



Andover Newton Theological School

CATALOGUE
2014-2015



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WELCOME
To
Andover Newton Theological School

Mission Statement

Deeply rooted in Christian faith, and radically open to what God is doing now, Andover Newton Theological School educates inspiring leaders for the 21st century.

Accreditation

Andover Newton Theological School is accredited by the Association of Theological Schools in the United States and Canada (www.ats.edu/) and by the New England Association of Schools and Colleges, Inc. (www.neasc.org/)

Certification

This catalogue is certified as true in content and policy to the best of my knowledge.



Sarah B. Drummond, Dean of the Faculty & Vice President for Academic Affairs

ANDOVER NEWTON'S CORE VALUES

Faithfulness

Called here through faith, we will work unceasingly to have the impact of our discipleship be the defining mark of our school. Our common life and work at Andover Newton will be measured by our witness, our trustworthiness and our transparency. We will hold ourselves and all our partners to high standards of integrity and excellence. (*1 Kings 9:4-5; Psalm 15; John 8:31; Rom 5:4; Eph 4:1*)

Innovation

Andover Newton has a courageous pioneering spirit that has distinguished our school for two centuries. Honoring that tradition of innovation and believing in its necessity, we will seek to create an atmosphere of learning and academic freedom so that the newness of the Spirit can be experienced by all who come here. (*Ezekiel 11:19; Isaiah 43:14; 2 Corinthians 5:17*)

Joy

We will strive to be known for our faith-filled joy. Each day in the life of our school will be a celebration of God's presence and our gratitude for all we have received. We will be distinguished by the delight we take in our mission and in one another. (*Psalm 32:11; Luke 15:3-7; Rom 15:13; 1 Thess 5.16*)

Sacred Hospitality

We are committed to being an open and accessible community for all who come here to study or be nourished in ministry. We will seek to eliminate barriers of prejudice and ignorance, orient ourselves to welcoming the stranger, and treat everyone with dignity and respect. We are committed to preparing a new generation of transformational leaders who can take the world into their hearts, build understanding, and be agents of reconciliation. (*Gen 18:1-7; Rom 5:2; Rom 12:13; Hebrews 13:2*)

Stewardship

We know that all we have is not ours but God's. We will strive to be good stewards of the sacred traditions we have inherited. We recognize that this pledge also commits us to stewardship of the physical, financial, human, and natural resources that are in our care. And, recognizing our interdependence with all creation, we are committed to the long term sustainability of these resources. We will work to build a heritage of trustworthiness in our actions within this school community, and with the world and all creatures in it. (*1 Cor. 4:2; Matthew 25:21*)

Justice

Both within our school and in all our relations with the world, Andover Newton will seek to practice biblically centered justice and compassion. We will do this individually and communally, providing the best means for ordering our relationships in ways that are consistent with our faith. We will advocate for justice and stand in solidarity with all who are oppressed or marginalized. (*Amos 5:21-24; Micah 6:6-8; Matthew 25:34-46*)

TRADITIONS

Since its founding in the early nineteenth century, Andover Newton has continued to educate called and gifted people for ministries in a changing world, and to instill in students a sense of the timelessness of Christ's message.

The churches and social contexts in which graduates serve have changed vastly and continue to do so at an increasing rate. In today's classrooms, the diversity among faculty and students reflects an appreciation of the gifts that all people bring to the Church. Yet, in many ways, Andover Newton's students still are drawn by spiritual yearnings to learn more fully what its founders called "the true business of living."

The oldest graduate school of theology in the United States, Andover Newton traces its roots to the early 1800s and the desire for a well-educated clergy among both Congregationalists and Baptists. That desire was expressed with the founding of what is now Phillips Academy in Andover, Massachusetts, in 1778 for "the promotion of true Piety and Virtue." A group of provident New England Congregationalists, aided by members of South Church in Andover, were chartered by the State of Massachusetts to raise funds and bring about the founding of a separate department of divinity at Andover in 1807. The following year the theological school, known as Andover Theological Seminary, opened its doors.

The Andover experiment brought students together for three years of study in residence with a scholarly faculty, an innovation that soon became a model for professional education around the country.

Andover educated some Baptist clergy, but not enough to meet the needs of the New England Baptist community that had grown tremendously in the late eighteenth century. The Newton Theological Institution grew out of a meeting at the First Baptist Church of Boston in May 1825. Agreeing that the time had come for a Baptist seminary, the group of Baptist clergy and lay people raised the necessary funds, decided on a hilltop site in Newton Centre, and secured the services of the Reverend Irah Chase, an Andover alumnus, as the institution's first professor.

In November 1825, the Newton Theological Institution began instruction. As the institution developed, it adopted Andover's curricular pattern and shared the same theological tradition of loyalty to the evangelical Gospel and zeal for its dissemination.

Reflecting that zeal, the modern mission movement began in this country through a group of Andover students known as the "Brethren". Both Andover and Newton quickly assumed leadership in the modern mission movement, drawing the two schools into a close association of people and ideas.

Graduates such as Luther Rice, Hiram Bingham and Nathan Brown pioneered in Christian missions around the world. Adoniram Judson, an 1810 Andover alumnus, is best known for his work in Burma, where he translated the Bible into Burmese and produced the first Burmese-English dictionary.

Andover continued offering instruction on its Andover campus until 1907, when its trustees agreed on a need to move the School to an urban setting to broaden the curriculum and to establish closer ties with the academic world. In 1908 Andover moved its faculty and library to Cambridge and began to develop plans for a formal affiliation with Harvard Divinity School. But even after building Andover Hall (now home of Harvard Divinity School), Andover's attempt to merge with Harvard left it mired in a legal struggle over adherence to its founding principles.

In 1931 Andover moved to the Newton campus, accepting Newton's invitation to enter into what both schools saw as a mutually-beneficial affiliation. One of the first acts of the boards of the newly affiliated schools was the appointment of Austin Philip Guiles as the first full-time professor in psychology and clinical

studies at a theological school. The move established Andover Newton as a pioneer in providing clinical training for seminarians.

In the middle decades of the twentieth century, the student body became gradually more diverse. African-American students began attending Andover Newton in more significant numbers and many graduated to become important leaders throughout the country. Women, who had first attended classes in the 1890s, enrolled in growing numbers.



In the early 1960s, the School began to pay more attention to the urban scene. Andover Newton

students and faculty worked at the Blue Hill Christian Center in Roxbury in efforts to minister in the city, and to relate the School more significantly to the African-American community of Boston.

By 1965, with a burgeoning student body, Andover and Newton had grown together so closely that a formal merger came about quite naturally. The united Andover Newton greatly expanded the academic and library resources available to students three years later by participating in the chartering of the Boston Theological Institute, a consortium of nine theological schools in the Boston area.

In the last forty-eight years, Andover Newton has remained on the cutting edge of developments in theological education. The School pioneered the “teaching parish” approach to field education, which soon established an international reputation. In the early 1970s, Andover Newton became one of the first schools in the country to offer Doctor of Ministry degrees. In the 1990s, an emerging relationship with Hebrew College invited exciting possibilities for Jewish-Christian dialogue.

As Andover Newton enters a third century of radical discipleship, it is embracing its role as a Christian seminary in an interfaith world. Academic programs are built around the question: What does it mean to foster a strong faith identity as well as capacity to cross the borders that divide humanity? Andover Newton is passionate about preparing leaders for transforming ministries. As President Emeritus Nick Carter notes, “The old formulas don’t work because the world has changed.” We live in a time that is far more pluralistic than ever before, and as we enter our third century of theological education, we are committed to preparing students for the complexities of congregational leadership and other ministries in the 21st century and beyond.

Andover Newton Students

The connections and friendships forged between students during the years they spend at Andover Newton often last a lifetime and sustain them in whatever ministries they pursue.

Ecumenical, cultural, and professional diversity is part of what makes Andover Newton such a rich and stimulating community. Students range in age from their twenties to their sixties. While more than half represent the United Church of Christ, American Baptist, or Unitarian Universalist churches, members of over thirty other denominations create a lively environment for theological inquiry.

The majority of students hail from New England, but Andover Newton attracts men and women from as far away as Alaska, California, and New Mexico. International students also bring diverse theological and cultural heritages from countries such as Canada, China, Germany, Ghana, India, Japan, Korea, Myanmar, Nigeria, South Africa, Taiwan, Uganda, and Zimbabwe.

Some students come to Andover Newton soon after completing their undergraduate degrees. These students have an emerging sense of their call to ministry and/or academic interests, which they pursue by enrolling in Andover Newton's MA or MDiv programs. Other students have pursued different careers before responding to a call to lay or ordained ministry. Doctors, nurses, lawyers, teachers, social workers, homemakers, and business executives come here to share a common quest for deeper meaning in their life's work, while juggling family life, full- or part-time employment, and the challenges of returning to the classroom after long absences.

Whatever his or her individual situation – recent college graduate or full-time worker making a second or third career change – an Andover Newton student will find a community responsive to the needs of today's varied adult learners.

Student Rights and Responsibilities

The central functions of a theological school community are learning, teaching, ministerial preparation, and scholarship. By accepting admission to the school, students join a community ideally characterized by commitment to faith, free expression, free inquiry, intellectual honesty, respect for the dignity of others, and openness to constructive change. Community members must exercise their rights and responsibilities in such a way as to be compatible with these values.

All members of the school have the right to press for action on matters of consent by any appropriate means, including convening and conducting public meetings, publicly demonstrating in an orderly fashion, advocating opinion by media, sign and voice, and so forth. The school has the responsibility to affirm, assure and protect these rights. Moreover, the school places special emphasis upon certain values which are essential to its nature as a theological community. Among these are freedom of speech and academic freedom, freedom from personal force and violence, and freedom of movement. Interference with any of these freedoms must be regarded as a serious violation of the personal rights upon which the community is based. Furthermore, although the administrative process and activities of the school cannot be ends in themselves, such functions are vital to the orderly pursuit of the work of all members of the school. Therefore, interference with members of the school in performance of their normal duties and activities must be regarded as unacceptable obstruction of the essential processes of the school. Theft or willful destruction of the property of the school or its members must also be considered an unacceptable violation of the rights of individuals or of the community as a whole.

Finally, it is the responsibility of all members of the theological community to strive to achieve an atmosphere wherein such violations of rights are unlikely to occur and to develop processes by which these rights are fully assured. In particular, it is the responsibility of the faculty and administration to be alert to the needs of the community, to give full and fair hearing to reasoned expressions of grievances; and to respond promptly and in good faith to such expressions and to widely-expressed needs for change. In making decisions which concern the community as a whole or any part of the community, the administration will consult with those affected by the decisions.

ANDOVER NEWTON SCHOOL POLICIES

Inclusive Language

Language describing the Divine is always inadequate, and will often differ because of culture, theology, and/or denominational ties. Language about God should, however, be both mindful of, and reflect the diversity and richness of God's nature and creation.

Language both mirrors and constructs social reality, often intentionally or inadvertently determining who is included and who is excluded from important conversations. For this reason, the Andover Newton Theological School community expects its members to listen to and use inclusive language that recognizes and promotes the worth, dignity, and image of God in all persons. This will involve paying particular attention to our language in written assignments, classroom discussions and presentations, and in other public settings, including chapel.

Non-Discrimination Policy

Andover Newton does not discriminate on the basis of sex, sexual orientation, age, race, color, national or ethnic origin, or disability in administration of its admissions or educational policies, scholarship and loan programs, other School-administered programs, or in employment. The School complies with the amended Family Education Rights and Privacy Act, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. The School also has adopted policies on sexual harassment, student grievances, student discipline and Internet use.

Open, Welcoming and Affirming Statement

We declare ourselves to be an Open, Welcoming and Affirming theological school, welcoming into the full academic, business and community life of our School persons of every race, culture, age, gender, sexual orientation, ability, economic status, and faith tradition. We are committed to modeling Christian faith that works toward openness and understanding, offering justice, healing, and wholeness for all people. We believe that through our embrace of diversity and meaningful engagement of the other we can all grow in our self-understanding as children of God. From this place we believe we will be better able to practice our faith and fulfill our mission to empower church leaders as transformative witnesses of God's abundant grace and love for a broken world.

Changes to Programs

Andover Newton reserves the right, in its sole judgment, to make changes of any nature in its academic programs, policies, calendar, fees, or academic schedule whenever necessary or desirable. This includes changing course content, syllabi, rescheduling of classes with or without extending the usual academic term, canceling scheduled classes or other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities. The School will give notice as practical under the circumstance through *Student E-News*, Andover Newton student e-mail, and on the Web site at www.ants.edu.

Social Media & Use of Name Policy

Social media have become successful tools in providing people with important connections and relationships. They have been helpful instruments in sharing information and connecting communities but have also been used in destructive and unproductive ways. As the oldest graduate theological school in the United States, and with a reputation developed over hundreds of years, Andover Newton has an interest both in how it is presented in Social Media and in claims people may make to be speaking on the School's behalf. This policy and set of guidelines have been developed from the School's Core Values. The School aspires to be such that all Andover Newton community members will always act out of these values, in social media and elsewhere.

Below is a list of different social media examples; however, given the rapid growth of the media world this is not a complete list.

- | | |
|---------------------|---------------|
| i. Facebook/Twitter | vi. Blogs |
| ii. Youtube | vii. Podcasts |
| iii. Flickr | viii. Photos |
| iv. Wikipedia | ix. Videos |
| v. LinkedIn | |

For a complete list go to http://en.wikipedia.org/wiki/List_of_social_networking_websites.

Andover Newton's core values continue to guide the School in interactions and relationships within the community and in the wider world. The School encourages all members of the Andover Newton community to voice opinions on the critical issues of the day, as well as about the School. However, in order to be true to the values and guidelines outlined below, we recommend that members of the community use a disclaimer, such as, "*The views on this blog are those of the author and do not necessarily represent the views or values of Andover Newton Theological School.*"

Below are guidelines (in *italics*) for utilizing social media, supported by core values.

Faithfulness

Guideline: We will communicate in the numerous online forums, invented and yet to be invented, in honest and kind ways. We will be transparent in the fact that our online postings are our voice to the online world and is only our own opinion. As part of the value of transparency we will not use the school's logo on personal pages and be clear about our status within the school, i.e. faculty, staff, or student.

Innovation

Guideline: We will embrace available technology as a positive force but still be aware of its challenges, limitations and dangers.

Stewardship

Guideline: As members of the Andover Newton Community, ambassadors of our churches and denominations, we must realize the impact that positive and negative online representations can have. We also recognize that we are stewards of the school's good name and reputation. As part of that recognition we pledge to exercise due diligence to insure that any postings from or about Andover Newton are truthful and represent the best information we can ascertain.

If a member of the Andover Newton community finds offensive material in social media, he or she should present the finding to the Dean of Campus Life in the case of a student, or to the person's immediate supervisor in the case of a staff or faculty member. If the person is confused about the appropriate person, he/she should contact the Dean of Campus Life.

School Closing Policy

It is Andover Newton's policy to remain open except in cases of health and safety emergencies or severely inclement weather. It is the responsibility of the Administration to determine if school will be closed and/or classes canceled. Once the decision to close and/or cancel has been made, a message regarding the situation will be placed on the school's main telephone line, the Web site, and designated radio and television stations will be notified. All should be advised to call the main Andover Newton number (617-964-1100 or 800-964-2687) for details and/or to check the school Web site (www.ants.edu), as the TV and radio stations may not broadcast full information. (Information on stations is distributed to students, staff and faculty each year. It is also posted on campus bulletin boards and in *Student E-News*).

The school recognizes that students and staff persons live both locally and at a distance, making travel to campus possible for some but not for others. Therefore, the following guidelines may be observed:

Individual classes may, by mutual consent of class members and professor, agree to meet in another setting or time (such as online) even if classes are canceled. Officially-designated snow days are set aside each term to facilitate rescheduling missed sessions.

On storm days when the school remains officially open, employees may make an individual decision in determining whether to come to work or whether to leave early should a storm begin during business hours. If the storm abates and campus conditions improve, the Library may open later in the day. Please call the Library message line at extension 2415 for specific information.

No one will be penalized for failing to come to school on days when local weather conditions make driving hazardous.

Television Channels:

WBZ: 4, WCVB: 5, and WHDH: 7 News

Radio Stations:

WBZ-AM: 1030

(at :05 & :35 past the hour starting at 5 a.m.)

WRKO-AM: 680

WOKQ-FM: 97.5 (New Hampshire)

COMMUNITY LIFE: POLICIES, PROGRAMS, AND SERVICES

Introduction

Adjusting to a new community is a process that takes time and energy. The School is committed to making that transition as easy as possible for students. Toward that end, the Director of Student Life serves as students' representative and advocate on campus. If students run into setbacks, experience crises, or simply cannot figure out how to get something done, they should feel free to drop by the Office of Student Services or e-mail to make an appointment. The School wants to ensure that all students receive the support they need to be successful. The Office of Student Services is in Worcester Hall, 617-831-2455.

Living on- and off-Campus

In addition to full-time student residents, many part-time students also maintain campus rooms and stay overnight one to three nights during the week, thus enjoying the benefits of being part of Andover Newton's residential community. A Resident Representative program helps to enhance community life. Resident Representatives are student members of the Director of Student Life's staff and are responsible for community life and crisis response in the residence halls, among other duties.

Located within three miles of the Massachusetts Turnpike and I-95 (Route 128), the campus is easily reached by car and public transportation. It is only a ten-minute walk from the Newton Centre MBTA stop on the Green Line's Riverside "D" branch and is also easily accessible by bus. Ample parking is available for those not able to take advantage of public transportation. Parking permits are required and are available from the Buildings and Grounds Department at a cost of \$35 per semester.

The Student Center on the first floor of Sturtevant Hall serves as a meeting place, study area, and TV lounge for the entire student body. In addition, this comfortably-furnished room serves as a place for commuters to relax before and after classes. Since this is also a residence hall, entrances to the Student Center are locked in the evenings. All students living on campus have a key to the Student Center. Commuting students in good standing should contact the Housing Office for information on evening access to the Student Center. The cafeteria in lower Noyes Hall becomes a bustling gathering place where students, faculty, and staff interact and form connections during mealtimes. Students rate the cafeteria as the number one spot for forging new friendships in the community.

The Dean of Campus Life's office guides new students into campus life through an orientation at the beginning of fall and spring semesters.

Disability Services

Andover Newton values diversity and the unique identity all students bring to campus. This community is eager to ensure that all students may participate in the broad array of activities and opportunities on campus, both in and out of the classroom.

Any student with a physical, learning, medical, psychiatric or other disability who needs accommodations must meet with the Director of Student Life. The School recognizes that the choice to self-disclose is a very personal one and assures students that all conversations remain confidential.

Students who wish to self-disclose should contact the Director of Student Life. Those who anticipate needing health or disability related services including reasonable accommodations follow a 3 step process:

- Complete the *Disability Service* request form
- Provide clinical documentation

- Make an appointment with the Director of Student Life

Please note that the Dean of Campus Life does not share information about the disability status of applicants or admitted students. Accordingly, prospective students with disabilities are encouraged to contact Dean Nienhuis to discuss their questions about academic, programmatic, residential and other aspects of Andover Newton student life. The Disability Service registration form and documentation are sent directly to the office of the Dean of Campus Life.

Andover Newton has the right to evaluate and determine requests for disabilities on an individual basis, regardless of prior history of accommodations. For more information or to begin this process please contact the Director of Student Life in Worcester Hall 230 Herrick Road, Newton Centre, MA 02459.

Worship and Spiritual Life

Worship is the heart of Andover Newton's community life and strives to reflect the diversity of denominational backgrounds on campus. All-community worship takes place every Wednesday when classes are in session. At this time, students, faculty and staff gather for an ecumenical service in the Wilson Chapel. This service is usually led by faculty members, and may include a brief sermon and holy communion.

In addition to weekly worship, some members of the community regularly meet for daily prayer services. These services are led by students, and occasionally by faculty and staff persons. Student groups, such as the Baptist Student Fellowship, the Black Student Fellowship, and the Unitarian Universalist Student Fellowship, also lead worship on campus at other times. Services usually take place in Wilson Chapel, and everyone is always welcome.

Students also gather for informal prayer and worship throughout the year. Several denominational and fellowship groups regularly sponsor events, convening their members for potluck suppers and weekend retreats. The lower level of Wilson Chapel houses a small prayer and meditation room.

Those who love to worship through song may wish to join the Community Choir. The Choir is open to all and sings regularly in the Wednesday service and brings together students, staff, and faculty. Opportunities also abound for student musicians to offer their gifts to campus worship life.

Each year all new students are assigned to community covenant groups, which are student-led ongoing orientation groups. These groups meet regularly throughout the year and are led by returning students with academic training in spiritual formation. The groups provide incoming students with a peer group and foster personal spiritual practices.

Students have numerous opportunities to participate in the Arts at Andover Newton. Student Art Night in the Meetinghouse studio, art exhibit openings in the Sarly Interfaith Unity Gallery in Wilson Chapel, concerts, and recitals take place on a regular basis. There are also opportunities within the curriculum for students to integrate art into their assignments.

Counseling Services, Spiritual Direction, and Writing Assistance

Counseling and individual and group spiritual direction is offered on campus through Ms. Toni Jean DeLorenzo, L.I.C.S.W., MDiv, Associate for Spiritual Direction and Pastoral Counseling. Students may make an appointment to see Toni by calling her



at extension 617-831-2437 or by e-mailing her at tdelorenzo@ants.edu. Her counseling services are available to students at a reduced rate, with a sliding fee-scale appropriate to need. Please contact the Director of Student Life for more information. Counseling sessions are limited to three meetings per term. She will work with students to find the right and affordable referral if more intensive work is desired.

Many students find that writing at the graduate theological level presents new challenges. Writing Tutors are available to assist students, coaching them in meeting writing expectations for their courses and providing both skills and encouragement. The lead Writing Tutor is Helen Snively, and students can contact her and other tutors at tutor@ants.edu.

Community Day

All members of the Andover Newton community – students, staff, and faculty – participate in two Community Day activities each year, one in the fall and one in the spring. Students registered in the related semester are expected to attend, and all other School business comes to a stop to focus on building community on the hill during Community Days. Fall community days include only the Andover Newton community and ordinarily involve a service project or set of projects in the wider Boston area. Spring Community Day takes place jointly with the Hebrew College community. All students must participate in no fewer than one of the two Community Days each year and register via the Web-based Student Portal. Students for whom participation would cause significant hardship must contact the Dean of Campus Life to discuss alternatives.

Student Employment Opportunities

A listing of job opportunities for Andover Newton Theological School students and alumni/ae is posted on the Job Board on the Andover Newton Web site, <http://www.ants.edu/jobboard/>. This list is updated frequently. Submissions are reviewed, approved and published to the Jobs Board by the Department of Institutional Advancement.

Additionally, many denominations submit job postings for the Ministry Employment Opportunities bulletin board, located on the first floor of Worcester Hall. Also, opportunities for on-campus jobs or special employment requests will be announced through Student e-news.

Student Association

All active students at Andover Newton are members of the Student Association by default. The Student Association has an Executive Board consisting of five officers, elected annually. The Executive Board serves two primary functions: 1) to advocate to the administration on behalf of the student body about student concerns, and 2) to help build a sense of community on campus via social and community building events.

Within the Student Association are several official denominational and fellowship groups, with new ones created every year according to student interest.

For a listing of active fellowships and for further information about the Student Association, please visit the SA's website:

<http://www.antssa.com>

Community Life Web Links

For more information, view the following pages on the Andover Newton Web site:

Housing

<http://www.ants.edu/housing-and-board/>

Worship and Spiritual Life

<http://www.ants.edu/worship-and-spiritual-life/>

Maps and Directions

<http://www.ants.edu/ants-difference/map/>

Student ID

All students enrolled in degree programs (MDiv, MA, and DMin) and Special Students are required to have a picture identification card (Student ID), obtainable in the Office of the Registrar. Faculty and staff members must also obtain a picture ID.

The Student ID is required by the Library and is used as the primary identification card for library services. It is also required by Buildings and Grounds to obtain a parking sticker.

The Student ID is the property of Andover Newton Theological School, and upon withdrawal from the School, it must be returned to the Office of the Registrar. If the card is lost or destroyed, there will be a \$15.00 replacement fee.

Andover Newton Theological School is not responsible for any unlawful use of this card.

Library Policies

For a description of library policies, please visit the Franklin Trask Library, or review library policies on the Web site at <http://www.ants.edu/library/policies/>.

Health Insurance

Massachusetts requires all institutions of higher education to ensure that their full-time and $\frac{3}{4}$ -time students are enrolled in a qualifying student-health-insurance plan or in another program that provides comparable coverage.

The school offers this insurance to any enrolled student. A student enrolled for fewer than nine credit hours per semester may apply for coverage through the Business Office; a student enrolled for nine credit hours or more per semester will be automatically covered unless he or she provides proof to the Business Office of his or her enrollment in another qualifying insurance program. Students must provide this proof every academic year.

Andover Newton does not provide an infirmary or employ resident medical personnel. For both residents and commuters, health care is an individual responsibility.

Recycling

Andover Newton recognizes our call to responsible stewardship of creation in all its forms, and is committed to creating a greener environment through reduction of waste and recycling of our resources. Collaborating with Buildings and Grounds, Facilities Management, and the campus community, Andover Newton consistently seeks to expand and improve upon existing programs, as well as to develop new initiatives in order to create a sustainable and environmentally friendly campus. To that end, the School encourages students to share resources and use reusable resources whenever possible.

Currently, two large receptacles for recycling are located in the parking area adjacent to the Meetinghouse. In the smaller bin, residents may recycle all paper items (but no cardboard or phone books). The other, larger bin is a mixed-use bin which means that residents can recycle multiple items together—aluminum, tin, plastic, paper, cardboard, and glass and so forth. Please note that there are posted lists of disposable items on both bins.

Containers for paper recycling only are also located in the computer lab and the Worcester and Dabney Hall work rooms.

Student Accountability Policy

I. Preamble

The relationships and conduct of students at Andover Newton shall be consistent with the purpose and mission of the School as stated in the catalogue. On rare occasions in every institution questions arise about whether certain personal conduct on the campus is compatible with the nature and purpose of the institution. To deal with such questions, Andover Newton has established a Committee on Student Accountability to conduct an impartial investigation of the facts and make recommendations as to what action should be taken. During the time of this process a student's transcript will be marked "Disciplinary Hearing Pending." Once the hearing has run its course, this marker will be removed.

II. Composition of the Committee

The Committee shall consist of the Dean of the Faculty (chair), two faculty representatives, and two students. The Committee is convened as needed, and all members are appointed by the Dean of the Faculty; the students are appointed in consultation with the Student Association President. The Director of Student Life serves as a non-voting member of the committee, acting chiefly as an advocate for the student.

III. Procedures

Specific cases may be brought to the Committee's attention by any faculty member, staff member, or student. The normal channel is a letter to the Dean of the Faculty. After receiving the charge letter, the Dean of the Faculty conducts a preliminary review of the charge. The review includes the collection of information and, usually, a meeting with the charged student. The Dean of the Faculty shall determine whether the charge is appropriate for the Committee or may deem the matter an academic, rather than a disciplinary matter (for example, an academic concern would be improperly-formatted citations; a disciplinary one would be failure to cite sources).

When a case has been referred to the Committee, the following steps shall be taken:

1. The Dean of the Faculty will write a letter to the student, detailing the charges that another has made against the student and inviting the student to participate in the investigation.
2. The Committee will review materials related to the charge(s) and meet with the student(s) involved in the matter. Whenever such a hearing takes place, the person concerned may have witnesses appear in his or her behalf. He or she may be accompanied by another party for support.

The Committee will conduct further investigation until satisfied that members understand the matter at hand. If, following the hearing, the Committee learns of or elects to hear further evidence, or gather more data before reaching a final decision or recommendation, it shall give written notice to the person concerned of such further evidence or data and shall give him or her the opportunity to submit further comments about the evidence to the Committee before it makes its final recommendation. During this review and deliberation period the student may not withdraw from the course in which the action under the Committee's scrutiny occurred, nor from the School itself.

3. In disciplinary actions short of separation, the decision by majority vote of the Committee is final, except in an instance where new material evidence becomes available. For responses of suspension, dismissal, or separation, the student may not return to campus during the delineated time frame.

The Committee may elect to take no action, and it has the authority to take or recommend any of the following actions:

- *Censure*: A written or oral rebuke without further conditions.
 - *Probation*: Conditional permission to remain at Andover Newton. The Committee would be responsible for specifying these conditions. Any involvement in additional violations would result in further action from the School.
 - *Suspension*: Temporary separation from the school for a specified period of time, after which the person is ordinarily reinstated, sometimes under probation. At the time of the student's suspension, specific plans will be put in place defining when, under what conditions, and by whose approval the student may return to Andover Newton.
 - *Dismissal*: Separation from the school for a specified period of time, after which the person may apply for reinstatement. At the time of the student's dismissal, specific plans will be put in place defining when, under what conditions, and by whose approval the student may return to Andover Newton.
 - *Separation*: Permanent separation from the school. The person may not return under any conditions. Separation cases shall be discussed and commented upon by the faculty, meeting in executive session. However, the final decision shall be the President's. The student will receive notice of the committee's recommendation of separation, after which time the student shall have an opportunity to submit written comments to the President before the President makes a final decision.
4. In action short of separation, should additional information become available, the student may appeal to the Dean of the Faculty.

Involuntary Administrative Leave Policy

The Office of Student Services may place a student on “administrative leave of absence” if:

- A student is disrupting the academic or extracurricular activities of the community, or poses a health or safety risk to himself/herself or others, and/or
- The student's behavior is determined to be due to a medical issue, or the student refuses to cooperate with efforts deemed necessary by the Office of Student Services to evaluate the cause of the student's behavior or threatening state.

Before placing a student on “administrative leave of absence,” the Office of Student Services will consult with the Dean of the Faculty, Registrar, Coordinator of Financial Aid, the student's adviser, and the school's Associate for Pastoral Counseling, and on the basis of that consultation make a recommendation concerning whether the student should be placed on leave. The student will be notified in writing of the decision to place him or her on “administrative leave of absence” and the reasons for the decision.

Students who have been placed on “administrative leave of absence” and later request to return to Andover Newton will be required to provide evidence that they are ready to resume their studies and academic responsibilities. Students should submit a petition to the Office of Student Services at least eight weeks in advance of the semester in which they wish to return. The petition should include the following:

- A description of the student's attempts to resolve the issues that led to his/her departure from the school;
- evidence of the student's readiness to return, such as letters from individuals from whom the student received care and/or from employers;

- permission for the school’s mental health staff to consult with health care providers from whom the student received treatment, and the providers’ contact information; and
- an agreement to a mandatory meeting with a designated mental health counselor. Andover Newton also reserves the right to condition the student’s continued enrollment and participation in academic and extracurricular activities on compliance with any recommended treatment plan. This may include separation from the school for a period of time until treatment can be completed and the student reevaluated.

At no time will the Office of Student Services communicate any confidential medical information to other officers at the school; rather, the Office of Student Services will let appropriate decision-making bodies know whether the student has allowed her to acquire the necessary information and whether the student has complied with treatment agreements. In cases where the student fails to cooperate with medical and psychological evaluations and/or does not adhere to the recommended treatment plan, Andover Newton may place the student on another involuntary administrative leave of absence. In a case where a student has been placed on an involuntary administrative leave more than once, the petition to the Office of Student Services and the supporting medical documentation should also specifically address this past history, including what evidence there is that the student’s medical issues are sufficiently resolved to avoid the risk of future relapse.

If students wish to dispute the decision either to place them on “administrative leave of absence” or to allow them to return to the school, they may request a review of the decision by writing to the Office of Student Services. The Office of Student Services will review the case with the Dean of the Faculty and make a recommendation to the President. The decision of the President will be final.

General guidelines for students taking a medical leave of absence will apply to these cases.

Disruptive Behavior Policy and Guidelines

Andover Newton Theological School will not tolerate or excuse disruptive or violent behavior from any student, especially when the behavior interferes with the instruction and the educational opportunities of other students, or when the behavior is detrimental to the larger community life on campus. An expression of disagreement with a faculty member is not in itself considered disruptive behavior.

