu).

NOTE: While the D.Min. dissertation will take a full year to complete, the student's registration for DMIN 910NE is only for one academic semester. Continuation of registration does not count as a credit-bearing registration. Therefore, because the student will no longer be registered as at least a half-time student, his or her federal loans will go into repayment requirements once the credit load goes lower than three credits. Contact Student Financial Services (585.594.6150) for further clarification.

# Academic Program

## PROGRAM DESIGN

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

Earning the Doctor of Ministry degree requires completion of 34 credit hours: 8 three-credit classes, 4 one-credit research courses, plus a 6-credit dissertation. The following courses are required:

- Advanced Biblical Exegesis for Preaching and Teaching (residence week in January of even years)
- Spirituality for Ministry (residence week in January of odd years)
- Transformational Leadership (residence week in June of odd years)
- Four one-credit research methodology courses:
  - Introduction to D.Min. Research
  - Literature Review
  - Foundations in Biblical and Theological Research Methods
  - Qualitative Methods in Research

The D.Min. curriculum is completed with five additional support courses of the students choosing. These courses include Conference on Ministry courses as well as special topics courses complementing the overall focus on Scripture, spirituality, and Christian leadership. Independent studies are available for students who wish to pursue areas of interest not represented in current course offerings.

The program culminates in the writing of a doctoral-level dissertation. 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.

The following features enrich the Northeastern Seminary D.Min. program:

1. Retreat experiences: Even in the midst of the academic rigor of the D.Min. degree, the intent is to provide students with the gift of time and space for the renewal of their soul. Every first week of each residency begins with a day-long spiritual retreat. Formative experiences are then also added to the second week. In addition, D.Min. students are invited to attend (at no charge) the annual All-Seminary Retreat where the entire Northeastern community gathers for worship, learning, and community.
2. Online collaboration: Each one-week residency is preceded and followed by opportunities for online interaction with the faculty member and/or fellow students. This online interaction helps to create the collegial learning environment that characterizes the Northeastern Seminary D.Min. program, and also allows students to integrate and apply classroom material.
3. Exposure to nationally known scholars and practitioners: In addition to the outstanding Northeastern 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 Northeastern's Conferences on Ministry and receive focused time with the keynote presenters.

4. 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. Intensive residencies held on the Northeastern Seminary campus further strengthen this relational aspect of the program.

# Dissertation

## Purpose

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

As the highest professional degree related to the theory and practice of ministry, a fully accredited Doctor of Ministry program "culminates with a written project that explores an area of ministry related to the student's vocational calling, utilizes appropriate research methodologies and resources, and generates new knowledge regarding the practice of ministry. An oral presentation and evaluation follow the completion of the written project to reflect mastery of the project and achievement of the program's outcomes." (Commission on Accrediting of the Association of Theological Schools).

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

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

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

# Types of Research

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

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

## Action Research

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

## Case Study

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

## Biblical, Theological, or Historical Studies Approach

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

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

Regardless of the methodological approach, the student is expected to move beyond mere description to a critical analysis of the findings in a way that enriches the church's and academy's understanding of ministry praxis. All dissertations must show a profound understanding of and interaction with the existing literature in the field so the student is building on what is already

known and making a meaningful addition to that literature. Northeastern Seminary recommends that students peruse high quality D. Min. dissertations that have been produced at Northeastern and other ATS accredited schools in order to learn about various approaches and topics.

# Dissertation Structure Overview

The overall structure of a typical six-chapter dissertation is outlined below. Specific requirements for each chapter will be discussed thoroughly in the research methodology classes. D.Min. dissertations should be in the range of 120–180 pages.

## Chapter One: Purpose of the Study

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

## Chapter Two: Literature Review

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

## Chapter Three: Biblical and Theological Context

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

## Chapter Four: Design of the Study

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

## Chapter Five: Results of the Study

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

## Chapter Six: Conclusions and Implications

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

## Dissertation Advisor and Committee

The research and writing process is guided and evaluated by a dissertation advisor, appointed by the D.Min. director from the full-time and part-time faculty after a consultation with a student and a professor. The advisor guides the student throughout the whole process of writing and defending the dissertation. Toward the end of writing the first four chapters, the faculty advisor, in cooperation with the D.Min. director, names a three-person dissertation committee. The chair and point person of the committee is the faculty advisor. The other two members, chosen from the faculty members, adjunct professors, or other qualified individuals based on their expertise regarding the dissertation topic, serve as readers who provide fresh eyes that assess the overall quality of the project. The committee oversees the proposal and final defense of the dissertation.

## Timeline and Process

Students are encouraged to begin thinking about possible dissertation topics before they begin their D. Min. program.

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

- 1.The Initial Conversation with the D. Min. Director. Suggestions as to possible dissertation topics reflecting the student's interests and expertise should be included in the application. Once the student is accepted into the program, he or she should begin a conversation with the D. Min. director to narrow down these suggestions to a workable research theme.
- 2.Preliminary Dissertation Topic and Advisor Information Form. This form should be completed as soon as possible during the student's first semester or early in the second semester so an initial faculty advisor can be assigned and collaboration with that advisor can begin.
- 3.Faculty Advisor Assigned. Based on the preliminary form and the dialogue with the D.Min. director, an official faculty advisor will be assigned. The student should initiate regular and ongoing contact with the faculty advisor from this point and throughout the dissertation process.
- 4.The Student Takes DMIN 860NE: Research Methodology. Offered in an online format, this course prepares the student to write the first draft of Chapters 1-4. DMIN 860NE is a 4-credit course that is divided into four 1-credit sections offered over four consecutive semesters (860-A; 860-B; 860-C; and 860-D). Students should register for these one-credit classes in the first, second, third, and fourth semesters of their D.Min. program.
- 5.Dissertation Workshop and DMIN Colloquium. Participation in the DMIN Dissertation Workshop and DMIN Colloquium is expected of all doctoral students from the time they enroll in DMIN 860-A until the successful completion of the proposal defense (see #8 below). The Dissertation Colloquium takes place during the January residency and the DMIN Workshop during the June residency. They occur on Friday afternoon during the second residency week.
- 6.Writing of Chapters 1-4 (i.e., the proposal). Guided as necessary by the faculty advisor, the student prepares the first four chapters of the dissertation. Chapters (or sub-sections of chapters) should be submitted to the advisor as they are completed so that regular, ongoing feedback is received. Students should proceed with successive chapters while they wait for feedback on submitted chapters. Upon the advisor's approval of the full proposal (chapters 1-4), a proposal defense with the dissertation committee is scheduled.
- 7.Dissertation Committee Named. When the student is close to finishing the first four chapters of the dissertation, the faculty advisor initiates the appointment of the dissertation committee. In cooperation with the D.Min. director and in consultation with the student, two other members of the committee are named who will serve as readers both for the proposal and final defense.
- 8.Proposal Defense. Upon completion of the dissertation proposal, the student will be expected to participate in an oral defense and evaluation before his or her dissertation committee. Copies of

