



**Southern Association of Colleges and Schools
Commission on Colleges**

**COMPLIANCE CERTIFICATION
(Updated January 2012 and applicable January 1, 2012)**

Name of Institution

Date of Submission

In order to be accredited by the Commission on Colleges, an institution is required to conduct a comprehensive compliance audit prior to the filing of the Compliance Certification. The comprehensive compliance audit includes an assessment of all programs and courses offered by the institution on-campus and off-campus, and those offered through distance learning. The Compliance Certification, signed by the institution's chief executive officer and accreditation liaison, attests to the institution's honest assessment of compliance with the accreditation requirements of the Commission on Colleges (including Core Requirements, Comprehensive Standards, and Federal Requirements) as applied to all aspects of the institution.

Completion of the Compliance Certification

The Compliance Certification consists of four parts:

- Part 1** Signature Page for the institution's chief executive officer and the accreditation liaison
- Part 2** List of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of approval
- Part 3** The institution's assessment of compliance with the *Principles of Accreditation*
- Part 4** An attached and updated "Institutional Summary Form Prepared for Commission Reviews" that (a) lists all locations where coursework toward a degree, certificate, or diploma can be obtained primarily through traditional classroom instruction and (b) describes distance education credit offerings that can be obtained primarily through electronic means.

For each Part, please follow the directions provided. For Part 2 above, if there have been no institutional changes that required reporting or approval since the institution's last comprehensive review, please indicate it as well.

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That New Orleans Baptist Theological Seminary has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Core Requirements, Comprehensive Standards, and Federal Requirements of the Commission on Colleges.
2. That New Orleans Baptist Theological Seminary has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.
3. That New Orleans Baptist Theological Seminary has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Name of Accreditation Liaison: Jimmy Dukes

Signature _____

Date 9/10/2015

Chief Executive Officer

Name of Chief Executive Officer: Charles S. Kelley, Jr.

Signature _____

Date 9/10/15

**Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED
SINCE THE LAST REAFFIRMATION**

Note: *With the passage of the revised 2010 federal regulations for accrediting agencies, institutions are expected to notify and seek approval of additional substantive changes that occur between decennial reviews. Please note the revised list below. (New required reporting is underlined.)*

Directions: For each substantive change approved since the institution’s initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write “none” in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported **immediately** to Commission staff.

Substantive changes requiring approval:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution’s programs

Access <http://www.sacscoc.org> and click onto “Policies” for additional information on reporting substantive change, including examples of the changes listed above.

Approval Date	Description of Substantive Change
9/1/2015	Certificate Site: Consolation Baptist Association, Braxley, GA
9/1/2015	Certificate Site: Calvary Church, Clearwater, FL
9/1/2015	Certificate Site: Eastside Baptist Church, Marietta, GA
9/1/2015	Certificate Site: Colquitt Baptist Association, Moultrie, GA
9/1/2015	Certificate Site: Friendship Baptist Church, Cumming, GA
9/1/2015	Certificate Site: First Baptist Church of Plant City, Plant City, FL

7/24/2014	Certificate Site: Primera Iglesia Bautista Hispana de West Palm Beach, West Palm Beach, FL
7/24/2014	Certificate Site: Columbus Baptist Association, Columbus, GA
7/24/2014	Certificate Site: Liberty Baptist Church, Fayetteville, GA
7/24/2014	Certificate Site: Family Life Missionary Baptist Church, Jonesboro, GA
7/24/2014	Certificate Site: Parkview Baptist Church, Gainesville, FL
7/24/2014	Associate/Bachelor Sites: Savannah Baptist Association, Savannah, GA
7/24/2014	Associate/Bachelor Sites: First Baptist Church Jonesboro, Jonesboro, GA
7/24/2014	Associate/Bachelor Sites: First Baptist Church Duluth, Duluth, GA
7/24/2014	Associate/Bachelor Sites: Hardee Correctional Institute, Bowling Green, FL
7/24/2014	Graduate Site: First Baptist Church Duluth, Duluth, GA
7/24/2014	Graduate Site: First Baptist Church Jonesboro, Jonesboro, GA
7/24/2014	Graduate Site: Savannah Baptist Association, Savannah, GA
5/8/2014	Certificate Site: New Jerusalem Church, Jackson, MS
1/9/2014	Certificate Site: Hebron Baptist Church, Dacula, GA
1/9/2014	Certificate Site: Treasure Coast Baptist Association, Fort Pierce, FL
1/9/2014	Associate/Bachelor Sites: Mid-South Extension, Olive Branch, MS
1/9/2014	Associate/Bachelor Sites: First Baptist Church Rainsville, Rainsville, AL
1/9/2014	Associate/Bachelor Sites: Forest Lake Baptist Church, Tuscaloosa, AL
1/9/2014	Graduate Site: Forest Lake Baptist Church, Tuscaloosa, AL
1/9/2014	Graduate Site: Thomasville Road Baptist Church, Tallahassee, FL
1/9/2014	Graduate Site: Heritage Bible College, Huntsville, AL
1/9/2014	Graduate Site: First Baptist Church Rainsville, Rainsville, AL
1/9/2014	Graduate Site: Mid-South Extension, Olive Branch, MS
2/5/2013	Certificate Site: Orlando Union Rescue Mission, Orlando, FL
2/5/2013	Certificate Site: Mount Zion Baptist Church, Jonesboro, GA
2/5/2013	Certificate Site: New Calvary Missionary Baptist Church, Atlanta, GA
2/5/2013	Associate/Bachelor Sites: North Monroe Baptist Church, Monroe, LA
2/5/2013	Graduate Site: North Monroe Baptist Church, Monroe, LA
2/1/2013	Certificate Site: Church by the Glades, Coral Springs, FL
2/1/2013	Certificate Site: Pasco Baptist Association, Lutz, FL
4/9/2012	Certificate Site: Decision Point Ministry, Atlanta, GA
4/9/2012	Certificate Site: Peace Baptist Church at Austin Drive, Decatur, GA
4/9/2012	Certificate Site: Peachtree Baptist Church, Decatur, GA
4/9/2012	Certificate Site: Central Baptist Church, Warner Robbins, GA
4/9/2012	Graduate Site: South Georgia Extension, Warner Robbins, GA
1/3/2012	Certificate Site: Benton-Tippah Baptist Association, Ripley, MS
11/7/2011	Certificate Site: First Community Antioch Baptist Church, Lutcher, LA
11/7/2011	Certificate Site: Emmanuel Baptist Church, Kenner, LA
11/7/2011	Certificate Site: Walker Community Ministries, Walker, LA
9/27/2011	Associate/Bachelor Sites: Palm Beach Baptist Network, West Palm Beach, FL (relocation from Palm Springs Baptist Church, Palm Springs, FL)
8/22/2011	Graduate Site: Calvary Baptist Church, Alexandria, LA (relocation from LA College)
8/22/2011	Professional Doctorate Site: Baptist General Convention of Oklahoma, Oklahoma City, OK
8/18/2011	Seminary Program: Distance Learning Program (Internet)
4/28/2011	Certificate Site: Franklin Avenue Baptist Church, New Orleans, LA
4/28/2011	Associate/Bachelor Sites: Phillips Prison, Atlanta, GA

4/28/2011	Associate/Bachelor Sites: Louisiana Correctional Institute for Women, St. Gabriel, LA
4/28/2011	Graduate Certificate Site: The Bayou Church
4/28/2011	Graduate Sit: Heritage Baptist Church, Montgomery, AL
	Associate/Bachelor Sites: The Bayou Baptist Church, Lafayette, LA
12/14/2010	Certificate Site: Carroll – Montgomery Baptist Association, Winona, MS, 38967
12/14/2010	Certificate Site: First Baptist Church, Gonzales, LA
12/14/2010	Certificate Site: First Baptist Church, Olive Branch, MS
12/14/2010	Certificate Site: Flamingo Road Baptist Church, Doral, FL
12/14/2010	Certificate Site: Orange Blossom Baptist Association, Avon Park, FL
12/14/2010	Certificate Site: Royal Palm Baptist Association, Fort Myers, FL
12/14/2010	Certificate Site: Vaughn Forest Baptist Church, Montgomery, AL
12/14/2010	Certificate Site: Brevard Baptist Association, Rockledge, FL
12/14/2010	Certificate Site: Community Bible Church, Baton Rouge, LA
12/14/2010	Certificate Site: First Baptist Church, Biloxi, MS
12/14/2010	Certificate Site: First Baptist Church, Merritt Island, FL
12/14/2010	Certificate Site: Gulfstream Baptist Association, Plantation, FL
12/14/2010	Certificate Site: Northshore Baptist Association, Hammond, LA
12/14/2010	Certificate Site: Second Baptist Church, W Baton Rouge, LA
12/14/2010	Certificate Site: Pike Baptist Association, McComb, MS
12/14/2010	Certificate Site: Louisiana Correctional Institute for Women, St. Gabriel, LA
12/14/2010	Associate/Bachelor Sites: Palm Springs Baptist Church, Palm Springs, FL
12/14/2010	Graduate Site: North Mississippi Extension, Blue Mountain, MS

Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Directions: For each of the Core Requirements, Comprehensive Standards, and Federal Requirements listed below, the institution should place an “X” before the judgment of compliance and then add narrative in support of its judgment in accordance with directions requested in the category description.

- Compliance The institution meets the requirement and provides a convincing argument in support of its determination and provides documents or a sampling of documents (or electronic access to the documents) demonstrating compliance.
- Partial Compliance The institution meets some, but not all, aspects of the requirement. For those aspects meeting the requirement, the institution provides a convincing argument in support of its determination and provides a list of documents or sampling of documents (or electronic access to the documents) demonstrating compliance. For those aspects not meeting the requirement, the institution provides the reason for checking partial compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.
- Non-Compliance The institution does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate

Note 1: Several of the standards/requirements require that an institution provide a policy. When developing policies and procedures addressing the requirement outlined in a standard, an institution may want to refer to a best practice statement approved by the SACSCOC Board of Trustees that outlines criteria for a functional policy and procedures for implementation. The document, "Developing Policy and Procedure Documents," can be found at <http://www.sacscoc.org/policies.asp>.

Note 2: All standards/requirements marked with an asterisk will be reviewed by both the Off-Site Reaffirmation Committee and the On-Site Reaffirmation Committee regardless of the judgment rendered at the time of the off-site review.

Section 1: THE PRINCIPLE OF INTEGRITY

- 1.1 The institution operates with integrity in all matters. **(Integrity)**
(This statement should **not** be addressed by the institution in its Compliance Certification. It may be addressed in the Off-Site Reaffirmation Committee Report if the review of information and documentation provided in the institution's Certification causes evaluators to question the accuracy or candid presentation of materials.)

Section 2: CORE REQUIREMENTS

- 2.1 The institution has degree-granting authority from the appropriate government agency or agencies.
(Degree-granting Authority)

Compliance Partial Compliance Non-Compliance

Narrative: The Charter of New Orleans Baptist Theological Seminary is approved by the State of Louisiana. Article II, "Statement of Purpose," states, "The purpose for which this corporation is formed shall be to engage in any lawful activity, to establish, maintain, and operate schools and institutions of learning for the educational and missionary training of Christian workers, for all kinds and character of Christian service, and to confer degrees; having full authority to do all things necessary to put into execution the purposes for which this corporation is created."

The Seminary grants degrees only in the State of Louisiana. Classes are offered in Louisiana, Mississippi, Alabama, Georgia, and Florida; but the Seminary offers graduation exercises only on the main campus, and all degrees are granted on-campus.

The Seminary is a member of the Louisiana Association of Independent Colleges and Universities and is exempt from licensure in Louisiana. The Seminary has a certificate of exemption from the Department of Education in Alabama. Under Georgia law, the Seminary is exempt from authorization under the provisions of the Nonpublic Postsecondary Educational Institutions Act of 1991, O.C.G.A. 20-3-(a). The Seminary provides an affidavit to the state of Georgia affirming its non-profit and religious character. The last form sent to the Seminary by the state of Georgia was in 2000. The state office is in process of updating our exemption. We expect to hear from them any day. The state office indicated that the Seminary is in good standing and should continue to use the 2000 form for documentation until new forms are sent out by the state. The

Seminary annually provides an affidavit to the Florida Department of Education, Commission for Independent Education, to indicate the religious and non-profit nature of the institution and the degree programs offered. Appropriate documentation for these exemptions is provided herein.

For at least a little more than a decade, our Extension Center Office has had multiple contacts with the Higher Education Commission in Mississippi, and we have been told by the office at the Commission that Mississippi had no provision for licensure or exemption of non-profit religious institutions from out-of-state, and thus no further approval was required and the NOBTS programs in Mississippi were in good standing. About two years ago, our accreditation office discovered that another agency in Mississippi, the Mississippi Commission on College Accrediting has authority to accredit private out of state schools. The accreditation office at NOBTS has been working periodically with the MCCA for almost two years to discover if we are exempt or if we require their accreditation. The process is very similar to SACSCOC accreditation standards, and the state acknowledges the accreditation of an institution by SACSCOC and the Commission on Accrediting of ATS. However proof of accreditation apparently does not exempt us. Our understanding is that online students in Mississippi are not affected, and our program at Mississippi College and Blue Mountain College could be exempt because they are housed at approved colleges in the state. What remains at issue are our undergraduate programs at Mississippi State Penitentiary at Parchman, and in Madison plus the graduate program at Olive Branch.