Faculty members have the right to direct students to cease disruptive classroom behavior immediately. Faculty members have the right to direct a student to leave the classroom for the rest of the class period. Students who fail to comply with such directives to cease their disruptive behavior or leave the classroom will be reported by the Faculty member to the Dean of the Faculty and the Office of Student Services either immediately or after the class session. Faculty and staff members have been instructed to call 911 in the event of violent or threatening behavior from a student. Repeated or extreme cases of disruptive behavior shall be referred to the Dean of the Faculty for intervention and/or possible consideration by the Committee on Student Accountability.

Disruptive behavior, in and out of the classroom, can be defined as behavior that *substantially or repeatedly interferes* with the instructor’s ability to conduct class or other students’ ability to learn. Examples include:

- Threats of physical assault.
- Electronic devices signaling; answering cell phones.
- Repeated tardiness.
- Leaving class without permission.
- Talking in class without permission; making noise and repeatedly interrupting.

- Reading newspapers/magazines in class.
- Being verbally or otherwise abusive, intimidating, or disrespectful to the professor, staff, or other students.
- Persistent and unreasonable demands for time and attention, both in and out of the classroom.
- Refusing to comply with the directions of the professor.
- Attempts to contact the professor at home in inappropriate ways.
- Refusing to comply with the directions of the Resident Representatives or Andover Newton staff members.
- Persistent and unreasonable demands for time and attention from Resident Representatives, Student Association members, or members of the Andover Newton staff.
- Attempts to contact fellow students against their will.

CORI Policy

Ministry is a profession that demands the highest standards of behavior and ethical/moral conduct. All have seen, painfully, what happens to churches and church-related institutions which fail to hold high standards in this area. Moreover, Andover Newton Theological School is a residential campus. The School provides public access to buildings and grounds, including twenty-four-hour access to some facilities used for study and worship. A significant number of children live and/or visit events on the campus, and many times students, staff, and faculty are working with and living among other vulnerable populations. For this reason, Andover Newton Theological School conducts a background check on all applicants, and reserves the right to conduct a general background check for employment, volunteer work or licensing purposes, including but not limited to a Criminal Offender Record Information (CORI) check. The following practices and procedures will generally be followed:

1. CORI checks will only be conducted as authorized by the Criminal History Systems Board (CHSB). The School will notify the parties involved when a CORI check will be conducted. If requested, the party involved will be provided with a copy of the CORI policy.
2. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI on behalf of the school will be thoroughly familiar with the educational materials made available by CHSB.
3. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determinations of suitability based on CORI checks will be made consistent with this policy and other school policies, and any applicable law or regulations.
4. If a criminal record is received from CHSB, the authorized individual will closely compare the record provided by CHSB with the information on the CORI request form and any other identifying information provided by the party involved, to ensure the record relates to that person.
5. If Andover Newton is inclined to make an adverse decision based on the results of the CORI check, the party involved will be notified immediately. The party involved shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record upon which the school's decision was made, and given an opportunity to dispute the accuracy and relevance of the CORI record.

6. Applicants challenging the accuracy of the policy shall be provided a copy of CHSB's *Information Concerning the Process in Correcting a Criminal Record*. If the CORI record provided does not exactly match the identification information provided by the party involved, Andover Newton will make a determination based on a comparison of the CORI record and documents provided by the party. Andover Newton may contact CHSB and request a detailed search consistent with CHSB policy.
7. If Andover Newton reasonably believes the record belongs to the party involved and is accurate, based on the information as provided in section IV on this policy, then it will use the information in its decision. Unless otherwise provided by law, factors considered in determining suitability may include, but not be limited to the following:
 - a. Relevance of the crime to the position sought in the community (student, staff, or faculty);
 - b. The nature of the applicant's prospective role in the Andover Newton community;
 - c. Time since the conviction;
 - d. Age of the candidate at the time of the offense;
 - e. Seriousness and specific circumstances of the offense;
 - f. The number of offenses;
 - g. Whether the applicant has pending charges;
 - h. Any relevant evidence of rehabilitation or lack thereof;
 - i. Any other relevant information, including information submitted by the candidate or requested by the hiring authority
8. Andover Newton will notify the applicant of the decision and the basis of the decision in a timely manner, except in the matter of admissions decisions. All admissions decisions are confidential.

Drug and Alcohol Abuse Prevention Program for Faculty, Staff and Students

The following policy is adopted in order to comply with the Drug-Free Workplace Act of 1988 and the subsequent Drug Free Schools and Communities Amendments of 1989. Continued participation in federal programs is contingent upon this policy being in place. As well, Andover Newton Theological School recognizes alcohol and/or drug dependencies as illnesses, major health problems and potential safety and security problems to the School. This policy expresses the School's commitment to the maintenance of the drug free environment on campus. All faculty, staff, and students must abide by the terms of this policy.

General Prohibitions and Sanctions

Andover Newton prohibits the unlawful manufacture, distribution, dispensation, possession or use of controlled substances, or being under the influence of illicit drugs on the campus or any other work site connected to the School or during any School-related activity. When alcohol is present at Andover Newton events, community members are expected to drink responsibly. Violation of this policy will result in disciplinary action up to and including separation and criminal penalties.

Drug Education, Counseling and Rehabilitation Programs

Any student or employee who violates the provisions of this policy may be required to participate in a substance abuse education program or a rehabilitation program at his or her expense.

For referrals to education, treatment and rehabilitation programs, employees and students may contact Ms. Toni Jean DeLorenzo, Associate for Spiritual Direction and Pastoral Counseling for an appointment (extension 2437 or tdelorenzo@ants.edu). Her office is located on campus. As with any consultation with a

licensed counselor, confidentiality is assured. Voluntary efforts to seek help for a drug or alcohol problem are encouraged and will not *per se* put either the student or the employee in jeopardy, provided that the individual seeks help prior to discovery.

For additional information, the following hotline is available: The National Institute on Drug Abuse Hotline, 1-800-662-HELP, an information and referral line that directs callers to treatment centers in the local community.

Employees

As a condition of employment, employees must abide by the terms of this policy and are required to report to work fit to perform their duties in a safe and efficient manner. As a further condition of employment, employees must report their own convictions under a criminal drug statute for violations occurring either in the work place or during the performance of work-related duties within five days after the conviction, as required by the Drug Free Workplace Act of 1988. The School will notify the granting agency within ten days after receiving notice from an employee or from an outside agency of the employee's criminal drug statute conviction for conduct in the workplace. Within thirty days of receiving notification of an employee's drug statute conviction, the School will initiate appropriate personnel action which may include imposing a sanction or requiring satisfactory participation in a drug abuse assistance or rehabilitation program through an approved agency. Employee is interpreted in the broader sense of the word to include any individuals who receive any reimbursement from the School for services.

A copy of this policy will be distributed to all faculty, staff and students.

Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance

First conviction:

Up to one year imprisonment and fined at least \$1,000 but not more than \$100,000 or both.

After one prior drug conviction:

At least 15 days in prison, not to exceed two years and fined at least \$2,500 but not more than \$250,000 or both.

After two or more prior drug convictions:

- A. At least 90 days in prison, not to exceed three years and fined \$5,000 but not more than \$250,000 or both if:
 1. first conviction and the amount of crack possessed exceeds five grams.
 2. second crack conviction and the amount of crack possessed exceeds three grams.
 3. third or subsequent crack conviction and the amount of crack possessed exceeds one gram.
- B. Forfeiture of personal and real property used to possess or facilitate possession of a controlled substance if that offense is punishable by more than one year imprisonment:
 - Forfeiture of vehicles, boats, aircraft or any other conveyance used to transport or conceal a controlled substance.
 - Civil fine of up to \$10,000.
 - Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to one year for first offence, up to five years for second and subsequent offenses.

- Ineligible to receive or purchase firearms.
- Revocation of certain federal licenses and benefits, i.e., pilot licenses, public housing tenancy, are rested within the authorities of individual federal agencies.

Student Grievance Procedure

I. Preamble

It is the intention of this procedure to encourage and facilitate resolution of a serious grievance that a student may have with a faculty member, supervisor, administrator or member of the staff. This procedure may also be used by students who wish to raise a complaint in an area related to the accrediting standards of the Association of Theological Schools. (A description of the ATS standards is available at: <http://www.ats.edu/Accrediting/Pages/StandardsOfAccreditation.aspx>.) The desire is to resolve any grievance in the early stages of the process. However, the process does provide for full mediation in a fair, equitable and timely manner.

II. Steps in grievance procedure

- A. A student who believes she or he has a legitimate grievance should ordinarily meet face-to-face promptly with the person immediately involved (i.e. faculty member, supervisor, administrator, member of staff), or in the case of a complaint about an ATS accreditation standard, with the person in charge of the area under complaint. The procedure is concluded if a mutually acceptable solution is reached. Should either person wish written documentation of the resolution, they shall write such. Each person will sign, date and retain a copy. A copy of any complaint about an ATS accreditation standard is kept on permanent file in the President's Office.

If the severity of the grievance in question is, in the estimation of the student, sufficiently significant as to render face-to-face confrontation unsafe or unwise, the student may consult with the appropriate party (see II.B.1a, b, c, and d below) in advance of initiating such a meeting for advisement. That official has the right to accelerate to II.B (below) at his/her discretion.

- B. If the grievance is not mutually resolved, the student may pursue the matter in the following manner:
1. Within seven days of the meeting in II.A, the student should send a written statement to:
 - a. The Dean of the Faculty, if a faculty member is involved in grievance.
 - b. The supervisor, if a staff person is involved in grievance.
 - c. The President, if a senior manager or a member of the President's staff is the subject of grievance. (Note: The Office of Student Services is available if the student is unclear about the person to contact or to provide support for students as they go through this process.)
 - d. The Chair of the Board of Trustees if the President is the subject of the grievance.
 2. The statement must clearly indicate:
 - a. The nature of the complaint.
 - b. The steps already taken (must show evidence of II.A).
 3. As soon as possible after receipt of the written statement, the appropriate person (see II.B.1a, b, or c above) must:
 - a. Meet with each party separately.
 - b. If appropriate, meet with parties together to attempt to resolve the grievance.

- c. If the grievance is resolved, provide a written dated summary within three days which each party will sign. Copies will be filed with the Vice President for Finance and Operations, who oversees all Human Resources administration.
- C. If the grievance is not resolved through the steps above, the student may make a written appeal within seven days to the Dean of the Faculty. The written appeal must include evidence that all of the above steps have been completed. The Dean of the Faculty will convene a hearing committee as follows:
1. The Dean of the Faculty will select one member of the faculty, one member of the staff, one member of the administration, and two students (in consultation with the President of the Student Association) to serve on the committee. The Dean of the Faculty will convene the committee as soon as possible after receiving the written request and will apprise the President of the process. The Office of Student Services serves as a non-voting member of the committee, acting chiefly as an advocate for the student.
 2. The Committee will meet to hear and resolve the grievance. The decision will be presented in writing to each party in the grievance with a recommendation to the President. The decision of the President will be final, provided, however, that in any case in which the President was the first person contacted pursuant to II.B.1c above because a senior manager or administrative staff member was involved, the decision of the Committee shall be final. The final decision will be kept on file in the offices of the President, Dean of the Faculty and the Vice President for Finance and Operations as applicable.

Massachusetts Regulations with Regard to Hazing

269:17. Hazing; organizing and participating; hazing defined.

Section 17. Whoever is a principal organizer or participant in the crime of hazing, as defined herein, shall be punished by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in this section and sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. Such conduct shall include whipping, beating, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Notwithstanding any other provisions of this section to the contrary, consent shall not be available as a defense to any prosecution under this action.

269:18. Failure to report hazing.

Section 18. Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than \$1,000.

269:19. Copy of secs. 17-19; issuance to students and student groups, teams and organizations; report.

Section 19. Each institution of secondary education and each public and private institution of post-secondary education shall issue to every student group, student team, or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known to the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections 17 and 18; provided, however, that an

institution's compliance with this section's requirements that an institution issue copies of this section and sections 17 and 18 to unaffiliated student groups, teams, or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams, or organizations.

Each such group, team, or organization shall distribute a copy of this section and sections 17 and 18 to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team, or organization, acting through its designated officer, to deliver annually to the institution an attested acknowledgment stating that such group, team, or organization has received a copy of this section and said sections 17 and 18, that each of its members, plebes, pledges, or applicants has received a copy of sections 17 and 18, and that such group, team, or organization understands and agrees to comply with the provisions of this section and sections 17 and 18.

Each institution of secondary education and each public or private institution of post-secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections 17 and 18.

Each institution of secondary education and each public or private institution of post-secondary education shall file, at least annually, a report with the regents of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of this section and sections 17 and 18 and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The board of regents and, in the case of secondary institutions, the board of education shall promulgate regulations governing the content and frequency of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.

Sexual Harassment Policy

Preamble

Andover Newton Theological School is committed to creating and maintaining communities in which students, faculty, and staff can work together in an atmosphere free of all forms of discrimination, harassment, exploitation or intimidation. Specifically, all persons associated with Andover Newton should be aware that the School condemns sexual harassment. Such behavior is an affront to God and human dignity, is prohibited both by law and by School policy, and will not be tolerated. It is the intention and responsibility of the School to take whatever action may be needed to prevent and correct behavior which is contrary to this policy, up to and including expulsion for students, and for employees up to and including discharge.

Definition

Sexual harassment includes repeated or coercive sexual advances toward another person contrary to his or her wishes. Unwelcome sexual advances (as defined by the recipient of such advances), requests for sexual favors, and other abusive verbal or physical conduct of a sexual nature or relating to sexual orientation constitute sexual harassment when:

1. submission to such conduct is made either explicitly or implicitly a term or condition or circumstance of instruction, employment, or participation in other School activity;
2. submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or

3. such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating a discriminating, intimidating, hostile, or offensive school environment, as defined by the recipient of such conduct.

Scope of Definition

This policy covers sexual harassment incidents involving any member of the Andover Newton community or participants in Andover Newton business, including persons in contextual education settings (such as Field Education or Border-Crossing Immersion Programs).

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incident(s) occurred. As defined above, sexual harassment is a specific form of discrimination in which power inherent in a relationship is unfairly exploited. Sexual harassment most often takes place in a situation where a student or employee is in a subordinate position of power, for example, there is always a power differential between faculty and students and between students and administrators. However, this policy also recognizes that sexual harassment may occur between persons of the same seminary status, e.g., student-student, faculty-faculty, staff-staff or may occur in a reverse situation of power differential, e.g., student-faculty or administration, employee-supervisor.

School Commitment

It is the responsibility of the administration of the School to uphold the requirements of basic human justice, and with regard to sexual harassment specifically, to ensure that the School's environment be kept free of it. For that purpose, these policies and procedures are adopted to avoid misunderstandings by faculty, administration, students, supervisors and staff on (1) the definitions of sexual harassment and (2) the procedures specifically defined to resolve complaints of sexual harassment.

Justice requires that the rights and concerns of both complainant and respondent be fully assured. The School shall make every effort to assure and protect these rights, and shall undertake no action that threatens or compromises them.

Procedures for Handling Complaints of Sexual Harassment

1. Composition of Committee:

A Sexual Harassment Task Force will be established by the initiation of the President on an as needed basis. It will be composed of the following:

- A. a member of the Senior Management Team, other than the President, selected by the Senior Management Team
- B. one faculty member selected by the Faculty Association
- C. one staff member selected by the Staff Association
- D. two students selected by the Student Association in consultation with organized student constituencies.

To ensure gender balance and racial representation, the President may require substitutions. In a case in which a member of the Task Force is a complainant or respondent a replacement for that case will be selected by the appropriate constituent group.

2. Filing a Complaint:

- A. Who May File a Complaint:
 1. Any Andover Newton student,

2. Any Andover Newton faculty member,
3. Any staff member or employee of Andover Newton,
4. A member of the ministry setting in which an Andover Newton student is involved, including Field Education sites.
5. Persons not included in the above 4 categories may present complaints to the President of the Seminary who, at his or her sole discretion, may decide to adjudicate the complaint under this statement of policy and procedures.

Action will be taken. The seminary takes all complaints or reports of discrimination, sexual harassment, sexual misconduct, or other misconduct seriously, and the School will act on all complaints made against professors, employees, and students of the School.

3. Complaint Procedures:

A. Informal Complaint Procedures:

1. The complainant may appeal to a member of the Sexual Harassment Task Force for counsel or to request that member's aid in resolving the matter. This informal procedure will be kept confidential and will not be recorded in the minutes of the Task Force. In such an event the member may report to the Task Force and participate in discussions and informal resolutions but shall not vote in later Task Force decisions in the event that formal proceedings are instituted.
2. The complainant may attempt to resolve the matter directly with the individual accused of sexual harassment.
3. The complainant may report the incident to the supervisor (in the case of students, to the Dean of Students) of the individual allegedly engaged in sexual harassment, in an effort to resolve the matter.
4. Where other such informal efforts to resolve the complaint may not be wise, appropriate, or successful, the complainant may appeal to the Task Force in resolving the complaint informally. A record of this complaint and its resolution will be maintained in the minutes of the Task Force, which minutes shall be kept confidential to the Task Force and kept in the office of the Academic Dean.

B. Formal Complaint Procedures:

If an informal resolution of the complaint does not seem possible or does not succeed and if the matter is not settled within 10 working days, the complainant and the Task Force will institute formal proceedings which shall include the following steps:

1. The complainant shall file a formal complaint with the Task Force in writing. The written complaint must be signed by the complainant and include the following information:
 - a. the person against whom the complaint is made;
 - b. a description of the behavior; and
 - c. the time and place of occurrence.
2. The Task Force will gather oral and written statements from the parties involved in the alleged harassment, and from others who may have pertinent information, such as witnesses, qualified professional consultants, etc. The respondent may appear before the Task Force and present witnesses in his or her behalf. These actions will be completed within days of receipt of the formal complaint.

3. The Task Force will adjudicate the allegations based on the information gathered in “2” above, and determine actions appropriate to resolve the matter; these may include:
 - a. finding that sexual harassment has occurred, and in which case the appropriate body or officer of the School will be called upon to take action accordingly. Such action may include one or more of the following:
 - a formal reprimand, with defined expectations for changed behavior;
 - recommending or requiring remedial action such as but not limited to psychological or psychiatric assessment, counseling and/or treatment, education, and so forth;
 - probationary standing, with the terms of the probation clearly defined;
 - dismissal from the School - suspension.
 - b. finding that no sexual harassment occurred.

In the course of investigating the allegations of the complainant, the supervisor (if involved) and members of the Task Force shall contact only those persons whose participation is reasonably necessary to the investigation of the complaint, and shall otherwise keep the facts of the investigation confidential. A written summary of the Task Force proceedings will be maintained in the minutes of the Task Force, and in the permanent file of the complainant and the respondent.

If the complainant or respondent is not satisfied with the disposition of the matter, he or she has the right to appeal in writing within 30 days to the President of the School, who may review and affirm or alter the disposition.

The complainant or respondent may appeal the decision of the President by addressing an appeal in writing within days to the chair of the Board of Trustees. The chair shall refer the matter to the Executive Committee of the Board within days and said committee will resolve the matter, with discretion to take any further evidence that it may deem necessary before making its final determination.

The complainant and any individual participating in any investigation under this policy have the Seminary’s assurance that no reprisals will be taken as a result of a sexual harassment complaint made in good faith. It is Andover Newton’s policy to encourage discussion of the matter, to help protect others from being subjected to similar inappropriate behavior.

Federal and State agencies charged with enforcement of the Sexual Harassment law

In addition to the above, if you believe that you have been subjected to sexual harassment you may file a formal complaint with either or both of the government agencies set forth below. Using our complaint process does not prohibit you from filing a complaint with these agencies. Each of the agencies has a 300 day time period from the date of the alleged act of sexual harassment in which to file a complaint.

Federal:

The Equal Employment Opportunity Commission
 One Congress Street, 10th floor
 Boston, MA 02114
 (617) 565-3200

State:

The Massachusetts Commission Against Discrimination Boston Office:
 One Ashburton Place 6th floor, Room 601, Boston, MA 02108, (617) 727-3990

INFORMATION TECHNOLOGY DEPARTMENT

Information Technology Use Policies

Andover Newton Theological School offers computing and Internet resources in support of the School's mission to pursue the highest standards of learning, research, and instruction for the sake of the life, worship, and witness of the whole church. Included in these resources are:

- Computers and printers in administrative and faculty offices with LAN (Local Area Network) and access to Internet resources.
- Computers and a printer in the computer lab with LAN (Local Area Network) and access to Internet resources.
- Proprietary software licensed for use on School computers.
- Wireless Internet access in the residence halls, Trask Library, Sturtevant Hall, Noyes Hall, Wilson Chapel and Davis Hall, and additional locations as they become available.
- Andover Newton E-mail, student records system, and E-Learning accounts.
- Access to databases and other electronic educational resources through computers in the Trask Library.

The use of these resources is a privilege, not a right of membership in the Andover Newton community, and is not transferable. Andover Newton's IT resources are intended solely for the administrative and educational purposes of the Andover Newton community. These privileges are only made available to students registered for any Andover Newton course, Andover Newton residents, faculty, and staff of Andover Newton. Public Internet access for research purposes is also available in the Library.

State and Federal laws as well as Andover Newton's own official school policies govern use of the School's computing resources. In instances where data are transferred across the Internet or other networks, users are advised that acceptable use policies of those other networks may limit usage.

Andover Newton reserves the right to change its usage policy and procedures at any time, including setting limits or prohibiting access. Andover Newton's Computer Services are administered by the Information Technology Department under the direction of Vice President for Finance and Operations.

E-Mail Accounts

Andover Newton e-mail accounts are provided for every current Andover Newton student registered for courses. They are not provided for non-Andover Newton students taking courses, such as BTI, MIV, Lay Auditors, or Exchange students. Students may request that their accounts remain available for one year beyond graduation. Instructions for accessing Andover Newton e-mail accounts are provided by the Information Technology Department.

CAMS Student Portal Accounts

Andover Newton utilizes the CAMS Student Portal for administrative needs (billing, grading, housing, financial aid, etc.) and for student online registration and information. All Andover Newton students are assigned a CAMS portal Username and Password upon enrollment at the School. Students can access the CAMS Student Portal at <http://estudent.ants.edu/login.asp> using that Username and Password.

Online Learning Accounts

Andover Newton uses Schoology as its online classroom environment. Schoology accounts for online learning are provided to every student registered for an Andover Newton course, regardless of their affiliation with Andover Newton. These accounts may be accessed via the Andover Newton Web site or www.Schoology.com. *Schoology accounts are not the same as CAMS accounts.*

User Responsibilities

Users agree as a condition of use to accept personal responsibility for considerate, ethical and responsible behavior in using available resources including:

- Andover Newton E-Mail Accounts are used for all official Andover Newton communications.
- Adhering to all applicable copyright laws and licenses, copying only software distributed as “freeware” or “shareware.” Infringement of copyright laws may subject persons to fines and/or imprisonment.
- Respect for the rights of others, including privacy and freedom from offensive intrusion.
- Respect for intellectual property of individuals and their ownership rights.
- Understanding and implementing basic user-skills.
- Ensuring account and network security, particularly through the periodic change of account passwords; maintaining anti-virus software on personal computers.
- Backing up all significant data regularly. Andover Newton assumes no liability for lost or corrupted data that is irretrievable from hard drives.

Unacceptable Use

Unacceptable use includes but is not limited to:

- Illegal downloads of music, movies or other copyrighted material.
- Violation of State and/or Federal Laws or Andover Newton policies.
- Use of resources for commercial purposes of any type.
- Transferring use to another individual or organization.
- Unsolicited advertising.
- Promoting or procuring pornography, hacking and proxy avoidance software, malware, or other categories of inappropriate content.
- Creating, sending, or forwarding electronic chain letters.
- Harassment of others.
- Misrepresenting your identity and/ or account.
- Creating and/or willfully disseminating computer viruses.
- Excessive use of IT resources for non-educational purposes.
- Usage of any kind of peer-to-peer file sharing software for any purpose.

Security

Security of technology and data is an issue that Andover Newton takes very seriously. The school will take all necessary measures, within the limit of available resources, to ensure the security and integrity of the system.

In the event of system failure due to corrupt files, users are advised that monitoring of data may be necessary to maintain proper operation of the system. In such an event, the owner of the files will be provided notice whenever possible. Be advised that due to the proliferation of hackers, one can never be guaranteed complete privacy of individual files.

Software and Hardware Issues

The Information Technology Department will make every effort to ensure the functionality of standard network hardware and software. We may need to disable hardware or software that is incompatible with network resources.

Under no circumstances will software programs or CDs be permitted to be downloaded or placed on the network or workstations owned by Andover Newton without signed permission of the Chief Information Officer. Deletion may be made without prior notice.

Personal hardware such as monitors, keyboards, printers and PDAs may not be connected to Andover Newton-owned workstations.

Internet Use Policies

This policy applies to all students, residents, faculty and staff when they are using computers or Internet connections supplied by Andover Newton Theological School, whether or not during work hours, and whether or not from the school's premises.

No Privacy

Andover Newton Theological School provides computers and Internet connections to further its educational interests. Andover Newton-owned computers should be used only for School business. Andover Newton has the right to monitor all communications and downloads that pass through its facilities at its sole discretion. Any information retained on the School's facilities may be disclosed to outside parties or to law enforcement authorities.

Note:

Andover Newton owns the wiring and wireless access points in the buildings, including the residence halls and is responsible for our business class Internet access. As a result, Andover Newton is also held responsible for illegal use of this infrastructure in the dorms. The school requests, therefore, that all students and residents honor this responsibility when using the Andover Newton network.

Improper Activities

Users may not disseminate or knowingly receive harassing, sexually explicit, threatening or illegal information or chain letters by use of the School's facilities, including offensive jokes or cartoons. The School's computers may not be used for commercial advertisements, solicitations or promotions.

Nature of E-mail

E-mail resembles speech in its speed and lack of formality. Unlike speech, e-mail leaves a record that is often retrievable even after the sender and recipient delete it. If a user would not want others to read a message, it should not be sent by e-mail.

Intellectual Property of Others

Users may not download or use material from the Internet or elsewhere in violation of software licenses, or the copyright trademark and patent laws, nor may they install or use any software obtained over the Internet on computers owned by Andover Newton without the written permission of the IT Department.

Report Violations

Anyone who learns about a violation of this policy must report it immediately to his or her supervisor, the Chief Information Officer or Systems Administrator.

IT Help Desk

The Andover Newton Theological School (Andover Newton) IT help desk is available to help resolve most basic computing issues for students, faculty and staff while they are on campus.

Contact Information

The Andover Newton IT help desk can be reached at 617-964-1100 x2402 or by email at antshelp@ants.edu.

Hours of Operation

The Andover Newton IT help desk is staffed during the following hours while school is in session:

Monday – Thursday, 8:30am – 6:00pm

Friday 8:30am – 4:30pm

Levels of Criticality

Every ticket opened with the Andover Newton IT help desk will be assigned one of three criticality levels:

- **High:** System or office is completely down, immediate response necessary
- **Medium:** Problems are preventing accessibility to one or more systems
- **Low:** Problem that needs to be resolved, but not necessarily immediately

The Andover Newton IT help desk will respond to every ticket as quickly as possible.

All calls received outside of the normal staffing hours will be handled at the beginning of the next business day.

Computer Lab Policies

Andover Newton provides two computer labs located in the basement of Stoddard Hall and the first floor of Sturtevant Hall for use by Andover Newton students, residents, faculty and staff. Use by other persons is strictly prohibited.

Policies

All of the policies pertaining to Information Technology Use apply to the computer labs. In addition, the following policies apply:

- Academic work by students takes precedence over all other uses of the computers. The primary function of these resources is for academic work. All other uses are considered secondary.

- Files are to be saved to the user's own media and not to the hard drive. It is the user's responsibility to provide his/her own media. Files saved on the hard drive will be deleted without notice.
- Lab software that is copyrighted may not be copied. Users may not install any software program or utility on the lab computers without written permission of the Information Technology Department.
- Only software that is properly licensed will be loaded on the lab computers.
- Users may not remove any icons or programs from the lab computers, nor may they alter any programs.
- Andover Newton's Information Technology Department assumes no responsibility for lost or corrupted data on any PC.
- Users should limit their time on the computers to two hours unless there are no other users waiting.
- Only covered drinks are permitted in the computer lab. Food and uncovered drinks are not permitted in the computer lab.
- If technical problems occur with either the hardware or software, users should contact the Information Technology Help Desk, rather than trying to fix it.
- The lab will be open during posted hours only. Security concerns must be honored, so users are asked not to stay beyond the posted time. Labs have paper-only recycling bins that must be reserved for that use.

Web Site and E-News Policies

Andover Newton Web Site

The Andover Newton Theological School Web site (www.ants.edu) is managed by the Advancement office, and the authority for content rests in different divisions in the School. Questions, corrections and requests for additions should be emailed to appropriate administrative staff members, who can communicate them to the Web Team.

Student E-News Content

Students, faculty and staff can send notices of upcoming news and events to the student mailing list, Student E-News. The purpose of Student E-News is to:

- Share official school news.
- Share community news, such as events on campus.
- Provide time-critical information.
- Send special requests to meet special needs, such as requests for prayers or donations for a community member.

Student E-News does not send personal notices, such as items for sale or charitable contributions. To send news to Student E-News, send e-mail to enews@ants.edu with the text of your submission. Text is used as written. News items should be submitted "ready to print." Before submission, please review your news items carefully for accuracy, grammar, and spelling. Corrections after publication cause confusion. When sending e-mail news, brief messages are best!

E-News is generally sent out twice each week. Exceptions may be made on an emergency basis. E-News is delivered through the Andover Newton e-mail system to all students, staff and faculty. The mail is sent only to ants.edu accounts.

Web Site and E-News Disclaimer

Andover Newton reserves the right to edit, delay, or not print any notice or item of news it deems inappropriate, inconsistent with the values of the school or otherwise not in keeping with these and other policies of the school. The use of these services by any member of our community is a privilege, not a right.

HOUSING AND BOARD FOR STUDENTS

Andover Newton is pleased to be able to provide housing to its students to the extent that it is available. Full-time housing is offered to students on a first-come, first-served basis, and designated rooms in the dormitories (Appleton Chase, Farwell and Sturtevant Halls) are available for part-time residency during each semester.

Housing Policies

Andover Newton does not discriminate on the basis of sex, sexual orientation, age, race, color, national or ethnic origin, or disability in the administration of housing policies and procedures.

Returning and entering degree candidates are eligible to apply annually for campus housing. (Entering students receive housing information during the admissions process.) Priority is given to students according to the date when applications are received. Applications may be downloaded from our Web site at www.ants.edu. Campus residents must abide by Andover Newton's housing policies and regulations. When signing their Housing contracts, students will be reminded that they may access and print the Andover Newton Student Housing Policy online at <http://www.ants.edu/pdf/housingpolicies.pdf/>. In addition, they can request a hard copy by e-mailing the Housing Office at housing@ants.edu.

Eligibility for Student Housing

New incoming and existing students must take nine credits or more per semester to be eligible for full time Andover Newton housing, excluding D. Min. students, who must take six or more credits per semester. A Housing Bill Surcharge will be applied to any student not taking the required amount of credits during any semester, proportionally based on the number of credits actually taken. Surcharge percentage rates can be found in the Andover Newton Student Housing Policy.

Resident students who are taking no credits for two consecutive semesters will not be eligible for housing in future semesters. Students who have been suspended or separated by the School will have 30 days to seek alternate housing.

Housing Options

Understanding that our student body has differing housing needs based on marital or partnership status, children and a wide range of personal preferences, Andover Newton has reserved six residence buildings to accommodate, and be sensitive to, as many of these factors as possible.

Single dormitory-style rooms with shared kitchen and bathroom facilities are available on campus for full-time residents or one to three nights per week for commuting students. All rooms in single residence halls are equipped with basic furniture: bed, dresser, desk and chair, lamp, lounge chair, mirror and bookcase. Apartments in Kendall Hall, Fuller Hall and Herrick House are unfurnished, except for stoves and refrigerators.