the four-chapter proposal (in 3-ring binders with tabbed chapter dividers) must be submitted to all committee members at least four weeks prior to the defense. If materials are not received by committee members by the four-week deadline, the defense date will be cancelled and the student will need to reschedule it. The student functions as recording secretary for the meeting and submits a transcript of the notes to all members of the committee following the meeting. The dissertation committee has several options: a) accept the proposal; b) accept the proposal with relatively minor editorial changes subject to the faculty advisor's approval; c) accept the proposal with substantive revisions subject to the committee's approval; d) require a second proposal defense. If the student does not receive committee approval by the second defense, he or she will not be allowed to continue the dissertation process. The proposal must be approved before the student is permitted to conduct the research and complete writing. The proposal defense should take place at least six months prior to anticipated graduation. Please note that depending on the type of research being conducted, more than six months may be necessary.

9. Research: The student conducts the research exactly as described in the approved dissertation proposal.

10. Writing of Chapters 5—6: The student reports the results of the study (Chapter 5) and offers an evaluative discussion of the findings (Chapter 6). Upon approval of the faculty advisor for matters of content, form and style, a dissertation defense may be scheduled with the dissertation committee. Copies of the dissertation (in 3-ring binders with tabbed chapter dividers) must be submitted to all committee members at least four weeks prior to the defense. If materials are not received by committee members by the four-week deadline, the defense date will be cancelled and the student will need to reschedule it.

11. Final Defense: The student meets with the dissertation committee to defend the completed dissertation. The dissertation committee has several options: a) accept the dissertation; b) accept the dissertation with relatively minor editorial changes subject to the faculty advisor's approval; c) accept the dissertation with substantive revisions subject to the committee's approval; d) require a second final defense. If the student does not receive committee approval by a second defense, he or she will not be allowed to finish the dissertation process. The dissertation defense should be held approximately four months prior to anticipated graduation.

12. Final Edits, Binding, and Publication: Upon approval by the dissertation committee, the student makes final revisions based on committee recommendations and works with the assistant to the vice president and dean to make arrangements for binding and publication. A copy-ready, final version of the dissertation must be submitted to the D. Min. office no later than March 30 for a May graduation.

13. Graduation: The Doctor of Ministry degree is conferred upon completion of all degree requirements.

## Criteria for Acceptance

The criteria used in evaluating dissertations are as follows:

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

# Chapter Checklist

Typical Dissertation Chapter Checklist  
(May vary depending on research method employed)

## Front Matter

- Title page
- Copyright page
- Abstract
- Acknowledgements
- Table of Contents

## Chapter One

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

## Chapter Two

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

## Chapter Three

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

## Chapter Four

- Problem/purpose restated
- Research questions restated and explained
- Detailed description of every component of the research

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

### **Chapter Five**

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

### **Chapter Six**

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

### **Back Matter**

- Appendices (Copies of research instruments such as surveys, questionnaires, curriculum, letters, etc.)
- Bibliography

# Formatting

## General Requirements

(Adapted from Turabian, Eighth Edition)

- Margins. Since the dissertation will be bound double-sided, it needs to have 1.25 inch margin on both the left and right side. Keep one inch margin on the top and bottom.
- Typeface. Use Times New Roman, 12-point font throughout the main text. The footnotes should be in 10-point Times New Roman font.
- Spacing. Except for the following items, the dissertation should be double-spaced: block quotations, lists in appendixes, abstract, acknowledgements. The following items should be single-spaced internally with a blank line between items: table of contents, lists of figures or tables, footnotes, bibliography. Put only one space following the terminal punctuation (period) of a sentence.
- Pagination. Front matter needs to be numbered separately, using lowercase roman numerals (i, ii, iii, iv, etc.) centered in the footer. However, do not number the title page. The rest of the text, including back matter is numbered consecutively with arabic numerals, starting with 1.
- Placement. All front matter, pages in the text, and back matter that bears titles (such as the first page of a chapter) should have a page number in the footer, centered. All other pages in the text and back matter (that is, all subsequent pages in a chapter) appear flush right in the header.

## Front Matter

- Title Page. Use the same typeface (New Times Roman). Do not capitalize every letter but put the title of the dissertation and your name in boldface. See the sample pages in the print version of Dissertation Guidelines.
- CopyrightPage. Include the copyright notice as shown in sample pages near the bottom of the page following the title page.
- Abstract. Put a single-spaced abstract of one page after the introductory matters as shown in the sample pages in the print version of Dissertation Guidelines.
- Acknowledgements. The acknowledgements should be single-spaced.
- Table of contents. Begin with the items following the table of contents. List in order the chapters and other parts, including the back matter. However, list only first two levels of headings (chapters and subheads). Be sure that the style, wording, capitalization, numbers, and punctuation match exactly those in the dissertation. Give page numbers only for the first page of each item. Chapters and subheads appear flush left, and page numbers flush right.

## Text

- Chapters. Use arabic numerals for pagination. The first page of each chapter should have a page number centered in the footer. All subsequent pages in a chapter appear flush right in the header.
- Headings and subheadings. Do not capitalize every letter in any headline. However, use the headline style capitalization (Turabian 22.3.1). Put two blank lines before the headlines and one line after the headline. Follow these styles for heading and subheadings:
  - First level. Centered, boldface, headline-style capitalization
  - Second level. Centered, regular type headline-style capitalization
  - Third level. Flush left, boldface, headline style capitalization
  - Fourth level. Flush left, regular type, headline-style capitalization
- Paragraphs. First lines of all paragraphs should be indented. The rest of the text is flush left. Do not put a line between individual paragraphs.