At this point, we are in process of completing the application for licensure, and it will go to their office within two weeks, but the Commission will not act until their single annual meeting well into next year. The Seminary will provide information to the Commission as soon as we receive it.

Documents

1. [NOBTS Charter](#)
2. [Exemption Certificate from Alabama](#)
3. [Exemption Letter for Florida](#)
4. [LAICU letter](#)

2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution's programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the

presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution.
(Governing Board)

Compliance Partial Compliance Non-Compliance

Narrative: The governing board of the Seminary is the Board of Trustees, elected by the Southern Baptist Convention, which owns the Seminary. The Seminary Charter prescribes the procedure for the election of the members of the Board. The Seminary Charter also prescribes that the number of trustees shall be "not more than sixty and no less than twenty-five persons." The current membership of the board is 40.

The Board is the legal body with oversight of the operation of the Seminary. The Seminary Bylaws provide that the Board meet twice annually to make policy and to review financial and operational reports from the Seminary's administration. The Board organizes itself according to the Bylaws of the Seminary, electing its own officers from among its membership in action from the floor at the end of its spring meeting.

The Board holds the President of the Seminary responsible for overseeing the development of a reasonable budget that enables the Seminary to provide a sound educational program. The Board, through its committee structure and its semi-annual meetings, gives oversight to the budget and makes financial policies relating to the financial resources of the Seminary.

In relation to the election of trustees for the entities of the Convention, Southern Baptist Convention Bylaw 15.F provides that "No person shall be able to serve on any one of the above entities from which he/she receives any part of his/her salary, directly or indirectly, or, which provides funds for which he/she has a duty of administration." The minutes of the Board reflect neither minority control nor control from organizations or interests outside it. No contractual, employment, personal, or familial financial interests in the institution may involve Board members.

Documents:

1. [NOBTS Charter](#)
2. [NOBTS Bylaws](#)
3. [SBC Bylaw 15.F](#)
4. [List of Trustees](#)
5. [Trustee Minutes for October 2013](#)
6. [Trustee Minutes for April 2014](#)
7. [Trustee Minutes for October 2014](#)
8. [Trustee Minutes for April 2015](#)

2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") **(Chief Executive Officer)** (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance

Certification.)

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary Charter provides that the President is the registered agent of the Seminary. The President is the chief executive officer of the Seminary, elected by the trustees and responsible directly to them, according to the Seminary Bylaws. The President's responsibilities are wholly to the Seminary. His duties are delineated in the Bylaws of the Seminary, indicating his responsibility for the day-to-day operation of the institution. The President is not a voting member of the Board of Trustees and is not eligible to serve as an officer of the Board. In relation to the election of trustees for the entities of the Convention, Southern Baptist Convention Bylaw 15.F provides that "No person shall be able to serve on any one of the above entities from which he/she receives any part of his/her salary, directly or indirectly, or which provides funds for which he/she has a duty of administration."

Documents:

1. [NOBTS Charter](#)
2. [NOBTS Bylaws](#)
3. [SBC Bylaws 15F](#)

2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.
(Institutional Mission)

Compliance Partial Compliance Non-Compliance

Narrative: The six Southern Baptist seminaries have a clearly defined purpose set forth by the Southern Baptist Convention in "The Covenant for a New Century," adopted by the Southern Baptist Convention in its meeting in Atlanta, Georgia, June 20-22, 1995. The mission statement of the Seminary grows out of that ministry assignment statement. The mission statement of NOBTS is clearly stated and made available to its publics at the institution and in its publications. The statement is published in the Seminary catalogs and in course syllabi. The mission statement and core values are:

Our Mission: The Mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Our Core Values:

1. Doctrinal Integrity
2. Spiritual Vitality
3. Mission Focus
4. Characteristic Excellence
5. Servant Leadership

Our Target: Healthy Churches

Documents:

1. [SBC Ministry Assignment Statement for Seminaries \(adopted in 1995\)](#)
2. [Graduate Academic Catalog](#)
3. [Leavell College Academic Catalog](#)
4. [Sample copy of undergraduate syllabus showing mission statement](#)
5. [Sample copy of graduate syllabus showing mission statement](#)

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (**Institutional Effectiveness**)

Compliance Partial Compliance Non-Compliance

Narrative: New Orleans Baptist Theological Seminary has a history of ongoing, integrated and research based evaluation that assesses the entire institution and its programs. NOBTS has done a good job assessing its administrative unit goals, following a process in our *Institutional Effectiveness Annual Assessment* that closed the loop on planning, measuring, assessing, and making improvements based on the assessments. (See the [IEAA report for 2014-2015](#)).

With the changes in emphasis in accreditation and evaluation in recent years, although we have done a lot of measuring and evaluation in other areas also, the Seminary has not kept up as well in the last decade closing the loop with degree program evaluation, with the assessment of student learning outcomes, or with documentation and changes in those areas. More importantly, in spite of much progress, we have not yet completed the building of an institution-wide culture of assessment, but we have made significant progress in the last two years in that direction.

In the last two years, we have seen some changes in direction because of changes in personnel and an increasing interest in and attention to evaluation on the part of our Institutional Effectiveness staff, our administration, and our faculty as a whole. Our staff and faculty have been through a number of training events at the SACSCOC level and locally at the institution. (See the [April 1 Second Monitoring Report p 6](#)) that was sent to SACSCOC for details on the training). We added a committee for oversight of the evaluation process made up of Deans, program Associate Deans, graduate Division Chairs, the faculty of Leavell College, and an appointed faculty member from each division and one from the Leavell College faculty.

As an institution, we continue to make progress in the direction of improvement. The Institutional Effectiveness Office and various other academic and administrative officers, as well as our faculty, have reviewed our evaluation processes, and we have made several changes in policy and action plans as is indicated in the [April 1 Report](#). We submitted a Second Monitoring Report to SACSCOC April 1, 2015, dealing with assessment and extension center facilities. The report was accepted with no requirement for further action. In this process we saw an urgent need to make revisions that lead to improvement. Our conclusion has led to an effort to tighten our process so that it will be simple, sustainable, and successful, and most importantly, that it will produce the desired culture of assessment.

As a result of our changes, we have evaluated all of our degree programs from the perspective of program student learning outcomes. About half of our degree programs were evaluated for the April 1 Report in the Spring of 2015, and the other half were evaluated in the Fall of 2015 so

that the results of the evaluation could be included in this Compliance Review. Our plan for ongoing evaluation of programs includes a biennial review of all programs, divided between odd-numbered years and even numbered years. (See the NOBTS [Assessment Map, p. 14](#) for details). In addition to the program evaluation that has taken place with conclusions about strengths, weaknesses, improvement in processes and programs, our faculty has also begun to emphasize institution wide evaluation. This process is also clearly delineated in the Assessment Map.

This assessment map was designed to show us exactly where we are, to help us conclude where we need to go, and to give us guidance along the way. The assessment at every level and in every area must seek to answer the following questions.

- i. Where are we heading? (Purpose statement)
- ii. What will it take to get there? (Develop goals)
- iii. How do we measure our progress? (Tools for assessment)
- iv. What did we learn from our measurements? (Assessment)
- v. What adjustments do we make to our **programs** and **processes** to demonstrate ongoing quality improvement? (Acting on assessments to demonstrate quality improvement)

Documents:

- [IEAA report for 2014-2015](#)
- [Second Monitoring Report, April 1, 2015](#)
- [NOBTS Assessment Map](#)

2.6 The institution is in operation and has students enrolled in degree programs.
(Continuous Operation)

Compliance Partial Compliance Non-Compliance

Narrative: As it nears its centennial in 2017-18, NOBTS has been in continuing operation for almost a century (although its opening was delayed in 1917 because of an outbreak of yellow fever in New Orleans). Even in the aftermath of Hurricane Katrina, NOBTS was the only New Orleans institution to continue all its classes in Fall 2005, despite the fact that all of our housing and many other campus buildings were flooded, and access to the campus was impossible for weeks. We not only continued classes at our many extension centers, but our faculty hastily adapted our New Orleans campus classes to an online environment. At that time we owned property in the Atlanta area which housed our administration for a few months. We currently lease space in the Atlanta area, which houses some of our backup technology equipment as part of our contingency plans in case of a future disaster in New Orleans. Our enrollment never dropped below 3,400 through that experience. We rebuilt the New Orleans campus, and enrollment has increased to over 3,900 undergraduate and graduate students in the 2014-15 academic year, setting a new enrollment record that exceeded all pre-Katrina enrollments. NOBTS is among the largest theological institutions in North America. [See a comparison of graduate seminary enrollment in the 2014-15 Annual Data Tables, Table 1.2, "[Significant Institutional Characteristics of Each Member School.](#)" collected by the Association of Theological Schools in the United States and Canada].

NOBTS currently offers the following degrees (as described in the [2015-16 Leavell](#)

[College catalog](#), pp. 30-51, and the [2015-16 Graduate catalog](#), pp. 32-132; Church Leadership certificates are not listed because they are not “degrees,” but are listed in the [2015-16 Leavell College catalog](#), pp. 52-71):

- Diploma in Christian Ministry (Courses from the ACM)
- Associate in Christian Ministry
- Associate in Children’s Ministry
- Associate in Music and Worship
- Associate in Women’s Ministry
- Bachelor of Arts in Christian Ministry (BACM)
- Master of Divinity (MDiv)
- Master of Theological Studies (MTS)
- Master of Arts (Apologetics)
- Master of Arts (Biblical Archaeology)
- Master of Arts (Biblical Studies)
- Master of Arts (Cross-Cultural Studies)
- Master of Arts (Theology)
- Master of Arts in Christian Education (MACE)
- Master of Arts in Missiology
- Master of Arts in Marriage and Family Counseling
- Master of Arts in Missiology
- Master of Arts in Worship Ministries
- Master of Arts in Christian Apologetics (pending approval by ATS/COA)
- Master of Arts in Church and Community Ministries (pending approval by ATS/COA)
- Master of Arts in Discipleship (pending approval by ATS/COA)
- Master of Arts in Pastoral Ministry (pending approval by ATS/COA)
- Master of Music in Church Music
- Master of Theology (ThM)
- Doctor of Ministry (DMin)
- Doctor of Educational Ministry (DEdMin)
- Doctor of Education (EdD)
- Doctor of Musical Arts (DMA)
- Doctor of Philosophy (PhD)

The most recent enrollment for the 2014-15 academic year by types of degree programs is listed in the preliminary final 2014-15 enrollment chart, which records 1,641 students in the undergraduate program, 1,782 students in the graduate program, and 519 students in the Seminary’s various doctoral degrees. The preliminary final 2014-15 credit hour chart reflects how this enrollment was distributed in student credit hours.

Documentation

- [Leavell College catalog](#)
- [Graduate catalog](#)
- [2014-15 preliminary final enrollment](#)
- [2014-15 preliminary final credit hour report](#)

- 2.7.1** The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. If an institution

uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit. **(Program Length)**

Compliance Partial Compliance Non-Compliance

Narrative: Leavell College, the undergraduate degree program of the Seminary, offers the following degrees as described in the Leavell College catalog:

- Bachelor of Arts in Christian Ministry; 126 semester hours
- Bachelor of Arts in Music with an Emphasis in Worship; 126 semester hours
- Associate in Christian Ministry; 70 semester hours
- Associate in Music and Worship; 70 semester hours
- Associate in Preschool and Children’s Ministry; 70 semester hours
- Associate in Women’s Ministry; 70 semester hours

2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. **(Program Content)**

Compliance Partial Compliance Non-Compliance

Narrative: New Orleans Baptist Theological Seminary is a Christian institution that is owned by the Southern Baptist Convention. Our mission is “to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.” Our task is to offer training for men and women who have been called to fulfill that mission. Therefore, all of our degrees are specialized theological degrees to train church leaders. The educational quality of the degrees demonstrate academic rigor, but they are specialized degrees. Our degree program correlates with our peer institutions.

***2.7.3** In each undergraduate program, the institution requires in each undergraduate program the successful completion of a general education component at the collegiate level that (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses. **(General Education)**

Compliance Partial Compliance Non-Compliance

Narrative: The associate and baccalaureate degrees offered by Leavell College are specialized degrees for non-traditional students who are training for ministry. The focus of the degrees is on the preparation of these non-traditional students for ministry and for further training in theological education. As part of that training, the students are prepared in the area of general education. The associate degrees require a minimum of 21 semester hours of general education, except for the Associate in Music and Worship, which requires 15 semester hours of education courses plus the music courses. Both the Bachelor of Arts in Christian Ministry and the Bachelor of Arts in Music require 30 hours of general education courses. The general education core courses, called the Life Skills Core to demonstrate the life skills competency of the degree programs, are included along with the semester hour credit required:

2.7.4 The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy “Core Requirement 2.7.4: Documenting an Alternative Approach.”) **(Course work for Degrees)** (Note: If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, “Core Requirement 2.7.4: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification).

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary provides instruction for all course work required for all its undergraduate and graduate degree programs on campus. In the Angola, LA Center (undergraduate), the Louisiana Correctional Institute for Women (LCIW), LA Center (undergraduate), the Parchman, MS Center (undergraduate), the Phillips, GA Center (undergraduate), and the Hardee, FL Center (undergraduate) instruction is done on-site as the offenders in these five state prisons are not allowed to come to the campus for any courses.