Apartments, including one-room studios and one- or two-bedroom units, are available for full-time students. The 2-bedroom apartments in Herrick House accommodate families with one or two children.

All residence halls are non-smoking. There are designated outdoor smoking areas near each of the halls. Smokers must remain 20 feet away from any building while smoking. Pets are not allowed in any student residences. Special exceptions will be made for service animals required to accommodate disabled students under the Americans with Disabilities Act.

Accessible Housing

There are a limited number of dorm rooms reserved for use by students with accessibility issues for part-time and full-time housing. Please inquire at the Housing office by emailing housing@ants.edu.

Couples' Housing

Couples' housing is available in Fuller Hall and Herrick House, but is in very limited supply. Requests for one- and two-bedroom units often outnumber available apartments. There is no guarantee that an applicant requesting couples'/family housing will be accommodated.

Couples applying for housing must provide documentation of marriage or domestic partnership. If a couple has not married or entered into an available domestic partnership for political or philosophical reasons they must provide a letter to that effect to the Dean of Campus Life. If the couple's home state prohibited their marriage or domestic partnership, the couple must provide one of the following:

- a joint mortgage or lease;
- documentation showing, for a period of at least six months prior to the application for housing, a joint bank account, joint credit account, or joint ownership of a motor vehicle;
- two (2) items documenting that the applicant and his/her partner have resided together at the same address for a period of at least six months prior to the application for housing (such as drivers' licenses, voters' registration, utility bills, etc);

No refunds can be made for absences from the campus during periods in the school year when classes are not in session.

Commuter Students

Students who travel a distance to attend classes at Andover Newton may rent a room for three or fewer nights per week during a semester or by the night during the summer or winter sessions. They must provide their own linens and towels. Part-time Residents (PTR) apply for housing as a part of each semester's online registration. Students wishing to make changes to their PTR housing after registration has ended should contact the Student Housing Office by emailing housing@ants.edu. Entering students who require housing during orientation should contact Director of Housing Frank Novo at fnovo@ants.edu before arriving.

Meals: All-School Board Plan

Sharing meals together is one way the community aspect of theological education at Andover Newton is strengthened. Full-time students living in Appleton Chase, Farwell Hall, and Sturtevant Hall dorms are required to be on the full board plan option. Commuting students and students residing in Herrick House, Kendall and Fuller Halls who take two or more courses on campus are required to choose from any one of the board plan options. There is no board plan for winter or summer sessions.

Please visit our website at: <http://www.ants.edu/housing-and-board/> for more specific information, including tours of all our residences, rates and contract requirements.

SAFETY AND SECURITY ON CAMPUS

General Campus Safety & Security

Andover Newton strives to maintain a campus that is safe for all members of our community. However, as part of the large urban context of Boston we are not immune to the kinds of crimes that can happen in such settings. The School has implemented new measures aimed at increasing student awareness and safety while decreasing the likelihood of criminal incidents. Security cameras have been installed in the classroom buildings and Trask Library, but personal awareness is also helpful. Students are encouraged to exercise basic safety protocols when on the campus; lock car doors, don't leave residence hall doors propped open, keep an eye on personal belongings, and so forth. We want to exercise the School's core value of hospitality, and while doing so we also alert those among us that we keep an eye on each other. We encourage staff and students to greet strangers and ask if they can assist them in finding their way. If you witness or are a victim of a crime, please call 911 immediately, and then notify the Office of Student Services.

The Family Educational Rights and Privacy Act

(FERPA)The Family Educational Rights and Privacy Act of 1974 (FERPA) helps protect the privacy of student education records. The Act provides for the right to inspect and review education records, the right to seek to amend those records, and the right to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records.

Rights Afforded to Students by FERPA with Respect to Their Educational Records

- The right to inspect and review their education records within forty-five days of the day that Andover Newton receives a request for access. Students may request to see their records at any time after enrollment by going to the Registrar's Office and filling out a request form. They will then be given an appointment to inspect the records.
- The right to request an amendment to the student's education records that the student believes are inaccurate or misleading. A student who wishes to challenge or amend the contents of his or her educational record may do so as long as the request does not entail questioning substantive judgments, such as grades, that are correctly recorded. Students who wish to request a change to their records should do so in writing to the Registrar. Under federal regulation, Andover Newton has the right to approve or deny challenge requests. If Andover Newton agrees with the student's request, the appropriate records will be amended. If Andover Newton denies the request, the student has the right to a formal hearing on the matter. If such a hearing results in further denial of the request, the student has the right to place with the educational record a statement that comments on the information in the record or that sets forth any reason for disagreeing with the decision of the hearing.
- The right to block disclosure of "directory information," except to the extent that FERPA authorizes disclosure without consent.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures of Andover Newton to comply with the requirements of FERPA.

Complaints regarding alleged violation of rights of students under FERPA may be submitted in writing within 180 days to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Legitimate Educational Interest

It is important to note that FERPA allows for the release of both directory and non-directory student information to “school officials” who have a legitimate educational interest in the information, without obtaining the student’s consent.

School Officials

A school official is a person employed by Andover Newton Theological School in an administrative, supervisory, academic, or research, or support staff person; a person or company with whom Andover Newton has contracted; or a student serving on an official committee, or assisting another school official in performing his or her tasks. The determination of whether an official has a legitimate educational interest will focus on whether disclosure of the information is appropriate for the effective functioning of the person’s office, their position or of the School.

More Information

FERPA Frequently Asked Questions <http://www.ants.edu/registrar/ferpa-faq/>
Request to Restrict Directory Information form (PDF) <http://www.ants.edu/pdf/privacy.pdf>

Crime Awareness and Campus Security Act of 1990

Introduction

The Higher Education Amendments now include the *Crime Awareness and Campus Security Act of 1990*. This legislation “requires institutions to annually publish and distribute a security report containing campus security policies and procedures as well as campus crime statistics.” Andover Newton’s crime reports may be found at <http://www.ants.edu/campus-life/campus-crime-report/>. Following are policies and procedures regarding campus safety on the Andover Newton campus.

How to Report Criminal Activity on Campus

Procedures to follow in the case of certain emergencies are posted in a prominent position in each building. Please note where these procedures are posted and make a note of the applicable phone numbers.

Security of and Access to Campus Buildings and Residence Halls

“Watchpersons” appointed by the Department of Buildings and Grounds are responsible for checking buildings at least twice each evening. Office buildings are generally secured shortly after 6:00 p.m. and classrooms are secured around 11:00 p.m. The watch-persons check all residence halls even though it is the responsibility of residents to keep these buildings locked at all times. The watch-persons are resident students and are advised to dial 911, the local police, whenever the need arises. Students must be responsible for their own rooms.

In addition,

Enforcement Authority of Campus Security Personnel

Campus security personnel consist of (in the order of responsibility) the Director of Buildings and Grounds, the watchpersons, and the Office of Student Services. Whenever any student observes theft, vandalism, etc., it is essential that a report be made to the Director of Buildings and Grounds for appropriate follow-up and response.

Programs to Inform Individuals of Campus Security Procedures

Campus security procedures will be addressed during fall orientation session. Students will, of course, be reminded that their personal safety is their responsibility and that they must act wisely and responsibly.

A mandatory orientation session is held each semester for new dorm residents, at which time the resident representative covers these emergency procedures and explains the proper use of fire extinguishers. The names and phone numbers of each hall's Resident Representative are also given to each hall resident. Meetings are held in every residence hall during each semester for the purpose of aiding in the safety and welfare of all residents.

ADMISSIONS

Admissions Policies

Standards for Admission

Admission criteria include intellectual ability, character, leadership potential, community involvement, personal integrity and faith commitment, emotional maturity, relevance of vocational purpose to the educational resources of the School, and evidence of intention to complete studies for a degree. Andover Newton gives preference to students who have demonstrated involvement in a worship community. A broadly-based liberal arts program is strongly recommended for the pre-theological student. Students deficient in oral and written expression or in any area necessary for theological studies may be required to undertake certain supplementary work.

An applicant for admission to the Master of Divinity (MDiv) or Master of Arts (MA) programs must normally hold a Bachelor's or equivalent degree from a college or university accredited by the relevant regional accrediting association. A Bachelor's equivalency at Andover Newton should be understood as no fewer than 96 credits at the college level; both a broad base of liberal arts subjects in addition to a specialized area (e.g. not just courses in a specialized area); and participation in a single community of learning for a sustained period of time, where at least half of the 96 credits come from one institution of higher learning. A limited number of students without a Bachelor's degree may be accepted each year to the professional MA and MDiv programs.

An applicant for the Doctor of Ministry (DMin) program must have an MDiv degree or its equivalent (Bachelor of Divinity or an eighty-one-credit master's degree in theological studies) from an accredited school, at least three years in ministry subsequent to the first graduate theological degree, and an ability to maintain a 3.3 cumulative average.

All applicants: please see page 15 of this catalogue for the School's Non-Discrimination Policy.

Application Deadlines

Application for admission to Andover Newton should be made as early as possible. Students are encouraged to apply early to have sufficient time to make arrangements for financial aid and/or housing, connect with a faculty representative, and register for courses.

Most applications are reviewed on a rolling basis, and admissions decisions are usually made within four weeks of receiving a complete admissions file. Applications from DMin candidates and from those who do not hold a Bachelor's degree are reviewed on a separate schedule. Final application deadlines are available on the school Web site.

Application Forms

Applications may be submitted online or on paper. To obtain application materials, please request them from the Admissions Office or print them from our Web site.

The Admissions Office
210 Herrick Road
Newton Centre, MA 02459-2243

(617) 964-1100 ext. 2430 or
(800) 964-ANTS (2687) ext. 2430

E-mail: admissions@ants.edu.

The office is generally open Mondays 8:30 am to 8:00 pm and Tuesday through Friday, 8:30 a.m. to 4:30 p.m. Eastern Time.

Application Procedures

The Admissions Office encourages applicants to submit supporting documents as they are available. All materials submitted become school property and cannot be returned. Note that GRE scores are not required.

A complete application includes:

- A completed and signed application form
- Written materials (personal reflection and academic writing samples) as specified for the particular program
- Official transcripts from each post-secondary college and university where the applicant has taken classes for credit
- Letters of recommendation (three for degree programs, one for Special Student status, and an additional judicatory letter for applicants without a Bachelor's degree)
- Proof of English language proficiency for international applicants (IELTS or TOEFL)
- Payment of the \$50 Application Fee (waived for international applicants)
- Permission for Andover Newton to conduct a criminal background check (which the school initiates)
- For international applicants, two letters of Institutional Endorsement

Interviews are not required, but are encouraged for all applicants. Occasionally, the Admissions Committee will request an interview with an applicant. Upon acceptance, each applicant (except international applicants) must submit the Confirmation of Acceptance form along with a non-refundable confirmation fee. Current Special Students must apply directly to the Admissions Office to obtain degree candidacy. Original application materials will become part of the degree application.

International Students

Andover Newton welcomes international applicants and encourages them to apply as early as possible for fall or spring semesters because the availability of scholarship assistance and housing is greater for early applicants. An earlier application will also allow sufficient time to arrange for visa, travel and financial planning. Non-U.S. citizens currently residing in the U.S., whose English is determined to be sufficient for graduate level academic work may be able to apply for the winter or summer terms as well as the fall and spring semesters. However, the School strongly encourages applications for the fall semester because the availability of financial assistance and housing is greater in the fall. Please contact the Admissions Office before applying.

In addition to the degree program application requirements, international applicants may be required to submit two institutional endorsements (one from the applicant's home church, and one from a denominational representative in the applicant's home country). International students whose primary language is not English must achieve a minimum score of 550 on the Test of English as Foreign Language or 6.0 on the International English Language Testing System (IELTS). For the computer-based TOEFL, the minimum score required is 213. For the internet-based TOEFL, the minimum score required is 79.

The address for a TOEFL application is TOEFL, Box 6151, Princeton, NJ 08541-6151, USA, www.ets.org/toefl. The results must be sent directly to Andover Newton before an application can be processed. Andover Newton's institutional code is 3004. The address for an IELTS application is available at www.ielts.org.

Applicants seeking financial assistance should complete the International Student Scholarship Application form included in the application materials. Please note that if a scholarship is awarded, it will not cover all expenses. Therefore, students should plan to pay at least 75% of expenses, both educational and personal. The International Student Scholarship Committee reviews scholarship requests of accepted students only.

Upon acceptance, the Admissions Office will prepare a Cost Estimation Worksheet. This worksheet lists the estimated costs for tuition, fees, room and board, health insurance, books, clothing, local transportation, and miscellaneous expenses. The international applicant uses this worksheet to seek financial support for his/her education. The Financial Guarantee form must be completed and signed by the deadline listed on our Web site in order for accepted international applicants to enroll in classes. Andover Newton must also receive a payment of expenses required for the first semester by the deadline listed on the Web site in order for Andover Newton to issue an I-20. I-20s are necessary for international students to obtain student visas to come to the United States. In addition, international students must pay a SEVIS I-901 fee before their visas can be issued.

The Office of Student Services will coordinate arrival, transportation from the airport and hospitality for new international students.

Resident Aliens/Permanent Residents

In addition to the required application materials, individuals with an Alien Registration Card (green card) from the U.S. Department of Justice, Immigration and Naturalization Service, must present their original card in person to be photocopied by the Admissions Office. A photocopy of the student's Alien Registration Card may be accepted on a temporary basis only.

Applicants Without a Bachelor's Degree

In accordance with the policies of Andover Newton's accrediting agency, the Association of Theological Schools (ATS), the School may admit to the Master of Divinity, Master of Arts in Religious Education and Master of Arts in Pastoral Studies programs a limited number of qualified persons who do not have a Bachelor's degree and who are at least thirty-five years of age. Applicants without a Bachelor's degree may also apply for Special Student status and may complete any of our Certificates. Conditions for acceptance include evidence of ability to do graduate-level work, and submission of additional written materials. For the Master of Divinity, applicants must also provide written support from a local church and judicatory (or equivalent denominational body). Individual religious traditions have guidelines regarding proper theological educational credentials. Andover Newton Theological School does not ordain students or authorize students for chaplaincy in any of the recognized chaplaincy guilds. Some ordaining or authorizing bodies require a Bachelor of Arts or Bachelor of Science degree, regardless of whether the graduate theological school requires one for all entering students. Students must be sure to satisfy any religious judicatory requirements in order to become ordained. In short, Andover Newton grants the degrees that are usually required for ordination but does not ordain ministers.

The admissions process includes a competitive review with other such applicants for a limited (and annually varying) number of spaces. Persons without a Bachelor's degree must contact the Admissions Office before applying to obtain complete information and counseling about the process. Admitted applicants without a Bachelor's degree are required to enter on Provisional Admission (see below).

Transfer Applicants

Transfer applicants must complete a degree application, including three letters of recommendation and all official transcripts. In many cases, they must obtain a letter of good standing from their current school's Registrar. Students seeking the transfer of credits to Andover Newton must contact the Dean of the Faculty's office at the time of matriculation. The Dean of the Faculty will, for the purpose of advising, review transcripts in advance of matriculation to estimate where previous courses fit into Andover Newton's curricula.

Special Students

Individuals who wish to take courses for credit without matriculating as degree candidates may apply for Special Student status. Special Students are subject to all Andover Newton policies and rules and are eligible to earn any Certificate offered to regular degree candidates. Special Students interested in Certificate Programs should contact the Registrar in advance of registering for classes to obtain any necessary approvals for Certificate participation. With prior permission from the Dean of the Faculty, Special Students may register for courses through the Boston Theological Institute. Special Students are not eligible for full-time, on-campus housing, and they are not ordinarily eligible for financial aid.

Note: No more than fifteen credits earned as a Special Student will be accepted toward an Andover Newton degree program.

Withdrawals from the Application Process

Applicants who have submitted an application to Andover Newton should notify the Admissions Office in writing if they wish to withdraw from the process. The letter should include the reason(s) for withdrawal. The application fee is non-refundable.

Provisional Admission

The Admissions Committee will sometimes accept a degree candidate provisionally. Students provisionally admitted to a degree program must gain full admission before requesting a transfer to another degree program. A provisionally-admitted student may be required to:

- take supplemental course work before being admitted into a degree program, and/or
- complete a minimum of three graded courses at Andover Newton within one academic cycle before receiving a final decision about admission and/or
- provide more complete documentation of information submitted in the application.

The initial letter of provisional acceptance will indicate the relevant information and requirements. Upon completion of these requirements, a provisional student will receive notification of admission or denial of admission into a degree program from the Dean of the Faculty's office.

Merit Scholarships

Applicants wishing to be considered for merit scholarships must apply for fall entry by the Priority Application deadline published on the School Web site. A limited number of these scholarships are available for full time students in degree programs who have demonstrated outstanding academic performance (in undergraduate studies) or who have either experience in or promise for advocacy among minority or oppressed populations. All applicants for fall entry are considered for these scholarships; there is no separate application form. Notification of merit scholarship awards is ordinarily made at the time of acceptance to the school. Awards range from \$2,000 per year to full-tuition, but none exceed the cost of tuition (fees and other expenses are not covered.)

Returned Peace Corps Volunteers; alumni or staff of City Year; and individuals who have served in faith-based, year-long volunteer programs may be eligible for a Volunteer Incentive Program partial scholarship. If so, these scholarships may be applied to part-time study.

Veterans who are eligible for post-9/11 benefits also qualify for a Yellow Ribbon Award. Applicants must indicate on their Admissions application that they are Veterans, submit a VA Form DD-214, and provide a copy of the eligibility letter to both the Admissions and Registrar's Office.

Deferral of Entry

Applicants admitted to Andover Newton may request a deferral of their acceptance to a future entry point one time only by submitting a letter of intention to the Admissions Office prior to registration.

Reapplication to the School

Former degree candidates who withdrew before completing a degree program must reapply. An abbreviated process is available for people who have been absent from the School for two years or fewer. The application should include the appropriate fee and official transcripts for any academic work completed since withdrawal. The applicant must also submit a statement to the Admissions Committee about his/her vocational direction.

Applicants who have been withdrawn from the School for more than two years are not eligible for abbreviated procedures and must complete the application requirements outlined under "Application Procedure for Degree Programs."

Former students who have been suspended or dismissed involuntarily from the School must petition to be reinstated. A faculty committee reviews these petitions, which begin with a letter to the Dean of the Faculty. Admissions Office participation is not required. To determine the appropriate process for reapplication, contact the office of the Dean of the Faculty.

FINANCIAL AID OPPORTUNITIES

The Financial Aid Office understands the cost of graduate work and the investment required and will try to assist all student aid applicants in finding ways to meet educational costs.

Programs are available to help those students who, without assistance, would be unable to benefit from the educational programs offered by Andover Newton. The School also believes that early financial planning, consistent review, and good stewardship of resources are critical to one's success as a student and as a future leader in the church. Students are asked to meet with the Coordinator of Financial Aid when their borrowing exceeds the recommended limit.

School Resources

Andover Newton offers multiple resources for students to pursue.

Andover Newton need-based scholarships are awarded to many eligible students each year.

International student scholarships and tuition support are available on a limited basis. Usually this support is available for the duration of the program.

Merit Scholarships (for academic achievement or community advocacy) are offered at the time of Admission. Contact the Admissions Office for further information.

Other Resources

- *Direct Unsubsidized Stafford loans*: Eligibility is determined through the financial aid application process.
- *Denominational support*: Denominations often offer support through their local, regional or national offices.
- *Private scholarships*: Outside scholarships are available to students. For more information contact the Financial Aid Office.
- *External Grants and Scholarships*: Some Andover Newton students have covered their school costs through outside grants and scholarships. The following search program is recommended: gtuscholarships.kenneth Tyler.com/

MDiv and MA Enrollment Status and Financial Aid Eligibility

Federal loan eligibility requires enrollment of at least six (6) credits within the semester. School scholarship aid requires a minimum of at least (7.5) credits per semester.

Enrollment of three (3) credits or more during winter or summer sessions is allowable for school aid only.

DMin Enrollment Status and Financial Aid Eligibility

Federal loan eligibility requires enrollment of at least six (6) credits within the semester. School scholarship aid requires a minimum of at least three (3) credits per semester or session.

Some DMin students may qualify for both School and Title IV federal aid. There are a limited number of need-based awards for eligible DMin students in pastoral care-oriented research specializations.

Application and Processing for Financial Assistance

Each year students must submit the following forms for a complete Financial Aid file:

- Free Application for Student Aid (FAFSA). The Federal School Code for Andover Newton Theological School is G02116 (www.fafsa.ed.gov)
 - Students are encouraged to use the **IRS Data Retrieval Tool** when completing their FAFSA. When completing the FAFSA click the **Link to IRS and you will be transferred to the IRS web site. The IRS will verify your information and you can then transfer your tax information to your FAFSA.**
- The Andover Newton Financial Aid Application (<http://www.ants.edu/fa/>)
- Students who complete the FAFSA with estimated income will need to correct their ISIR when they complete their tax return. Students can use the IRS Data Retrieval Tool or enter all their tax information when correcting their application,

Eligibility for School and Federal Support

Verification:

The Department of Education randomly selects students for verification. If selected a student may correct their ISIR with the IRS Data Retrieval Tool or submit an IRS transcript of their income tax return which must be requested from the IRS. . Other supporting documents also may be required.

Satisfactory Academic Progress:

To ensure school and federal aid eligibility, each year the Faculty's Academic Policy Committee, the Registrar, and the Financial Aid Coordinator monitor student academic progress. The cumulative grade point average (GPA) and transcript is reviewed to assess degree progress and continuing eligibility for Andover Newton scholarships and federal funds. The School has no appeals policy for students who drop below the minimum GPA for their degree program.

Citizenship:

A student must be a United States citizen or be in possession of an eligible Alien Registration card to qualify for Title IV Federal funds. The Financial Aid office will accept a photocopy of the student Alien Registration card on a temporary basis, but the original card must be presented in person at the earliest opportunity.

Default:

Students who either owe a refund on their past Title IV aid or who are in default on any federal educational loans are not eligible for school funds or Title IV financial aid.

Application Deadlines for Scholarships

The results of a student's FAFSA and Andover Newton Financial Aid forms must all be received in the Financial Aid office by the following dates:

- Entering students: Apply for aid at the same time as application for admission. Students do not need to be accepted to apply for financial aid. Once a financial aid application file is complete, notification of financial aid awards will be made upon acceptance to Andover Newton. Award letters will be mailed out beginning March 15.

- Returning students: Priority deadline is April 15. After April 15, awards will be based on the availability of funds. Award letters are mailed after May 1.

Note: It can take four to six weeks to receive results of the FAFSA if completed on paper and three to seven business days if completed on line.

Returning student applications received after the deadline will receive school aid based on the availability of funds. Once school aid has been exhausted, students will be put on a waiting list. Students will be awarded a **Federal Direct Unsubsidized** Stafford Loans. Students may apply for a **Federal Direct Unsubsidized Stafford Loan** at any time during their enrollment period.

Awards made one year do not guarantee similar awards for the following year. Students will receive funds for only the number of credits required for their degree.

International students

International students must observe the following procedures:

- Entering international students will receive an International Student Scholarship Application form from the Admissions Office and should submit it promptly to the Admissions Office.
- Returning international students will complete a financial aid renewal application and submit it to the Coordinator of Financial Aid each spring to assess their financial situation. The application will be reviewed and a Financial Aid Award Letter will be sent to the student.

Financial Aid Appeal Process

The Financial Aid office understands that each student's financial situation may not fit into the required form questions. After receiving an initial award letter, students with unusual circumstances are welcome to submit a letter of appeal. While not all will be approved for additional funding, each request will be reviewed with privacy and care.

For More Information

For more information about eligibility, financial aid opportunities, scholarships, procedures and policies, see the Financial Aid section above, or visit the School's Web site, **www.ants.edu**.

Finances Web Links

For more information, view the following pages on the Andover Newton Web site:

Tuition Rates and Fees: <http://www.ants.edu/fa/tuition-rates/>

Financial Aid: <http://www.ants.edu/fa/>

Housing and Board Rates: <http://www.ants.edu/housing-and-board/housing-and-board-rates/>

ACADEMICS

Registration Information

Immunization Requirement

Andover Newton Theological School must comply with the 1995 Massachusetts State Law which requires all incoming students, regardless of age, to show proof of immunization against or immunity to Measles, Mumps, Rubella, Diphtheria, Tetanus, and Hepatitis B before they can register for courses. (Note: Tetanus booster must be renewed every ten years.)

Also, the Massachusetts State Law regulations promoting awareness of meningococcal disease and vaccine (105 CMR 221:000) require all schools to provide students information regarding the risk of meningococcal disease and the availability, effectiveness and risks of meningococcal vaccine. It is required by law (105 CMR 220.700) that all NEW students living on campus provide documentation of receipt of 1 dose of meningococcal vaccine within the last five years, qualify for medical or religious exemption, or sign a waiver. See the Registrar for information about waiving this requirement.

This means that in order to enroll in classes at Andover Newton, a student must submit a medical certificate signed by a qualified health professional indicating that he or she has been vaccinated against the above mentioned diseases, or a copy of school or military records confirming immunization. Although this immunization is not related to a student's evaluation for admission to Andover Newton, it is required for registration as a student here.

Please have a physician provide the necessary inoculations and/or record of immunization history on the Immunization Record Form. A doctor can also administer a test for immunity "Titer" if records are not available. Students must return the completed form as soon as possible in order to avoid delays in the ability to register for or attend classes. **The law states that the School cannot permit a student to attend classes unless this document is on-file in our Registrar's office.**

Questions regarding this matter may be directed to the Registrar's office at 800-964-2687 / 617- 831-2436 or jlevitt@ants.edu.

More information:

Immunization Record form (PDF)

<http://www.ants.edu/pdf/ImmForm.pdf>

Immunization Waiver form and Information (PDF)

<http://www.ants.edu/pdf/ImmWaiverInfo2005.pdf>

Full-time Status, MDiv, MA

A total of twenty-four credits in the academic year (September - August 31) is considered full-time. A student is full-time for financial aid and other eligibility standards if registered for twelve credits as follows:

Fall Semester (12)

Fall Semester and Winter Session together (12)

Spring Semester (12)

Spring Semester and Summer Session together (12)

MA (Theological Research) students are considered full-time for the first semester of their thesis.

Half-time Status, MDiv, MA

A total of twelve credits in the academic year (September - August 31) is considered half-time. A student is half-time if registered for six credits as follows:

- Fall Semester (6)
- Fall Semester and Winter Session together (6)
- Spring Semester (6)
- Spring Semester and Summer Session together (6)

Full-time Status, DMin

A total of twelve credits in the academic year (September 1- August 31), with no fewer than five in either half year (fall semester plus winter session or spring semester plus summer session) is considered full-time. DMin students are considered full-time for the first year of their projects.

Certificate Programs

Students in Certificate Programs must complete their work at a rate of no fewer than one course per semester. Students pursuing the Advanced Certificate must complete all course work toward a DMin except the Writing Seminar and DMin project. See the Courses and Programs section for more details.

Ministers-in-the-Vicinity

Clergy serving churches or retired from active ministry as well as laypersons in paid professional ministries (and endorsed by their pastors) may register with a nominal fee for up to two courses per semester. Ministers in the Vicinity (MIVs) may not receive course credit.

MIVs must fill out an application/registration form available from the Registrar and pay relevant fees. Persons seeking MIV status are subject to deadlines and other regulations. Inquiries regarding MIV status may be directed to the Registrar at naguila@ants.edu. MIV privileges do not include E-Learning and some specialized courses. Andover Newton alumni/ae receive a favorable rate for MIV courses.

Web Links

More information <http://www.ants.edu/pdf/MIVappreg.pdf>

Forms <http://www.ants.edu/registrar/forms/>

Lay Auditors

Lay persons who do not qualify as MIVs but wish to audit courses may apply for Lay Auditor status and pay relevant fees. Forms may be obtained from the Registrar. Lay Auditors may not receive course credit. Lay Auditors are subject to deadlines and other regulations. Inquiries regarding Lay Auditor status may be directed to the Registrar at naguila@ants.edu. Lay Auditor privileges do not include some specialized courses.

Web Links

More information <http://www.ants.edu/learningopportunities/lay-auditor-info/>

Forms <http://www.ants.edu/registrar/forms/>

Visiting Scholars

Andover Newton welcomes to its campus scholars and ministers who are not seeking academic credit or degrees but are interested in pursuing research within an academic community. Visiting scholars should pursue a significant portion of their research at Andover Newton, utilizing its resources. They may use Andover Newton's library, attend classes, and are eligible for housing when available. A fee is charged each semester, plus housing fees if applicable. Inquiries should be directed to the Dean of the Faculty's office, extension 2432.

Exchange Students (from the Association of Theological Schools)

Students enrolled in other accredited seminaries may register for Andover Newton courses as exchange students by requesting the Exchange Student Application/Registration form from the Registrar at naguila@ants.edu. Regular tuition fees and deadlines apply. For summer courses, BTI students are considered Exchange Students and must use this process.

Web Links

Forms <http://www.ants.edu/registrar/forms/>

BTI/Cross-Registration

To cross-register, students will be required to fill out one petition form, both with their home school and with the host school. Cross-registration privileges are not offered for summer courses. For more details, visit http://www.bostontheological.org/faq_cross-registration.html.

E-Learning

Through its E-Learning program, Andover Newton offers selected courses via the World-Wide Web. Marked with an [EL] prefix to the description under Courses of Instruction, these graduate courses may be taken for credit by Andover Newton students, transferred into degree programs by students at other schools, or used for professional continuing education. All require Internet access and e-mail.

For the latest information on registration and access to the online portion of E-Learning courses, students should consult the instructions given on the E-Learning section of the Andover Newton Web site. The E-Learning section of the web site also contains sample course syllabi, instructions for ordering textbooks, and answers to Frequently Asked Questions.

Persons with a bachelor's degree who have not matriculated at Andover Newton Theological School or another accredited seminary may register for E-Learning courses as "non-matriculating E-Learners" (NEL) by contacting the Registrar's Office. Only E-Learning courses may be taken via this form of registration.

Note:

- No more than fifteen credits earned as a NEL and/or Special student will be accepted toward an Andover Newton degree program. No more than one-third of any Andover Newton degree may be earned on line.
- Andover Newton students should note that **no more than one-third of their courses** may be taken through E-Learning to earn a degree.
- A small number of auditors are permitted in each E-Learning course for one-half the current tuition rate. Permission of the instructor is required.
- The Minister In the Vicinity privilege does not apply to E-Learning courses.
- For information, registration, on-line enrollment, and course listings, contact the Registrar's Office. Except as noted above, regular tuition and fees apply.
- Any misrepresentation or omission of information by a student may be grounds for rejection of, consideration for, or termination of the student status. Sharing of username or password shall be grounds for termination of the student status. See policies on social media and technology in this Catalogue for more information.

Web Links

More information <http://www.ants.edu/e-learning/learning-registration/>
 Non- Matriculating E-Learner form <http://www.ants.edu/pdf/nelform.pdf>

Registration Procedure

Students register for courses on line. All registration dates and deadlines are listed in the Academic Calendar. Students are enrolled officially only after completing the registration procedure, making satisfactory arrangements in the Business Office, and, as appropriate, submitting Add/Drop forms in the Registrar's Office. Add/Drop forms must be presented by the dates stated in the Academic Calendar.

Course Load

Students may not register for more than fifteen credits per semester without approval from the Dean of the Faculty.

Failure to Register

Degree candidates must be enrolled each semester until they receive degrees. Students not taking classes during a semester must register either as "On Leave" (when degree program work is not complete), "Thesis Status" (when student is engaged in writing a thesis or research paper appropriate to the degree), or "Continuation of Candidacy" (when course work is complete and student is awaiting Commencement). Unregistered students will automatically lose degree status. To be reinstated, they must apply to the Dean of the Faculty and pay a fee. Students also may be administratively separated from the School by the Dean of the Faculty for failure to register. Resident students whose association with the School has been terminated in this way have ten days to leave the campus.

Leave of Absence

Students in good standing may take a leave of absence of not more than a total of one year during their degree programs. A leave is taken for personal, professional, medical, or other reasons before all course work for a degree has been completed. Except in the case of medical leaves, the duration of leaves of absence are included in degree program limits.