- Block quotations. Quotations of four lines or more should be indented and single-spaced.
- Footnotes. The typeface should be Times New Roman, 10-point font. The footnotes should be numbered with arabic numerals, indented like other paragraphs. They should be single-spaced within the footnote but have a blank line dividing individual footnotes. The numbers should be consecutive, but each chapter should restart the numbering with note 1. Do not use superscripts for numbers in the footnotes but the regular text. Put a period and a space between the number and the text. Put a short rule between the last line of text and the first footnote on each page.
- Citation style. Northeastern Seminary D.Min. dissertations follow the notes-bibliography style as presented in Turabian 9th edition. For formatting the citations in the footnotes, follow the examples labeled N. For repeated citations, use shortened notes. To shorten a citation to a work cited in the immediately preceding note, you may use ibid. For the titles of journals, omit The. For journal articles and encyclopedia entries, give the full scope of pages in the first citation. If you cite a specific page, add "esp. xx."

#### Back matter

- Appendix. All the charts, tables, or questionnaires that would unnecessarily interrupt the text of the dissertation should be placed in the appendix. For their formatting, follow the requirements suggested for the chapters.
- Bibliography. List all resources cited in the footnotes. Use a hanging indentation: the first line is flush left, and all following lines are indented like a paragraph. The bibliography entries are single-spaced within with a line dividing individual entries. List the resources alphabetically by the last name of the author or editor. If you have more than one resource by the same author, arrange the entries alphabetically by the title. For all entries after the first, replace the author's name with a long dash, called a 3-em dash (see Turabian 21.7.3).

# Course Descriptions

## DMIN 860ANE

### Introduction to D.Min. Research

Credits: 1

The first class in a series of research classes aimed to help students write a carefully argued and creatively written dissertation introduces the students to the range of methods suitable for D.Min. projects. Specifically, the class will explore qualitative methods such as action research or a case study, while simultaneously enabling students to write a portion of chapter one of their dissertation.

## DMIN 860BNE

### Literature Review

Credits: 1

The second class in a series of research classes aimed to help students write a carefully argued and creatively written dissertation introduces the students to the art and skill of reviewing primary and secondary sources. Specifically, the class will help to summarize and evaluate literary sources sympathetically and critically, while simultaneously enabling students to write a portion of chapter two of their dissertation. [Prerequisite: Successful completion of DMIN 860ANE – Introduction to D.Min. Research]

## DMIN 860CNE

### Foundations in Biblical/Theological Research Methods

Credits: 1

The third class in a series of research classes aimed to help students write a carefully argued and creatively written dissertation enables the students to interpret Scripture and Christian tradition in a way that grounds one's D.Min. project. Specifically, the class will help to find pertinent topics in the Bible and within Christian theology, engage them thoroughly, and relate them to one's project. Additionally, the students will be able to write a portion of chapter three of their dissertation. [Prerequisite: Successful completion of DMIN 860BNE – Literature Review]

## DMIN 860DNE

### Qualitative Methods in Research

Credits: 1

The fourth class in a series of research classes aimed to help students write a carefully argued and creatively written dissertation builds especially upon the material covered in DMIN 860A, as it helps to utilize the selected method for one's D.Min. project. Specifically, the class will enable the students to outline specific procedures, including crafting questionnaires and confidentiality forms,

to prepare the actionable component of one's project in an ethically sensitive manner. Additionally, the students will be able to write a portion of chapter four of their dissertation. [Prerequisite: Successful completion of DMIN 860CNE – Foundations in Biblical/Theological Research Methodology]

#### DMIN 860ENE

Advanced Theological Research

Credits: 1

This course can be taken in place of DMIN 860D upon the approval of the D.Min. director if the student's project does not involve human subjects. The class will expand and deepen one's ability to interpret Scripture, think contextually, and compose a rounded theological argument. Simultaneously, the students will be able to write a portion of chapter four of their dissertation. [Prerequisite: Successful completion of DMIN 860CNE – Foundations in Biblical/Theological Research Methodology]

#### DMIN 865NE

Advanced Biblical Exegesis for Preaching and Teaching

Credits: 3

This course aims to develop a greater sensitivity to the biblical worldview, equip students with advanced skills of biblical exegesis, and foster more robust theological thinking related to the pressing needs of today. While the class will pay attention to the overall narrative of Scripture, the core of the course will be devoted to faithful and creative interpretation of selected biblical passages so the student will be well prepared to preach and teach the word of God amidst the complexities of our present age.

#### DMIN 866NE

Special Topics in Scripture

Credits: 3

This course will complement DMIN 865-Advanced Biblical Exegesis for Preaching and Teaching. By focusing on a specific topic related to biblical exegesis or preaching and teaching, it will deepen the student's sensitivity and skills in understanding and proclaiming the message of the Bible for today. The course may be repeated if topic differs.

#### DMIN 875NE

Spirituality for Ministry

Credits: 3

This course will examine the importance of Christian spirituality for ministry in the contemporary context, especially focusing on (a) developing and articulating an integrational theology of human and Christian spirituality for ongoing appraisal of spiritual development personally and communally; (b) an exploration of fundamental dynamics of the Christian spiritual life as experienced and articulated throughout Scripture, Christian history, and contemporary life individually and corporately; (c) the development of foundational dispositions that nurture spiritual development of individuals and communities; and (d) the responsibility and privilege of Christian leaders for intentional nurturing of their own personal spiritual formation and the spiritual formation of others whom they are called to serve within and outside the Church.

#### DMIN 876NE

Special Topics in Spirituality

Credits: 3

This course will complement DMIN 875-Spirituality for Ministry. By focusing on a specific topic in the area of human spirituality, it will expand the range of issues covered in the above-mentioned course or deepen one's appreciation and practice of formative spirituality. The course may be repeated if topic differs.