In addition, the Seminary provides instruction for all course work required for its undergraduate degree via an on-line delivery format. Because of the existence of community college programs and other accessible college programs offering general education to the local residents in the five southeastern states, the Seminary allows its students to transfer hours in general education courses from the local accredited colleges into their undergraduate programs. The transfers are approved by the office of the Dean of Leavell College in the same manner all transfer credits are approved.

* **2.8** The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications **(Faculty)**

Compliance Partial Compliance Non-Compliance

Narrative: Mission -- The mission of NOBTS is “to equip students to fulfill the Great Commission and the Great Commandments through the local church and its ministries” [See [2015-16 NOBTS Graduate catalog](#), p. 5; and [2015-16 Leavell College catalog](#), p. 4]. The mission statement assigned to its theological seminaries by the Southern Baptist Convention is to “prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries through programs of spiritual development, theological studies, and practical preparation for ministry.” [[Annual of the 2014 Southern Baptist Convention](#) (Nashville: Executive Committee, 2014) p. 36]. The specific ministry assignment of the SBC seminaries is fivefold: “To assist churches (1) by programs of prebaccalaureate and baccalaureate theological education for ministers, (2) by programs of master’s level theological education for ministers, (3) by programs of professional doctoral education for ministers, (4) by programs of research doctoral education for ministers and theological educators, and (5) through the administration of the Southern Baptist Historical Library and Archives.” [[Annual of the 2014 Southern Baptist Convention](#) (Nashville: Executive Committee, 2014) p. 36].

Faculty search process -- Therefore, in order to fulfill its mission and ministry assignment, NOBTS seeks faculty members who fulfill at least the following criteria:

- (a) Have earned degrees in the appropriate area of expertise.
- (b) Affirm the seminary’s confessional documents -- the Baptist Faith and Message 2000 (the SBC confession) and the Articles of Religious Belief (NOBTS’s historic confession, which predated the first Baptist Faith and Message statement).
- (c) Active involvement in a Southern Baptist church, with a premium on those who have been in leadership positions in local churches or their ministries.
- (d) Ability to teach and willingness to learn new pedagogical tools to equip students for ministry in the 21st century. [See [Faculty Manual](#), sect. 2.1].

A faculty search is launched when, through interaction of the academic division and the administration, a need exists for a new position and monies are available to fund such a position. The academic division, trustees, and friends of the seminary are encouraged to recommend persons to the administration for consideration, whether an active search is ongoing or not.

The election of a new faculty member is a four step process, as described in the [Faculty Manual](#), sect. 2.2. It is perhaps more thorough than at most institutions, but it is done in order to be as sure as possible that the faculty candidate fits the seminary and its mission. The provost typically consults with the relevant division for any recommendations they have or to seek their feedback on possible candidates. The provost must receive a vita (and, ultimately, the appropriate transcripts) to ensure that the candidate meets or exceeds the academic credentials required for the position, and screens these possible candidates for the position, and recommends to the president a person or persons to be interviewed. The first official step of the election process is an interview of the candidate by the president and provost. The seminary prefers to interview one person at a time for a position unless there is no clear front runner candidate. This conversation is typically at least three hours long, in which the president and provost explain in detail the mission, core values, and strategy of the seminary, as well as ask doctrinal and pedagogical questions of the candidate. When possible, the candidate is introduced to members of the academic division and/or shares meals with them to allow for information sharing both ways.

If the Seminary and the candidate feel positive about moving to the next step, an interview of

the candidate by the division is scheduled. The candidate's spouse is also invited to come in order to address his or her questions. We feel that addressing the spouse's questions adequately is crucial to the candidate's own sense of his or her fit in our unique situation. The divisional interview is the time for the faculty members of that academic division to get answers to their questions. The president and provost are present for the divisional interview, but rarely ask any questions. Divisional members will also typically host the faculty candidate and his or her spouse for meals and other activities. A compensation proposal is presented to the faculty candidate, and the faculty spouse and/or candidate are shown housing options, schooling options if they have children, and job opportunities for the spouse if desired. After these events, the divisional faculty (individually or collectively) provide their input and feedback about the prospective faculty candidate, and a decision is made whether or not to proceed to the next step in the process (with the candidate's agreement).

The next step in the process is an interview with the full faculty. The provost asks some basic questions about the candidate, and then the faculty members are invited to ask any questions they have. Sometimes when the faculty member is already well-known these are comparatively brief discussions, but in other cases they have been quite substantive. Again, opportunities are sought when time permits for the faculty candidate to meet in small groups or in social settings with the faculty with whom they will work, in order to provide more opportunity for interaction and getting to know the faculty candidate more personally. The faculty members are invited to provide their feedback about the candidate to the administration. If the administration and the faculty candidate continue to feel positive about moving forward, the candidate is presented to the seminary's trustees for election.

When time is limited, an alternative path to faculty selection is sometimes utilized. The NOBTS President can appoint faculty members temporarily for one to two years, but for the faculty member to remain on faculty beyond that time frame, trustee election is required.

Adequacy of Faculty Size - NOBTS has one of the largest theological faculties in the Southeast, as well as among ATS-accredited theological schools. The graduate faculty currently has 49 full-time, trustee-elected faculty members, plus 1 additional full-time, non-tenure track, trustee-elected faculty member paid by another Baptist entity to serve at NOBTS (this is under consideration to be paid by NOBTS in the near future), for a total of 50 full-time faculty; and an additional 12 trustee-elected non-tenure track graduate faculty members, for a total of 62 trustee-elected graduate faculty. [See 2015-16 NOBTS Graduate catalog, [pp. 22-27](#), [254-260](#), for a complete listing of graduate faculty by location]. Among ATS-accredited graduate seminaries in the United States and Canada, NOBTS has the third largest faculty, and the sixth largest faculty FTE. [See the 2014-15 Annual Data Tables, Table 1.2, "[Significant Institutional Characteristics of Each Member School](#)," collected by the Association of Theological Schools in the United States and Canada].

Leavell College has 10 full-time, trustee-elected (or presidentially appointed) faculty, 1 full-time special contract faculty member by presidential appointment, 3 full-time trustee-elected, non-tenure track faculty who are paid by another entity to perform their functions for NOBTS (two by a prison system, one by another Baptist entity), for a total of 14 full-time faculty; plus 2 trustee-elected, non-tenure track faculty, for a total of 16 trustee-elected faculty members. [For a complete listing of Leavell College faculty by location, see [2015-16 Leavell College catalog](#), pp. 16-29]. The NOBTS faculty as a whole, then, has a total of 64 full-time faculty (4 of whom are paid by another entity to perform these functions for NOBTS), and 14 trustee-elected, non-tenure track faculty, for a total of 78 trustee-elected faculty at NOBTS. [See a brief bio of each trustee-elected faculty member at <http://www.nobts.edu/faculty/default.html>].

Full-time Faculty -- A full-time faculty member at NOBTS is defined as a person who is either trustee elected or appointed by the president, and who receives full-time compensation. NOBTS currently has 11 full-time Leavell College faculty (plus 4 full-time, non-tenure track faculty members, three of whom are currently paid by other entities), and 49 full-time graduate faculty (plus another full-time non-tenure track faculty member currently paid by another entity) in the graduate, for a total of full-time faculty. [See chart above]. The particular shape of the teaching load of full-time faculty varies with their responsibilities.

Teaching load for full-time faculty -- The standard teaching load for full-time faculty is 21 hours (24 hours for Leavell College); however, in fact, comparatively few faculty are actually assigned this full teaching load because they are given a teaching workload reduction in light of various administrative or academic functions they perform. Various administrative faculty are limited to teaching loads of from 0 to 9 hours, as assigned by the president. Graduate faculty members who mentor a sufficient number of PhD students receive a 3 hour workload reduction each year; division chairs and directors of various research centers receive an additional 3 hour annual reduction. Associate Deans typically have a 15 hour annual teaching load, and Deans have a 12 hour annual load in light of their heavy responsibilities in academic responsibilities. So, in actuality in light of these reductions, the average assigned teaching load of our 48 full-time graduate faculty members as of 8/1/2015 was 14.02 credit hours annually, or, if four low-load administrative faculty are removed from the count, the remaining full-time graduate faculty assigned load averages 15.02 credit hours annually. [See [Graduate Faculty Base Teaching Loads, August 2015](#)]. In Leavell College, the assigned teaching load for its 12 full-time teachers is 10.75 credit hours annually, or, if three low-load administrative faculty are removed from the count, the average is 14.3 credit hours annually. [See [Leavell College Faculty Base Teaching Loads, August 2015](#)]. Faculty-wide, the average assigned teaching load for the entire full-time faculty is 10.75 credit hours annually. Removing seven low-load administrative faculty from the count, the average is 14.3 credit hours annually.

Faculty time is further preserved by setting limits on additional faculty responsibilities. The Faculty Manual prescribes limits on the number of academic committees on which a faculty member may serve, limits on how many independent directed study courses they may teach, limits on the number of doctoral students (professional doctorate and research doctorate) they supervise, limits on the number of doctoral student committees on which they serve, and limits on the number of dissertations, project reports, or theses they read per semester. [See *Faculty Manual*, [sect. 3.2](#), "Faculty Workload," s.v. "Committee Responsibilities" and "Doctoral Student Supervision," and [sect. 3.7](#), "Independent Directed Study Courses"]. Each faculty member has at least one teaching assistant (more in semesters with unusually high class enrollment) to aid the faculty member by helping grade the tests and papers, teach a class in the professor's absence, record daily attendance, tutor students who need assistance, and record grades as requested. If involved in a significant research project, the professor may also make a request to the Provost for a research assistant to help the professor in the research project.

Tenure -- All full-time, trustee elected faculty are considered to be tenure track faculty (with the exception of two who are paid by the Florida Baptist Convention to perform these roles), and 100 percent of our faculty who are eligible for tenure have been granted tenure. The responsibilities and guidelines for the tenure track full-time faculty are printed in the [Faculty Manual, sect. 2.5](#).

Trustee-elected non-tenure track faculty -- NOBTS has a second category of faculty who, although they must technically be counted as part-time, may function at times more like full-time

faculty. Faculty in this category are trustee-elected (or presidentially appointed) but non-tenure track. Included in this category are Senior faculty, Ministry-based faculty, Visiting faculty, and Special contract faculty. This particular nomenclature has evolved over the last decade, but the administration has some interest in renaming some of these positions for greater clarity in the future. The responsibilities and guidelines for the non-tenure track full-time faculty are printed in the [Faculty Manual, sect. 2.6](#).

Currently there are 12 graduate faculty who are trustee-elected (or presidentially appointed), non-tenure track faculty, and six Leavell College faculty (two of these serve as full-time employees, and are counted as such in these numbers), for a total of 18 (two of whom are being counted as full-time). They are elected through the same trustee election process as full-time faculty (like full-time faculty, some serve initially by an initial presidential appointment before trustee election). These faculty members typically teach an assigned load of 9 or 12 hours annually, but some are engaged in seminary activities and/or administrative responsibilities on a daily basis. They are required to attend faculty workshop and are encouraged to attend other academic events each year, either in person or electronically, including monthly faculty and divisional meetings that are broadcast through BlueJeans (if they do not live in the New Orleans area). They are encouraged to be engaged with their academic divisions and the full faculty in all the academic decisions that are made. Training opportunities in educational technology are made available to them as well. These non-tenure track faculty members reside in six states (Louisiana, Texas, Alabama, Georgia, Florida, and Tennessee). Some teach primarily at the main campus in New Orleans (particularly those who teach in doctoral programs); others teach primarily at one or more of the seminary's extension centers. Some teach in both these locations and/or online classes. They may, as assigned, teach in any or all the seminary's academic programs – not only undergraduate and/or graduate, but if qualified teach in doctoral programs as well. The average teaching load of the 12 trustee-elected, non-tenure track graduate faculty is 11 hours, and the average teaching load of the six Leavell College faculty in this category is 12 hours.

Senior faculty are professors who have retired but maintain faculty status and teach up to 9 hours annually. *Ministry-based faculty* are persons who typically serve in some ongoing ministry, but commit to teaching up to 12 hours annually. Their engagement in the life of the local church and its ministries helps provide a fresh perspective of ministry in the church. *Visiting faculty* are distinguished faculty members who commit to teach up to 12 hours annually. These persons are nationally recognized authorities in their field of expertise. *Special contract faculty* are similar to ministry-based and visiting faculty, but have unique situations that do not fit neatly in either of these categories. These non-tenure track faculty make a significant contribution to NOBTS and its students.

Adjunct Faculty -- NOBTS also employs a number of adjunct faculty on the main campus, at extension centers, and for online classes. Adjunct teachers must demonstrate that they have the appropriate academic credentials to teach a given course, as approved by the appropriate division chair and/or dean. Many adjuncts are serving in ministry positions, and thus enhance the classroom experience from the perspective of the life of the church. Some adjunct teachers are PhD students in the post-residency phase of the program who have taken the Teaching and Research PhD workshop, have attained the ThM degree, and are under the mentorship of a faculty member. The responsibilities and guidelines for adjunct faculty are printed in the [Leavell College Adjunct Faculty Manual](#), the [Graduate Adjunct Faculty Manual](#), and the [Faculty Manual, sect. 2.7](#). They receive not only an orientation to teaching at NOBTS, but are invited to participate in various training opportunities regarding educational technology and pedagogy as well. NOBTS employed 180 adjunct faculty members in the 2014-15 academic year. [See [2014-](#)

[15 Faculty Roster](#)]. Each adjunct teacher's credentials (including online teachers and extension center teachers) must be evaluated and approved by the Dean of Leavell College for undergraduate courses or the relevant graduate Division Chair and the Dean of Graduate Studies for graduate courses. A record of this evaluation of what disciplinary areas the adjunct teacher is qualified to teach is recorded in his/her file.