Continuation of Candidacy

Continuation of Candidacy is appropriate when a student has completed all of the course work for a degree and is awaiting the next Commencement, either in January or May.

Students may obtain forms for registering on Leave of Absence or Continuation of Candidacy from the Registrar's office. These categories carry no academic credit. Registration fees and student fees are charged for each semester during which students are On Leave or Continuing Candidacy.

Thesis/Paper Writing Status

Thesis/Paper Writing Status is appropriate when all course work is completed (including, for DMin candidates, the four-credit one-year course of Doctoral Project, INTE 887Y), the student has been granted permission to advance to Candidacy (for DMin candidates), and s/he is engaged in an approved writing project.

Students may obtain forms for registration for Thesis/Paper Writing Status from the Registrar's office. Registration fees and student fees are charged for each semester during which students are in Thesis/Paper Writing Status.

Advanced Standing, Transfer, and Shared Credits

There are a number of ways in which students use courses completed at other institutions to make progress toward Andover Newton degrees. Under no circumstances may students complete more than one-half of their courses toward an Andover Newton degree elsewhere (in the case of Doctor of Ministry students, no

more than nine elective credits may be transferred or shared), and only rarely may they use courses taken at institutions other than schools accredited by the Association of Theological Schools (ATS). Ordinarily, students who completed courses more than ten years previous to their anticipated graduation may not use those courses toward an Andover Newton degree.

The following section describes the options students may exercise to receive either credit or accelerated progress toward an Andover Newton degree with courses completed in other settings.

All options must begin with a petition, post-matriculation, in the form of a letter (e-mail acceptable) to the Dean of the Faculty.

Advanced Standing

Some circumstances merit students receiving credit for academic work or training completed elsewhere that did not take the form of a traditional seminary course. In other cases, students have completed coursework more than ten years previously but have remained up-to-date in the related subject matter. The Dean of the Faculty's office is able, in cases such as these, to give students Advanced Standing of no more than one-fifth of the student's degree program requirements. Petitioners are advised that Advanced Standing is offered at the Dean of the Faculty's discretion.

A Jubilee Fellow accepted to a degree or certificate program will receive three credits of Advanced Standing at Andover Newton. Jubilee Fellows also may exercise an option to receive one more credit of Advanced Standing, to be combined with a two-credit Directed Study toward a three-credit course, reflecting on the entire corpus of the student's Jubilee Fellowship.

Jubilee Fellows initiate this pre-approved Advanced Standing through a petition to the Dean of the Faculty. Advanced Standing is not transferable to other institutions. Entering students who have not achieved the level of Jubilee Fellow but have earned 36 or more Sabbath Hours may submit a petition to the Dean for some level of Advanced Standing, which will be extended at the Dean's discretion.

Transfer Credits

Students who transfer to Andover Newton from other institutions, having yet to apply courses from the other institution to an earned degree, may bring credits with them. Andover Newton reserves the right to approve transferred credits; applicants should not assume that all courses taken at other institutions will transfer to Andover Newton.

The Dean of the Faculty is happy to communicate with prospective students about the feasibility of transfer credits and any other of the above options. Transfer credits, shared credits, and advanced standing must be approved within a student's first semester at Andover Newton.

Shared Credit

In some cases, students come to Andover Newton having received degrees previously and wish to use courses taken toward other degrees to meet Andover Newton requirements. This may take place only under specific circumstances, including the following:

- The courses in the other degree were taken fewer than ten years previously.
- The courses in the other degree were analogous to courses offered at Andover Newton, or the other degree was earned at Andover Newton itself.
- The other degree was not a prerequisite degree to the Program in which the student is matriculated at Andover Newton (for example, the MDiv is the prerequisite degree for a DMin. Therefore, students could not share credit between an MDiv and DMin. The MA is not a prerequisite to the MDiv. Therefore, some credit may be shared from an MA into an MDiv).

- No more than one-half of the credits in a degree program can be shared.

No more than one-half of the credits used to earn the other degree may be shared with the new degree, and no more than one-half of the credits in an earned degree may come from another degree program. Certificate students may wish to use courses taken toward one certificate to meet the requirements for a second certificate. No more than one-half of the credits used to earn the first certificate may be shared with the new certificate.

Courses and credit may be shared only with permission. The notation “Shared Credit” will appear on student transcripts for courses that were used toward a previous degree or certificate.

Waivers

Students may waive requirements at Andover Newton either through courses they have taken elsewhere or through significant professional experiences that make required courses redundant. In such cases, students do not receive credit, but rather they are permitted to take either more advanced courses than those who must meet basic requirements or may be entitled to additional electives. Forms are available in the Registrar’s office.

Substitutions

With permission from appropriate Faculty departmental leaders, students may substitute courses taken in the BTI to meet Andover Newton requirements. In special cases, students may also take courses – either for elective credit or to meet Andover Newton requirements – at other non-BTI, Association of Theological Schools-accredited institutions, or at regionally-accredited universities. Such special cases include courses students must take to meet denominational requirements, but which are not offered at Andover Newton. Students who substitute non-Andover Newton/non-BTI courses into their Andover Newton degree programs are subject to a \$150 post-matriculation course transfer fee for each such course.

Students also may petition to substitute courses from Andover Newton that meet one degree requirement into another required area. In such cases, students must receive permission from the faculty member teaching in the required area the student seeks to fulfill to substitute another course into that area. For example, they may receive permission to use a course in Theology to meet an Ethics requirement with permission of a faculty member in Ethics. Forms are available in the Registrar’s office.

Auditing

Degree candidates and their spouses/partners may audit up to two courses per semester without tuition charge, with the permission of the instructors. Auditors are entitled only to attend classes, although some professors may require class work. Any student who registers for, but does not attend or successfully complete an audit course, will receive the grade of “F” (Fail). Students may not change their “audit” or “credit” status after the deadline for Add/Drop. No changes may be made during Winter Session or Summer Session.

In classes where there is a stated enrollment limit, auditors will be accepted only after credit students have been enrolled.

Directed Studies

Directed study courses typically satisfy a need that courses listed in the Catalogue do not fulfill. Students may take directed studies with the instructor’s permission. Only one may be taken per semester. MDiv students may not take more than twelve credits of directed study without permission of the Dean of the Faculty. Except for MA (Theological Research) candidates, MA students may not take more than nine credits of directed study without permission of the Dean of the Faculty. Directed studies are considered electives except at the Dean of the Faculty’s discretion.

Advisors

All students are assigned faculty academic advisors, who help students to plan and track their progress in certificate and degree programs. Students meet with their advisors initially at fall orientation. Thereafter, it is the student's responsibility to contact his or her advisor to schedule both required and ongoing appointments. The Academic Program Assistant and Administrative Assistant to the Faculty can assist students in reaching advisors if needed during the year and provides general advising during the summer months, especially to incoming students. When a student's regular advisor is on sabbatical, a temporary advisor will be assigned. Students may change advisors after the first semester of study with the permission of the newly-selected advisor. Change of Advisor forms are available through the Administrative Assistant to the Faculty. Advisor changes are subject to limitations due to faculty availability and advising load.

Pursuing Courses Elsewhere

Degree candidates who wish to complete courses at other Association of Theological Schools accredited schools must complete a Substitution and Waiver form with the Dean of the Faculty before taking courses elsewhere. Forms are available in the Registrar's office. Students are subject to a \$150 post-matriculation course transfer fee for each such course. See section on **Substitutions** for information about use of courses elsewhere to meet degree program requirements.

Transfers Between MA and MDiv Programs

Any student wishing to transfer between these programs must consult with his or her advisor and write a letter to the Admissions Office requesting the transfer and stating the reasons for the change along with a \$50 Application Fee. Students seeking to change from an MA program to the MDiv must include either a letter of recommendation from a faith community leader or a letter from their advisor describing their promise for ministry. The Admissions Committee will adjudicate the request and notify the student and the Registrar of its decision.

Transfers Within the MA Programs or from MDiv to MA

Any student who wishes to change status from one MA program to another, such as a change from the MA (Theological Studies) to the M.A. (Theological Research), or move from the MDiv degree to any of the MA programs, may, after consultation with his or her advisor, write to the Dean of the Faculty to request the change. The letter should state reasons for the change. The Dean of the Faculty will notify the student and the Registrar of the decision.

Course Credits

Course credits are allotted in terms of the total demands of the course on the general principle that a three-credit course is standard. Students may not take courses for fewer than the designated number of credits.

BTI and Harvard (beyond the Divinity School) courses are generally recorded as three-credit courses.

Grading System

The following letter grade and point scheme shall apply in all programs:

Grade Points:

A 4.0	C 2.0
A- 3.67	C- 1.67
B+ 3.33	D+ 1.33
B 3.0	D 1.0
B- 2.67	F 0.0
C+ 2.33	

The following special grade indicators are also used:

AU	Audit
AS	Advanced Standing
Y	Year Course
I	Incomplete
IP	In Progress (treated as Incomplete, see below)
NG	No Grade Submitted
TR	Transfer Credit
SC	Shared Credits
S	Satisfactory
NC	No Credit
P	Pass
MI	Medical Incomplete
F	Fail

Academic Policies and Standards

Numerous policies apply to Andover Newton academic life, ranging from practices in which students must engage when in need of an exception to an ordinary expectation to standards for academic honesty and integrity. Lack of awareness of the School's expectations does not excuse failure to follow practices. Students should consult these policies regularly and use them as a guide when seeking any form of unusual flexibility.

Incompletes

Instructors may, for sufficient reason, permit degree candidates in good standing to submit work after a course has ended. Students seeking an Incomplete must:

- obtain an Incomplete form from the Registrar
- obtain the instructor's signature and date by which the work is due
- return the form to the Registrar before noon on the last day of classes
- turn in completed work to the Registrar (not the instructor) on or before the due date.

The deadline for making up Incompletes shall be no later than four weeks past the date that grades are due for the term in which the course is taken. Faculty will submit a grade no later than six weeks after the end of the term. An "I" on the transcript serves as a placeholder until the student completes the work and the instructor submits a grade. Courses that are not completed by the due date will receive a permanent grade that takes into consideration missing work as "0" or "F."

Grade due dates for Faculty are published in the all-School calendar at <http://www.ants.edu/academics/calendar>.

Medical Incompletes

Medical Incompletes may be granted by the Director of Student Life. Requests for Medical Incompletes must arrive in the Office of the Director of Student Life before classes end any given term, and an accompanying statement of medical incapacity from an attending physician must be received in the Office of Student Services no later than the date grades are due (see the long form of the Andover Newton Calendar for dates). The only exception to this deadline is a medical emergency that occurs after the last day of classes but before final papers and projects are due. In that case the student must notify the Director of Student Life immediately. Students also should inform their instructor(s) if they intend to request a Medical Incomplete so that the instructor(s) understands what to expect by way of student work (students need *not* indicate to professors the nature of their medical hardship). Medical documentation is confidential and does not become part of the student's permanent record; it remains in the office of the Director of Student Life.

During the terms when students have open medical incompletes, they must reduce their course loads appropriately to complete work from previous terms. A student with one medical incomplete could register for no more than nine credits in a fall or spring term and could take no more than one intensive course in January or June. A student with two medical incompletes could take no more than six credits during a fall or spring term and could take no more than one intensive course in January or June. A student with three or four medical incompletes could take no more than one course during any term until previous work is submitted.

A Medical Incomplete may remain open no longer than the last day of classes of the following semester:

- a course in the fall or winter terms may remain open no later than the last day of spring classes.
- a course in the spring or summer terms may remain open no later than the last day of fall classes.

Students must turn in completed work to the Registrar (not the instructor) on or before the due date. Courses that are not completed by the due date will receive a grade of No Credit (NC), which does not factor into the GPA.

Pass/Fail

A student may request that an instructor give a grade of Pass/Fail instead of a letter grade. A grade of “C-” is the lowest grade acceptable for the P/F option. Such requests should be made to the instructor before the Drop deadline or, in the case of winter and summer sessions, before the end of the first class. MDiv students may take no more than four, and MA and DMin students no more than two Pass/Fail grades. A Pass grade does not affect a student’s G.P.A. Boston College students may not be graded Pass/Fail, since the school does not recognize this grade.

Satisfactory/F

This grade is used at the discretion of the instructor. To use it, instructors must tell the students by the end of the first class meeting. A Satisfactory grade does not affect a G.P.A. nor does it count toward a matriculated student’s Pass/Fail limit. No Boston College student may be graded Satisfactory.

Adding / Dropping Courses

Students may add or drop courses by submitting an Add/Drop form to the office of the Registrar.

A student wishing to add a course must do so before the second meeting of the class. With online or modular format classes, the student must have the professor’s permission.

A student may drop a course by the second Friday of the term. Courses dropped before the Add/Drop deadline will not appear on transcripts and there will be no tuition charge. Failure to attend classes does not constitute dropping a course.

For winter and summer terms, the first day of class is the deadline for submitting Add/Drop forms.

Students should consult the Academic Calendar for the exact dates of each submission deadline.

Withdrawal From Class

A student in good standing may withdraw from a class after the deadline for submission of the Add/Drop form. To withdraw, a student must return a completed Course Withdrawal Notice to the Registrar’s office before noon on the last day of classes for the semester. Failure to attend classes does not constitute a withdrawal. Withdrawal forms are obtained in the Registrar’s office. Students should refer to the Academic Calendar for deadlines.

Note: In general, the faculty discourages students from seeking Incompletes or withdrawing from classes. By special action, the faculty may place a student on probation if they decide that the student has taken an excessive number of incompletes or withdrawals. If a pattern of chronic withdrawals continues beyond probation, the student may be suspended or dismissed from the School.

Honors

All degrees are awarded with honors to students with grade point averages of 3.80 or above, and MA students who satisfactorily complete the integrative paper and/or exam and have a GPA of 3.80 or above. For MA (Theological Research) and DMin students, an honors thesis is also required.

Jonathan Edwards Society

Instituted by the faculty in 1985, the Jonathan Edwards Society is the School's only honor society. It recognizes students who have shown intellectual strength, moral character, academic excellence and promise for leadership. Members are inducted each spring.

Probation

A student on academic probation is no longer in good standing. Students on probation may not request Incompletes (except Medical Incompletes), cross-register at other schools, or withdraw from a remedial course. Remedial courses are courses that students take to replace a course they have failed.

Any of the following automatically places a student on probation:

- a grade of F; a grade of D minus
- more than one D;
- GPA below 2.0 (C) for MDiv, MARE or MAPS students;
- GPA below 3.0 (B) for other MA students; or
- GPA below 3.3(B+) for DMin. students

A student may remedy the situation for which probation was imposed by:

- satisfactorily repeating a required course in which an F/ D minus was received, or taking a comparable course with departmental permission;
- satisfactorily completing the following semester's work, if an F/ D minus was received in an elective course;
- satisfactorily repeating or replacing, with departmental permission if necessary, one of two courses in which Ds were received; or
- bringing one's GPA to the required level.

Remedial Courses

Remedial Courses are any courses where a student chooses or is compelled to retake a course she or he has already completed. When students take a remedial course, the first course's grade remains on the student transcript, but it is not calculated into the GPA. The remedial course grade on the transcript will have a special notation that the course was retaken.

Students *must* take remedial courses when they have failed required courses. They may need to take remedial courses if their grade point averages decline below the level necessary for graduation. They may also choose to take no more than three remedial courses in order to improve their grade point average or to improve their understanding of a subject.

If a student must retake a course, but the precise course is no longer offered, the student must petition the Dean of the Faculty to use a different remedial course. This might be the case, for example, when the student fails a course in a distributional requirement where several courses meet the requirement.

In order to ensure proper documentation, students must notify the Registrar when they register for a remedial course. Students are responsible for any additional fees and tuition costs that are incurred.

Final Semester Grades from BTI Schools and Harvard University

Andover Newton candidates for graduation are responsible for seeing that grades for courses taken in BTI schools or through the special cross-registration privilege at Harvard University during the semester immediately before graduation are received by the Registrar by the specified due dates for grades in Andover Newton's Academic Calendar.

Term Papers

Term papers, except those for classes in Psychology and Pastoral Theology, must be typed and conform to the styles described in *The Chicago Manual of Style: The Essential Guide for Writers, Editors and Publishers*. Papers submitted for pastoral care classes must conform to the standards of the American Psychological Association (APA). Papers that do not meet the applicable requirements, or that are poorly written from the point of view of spelling, grammar, citation or intelligibility, may be returned to students for rewriting.

Students may not submit the same paper, even in-part, for two different assignments without explicit permission from both instructors. Cases where students fail to honor this expectation may be subject to disciplinary action; reusing one's own work without acknowledgement is a form of plagiarism.

Students should submit papers that will not be returned in class in envelopes either with their names and campus box numbers or with the correct postage and mailing addresses. Papers turned in without envelopes may be returned for student pick-up at the discretion and prior arrangement of the instructor. Papers will normally be discarded after a semester.

Plagiarism

Whether intentional or unintentional, plagiarism is a serious breach of ethics, and students are held fully responsible for this violation of school policy. Plagiarism may be defined in the following ways:

1. Word-for-word plagiarism —
 - a. the submission of another student's work as one's own;
 - b. the submission of a commercially prepared paper;
 - c. the submission of work from a source not acknowledged by footnote, bibliography, or reference in the paper itself; or
 - d. the submission of any part of another's work without proper use of quotation marks.
2. Patchwork plagiarism — the rearrangement of another's phrases into a new pattern.
3. Unacknowledged paraphrase — the restatement of another's original idea, interpretation, or discovery of fact.*

*Donald A. Sears, *Harbrace Guide to the Library and Research Paper*, 3rd ed., (New York: Harcourt, 1972), 45.

Ignorance or carelessness concerning the proper citation of sources does not exempt a student from the disciplinary consequences of plagiarism. If plagiarism is detected, these consequences may include:

- an F for the assignment or examination in question;
- an F for the course and an F for the assignment;
- suspension from the School, plus an F for the assignment and the course;
- separation from the School, plus an F for the assignment and the course

Separation or suspension from the School requires a vote by the faculty and final decision from the President. A student who has been suspended from the School may not cross-register into courses in the Boston Theological Institute. All cases of plagiarism are adjudicated by the Committee on Student Accountability.

In addition, students should be mindful when using copyrighted material, including media such as graphics, video and audio.

Human Subjects Research Policy

Among Andover Newton's core values is the value of Justice. We commit ourselves as follows: "Both within our school and in all our relations with the world, Andover Newton will seek to practice biblically centered justice and compassion. We will do this individually and communally, providing the best means for ordering our relationships in ways that are consistent with our faith. We will advocate for justice and stand in solidarity with all who are oppressed or marginalized." As part of our commitment to being just in all our interactions with others, we commit ourselves to taking particular care when faculty, staff, or student research requires the utilization of human subjects. In conformity with "The Common Rule" guidelines established by the U.S. government Office of Human Research Protections and general practice in academic research, Andover Newton Theological School requires all research that is formally conducted under seminary auspices be reviewed to protect human subjects and minimize potential risks or harm. The Common Rule, formally titled "Protection of Human Subjects" is part 46 of Title 45 of the Code of Federal Regulations ("45 CFR 46"). See also American Association of University Professors, "Protecting Human Beings: Institutional Review Boards and Social Science Research," <http://www.aaup.org/statements/Redbook/repirb.htm>.

The Human Subjects Research (HSR) subcommittee of the School's Academic Policy Committee (APC) conducts reviews of research proposals that involve human subjects in ways that are potentially risky to participants. The purpose of the review process is to provide an independent review of research procedures and projects that involve human subjects in order to protect the subjects of research from inappropriate risk. Such review also helps to limit risks of liability on the part of the seminary, the researcher, and agencies funding that research. Participants in human subjects research are afforded protection under this policy whether or not the research is intended for publication or presentation. These guidelines are flexible, and may vary depending on whether the researcher is a student or a member of the staff or faculty.

What is Human Subjects Research and What Kinds of Research Require Review?

Examples of human subjects socio-religious research and data collection that fall under the auspices of the HSR Subcommittee include, but are not limited to, surveys and questionnaires, interviews and focus groups, field work (e.g., ethnography), inter-cultural and inter-religious field comparative work, evaluations of social or educational programs, and cognitive and perceptual experiments. Potential risks that must be considered in a review include those of a physical, psychological, social, economic, or legal nature. Risk/Benefit assessment should include weighing of potential harm, use of deception if any, and steps to be taken to minimize risk and to care for subjects.

Loss of confidentiality is the most common type of risk encountered in social and behavioral science research. Confidentiality is presumed and must be maintained in all research unless the investigator obtains the express permission of the subject to do otherwise. Risks from breach of confidentiality include invasion of privacy, as well as social, economic and legal risks. Deception is generally to be avoided in research and may only be used if there is no other way to reasonably obtain the data, the risk of harm is minimal, the knowledge sought is important enough to justify deception, and an appropriate procedure is proposed for debriefing of subjects after the conclusion of the research.

Research requiring review includes the following:

- Research involving human subjects in which there is a potential for more than minimal risk of harm to the subject. As defined in the Common Rule, minimal risk "means that the probability and magnitude of harm or discomfort anticipated in the research are *not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.*" (45 CFR 46.102.h.i, cited in AAUP). It is up to the HSR Subcommittee to determine whether risks involved exceed this definition, and if so, whether sufficient procedures are in place concerning informed consent and referrals in case of harm.

- Research that falls within the content and methods of the social sciences (including pastoral care, psychology, sociology, anthropology), and research investigating human subjects' subjective experiences or feelings about issues normally considered private or confidential, such as sexuality, addiction, boundary violations, conflict, or violence requires review.
- Research involving subjects who are not competent to evaluate the risks and benefits of participation themselves, including minors or people with cognitive disabilities, must be reviewed. All legal requirements for working with such persons, including directives by the Department of Corrections, must be followed.
- Research in which dual roles may be present between the researcher and the subject(s), such as using students, employees, or counseling clients as research participants.

Examples of research requiring review include:

- Faculty assigning a research project to students that requires the students to have interactions (interviews, small group projects in congregations, etc.) involving human subjects' subjective experiences or feelings, as described above, especially when it entails feeding back or incorporating the information gathered into papers, presentations or class discussion.
- DMin theses using empirical research involving direct contact with clients, patients, support groups, or any vulnerable population.
- Faculty scholarship using empirical research involving direct contact with clients, patients, support groups, or any vulnerable population.
- Any research involving direct contact with minors or persons with cognitive disabilities.
- Holding small group discussion formats for learning in a congregational context that entail disclosure of private information of a sensitive nature, where the subjects could easily or readily be identified
- Research on specific issues of recent conflict in congregational life or in other organizations, when the actors are readily identified or identifiable
- Research that has the potential for causing harm or inciting further conflict in congregations or in the wider community

Research **not** requiring review includes the following:

- Research solely for internal institutional use (e.g., course evaluations or institutional self-study)
- Research for a classroom project that does not involve outside participants and is not disseminated publicly or part of a permanent data base
- Archival or historical research, as long as the subjects are no longer living, are not identifiable, and/or no living heirs of the subjects would be caused any harm by dissemination of the research.
- Research in education settings on instructional techniques, curricula, or classroom-management methods, or research involving established and commonly accepted educational practices and instructional strategies, such as case studies and simulations
- Research involving the use of educational tests, survey procedures, interview procedures, or observation of public behavior, **unless** the subject can be identified and disclosure of the subjects' responses could put the individual at risk of criminal or civil liability or could damage the subject's financial standing, employability, or reputation

- Research conducted by Doctor of Ministry students in their ministerial sites that does not reveal confidential information, does not identify individual subjects or participants, and does not carry any potential risk of harm
- Research in other settings that would not reasonably create distress or harm and involving only anonymous questionnaires or public observations
- Research involving elected or appointed officials or candidates for public office
- Research using existing data, documents, or records, as long as these resources are publicly available or the human subject cannot be identified
- Research of public benefit or service programs
- Research that does not place participants in a criminal or civil liability or damage their financial standing, employability, or reputation
- Research related to organizational effectiveness in settings for which there is no risk to participants' employability

Examples of research where review is **not** required include:

- Scholarly review of literature, including other published social scientific research and social scientific data that is made available to researchers
- Archival historical research such as church records or public archives. Most archives restrict access to certain materials, and many require permission to cite or use material from persons who have died within the last 50 years. Research must conform to the rules of the particular archive or institutional body.
- Research that is part of a Doctor of Ministry project that engages subjects on a general level, without identification of specific persons and without reasonable potential for harm, such as evaluating responses to a program or project through instruments that maintain anonymity, assessing responses to a new curriculum, or holding a focus-group to evaluate liturgical changes in the church.

The Review Process

Those whose research agendas fall into the category of “research requiring review” above may include:

1. An **individual student** should apply for review after having sought and received approval for his or her research proposal with the faculty advisor involved in overseeing the project, and before actually beginning the research project. DMin students must receive approval as part of the overall proposal approval process, prior to beginning their projects or any pilot testing. This needs to be done before scheduling the Candidacy Review.
2. A **faculty or staff member** should submit a research proposal for review before submitting a proposal to a potential funding source, outside agency, or publisher.
3. A **faculty member** should submit a proposal on behalf of her or his students in the case of a class assignment or project before distributing the syllabus if the assignment is identical for each student. In the case of such class assignments, the faculty person monitors and maintains responsibility for the potential risks to research subjects. Approval applies to subsequent years of the course assignment, as long as no significant changes were made.
4. Any substantive changes in project design or research instruments that are made after initial approval has been granted must be submitted for re-approval.

5. In some cases, students and faculty may be conducting research in contexts where other institutions also have Human Subjects Research policies in place. Researchers must be certain to comply *both* with Andover Newton's policy *and* that of the other institution.

Those seeking approval for human subjects research must submit a letter via email to the HSR Subcommittee, care of the Dean of the Faculty (who is a member *ex officio* of the HSR Subcommittee) at least two weeks in advance of commencing data collection. The petition should address the following questions:

1. How does this research contribute to the advancement of knowledge?
2. How will the researcher choose participants and assess their competency to consent? What recruitment procedures does the researcher plan to use? What is the researcher's relationship to the people who will be part of the project?
3. What questions will the researcher ask (submit questionnaire)? How will data be collected and analyzed?
4. What are potential benefits for persons who are part of the project? What are potential risks for persons who are part of the project?
5. What credentials, in the form of research training, does the researcher or the researcher's supervisor have for protecting participants?
6. How will the researcher ensure that participation is voluntary and informed? Petitions should include draft consent forms. Consent forms should indicate that the human subject knew that participation was voluntary, knew how confidentiality would be protected, and that the subject is free to withdraw from the study at any time.
7. How will the researcher protect the confidentiality of the human subjects?
8. How will the researcher disseminate data? How will the researcher protect data?
9. What alternative procedures are available to a subject who wishes to withdraw or who is damaged by the project?
10. What plans does the researcher have in place should a circumstance arise where unintended harm came to the human subject?

Advisors, students or faculty wishing to consult with the committee prior to submitting the required petition are encouraged to do so, directing questions via the Dean of the Faculty.

After approval, the faculty member or student may implement their research project. The researcher will be responsible for maintaining all supporting documentation related to the research, including:

- Documented approval of the research proposal
- Human subject-signed consent forms
- Any further documentation related to the research of human subjects, including
 - Transcripts or interview notes
 - Audio recordings

The researcher should retain documents related to their human subjects research project for seven years in a safe, secure location. Ideally,

The Human Subjects Research Subcommittee of the Academic Policy Committee, "HSR Subcommittee"

The standing HSR Subcommittee includes the Chair of the Academic Policy Committee of the Faculty and the Dean of the Faculty. That subcommittee will refer any research project that includes more than negligible risk to participants to the full Academic Policy Committee. The Chair and Dean will at all times either have or pursue training and expertise in research methods involving human subjects. The HSR Subcommittee reviews petitions within two weeks of submission, and often it can grant approval without further review. The full Academic Policy Committee meets monthly during the academic year. Those petitioning to conduct research should be mindful of these parameters that affect timing of approval.

The HSR Subcommittee may approve any proposal as submitted, require revision and re-submission of the proposal, or reject the proposal. Member(s) of the HSR Subcommittee who are serving as Advisor or Reader to the student whose proposal is under review shall have voice but not vote regarding that student's proposal. Approval must be in writing, and delivered in a timely fashion to the individual proposing to undertake the research. In the case of revisions or rejections, the committee will provide a written statement to the faculty member or student detailing the reasons for rejection. The HSR Subcommittee will maintain records of all its deliberations and share them with the faculty for educational purposes.

Graduation

Students must file a Statement of Intention to Graduate form in the semester previous to the one leading up to their graduation. MDiv seniors must review their programs with the Registrar to ensure that they will have met all course requirements for graduation. MA students must meet with the MA Head Advisor to review their credentials for graduation. DMin students must meet with their academic advisors to review their credentials for graduation. (See Academic Calendar for dates.) Students who file but fail to graduate will receive a pro-rated refund of the graduation fee if they notify the Registrar in writing a month before graduation. Failure to comply with graduation filing deadlines will result in late fees and possible postponement of graduation.

Withdrawal from the School

Students withdraw from the School for a variety of reasons. Students contemplating withdrawal are strongly encouraged to meet with their academic advisor to discern if other options are more appropriate. To complete the withdrawal process, an official Withdrawal form, obtained from the Registrar's office, must be submitted. Following through on this process keeps students in good standing with the School and will aid in readmission or transfer to other institutions.

Note: By dropping all courses, the student has effectively withdrawn from the School and should follow the above procedure. The same is true if a returning student fails to register. Before making a decision to drop courses or not register, students are encouraged to meet with their advisors.

Separation from the School

Andover Newton reserves the right, upon vote of the faculty following due process appropriate to the matter of concern as described in this *Catalogue*, to separate from the School any student who either fails to meet the standards of academic or community life or whose character, emotional health, or personal maturity becomes a cause of concern to the community or raises reasonable doubts about the student's fitness for ministry or theological education. Students also may be separated from the School for failure to meet their financial obligations. The President holds final authority in separating a student.

Transcripts and Records

Student records are confidential. Andover Newton will release information only at the request of a student or an appropriate institutions and officials. For the protection of students and alumni/ae, all transcript requests must be submitted in writing and personally signed. E-mailed requests can be honored for unofficial transcripts only. Andover Newton does not send transcripts by fax or e-mail. No transcripts are issued to students with unpaid accounts in the Business Office.

Andover Newton manages transcripts for graduates of Bangor Theological Seminary as one element in that institution's 2013 plan for discontinuation of degree programs. All Andover Newton policies and procedures apply to BTS transcripts, and the fee for BTS transcripts is \$8.00.

All transcript requests should be submitted at least one week in advance of the date on which they are needed and at least two weeks in advance during registration and grading periods. Official transcripts are \$5 each. Unofficial transcripts are free.

Replacement Diploma Policy

If your original Andover Newton Theological School diploma is lost, stolen, or destroyed, replacement diplomas can be obtained by filing a request form with the Office of the Registrar. Replacement diplomas are reissued for a fee of \$150.00 (US). Requests should be sent to:

Andover Newton Theological School
Office of the Registrar
210 Herrick Road
Newton Centre, MA 02459

In order to process this request, the damaged diploma **MUST** be returned. For legal name changes the original diploma must be returned. This is because no graduate can hold two diplomas. Preparation of the document may take six to eight weeks. When the diploma is ready, it will be mailed via certified mail.

Registrar's Office Web Links

Please visit the Andover Newton Theological School Web site to download the following Registrar's Forms at <http://www.ants.edu/student/registrar/forms/>:

- Transcript Request
- Registration
- Registration Payment
- Leave of Absence
- Add/Drop Courses

COURSES AND PROGRAMS 2014-2015

The degree programs at Andover Newton are designed to prepare men and women for many forms of ministry. Certificate programs provide members of the greater community an opportunity to sample the resources available at Andover Newton and to explore specific areas of interest. They also give degree program students the chance to develop a specialization for ministry. The various Master of Arts programs give students not pursuing ordained ministry an opportunity to explore the scholarly dimensions of the disciplines offered at Andover Newton. They also provide preparation for students seeking to pursue doctoral work in theology and related fields. The Master of Arts in Religious Education provides students with professional formation for the vocation of theological teaching. The Master of Divinity Program prepares students for professional and/or ordained ministry through academic and practical studies in ministry. The Doctor of Ministry is a professional doctorate for ministers who seek enrichment, deep engagement, and new resources to invest in professional ministry.