#### DMIN 885NE

Transformational Leadership

Credits: 3

The subject of this course arises from the presupposition that a real change—both in people's lives and in the life of an organization—comes from a transformed and spiritually vital individual. For this reason, the class will assess the student's strengths and weaknesses, as well as his or her ministry setting, and initiate suitable processes for personal and institutional growth.

#### DMIN 886NE

Special Topics in Leadership

Credits: 3

This course will complement DMIN 885-Transformational Leadership. By focusing on a special topic within the area of transformational leadership, it will attempt to develop one's leadership potential or create an environment in one's organization that is socially just and spiritually healthy. The course may be repeated if topic differs.

**DMIN 890NE**

Conference on Ministry

Credits: 3

This is a special topics course created in the area of expertise of the keynote speaker for Northeastern Seminary's annual Conference on Ministry. For course description and details contact the office of academic services. This is a repeatable course. Every grade earned in a DMIN 890NE course is firm and will be calculated into the grade point average. The grade for a subsequent DMIN 890NE course does not replace the prior DMIN 890NE grade.

**DMIN 895NE**

Independent Study

Credits: 3

D.Min. students may petition, via the Application for Credit for a Non-Classroom Course, to do an Independent Study. 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. [Prerequisite: Successful completion of one DMIN course or permission of the D.Min. director]

**DMIN 901NE**

Continuation of Registration

Credits: 0

Fee: \$300

Students who have registered for DMIN 910NE-Dissertation in a previous semester but who have not completed and successfully defended the dissertation will automatically be registered for this continuation course every subsequent semester until the completion of the D.Min. program. The \$300 fee will automatically be applied to the student's account each semester. This fee keeps a student's ID and IT services active during the dissertation research and writing process. Students who do not wish to complete the dissertation/degree program should file a withdrawal form with the coordinator of academic planning to avoid this charge.

**DMIN 910NE**

Dissertation

Credits: 6

The student must satisfactorily complete a doctoral-level, publishable dissertation based on an approved ministry project. 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. A dissertation binding fee of \$200 is charged to the student's account when registration for this course occurs. (Note: Once a student registers for this course, she or he will, in every subsequent semester, be automatically registered for DMIN 901NE-Continuation of Registration and charged the \$300 continuation fee. Students who do not wish to complete the dissertation/degree program should file a Withdrawal form with the coordinator of academic planning to avoid this charge each semester.) [Prerequisite: Successful completion of all other DMIN courses including DMIN 860A/B/C/D and an overall grade-point average of 3.0. In certain circumstances, students are permitted to enroll in DMIN 910NE concurrently with their final required/support course; see Director of the D.Min. program for permission.]

## Policies and Procedures

The following policies and procedures have been established to ensure the smooth operation of the Seminary and to assist students in their educational journey. Careful reading of this catalog section upon admission to the Seminary will allow students to proceed to graduation in an informed and efficient manner.

## 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 Northeastern Seminary faculty has adopted the Chicago style as described in *A Manual for Writers of Term Papers, Theses, and Dissertations* (Ninth Edition), by Kate L. Turabian. A writing guide prepared by the faculty is provided in the online orientation guide and on the Northeastern syllabus website for downloading.
5. Submitting the same or similar work for more than one course or assignment without documentation and/or approval from the professor
6. Copying of copyrighted materials, including computer software

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

## Attendance

Class attendance is expected for all students at Northeastern Seminary. This includes timely attendance at all class sessions, retreats, and other required activities, and through active participation in online activities and course discussions. As a residency-based program, in the Doctor of Ministry program attendance is expected for all class sessions during residency week. Students who cannot attend a residency week should not register for courses with residency taking place during that week. Except in the case of emergency and unforeseen circumstances, a student's grade will be lowered by one letter grade for each day missed during residency.

## Duration

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. Should a student need additional time to complete the degree, a petition for D.Min. extension must be submitted in consultation with the faculty advisor prior to the six-year deadline. In rare cases when the extension is approved or in cases when a withdrawal has been necessary, students should keep in mind that academic credits greater than 10 years old—including Northeastern Seminary credit—cannot apply toward a degree.

## Extending or Dropping Classes

D.Min. semesters are arranged to allow students five weeks following each residency to complete course assignments. Students not able to complete the work within the semester timeframe must petition the instructor for an extension using the request for an incomplete grade form. With the exception of Dissertation, any course not completed by the final date of the semester (or by the extension deadline, if granted) will be assigned the grade earned, including an "F" if appropriate, and the course must be repeated.

In order to drop a course, a change of registration form should be submitted to the Academic Services Office. Should students choose to withdraw from a course, a grade of W will be issued through week 15; after week 15, students who withdraw will be assigned the grade earned.

## Grade Point Average (GPA) Requirement/Dismissal Policy

- A grade point average of 3.0 is required in the D.Min. program.
- Students who do not maintain a GPA of 3.0 will be placed on academic probation. Students will receive notification of this status from the program director.
- Students who do not bring up their GPA to 3.0 within the next twelve credit hours will be dismissed from the program and their registration for the next semester will automatically be terminated.
- Re-admittance to the program is possible only when there is a sufficient reason to believe that a student will be able to fulfill the above mentioned standards. In such special circumstances, a student may be re-admitted only after one full year, upon the recommendation of the faculty advisor and a majority vote of the faculty.
- The student must then contact the coordinator of academic planning with proof of the faculty's favorable decision to return to active status as a student.

## Graduation Requirements

The following requirements are necessary to receive the Doctor of Ministry degree:

- Cumulative grade point average of 3.0
- Successful completion of a dissertation and its oral defense
- Online publication of the dissertation
- Satisfactory completion of all degree requirements in no more than six years after initial matriculation
- Submission of a degree application to the Academic Services Office no later than December 1 prior to Commencement participation

## Independent Studies

An independent study is defined as a unique, individualized study on a topic of particular interest to the student. All such studies require the same level of engagement with the material as a traditional course and use the same workload guidelines for granting credit. Registration for an independent study may not be made through traditional means; students must seek approval for an independent study via the application for credit for a non-classroom course thereby securing a faculty member to supervise the study. To register for an independent study, a grade-point average (GPA) of 3.0 is required. In the Doctor of Ministry program, students may complete up to three credits by independent study. Students can apply for an independent study after completing 14 credits.