Graduate Assistants -- NOBTS does not employ graduate assistants to teach courses in the way that is commonly done in larger universities. At NOBTS, "teaching assistant" refers to a doctoral student who assists faculty members primarily by grading papers. Each NOBTS faculty member chooses a teaching assistant (or more than one, if they have a high enrollment that semester) for the primary purpose of assisting the faculty member to grade papers. A teaching assistant is a doctoral student who is paid for these services. (More rarely, master's level students who perform these roles, usually in Leavell College, are called "graders"). In the absence of the teacher or to supplement the faculty member, teaching assistants may perform some class functions such as administering a test, participating in classroom or online class discussions, coaching students who are struggling in the class, or other responsibilities as assigned by the faculty member. [For more details, see the [Manual for Research Doctoral Programs](#), IV.F, p. IV.3].

Th.M. Graduate Adjunct Teachers -- Ph.D. students who have completed their Master of Theology (Th.M.) degree, may teach as adjunct teachers. The Th.M. is designed by ATS as a second theological master's degree, usually earned after the 84-hour M.Div. degree. To earn the Th.M., the doctoral student must complete five seminars, pass an oral comprehensive exam, and complete a "Teaching in Higher Education" course. [See the [syllabus for "Teaching in Higher Education"](#). For more details, see the [Manual for Research Doctoral Programs](#), III.O, pp. III.15-16; and IV.G, p. IV.4.]. With two master's degrees in the discipline, these doctoral students are more than qualified to teach Leavell College undergraduate students in their discipline. In the graduate program, our Ph.D. students with a theological master's degree plus the Th.M. degree may teach master's degree courses under the mentorship of a faculty member. We believe that providing teaching opportunities for our Ph.D. students is an important part of their preparation for a teaching career, beyond the mastery of their particular discipline. NOBTS received a Wabash Center grant in 2012-14 to study how to mentor doctoral students more effectively. This grant included surveying our doctoral students about how to improve this aspect of our doctoral program, bringing some doctoral graduates back to the campus to seek their input on improving the program, and Dr. Willie Jennings of Duke University Divinity School taught a workshop for faculty members on how to mentor students more effectively. For at least the last 15-20 years, NOBTS has been listed as among the top 20 institutions in the number of its doctoral graduates are placed in faculty positions at ATS member institutions. [See "Tenure and Other Faculty Facts at ATS Member Schools, Part 2" by Tom Tanner, in *Colloquy Online*, a publication of ATS (August 20, 2015), p. 2, [available online at <http://www.ats.edu/uploads/resources/publications-presentations/documents/tenure-and-other-faculty-facts-part-2.pdf>]; and "Signs of the Times: Present and Future Theological Faculty," by Barbara G. Wheeler, Sharon L. Miller, and Katarina Schuth, in *Auburn Studies*, a publication of the Center for the Study of Theological Education of Auburn Theological Seminary, February 2005, [available online at <http://www.auburnseminary.org/sites/default/files/Signs%20of%20the%20Times.pdf>].

Distribution of the Faculty -- The following chart describes the Seminary's faculty as distributed by assignment. This chart lists the basic assignment of faculty to programs, but in practice many faculty members teach at least some occasional courses in other programs or locations. For example, members of the graduate Music division and graduate Theological and Historical

Studies division provide the primary faculty resources for some Leavell College courses, and some Leavell College faculty teach occasional graduate courses. Also, most graduate faculty teach extension center students via CIV or in short academic workshops on the New Orleans campus. Therefore, although this chart identifies the primary assignment of faculty, these assignments are not exclusive to that campus or program. All the faculty on the list are either trustee-elected or are serving under a presidential appointment for a year or two pending anticipated trustee election.

NOBTS Trustee-Elected Faculty by Assigned Location and Program (8/1/2015)

	Full-time tenure-track faculty	Trustee elected non-tenure track faculty	Total faculty
Leavell College New Orleans campus	10 (+1 FT non- tenure track)	1	11
Leavell College Extension centers	(+3 FT non- tenure track)	1	4
Graduate Program New Orleans campus	45	11	56
Graduate Program Extension centers	4 (+1 FT non- tenure track)	1	5
Total	59 + 5 non-tenure track = 64	14	78

For a disaggregation of extension center faculty by location, see [Appendix 3, "Regional Faculty and Staff."](#) For a disaggregation of extension center teachers by location, program, faculty type, and student-teacher ratio, see [Appendix LA/MS](#) for Louisiana and Mississippi extensions, [Appendix GA/AL](#) for Georgia and Alabama extensions, and [Appendix FL](#) for Florida extensions. Adjunct faculty members are particularly involved in teaching in the Leavell College Church Leadership certificates, many of which are in ministry settings such as churches, language ministries, or prisons. The disaggregation of these certificate program teachers are in [Appendix NOLA Certificate](#), [Appendix LA/MS Certificate](#), [Appendix GA/AL Certificate](#), and [Appendix FL Certificate](#). This data demonstrates a good teacher-student ratio throughout the Seminary, and the strong engagement of our trustee-elected faculty in all our programs.

Research -- As a research doctoral granting institution, the NOBTS graduate faculty (and the Leavell College faculty) take research seriously. Faculty members who teach 12 hours or more annually are eligible to request six month sabbatical leaves each seven years (or year-long sabbatical leaves, if they meet several criteria). All graduate faculty who teach or mentor in the Ph.D. program are required to document recent research, writing, or professional presentations in order to qualify to perform these roles and to receive a 3 hour teaching course load reduction. Each faculty member receives at least \$1,000 for professional development each year. The Seminary has created an in-house research grant called the Ola Farmer Lenaz Grant which helps fund one or two faculty research projects each year for faculty members who complete a typical grant application (to give them experience in making such a grant application). [See [Faculty Manual, sect. 5.7](#)]. The Seminary's Provost has served two appointments on the Lilly/ATS Faculty Grants Committee, and various faculty members have won Lilly/ATS Faculty

Grants, Wabash Center grants, and Louisville Institute grants. One faculty member nominated and elected by his or her colleagues receives a cash gift as the winner each year as the “Outstanding Faculty Researcher” for the Marvin Jones Awards for Excellence [See [Faculty Manual, sect. 6.3](#)]. For a listing of NOBTS faculty research, publications, and professional development in 2014-15, see [[“NOBTS Faculty Research and Professional Development”](#)].

In addition to professional development activities, NOBTS has eleven faculty-run research centers in a variety of disciplines, some of which have garnered significant contributions toward endowment. A brief description of the research activity of each center follows. [For more information on each research center, follow the embedded link for each center, or read the illustrative research, publication, and conference information provided in [“NOBTS Faculty Research Centers.”](#)]

- [The Baptist Center for Theology and Ministry](#) -- Publishes [The Journal for Baptist Theology and Ministry](#), a quarterly journal with articles on theological, biblical, and ministerial issues of interest to Baptists, as well as scholarly book reviews. The web pages also post some scholarly white papers, key doctrinal confessions, and some historic documents of significance to Baptist history. The Baptist Center also hosts one or two conferences with speakers on Baptist theology and mission.
- [The Caskey Center for Church Excellence](#) – Provides scholarships, programs, and conferences for bivocational and smaller membership church ministers, and publishes research about smaller membership churches.
- [The Day Center for Church Planting](#) – Supports church planters, particularly those in the SEND America focus on New Orleans, and hosts conferences on church planting.
- [The Global Missions Center](#) – Serves as a resource for students who feel called into missions, trains students in ethnographical studies for people groups, and sponsor programs which encourage and train missions volunteers.
- [The H. Milton Haggard Center for New Testament Textual Studies](#) – With one of the best collections of copies of New Testament manuscripts in North America, the Center researches the Greek text of the New Testament. The Center’s textual apparatus data has been used in the Logos, BibleWorks, and Accordance, and Bible software products, as well as an I-phone/I-pad application for the textual apparatus of any New Testament text. The Center is beginning a multi-year project to publish a complete textual apparatus commentary on the New Testament. In addition to doctoral students who serve as fellows at the Center, visiting scholars from Oxford University, Cambridge University, Australian Catholic University, California Baptist University, and Mid-Atlantic Christian University have come to do collations for their own professional development. The Center also partners with the Center for Archaeological Research in hosting the Bible Lands Museum on the New Orleans campus, some of whose holdings have been shown in traveling exhibits in other museums.
- [The Institute for Christian Apologetics](#) – Hosts the annual Defend the Faith Apologetics conference and the annual Greer-Heard Point-Counterpoint Forum. The papers delivered at the Greer-Heard Forum are published each year since 2005 in a series by Fortress Press. The Forum features a dialogue between an evangelical Christian thinker and a non-evangelical or atheistic thinker on a different topic each year.

- [Institute for Faith and the Public Square](#) – Provides conferences that address the intersection of government and the Christian faith.
- [The Leavell Center for Evangelism and Church Health](#) – Offers demographic studies for individual churches, as well as research related to the church health of Baptist churches. The Center also sponsors several conferences each year.
- [The Leeke Magee Christian Counseling Center](#) – The Leeke Magee Center is our newest center, providing internship opportunities required for licensure by our master's level and doctoral level Psychology and Counseling students. Several instruments of assessment are utilized by the student's supervisor to evaluate the student's effectiveness
- [The Michael and Sara Moskau Institute of Archaeology and the Center for Archaeological Research](#) have been focusing their research for the last five years on an archaeological dig at Tel Gezer in Israel, viewed by the Israel Antiquities Authority as one of the most significant archaeological digs in Israel. The dig has been featured in publications such as *Biblical Archaeology Review*, *Christianity Today*, and the Israeli journal *Haaretz*, as well as Israeli television, and its officers have made several scholarly presentations on the dig at international meetings.
- [The Perry R. Sanders Center for Ministry Excellence](#) houses the Seminary's professional doctoral degrees, the Doctor of Ministry and the Doctor of Educational Ministry. However, the Sanders Center also sponsors conferences and research focused on ministry excellence.
- [Youth Ministry Institute](#) – YMI sponsors weeklong and weekend courses and conferences with outstanding speakers in youth ministry to train youth ministers. The director of YMI has published several articles reflecting research on youth ministry done by YMI.

NOBTS does not subscribe to Academic Analytics company, and thus does not receive its proprietary information annually about faculty rankings. However, we have become aware after the fact that in its Faculty Scholarly Productivity Index (FSP), which measures faculty productivity in publications, grants, and honors received, NOBTS was ranked 12th in the nation for seminaries or divinity schools offering a Ph.D. in religious studies, and was ranked 20th in the nation among "Specialized Research Universities in Theology" category. [See <http://www.pha.jhu.edu/~zbt/AATopUniversities.pdf#page=3>].

Service -- NOBTS encourages its faculty to engage in church or additional ministry activities as long as it does not conflict with their Seminary responsibilities, including serving on an ongoing or interim basis on church staffs. This engagement with the church is particularly important for those teaching in ministry disciplines. Since the Seminary's mission is to train ministers, keeping our faculty in touch with what is happening in the contemporary church setting is of value to the Seminary and our students. For a listing of illustrative faculty service activities, see "[NOBTS Faculty Service](#)."

The Seminary also has various programs or opportunities that facilitate faculty service. NOBTS faculty members have taken more than 40 trips to Cuba (before the recent changes in the relationship of Cuba and the United States) to train Cuban house church leaders non-credit courses that were roughly equivalent to offering the Master of Arts in Christian Education, the

Master of Arts in Marriage and Family Counseling, and the Master of Arts in Worship Ministries. In addition, many NOBTS faculty have trained national leaders in countries in East Asia, the Caribbean, and South America through certificate programs in association with Advance International. Some NOBTS faculty and adjunct faculty teach regularly at Union College and Seminary in New Orleans, and faculty and staff assist in various ways with the Bethel Colony South and Women at the Well ministry in New Orleans, a ministry for recovering drug and alcohol addicts, including teaching a twice-weekly Bible study toward a non-credit certificate for its leaders and clients.

Leavell College offers undergraduate programs in five maximum security prisons – Louisiana State Penitentiary in Angola and Louisiana Correctional Institute for Women near Gonzales, Louisiana; Mississippi State Penitentiary in Parchman, Mississippi; Phillips State Prison in Duluth, Georgia (with students drawn from multiple prisons in Georgia); and the recently initiated program at Hardee Correctional Institution in Florida. Our regular and adjunct faculty members teach in these programs regularly.

The faculty-supervised Leeke Magee Center for Christian Counseling provided over 7,500 hours of counseling last year at the Center and related offsite locations, under the supervision of our faculty. The Counseling and Social Work faculty have provided CEU training at conferences for professionals in these respective areas, and the Magee Center is credentialed to offer such training. For more on the service activities of the faculty and the entire seminary community, see section 3.4.2 of this report.