All Andover Newton degree programs operate at a high level of scholarship and are designed for adult learners. This means that students are expected to take the lead in designing their programs of study. The resources in the *Catalogue* will help students as they engage in this process of planning their work, taking advantage of the resources Andover Newton provides and determining the path that best meets their goals.

Particularly for students who are admitted to the Master of Divinity program – but also for students admitted to any program at the School – it is important to be aware that individual religious traditions have guidelines of their own regarding proper theological educational credentials as relates to authorization for ministry. Andover Newton Theological School does not ordain pastors or license chaplains. Students must be sure to satisfy any religious judicatory requirements for the faith tradition with which they are affiliated if they seek to minister professionally.

Master of Divinity Program

Purpose

In September, 2009, the Andover Newton Faculty began its third century of preparing leaders for church and society with the introduction of a new Master of Divinity Curriculum. The new curriculum's approach to ministerial preparation represents the most current and innovative thinking about adult professional education and the needs of today's faith communities.

After its first two years of existence, the new MDiv curriculum was slightly modified. Students should feel free to see the Dean of the Faculty with questions or concerns about the transition, or the Registrar with questions about the technical aspects of the transition process.

The Faculty built the new curriculum around a set of outcome-based expectations for what an Andover Newton Master of Divinity graduate should be able to be and do through his or her experiences in the MDiv Program:

The MDiv Graduate can state and explain his or her sense of the world theologically and spiritually in a critical and creative way. The graduate can teach and enable others to connect life issues with theological and spiritual traditions through various communal and personal faith practices. The graduate can form, lead and sustain faith communities with a theological and spiritual understanding of the Church's mission in a changing world.

An interpreter of the Bible must be able to do cross cultural work with biblical texts. To be able to work with the scriptures in this way requires grounding in critical and creative approaches to biblical texts and an awareness of developments in the study of the Christian Bible. The MDiv graduate will understand the centrality of worship and proclamation for his or her faith journey and for a community of faith, and will have a grasp on the rituals, sacraments, and other faith expressions of his or her faith

tradition(s). She or he, while engaging all the senses, can articulate why the life of faith is centered in worship and how worship and Word nurture and enhance life.

In order to effectively lead a faith community, seminary graduates must have analytical abilities, practical skills, and an understanding of the dynamics of institutional change. Drawing upon a palette of insights and skills, they will be able to guide and empower faith communities in the search for meaning and the pursuit of their collective mission in an ever-changing and pluralistic world. They will also possess a knowledge of, and ability to implement, leadership theories and techniques that help them to guide religious organizations grappling with change. Each graduate will be able to recognize and leverage his or her own unique leadership gifts.

God's church is shaped by, and shapes, the culture in which it stands, both mirroring and challenging dominant trends, while seeking to advance alternative paths. MDiv graduates will embody ways of being and doing that are faithful to the best of their traditions. Graduates will demonstrate highly-developed relational competencies embodying multicultural, racial, ethnic, gender, and interfaith understanding which furthers love, justice, and peace. Graduates will not only be able to translate and articulate these understandings and skills through a public theology that can speak to both church and society, but also be able to demonstrate in one's life signs of congruence between the spoken and lived word.

In sum, an MDiv graduate from Andover Newton Theological School is both rooted in his or her faith tradition and capable of reaching out across the boundaries that too often separate human beings from one another. The formation process toward such ends includes classes that help students to learn about, challenge, and embrace their faith traditions; integrative learning that blends lived experience with intellectual engagement, and a campus communal environment that shapes a disposition for faith commitment as well as radical hospitality.

Requirements

The Master of Divinity program requires a minimum of six semesters of study with the satisfactory completion of eighty-one credit hours as described below, and a cumulative grade point average of 2.0 (C). Those who, by permission of the Academic Dean, extend their studies beyond seven years, will incur an annual extension fee. Students graduating in May must, during November of their last year, review their programs with the Registrar to ensure that they will meet all degree requirements for graduation. Students intending to graduate administratively in December must do so the previous June.

The Master of Divinity Program requires courses in a variety of ways, with different levels of choice for students depending on the role of the course in the curriculum.

Varieties of courses:

- Core courses: Only one specific course meets the requirement (few requirements fall into this category)
- Distributional requirements: Students may choose one course among several options
- Electives: Students may choose any course
- Integrative catalysts: Designations on distributional and elective courses where students must take one course with each designation to complete the degree

Students in the MDiv curriculum are required to pursue the following courses, 81 credits loosely in the order in which students are advised to pursue them, to meet their degree program requirements. In addition to the courses listed below, students are permitted to pursue seven electives (21 credits) which they may weave in among semesters or hold until later in their studies. Students usually use elective courses to meet

denominational requirements, explore an area of interest, delve into a particular passion, or develop an area of ministry specialization.

- Scripture I, introductory Old Testament (two courses: OLDT 509 *or* 511 and OLDT 512 *or* 513)
- Scripture II, introductory New Testament (one **core** course, NEWT 505, and any course at the 500- or 600-level, barring Greek)
- Early Christian History (one introductory course, HIST 609, [EL] HIST 685)
- Ministerial Leadership (CMLE, one 600-level course)
- Christian Ethics (one **core** course, ETHI 601/602)
- Religious Education (CMED, one 600-level course)
- Pastoral Care (PSY_, one 600-level course)
- Christian Spiritual Practice (any CHRS course)
- Ethics and Social Justice (any JUST course)
- Systematic Theology (two **core** courses, THEO 611 and 614)
- Field Education, (**core**: two semesters, contiguous fall through spring, in conjunction with P3 or integrative seminar)
- US Religious History (one introductory course, HIST 645, 698, 732)
- Preaching (CMPR, one 600-level course)
- Worship (CMWO, one 600-level course)
- Faith Community Practices (any PRAC course)
- World Religions or World Christianity (any WREL or WCHR course)
- Free electives: Any 7 courses

Integrative Catalysts

In addition to courses, students in the MDiv program engage catalytic courses that blend lived experience with intellectual engagement. Each MDiv student must take one course with each of the following designations:

- Interfaith Engagement: IF
- Professor-Practitioner Program (concurrently with Field Education): P3
- Border-Crossing Immersion (ordinarily after completing at least 30 credits): BC

Integrative Catalyst-designated courses can meet other requirements as well. For instance, a World Christianity course with a “Border-Crossing Immersion” designation might serve both as a distributional requirement in World Christianity and meet the requirement that all students take a Border-Crossing Immersion-designated Integrative Catalyst.

Because all Integrative Catalysts include an experiential component, students must plan ahead to meet both course requirements and Integrative Catalyst requirements. Graduation is contingent upon both earning credits and meeting these designation expectations.

Unitarian Universalist Master of Divinity Students

Andover Newton offers special courses for Unitarian Universalist students seeking to meet both degree program and ordination requirements. On a cyclical basis, the School offers courses in UU Theology, Polity, and History (UU Traditions I and II) in a two-course sequence that can be taken in any order. On an occasional basis, courses in Religious Education, Thematic Preaching, UU Worship, and UU faith community leadership are available. Many UU courses meet distributional requirements.

Clinical Pastoral Education

Clinical Pastoral Education (CPE) provides students, in supervised settings, with opportunities to learn to be in ministry with people who are suffering from fear, physical pain, remorse and loneliness — problems to be faced within many contexts of ministry. Clinical Pastoral Education is offered at several independently-accredited locations throughout New England. Students can read about sites and options at www.acpe.edu.

Many denominations require that students pursuing ordination earn one unit of CPE. Students may pursue one unit of CPE toward three elective credits by registering through the School. Doing so leads students to a CPE site tuition rebate; see the Registrar for more information. Professor Brita Gill-Austern is the Faculty liaison for students in or seeking CPE.

Students Who Matriculated During 2009-2011 Transition

Students who began their MDiv programs between the fall of 2009 and the spring of 2011 entered the curriculum when it was in-transition. The curriculum has been modified slightly based on assessment during the transition. Students who are still in the process of pursuing degrees they began during that transition should expect to be held accountable to the degree program's current requirements. The Dean of the Faculty or Registrar can address any questions students may have related to that transition.

Student Learning Assessment: MDiv Program

All Master of Divinity students, concurrently with their degree programs, must participate in a co-curricular, non-credit, mandatory Student Learning Assessment Program ("SLA Program"). This document describes the expectations of MDiv students in this program.

Summary

Students in the MDiv program collect documents into a "Portfolio" over the course of their studies that provides evidence of their progress in the degree. They meet with their advisors for two Candidacy Reviews, one at the 1/3 mark, and one at the 2/3 mark, for reflection and mentoring. Candidacy Review I focuses on planning for the future. Candidacy Review II focuses on reflection and connection beyond the School. Students are responsible for maintaining their Portfolios, arranging Candidacy Reviews in a timely manner, and submitting documentation to the Registrar. Faculty advisors are responsible for reading (and, when necessary, approving) advisees' materials, responding to requests for meetings in a timely manner, and providing written feedback after Candidacy Review II. Students who matriculated before the fall of 2012 are only required to complete Candidacy Review II, not Candidacy Review I.

Student Learning Portfolios and Schoology Group

As students progress through their MDiv degrees, they gather key assignments in a Student Learning Portfolio. These documents will be gathered electronically on Schoology. Student Learning Assessment Schoology group memberships are limited to the student and advisor. The SLA Group is a digital meeting space for uploading the contents of the Student Learning Portfolio.

Students must submit two documents to the Registrar from their Portfolios. At the completion of Candidacy Review I, they submit their Programs of Study. After Candidacy Review II, they submit the advisor letter. The School reserves the right to both explore Portfolios of students online for the purpose of Institutional Research and to retain portfolio documents after a student has graduated for the same intention.

All MDiv students include the following 11 documents in their Student Learning Portfolios:

1. Admissions essay (on file in the Registrar's office)
2. Exegesis paper
3. Religious education lesson plan
4. Worship service outline or bulletin

5. Sermon (can be recorded via Media Center)
6. Polity paper, Systematic Theology assignment, or other statement of theological point of view
7. Border-Crossing Immersion final project
8. Field Education Final Evaluation
9. Program of Study
10. Faculty advisor letter
11. Unofficial transcript

After Candidacy Review I, students add a Program of Study document (#9) to their Portfolios (outline provided). After Candidacy Review II, the faculty advisor writes a letter (#10) on the student's behalf to be included in the Student Learning Portfolio. All students submit complete Portfolios – either electronically or on-paper – when they meet with the Registrar for graduation approval.

Portfolios become part of students' academic records. Therefore, material from them can only be shared outside the School with the student's permission. The School reserves the right to use Portfolios in its assessment of the School's effectiveness in teaching and learning; identities related to any documents used for institutional research will be concealed.

Candidacy Review I

Around the semester when students reach the 27-credit mark, they schedule a meeting with their faculty advisor. Two weeks in advance of that meeting students send their advisors all Portfolio materials to-date. Any documents that were created for courses should include faculty comments. Also in-advance of that meeting, students should prepare a "Program of Study" proposal to review with their advisor (see Appendix I). Meetings with advisors should use MDiv program outcomes as a guide. They should include conversation about Portfolio documents and the Program of Study proposal. At the culmination of the meeting, advisors either sign a copy of the Program of Study for submission to the Registrar or talk with the student about necessary changes. Submission of a signed Program of Study marks completion of Candidacy Review I.

Candidacy Review II

During the semester when students reach the 54-credit mark, they schedule a meeting with faculty advisor and a judicatory-level mentor. The judicatory-level mentor should be an advisor who can speak to the candidate's formation for ministry and/or progress toward ordination. Two weeks in advance of that meeting, students send their advisors all Portfolio materials to-date. Any documents that were created for courses should include faculty comments. After the conversation between the faculty advisor, student, and judicatory-level mentor, faculty advisors complete an assessment rubric for the student and file. The letter becomes part of the student's academic record, which can be shared with his or her permission with judicatory leaders. Submission of an assessment rubric completed and signed by the faculty advisor marks completion of Candidacy Review II.

Graduation Requirements Related to SLA Program

In order to graduate, students must complete Candidacy Review I, Candidacy Review II, submit all related documents, and submit a full copy of the Student Learning Portfolio. It is the student's responsibility to track progress in degrees, to arrange Candidacy Reviews in a timely fashion, and submit relevant documents. Students who fail to meet these requirements may encounter one or more of the following censures:

- Prevention of registration
- Notation in faculty letter of failure to adhere to guidelines
- Prevention or delay of graduation

Template documents are available at the Registrar section of the Andover Newton Web site under "forms."

Master of Arts Degree Programs

Students pursue Master of Arts degrees at Andover Newton in order to:

- Deepen theological or spiritual dimensions of professions in which they are engaged;
- Pursue theological education for personal enrichment, or to explore spiritual, vocational, or religious issues;
- Prepare for ministries within or related to churches that do not require practical specialization or ordination.

The Master of Arts degree is offered in two professional concentrations and two academic concentrations.

- Master of Arts in Pastoral Studies (MAPS)
- Master of Arts in Religious Education (MARE)
- Master of Arts (Theological Studies)
- Master of Arts (Theological Research)

The purpose of the MA degree is to provide a graduate theological education for students not necessarily pursuing ordination in particular denominations but rather seeking graduate theological education for specialization, enrichment, or other purposes. Students pursuing a Master of Arts degree must complete requirements within four years or be subject to extension fees. Required GPA for graduation: 3.0 for MA (TS) and (TR); for MARE and MAPS 2.0.

Students meet these degree requirements through a combination of core requirements (all students must take a particular course), distribution requirements (students may select among options in a required area of study), free electives, and three-credit directed studies toward integrative papers and projects. Detailed information about these papers and projects, as well as contact information for a Head Advisor for the MA, are available in the office of the Dean of the Faculty.

Master of Arts in Pastoral Studies Degree – MAPS

The Master of Arts in Pastoral Studies provides grounding theological education for professionals already serving in diverse ministerial settings. The program engages the student in basic theological disciplines paired with reflective practice, enabling and encouraging integration of the student's ministerial context with theological studies.

The goals of this degree include:

- Deepening already existing roots for theological reflection as well as exposure to new areas in theological and pastoral studies,
- Enabling complex contextual reflection and analysis through the tools of the social sciences, cultural analysis, and the ministerial arts,
- Fostering flexibility and preparedness to critically address the challenges of ministry,
- Grounding ministerial theories and practices in the context of a cohort community.

Following an outcomes-based assessment of our degree programs, students graduating from the MAPS degree will be able to:

- Articulate roots of her or his faith tradition and theological foundations in ways that correspond and honor the ministerial context(s) in which she or he is embedded.

- Draw on diverse and expanded resources for preparedness in responding to challenges for his or her ministry.
- Critically and creatively identify, define, and analyze ministerial contexts (ecclesial, social, cultural, historical) as well as challenges surrounding her or his particular call.

Degree Requirements: Master of Arts in Pastoral Studies – MAPS

Students in the MAPS degree must engage in general theological education, participate in the Colloquium for professional MA degrees, and produce a project that integrates her or his ministerial context with the analytical and reflective tools gained throughout the program.

The MAPS requires that students be already engaged in ministry. Courses, which constitute 48 credits, are listed loosely in the order in which it is recommended students pursue them.

- Professional Master of Arts Colloquium for MARE and MAPS students, focused on theological reflection on/in context, (3 credits) (INTE 781, in one's first fall semester)

*Basic Requirements (24 credits)**

- Scripture I, Old Testament (3 credits)
- Scripture II, New Testament (3 credits)
- Early Christian History or US Religious History (one introductory course) (3 credits)
- Ethics (one **core** course, ETHI 601/602) OR Ethics and Social Justice (any JUST course)
- Systematic Theology I and II (THEO 611 and 614) (6 credits)
- World Christianity or World Religions (any WREL or WCHR course) (3 credits)
- One upper-level course (3 credits)
- Six courses in approved concentration (18 credits)*
- MAPS Capstone Project (3 credits)

Capstone Project

The MAPS capstone project requires that the student show deep theological engagement, identify challenges through critical analysis, present options and alternatives through the development of creative possibilities, and express reflection and self knowledge in light of the student's call. Projects will be designed attentive to the ministerial setting that serves as context for theological reflection, in concert with the student's advisor, who will assist the student in identifying a particular ministerial program or question that will be the focus of the project. In addition, the capstone project will creatively reflect the student's mastery of the stated outcomes for the program.

Honors

To graduate with honors, MAPS students must satisfactorily complete the capstone project and have maintained a GPA of 3.8 or higher.

Master of Arts in Religious Education Degree – MARE

The Master of Arts in Religious Education offers a degree with a professional emphasis. This program is designed for persons with a special interest in the ministries of religious education within the contexts of the local church and the larger community. It provides education in the basic theological disciplines as a base for special training in religious education. The goals of this degree include:

- Preparing men and women for educational ministries within churches, schools, denominations, agencies, or the wider community.
- Equipping persons for creative and critical theological reflection on educational thought and practice.
- Fostering understanding of social, psychological, and educational sciences that support effective educational practice.
- Encouraging spiritual imagination in teaching and educational planning.
- Enhancing previous educational or theological training with focused study in religious education.

Degree Requirements: Master of Arts in Religious Education – MARE

The MARE requires that students gain some general background, specialization in religious education, study in practical theology and pastoral care, a year of supervised ministry, and an integrative essay that explores the relationships between education and religious and theological studies. The Valeria Stone Professor of Christian Education should be consulted when questions concerning program content, waivers and substitutions, and other such matters arise and require consultation. Courses, which constitute 48 credits, are listed loosely in the order in which it is recommended students pursue them.

- Professional Master of Arts Colloquium for MARE and MAPS students (INTE 781, in one's first fall semester)
- Scripture I, introductory Old Testament (any one course at the 500-level)
- Scripture II, introductory New Testament (any one course at the 500- or 600-level)
- US Religious History (one introductory course) OR Early Christian History (one introductory course)
- Pastoral Care (PSY_, one 600-level course)
- Christian Ethics (one **core** course, ETHI 601/602) OR Ethics and Social Justice (any JUST course)
- Systematic Theology (two **core** courses, THEO 611 and 614)
- Field Education, (**core:** two semesters, contiguous fall through spring, in conjunction with P3)
- Fifteen credits in Religious Education or related fields (spread among terms)
- Directed Study toward Integrative Essay (3 Credits)

Honors

To graduate with honors, MARE students must satisfactorily complete the integrative essay and have maintained a GPA of 3.8 or higher.

Master of Arts (Theological Studies) Degree

The Master of Arts (Theological Studies) provides a broad background in theological study while allowing a specific concentration in a discipline or field of one's interest. The student decides on the concentration in consultation with the advisor; together they draw up a curriculum plan and file it in the registrar's office during the student's first year. This degree offers particular opportunities for multidisciplinary studies and students may craft it to suit their individual interests. Some of the possible concentrations are: Pastoral Care and Pastoral Theology, Interfaith Studies, Bible, Ethics, and Ministerial Leadership. The goals of this degree include:

- Theological education to explore spiritual, vocational, or religious issues for personal or professional enrichment.

- Preparation for ministries within or related to churches that do not require practical specialization or ordination.

Degree Requirements: Master of Arts (Theological Studies) – MA (TS)

Degree program requirements include 48 credits and are listed below loosely in the order in which a student is advised to pursue them.

- MA Colloquium (3 credits) (INTE 780, in one's first fall semester)
- Scripture I, introductory Old Testament (any one course at the 500-level)
- Scripture II, introductory New Testament (any one course at the 500- or 600-level)
- US Religious History (one introductory course) OR Early Christian History (one introductory course)
- Christian Ethics (one **core** course, ETHI 601/602), any upper-level ETHI course, OR Ethics and Social Justice (any JUST course)
- Systematic Theology (two **core** courses, THEO 611 and 614)
- Two upper-level courses in any of the above (6 credits)
- Eighteen credits in concentration (spread among terms)
- Integrative Paper and Exam (3 credits)

Honors

MA (Theological Studies) students who satisfactorily complete the integrative papers and exams and have GPAs of 3.8 or higher will graduate with honors.

Master of Arts (Theological Research) Degree

The Master of Arts (Theological Research) provides intensive study in a theological discipline or in interdisciplinary programs begun elsewhere at the college or graduate level. It requires a broad familiarity with the various theological disciplines, a substantial degree of specialization, and the preparation and defense of a thesis of approximately one-hundred pages. To be admitted, students must be familiar with basic library research methods.

This program's goal is to provide education for focused study in a field of scholarly interest, and preparation for further graduate work beyond the MA, such as a Ph.D.

Degree Requirements: Master of Arts (Theological Research) – MA (TR)

Because its stated purpose is to provide preparation for advanced study, the MA (TR) is less structured and more closely mentored than other MA tracks.

The curriculum for the MA (Theological Research) includes the following elements, 48 credits, listed in the loosely-recommended order in which a student might pursue them:

- MA Colloquium (3 credits) (INTE 780, in one's first fall semester)
- Any two Scripture courses (One in Old Testament and one in New Testament)
- Any History course (HIST)
- Any Theology course (THEO)

- Any course in Ethics or Ethics and Social Justice (ETHI or JUST)
- Two courses in History, Theology, Scripture or Ethics (6 credits)
- Six courses in concentration (spread among terms)
- Seminar on Theological Research (INTE 702 or DMIN 802, as available)
- MA Thesis (3 credits)

Students in this program craft a plan for studies during the student's first semester.

Students entering the MA (Theological Research) program will receive a MA Worksheet and meet with a faculty advisor to prepare a program of study including a definition of their concentration. The plan of study will be placed in the student's file by the Registrar after the faculty advisor has agreed to it. A MA student can design a concentration with a faculty member, provided that there are faculty resources adequate to support the proposed concentration. The MA Colloquium provides an environment in which a student may refine and clarify the proposed concentration.

Rather than devise a list of concentrations, the MA (TR) program encourages students to develop their own concentrations by consulting with their faculty advisors. Concentrations also allow for interdisciplinary studies. This means that the MA (TR) and its approach to concentrations is more nimble and flexible in accommodating students' interests.

Honors

In order to graduate with honors in the MA (Theological Research) degree, students must earn both a 3.8 GPA and an "honors thesis" recommendation from the faculty members who conduct their oral examinations.

The M.A. (Theological Research) Degree

In conjunction with a previously-earned theological Master's degree, the MA (Theological Research) degree has replaced the S.T.M. degree, which was previously available at Andover Newton. International students and others seeking advanced standing with credit may transfer up to one-half of the credits needed to complete a MA (Theological Research) degree from previous MA and MDiv degrees.

Regulations Relating to the M.A. Program

MA students may not register for more than fifteen credits per semester without approval from the Dean of the Faculty.

The MA programs require a minimum of two semesters of study with the satisfactory completion of 48 course credits as described above and a cumulative average of 3.0 (B), except for the Master of Arts in Religious Education (MARE) and the Master of Arts in Pastoral Studies (MAPS), which require a 2.0 (C) cumulative average.

Student Learning Assessment: MA Programs

All Master of Arts students, concurrently with their degree programs, must participate in a co-curricular, non-credit, mandatory Student Learning Assessment Program ("SLA Program"). Students will gather the required documents electronically into a "Portfolio" on Schoology and also in paper form (for final submission to the Registrar). The SLA Group is a digital meeting space where students upload contents of Portfolios, and Student Learning Assessment Schoology group membership is limited to the student and his or her advisor.

The MA Student Learning Portfolio includes two key documents: (1) The degree program worksheet they complete in the context of the MA Colloquium, under the instruction of the Head Advisor, and (2) the capstone project they complete under the supervision of their advisors. Capstones vary by track:

- MAPS: Capstone Project
- MARE: Integrative Essay
- MA (TS): Integrative Paper and Exam
- MA (TR): MA Thesis and Defense

The student's capstone project is not considered complete until reviewed and approved by faculty advisors. Those reviews include discussion in-person or a formal defense. MA students must submit their worksheets to the Registrar at the completion of the MA Colloquium, and they must submit their capstone project before being approved for graduation. Advisors check Portfolios informally throughout their work with advisees.

The School reserves the right to draw from Portfolio materials for the purpose of institutional research, concealing identities where necessary. Failure to submit these documents to the Registrar could delay or prevent students' graduation.

Certificate Programs

Certificate in Theological Studies

This program provides persons with the opportunity to complete five graduate-level theological courses that can focus on a variety of theological disciplines and/or ministry practices. Students who seek certificates are considered "Special Students," and although they may take more than five courses under this designation, no more than five courses (15 credits) may be transferred into an Andover Newton degree program.

Focused Certificate in Theological Studies

This program is similar to the general Certificate program described above, but it invites students to take five courses in a single academic discipline under the advisement of a Faculty member in that discipline. Unlike the general Certificate described above, Focused Certificates may also be earned by students enrolled in the MDiv degree program, in recognition of specializations students develop through their elective courses. In order to earn a Focused Certificate, an MDiv student must take five courses in the area of focus that do not include those that are required as part of the MDiv degree.

Currently, students may pursue Focused Certificates in the following disciplines:

- Ethics and Social Justice (5 courses with JUST designation)
- Ministerial Leadership (5 courses with CMLE designation)
- Spiritual and Pastoral Care (5 courses with CHRS, PSYP, PSYC, and/or PSYF designations)

Focused Certificate in Interfaith Leadership

This program provides persons with the opportunity to complete five graduate-level courses in Interfaith Leadership. It is designed for students already enrolled in a program at Andover Newton or Hebrew College and for Special Students who seek training and certification in Interfaith Leadership without enrolling in a masters or doctoral program. Five (5) courses are needed and **can be drawn from the following areas:**

1. A one-semester introduction to the basics of Christianity (for Jewish students) and Judaism (for Christian and Unitarian Universalist students), and to the field of Interfaith Learning.
2. A joint course between Andover Newton and Hebrew College featuring instructors and students from both schools that focuses on classical texts.

3. A joint course between Andover Newton and Hebrew College featuring instructors and students from both schools that focuses on contemporary issues in theology, ethics, and/or ministerial practice.
4. A course that focuses on a major world religion other than Judaism or Christianity, in the WREL area of the Andover Newton curriculum.
5. A year-long interfaith leadership seminar in which a cohort of students meet and work on supervised interfaith projects under the direction of the faculty of Andover Newton and Hebrew College.

Certificate of Advanced Theological Studies

This certificate is awarded to students who wish to complete significant studies at the doctoral level but do not seek to pursue a DMin project. Students who meet the prerequisites for application to the DMin Program may enter as Special Students seeking the certificate, or DMin students may change their designation from DMin student to Advanced Theological Studies Certificate candidate retroactively, after course requirements are completed. Requirements include the Seminar on Scholarship in Ministry (DMIN 801), Seminar on Theological Research (DMIN 802), and six courses at the 800-level in a focused area of study.

Shared Credit for Certificates

Students may wish to use courses taken toward one certificate to meet the requirements for a second certificate. No more than one-half of the credits used to earn the first certificate may be shared with the new certificate.

Boston Theological Institute Certificates

The Boston Theological Institute (BTI) also offers two certificates that allow degree students to specialize in areas of study that draw on the collective strengths of the BTI consortium:

Certificate in International Mission and Ecumenism

The BTI program FETE (Focused Ecumenical Theological Education) provides students with an understanding of different Christian communities in the context of ecumenical dialogue. Each year thematic workshops overseas are offered for academic credit. A Certificate in International Mission and Ecumenism is awarded by the BTI in recognition of courses taken in Mission and Ecumenism at member schools.

Certificate in Conflict Transformation

School of Theology/Divinity and Seminary trained persons in all ministry settings should be prepared to respond to the realities of destructive conflict with peacemaking skills. Such work often requires the conversion of attitudes about conflict, and the development of skills and practices that transform conflict into opportunities for learning, growth, healing, new relationships and stronger communities. As with the Certificate in International Mission and Ecumenism, this is not an academic degree, but an award of the joint faculties through the BTI.

Doctor of Ministry Program

The Purpose of the Program

The Doctor of Ministry Degree is an advanced professional degree designed for clergy and lay leaders who have a Master of Divinity degree or its equivalent, which means a Bachelor of Divinity or an 81-credit (three years if full-time) Master's Degree in theological studies.

While the degree builds on a foundation in general theological studies, its overarching objective is to foster creative practical and scholarly education to address the degree program's threefold purpose:

- To provide a program of studies where experienced religious leaders can engage complex issues

related to their vocations, while drawing upon theological and theoretical resources,

- To deepen creative reflection, spiritual formation, and scholarship in an area of specialization of ministry, and
- To inspire reflective practitioners who embody and encourage creative leadership in communities of faith and other ministry settings.

Structure of the Program

The Doctor of Ministry is a degree for experienced ministers who seek, at any phase of their careers, to deepen their knowledge and improve their practice.

Students in the program pursue three sequenced seminars that focus upon the process of developing scholarly practices in ministry. Through this sequencing of DMin Seminars, students can be assured that they have attained the appropriate prerequisite competencies for each seminar while also forming collegial relationships with other DMin students. Cohorts of DMin students work closely with one another through this sequence of seminars, encouraging and learning from one another.

- First fall semester or first June: Seminar on Scholarship in Ministry , DMIN 801
- Second fall semester or June: Seminar on Theological Research, DMIN 802
- Third fall semester of writing online, both cohorts together: Seminar on Ministry Writing, DMIN 803

After students complete their coursework (all courses *except* the Writing Seminar, in which students engage during their first or second semester of Project writing), they engage in a “Candidacy Review.” At the completion of the Project (four credits), students meet with advisors for a two-hour comprehensive examination. Beginning with a proposal before their Candidacy Review, students conduct a research project and write a publishable-quality piece of writing. The format and length for the writing varies but should take into consideration the audience for the new knowledge about ministry the project generates.

The DMin program gives students the choice between two cohorts: The extended cohort meets every week for the fall semester each year. The intensive cohort meets during one-week intensives in June in the first two years. In choosing a cohort, students should consider their learning styles, the distance they must travel to Newton, and the important fact that they may not ordinarily change cohorts after they have begun the program.

Students should plan to register for the Introductory DMin Seminar (DMIN 801) their first fall or June, followed by the Research Seminar (DMIN 802). Except in highly unusual cases, students remain with their September or June cohorts for the first two seminars. They will then register for the DMin Writing Seminar (DMIN 803) in the first semester in which they are writing their Projects. Students in both cohorts take this course together, in the fall, online. These seminars all build upon one another; therefore, students are expected to take them in sequence.

Recommended Course Sequence for the Doctor of Ministry

Full-time DMin students (many of whom are concurrently engaged in part-time ministry) usually complete degree requirements in three years, each phase representing one academic year. Part-time students (many of who are engaged in full-time ministry) may modify this model toward a longer-term degree by taking seminars every other year and decreasing the number of electives they take at any given time.

Prerequisites

Applicants must have at least three years' experience in ministry subsequent to their first graduate theological degree. Applicants must also demonstrate evidence of a capacity for an advanced level of competence and reflection, an ability to maintain a 3.3 (B+) cumulative grade point average, and writing skills sufficient to produce a DMin Project of high quality.

Advising

Every incoming DMin candidate is assigned an academic advisor through the Dean of the Faculty's office during the admissions process. The advisor assists students in their course selections while also providing any counsel students may need about their academic programs. At the completion of the DMin Research Seminar, students work closely with their advisors as they proceed with their Projects.

In rare instances, students choose to work with different advisors for their Projects than for their academic course work. Changes of advisors are to be made in consultation with the original advisor, the proposed new advisor, and the Head Advisor of the DMin Program. Students may change advisors during the coursework and before beginning the Project Proposal as well; only in extremely rare cases do students change advisors after their Projects are underway. Once a change of advisors is approved, students may file a Change of Advisor form with the Administrative Assistant to the Faculty.

In addition to students' advisors, students must select a reader for their Projects. Unlike advisors, readers need not be full members of the Andover Newton Faculty, but rather can be adjunct faculty members or local experts with particular insights into the student's Project topic. It is expected that the reader will have an earned doctorate. No funding is available for non-faculty readers, which should be taken under consideration when students wish to invite outside readers. The student's DMin Committee is made up of his or her advisor and reader.