## Registration

Registration for the initial semester is completed through the Admissions Office once accepted into the program. Registration for each subsequent semester is accomplished by registering online or by completing the appropriate registration forms with support from the Academic Services Office.

Students can be enrolled in up to 7 credits each semester for a total of 14 credits per academic year. A minimum of 6 credits per semester is necessary for full-time status; 3 credits per semester are required for part-time status. This scheduling allows for awarding financial aid and deferring student loans.

Students typically register for DMIN 910NE-Dissertation (6 credits) in the final semester of the doctoral program.

A student who has previously registered for Dissertation but has not completed all degree requirements will automatically be registered for DMIN 901-Continuation of Registration and charged the \$300 continuation fee every subsequent semester until the successful defense of the dissertation and completion of the D.Min. program. Registration in DMIN 901 keeps a student's status active during the ongoing research and writing process. Students who do not wish to complete the dissertation/degree program should file a withdrawal form with the coordinator of academic planning to avoid this charge. 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.

Students who do not complete their work within the six-year limit will need to petition for an extension.

## Withdrawing from the Program

Students will be expected to maintain continuous enrollment once admitted to Northeastern Seminary. If it becomes necessary to withdraw temporarily or to leave the program, a withdrawal form must be completed by the student and approved by the coordinator of academic planning. These changes are not official and do not engage the "Tuition Reversal Schedule" (see section in this catalog) until the withdrawal form, authorized by the student, is processed by the appropriate Seminary officials and submitted to the Office of Registration and Student Financial Services. Students without a notification and approval for their leave of absence, and those who do not maintain continuous registration status, will be responsible for remaining tuition costs as outlined on the "Tuition Reversal Schedule" section in this catalog, and may be required to reapply for admission to the Seminary.

## Affiliate Programs

Northeastern Seminary 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, Northeastern partnered with Elim Fellowship of Buffalo, N.Y., in their three-year lay training program—the Sound of the Genuine Biblical Institute (SGBI). The Seminary provides assistance in curriculum development as well as qualified instructors from among its faculty and alumni. More recently, the Seminary certificate program joined efforts with the Rochester Bible Institute (RocBible), formerly Rochester Institute of Christian Education (RICE) in its two-year lay training program building on a long-established relationship with Roberts Wesleyan College. In 2014, the Seminary collaborated with New Hope Family Life Center in New York's Capital Region to launch New H.O.P.E. Biblical Institute--a two-year Christian education and development program designed to empower students to participate at a greater level in the Lord's service.

For scheduling or registration information on these programs, please contact:

New H.O.P.E. Biblical Institute: 518.330.1177

RocBible: 585.436.7534

Sound of the Genuine Biblical Institute: 716.832.7698

# Personnel Directory

## Northeastern Seminary Administration

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Christopher Zoccali

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## Core Faculty

Dr. Douglas R. Cullum  
 Vice President and Dean  
 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. David Basinger  
 Professor of Philosophy and Ethics

Dr. Basinger holds two graduate degrees in philosophy. His earned degrees include: Ph.D., University of Nebraska at Lincoln, 1975; M.A., University of Nebraska at Lincoln, 1974; B.A., Bellevue College, 1972; B.A., Grace College of the Bible, 1969. A distinguished scholar, both in ethics and the philosophy of religion, he is actively involved in publishing books, articles, and reviews. Dr. Basinger currently serves as the Vice President for Academic Affairs, Chief Academic Officer, and professor of philosophy at Roberts Wesleyan College.

Dr. F. David Carr  
 Assistant Professor of Biblical Studies

David Carr teaches and researches New Testament and biblical interpretation. His interests are in selfhood, identity, and moral agency in the New Testament and how insights into these matters can inform contemporary discourse and practice. He earned a B.A. from Georgia College, and M.Div. from Fuller Theological Seminary, a Th.M. from Candler School of Theology, and a Ph.D. from Emory University. He is a candidate for ordained ministry in The United Methodist Church and a John Wesley Fellow. He and his wife, Maria, have two children--Isiah (Zay) and Joshua (Jojo).

Dr. Scott Brenon Caton  
 Professor of History and Culture

Dr. Caton, an alumnus of Roberts Wesleyan College, received a B.A. in philosophy and religion there in 1986. He went on to receive a Master of Arts in Religion (M.A.R.) at Westminster Theological Seminary in 1988. He earned the Ph.D. in history (major field: American history; minor fields: British history and British literature) from the University of Rochester in 1998. Dr. Caton is professor of history at Roberts Wesleyan College, where he has been teaching since 1990. He 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, the lives and writings of John Henry Newman and Hilaire Belloc, and the work of American cultural critic Orestes Brownson. He is a founding member of the Rochester Chapter of the American Chesterton Society. Dr. Caton is one of the few men in the world who has received permission from Rome to be ordained a priest in the Roman Catholic Church although he is married. He was ordained in June, 2011. He presently serves part-time as Assisting Priest at St. Lawrence Parish in Greece, N.Y.

Dr. Elizabeth L. Gerhardt  
Professor of Theology and Social Ethics

Dr. Gerhardt's earned degrees include: Th.D., Boston University School of Theology; Masters of Sacred Theology (STM), Boston University School of Theology; M.S.W., Rhode Island College; M.A., Religious Studies, Providence College; B.A., State University of New York at Geneseo.

Dr. Gerhardt has extensive background in the areas of theology, church history, and social ethics. Dr. Gerhardt's research interests focus on the application of the theology of the cross to contemporary global justice issues and church response. Other topics of interest include: Martin Luther's theology of the cross, Dietrich Bonhoeffer's ethics and theology, women in church history, spirituality and social justice, and global violence against women. Dr. Gerhardt's most recent publication is titled *The Cross and Genocide: A Theological Response to Global Violence against Women and Children* (InterVarsity Press, 2014).