Support and Resources -- A number of support structures and services are in place for faculty activities. Each faculty member receives a desktop and laptop computer. Faculty members also have access to secretarial support, and technology support with a dedicated faculty trainer in addition to the resources of the Center for Technology in Learning. Technology skills are taught to faculty members through twice-weekly opportunities provided by the Center for Technology in Learning, and courses toward a graduate certificate in "Teaching in the 21st Century," overseen by the Director of Innovative Learning. Classrooms are equipped with media (a hard-wired Internet connected PC with presentation software, display panel, speakers, projector, and screen) and a whiteboard. Assistance for audio and video recording as well as computer presentations is available upon request. The faculty have robust faculty privileges at the John T. Christian Library, with permission to sign out as many books as needed for study and research. Faculty members are encouraged to request books, serials, audio-visual materials, and other materials for the library collection. In addition, faculty may secure a CALL (Council on Academic Libraries Liaison) card from the library, enabling them to check out books from all of the libraries of colleges and universities in the New Orleans area. Interlibrary Loan (ILL) privileges are available if the requested material is not available in the Seminary library. Training in utilizing library resources are provided for faculty in faculty meetings through the academic year.

Documentation

- [Leavell College catalog](#)
- [Graduate catalog](#)
- [Annual of the 2014 Southern Baptist Convention](#)
- [Graduate Faculty Base Teaching Loads](#)
- [Leavell College Base Teaching Loads](#)
- [Faculty Manual](#)
- [Leavell College Adjunct Faculty Manual](#)

- [Graduate Adjunct Faculty Manual](#)
- [Faculty Roster](#)
- [ATS.edu 2014-15 Data Tables](#)
- [NOBTS.edu/faculty](#)
- [Manual for Research Doctoral Programs](#)
- [Teaching in Higher Education syllabus](#)
- [ATS Colloquy Online](#)
- [Auburn Studies](#)
- [Regional Faculty and Staff](#)
- [LA/MS Faculty by Type](#)
- [GA/AL Faculty by Type](#)
- [FL Faculty by Type](#)
- [NOLA certificate faculty](#)
- [LA/MS certificate faculty](#)
- [GA/AL certificate faculty](#)
- [FL certificate faculty](#)
- [NOBTS Faculty Research, Publications, and Professional Development, 2014-15](#)
- [NOBTS Faculty Research Centers](#)
- [www.PHA.JHU.edu](#)
- [Faculty Service](#)

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Compliance Partial Compliance Non-Compliance

Narrative: With over 288,000 print volumes, the NOBTS John T. Christian library ranks among the ten largest theological libraries for freestanding theological seminaries (as distinguished from Theology departments or Divinity schools embedded in large universities, or seminaries in multi-institutional consortia) in the United States and Canada, and one of the top three largest theological libraries in the five Southeastern states we serve – Louisiana, Mississippi, Alabama, Georgia, and Florida. [See a comparison of seminary libraries in the 2014-15 Annual Data Tables, Table 1.2, "[Significant Institutional Characteristics of Each Member School.](#)" collected by the Association of Theological Schools in the United States and Canada].

The John T. Christian Library on the New Orleans campus provides the foundational library support for all of the Seminary's students. In addition to housing over 288,000 volumes and is one of the larger theological libraries in the South. The libraries on the main campus (the John T. Christian Library, the Martin Music Library, and the rare books and archives collections) are housed in one library facility to allow convenient access for users and enable the sharing of personnel and printed resources between the libraries. Study carrels, tables, and computers afford students and faculty the opportunity to read, study, and conduct research. The system wide library facilities total approximately 57,000 square feet in area and just over 56,000 linear feet in shelving. About 45,000 square feet and 43,000 linear feet of shelving are located on the New Orleans campus, and about 12,000 square feet and 13,000 linear feet of shelving at the extension center libraries. Facilities provided at the main campus not only house printed materials, but also provide: (1) adequate study space (tables, carrels, chairs) for individuals and groups; (2) access to electronic

resources through desktop computers with internet access and word processing programs as well as wireless internet access; (3) photocopying services; (4) archival and special collections materials; (5) document delivery and interlibrary loan; (6) and consortium member services.

The Library Acquisitions Policy states that the library will acquire “recorded theological knowledge in all its forms,” “both in the breadth and depth necessary to support the full range of educational and scholarly activity of the seminary.” The library has 346,000 items in its holdings, reflecting 300,000 bound items, almost 19,000 microform items, and more than 21,000 media items. The library provides access to over 40 online databases (primarily through Ebscohost, ProQuest, eBrary, OverDrive, TREN, and individual subscriptions) and almost 20 CD-ROM databases. The library adds over 3,000 items (primarily print) to its holdings each year. The current library budget includes over \$175,000 annually for various databases, over \$110,000 for books and music books on and off campus, over \$70,000 periodicals and music periodicals, and over \$45,000 for library equipment, supplies, and rebinding of books [[See Library cost center budget in Appendix 4](#), “NOBTS Library Budget”].

The library also includes special collections in its archives and rare books, with both theological books and hymnals. Of special note is the John T. Christian collection which contains over 1,500 rare pamphlets and 600 rare books, including three rare incunabula (books printed with metal type before about 1500 AD, in the earliest days of printing). The collection also includes gems such as a page from the Gutenberg Bible, a copy of the Geneva Bible, two works signed by famous British Baptist preacher Charles Spurgeon, an early printed eight language polyglot of the Bible, and a number of Reformation-era theological books, just to name a few. Also noteworthy are the 700 rare hymnals and psalters included in the Martin Music Library as collected by former music faculty William Plunkett Martin and Edmund Keith. In the archives are found institutional memorabilia and documents, the personal papers of such noted SBC figures as Dr. C. Penrose St. Amant (church historian), W. W. Hamilton (former NOBTS president and former president of the SBC), Dr. V. L. Stanfield (noted SBC professor of preaching at NOBTS and SBTS and pulpiteer), Dr. R. G. Lee (noted pulpiteer and former pastor of First Baptist Church, New Orleans), and the archives of First Baptist Church, New Orleans. Also included in the special collections is a repository of over 1,700 Southern Baptist Convention publications, a convention curriculum lab with the latest subscriptions from LifeWay, and a display of all Southern Baptist state convention newspapers.

The provision of library services and its resources are designed to meet the needs of all undergraduate, graduate, or doctoral programs except for prison-based programs which lack Internet and email based services. Library services in the prison programs are performed by prison staff, with some training by the library staff. Library services are organized in five basic departments: circulation, reference, acquisitions, cataloging and serials, and music. The circulation department addresses all requests from check out of all materials and mailing services to main campus and extension center students as well as to adjunct, ministry-based and trustee elected faculty as requested via phone and email. The reference department receives all research questions by personal interview, phone, and email. The reference department also organizes bibliographic instruction with faculty members whether in the classroom or in the reference room, and oversees interlibrary loans. Bibliographic instruction is conducted by native speakers in English, Korean, Spanish, and Haitian French. The activities of the acquisitions department include all manner of resources whether print, database, media, music, or microform items. Acquisitions are conducted by acquisition librarian and the dean of libraries and assisted by faculty recommendations and review of faculty approved new course syllabi. The cataloging and serials department operates both in New Orleans and at the North Georgia campus. The New Orleans cataloging office is responsible for all the main campus

cataloging, serials and database subscriptions, bindery, and master's thesis and doctoral dissertation processing. In addition, the New Orleans office is responsible for establishing and maintaining all cataloging and items processing standards and protocols, regardless of media or language type. The North Georgia cataloging office is primarily responsible for the extension center collections including the Korean, Spanish, and Haitian French collections.

In addition, our students have access to over 168,000 e-books, including collections from OverDrive, ProQuest, Ebscohost, eBrary, and APA/Social Work. The Overdrive e-book platform allows students to "check out" electronic versions of over 700 carefully selected theological books, and the Ebscohost e-book collection makes over 150,000 120,000 e-books available through our LOUIS consortium. ProQuest also affords access to over 1.1 million dissertations [See "[Online Databases and E-books Collection](#)"]. The main campus library also hosts the Martin Music Library, which not only houses a large collection of books, journals, musical scores, and recordings, but also has a valuable collection of rare hymnals.

The mission of the John T. Christian Library is "to serve the seminary community through the acquisition, preservation, provision of access to, and dissemination of recorded theological knowledge in all its forms." Whereas the provision of library services and its resources do not distinguish between undergraduate, graduate, or doctoral programs, resources are structured so as to meet the specific information needs that distinguish one program from another. In addition to the 300,000 print resources supporting all academic programs, the undergraduate program is specifically supported through the EbscoHost Academic eBook Collection which provides nearly 140,000 titles representing the entire range of a liberal arts academic library collection. Our subscription is supported through the LOUIS consortium that undergirds the entire LSU system in Louisiana. In addition, the LOUIS consortium provides a secondary consortium LALINC (Louisiana Academic Library Information Network Consortium) through which our student have checkout privileges from all the academic libraries in the state of Louisiana. Through an almost identical consortial arrangement as LOUIS, GALILEO (Georgia Library Learning Online) provides NOBTS students living in Georgia checkout privileges and database access at all Georgia colleges and universities. Finally, because our undergraduate programs are ministry focused, we subscribe to the EbscoHost eBook Religion Collection of an additional 5,800 titles to further support our undergraduate program research needs.

To support our graduate programs, access to the ATLA database (American Theological Library Association) is provided through EbscoHost as well as a strong ministry-focused collection of eBooks through an OverDrive portal providing over 600 titles. For graduate-level research needs in psychology and counseling as well as social work, access is provided through ProQuest for over 4,500 eBooks in these discipline-specific areas. For the graduate-level music programs, four primary databases are provided: the Classical Music database, New Grove's Dictionary of Music and Musicians database, Music Index Online, and the Canterbury Dictionary of Hymnology.

In addition to the above resources, collections targeted specifically for the research needs of doctoral programs include the TREN database (Theological Research Exchange Network) for full-text access to over 22,000 theological thesis and conference papers and the ProQuest full-text dissertations and theses database providing over 1.1 million titles. To support the music doctoral programs, access is provided to the full-text International Index to Music Periodicals by ProQuest.

The library is by no means just focused on New Orleans campus students. Online students and students at each extension center have adequate library support from several complementary

sources.

a. *The John T. Christian Library on the New Orleans campus* -- Each extension center student has access to all of the library resources at the main campus library. The library provides extension center and online students a mailing service whereby they can check out books electronically through the library's website, and have those books mailed to them from the main library. Extension center students thus have full access to any circulation item in the library. In the last two calendar years, an average of 673 books were mailed to extension students, increasing from 369 books mailed in the 2012-13 academic year to 631 books in the 2014-15 academic year. Books mailed to students in the first seven months of the 2015 calendar year have already surpassed the number of books mailed in the entire year in 2012. [See the number of books mailed to extension students in recent years in "[Library Items Mailed to Extension Students](#)"].

b. *The Electronic resources library* -- In addition, the John T. Christian Library also offers extension center, online, and commuter students electronic access to 168,359 e-books and 1,191,359 dissertations. This e-book collection includes an Overdrive e-book platform through which students may "check out" electronic versions of over 700 carefully selected theological books, as well as the Ebscohost collection of over 150,000 e-books available through the LOUIS consortium. Students are also given access to the Ebsco database which includes the American Theological Library Association Religion database, Religion and Philosophy Collection, PsycINFO, SocINDEX, Academic Search Complete, 4History Reference Center, and an additional 46 databases. Additionally, students can access about 4,500 works in the ProQuest Religion, ProQuest Dissertations and Theses, and TREN (Theological Research Exchange Network) databases. [See "[Online Databases and E-books Collection](#)," for a more detailed list of these resources]. All extension center students receive training during orientation about how to utilize these library resources fully. In the last two academic years, the number of these e-books and online databases that were accessed by students (primarily off-campus students, since the on-campus students can get them more easily at the physical John T. Christian library), reflect being accessed over 10,000 times, with 850,000 searches and about 42,000 full text documents accessed. [See the record of online documents accessed in "[Student Use of Online Electronic Materials](#)"].

c. *Local extension libraries* -- Supplementing the John T. Christian Library on the main campus, almost all of the extension libraries have some local library with at least a modest library of basic resources. A part of the library budget is specifically designated for extension center libraries, and an extension center librarian is employed at the Atlanta hub to help purchase, catalog, and distribute books to each extension. [See "Books off-campus," "Extension center library supplies," and other book and database expenses in the Library budget in "[NOBTS Library Budget](#)"]. The cost of the extension center librarian, who is Korean and thus is helpful in gathering and cataloging Korean texts, is covered in "Career staff"). A detailed list of how many books are at each extension center is included in, "[Library Collections by Location at Extension Centers](#)," including the number of books in Korean, Spanish, and Haitian French in the extensions teaching courses in these languages. Our extension centers on Baptist college campuses have access to these campus libraries, which have good collections in Religious studies. Specifically, the Jackson and Clinton, MS extension students (the latter of which meet on the campus of Mississippi College) have access to the Mississippi College library and the Reformed Theological Seminary library in Jackson; the Olive Branch and Blue Mountain, MS students (the latter of which meet on the Blue Mountain University campus) have access to the Blue Mountain University library, and the extension at Graceville, FL last year (moved to Tallahassee this year) have access to the Baptist College of Florida library in Graceville. All of

the more than 50 Baptist college and seminary libraries offer friend of the library services to local ministers.

As with all extension libraries, the libraries at prison program extensions are built by purchasing a base theological library (from a list periodically revised by our faculty) and reinforced by relevant donated books. Since the prisoners cannot pay for their own textbooks, donors have contributed all the textbooks for the programs, which further strengthen the library support at these prisons.