Duration of Program

Although students have some flexibility as to their rates of progress in the DMin, it is expected that even part-time students will complete the degree within six years. Those who extend beyond that time limit must receive approval from the Dean of the Faculty to continue and are assessed a significant annual fee. Under no circumstances may students continue in the program beyond ten years. Leaves of absence are included in these time frames, although special consideration is given to medical leaves. Students in the DMin Program are, like all students, expected to register every term, whether or not they are taking courses. Those who do not register, or who fail to resolve holds on their accounts that prevent them from registering, are subject to review for Administrative Separation from the School.

Advanced Standing Admissions: Blanton-Peale

Blanton-Peale is an institute of advanced study in pastoral care located in New York. Blanton-Peale and Andover Newton Theological School formed a partnership over thirty years ago. Upon completion of all academic and clinical requirements at Blanton-Peale, students may apply for admission to the DMin program at Andover Newton with advanced standing. The application must be accompanied by a preliminary Project Proposal. Candidates with advanced standing are then required to enroll in the Research Seminar unless they present an acceptable proposal at the time of admission. Upon completing the Research Seminar and receiving Project Proposal approval, students will begin writing their DMin project under the guidance of faculty members at Andover Newton. Upon completion of the DMin Project, they will schedule and complete the oral exam.

Program Requirements

Admission and Matriculation

Upon admission to the Andover Newton Theological School Doctor of Ministry Program, students will be provided with the names of their advisors. From that point, students should:

1. Meet with their advisors to plan a preliminary course of study. In most cases, students will take the Introductory DMin Seminar in their first fall semester.
2. Register for classes, noting that DMin Students register at the 800-level. Students who register for 600- or 700-level courses should contact the instructors for permission to register at the 800-level. Since a majority of Andover Newton's courses are offered primarily for Master's-level students, professors routinely adjust course requirements for doctoral students taking 600- and 700-level courses. Doctoral students are expected to bring to their studies a deeper and more fully-developed knowledge of the practice of ministry than MDiv students; therefore, in assessing both written and class work, professors will hold DMin students to standards appropriate to their advanced level of knowledge and experience. Although professors may sometimes assign DMin students additional work, they may also direct DMin students to approach material differently, bringing their experience and knowledge to bear on specific topics.

D.Min students enter the program with specific study goals as well as ideas for a project. When possible, professors should consult individually with each DMin student to determine what sort of adjusted requirements will both fulfill the goals of the course and be most useful to the student in his/her overall course of study.

3. DMin students must petition the Dean of the Faculty or the Head Advisor for the DMin for permission to take more than two electives on line, in keeping with the School's policy that no more than 1/3 of a degree may be earned on line, and with DMIN 803 instructed online.

Credit and Requirements

Degree candidates who wish to complete courses at other A.T.S.-accredited schools must complete a Substitution and Waiver form with the Doctor of Ministry Department before taking classes elsewhere. DMin students may take no more than three elective courses outside of Andover Newton. DMin students must maintain a cumulative average of at least 3.3 (B+) throughout the program. No grade lower than a B- can be credited toward the degree. In order to graduate with honors, students must have a GPA of 3.8 or higher and an honors Project.

Student Learning Assessment: DMin Program

All Doctor of Ministry students, concurrently with their degree programs, must participate in a co-curricular, non-credit, mandatory Student Learning Assessment Program ("SLA Program").

Portfolios

Upon the completion of coursework, DMin students assemble and/or create a "Portfolio" of documents relevant to their progress in their degree programs. Students will gather the documents electronically on Schoology and also in paper form for the DMin advisor's reference at the Candidacy Review. Student Learning Assessment Schoology group membership is limited to the student and the advisor.

The following documents must be uploaded into the Portfolio:

1. The project proposal (if continuing on toward a project) with cover sheet (see DMin Handbook, appendices)
2. Related Human Subjects Research protocol if needed (see the *Andover Newton Catalogue* pg. 63 for guidelines)
3. Unofficial transcript – scanned

4. A written reflection, roughly four double-spaced pages, describing the way in which coursework has influenced the candidate's ministry in light of the program's outcome goals:
 - To engage complex issues related to vocation by drawing upon theological and theoretical resources
 - To deepen creative reflection, spiritual formation, and scholarship in a specialized area of study
 - To inspire creative leadership in communities of faith and other ministry settings

Candidacy Review

After completing all course work other than the Writing Seminar, and assembling the DMin Student Learning Portfolio, students will schedule the Candidacy Review, a focused discussion that marks either the transition from coursework to the DMin project, or the termination of a student's participation in the program. Participants in the review include the student, his or her advisor, and a peer of the student's choosing, typically from the DMin cohort group. If the student is planning to proceed to candidacy and write a project, the review must also include the reader designated for the project, usually another faculty member. To the review, students should bring with them partially-completed Advancement to Candidacy forms (see DMin Handbook, Appendices).

The student initiates the candidacy review by contacting his or her advisor, selecting and contacting the reader, and selecting and contacting a peer of choice. The student designates a time for the review in consultation with all parties, arranges a meeting location, and sends Portfolio materials to advisor and peer two weeks in advance of the review. The advisor can also review materials through Schoology at any time.

Some students may choose to have the Candidacy Review serve as the capstone for their advanced theological studies, having discerned that a DMin Project is for any reason not obtainable. Students choosing this option are eligible for a Certificate of Advanced Theological Studies and should submit an unofficial transcript and a written reflection (roughly four double-spaced pages), items #3 and #4 in the Portfolio, describing the way in which DMin coursework has influenced their ministries.

During the Candidacy Review, all students should be ready to discuss how the DMin Program has influenced their ministries or plans for future ministries. In preparation they might consider questions such as (but not limited to) the following:

- How has your journey through the program stirred and/or renewed your passion for ministry?
- What issues and applications from your study and research have influenced your personal and professional life, and what hopes do you have for your ministry in the future?
- How has your leadership in various ministry settings changed and/or remained the same as a result of your participation in the program?
- How has your spiritual imagination been renewed in responding to the challenges or questions you have explored in your coursework or project research?
- What new theological insights have you gained and plan to utilize in your ministry and life?

Continuing students who plan to write a project should be prepared to present and discuss their Project Proposal.

Students who satisfactorily complete the candidacy review either

- Are approved for candidacy, including acceptance of their project proposal

- Are required to revise materials and/or reconvene the group for further discussion, or
- Are approved to receive a Certificate of Advanced Theological Studies

A student's advisor will report the outcome of the candidacy review to the Head Advisor of the DMin Program and the Dean of the Faculty, who will send a written confirmation via email to the student and Registrar. A student who has achieved candidacy may indicate, on resumes or other official documents, that he or she is a "doctoral candidate" at Andover Newton. Students must submit to the Registrar one paper copy of the Portfolio used in the Candidacy Review, including a signed copy of the Advancement to Candidacy form. Submission of these materials, and approval from the Dean of the Faculty to move to Candidacy status, mark the completion of the Candidacy Review. The School reserves the right to draw from Portfolio materials for the purpose of institutional research, concealing identities where necessary.

Graduation Requirements

In order to graduate, students must complete the Candidacy Review in advance of pursuing Projects. It is the student's responsibility to track progress in degrees, to arrange Candidacy Reviews in a timely fashion, and to submit relevant documents to the Registrar. Students who fail to meet these requirements may encounter one or more of the following censures:

- Prevention of registration
- Prevention or delay of graduation

See the *Doctor of Ministry Handbook* for additional information:
http://www.ants.edu/pdf/DMin_Handbook_2012.pdf

RESOURCES, PARTNERS, AND PROGRAMS

Library Resources

Andover Newton students may use a wealth of library resources, including the Franklin Trask Library on campus, and the collections of eight other Boston-area theological schools and Harvard University.

Andover Newton's library collection contains approximately 200,000 volumes, of which 160,000 are located in the Trask Library. The remaining 40,000 volumes, primarily periodicals and nineteenth-century theological works, are housed at the Andover-Harvard Theological Library at the Harvard Divinity School in Cambridge. Through a special agreement with Harvard, Andover Newton students have access not only to this valuable collection but also to several of the libraries in the Harvard University system, including Widener, the main library.

Through the School's membership in the Boston Theological Institute, Andover Newton students have borrowing and research privileges in all of the BTI libraries. The combined collections of these libraries number more than a 1.5 million volumes, one of the largest theological resource centers in the world.

The Library's catalogue and other resources are available through the Andover Newton web site at www.ants.edu/library/. The library subscribes to the primary databases in religion and theology.

Boston Theological Institute

Andover Newton is a founding member of the Boston Theological Institute (BTI), a consortium of nine theological schools in the Boston area. For over 40 years, the BTI has fostered interdenominational and interfaith exchange, and has united its member schools in sharing academic courses, library facilities, programs and dialogue.

The BTI consists of Andover Newton, Harvard Divinity School, Episcopal Divinity School, Boston University School of Theology, Gordon-Conwell Theological Seminary, Boston College Department of Theology, St. John's Seminary, Holy Cross Greek Orthodox School of Theology, and Hebrew College.

Together, they offer more than 700 courses taught by over 200 faculty members. Though students normally take required courses at Andover Newton, degree candidates in good standing may take up to one-half of their credits at other BTI schools with departmental approval.

The BTI also sponsors lectures, discussions, and publications in areas such as ecumenism and international mission, religion and social conflict, interreligious dialogue, faith and science, religion and ecology, minority and women's concerns, field-based education, restorative justice, and urban theological education.

The BTI office, located conveniently on the Andover Newton campus, publishes a weekly newsletter during the fall and spring terms with news of events and programs at member schools. The office number is (617) 527-4880. The web site is www.bostontheological.org.

Cross-Registration

At BTI Schools

Students are fully responsible for completing the cross-registration process in both the home school and the host school and following all instructions in the registrars' offices. This includes add/drop, withdrawal and filing for incomplete deadlines. Improper registration may result in late fees or cause problems in transferring grades and course credits.

No more than one-half of a student's total credits may be from schools other than Andover Newton. Thus, students transferring credits from non-BTI schools will be limited in the number of BTI courses they may take. See the Registrar for the appropriate cross-registration procedures and forms.

At Harvard University

Because of the historic relationship between Harvard University and Andover Newton Theological School, including the Andover-Harvard Library collection, Harvard and Andover Newton have a special arrangement for cross-registration. Degree candidates in good standing may cross-register for courses in many of the ten graduate schools of Harvard University. Some restrictions apply. See the Registrar with questions.

At Hebrew College

Hebrew College is a nonsectarian, transdenominational institution, offering instruction in Jewish history, Hebrew language, literature, religion, culture, and civilization, and providing library, research, and other resources to the academic and general communities. Hebrew College is adjacent to the Andover Newton campus, and the two schools offer cross-registration at times even beyond the benefits provided by the BTI. Hebrew College is the newest member of the BTI. Check with the Registrar for details.

CIRCLE

Founded in 2008 with a generous grant from the Henry Luce Foundation, The Center for Interreligious and Communal Leadership Education (CIRCLE) is a joint initiative of Andover Newton Theological School (ANTS) and Hebrew College (HC). CIRCLE's mission is to help cultivate intentional relationships at every level of the two institutions. Programs include joint academic courses taught by ANTS and HC instructors and populated by students from both schools; seasonal and thematic events organized by the CIRCLE Fellows student group; and joint faculty development that focuses on preparing leaders for an increasingly pluralistic religious world. Through these activities and others, CIRCLE fosters relationships across religious and institutional lines, thereby transforming the nature of religious education and leadership in the twenty-first century.

Cooperative Master of Divinity with Hartford Seminary

Andover Newton offers Hartford Seminary students a dual advisory system to further their goals of obtaining MDiv degrees from Andover Newton. Hartford students should work with the official Hartford Seminary-appointed advisor, who works with the Andover Newton Dean of the Faculty to ensure that Hartford courses will fulfill Andover Newton's MDiv requirements. Hartford Seminary Cooperative MDiv students are permitted to transfer 45 credits into an Andover Newton MDiv Hartford Seminary's advisor writes letters of endorsement for qualified students. Acceptance into the MDiv program is neither automatic nor guaranteed.

Bangor Theological Seminary Transfer Students

Upon the discontinuation of its degree programs in the summer of 2013, students from Bangor Theological Seminary were permitted to transfer to Andover Newton through a special inter-institutional agreement. Students who matriculated based on that agreement have already received word of their specific course transfers. Henceforth, any BTS transfer students will be treated like any other degree program candidates, were the School to change program expectations. Future BTS transfers will be adjudicated based on the School's general transfer policies.

Hispanic Summer Program

Through the Boston Theological Institute, Andover Newton sponsors the Hispanic Summer Program, which takes place annually for two weeks in the United States or Puerto Rico. Hispanic students and others who are bilingual and interested in Hispanic ministries may attend this academic program. Participants may take a maximum of two two-credit courses which are taught with the Latino church in mind.

Sabbath Hour

Sabbath Hour is a continuing education framework that recognizes ongoing learning of both clergy and laity. Participants take advantage of the resources of the Andover Newton community without enrolling in a degree program through participation in workshops, lectures, on-line seminars and auditing courses. After accumulating 49 Sabbath Hours participants receive recognition as a Jubilee Fellow to recognize their substantial investment in personal and professional development. Non-degree educational opportunities that qualify for Sabbath Hours include the Woodbury Leadership Workshop, Ministry Workshops, LEARN online short courses, and the educational components of alumni/ae events such as Alumni Convocation. Further information is available on line at www.ants.edu/sabbathhour and by contacting the Director of Ministry Studies.

A Jubilee Fellow accepted to a degree or certificate program will receive three credits of Advanced Standing at Andover Newton. Jubilee Fellows also may exercise an option to receive one more credit of Advanced Standing, to be combined with a two-credit Directed Study toward a three-credit course, reflecting on the entire corpus of the student's Jubilee Fellowship.

Jubilee Fellows initiate this pre-approved Advanced Standing through a petition to the Dean of the Faculty. Advanced Standing is not transferable to other institutions. Entering students who have not achieved the level of Jubilee Fellow but have earned 36 or more Sabbath Hours may submit a petition to the Dean for some level of Advanced Standing, which will be extended at the Dean's discretion.

Orlando E. and Rose Costas Lecture in Latino/a Theology

The Orlando E. and Rose Costas Lecture in Latino/a Theology aims to aid in the understanding of Hispanic/Latino/a life, theology, and ministry in the United States. It accomplishes this goal through an annual lecture planned to coincide with the national celebration of Hispanic heritage in early October. The lecture program provides an opportunity to hear from prominent Latino/a scholars and a setting for exploring the challenge and promise of Latino/a theology. It brings visibility to the presence, voice, and agency of the Hispanic/Latino/a community within and outside of Andover Newton, informing new directions in Christian thought and practice.

ACADEMIC CALENDAR AT A GLANCE 2014-2015

For the full Academic Calendar, visit the Andover Newton Web site at
<http://www.ants.edu/academics/calendar>.

Fall 2014

July 30-August 15	Registration for Fall semester
September 12-13	Orientation for all students
September 15	Fall classes begin
September 17	Opening Convocation
September 19	Last day for late registration
September 26	Last day to drop classes
October 13	Columbus Day - No classes. Offices closed
October 21	Andover Newton Community Day
October 22 - November 7	Registration for Winter Session courses
November 11	Veterans' Day Observed - Classes in session, Offices closed
November 24-28	Fall Break
December 3-22	Registration for Spring Session courses
December 16	Last day of Fall classes
December 17-19	Final exams

Winter 2015

January 5-9	Winter Session #1. Add/Drop forms deadline: first day of class
January 12-17, 20-23	Winter Session #2. Add/Drop forms deadline: first day of class
January 19	Martin Luther King, Jr. Day - School closed

Spring 2015

January 29	Spring classes begin
February 6	Last day for late registration
February 13	Last day to drop classes
February 16	Presidents' Day - Classes in session, Offices closed
March 23	Joint Community Day with Hebrew College - TBD
April 2	Maundy Thursday – No Classes
April 3	Good Friday - School closed
April 6-10	Spring Break
April 14-30	Registration for Summer Session courses
April 15	Financial Aid deadline for 2014-2015 for returning students
April 20	Patriot's Day - Classes in session, Offices closed
May 4	Last day of Spring classes
May 5-6	Snow Day Make-up Days (if necessary, otherwise no classes)
May 7-8	Final exams
May 15, Friday	Baccalaureate
May 16, Saturday	Commencement

Summer 2015

May 25 – July 3	Summer E-Learning course period
June 1-5	Summer Session Unit 1 - Add/Drop forms deadline: first day of class
June 8-12, 15-19	Summer Session Unit 2 Add/Drop forms deadline: first day of class
July 29 - August 21	Registration for Fall Semester 2015

COURSES OF INSTRUCTION

Key to Course Listings

Christian Spiritual Practice	CHRS	Pastoral Care & Psychology	PSYC/F/H/P
Ethics & Social Justice	ETHI or JUST	Preaching	CMPR
Field Education	CMFE	Religious Education	CMED
History	HIST	Theology	THEO
Ministerial Leadership	CMLE	Worship	CMWO
New Testament/Scripture II	NEWT	World Christianity/ World Religion	WCHR/WREL
Old Testament/Scripture I	OLDT	Interdepartmental	INTE
Faith Community Practices	PRAC	Doctor of Ministry	DMIN

Key	Description
EL	“EL” preceding a course name indicates an E-Learning course.
BC	“BC” following a course number indicates that the course has a Border-Crossing Immersion catalyst designation.
IF	“IF” following a course number indicates that the course has an Interfaith Engagement catalyst designation.
P3	“P3” following a course number indicates that it is a section for the Professor Practitioner Program. Students must register for the course as well as the section.
Y	“Y” following a course number indicates a year-long course. Students must register each semester for year-long courses.

This listing is subject to change. **All changes will be posted in a separate Course Supplement document on the Web site.** See the school’s Web site, www.ants.edu, for current information about course listings, times and dates. All courses, unless otherwise noted, are offered for three credits. Unless otherwise noted, courses are generally limited to fifty students.

Levels of Instruction

Level	Description
500	Language courses or introductory courses meeting some requirements for either the MDiv or the MA degree.
600	Meet some requirements for the MDiv and MA
700	For advanced MDiv and MA students with either background in an area or prerequisites completed. These courses meet some requirements for the MDiv and MA
800	Primarily for DMin students, although a limited number of seniors with the appropriate background may enroll with the instructor’s permission.

Dual-numbered courses—e.g., [HIST 725/825] – indicate courses that serve more than one level. Students should register for the level appropriate to their program needs.

Example: an MDiv or MA student would register for HIST 725, but a DMin student would register for HIST 825.

2014-2015

Theology

THEO 611 Systematic Theology I

Professor Heim

This core course offers an examination of primary theological themes, doctrines, and/or symbols of the Christian faith and their interrelationships in classical formulation and contemporary reconstruction. The nature, architecture and sources of theology as well as the doctrines related to humanity, Christ and God will be considered. Some prior study of Bible and church history is assumed. Limit: 40.

Fall 2014 – Thursday, 9:00 – 11:50 a.m.

THEO 614 Systematic Theology II

Professor Heim

This core course offers an examination of primary theological themes, doctrines, and/or symbols of the Christian faith and their interrelationships in classical formulation and contemporary reconstruction. Salvation, the nature and mission of the church and “The Last Things” will be considered. Prerequisite: THEO 611. Limit: 40.

Spring 2015 – Thursday, 9:00 – 11:50 a.m.

THEO 614 [P3] Systematic Theology II

Professor-Practitioner Program (P3) designated course for field education students. Limit: 8.

Spring 2015 – Thursday, 1:00 – 2:30 p.m.

Theology Electives

THEO 501 The Western Tradition: Theology, Ethics and Social Philosophy

Professor Heim

This course is an introduction to classical elements in Western thought, with particular emphasis upon social philosophy, ethics and theology. Working with primary texts, the class is designed to provide a general background that will serve the student in studies across the curriculum. Strongly recommended for those without post-secondary study in philosophy and history. Limit: 20.

Fall 2014 – Tuesday, 6:00 – 8:50 p.m.

THEO 710 [THEO/ETHI] Theology and Emotions

Professor Thandeka

This seminar uses movies, music, theatre, liturgical theory, affective neuroscientific research and affective theological studies to retrieve the lost emotional foundation of liberal faith. Students will use insights gained from this multidisciplinary work to create new liturgical strategies that can uplift the heart of liberal faith in their own Unitarian Universalist and Christian Sunday services. Limit: 15.

Spring 2015 – Thursday, 2:00 – 4:50 p.m.

THEO 738 [THEO/HIST] The Flesh Made Word/Discourse: A Survey of the Jesus of History and Christology

Professor Valentin

There is no more important subject in Christian theology than Christology--disciplined reflection on the religious significance of Jesus of Nazareth. This course explores the history of Christology, including its origins in early Christianity, its evolution from the second through the fifth centuries, and its more recent reformulation at the hands of contemporary theologians. The course begins with study of the historical Jesus (or Jesus of history)--that is, with a look at the emerging picture of Jesus arising from present-day historiography, archaeology, and literary analysis. It then explores some of the different interpretations of Jesus' significance that have emerged in the history of Christianity, and especially in the early and so-called Patristic Christian era and in the twentieth and now twenty-first century. The course ends with an evaluation of contemporary Christologies, and an inquiry into the possible translation and application of the intentions of Jesus' teachings and purposeful public activity in the twenty-first century. Limit: 30.

Spring 2015 – Wednesday, 9:00 – 11:50 a.m.

THEO 772**[THEO/JUST] Faith and Justice: Liberation Theologies in the United States**

Professor Valentin

Liberation theologies are widely acclaimed as the principal forms of prophetic thought and action in our contemporary age. Simply put, these are modes of theological discourse that rethink the meaning and purpose of human existence, faith, and religious thought and practice by placing attention on the non-subjects of history and on the travails of those on the underside of history--that is, those who have been denied voice, an adequate standard of material subsistence, and positive identity in history. This course considers the emergence and development of some of the different kinds of liberation theologies that have come into existence in the United States since the late 60s. Black/African American, Feminist, Hispanic/Latino(a), Ecological, and GLBTQ theologies of liberation will be explored in depth. Other expressions of liberation theology such as Native American and Asian American theologies of liberation will be considered as well. Limit: 30.
Spring 2015 – Tuesday, 6:00 – 8:50 p.m.

Directed Study in Theology

Hours and course credits to be arranged. Permission of professor required.

THEO 789-790

MA and MDiv candidates only.

THEO 889-890

DMin candidates only.

Religious Education**CMED 601****Educational Ministry of the Church**

Professor Pazmiño

A survey course in Christian education designed for prospective pastors and lay leaders serving in a variety of settings.

Fall 2014 – Monday, 9:00 – 11:50 a.m.

CMED 601 [P3]**Educational Ministry of the Church**

Professor-Practitioner Program (P3) designated course for field education students. Limit: 8.

Fall 2014 – Monday, 1:00 – 2:30 p.m.

CMED 605/805 /PSYH 705/805**Educational Ministry Across the Life Span**

Professor Pazmiño

This course explores changes and growth of persons with educational implications for children, youth, and adults, within and outside of congregations. This course does not meet the PSY requirement.

Fall 2014 – Wednesday, 6:00 – 8:50 p.m.

CMED 620/820**History and Philosophy of Christian Education**

Professor Pazmiño

A survey of historical developments in Christian education followed by the exploration of a philosophy of religious education that addresses contemporary issues.

Spring 2015 – Tuesday, 9:00 – 11:50 a.m.

[EL] OLDT 632**[OLDT/CMED] Children in the Bible**

Professor Parker

See Upper-Level Scripture section

Summer 2015 – E-Learning, May 25 – July 3

JUST 759 [BC]**[JUST/CMED] The Mexican-Arizona Border: Immigration, Economic Justice and Human Rights**

Professor Pazmiño

See Border-Crossing Immersion section

Summer 2015 – May 24 – June 4

Early Christian History**[EL] HIST 685****History of Christian Spirituality through the Lives of Women**

Dr. Peace

This course takes a broad survey through the history of Christian Spirituality as it is expressed through the lives of women. The course is divided into four historic periods from ancient times (Perpetua & Felicitas), through medieval (Julian of Norwich), to renaissance/reformation (Teresa of Avila), to modern (Plaskow & Christ). Using a combination of primary and secondary sources, we will explore the spirituality and historical context of women from each period. In addition

we will explore key themes in the history of Christian spirituality including martyrdom, mysticism, monasticism and feminism as these themes relate to the lives of the women under consideration. This course can fulfill the distributional requirement for Early Christian History. Limit: 20.

Fall 2014 – E-Learning

NEWT 672

[NEWT/HIST] Luke-Acts: Jesus' Gospel to the Gentiles

Professor Lee

See Scripture section

Summer 2015 – Unit 2, June 8-19, 9:00 a.m. – noon

THEO 738

[THEO/HIST] The Flesh Made Word/Discourse: A Survey of the Jesus of History and Christology

Professor Valentin

See Theology Electives section

Spring 2015 – Wednesday, 9:00 – 11:50 a.m.

Directed Study in the History of Christianity

Hours and course credits to be arranged. Permission of professor required.

HIST 789-790

MA and MDiv candidates only.

HIST 889-890

DMin candidates only.

U.S. Religious History

HIST 645

American Religious History from the Colonial Period to the Present

Professor Nordbeck

This course explores religious (primarily though not exclusively Christian) life in the U.S. from the colonial period to the 21st century. Focus is on the diverse people, groups, movements, themes, events and institutions that have shaped and characterized the American religious landscape, and their relevance for contemporary leadership/ministry issues. This course fulfills the US Religious History distributional requirement. Limit: 40.

Fall 2014 – Wednesday, 9:00 – 11:50 a.m.

HIST 732

Unitarian Universalist Traditions I

The Reverend Mr. Harris

This course will briefly explore the European origins of Unitarianism in Transylvania, Poland and England. We will focus on the gradual development of Unitarianism from its Puritan background to its centuries-long struggles with theological diversity and radical individualism in North America. Some time will also be spent on the indigenous origins of Universalism, especially the evangelical background found in the hill country of New England. Finally, we will explore how these two faiths came together in the 20th century, and continue to wrestle with social issues, congregational polity and authority and religious pluralism. We will explore issues of diversity and right relationship, and prepare for a second course in practical theological and ministerial issues today. This course will fulfill the US Religious History distributional requirement.

Winter 2015 – Session 2, January 12-17, 20-23, 1:00 – 4:00 p.m.

Christian Spiritual Practice

CHRS 640

Ella, Louie, and Love: The Spiritual Reservoir of Jazz

The Reverend Dr. K. Jones

An examination of central spiritual and theological themes, as they relate to spiritual formation and ministry, including God, Personhood, Community, Joy, Suffering, Solitude, Prayer, and Creativity through the music and musicians of Jazz. Limit: 25.

Spring 2015 – Thursday, 2:00 – 4:50 p.m.

CHRS 682

[CHRS/OLDT] The Word Made Fresh

Professor Fontaine

Prayerful, artistic, hands-on encounter with the Hebrew alphabet, with special emphasis on use of commentaries on the Hebrew text and computer resources for the use of Hebrew language in research, preaching, and personal prayer. This course can qualify as a Scripture elective. Limit: 13. No previous Hebrew language experience required.

Winter 2015 – Sessions 1 & 2, January 5-9, on campus 1:00 – 4:00 p.m.; January 12, 14, 16 on

line; and January 20 & 23, on campus 1:00 – 4:00 p.m.

CMLE 704/804

[CMLE/CHRS] Leading from Within: Spirituality and Leadership

Dr. Benefiel

See Ministerial Leadership section

Winter 2015 – Session 1, January 2, 5:00 – 9:30 p.m.; January 3, 9:00 a.m. – 5:00 p.m.; January 5-8, 5:00 – 9:30 p.m.

PSYF 762

[PSYF/CHRS] Spiritual Practices for Healing and Wholeness

Professor Gill-Austern

See Pastoral Care section

Fall 2014 – Wednesday 8:00 – 11:50 a.m.

PSYF 778/878

[PSYF/CHRS] Grounded in God: Decision-Making and Discernment in Congregations and Organizations

Dr. Benefiel

See Pastoral Care section

Summer 2015 – online May 25 – July 3, with one in-person day on June 22

Scripture

Scripture I (“Old Testament”)

OLDT 509

Introduction to Scripture I

Professor Fontaine

This course studies the oral and written traditions of Ancestors, Exodus, Covenant, and Creation from their appearances in the Torah (Pentateuch), and the historical books of the Hebrew Bible. Using methods of literary criticism, historical reconstruction based on archaeology and archives, we will place the texts of the Hebrew Bible and their legacies in their contexts, ancient and modern, with an emphasis on how Scripture came to form communities of support and resistance in times of economic hardship, cultural change, and challenge. Special attention will be given to ethics, gender, cross-cultural applications and human dignity as a basis for interfaith conversation. Course makes extensive use of digital enhancements. Internet connection required. Limit: 30.

Fall 2014 – Thursday, 2:00 – 4:50 p.m.

[EL] OLDT 511

Thematic Introduction to Torah and Former Prophets

Professor Fontaine

This course is a thematic exploration of the Hebrew Bible from Genesis to First Kings. Using a variety of methods, we will place the texts of the Hebrew Bible and their legacies in their contexts, ancient and modern, with an emphasis on how Scripture came to form communities of support and resistance in times of economic hardship, cultural change, and challenge. Special attention to ethics, gender, cross-cultural applications and human dignity as a basis for interfaith conversation. This course fulfills a Scripture I requirement. Limit: 10.

Spring 2015 – E-Learning

OLDT 512

The River: An Introduction to the Latter Prophets and Writings

Professor Mobley

The purpose of this course is to expand and enrich our understanding of the story of God and of the human adventure through attention to the prophetic, sapiential, liturgical, and apocalyptic literature of the Hebrew Bible/Old Testament.. Limit: 40.

Spring 2015 – Wednesday, 9:00 – 11:50 a.m.

Scripture II (“New Testament”)

NEWT 505

New Testament Foundations

Professor Lee

This core course introduces students to various texts of the New Testament, to their historical contexts and to several approaches for their interpretation. Students will gain the ability to engage critically and constructively with the primary and secondary texts. Limit: 30.

Fall 2014 – Monday, 9:00 – 11:50 a.m.

Spring 2015 – Wednesday, 6:00 – 8:50 p.m.

NEWT 505 [P3]

New Testament Foundations

Professor-Practitioner Program (P3) designated course for field education students. Limit: 8.

Spring 2015 – Wednesday, 3:30 – 5:00 p.m.

NEWT 642**Romans: Paul's Gospel for the World**

Professor Lee

This course introduces students to Paul's letter to the Romans. We will explore Paul's theological framework, hermeneutical skills, and pastoral/theological responses to the church in Rome. Prerequisite: New Testament Foundations. Limit: 20.

Fall 2014 – Wednesday, 2:00 – 4:50 p.m.

NEWT 672**[NEWT/HIST] Luke-Acts: Jesus' Gospel to the Gentiles**

Professor Lee

This course introduces students to Luke and Acts. We will explore how Jesus' Gospel moved beyond Palestine to Rome. What were the theological issues and motivations that prompted Jesus' disciples to cross the ethnic and cultural boundaries with his Gospel? We will also examine whether Luke's two volume works are useful for our modern churches in New England, which is becoming globalized ethnically and culturally. Prerequisite: New Testament Foundations. This course will meet a Scripture II or the Early Christian History requirement. Limit: 20.

Summer 2015 – Unit 2, June 8-19, 9:00 a.m. – noon

Upper-Level Scripture**OLDT 617****Disembodied Israel: Interpreting the Book of Judges**

Professor Mobley

The purpose of this course is to expand and enrich our understanding of the story of God and of the human adventure through attention to a single artifact of culture, the biblical book of Judges. Prerequisite: One of the following: OLDT 509, 511, 512, or 513.

Fall 2014 – Thursday, 9:00 – 11:50 a.m.

[EL] OLDT 632**[OLDT/CMED] Children in the Bible**

Professor Parker

This ground-breaking course introduces and practices childist biblical interpretation. Much as feminist scholars have looked at women of the Bible with an eye to reassess their role and importance, this course focuses on the children of

the Bible and their fascinating (and often surprising) stories. We will explore questions of what constitutes childhood, learn about children and youth in the Bible, and develop strategies to bring awareness and appreciation of the Bible's children into the life of congregations. Limit: 25.