Rev. Dr. Fred Johnson  
Director of Field Education

D.Min., Northeastern Seminary, 2007; M.A., Northeastern Seminary, 2001; M.B.A., Rochester Institute of Technology, 1994; B.S., Delaware State University, 1988. Rev. Johnson 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. Rebecca S. Letterman  
Professor of Spiritual Formation

Dr. Letterman holds a Ph.D. in Linguistics, Cornell University; an M.A. in Linguistics, Syracuse University; an M.Div., Northeastern Seminary; and a B.A. in English, Roberts Wesleyan College. In addition, she holds an advanced Certificate in Formative Spirituality from the Epiphany Academy of Formative Spirituality, Pittsburgh, PA, where she also serves as an adjunct faculty member. Dr. Letterman was ordained through Covenant Church of Pittsburgh, 2004. Dr. Letterman's current pastoral ministry at Community of the Savior Free Methodist Church provides an ongoing context for her interests to serve the church through the seminary academy. She regularly serves as a retreat leader and workshop leader in local churches. Dr. Letterman's research interests include the intersection of spiritual formation and theology; formative influences of language; formative treasures of the early church and what they have to offer the contemporary church; and the interrelationship between what the church has traditionally conceived of as "spirit" and the "body." Dr. Letterman's ministerial focus includes a special interest in serving as a bridge between various Christian communities and formation traditions. She is the co-author of *Understanding Our Story*, which explores within Adrian van Kaam's eleven-volume text the many ways God continually shapes us into His image--a concept that connects us to a deeper formative spirituality than those of our own faith traditions.

**Dr. J. Richard Middleton**  
Professor of Biblical Worldview and Exegesis

Dr. Middleton holds the following degrees: Ph.D., Vrije Universiteit, Amsterdam (in a joint-degree program with the Institute for Christian Studies, Toronto); M.A. in Philosophy, University of Guelph, Canada; B.Th., Jamaica Theological Seminary, Kingston, Jamaica. He has done additional graduate studies in the Old Testament at Colgate Rochester Divinity School, and in religious studies and philosophy at Syracuse University.

Dr. Middleton serves as adjunct professor of theology at Roberts Wesleyan College and adjunct professor of Old Testament at the Caribbean Graduate School of Theology in Kingston, Jamaica. He is past president of the Canadian Evangelical Theological Association (2011-2014).

Dr. Middleton is the author of *A New Heaven and a New Earth: Reclaiming Biblical Eschatology* (Baker Academic, 2014) and *The Liberating Image: The Imago Dei in Genesis 1* (Brazos, 2005). He coauthored (with Brian Walsh) *The Transforming Vision: Shaping a Christian World View* (IVP Academic, 1984) and *Truth is Stranger than It Used to Be: Biblical Faith in a Postmodern Age* (IVP Academic, 1995), and has co-edited (with Garnett Roper) *A Kairos Moment for Caribbean Theology: Ecumenical Voices in Dialogue* (Pickwick, 2013).

Dr. Middleton is widely published in religious periodicals and journals. His current research includes Old Testament theology; the doctrine of creation; lament prayer and the problem of suffering; the dynamics of human and divine power in the books of Genesis, Samuel, and Job; and the relationship of biblical faith to contemporary science. His books have been published in Korean, French, Indonesian, Spanish, and Portuguese.

**Dr. Josef Sykora**  
Associate Professor of Biblical Interpretation

Dr. Sykora's earned degrees include Ph.D. from Durham University in the United Kingdom; M.A. in biblical studies and M.A. in theological studies from Asbury Theological Seminary in Kentucky; and Masters in Law from Masaryk University in Brno, the Czech Republic.

Dr. Sykora's doctoral research focused on the topic of election in the Bible. In particular, he was trying to see what can be said about God's favor for certain individuals and groups in the Old Testament, and what this means for those who are unfavored. Dr. Sykora has served in senior and assistant pastoral roles in Bratislava, Slovakia, and as a missionary responsible for theological training.

Dr. Christopher Zoccali  
Director of the Doctor of Ministry Program  
Assistant Professor of New Testament

Dr. Zoccali holds the following degrees: Ph.D., New Testament Studies, University of Wales, Trinity St. David, 2009; M.A., Religious Studies, Colgate Rochester Crozer Divinity School, 2002; B.S., Biblical and Pastoral Studies, Baptist Bible College, 2000. Dr Zoccali is currently the Editor-in-Chief of the Canadian-American Theological Review and has taught Biblical and Religious Studies at several institutions, including Roberts Wesleyan, Nazareth, and Empire State Colleges. He is the author of two books, including *Reading Philippians After Supersessionism: Jews, Gentiles, and Covenant Identity* (2017), as well as a number of other publications on the New Testament.

## 2021-2022 Adjunct Faculty (Ministry Specialists)

### Dr. John O. Baker III

Ed.D. in Leadership, The Southern Baptist Theological Seminary, 2020; M.Div., New Orleans Baptist Theological Seminary, 1998; B.S. in Systems Engineering, US Naval Academy, 1986. His doctoral dissertation thesis investigated church revitalization efforts with a focus on the impact of American individualism on revitalization through discipleship. Dr. Baker currently serves as a chaplain resident at the University of Rochester Medical Center and is developing a specialty in Palliative-Hospice Oncological Chaplaincy. He is particularly passionate about working with patients to understand their illness and to build a narrative with his patients and families as they face the outcomes of their illness.

### Rev. Derrill A. Blue

D.Min. in Transformational Leadership, Boston University; M.Div., Saint Paul School of Theology; B.S. in Business Management, North Carolina A and T State University. Rev. Blue is Senior Pastor of Memorial A.M.E. Zion Church in Rochester, NY, and was appointed Presiding Elder of the Rochester-Syracuse District of the A.M.E. Zion Church in 2018. Rev. Blue holds almost 20-years of pastoral ministry experience on top of his professional resume in the baking industry, university assessment, and accreditation.

### Rev. Dr. Aaron M. Bouwens

D.Min., Drew University, 2013; M.Div., Colgate Rochester Crozer Divinity School, 2003; B.S. Houghton College, 1997. 2009 Lewis Leadership Fellow with the Center for Church Leadership at Wesley Seminary. Credentialed executive and leadership coach with the International Coaching Federation. Dr. Bouwens currently serves as the director of vital congregations for the Upper New York Conference of The United Methodist Church. In this role, Dr. Bouwens comes alongside congregations and leaders to increase the vitality of the congregation. Previously he has served as lead pastor in Wolcott, NY and Cortland, NY, and as co-pastor in Liverpool, NY.