Many students, both on campus and off campus, have access to books through personal or church libraries, including by electronic means. In one Seminary program targeting bi-vocational and smaller membership church staff members in Louisiana, Mississippi, and Alabama, many of whom live in rural areas distant from theological libraries, a silver Logos Bible software package software package (valued at about \$1,000) is provided as part of a scholarship program for students who meet key qualifications. Included in the Logos software is access to a library of 683 volumes of commentaries, lexicons, and other such foundational books in Religious studies.

d. Library consortia – Students in Louisiana extensions and the main campus may take advantage of the LOUIS consortium (the Louisiana Library Network), which involves most of the university libraries in Louisiana. LOUIS is a project of the Louisiana Academic Library Information Network (LALINC), a consortium of public and private college and university libraries. This partnership, established in 1992 by academic library deans and directors, currently has 49 institutional members, and is funded by LALINC members and the Louisiana Board of Regents. The LOUIS participating institutions have a total of 16.7 million volumes in their collections. Even students outside of Louisiana can also take advantage of LOUIS's extensive e-book collection. Students in Georgia extensions may utilize the GALILEO (Georgia Library Learning Online) consortium, a project of the Board of Regents of the University System of Georgia since 1994. GALILEO is Georgia's virtual library, with electronic books, periodicals, journals, magazines, newspapers, such reference materials as encyclopedias, and special collections, and access to Georgia's library catalogs. Through collaboration and resource sharing, GALILEO provides universal access to library materials and information for all Georgia citizens. GALILEO has a total of about 4.5 million bibliographic records and 3.8 million unique titles at 2,500 locations throughout Georgia (including public and private colleges and universities, public libraries, and public schools). [A more detailed description of each of these key consortial partners is included in "[Consortia Descriptions: GALILEO and LOUIS](#)".]

e. Webpage – Access and training to the John T. Christian library's resources (print books, searchable databases, e-books, bibliographical training, etc.) are available through the Seminary website at <http://www.nobts.edu/library/>.

f. Library training – As noted earlier, training in how to utilize the library is provided in the online orientation and campus orientations, through resources on the library webpage, and in sessions during academic workshops. Handouts are provided each semester to extension center student to remind them of how to access the library databases and other library services. [Student use and satisfaction of the library is documented in "[Extension Center Survey regarding Facilities](#)".]

Documentation

- [ATS.edu 2014-15 Annual Data Tables](#)
- [NOBTS Library Budget](#)

- [Online Databases and E-books Collection](#)
- [Library Collections by Location at Extension Centers](#)
- [Library Items Mailed to Extension Students](#)
- [Student Use of Online Electronic Materials](#)
- [Consortia Descriptions: GALELEO and LOUIS](#)
- [Extension Center Survey regarding Facilities](#)
- [NOBTS.edu/library](#)

***2.10** The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. **(Student Support Services)**

Compliance Partial Compliance Non-Compliance

Narrative: Given that the Seminary's mission statement states "The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries," the institution provides student services appropriate to promote and enhance student learning and development. Student support services are provided by the Seminary through various support offices including the Information Technology Center, the Business Office, the Registrar's Office, the Institutional Advancement Office, and the Dean of Students' Office.

The Seminary provides education through the main campus, a system of extension centers, and an online learning program. The extension system and online distance education program provide ministers engaged in local church ministry the opportunity to further their learning. While some student services, such as Student Housing or the Student Clinic, may not be needed by these students, the Seminary does make our student support programs and service available to extension center and distant education students. Such students can access the services via website, email, fax, or the Seminary's toll-free phone number. The support programs, services, and/or activities of each office are detailed in the sections below.

Services Provided by the Information Technology Center
<http://www.nobts.edu/itc/>

The Information Technology Center supports student learning directly by providing students with access to the technology center (computer lab, printers, copiers, etc.), training students in the use of the technology, and maintaining the Blackboard on-line educational platform. Every seminary student is provided with an account in the Blackboard platform. Blackboard allows professors to post notes, handouts, videos, audio lectures, and other class materials on the Internet. Blackboard also allows professors to schedule online chats (either synchronous or asynchronous) and discussion board forums.

The Information Technology Center also supports student success by maintaining the Self-Serve Student Account System and the Seminary's website. The Self-Serve system is a web-based application which allows students to access their transcript, current class schedule, grades, account information, and academic plan. Students register for courses through this system as well. This web-based product allows students to access their information twenty-four hours a day, seven days a week. The Seminary maintains a website (<http://www.nobts.edu>) which provides students information related to the Seminary's academic policies, procedures,

schedules of classes, academic catalogs, student handbook, and calendar of events. All student policies, as detailed in the Academic Catalogs and Student Handbook, are posted on the website.

The Information Technology Center also maintains a campus-wide emergency notification system. In the event of an emergency on the campus, the system provides an electronic notification to all students within the system. The Information Technology Center has recently developed and launched an iPhone app which provides students with campus news, an events calendar, and access to the Seminary's website.

Services Provided by the Business Office

The Business Office provides services related to their maintenance of student accounts, student housing, food services, a Family Health Clinic, and the preschool learning and child-care center.

The [Housing Office](#) provides housing for single students through dormitories and apartments designed for singles. Housing is also available for married couples and for families. The Seminary provides one-, two-, three-, and four-bedroom apartments. The student housing is supported by an Operations department providing maintenance, janitorial and grounds upkeep, and campus security.

Food services for students, staff, and faculty are provided through the cafeteria and the coffee shop in the Hardin Student Center. Health services are provided for students through the Seminary [Family Health Care Clinic](#) where the services of a Family Nurse Practitioner and clinic Medical Assistant are available for faculty, staff, students, spouses and their children. A preschool learning and child-care center located on the campus provides students with child care for a minimal cost.

Services Provided by the Registrar's Office

<http://www.nobts.edu/registrar/default.html>

The Registrar's Office provides student support through directing the student admission process, participating in the new student orientation, assisting students with the registration process, evaluating credits, transferring of credits, providing academic advising, coordinating graduation procedures, and maintaining student records. While the Self-Serve system allows students direct access to the information and processes formerly provided by the registrar's office, students are still given direct access to the office. The office is equipped to assist students either in person, via phone (the seminary maintains a toll-free line), or by email. The Registrar's office webpage provides easy access to common forms and explanation of procedures, as well as an electronic means to schedule appointments with academic advisors.

Services Provided by the Institutional Advancement Office

The Institutional Advancement (Development) Office oversees both the Church-Minister Relations Office and Public Relations.

The [Church-Minister Relations Office](#) supports students seeking ministry and employment opportunities in churches while they are students and after graduation by connecting them with churches looking for ministers. The office maintains an online Ministry Connections service that provides a convenient way for churches and students to connect.

The Public Relations Office publishes a weekly newsletter to students, called [The Gatekeeper](#), which provides campus news, ministry and employment opportunities, campus life news, and a gateway to the seminary blog, [Geaux Therefore](#). The Public Relations office, in cooperation with the Dean of Students office, manages seminary social media communication through Facebook, Twitter, Instagram, and other social media outlets. The Social Media Director is a shared staff member with the Dean of Students office and attends all student services staff meetings and events in an effort to tailor social media to the needs of students.

Services Provided by the Dean of Students' Office

Testing and Counseling

<http://www.nobts.edu/student-services/counseling-services.html>

The mission of the Testing and Counseling Office is to promote the academic, spiritual, and emotional health of the Seminary community through evaluation procedures, consultation, and supportive counseling offered to students, staff, and their families. This mission is carried out primarily through psychometric and academic placement testing for incoming students at the main New Orleans campus and at each of its extension centers, and short-term counseling with members of the Seminary community to address a variety of concerns.

Free and confidential counseling services are available to NOBTS students and their families through the [Leeke Magee Christian Counseling Center](#). The center is part of the academic program of the seminary [Division of Church and Community Ministries](#), and supports student services by providing counseling by masters and doctoral level students, as well as counseling faculty, to the seminary community. The counseling center is available to assist in coordination of response to traumatic events affecting the entire campus community, such as natural disaster evacuation or grief and loss at the community level. The center also provides group counseling for specific interest groups (a self-image group for campus teens, for example), and free or low cost seminars to students and the public on issues such as child sexual abuse prevention. Student counseling services are coordinated by the Director of Testing and Counseling, a Licensed Professional Counselor, Licensed Marriage and Family Therapist, and Nationally Certified Counselor, who also serves as an advisor to the Dean of Students in disciplinary or mental health crisis situations. The counseling center maintains an informational [webpage](#) and provides consultation and referral services for extension and other distance students. Additional tasks carried out by the Testing and Counseling Office include qualifying exams for doctoral students, evaluation and assistance for prospective and current students with special needs or circumstances, and counseling interventions with students under disciplinary review.

Student Life Office

<http://www.nobts.edu/student-life/default.html>

The Student Life Office (Student Life) coordinates and plans a variety of activities and provides academic support services for the purpose of promoting spiritual, physical, and social development.

Student Life compiles and edits the [Student Handbook](#) each year. In previous years the handbook has been provided to students in print format. For the past several years and currently, the handbook is provided exclusively in online format. New students are directed to the Student Handbook in the online component of orientation and are provided with a brief synopsis of the Student Handbook. The link to the handbook is prominent on the student services page on the website, one click from the front page through the Seminary Life portal.

The handbook contains general policies of the seminary, including the Statement of Duties, Privileges and Responsibilities, ethics code, disciplinary and grievance policies, plagiarism policies; parking and campus safety policies; policies for all campus housing units; policies for all campus recreational facilities; policies for extension centers; and policies for hurricane and other emergencies.

Student Life plans and coordinates New Student Orientation for the New Orleans campus. At the extension centers the site director plans and coordinates an on-campus, site-specific orientation component, supported as needed by the student life office. The core of New Student Orientation is delivered online to all students across the NOBTS system through the Blackboard course management system; Leavell College and the Seminary each have a unique online component, though much of the content is shared.

The Student Life Office coordinates the training of orientation shepherds for the New Orleans campus orientation. The shepherds are current NOBTS students selected competitively from a broad range of academic and ministry interests. They guide new students through the campus orientation, and serve as a touchpoint for new students prior to their arrival and during their first semester. New students are contacted by the shepherds once before arrival on campus, at midterms, and just before final exam week as part of the seminary's overall retention efforts. On campus orientation day, students meet with faculty from their chosen academic programs in a degree plan overview meeting, where they are able to meet and interact with their division faculty and ask questions. The New Orleans campus orientation includes a variety of break-out workshop sessions, including but not limited to life on the New Orleans campus and in the city of New Orleans, writing assistance, financial aid, and healthy living. Many of the workshop sessions are led by faculty and staff giving new students an opportunity to meet and interact with faculty during New Student Orientation. Students are also given opportunity to interact with New Orleans campus offices in the student center atrium during the Campus Office Meet & Greet, and with local churches and other community organizations during the evening Student Life Fair. The Dean of Students office and the registrar's office provide an international student orientation, as well as a break-out session dealing specifically with cultural transitions for international students.

Campus and City Events

Student Life coordinates events on the New Orleans campus to foster community among students. The annual Crawfish Boil and Fun Fest in the Spring and the President's Ice Cream Social in the Fall are a few of the events designed to encourage interaction among the faculty and students. The student life office provides funding as needed to site directors for similar activities as may be appropriate for each center's needs.

Student Life also provides information related to off-campus events and activities. A monthly newsletter is delivered to each seminary housing unit, including faculty and staff homes. The newsletter includes information related to New Orleans Campus activities. The newsletter also includes information about local events, service opportunities, community festivals, and fitness events. The local event information is included to encourage students to interact with the local community.

Student Organizations

Student Life oversees the various student organizations at the Seminary. For a complete listing see the Student Handbook. Students are encouraged to participate in student organizations to enhance their Seminary and Leavell College experience as well as encourage community among the students. Below is a list of the student organizations:

- BAPTIST COLLEGIATE MINISTRY
- BI-VOCATIONAL PASTORS FELLOWSHIP
- CAMPUS YOUTH CHALLENGE
- CHAPLAIN MINISTRY FELLOWSHIP
- CHRISTIAN ASSOCIATION OF STUDENT SOCIAL WORKERS
- CHRISTIAN HOME EDUCATORS SUPPORT SYSTEM – “CHESS”
- DEAD PREACHERS SOCIETY
- FELLOWSHIP OF BLACK SEMINARIANS
- INTERNATIONAL STUDENT FELLOWSHIP
- KOREAN STUDENT ASSOCIATION
- NOBTS STUDENT COUNSELOR ASSOCIATION
- QUEST STUDENT WOMEN’S MINISTRY
- SHEPHERD’S FELLOWSHIP FORUM
- STUDENT MISSIONS FELLOWSHIP
- STUDENT THEOLOGICAL FELLOWSHIP
- STUDENT WIVES FELLOWSHIP

Recreation

<http://www.nobts.edu/student-life/the-rec.html>

The Recreation Center provides recreational activities for Seminary students, staff, faculty, and their families. Recreation facilities include a game room, pool, gymnasium, and exercise facilities that are available for general use. The Recreation staff also facilitates activities including but not limited to karate, aerobics, tumbling, swim lessons, sports clubs, sports tournaments, youth ministry events, and an intramural sports program.

Recreation emphases for extension students are necessarily different because these students do not have daily access to the New Orleans campus facilities. Students in extension centers are commuters, so recreation programming at those sites is limited. The primary focus of the institution’s recreation offerings for extension students has been during the annual summer Red Carpet Week, a week of intensive workshop courses focused on visiting students. Extension center students visiting for classes register for sports tournaments (basketball, dodge ball, etc.) and an evening fun run at Red Carpet Week check-in and participate throughout the week. Visiting students are encouraged to bring their families so they can take advantage of campus recreational facilities, inexpensive campus guest housing, and visit the city.