Summer 2015 – E-Learning, May 25 – July 3

OLDT 644**Backstories: A Thematic and Theological Overview of the Bible**

Professor Mobley

The purpose of this course is to expand and enrich our understanding of the story of God and of the human adventure through attention to the dynamic interplay of chaos and order in the texts of the Bible (mainly the Hebrew Bible/Old Testament, but the New Testament and Rabbinic literature as well). Prerequisite: One of the following: OLDT 509, 511, 512, or 513.

Winter 2015 – Session 2, January 12-17, 20-23, 9:00 a.m. – noon

OLDT 655**Biblical Theology: Job and the Answer of Creation**

Professor Fontaine

The Book of Job is best known for its refutation of Deuteronomy's retribution theology as an answer to the suffering of the innocent. Less well known is Job's extraordinary "answer" to the problem of undeserved suffering and the goodness of God ("theodicy") through the lens of creation theology. This course will address both issues in the context of 'Wisdom in Revolt'--the sharp critique of inherited theological answers in the time of Second Temple postColonial rule. Students MUST have the necessary prerequisites. Prerequisites: OLDT 509 and 512, or EL OLDT 511 and 513. Limit: 15.

Spring 2015 – Tuesday, 2:00 – 4:50 p.m.

OLDT 684**The Making of the Other: Ruth, Jonah, Esther, and the Song of Songs**

Professor Fontaine

Critical examination of Ruth, Jonah, Esther, and Song of Songs. Special attention to post-colonial biblical narrative (especially as it relates to preaching, counseling, and the arts), critical feminist hermeneutics, and the intersection between gender and xenophobia. This course has

a hybrid format: it will meet every other week on campus, and alternate weeks online. Students will be expected to have the internet access and digital tools that will allow them to fulfill the online requirement. Students **MUST** have the Prerequisites: OLDT 509 *and* 512, or EL OLDT 511 *and* 513. Limit: 15.

Fall 2014 – Tuesday, 2:00 – 4:50 p.m., alternating in-class and online sessions.

CHRS 682

[CHRS/OLDT] The Word Made Fresh

Professor Fontaine

See Christian Spiritual Practices section

Winter 2015 – Sessions 1 & 2, January 5-9, on campus 1:00 – 4:00 p.m.; January 12, 14, 16 on line; and January 20 & 23, on campus 1:00 – 4:00 p.m.

Directed Study in Old Testament

Hours and course credits to be arranged. Permission of professor required.

OLDT 789-790

M.A. and MDiv candidates only.

OLDT 889-890

DMin candidates only.

Directed Study in New Testament

Hours and course credits to be arranged. Permission of professor required.

NEWT 789-790

MA and MDiv candidates only.

NEWT 889-890

DMin candidates only.

Preaching

CMPR 625

Holistic Preaching

The Reverend Dr. Hess

The focus of this course is a holistic approach to preaching that explores various methods and theories of sermon development and construction, and examines issues around the formation of preachers. This is an experiential learning course that will utilize the following modes of learning in order to develop and enhance our preaching abilities: lectures, class discussion, videos of notable preachers, small group dialogues, writing

exercises, in-class preaching with feedback sessions, and movement and voice exercises. Limit: 12.

Spring 2015 – Monday, 2:00 – 4:50 p.m.

CMPR 647

Preaching, Unscripted

The Reverend Mr. Stanfield

An introduction to Biblical preaching, with attention to preparation, delivery, context, and crafting public prose for “the ear.” Through the practice of preaching without notes, students will develop their skills in exegesis, organization and public speaking. Limit: 12. This course fulfills the CMPR distribution requirement.

Fall 2014 – Wednesday, 9:00 – 11:50 a.m.

CMPR 654

What Can I Say? Preaching in Circumstances of Challenge, Controversy and Tragedy

President Copenhaver

Pastors are often expected to preach in circumstances that are extraordinary. It might be in the face of congregational conflict or personal tragedy, national emergency or turmoil, complex ethical choices or prophetic moments. Preaching in these circumstances can be particularly challenging, but such circumstances also provide opportunities for the gospel to be heard—or heard afresh—in ways that are particularly profound for individual listeners, as well as for congregations. This course will explore various approaches and resources for preaching in such circumstances, as well as opportunities for crafting and delivering “difficult” sermons. A previous introductory course in preaching is recommended, but not required. Limit: 12. This course fulfills the CMPR distribution requirement.

Spring 2015 – Wednesday, 9:00 – 11:50 a.m.

CMPR 658

Preaching For Purpose and Power

The Reverend Dr. Robeson Ford

“Consequently faith comes from what is heard, and what is heard comes through the preached word of Christ” (Romans 10:17, NET). This course will explore the homiletical exercise from both a theological framework and as a craft which must be practiced and developed. In particular, it will focus on the central importance of voice in preaching, and how voice reflects the purpose and

plan of the preacher even as it directs the path of the preached word. Students will examine the elements of self-reflective voice in preaching as a means of anchoring their presentation from a position of power and purpose that will inspire faith and encourage the hearers of the word. Limit: 12. This course fulfills the CMPR distribution requirement.

Fall 2014 – Wednesday, 2:00 – 4:50 p.m.

CMPR 687

Preaching Boot Camp

Professor Mobley

A workshop (with the emphasis on “work”) devoted to expanding preaching abilities and soul capacities. Prerequisite: Introductory Scripture courses I or II. Limit: 15. This course fulfills the CMPR distribution requirement.

Summer 2015 – Unit 2, June 8-19, 9:00 a.m. – noon

CMPR 762/862

The Practice and Performance of Preaching

Professor Hearlson

This class will be an intensive workshop that will require students to preach twice and participate in various exercises designed to improve their preaching skills. Students will bring their sermons and be subject to critical feedback from their professor and peers. Topics of discussion will center around sermon organization, the pace, tone, and volume of preaching, body awareness in the pulpit, and the sermonic imagination. This course is designed for those who are seeking (or engaged in) a preaching ministry. As such, this course is not for the faint of heart or those who struggle to receive criticism. This is a course for those who are ready to improve their preaching by receiving the honest, critical feedback of their peers in a safe workshop environment. Prerequisite: an introductory preaching course. Limit: 12.

Summer 2015 – Unit 2, June 8-12, 9:00 a.m. – 4:00 p.m.

Worship

CMWO 604

Introduction to Christian Worship

Professor Hearlson

This course is an introduction to the theories and practice of Christian worship. In this class, we will

explore the historical, biblical, and theological foundations for Christian worship in today's church. This class will introduce students to the questions, impulses, and ideas that have animated Christian worship from its inception. Topics of discussion will include: the value and burden of tradition, the action of the leader and the action of God, time and space in worship, and the role of the visual image in our liturgies. Finally, students will be asked to take their abstract understandings of worship and put them into practice in their final projects. This course fulfills the worship requirement.

Spring 2015 – Monday, 9:00 – 11:50 a.m.

CMWO 620

Unitarian Universalist Worship

The Reverend Mr. Detering

This course will offer an introduction to the theory and practice of worship in the Unitarian Universalist tradition, including preparing for weekly worship and leading such rites of passage as child dedications, weddings, and memorial services. We will examine why we worship the ways we do in Unitarian Universalism, as well as explore how worship can work in our covenantal tradition. How do ministers and congregations shape worship together? What is the role of a Worship Committee? What does a thematic approach to worship look like? How does one balance the need for traditions with the need for innovation in weekly worship? And finally, how can the minister nurture their own spirit in preparing and leading worship for others? Unitarian Universalist Worship will give students the opportunity to companion one another in answers these and other complex questions. This course fulfills the worship requirement.

Fall 2014 – Monday, 2:00 – 4:50 p.m.

CMWO 630

Vital Signs: Baptism and Communion in the Worship of the Church

Professor Luti

An introduction to the history, diverse theologies, and practice of these foundational rites of the Christian church, with an emphasis on their formative, ethical and pastoral dimensions. Students will have opportunities to practice all the aspects of presiding and administering these ordinances/sacraments, as well as to explore

creative possibilities for their celebration in the local church. Limit: 24
 Summer 2015 – Unit 2, June 8-19, 1:00 – 4:00 p.m.

Field Education

This transformative, experiential education program provides students with meaningful ministry experience in settings that support learning, theological reflection opportunities that foster spiritual formation and vocational discernment, and courses that promote the integration of classroom and experiential learning. Andover Newton partners with over 100 local churches and agencies that serve as teaching parishes and sites. Students may also “borrow” sites through the Boston Theological Institute. Students ordinarily begin Field Education sometime before they have reached the mid-point of their degrees. Andover Newton is proud of its historic program, which has a long-standing, international reputation for innovative courage and academic excellence. For more information, see <http://www.ants.edu/field-education/> and the Field Education Handbook posted there.

All students pursuing a Master of Divinity (MDiv) or Master of Arts in Religious Education (MARE) must complete a year of field education starting during the Fall semester continuing through breaks and Winter session, and concluding at the end of the Spring semester. This is completed working with a supervisor in an approved ministry setting. Students may continue beyond that requirement, either in the same or a different setting. Students in other degree programs may participate in Field Education with permission from the Director of Ministry Studies.

In their required semesters of Field Education, students enroll in CMFE 601Y for both the fall and spring semesters, and also enroll in each of those semesters for either a Professor-Practitioner Program (P3)-designated course and its related section or an Integrative Seminar not related to a course. Beyond the two required semesters, students may elect to participate in the Advanced Field Education Seminar or a P3 course and section with permission, but otherwise are only required to enroll in Field Education at the CMFE 700-level.

CMFE 601Y

Field Education, First Required Year

The Reverend Dr. J. Jones

The first core semester of supervised ministry in the field. This 3-credit, year-long course includes covenanting with a ministry setting and supervisor, writing theological reflections, and working with partners to assess progress. It also includes participation in one P3 section per semester, beyond the P3-designated course for which the student earns credit separately. Graded SAT/UNSAT, permission of the Field Education Program required. Must enroll in ONE required introduction session in the fall, which will include an overview of field education and preparation for theological reflection, and ONE required boundaries training session in the spring:

Fall 2014 – Field Education Orientation
 CMFE01 September 18, 6:00 - 9:00 p.m.
 CMFE02 September 19, 1:00 - 4:00 p.m.

Spring 2015 – Boundaries Training
 CMFE01 February 12, 2014 6:00 - 9:00 p.m.
 CMFE02 February 13, 2014 1:00 - 4:00 p.m.

CMFE 620 (01/02/03)

Integrative Seminar

This course will provide an integrative seminar experience for those not able to participate in the regular P3 courses. Credit for the course is included in the overall 6 credits students earn for Field Education. Students will use framework for ministerial leadership provided by the text to reflect upon their field education experiences. Individual cases students will provide the basis for class discussion in order to integrate theory and practice. Intended for students in the first year of field education. Students taking an additional year of field education must have the permission of the Director of Ministry Studies. Students register through the Field Education Program staff. Limit: 8.

Fall 2014

Section (01) – Tuesday, 12:20 – 1:50 p.m.
 Section (02) – Thursday, 7:00 – 8:30 p.m.
 Section (03) – Friday, 10:30 a.m. – noon

CMFE 621 (01/02/03)**Integrative Seminar**

This course will provide an integrative seminar experience for those not able to participate in the regular P3 courses. Credit for the course is included in the overall 6 credits students earn for Field Education. Students will use of framework for ministerial leadership provided by the text to reflect upon their field education experiences. Individual cases students will provide the basis for class discussion in order to integrate theory and practice. Intended for students in the first year of field education. Students taking an additional year of field education must have the permission of the Director of Ministry Studies. Students register through the Field Education Program staff. Limit: 8.

Spring 2015

Section (01) – Monday, 12:20 – 1:50 p.m.

Section (02) – Tuesday, 7:00 – 8:30 p.m.

Section (03) – Friday, 10: 30 a.m. – noon

CMFE 701/2/3Y**Advanced Field Education**

The Reverend Dr. J. Jones

Many students benefit from a second year of field education, either in the same setting as the first or in a different ministry site. Students may receive 3 credits for a second year of field education and petition for additional credit (1.5 per semester) for participation in the Advanced Field Education Seminar. A student doing a second or subsequent year of field education may also petition the Director of Ministry Studies to register for a P3 course and section or Integrative Seminar. They may participate in orientation sessions (see course description: CMFE 601Y) and must submit all relevant documents for the program. In a second year, students register for CMFE 701; in a third year, 702; in a fourth year, 703. Prerequisite: CMFE 601Y.

Fall/Spring 2014-2015

CMFE 722**Advanced Field Education Seminar**

The Reverend Dr. J. Jones

This 1.5 credit course is open to students participating in field education for the second year. The course will provide an opportunity for students to share with each other about the field education experience and also to explore issues

related to leadership. Students must be enrolled in CMFE 701Y. Limit: 8.

Fall 2014 – Thursday, 12:20 – 1:50 p.m.

CMFE 723**Advanced Field Education Seminar**

The Reverend Dr. J. Jones

This 1.5 credit course is open to students participating in field education for the second year. The course will provide an opportunity for students to share with each other about the field education experience and also to explore issues related to leadership. Students must be enrolled in CMFE 701Y. Limit: 8.

Spring 2015 – Thursday, 12:20 – 1:50 p.m.

CMFE 721/821Y**Theory and Practice of Ministry Supervision**

The Reverend Dr. J. Jones

This 3-credit course prepares participants to supervise students in theological field education. It introduces supervision as a distinct discipline for ministry and provides participants with opportunities to learn about the theory and practice of supervision. Emphasis is given to developing the skills that will enhance their own work with students.

The course is required for all field education supervisors in their first year. It meets three times in both the fall and spring semesters, with on-line discussion of assigned readings between sessions. The course is open to participants with a theological degree at the Masters level or with the permission of the instructors. Because of the intensive nature of the course, a participant who misses more than one on-campus session will need to re-take the course to be approved as a supervisor. Prerequisite: The supervisor must have a field education student whom she or he is supervising concurrently with the course year.

Fall/Spring 2014-2015 – On-campus meeting days: Wednesday, 9:00 – 11:50 a.m. September 17; October 15; November 12; February 4; March 18; April 29.

Ministerial Leadership**CMLE 601/801****Ministry as a Profession**

Dean Drummond

This modular course will explore ministerial leadership from the perspective of work. Ministry

is not a job, it is a calling, and yet the daily work of ministry provides insights into the nature of faith leadership as both a function and an identity. In this course, students will explore how the profession of ministry fits in with other professions in North American culture, the nature of work and conflict, and the meaning of vocation. The course will have four sessions that all include a Thursday evening, a Friday morning, and a Friday afternoon. Each module will include content, reflection, and group work among course participants.

Fall 2014 – Course sessions include Thursday evenings from 6-8:50; Friday mornings from 9-11:50, and Friday afternoons from 1-3:50. Modules will take place as follows:

Module I September 18-19

Module II October 16-17

Module III November 13-14

Module IV December 11-12

CMLE 645

Realities and Possibilities for Churches That Are Getting Smaller

The Reverend Dr. J. Jones

The reality many congregations face today is that they are getting smaller, The decrease in size challenges their customary forms of ministry and sometimes their existence. This course identifies the challenges of these settings, while also exploring the possibilities for faithful and effective ministry that exist. Course activities will include interviews with clergy and laity in different size churches that have declined in membership during the last decade. Limit: 18.

Spring 2015 – Thursday 6:00 - 8:50 p.m.

CMLE 704/804

[CMLE/CHRS] Leading from Within: Spirituality and Leadership

Dr. Benefiel

In twenty-first century America, leaders are rewarded for their drive, decisiveness, productivity, and long work hours. What would it mean for a leader to cultivate the inner life, to step off the treadmill, to take time apart for personal reflection? What would leadership arising from a core of spiritual groundedness and compassion look like? This will be an experiential course, in which participants' own leadership experiences will serve as the basis for reflection and discernment. Insights from the fields of

spirituality, management, and leadership studies will be combined to consider leadership of businesses, churches, non-profits, hospitals, and other organizations. Permission of the instructor required. With an additional assignment on the topic of administrative leadership, and permission from the instructor, this course can be substituted for a basic (600-level) Ministerial Leadership course and meet the MDiv requirement (students must submit instructor-signed waiver/substitution forms to the Registrar).

Winter 2015 – Session 1, January 2, 5:00 – 9:30 p.m.; January 3, 9:00 a.m. – 5:00 p.m.; January 5-8, 5:00 – 9:30 p.m.

[EL] CMLE 810

Advanced Topics in Ministerial Leadership

Dean Drummond

This course provides a forum for Doctor of Ministry and other advanced students to investigate and discuss theories of ministerial leadership and apply them to specific ministry contexts. Through a series of online modules, students will engage topics such as emotional systems, change theory, and the leadership implications of emergent models of church. Course activities will include reading, moderated discussion, and activities related to applying theories in context.

Any Doctor of Ministry students may take this course. Any other student must secure the permission of the instructor (via email: sdrummond@ants.edu) before registering and must demonstrate significant ministry experience or ministerial leadership theoretical study.

Spring 2015 – E-Learning

Faith Community Practices

PRAC 616 [BC]

[PRAC/WCHR] A Sojourn in an Immigrant Church: Exploring Identity, Ethnicity and Multiculturalism

Professor Lee and The Reverend Dr. Imsong

See Border-Crossing Immersion section

Spring 2015 – TBD; campus meetings will be twice a month for 2 hours.

**PRAC 630 [IF]
Interfaith Community Organizing and
Congregational Life**

The Reverend Mr. Stanfield

Students will learn the basics of broad-based community organizing in the setting of a Presbyterian church that has been active in the work of the Greater Boston Interfaith Organization, an IAF-affiliate which has had successful campaigns in housing, health care and education. On Friday, January 16, the class will have an extended session into the evening and participate in non-Christian worship experiences. The class will observe MLK day and not meet on Monday, January 19. Students will explore interfaith community work and also study how the tools of community organizing can strengthen the development of one's own particular congregation. Limit: 25

Winter 2015 – Session 2, January 12-23, 1:00 – 4:00 p.m. On Friday, January 16, the class will participate in prayers at the Islamic Society of Boston and attend evening services at Temple Israel. Class meets off-campus at 4th Presbyterian Church, Boston.

[EL] PRAC 753

[PRAC/PSYC] Clergy Ethics

Professor Emerita Thornton

This course will address the importance of clergy ethics for effective and faithful ministry in the church and society. Is there something unique about clergy ethics in relationship to other professional ethics? What are the sources for clergy norms and authority? We will address what it means to be “called” and to be a “professional.” Issues of leadership, management, the public-private nature of pastoral identity, the importance of personal and professional boundaries, and the role that theology and polity play in ethical decisions are among the topics to be addressed. Emerging issues and voices will be introduced. Prerequisite: ETHI 601 or 602, or permission of the instructor. Limit: 24.

Spring 2015 – E-Learning

PSYP 701/801

**[PSYP/PRAC] The Healing Power of Joy,
Celebration and a Play-full Life**

Professor Gill-Austern and Reverend Legerstee

See Pastoral Care section

Spring 2015 – April 6-10, 9:00 a.m. – 4:00 p.m.

Denominational Polity

INTE 742/THEO 606

Baptist Theology and Polity

Professor Heim

Baptist heritage and theology traced from Anabaptists through British and U.S. developments. Present structure, practices, and concerns of American Baptist Churches USA. Recommended for those seeking ordination in the ABC/USA, but open to all. Limit: 20.

Spring 2015 – Tuesday, 2:00 – 4:50 p.m.

INTE 743

UCC History, Theology and Polity

Professor Nordbeck and The Reverend Dr. New

An exploration of the history, theological understandings, structures, and practice of ministry in the United Church of Christ. Recommended for those seeking ordination or commissioning in the UCC, or for those seeking privilege of call; but open to all. Generally to be taken in the last half of one's seminary studies; exceptions, however, are possible.

Fall 2014 – Tuesday, 2:00 – 4:50 p.m.

Summer 2015 – June 24-July 1 in Cleveland, OH

INTE 747

**Unitarian Universalist Traditions II: Theology
and Polity**

The Reverend Mr. Harris

This course will use recent historians and theologians to explore the ethical and theological basis of modern Unitarian Universalism. We will examine some of the continuing themes of liberalism – its conception of faith as an ethical way of life, and its source of authority in individual experience. What is the role and place of the minister in congregational dynamics? What is the role of covenant in developing the theology, the community and right relationships? How do we define sacred times in the life of the congregations? Finally, where and how do we find the holy, explain evil and suffering, and build the just and beloved community? UU Traditions I will be available with Rev. Harris in January 2015, in an intensive format. UU Traditions I and II may be taken out of sequence. Limit: 25.

Spring 2015 – Monday, 2:00 – 4:50 p.m.

Clinical Pastoral Education

Clinical Pastoral Education

Professor Gill-Austern (advisor)

Clinical Pastoral Education (CPE) provides theological and professional education using the clinical method of learning in diverse contexts of ministry. CPE is offered at several independently accredited locations throughout New England, across the United States, and selected settings abroad. Students can read about sites and options at www.acpe.edu.

Logistics: Students apply directly to CPE accredited sites. Only after acceptance by a particular site do students register for CPE for academic credit at Andover Newton. CPE tuition is remitted to students who register for credit at Andover Newton. Upon successful completion of CPE, the student provides the School Registrar with a written acknowledgement by the CPE Supervisor and a Completion Form. The student may also be required to submit a brief evaluation of their experience. Professor Gill-Austern provides information, guidance, and serves as a liaison for students with the Association for Clinical Pastoral Education before, during, and after their CPE experiences through designated office hours and an annual CPE site fair held during the fall semester.

Time and place is determined by the various CPE Centers.

PSYC 602J Summer Intensive

PSYC 603Y Academic Year Extended

PSYC 603 Fall Intensive

PSYC 604 Spring Intensive

Pastoral Care

[EL] PSYC 742/842

Family Systems Approaches to Pastoral Care and Leadership

Professor Baard

This is an advanced pastoral care elective course in understanding the contemporary family as a system, and applying that knowledge to the pastoral care of families and individuals, as well as to the concerns of pastoral leadership. All families have intricate patterns of communication, and family systems theory gives us a more precise way of interpreting and effectively interfacing with those patterns. Concepts such as triangulation,

enmeshment, differentiation, homeostasis, identified patient (and many more) give us new windows into family communication that are useful for many dimensions of pastoral work. Film and video resources will be used in the class to supplement the readings and online discussions. Enrolled students must have access to a context for the practice of pastoral ministry. Limit: 25
Fall 2014 – E-Learning

PSYF 762

[PSYF/CHRS] Spiritual Practices for Healing and Wholeness

Professor Gill-Austern

An experiential exploration of various prayer and meditative practices from the Christian tradition (including Centering Prayer and Lectio Divina) which awaken the heart to the love of God, neighbor, self and all beings, as well as contribute to the spiritual formation of pastors and congregations. The connection between spiritual, physical and psychological wellbeing is examined with particular emphasis given to preventative care. An hour of yoga is included. Graded Sat/Unsat. Limit: 25. This course meets the Christian Spiritual Resources requirement for the MDiv and a course for the Pastoral and Spiritual Care Certificate..

Fall 2014 – Wednesday, 8:00 – 11:50 a.m.

PSYF 762 [P3]

[PSYF/CHRS] Spiritual Practices for Healing and Wholeness

Professor-Practitioner Program (P3) designated course for field education students. Limit: 8.

Fall 2014 – Wednesday, 2:00 – 3:30 p.m.

PSYF 778/878

[PSYF/CHRS] Grounded in God: Decision-Making and Discernment in Congregations and Organizations

Dr. Benefiel

How can ancient traditions of spiritual discernment bring depth and a sense of unhurried presence into modern congregational and organizational life? How does our social location influence our discernment? How can we learn corporate spiritual discernment in the midst of an individualistic culture? This course will consider structures and processes of twenty-first-century congregations and organizations and explore how spiritual discernment practices can be integrated

into decision-making processes. This will be an experiential course, in which participants' own decision-making experiences in congregations and organizations will serve as the basis for reflection and discernment. Insights from the fields of spirituality, management, and leadership studies will be combined to consider decision-making and discernment in these settings. This course has a hybrid format: it will meet primarily online, with one required in-person day. Graded Sat/Unsat. Summer 2015 – online May 25 – July 3, with one in-person day on June 22

PSYP 613 [IF]

Introduction to Pastoral Care in the Context of Interfaith Chaplaincy

Rabbi Naditch and The Reverend Ms. Thiel

This on-campus course, taught by professional chaplains, will introduce students to pastoral care in the Jewish and Christian traditions in the context of contemporary healthcare chaplaincy. Students will learn several models of spiritual assessment, and how to help support another in areas of spiritual distress by helping that person identify and draw on their own spiritual resources. Pastoral skills and resources for common life cycle transitions, themes, and illnesses will be explored. Theological reflection will be engaged through text study, reflection on personal experience, and clinical theological tools. Similarities and differences between Christian and Jewish approaches will be explored. This course meets the Pastoral Care distributional requirement in the MDiv curriculum. Limit: 25.

Spring 2015 – Monday, 9:00 – 11:50 a.m.

PSYP 625

Pastoral Care and Counseling on the Edge: Fostering Resiliency in Crisis and Trauma

Professor Gill-Austern

This course will provide students with an understanding of models, theories and skills required in crisis intervention and show how good psychological and spiritual care can help foster resiliency. It will focus on the role of the pastoral care giver in crisis intervention, help students understand the common spiritual and psychological reactions to crisis and show how crisis intervention theories and techniques can be applied to a wide array of crisis situations including: sudden death, a diagnosis of an illness, accidents, returning vets, suicide, abuse in the

home and public trauma. Attention to issues of a crisis of faith in such times will also be addressed. Limit: 25.

Fall 2014 – Monday, 6:00 – 8:50 p.m.

PSYP 701/801

[PSYP/PRAC] The Healing Power of Joy, Celebration and a Play-full Life

Professor Gill-Austern and Reverend Legerstee
Pastoral care has too long been dominated by a focus on the healing of individual suffering without sufficient attention being given to the power of joy, celebration and play as essential elements of health and wellbeing for individuals and communities. Neuroscience research speaks of an evolved negativity bias hardwired in human beings which has profound implications for people's search for meaning and happiness. Learning how to cultivate a sense of joy, celebration and playfulness in our practice of pastoral care and leadership across the multiple spheres of ministry and in congregational life are essential to helping people lead a meaningful and flourishing life. We will learn how to recognize the times and places where joy, celebration and play need to be called forth and how the healing power of positive emotions, gratitude and strengths can contribute to a flourishing life. The class will be grounded in one's own personal experience, in the science of positive psychology, the discipline of appreciative inquiry, and in Interplay as a method to unlock the wisdom of the body. We will also include attention to relevant neuroscience research and theological and scriptural foundations. We will explore the implications of what we learn for individuals and faith communities and the spiritual practices that can contribute to a flourishing and play-full life. This intensive course will meet daily over the course of one week. Limit: 24.

Spring 2015 – April 6-10, 9:00 a.m. – 4:00 p.m.

[EL] PSYH 643

Ministry to Seniors

Professor Emeritus Thompson

This course will explore what it means to grow old and also how to age well. What is the significance of spiritual fulfillment for seniors? What does the Bible teach about growing old? In addition, we will evaluate critically cultural myths of aging which imprison and impoverish them and also the challenges that seniors have to negotiate.

We will investigate the advantages and disadvantages of retirement. Finally, developing our own theology of aging, we will learn modes of ministry to seniors including those struggling with disability, dementia, terminal illness, and death. This course meets the Pastoral Care distributional requirement in the MDiv curriculum. Limit: 25.
Spring 2015 –E-Learning

[EL] PSYH 784

The Psychology and Theology of Forgiveness

Professor Emeritus Thompson

A study of the psychodynamic and theological meanings and clinical/pastoral applications of forgiveness to the human situation of interpersonal and personal shame and guilt. Process models of forgiveness will be explored. Limit: 25

Fall 2014 – E-Learning

[EL] PRAC 753

[PRAC/PSYC] Clergy Ethics

Professor Emerita Thornton

See Faith Community Practices section

Spring 2015 – E-Learning

JUST 634

[JUST/PSYP] When Home is a War Zone: Pastoral Care and Theological Issues in Domestic Violence

Dean Nienhuis

See Ethics and Social Justice section

Fall 2014 – Friday, 1:00 – 3:50 p.m.

JUST 647Y [BC]

[JUST/PSYP] Mercy and Justice in the Criminal Justice System

Professor Gill-Austern

See Border-Crossing Immersion section

Fall/Spring 2014-2015

Directed Study in areas of Psychology

Hours and course credits to be arranged. Permission of professor required.

PSY (C,F,H,P)

PSY _ 789-790

MA and MDiv candidates only.

PSY _ 889-890

DMin candidates only.

Introduction to Christian Ethics

ETHI 601

Introduction to Christian Ethics

Professor Thandeka

This introductory course gives students a spectrum of theological, biblical, and neuroscientific resources for studying ethical reflections in the Christian West. The course pays particular attention to the ethical reflections of four formative figures in the Christian tradition – Paul, Augustine, Martin Luther, and Friedrich Schleiermacher. Major assumptions about human nature by these authors are assessed using insights from affective neuroscience, which studies emotions as “value-coding tools” that guide human thought and behavior. As a consequence of the theological, biblical, and neuroscientific work in this course, students will be able to discern and explain primary sources of mutually conflicting Christian ethical claims about human nature and the role of God, the Holy Spirit, and Christ in human behavior. Limit 25.

Spring 2015 – Thursday, 9:00 – 11:50 a.m.

[EL] ETHI 601

Introduction to Christian Ethics

Professor Dávila

This introductory course seeks to present students with a wide spectrum of sources used for ethical reflection in Christianity. Considering the classical four sources of Bible/Scripture, tradition, reason/science, and human experience, the course will try to survey the chronological development of Christian ethical reflection, a broad ideological spectrum, and relatively new or emerging themes in ethics. This will be done through an examination of both major themes as well as key figures that have helped shape Christian ethics through the centuries as we also consider critical ethical questions facing the human family today. Limit: 25

Fall 2014 – E-Learning

Ethics and Social Justice

ETHI 608

[ETHI/JUST] The Option for the Poor and Faith in Practice: A Public Theology of Resistance and Solidarity

Professor Dávila

This course is designed to examine the option for the poor in its practical complexities. How do

communities of faith advocate for policies in government and within ecclesial structures that best represent this essential concept in many of the world religions? What are best practices for engaging the option for the poor across religious boundaries and in a secular arena? In what ways does the development of the option for the poor in our traditions promote the development of a public theology of resistance and solidarity? This course has a hybrid format: it will meet every other week on campus, and alternate weeks online. Prerequisite: THEO 611 or 614, or ETHI 601. Limit: 25.

Spring 2015 – Monday, 6:00 – 8:50 p.m., alternating in-class and online sessions.

JUST 601 Justice Matters

Dean Nienhuis

This course provides a theo-ethical model of analysis of systems of power like racism, classism, sexism, heterosexism, and so forth, particularly as they function in American society. While providing an introduction to various forms of oppression through historical contextualization, theoretical analysis, and narrative, the course will focus primarily on how such systems intersect to reinforce and facilitate injustice and oppression. The goal of the course is to develop a paradigm of theology and ethics that will enable us to adequately analyze the competing interests and values present in contemporary social, political, and religious debates. We will also discuss the implications of this paradigm for each class member's current or future work context.

Spring 2015 – Friday, 1:00 – 3:50 p.m.

JUST 634 [JUST/PSYP] When Home is a War Zone: Pastoral Care and Theological Issues in Domestic Violence

Dean Nienhuis

It is estimated that 1 out of 3 people in a congregation will have some experience with domestic violence. It remains the leading reason women visit hospital emergency rooms. Although it is less frequent, men are also victimized. This course will examine the impact of domestic violence on families and congregations. It will give special attention to the general problem of domestic violence and to the role that theological understandings of suffering, obedience, and

ownership may play in such violence. It will utilize pastoral counseling case studies (video vignettes of actual pastors) to provide those in ministry with the tools they need to respond to people in their care and understand how to make appropriate referrals. Special attention will be paid to the impact intimate partner violence has in immigrant, GLBT, African American, and Latino/a communities. Although the primary focus of the class will be on Christian and Unitarian Universalist communities of faith, we will also look briefly at intimate partner violence in Jewish and Muslim communities.