### Mr. Charles H. Canon III

M.L.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, USA. 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. He is currently a member of the Ministerial Education and Guidance Board and the Ministerial Appointments Committee of the Genesis Conference of the Free Methodist Church and the Board of Administration of the Northgate/Batavia (NY) Free Methodist Church.

### Rev. Matthew Davis

M.S., Information and Library Science, SUNY at Buffalo, 2019; M.A., Theological Studies, Northeastern Seminary, 2016. Matthew serves as the Systems and Data Librarian at Davidson

College. His research interests are theological librarianship, practical theology, missiology and the missio Dei, and scholarly communication.

#### Dr. Julie Durbin

Ph.D. Biola University (Intercultural Studies), 2016; M.A. Duquesne University (Rhetoric/Communication), 2000; B.A. Roberts Wesleyan College, (Communication), 1998. Dr. Durbin teaches humanities and English at Geneva College in Beaver Falls, PA, and the Community College of Beaver County in Monaca, PA. She serves as worship leader at the New Brighton Free Methodist Church in New Brighton, PA, and on a provisional directing board for the newly-formed Free Methodist Liturgical Network. From 2000-2010, she lived in Ukraine and worked with a FMWM church planting team.

#### Rev. Dr. Benjamin D. Espinoza

Ph.D. in Higher, Adult, and Lifelong Education, Michigan State University, 2020; M.A. Christian Education, Asbury Theological Seminary, 2012; B.A. in Biblical and Theological Studies, Cedarville University, 2009. Dr. Espinoza currently serves as Associate VP of Online Education at Roberts Wesleyan College and as Executive Director of Seminary Administration at Northeastern Seminary. He serves as Associate Director of Curriculum Planning for The Wesleyan Church where he is an ordained minister in Penn York District. Dr. Espinoza's areas of academic specialization include Christian formation and discipleship, race, diversity, and social justice, Latinx studies, ministry with children and youth, qualitative research methods, and theological and higher education.

#### Rev. Dr. Walter S. Fleming

D.Min., Northeastern Seminary, 2018; M.Div., Asbury Theological Seminary, 1980; B.A., Houghton College, 1976. Pastor Wally, as he is known around campus, served as the lead pastor at Pearce Memorial Church for 10 years, a congregation adjacent to the Northeastern Seminary campus. Pearce was Pastor Wally's fourth appointment, having served three other congregations since he began full-time pastoral ministry in the summer of 1980. He currently serves as the director of chapel and adjunct faculty at Roberts Wesleyan College, teaching in the area of leadership.

#### Rev. Dr. Dana L. Goodnough

D.Min., Ministry Leadership, Dallas Theological Seminary, 2002; M.A., Counseling, Liberty University, 1992; Th.M., Bible Exposition, Dallas Theological Seminary, 1985; B.A., Pastoral Studies and Biblical Languages, Calvary Bible College, 1981; Diploma, Pastoral Studies, Moody Bible Institute, 1980. Dr. Goodnough is the pastor at Pittsford Community Church where he has served since 1985. He serves on the board of the Rochester Institute of Christian Education and has served as a visiting instructor at the Baptist Theological Seminary of Rio Grande do Sul in Porto Alegre, Brazil. Dr. Goodnough is the author of Three-Minute Theology: 66 Simple Lessons on Basic Bible Doctrines (Westbow Press).

### Dr. Harry J. Heintz

D. Min., Fuller Seminary, 1996; M. Div., Gordon-Conwell Seminary, 1974; B. A. Southern California College, 1968. Dr. Heintz served as lead pastor/head of staff at Brunswick Presbyterian Church, Troy, N.Y., from 1974-2012, and was board member of Presbyterians for Renewal, 2002-2008. Dr. Heintz is active in supply preaching in the greater Rochester area, to which he moved in October 2013.

### Ms. Cristina Kerekes

M.Div., Northeastern Seminary; M.S. Science Education, Purdue University; Certificate in Spiritual Direction, Upper NY Conference, United Methodist Church; Certificate in Advanced Missional Spiritual Direction, New England Conference, United Methodist Church. Ms. Kerekes is a chaplain intern at Strong Memorial Hospital in Rochester, and a small group supervisor for a two-year spiritual direction training program with the UNY United Methodist Church.

### Dr. Brittany Kim

Ph.D., Biblical Theology—Old Testament, Wheaton College, 2014; M.A., Biblical Exegesis, Wheaton College, 2008; B.A., Religious Studies and Philosophy, Westmont College, 2003. Dr. Kim has taught classes in biblical studies at Roberts Wesleyan College and online through Bethel Seminary and Ecclesia College. Her research interests include prophetic literature, biblical metaphor, rhetorical and literary methods, and biblical theology.

### Dr. Mike Lastoria

Ed.D. Loyola University of Chicago in Counseling Education, School Counseling and Guidance. Dr. Lastoria served as associate professor of family studies at Houghton College, Faculty/Director of Counseling at Houghton College, and Interim Associate Professor of Psychology at Roberts Wesleyan College.

### Mr. Bryan McMullen

Mr. McMullen earned an M.A. in Religion from Westminster Theological Seminary, and is both a board-certified chaplain, and an associate certified educator by the Association of Clinical Pastoral Education. He is a staff chaplain at Rochester General Hospital.

### Dr. Charles Meeks

Ph.D., Wycliffe College, University of Toronto, 2019; M.A., Asbury Theological Seminary, 2009; B.A. Houghton College, 2005. Dr. Meeks recently completed his Ph.D. dissertation at Wycliffe College, University of Toronto, and was supervised by Drs. Ephraim Radner and Joseph Mangina. His research is in the areas of patristic theology, sacramental theology, and systematic theology. His dissertation will be published by Fortress Press in 2020. His work at Asbury Theological Seminary focused primarily on New Testament and Biblical Archaeology. He is an active member of the North American Patristics Society, has published in the area of patristic exegesis, and has contributed extensively to the Lexham Bible Dictionary. Dr. Meeks has also pastored in

Melbourne, Sydney, and Coffs Harbour, Australia.