Financial Aid Office

<http://www.nobts.edu/financial-aid/default.html>

The Financial Aid Office coordinates the awarding of scholarships and emergency financial assistance to students. Financial Aid works with the Business Office, Institutional Advancement Office, and the Provost to provide as many students with aid as possible. In keeping with our institutional mission, this office provides support to New Orleans Campus and extension center students. Scholarship preference is given to New Orleans students who have moved to the campus for a period of intensive study, while it is generally assumed that students in extension and online settings have more stable income situations. Extension students receive approximately 40% of current student scholarships. In the Fall of 2015, all current student applicants, including New Orleans campus and extension center students, were awarded some type of financial assistance; in Fall 2014, it was 98%.

Financial Aid assistance is also available to students meeting certain criteria through the Caskey Center for Church Excellence. This center provides full tuition scholarships to students working as bivocational or small church pastors in certain states while in seminary. The Caskey Center coordinates closely with the financial aid office and PREP office (see below) as it provides financial support to these students. With the institution of the Caskey Center scholarships, which are focused on bivocational and smaller church staff member students, opportunities for extension center students in selected states to receive financial assistance has increased substantially. Fifty Mississippi, 50 Alabama, and over 100 Louisiana students per year now receive financial aid sufficient to cover 100% of their seminary tuition costs since the inception of the program.

Financial Aid maintains an extensive web page to offer all of its resources to New Orleans Campus and extension students, and key documents such as the biannual current student scholarship application are offered exclusively through an online process. Financial aid opportunities and application deadlines are publicized through multiple channels, including the weekly [Gatekeeper](#) newsletter and seminary social media accounts. Financial Aid maintains a physical job board on the New Orleans campus that is duplicated on their webpage with secular job opportunities on campus and in the city. (Ministry job matching is handled by the Office of Church-Minister Relations, as mentioned above.)

The Financial Aid Office processes and certifies student loan applications. NOBTS does not participate in the Federal Student Loan program. However, students are able to receive private loans through several loan-granting institutions, and the Financial Aid office assists in certifying deferrals of federal loans that students obtained at other institutions. All students applying for private loans receive individualized financial counseling through the PERP program (see below). The Financial Aid Office also works with the Registrar's Office and Business Office to coordinate GI Bill tuition assistance, Louisiana "TOPS" tuition funding and other assistance programs.

The PREP Initiative Office

<http://www.nobts.edu/prep/default.html>

Funded by a three-year Lilly grant, the Seminary's PREP initiative (Program for Research, Education, and Planning) provides financial advising to students for the purpose of reducing student indebtedness. In accordance with our mission, NOBTS considers financial stability to be an important factor for ministry students who often enter vocational positions that do not offer large salaries and the ability to pay down large student loan balances. Additionally, mission-sending agencies such as the International Mission Board of the Southern Baptist Convention have stringent limits on the amount of personal debt its candidates may have, so it is to the advantage of NOBTS students to graduate with as little educational debt as possible. The PREP Initiative office provides free financial training classes, individual financial counseling, and budgeting assistance to students. PREP training sessions have been offered in the New Orleans and Atlanta hubs, and PREP staff members make themselves available during workshops and on hybrid class days to offer financial services to visiting students. The PREP Initiative office also works with the Financial Aid Office to provide financial counseling to students applying for educational loans processed by Financial Aid. Information about the PREP initiative is available to all students on the Seminary webpage at <http://www.nobts.edu/prep/Default.html>. The PREP office staff regularly recruits students to its free financial classes by offering free coffee and snacks in the student center atrium, sponsoring a Red Carpet Week break targeted at extension center students, and advertising through the financial aid office. As part of the program, PREP has expanded to our largest extension center

in Atlanta, offering modified version of its classes there to meet the needs of the students at that center. It is anticipated that the core programs of the PERP initiative will continue as a part of student services after the conclusion of the grant period.

Documentation:

1. [Leavell College Academic Catalog \(page 70\)](#)
2. [Graduate Catalog Academic Catalog \(page 141\)](#)
3. [Student Handbook](#)
4. NOBTS Website pages as linked in this section, plus the following:
 - <http://www.nobts.edu/student-services/default.html>
 - <http://www.nobts.edu/student-life/default.html>
5. [Financial Aid Reports 2014, 2015](#)

2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or *Standard Review Report* issued in accordance with *Statements on Standards for Accounting and Review Services issued by the AICPA* for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or *Standard Review Report*) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions. **(Financial Resources)**

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary has a sound financial base. The audit of the Seminary from fiscal year 2015 is provided as documentation. The audit shows total net assets in FY 2015 of \$104,811,512 and total endowment of \$59,939,475.

Over the last thirty-five years, the seminary has consistently lived within its means, raised additional funds, actively controlled investments and properly planned for the future bearing testimony to the financial stability of the institution.

The Seminary's Unrestricted Net Assets Exclusive of Plant (UNAEP) balance for FY 2015 is \$25,348,662. Over the last five years, the UNAEP balance has consistently exceeded \$25,000,000 each year, an additional marker of institutional financial stability.

The Seminary's budget planning process includes all unit managers. Financial histories of spending for the past three years are sent to all senior administrators each fall. These administrators propose budgets in their areas for the coming fiscal year. The data on the budget is coordinated by the President, the Provost, the Vice President for Business Affairs, and the Vice-President for Institutional Advancement. This group finalizes a

proposed budget, which is presented to the trustees for approval in their April meeting each year.

Documents:

1. [Audit Report FY 2015](#)
2. [Audit Management Letter FY 2015](#)
3. [Fiscal Year 2016 Budget Planning Summary](#)
4. [NOBTS Fiscal Year 2016 Budget](#)
5. [Trustee Board Minutes April 2015](#)
6. [UNAEP Multiyear Report](#)
7. [Endowment Balance & Return Trend Report](#)
8. [SBC Budget \(from Annual\)](#)

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS has 38 classrooms on the New Orleans campus. Of those classrooms, 18 are equipped with media consoles to provide a productive setting for learning to take place. Additionally there are 11 flat screen televisions for use with laptops and five consoles on wheels to be used in smaller classrooms and conference room settings. Three rooms are fully equipped with Computer Interactive Video (CIV) equipment to support learning across the NOBTS Extension Center system. All classrooms are equipped with WiFi to enhance the learning environment.

The New Orleans campus also provides access to an on-campus library, campus bookstore, computer labs, Leavell Center for Evangelism and Church Growth, Michael & Sara Moskau Biblical Archeological Museum, Leeke Magee Counseling Center, and Preschool Education Center. The Leeke Magee Counseling Center and the Preschool Education Center are equipped with observation rooms providing support for practical learning in the Psychology and Counseling and Early Childhood Education programs.

In the Bunyan Building, the main classroom building on the New Orleans Campus, there is a Pastoral Ministries classroom and a Preaching Lab. The Pastoral ministries classroom is equipped with a baptistry, a coffin and a Lord's Supper table to provide practical learning opportunities. The Preaching Lab affords students the opportunity to have their sermon delivery recorded for review, reflection and evaluation to support learning.

In addition on the New Orleans campus there is a cafeteria, café, post office, clinic, and guest house also available to enhance student life. The campus Recreation Center includes access to a gymnasium, fitness center, pool and family recreation park, which includes a fitness trail and picnic area. Ample parking is available throughout the campus including handicapped designated spaces.

Funds are budgeted annually to cover Preventive Maintenance for all plant facilities and equipment. Deferred Maintenance needs are planned as projects that are funded through capital funding

Referencing the April 2015 SACS COC report, NOBTS has 24 extension centers located in

5 states. Each extension site is located at a Baptist church, associational building, or college campus, with a signed agreement. According to the agreements, the Baptist entity provides the Seminary with sufficient classroom space. NOBTS provides Compressed Interactive Video (CIV) equipment in one or more of the rooms, asking each site for a secure location to house this equipment. Most locations offer the availability of WiFi in the classroom locations for use by the CIV operation and the students thus enhancing the learning environment. The church facilities offer ample parking in its parking lot and we seek churches with full ADA access. Each of these facilities affords not only class rooms, but also offices, refreshment areas, staff help, access to copying machines, and maintenance support. See detailed description of the specific facilities at each extension center in Extension Center Agreements.

The results of a survey demonstrating student satisfaction with facilities can be found in the Student Surveys. Most of these questions are evaluated on a five point Likert scale, and the students provide a very positive overall evaluation of the facilities and learning resources available to them.

Documents

1. [Campus master plan](#)
2. [SACS COC April 2015 report](#)
3. [Extension Center Agreements](#)
4. [Surveys from students addressing adequacy of physical facilities](#)

2.12 The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. **(Quality Enhancement Plan).** **(Note: This requirement is not addressed by the institution in its Compliance Certification.)**

Section 3: COMPREHENSIVE STANDARDS

Institutional Mission, Governance, and Effectiveness

3.1 Institutional Mission

3.1.1 The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies. **(Mission)**

Compliance Partial Compliance Non-Compliance

Narrative: The mission statement of New Orleans Baptist Theological Seminary is "to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries." This mission statement succinctly states the purposes elaborated in the Seminary's Charter:

"The purposes for which this corporation is formed shall be to engage in any lawful activity, to establish, maintain, and operate schools and institutions of learning for the educational and missionary training of Christian workers, for all kinds and character of Christian service, and to confer degrees; having full authority to do all things necessary to put into execution the

purposes for which this corporation is created" ([NOBTS Charter](#), Article II).

The NOBTS mission statement is also consistent with the ministry assignment given it by the Southern Baptist Convention "to prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries throughout the world through programs of spiritual development, theological studies, and practical preparation in ministry" (cited in 2004 NOBTS Annual Report, p. 3). The mission statement clearly and comprehensively articulates the institution's mission:

The major task of the Seminary is to "equip leaders." Our focus is to provide leadership training, primarily for professional ministers, but also for lay leaders serving in the local church and its ministries.

The content of the training is summarized in "the Great Commission and the Great Commandments." In the Great Commission (Matt. 28:19-20), believers are commanded to evangelize and disciple all nations. In the Great Commandments (Matt. 22:36-40), Jesus cited Old Testament texts (Deut. 6:5, Lev. 19:18) to express the ultimate requirements of Judea-Christian religion- that believers love God with all our hearts, souls, and minds and to love our neighbors as ourselves. The command to love God is comprehensive in scope, encompassing the affective, psychomotor, and cognitive domains. Scholarship and research naturally lend themselves to the cognitive domain of loving God with all our minds, but seminary training properly involves all three of these domains, both in the curriculum as a whole and in individual classes.

All of the disciplines of seminary training are implicit in the Great Commission and Great Commandments, including all seven key ministerial competencies that the Seminary seeks to develop in students in all its basic degree programs (biblical exposition, Christian theological heritage, servant leadership, interpersonal skills, disciple making, worship leadership, and spiritual and character formation). Evangelism, missions, and discipleship flow from the Great Commission. The affective dimension of heart love for God commanded in the first Great Commandment is taught by developing in students a lifelong commitment to ethics, character formation, and spiritual disciplines. The psychomotor dimension of loving God with all our souls is taught by skill development in areas such as worship leadership, biblical exegesis, proclamation, and pastoral ministry. The cognitive dimension of loving God with all our minds is taught in areas such as comprehending the content of Scripture, utilizing the biblical languages, understanding the biblical world, applying appropriate biblical hermeneutics, comprehending the Christian theological heritage, understanding contemporary worldviews, and utilizing logical thinking. The research aspect of theological reflection is particularly apposite to this cognitive dimension of intellectual love for God. The service of neighbor taught in the second Great Commandment is taught through teaching and practicing servant leadership, interpersonal relationship skills, counseling, and social work.

The target of the training is to find expression "through the local church and its ministries." Local churches are the foundational unit of Baptist church life, and most seminary training is focused on preparing leaders for service in and through the local church. However, churches sponsor other social, missional, and educational ministries, and seminary training encompasses preparation for these ministries as well.

This NOBTS mission statement (along with the seminary's 5 core values of Doctrinal Integrity, Spiritual Vitality, Mission Focus, Servant Leadership, and Characteristic Excellence) was proposed by the current Seminary administration and adopted by the trustees (Trustee Minutes, October 29, 1996, p. 1629). The mission statement and core values are revisited by the President periodically in trustee meetings, but no need has been recognized to change the wording of the mission statement. The mission statement and core values are reviewed by the Administrative Council during the Administrative Council Retreat each January, and a focal core value is chosen for the coming academic year. As part of the Institutional Assessment process, each entity within the Seminary writes goals and objectives related to fulfilling some aspect of the focal core value each year, and evaluates the success of those objectives.

The mission statement (as well as the five core values) is communicated consistently and prominently to the Seminary's constituencies. It is displayed prominently in the Seminary catalogs, on the Seminary website, in the Faculty Manual (section 1.1), in the Employee Personnel Guide, in the NOBTS Student Handbook, and on standard course syllabi (see an illustrative syllabus). The mission statement is also repeated frequently in presentations by the President.