Fall 2014 – Friday, 1:00 – 3:50 p.m.

JUST 647Y [BC] [JUST/PSYP] Mercy and Justice in the Criminal Justice System

Professor Gill-Austern

See Border-Crossing Immersion section

Fall/Spring 2014-2015

JUST 650 [BC] Encountering Homelessness and Housing Vulnerability

Professor Dávila

See Border-Crossing Immersion section

Fall 2014 – TBD

WREL 651 [BC]/[IF] [WREL/JUST] Walking the Path of Non- Violence in Myanmar: Buddhist and Christian Approaches

Professors Gill-Austern and Heim

See Border-Crossing Immersion section

Winter 2015 – Session 1, January 3-19

Application Deadline: until July 1, 2014

JUST 759 [BC] [JUST/CMED] The Mexican-Arizona Border: Immigration, Economic Justice and Human Rights

Professor Pazmiño

See Border-Crossing Immersion section

Summer 2015 – May 24 – June 4

THEO 710 [THEO/ETHI] Theology and Emotions

Professor Thandeka

See Theology Electives section

Spring 2015 – Thursday, 2:00 – 4:50 p.m.

THEO 772**[THEO/JUST] Faith and Justice: Liberation Theologies in the United States**

Professor Valentin

See Theology Electives section

Spring 2015 – Tuesday, 6:00 – 8:50 p.m.

Directed Study in Ethics

Hours and course credits to be arranged.

Permission of professor required.

ETHI 789-790

MA and MDiv candidates only.

ETHI 889-890

DMin candidates only.

World Christianity and World Religions**[EL] WREL 607 [IF]****Introduction to Qur'anic Logic and Rhetoric**

Ms. Ayat Lizzio

This course provides an introduction to the history and role of the Qur'an in Muslim devotion. We explore the text and content of the Qur'an with special attention given to core theological propositions and prominent rhetorical devices. Themes covered include the unity of God, human character and purpose, the nature of scripture and the role of prophets and prophesy, signs of the divine within the natural world, justice, evil and temptation, endtimes, judgement and the hereafter.

Summer 2015 – E-Learning, May 25 – July 3

WREL 644 [IF]**Topics in Jewish, Christian and Muslim Relations**

Professor Peace, Rabbi Rose, and Ms. Ayat Lizzio

This week-long co-taught intensive seminar is a microcosm of the approach to interreligious work at Andover Newton and Hebrew College. Given the religious diversity in our communities and sometimes even in our congregations, today's pastors, educators, activists, and public theologians need to be knowledgeable about their neighbors from other faiths. In addition, they need the practical skills and motivation to reach across religious lines to increase understanding and cooperation. Both cognitive knowledge about various faith traditions and their diverse

expressions (particularly in the Boston area) as well as skills related to relationship-building, community organizing and navigating charged or challenging conversations will be emphasized. Students will have an opportunity to meet with religious leaders, educators and activists from the Boston area who are working across religious lines on issues of common concern. With three co-teachers (one Jewish, one Christian and one Muslim) who work together co-directing CIRCLE, the course design models a commitment to interreligious relationship-building emphasized in the course content. This course is located in the emerging field of "interreligious studies."

Prerequisite: one previous interfaith course or permission of the instructor. Limit: 15 Andover Newton students; 15 Hebrew College.

Winter 2015 – Session 1, January 5-9, 9:00 a.m. – 4:00 p.m.

WREL 651 [BC]/[IF]**[WREL/JUST] Walking the Path of Non-Violence in Myanmar: Buddhist and Christian Approaches**

Professors Gill-Austern and Heim

See Border-Crossing Immersion section

Winter 2015 – Session 1, January 3-19

Application Deadline: until July 1, 2014**WREL 658 [IF]****Biblical Figures in the Qur'an**

Ms. Ayat Lizzio

This course explores the stories of prophetic figures, and their cohorts, that appear within both the Qur'an and the Hebrew Bible or Christian Testament. Special attention is given to how Qur'anic and subsequent Muslim discourses are conversant with Jewish and Christian scriptures and interpretations. Course readings are centered on the Qur'an and the subsequent commentary traditions as well as secondary scholarship within the field of comparative theology and prophetology. Students are encouraged to employ comparative lenses to explore popular, artistic, and literary representations. An introductory scripture course is helpful, but not required.

Spring 2015 – Wednesday, 2:00 – 4:50 p.m.

**PRAC 616 [BC]
[PRAC/WCHR] A Sojourn in an Immigrant Church: Exploring Identity, Ethnicity and Multiculturalism**

Professor Lee and The Reverend Dr. Imsong
See Border-Crossing Immersion section
Spring 2015 – TBD; campus meetings will be twice a month for 2 hours.

Directed Study in World Christianity

Hours and course credits to be arranged.
Permission of professor required.

WCHR 789-790

MA and MDiv candidates only.

WCHR 889-890

DMin candidates only.

Interdepartmental, M.A., and DMin courses

INTE 742/THEO 606

Baptist Theology and Polity

Professor Heim
See Denominational Polity section
Spring 2015 – Tuesday, 2:00 – 4:50 p.m.

INTE 743

UCC History, Theology and Polity

Professor Nordbeck and The Reverend Dr. New
See Denominational Polity section
Fall 2014 – Tuesday, 2:00 – 4:50 p.m.

INTE 747

Unitarian Universalist Traditions II: Theology and Polity

The Reverend Mr. Harris
See Denominational Polity section
Spring 2015 – Monday, 2:00 – 4:50 p.m.

INTE 780

MA (TS)/(TR) Colloquium

Professor Dávila
Taken during a Master of Arts (TS) or (TR) student's first semester. This course introduces students to a variety of topics in theological studies while focusing on the following: key concepts and recurring concerns, emerging questions in different disciplines, and new voices in theological studies. In addition students will get

acquainted with the skills necessary for engaging theological research and writing. During the colloquium students will develop their area of concentration for their degree. Students will be expected to do a final presentation that engages their concentration as well as putting into practice many of the tools made available to them throughout the course.

Fall 2014 –Thursday, 2:00 – 4:50 p.m.

INTE 781

MA PS/RE Colloquium

Professor Hearlson
Taken during a Master of Arts in Religious Education or Pastoral Studies student's first semester, this course introduces students to key concepts in the study of professional ministry, theological foundations of ministry, and methods of congregational analysis. This course will use case studies to help ground theories of congregational ministry in real life ministry situations. During the colloquium, students will develop a working definition of “ministry” and “congregation” that will serve as the foundation for their concentration in either the MAPS or MARE programs. Students will be expected to do a final project that combines the focus of their degree concentration with the ideas, theories, and methods discussed in the course.

Fall 2014 – Thursday, 6:00 – 8:50 p.m.

DMIN 801

Seminar on Scholarship in Ministry (Extended)

Professor Nordbeck
This course will facilitate the integration of theory and practice in the work of ministry, offering initial guidance in preparing for both coursework and final project. It will also help form a cohort of colleagues that--ideally--will continue to work together throughout the program.

Fall 2014 – Tuesday, 9:00 – 11:50 a.m.

DMIN 801J

Seminar on Scholarship in Ministry (Intensive)

Professor Dávila
Engaging in scholarship – research, reading, and reflection – in the midst of ministry not only enriches ministry but creates new knowledge for the church and world. In this course, participants will learn the practice of engaging in scholarship in

the midst of ministry, including identifying a research question, creating a theoretical framework, and conducting a review of literature. Through a case-study teaching method, students will coach one another toward clarity of purpose in their pursuit of a Doctor of Ministry degree. Final assignments due in early August.
Summer 2015 – Unit 1, June 1-5, 9:00 a.m. – 4:00 p.m.

DMIN 802

Seminar on Theological Research (Extended)

Professor Pazmiño

This course prepares graduate candidates to write a project, thesis or research of substance and quality in an area of theological studies. The seminar focuses on understandings, methods, processes, and procedures that are necessary to create publishable quality theological work. Prerequisite: completion of DMIN 801.
Fall 2014 – Tuesday, 9:00 – 11:50 a.m.

DMIN 802J

Seminar on Theological Research (Intensive)

Professor Valentin

This course prepares graduate candidates to write a project, thesis or research of substance and quality in an area of theological studies. The seminar focuses on understandings, methods, processes, and procedures that are necessary to create publishable quality theological work.

Prerequisite: completion of DMIN 801. Final assignments due in early August.
Summer 2015 – Unit 1, June 1-5, 9:00 a.m. – 4:00 p.m.

[EL] DMIN 803

Seminar on Ministry Writing

Professor Emerita Thornton

This is a writing seminar where Doctor of Ministry students present their writing to seminar members. Depending on the number of students, each member normally presents three to four times. Prerequisite: completion of DMIN 801 and 802.

Fall 2014 – E-Learning

Directed Studies for which there is no one single category:

Directed Study in Areas of Church and Ministry: Education (ED), Field Education (FE), Leadership (LE), Preaching (PR), or Worship (WO)

Permission of professor required.

CM- (-ED, -FE, -LE, -PR, or -WO)

CM __ 789-790

MA and MDiv candidates only.

CM__ 889-890

DMin candidates only.

E-Learning Courses

The following courses, indicated by the [EL] prefix, are offered in an online format.

Fall 2014

[EL] DMIN 803

Seminar on Ministry Writing

Professor Thornton

See Interdepartmental, MA, and DMin courses section

Fall 2014 – E-Learning

[EL] ETHI 601

Introduction to Christian Ethics

Professor Dávila

See Introduction to Christian Ethics section

Fall 2014 – E-Learning

[EL] HIST 685

History of Christian Spirituality through the Lives of Women

Dr. Peace

See Early Christian History section

Fall 2014 – E-learning

[EL] PSYC 742/842

Family Systems Approaches to Pastoral Care and Leadership

Professor Baard

See Pastoral Care section

Fall 2014 – E-Learning

[EL] PSYH 784
The Psychology and Theology of Forgiveness
 Professor Emeritus Thompson
See Pastoral Care section
 Fall 2014 – E-Learning

Spring 2015

[EL] CMLE 810
Advanced Topics in Ministerial Leadership
 Dean Drummond
See Ministerial Leadership section
 Spring 2015 – E-Learning

[EL] OLDT 511
Thematic Introduction to Torah and Former Prophets
 Professor Fontaine
See Scripture section
 Spring 2015 – E-Learning

[EL] PSYH 643
Ministry to Seniors
 Professor Emeritus Thompson
See Pastoral Care section
 Spring 2015 – E-Learning

[EL] PRAC 753
[PRAC/PSYC] Clergy Ethics
 Professor Emerita Thornton
See Faith Community Practices section
 Spring 2015 – E-Learning

Summer 2015

[EL] OLDT 632
[OLDT/CMED] Children in the Bible
 Professor Parker
See Scripture section
 Summer 2015 – E-Learning, May 25 – July 3

[EL] WREL 607 [IF]
Introduction to Qur’anic Logic and Rhetoric
 Ms. Ayat Lizzio
See World Christianity and World Religions section
 Summer 2015 – E-Learning, May 25 – July 3

Integrative Catalysts

Integrative Catalysts are special designations on courses across the curriculum that indicate a disposition toward the integration of lived experience with classroom learning. Integrative Catalysts bridge what in some cases would be considered divisions: between the creative and the verbal, among faiths, beyond class and cultures, and across the professional/theoretical divide.

Why “Integrative”? The first question a person might ask, when reading the word “integrative,” is “integrating what with what?” The term integration suggests a coming-together of disparate elements. One hallmark of an Integrative Catalyst is that it brings together “book learning” with “lived learning”, which are not opposite one another, but rather rely on each other as adults learn and grow.

- The Professor-Practitioner Program (P3) challenges students to connect classroom learning with their ministries in Field Education.
- Interfaith Engagement (IF) presents students with live opportunities to describe their faith and appreciate the faith of others through talking and learning with those who come from a different tradition.
- Border-Crossing Immersion (BC) places students in direct conversation with those who come from a different background, while learning on the terrain of a different community.

Each Integrative Catalyst has clear connections across competencies, and cannot be caged in one, but rather bridge different competencies for ministry.

Why “Catalyst”? In chemical reactions, a catalyst activates ongoing transformation. It is a beginning point, rather than an end point, in fundamental change. Therefore, the term “catalyst” suggests that the student who

experiences integrative courses begins to change, but that this change is ongoing after the experience comes to an end. One could consider “catalyst” to be the opposite of “capstone.” Ideally, over the course of a career, students continue to grow in their spiritual practices, interfaith understanding, expressive gifts, ability to move back and forth between concepts and ministry practice, and courage and capacity to cross borders.

The Professor Practitioner Program

The Professor-Practitioner Program (P3) is a means through which students can intentionally integrate classroom learning with their ministry experiences in Field Education. Students in their core-required year of Field Education each register for one P3-designated course each term. Those courses are taught by Professors and also have a “Resident Ministry Practitioner” in class each week, assisting in applying course teachings. Those Resident Ministry Practitioners then meet in break-out sessions with Field Education students who then take time to reflect together on Field Education and the intersections between ministerial experience and the course at hand. Names and biographies for Resident Ministry Practitioners will be available in the Field Education office at least two weeks prior to the opening of registration each term. Options for P3 courses and sections include:

Fall 2014

CMED 601 [P3]

Educational Ministry of the Church

Course time: Monday, 9:00 – 11:50 a.m.

Section time: Monday, 1:00 – 2:30 p.m.

PSYF 762 [P3]

[PSYF/CHRS] Spiritual Practices for Healing and Wholeness

Course time: Wednesday, 8:00 – 11:50 a.m.

Section time: Wednesday, 2:00 – 3:30 p.m.

CMFE 620 (1/2/3)

Integrative Seminar

Section (01) – Tuesday, 12:20 – 1:50 p.m.

Section (02) – Thursday, 7:00 – 8:30 p.m.

Section (03) – Friday, 10:30 a.m. – noon

Spring 2015

NEWT 505 [P3]

New Testament Foundations

Course time: Wednesday, 6:00 – 8:50 p.m.

Section time: Wednesday, 3:30 – 5:00 p.m.

THEO 614 [P3]

Systematic Theology II

Course time: Thursday, 9:00 – 11:50 a.m.

Section time: Thursday, 1:00 – 2:30 p.m.

CMFE 621 (1/2/3)

Integrative Seminar

Section (01) – Monday, 12:20 – 1:50 p.m.

Section (02) – Tuesday, 7:00 – 8:30 p.m.

Section (03) – Friday, 10:30 a.m. – noon

Interfaith Engagement

[EL] WREL 607 [IF]

Introduction to Qur’anic Logic and Rhetoric

Ms. Ayat Lizzio

See World Christianity and World Religions section

Summer 2015 – E-Learning, May 25 – July 3

WREL 644 [IF]

Topics in Jewish, Christian, Muslim Relations

Professor Peace, Rabbi Rose, and Ms. Ayat Lizzio

See World Christianity and World Religions section

Winter 2015 – Session 1, January 5-9, 9:00 a.m. – 4:00 p.m.

WREL 651 [BC]/[IF]

[WREL/JUST] Walking the Path of Non-Violence in Myanmar: Buddhist and Christian Approaches

Professors Gill-Austern and Heim

See Border-Crossing Immersion section

Winter 2015 – Session 1, January 3-19

Application Deadline: until July 1, 2014

WREL 658 [IF]

Biblical Figures in the Qur’an

Ms. Ayat Lizzio

See World Christianity and World Religions section

Spring 2015 – Wednesday, 2:00 – 4:50 p.m.

PSYP 613 [IF]**Introduction to Pastoral Care in the Context of Interfaith Chaplaincy**

Rabbi Naditch and The Reverend Ms. Thiel

See Pastoral Care section

Spring 2015 – Monday, 9:00 – 11:50 a.m.

PRAC 630 [IF]**Interfaith Community Organizing and Congregational Life**

The Reverend Mr. Stanfield

See Faith Community Practices section

Winter 2015 – Session 2, January 12-23, 1:00 – 4:00 p.m. On Friday, January 16, the class will participate in prayers at the Islamic Society of Boston and attend evening services at Temple Israel. Class meets off-campus at 4th Presbyterian Church, Boston.

Border Crossing Immersion

Border-Crossing Immersion is one way in which Andover Newton seeks to deeply engage students with communities and persons of different social, cultural, ethnic, racial, economic, national, and faith identities other than their own in order:

- to work toward the elimination of the category of “the other,” while developing hospitable ways to relate to difference;
- to develop greater understanding and sensitivity to the dynamics of privilege, power and disadvantage as they are seen in patterns and structures in one’s own and others’ contexts;
- to provide an opportunity to develop tools for social analysis, theological reflection, and deeper self-knowledge;
- to create visible change, evidenced in possessing a larger lens, to see themselves and the world in which they live;
- to contribute to the development of multicultural sensitivity and skills which help one become more agile, knowledgeable and respectful in border crossings and;
- to deepen the student’s commitment to live one’s faith through engaging vital issues for the church and the world with

communities and persons who challenge one’s own assumptive world and meaning making.

Border-Crossing Immersions are offered throughout the academic year, with most being offered in the winter and summer sessions. There will be some “intense immersions” lasting from ten days to twenty-one days, and some “slow simmers” happening over the course of a semester or full year. All Master of Divinity students must take one Border-Crossing Immersion designated course as one of their four Integrative Catalysts.

Although most Border-Crossing Immersion courses are offered by Andover Newton faculty members, some are offered in partnership with other organizations. Those offered through other institutions are designated “partnership” in course descriptions.

Applications and more detailed information on Border-Crossing Immersions may be obtained in the Border-Crossing Immersion Handbook or from the Administrative Assistant to the Faculty.

INTE 602Y [BC]**CPE at Hebrew SeniorLife/Hebrew Rehabilitation Center: Crossing Borders of Religion, Age, Ethnicity and Socio-economic Status**

This is a year long course that will count as 6 credits, 3 for Border Crossing Immersion and 3 for CPE elective credit. This course is a full unit in Clinical Pastoral Education (CPE) meeting all requirements for a Level I or II unit in CPE in an extended unit requiring two full days a week. It will provide students a border crossing immersion in a context that provides the opportunity to learn with a majority of the CPE students preparing for the rabbinate, working in a Jewish senior residence with residents who have an average age of over 90, (many of whom speak languages from their countries of birth), and most of who are supported by medicaid. Prerequisite: Completion of one year of seminary. Limit: 2

Fall/Spring 2015-2016

Application Deadline: March 1, 2015

**INTE 602J [BC]
CPE at Hebrew SeniorLife/Hebrew
Rehabilitation Center: Crossing Borders of
Religion, Age, Ethnicity and Socio-economic
Status**

This is a 10-week intensive course, counts as 6 credits, 3 for Border Crossing Immersion and 3 for CPE elective credit. This course is a full unit in Clinical Pastoral Education (CPE) meeting all requirements for a Level I or II unit in CPE, while providing students a border crossing immersion in a context of learning with most CPE students there preparing for the rabbinate, working in a Jewish senior residence with an average age of over 90, with residents who speak languages of their country of birth and who are mostly supported by medicaid. Prerequisite: Completion of one year of seminary. Limit: 2.

Summer 2015

Application Deadline: November 15, 2014

**INTE 605Y [BC]
Seminarians in the City**

Professor Gill-Austern and Dr. Baxter

This course requires a full 15 hour-a-week commitment in the city over the full academic year and will give 6 credits: 3 for Border Crossing requirement and 3 for elective credit. It will involve making a commitment of one's time and heart to engagement in the city of Boston with a placement in a city social service agency or church and interacting with the people of that neighborhood. This Border Crossing Immersion will be working with 4 or 5 students in the BTI to cultivate Christian leaders ready to take on the social and spiritual challenges of ministering in the city. The course will be sponsored and led by the City Mission Society of Boston. Prerequisite: 15 credits of seminary study. Limit: 2.

Fall/Spring 2014-2015

Application Deadline: until July 1, 2014

**JUST 647Y [BC]
[JUST/PSYP] Mercy and Justice in the
Criminal Justice System**

Professor Gill-Austern

To be compassionate within the criminal justice system requires knowing the particular needs of people impacted by the criminal justice system including: those incarcerated, families and relatives of prisoners, those on parole, undocumented

immigrants and those who work with this population in numerous ways. This year-long Border-Crossing Immersion class will allow students to have multiple experiences within the criminal justice system while learning about the complex interlocking realities that create suffering for the incarcerated, their families, friends and communities and which further injustice in our society.

Students will engage in ministries of compassion within the criminal justice system by engaging with those incarcerated and those impacted by incarceration. Students will be involved in some ministry of justice-making by learning about the laws and policies that contribute to de-humanization and involving oneself in the organizations and movements that are the voice of advocacy and change. A total of 80 hours of immersion is expected over the course of the year. Limit: 14.

Fall/Spring 2014-2015 – monthly campus meetings will take place Wednesdays, 5:30 – 8:30 p.m. on the following dates: 9/17, 10/8, 11/12, 12/10, 2/4, 3/4, 4/1, 4/30.

Application Deadline: until July 1, 2014

**JUST 650 [BC]
Encountering Homelessness and Housing
Vulnerability**

Professor Dávila

Over a period of 14 weeks (depending on placement), students will learn about the experience of homelessness in the greater Boston area while working directly in a setting that ministers to and services homeless and housing vulnerable populations. The face of homelessness today includes an array of life experiences that often surprise our assumptions about the homeless. Housing insecurity or vulnerability is today part of many more households than it used to be. Life in shelters, housing insecurity, struggle with the housing authorities and confusing regulations, chronic abuse (physical, mental, substance, sexual), spiritual, psychological, and financial needs are some of the challenges increasingly facing those already homeless or at risk of losing their home. Through this course students will share in some of the experiences described above as well as enter the world of those providing direct services and support to

diverse populations suffering from homelessness and housing insecurity.

All students will be asked to dedicate at least 6 hrs./week to their location. In addition, there will be 5 2-hour meetings to be held on campus, time based on class consensus. Prerequisite: ETHI 601 or 602. Limit: 10.

Fall 2014 – TBD

Application Deadline: until July 1, 2014

INTE 615 [BC]

Fierce Landscapes: Listening to the People of Appalachia (partnership)

Dr. Leonard

This 12-day immersion is followed by 3-4 interactive distance learning sessions and a 15-20 page integrative paper. This immersion seminar finds its home among the people of Western North Carolina and Southwest Virginia. Students will enjoy on-site interactions with congregations, religious, and community leaders. Time for worship and reflection provides the framework for the immersion. Participants will be aided by readings prior to the immersion experience. Sponsored by Wake Forest Divinity School. Contact Border-Crossing Immersion Director Brita Gill-Austern.

Winter 2015 – Session 1, January 2-13

Application Deadline: Until July 15, 2014

WREL 651 [BC]/[IF]

[WREL/JUST] Walking the Path of Non-Violence in Myanmar: Buddhist and Christian Approaches

Professors Gill-Austern and Heim

This Border Crossing will take students to one of the poorest of South Asian countries, which until very recently had one of the most repressive governments in the world and is now in the process of reaping some of the fruits of a long and rich history of non-violent resistance. This BCI will be focused primarily in Yangon working with the Myanmar Theological Institute and their centers of conflict resolution and interfaith relations as we explore the theory and practice of non-violence within this context, and at Pwo Kayin Seminary – the seminary of one of the most persecuted Christian ethnic groups. The group will stay a few days in a Buddhist monastery, meet with Buddhist monks and Christians who have participated in non-violent resistance in Myanmar, and discover resources and inspiration for walking

the path of non-violence in our own context. Aung San Suu Kyi, Burmese Nobel Peace Prize winner, will be a rich source of inspiration for our work and travels. There will also be time to discover some of the ancient history and beauty of Myanmar in travels to Inle Lake and the mystical city of Bagan and its ancient temples. This course will fulfill *either* the BC or IF catalyst requirement, but not both. Limit: 10.

Winter 2015 – Session 1, January 3-19

Application Deadline: Until July 15, 2014

PRAC 616 [BC]

[PRAC/WCHR] A Sojourn in an Immigrant Church: Exploring Identity, Ethnicity and Multiculturalism

Professor Lee and The Reverend Dr. Imsong

This course will provide an opportunity to be a participant/member of an immigrant faith community, Hispanic, Asian or African for a semester, learning different forms of worship, leadership and how they shape community, ethnicity and identity in a new multicultural environment. Students will also experience global Christianity in a local context and see the vibrancy and centrality of faith communities for immigrant groups. Students are required to spend approximately five to six hours per week in this setting. Many immigrant communities meet on Sunday afternoons or evenings, and students may choose an immigrant church that is close to their own place of residence.

Spring 2015 – TBD; campus meetings will be twice a month for 2 hours.

Application Deadline: November 15, 2014

JUST 759 [BC]

[JUST/CMED] The Mexican-Arizona Border: Immigration, Economic Justice and Human Rights

Professor Pazmiño

This Border-Crossing Immersion trip will take place on the border between Mexico and the U.S. with the majority of our time being spent in Nogales, Mexico, a border town near Tucson, Arizona. This class will study the complex issues of immigration, the related issues of global economics that drive immigration and the implications of the militarization of the border on those who cross. We shall study multiple perspectives on immigration with the goal of empowering persons to address and respond to a

critical and divisive issue in our society and in churches with a special focus on education. We will join with the bi-national, non-profit organization of Borderlinks for our time at the border. Limit: 12.

Summer 2015 – May 25 – June 4

Application Deadline: by November 15, 2014

Hispanic Summer Program

An ecumenical program in theology and religion for graduate students, taking place in 2015 at

Candler School of Theology at Emory University, Atlanta, GA. **Students must register for this two-week program through HSP and transfer credits.** See HSP website for more information on the program:

<http://hispanicsummerprogram.org/>

Summer 2015 – June 13-27

Registration begins: November 1, 2015

DIRECTORY

Andover Newton Theological School

Senior Staff and Administration

Martin B. Copenhaver, *President*

Peter Chinetti, *Vice President for Finance and Operations*

Jennifer Lenox Craig, *Vice President of Institutional Advancement*

Sarah B. Drummond, *Vice President for Academic Affairs and Dean of the Faculty*

Nancy Nienhuis, *Vice President of Operations and Dean of Campus Life*

Nayda Aguila, *Registrar*

David Ames, *Administrative Assistant to the Deans*

Marjorie Bell, *Administrative Assistant to the President*

Susan Brouillette, *Controller*

Margaret Carroll, *Director of Enrollment*

Frank Cavaco, *Director of Buildings and Grounds*

Alison McCarty, *Director of Recruitment and Admissions*

Frank Novo, *Director of Housing and Campus Facilities*

Mugur A. Roz, *Chief Information Officer*

Rosemary Turano, *Coordinator of Financial Aid*

For a full listing of staff members, visit the Web site at: <http://www.ants.edu/contact/>

Faculty

Maria Teresa Dávila, *Assistant Professor of Christian Ethics*

Sarah Drummond, *Associate Professor of Ministerial Leadership, Vice President for Academic Affairs and Dean of the Faculty*

Carole R. Fontaine, *Taylor Professor of Biblical Theology and History*

Brita L. Gill-Austern, *Austin Philip Guiles Professor of Psychology and Pastoral Theology*

Adam Hearlson, *Assistant Professor of Preaching and Worship and Director of Wilson Chapel*

S. Mark Heim, *Samuel Abbot Professor of Christian Theology*

Jeffrey D. Jones, *Director of Ministry Studies and Field Education and Associate Professor of Ministerial Leadership*

Simon S. Lee, *Assistant Professor of New Testament and Early Christian Origins*

Gregory Mobley, *Professor of Christian Bible*

Nancy Nienhuis, *Faculty of Theology, Dean of Campus Life and Vice President of Operations*

Elizabeth Nordbeck, *Moses Brown Professor of Ecclesiastical History*

Jennifer Howe Peace, *Assistant Professor of Interfaith Studies*

Robert W. Pazmiño, *Valeria Stone Professor of Christian Education*

Sharon Thornton, *Professor of Pastoral Theology, Emerita*

Benjamin Valentin, *Professor of Theology and Culture*

Nimi Wariboko, *Katharine B. Stuart Professor of Christian Ethics*

For a full listing of adjunct and visiting faculty members, visit the Web site at: <http://www.ants.edu/faculty>

DIRECTIONS

By car:

From points south: From I-95 (also known as Route 128), take exit 20A (Route 9) east toward Boston. Proceed 2.1 miles on Route 9 to the Newton Centre/West Roxbury right hand exit. Turn left (north) onto Parker Street at the end of the exit ramp and proceed for .6 mile. Turn right onto Braeland Avenue. Then take the first right onto Herrick Road and follow the signs up the hill to the campus.

From the city of Boston: Take Rte. 9 west through Brookline to the Parker Street exit one mile west of the Chestnut Hill Mall. At the end of the exit ramp, turn right (north) onto Parker Street and proceed for .6 mile. Continue as above.

From points north: From I-95 (also known as Route 128), take exit 21A. Turn right onto Route 16 East at the end of the exit ramp and proceed for .3mile. At the light turn right onto Beacon Street and follow for 3 miles to Newton Centre. Cross Centre Street at the traffic light and bear right onto Union Street. Then take the first right onto Herrick Road and follow the signs up the hill to the campus.

From points west: Take the Massachusetts Turnpike heading east. Take Exit 17 (Newton/Watertown). Stay in the right lane and turn right at Centre Street. After you have turned onto Centre, the Eliot Church will be on your left in less than a block. Proceed 1.8 miles on Centre Street, past the Commonwealth Avenue intersection, to the Newton Centre business district. Go left at the light at Beacon Street and take an immediate right onto Union Street. Take your first right onto Herrick Road. Continue straight up the hill to the campus.

From Logan Airport and points east: Take the Massachusetts Turnpike heading west. Take Exit 17 in Newton Corner. Stay in the left lane of the exit ramp. Go straight past the Sheraton Tara, keeping it on your left. Very quickly you will see a small sign for Newton Centre and Boston. At the sign, turn left onto the rotary. Immediately merge into the right lane. Keep right and make your first right onto Centre Street. Continue as above.

By rapid transit:

From the MBTA Trolley: Take the Green Line, Riverside Branch (D Train), to Newton Centre. It takes approximately 30 minutes on the T (trolley) from downtown Boston to Newton Centre; Charlie Tickets (paper tickets) can be purchased at any station from ticket vending machines with cash or charge cards for a cost of \$2.00 per ride in or outbound. As you get off an outbound car, Herrick Road is on the left. Proceed on Herrick up the hill to the campus – a 10 minute walk. There is also a taxi stand at the T stop. For more information about bus service connecting from T or subway stops, subway or T schedules, or MBTA commuter rail service (arriving at both North and South Stations), go to www.MBTA.com or call the Traveler's Information Center (route and schedule information): 617-222-3200, or toll free (outside MA): 1-800-392-6100. For Amtrak information look up www.Amtrak.com. Trains arrive in Boston at Back Bay, South Station and Rte. 128.

By airplane:

From Logan Airport: Take the free airport shuttle bus to the MBTA Airport Station. Take the Blue Line (\$2.00) subway/trolley to the Government Center stop. Change to the Green Line, Riverside Branch D train outbound (no charge for transfers) and proceed to the Newton Centre stop. As you get off, Herrick Road is on the left. Proceed on Herrick Road up the hill to the campus – a 10 minute walk. There is also a taxi stand at the T stop. If you choose to take a taxi from Logan Airport to the campus, the fare is approximately \$40.

Two alternative airports to consider are Manchester, NH, www.flymanchester.com, and T. F. Green Airport (PVD) in Warwick, RI (near Providence), www.pvd-ri.com, which also has bus service to Boston.

For more help

If you need additional directions, please call 1-800-964-2687, or (617-964-1100) between the hours of 8:30 a.m. and 4:p.m., and the switchboard operator will assist you. After 4:30 during the week and on most Saturdays during the regular school year, you may use extension 2415 to connect to a library staff person for further directions.