#### Dr. Torrence E. Sparkman

Ph.D. in Human Resources Education, the University of Illinois at Urbana-Champaign, 2012; M.Div. in Urban Ministry, Trinity Evangelical Divinity School, 2002; B.S. in Management, the University of Illinois at Chicago, 1993. Dr. Sparkman is an associate professor in the Saunders College of Business at Rochester Institute of Technology. Dr. Sparkman has authored numerous scholarly articles in the subject areas of management, business, and human resource development. He most recently served as contributing author of "Strategies for Attracting, Maintaining, and Balancing a Mature Workforce" (IGI Global, 2019).

#### Dr. Carrie Starr

D.Min. in Leadership, Scripture and Spirituality, Northeastern Seminary, 2021; M.A. in Theological Studies, Northeastern Seminary, 2004; B.S. in Elementary and Early Childhood Education, SUNY Oneonta. Dr. Starr has a rich career in ministry, business, and higher education that covers a wide range of professional experiences. She has held such leadership positions as a regional leader for Campus Ambassadors, a nationally recognized leader with Enactus USA, an educational leader at Roberts Wesleyan College, a named Advancement professional with Northeastern Seminary and Roberts Wesleyan College, a published author, and a successful entrepreneur. Her strong faith in Christ built on a solid theological foundation, combined with her passionate energy and outstanding relationship-building skills make her a compelling ministry leader and educator in an uncertain world.

#### Dr. Gregory VanDussen

D.Min., Church History, Colgate Rochester Crozier Divinity School, 1986; M.A., American History, SUNY College at Brockport, 1983; M.Div., Church History, Colgate Rochester Crozier Divinity School, 1972; B.A., Philosophy, SUNY College at Brockport, 1969. Dr. VanDussen retired in 2011 after 39 years of full-time ministry in the United Methodist Church. He pastored several churches in Western New York, and for six years served as Batavia district superintendent.

#### Dr. Norman Wetterau

M.D., Duke University Medical School, 1967; B.S., Wheaton College, 1963. Dr. Wetterau is a physician at Tricounty Family Medicine in Dansville, NY, and clinical assistant professor of family medicine at the University of Rochester School of Medicine. One area of his many professional interests includes applying the theology of social justice to real-life community issues.

#### Dr. Damian Zynda

ThD in Systematic Theology and Christian Spirituality, University of St. Michael's College, 2004; M.P.S., Loyola University of Chicago, 1993; B.A., Canisius College, 1987. Dr. Zynda holds multiple certifications in spiritual direction and specializes in the theology of conversation, theology and practice of the Ignatian Spiritual Exercises, spiritual direction, and Ignatian discernment. She

has taught at numerous academic institutions including St. Meinrad Seminary and School of Theology, Creighton University, and St. Bernard's School of Theology and Ministry. Dr. Zynda is a sought-after teacher, spiritual director, speaker, and retreat facilitator.

## Emeriti Personnel

### Dr. Barry Hamilton

Dr. Hamilton holds the following degrees: Ph.D. and M.Phil., Drew University; M.L.S., University of North Texas; M.Div., Nazarene Theological Seminary; B.A., Bethany Nazarene College. He is the author of two published monographs: William Baxter Godbey: Itinerant Apostle of the Holiness Movement (2000) and The Role of Richard Watson's Theological Institutes in the Development of Methodism after John Wesley (2014), several peer-reviewed articles, and more than seventy book reviews. He served in pastoral ministry for eight years, and is an ordained elder in the Free Methodist Church. He served as assistant library director at United Theological Seminary, Dayton, Ohio, taught church history and research methods, and served as core faculty for the Doctor of Ministry program. He has taught seminary courses in Nigeria and Burundi, served as a library consultant in Kenya, carried out research at several major universities--including Oxford, Cambridge, Manchester, Bridwell Library/SMU, Candler School of Theology, Duke Divinity School, Drew University, Garrett-Evangelical Theological Seminary, Southern Baptist Theological Seminary, Southwestern Baptist Theological Seminary, and the National Library of Ireland. He attended the Third Annual Wesley Studies Summer Seminar (2013) at Asbury Theological Seminary. Ongoing research interests include history of the English Church (with an emphasis on Methodist studies), the 19th century Holiness movement, early Pentecostalism, early American Methodism, and revivalism.

### Dr. Paul Livermore

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 retired May, 2013.

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 as a member of the Study Commission on Doctrine of the Free Methodist Church on which he has served since 1979. In partial fulfillment of his responsibility on the Study Commission, he has written a Catechism for the Free Methodist Church and the first of a two-volume systematic theology, *The God of Our Salvation*. He is currently working on the second volume.

### Dr. Wayne G. McCown

Dr. McCown holds the following degrees: Ph.D., Union Theological Seminary; Th.M., Union Theological Seminary; M.A., University of Washington; B.D., Asbury Theological Seminary; B.A., Seattle Pacific University. 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.

# Staff

## Support Staff

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Rebecca Taylor

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Seminary Office of Admissions 585.594.6802 or [admissions@nes.edu](mailto:admissions@nes.edu)

Student Financial Services 585.594.6150 or [studentfinancial@roberts.edu](mailto:studentfinancial@roberts.edu)

Registration 585.594.6220

## Directions to Campus

Northeastern Seminary  
2265 Westside Drive  
Rochester, NY 14624

**Northeastern Seminary is located on the campus of Roberts Wesleyan College, in Roberts Hall (Building #14) found on this map:**

Campus Map

**The campus is accessed via NYS Rt. 33, just off interstate 490 and the NYS Thruway.**

Map

Directions:

From the East:

1. Take Thruway 90 to Exit 45, 490 West
2. Take 490 West to Exit 7B (Route 33 West)
3. After 5 miles on Route 33 West, turn right onto Orchard Street, Parking Lot A is on the right

From the South:

1. Take 390 North to 490 West
2. Follow directions coming from the East

From the West:

1. Take Thruway 90 to Exit 47 (I-490/LeRoy)
2. Pick up 490 East to Exit 4 (North Chili)
3. Turn left onto Route 259 (Union Street)
4. Go to light at first intersection, turn right onto Route 33 (Buffalo Road)
5. Follow Route 33 (Buffalo Road) then turn left onto Orchard Street, Parking Lot A is on the right