Documents:

1. [Leavell College Academic Catalog](#)
2. [Graduate Academic Catalog](#)
3. [Student Handbook](#)
4. [Faculty Manual](#)
5. [NOBTS Employee Manual](#)
6. [Graduate Syllabus](#)
7. [Trustee Minutes Wherein Mission Statement was Approved](#)
8. [Admin Council Minutes, September 9, 2015](#)
9. [NOBTS Charter](#)

3.2 Governance and Administration

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. **(CEO evaluation/selection)**

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary Bylaws require that the President be elected and employed by the Trustee Board ([NOBTS Bylaws](#) Article V, Section 1). The evaluation of the President is done by a Presidential Review Committee from the Trustee Board ([NOBTS Bylaws](#), Article III, Section 1), responsible for “an annual performance review and evaluation “ which is to be reported to the full Board. The results of the Presidential review process are available in the minutes of the Board’s Spring meeting each Spring.”

3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: **(Governing board control)**

3.2.2.1 the institution’s mission

Compliance Partial Compliance Non-Compliance

Narrative: The purposes for the Seminary's creation are elaborated in the Seminary Charter and stated succinctly in the trustee-approved mission statement.

Documents:

1. [NOBTS Charter](#)
2. [Leavell College Academic Catalog](#)
3. [Graduate Academic Catalog](#)
4. [Trustee Minutes Wherein Mission Statement Was Approved](#)

3.2.2.2 the fiscal stability of the institution

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary's fiscal stability is monitored by the Trustee Board, particularly the Trustee Executive Committee, which oversees the annual budget and other fiscal matters ([NOBTS Bylaws](#), Article IV, Sections 1, 6), and the Committee on Investment, which oversees endowment funds, special purpose funds, building funds, current funds, other funds, and separation of funds ([NOBTS Bylaws](#), Article IV, Section 7). The Secretary-Treasurer of the Board is charged with the responsibility of requiring periodic financial reports from the Vice-President for Business Affairs for the Executive Committee and the Committee on Investment ([NOBTS Bylaws](#), Article III, Section 4). The Vice-President for Business Affairs is charged with overseeing the budget and the financial well-being of the Seminary, reporting to the Trustees through the Executive Committee ([NOBTS Bylaws](#), Article IV, Section 6; Article IX, Sections 1-8). The Vice-President for Development is charged with obtaining from donors financial support for the Seminary ([NOBTS Bylaws](#), Article VII).

Documents:

1. [NOBTS Bylaws](#)

3.2.2.3 Institutional policy

Compliance Partial Compliance Non-Compliance

Narrative: The SBC-elected Seminary trustees are the legal authority to exercise and direct the affairs of the Seminary ([NOBTS Charter](#), Articles V-VI; [NOBTS Bylaws](#), Articles II-IV). According to the Charter, apart from issues of ownership by the Southern Baptist Convention, all operational decisions of the Seminary are "exclusively vested in the board of trustees" ([NOBTS Charter](#), Article V). All affiliated entities and auxiliary services are under the ultimate authority of the Board of Trustees.

Documents:

1. [NOBTS Charter](#)
2. [NOBTS Bylaws](#)

3.2.3 The governing board has a policy addressing conflict of interest for its members. **(Board conflict of interest)**

Compliance Partial Compliance Non-Compliance

Narrative: The Constitution of the Southern Baptist Convention prohibits any salaried employee or officer from being a trustee of the entity at which he or she serves ([SBC Constitution](#), Article VI, Section 6). The SBC Constitution also limits trustee service to two terms, allowing for re-election only after at least one year's absence from the Board ([SBC Constitution](#), Article VI, Sections 2-3). The SBC Bylaws prohibits its Committee on Nominations from recommending anyone to a trustee board who "receives any part of his/her salary, directly or indirectly, or, which provides funds for which he/she has a duty of administration" ([SBC Bylaws](#), 15.F.). The SBC Bylaws also prohibit the Committee on Nominations from nominating anyone to serve on more than one board at the same time, anyone who is a fellow committee member, or a spouse of a current committee member or anyone who was on the previous year's Committee on Committees or the member's spouse ([SBC Bylaws](#), 15.B., C., D.). The SBC Committee on Nominations is instructed to nominate trustees who represent the constituency of the convention, not the staff of the entity ([SBC Bylaws](#), 15.E.)

Documents:

1. [SBC Constitution](#)
2. [SBC Bylaws](#)

3.2.4 The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence. **(External influence)**

Compliance Partial Compliance Non-Compliance

Narrative: New Orleans Baptist Theological Seminary is owned by the Southern Baptist Convention ([NOBTS Charter](#), Articles V-IX). However, the SBC exercises its ownership through trustees elected at each year's annual convention. The SBC Constitution avers that "the Convention does not claim and will never attempt to exercise any authority over any other Baptist body, whether church, auxiliary organizations, associations, or convention" ([SBC Constitution](#), Article IV). Executives of the SBC entities are responsible to the trustees of that entity ([SBC Constitution](#), Article VII, Section 1). The SBC Executive Committee "shall not have authority to control or direct the several boards, entities, and institutions of the Convention. This is the responsibility of trustees elected by the Convention and accountable directly to the Convention" ([SBC Bylaws](#), 18.9.). Motions made on the floor of the convention "dealing with the internal operations or ministries" of an SBC entity are automatically referred to the trustee board of the entity to be reported to the convention the following year, rather than a directive being issued by the convention itself ([SBC Bylaws](#), 26).

Documents:

1. [NOBTS Charter](#)
2. [List of Trustees](#)
3. [SBC Constitution](#)
4. [SBC Bylaws](#)
5. [Baptist Faith and Message](#) (Article XII)

3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. **(Board dismissal)**

Compliance Partial Compliance Non-Compliance

Narrative: In the SBC Bylaws, a process is outlined for dismissal of trustees who have "excessive unexcused absences" (SBC Bylaws, 36) or who move out of the state which they were designated to represent ([SBC Bylaws](#), 15.H.). Article V of the [NOBTS Charter](#) outlines a clear process for removing Seminary trustees. Trustees can be removed only after proper notice and for due cause through a vote of the Southern Baptist Convention at its annual meeting.

Documents:

1. [SBC Bylaws](#)
2. [NOBTS Charter](#)

3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (**Board/administration distinction**)

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary Bylaws clearly delineate the policy-making function of the Board of Trustees ([NOBTS Bylaws](#), Articles I-VI) from the administrative responsibilities of the administration and faculty ([NOBTS Bylaws](#), Articles V-X). The minutes of the Trustee Board, the Seminary Administrative Council, and the Seminary faculty exhibit the practice of this distinction. This distinction between the governance responsibilities of the Board and the administrative responsibilities of the administration is taught each year at the annual New Trustee Orientation. The trustees have been consistently supportive of the administration, and their cooperative spirit and constructive participation in the life of the Seminary have been a hallmark of the institution through the past decade.

Documents:

1. [SBC Bylaws](#) (Section 15.F.)
2. [NOBTS Bylaws](#)

3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (**Organizational structure**)

Compliance Partial Compliance Non-Compliance

Narrative: The organizational structure of the administration and faculty of the Seminary is delineated in the Seminary Bylaws ([NOBTS Bylaws](#), Articles V-X) and the Faculty Manual (Sections 2.11 and 2.12). The Seminary's structure is illustrated in the organizational structure of the NOBTS Annual Report and Fact Book each year and is represented graphically in flow chart format in the Institutional Effectiveness Annual Assessment.

Documents:

1. [NOBTS Bylaws](#)
2. [Organizational Chart \(in IEAA\)](#)

* **3.2.8** The institution has qualified administrative and academic officers with the experience and competence to lead the institution. **(Qualified administrative/academic officers)**

Compliance Partial Compliance Non-Compliance

Narrative: The members of the NOBTS Administrative Council have significant academic preparation appropriate for their respective positions. The eight members of Administrative Council collectively have earned twelve master's degrees (including an MBA and a CPA), one professional doctoral degree, and five research doctoral degrees. All eight members of Administrative Council also have significant leadership experience in Christian higher education and other church ministry or professional organizations.

Documents:

1. [Graduate Academic Catalog](#)
2. [President- Chuck Kelley Resume](#)
3. [Provost- Steve Lemke Resume](#)
4. [Vice-President for Business Affairs- Clay Corvin Resume](#)
5. [Vice-President for Institutional Advancement- Randy Driggers Resume](#)
6. [Dean of Students- Craig Garrett Resume](#)
7. [Associate Vice-President of Operations- Jim Parker Resume](#)
8. [Associate Vice-President of Information Technology-Laurie Watts Resume](#)
9. [Assistant to the President-Jonathan Key Resume](#)

3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. **(Personnel appointment)**

Compliance Partial Compliance Non-Compliance

Narrative: The process of appointment and employment of Seminary faculty and administration is delineated in the Seminary Bylaws ([NOBTS Bylaws](#), Article IV, Sections 5 and 8; Article V; Article VI; Article X; and Article XII) and in the [Faculty Manual](#) (Sections 2.1-2.12). The process for staff employment is stated in the [Employee Personnel Guide](#) and is outlined more briefly in the NOBTS [Student Handbook](#).

Documents:

1. [NOBTS Bylaws](#)
2. [Faculty Manual](#)
3. [Employee Personnel Guide](#)
4. [Student Handbook](#)

3.2.10 The institution periodically evaluates the effectiveness of its administrators. **(Administrative staff evaluations)**

Compliance Partial Compliance Non-Compliance

Narrative: The President is evaluated by the trustees in the process described in 3.2.1 above. Each member of the Administrative Council is evaluated annually by the President. A new stated policy to describe the evaluation of administrators has been developed and will be implemented during the 2015 calendar year.

Documents:

1. [NOBTS Bylaws](#)
2. [Administration Council evaluation policy statement](#)

3.2.11 The institution's chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution's intercollegiate athletics program. **(Control of intercollegiate athletics)**

Compliance Partial Compliance Non-Compliance Not Applicable

Narrative: Does not apply to NOBTS because NOBTS has no athletic program.

3.2.12 The institution demonstrates that its chief executive officer controls the institution's fund-raising activities. **(Fund-raising activities)**

Compliance Partial Compliance Non-Compliance

Narrative: According to the Seminary Bylaws, the Vice-President for Institutional Advancement is "directly responsible to the President of the Seminary" ([NOBTS Bylaws](#), Article VII).

Documents:

- [NOBTS Bylaws](#)
- [Organizational Chart](#)

3.2.13 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution. **(Institution-related entities)**

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary is associated with three separately organized entities that are primarily formed for the good of the Seminary. The organizations are:

- The New Orleans Baptist Seminary Foundation, incorporated September 30, 1965, is a foundation whose governance is a self-perpetuating board with board members approved by the New Orleans Baptist Theological Seminary Board of Trustees. Its purpose is to raise endowment and gift funds solely for the benefit of the New Orleans Baptist Seminary. The board for the Foundation is elected by the Board of Trustees of the Seminary and is made up of Seminary personnel or people who are close to the Seminary. The by-laws clearly state that the purpose of the organization is for the support of the Seminary. New Orleans Baptist Seminary Foundation does not pay any director's fees.

- Providence Housing Corporation, incorporated November 3, 1954, is a corporation whose governance is a self-perpetuating board associated with New Orleans Baptist Theological Seminary. The Corporation owns all faculty, staff, and student housing on the NOBTS campus with the exception of the men's dorms and Carey Hall. PHC receives rental income to pay for insurance and mortgages on assets. Land lease agreements require PGH to provide the housing at a triple net rent and NOBTS to lease, operate, set occupancy regulations, and maintain housing. The corporate charter limits PGH to providing housing and assistance to NOBTS. Upon dissolution the assets of the corporation would revert to NOBTS.

Providence Housing Corporation does not pay any director's fees.

- Providence Education Foundation, incorporated in Louisiana, August 1, 1994, is governed by a self-perpetuating board. The foundation owns radio station WBSN, purchased in 1994 from NOBTS for \$1,200,000.00. Asset cost to NOBTS was at zero. WBSN had paid total operating cost prior to incorporation.

PEF is involved in media enterprises and mission lab ministries. It operates media enterprises WBSN (New Orleans), K249DI (Houma), KPEF ((White Castle/Baton Rouge), WPEF (Kentwood), broadcasts Lifesongs Radio on the Internet, and operates 15 websites. PEF constructed the Price Center for Urban Ministries in 2002, an addition in 2007 to house missionaries at Mission Lab, and is involved in bringing teenagers, college students, and senior adults to New Orleans to do Christian ministry and help fulfill the mission of the Seminary by ministering in the city.

The land usage for buildings requires that PEF operate under the oversight of the NOBTS Trustees. In the event that PEF is dissolved, the net assets would revert to NOBTS.

The corporation has operated every year in the black. PEF does not pay any directors fees.

The legal authority and operating control of the entities are in the hands of the Seminary as is spelled out clearly in the articles of incorporation and the bylaws. The extent of the liability of members, board, and officers is clearly spelled out to be a corporate liability. The Seminary demonstrates that the chief executive officer of NOBTS has oversight of fundraising and that the funds raised are for the benefit of the Seminary and further its mission. See the Articles of Incorporation and bylaws for the three foundations for a full explanation of the relationships.

Documents:

- [NOBSF Articles of Incorporation and Bylaws](#)
- [PHC Articles of Incorporation](#)
- [PEF Articles of Incorporation](#)

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all

intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

Compliance Partial Compliance Non-Compliance

Narrative: Policies governing compensation, ownership, and usage rights of intellectual properties relating to the development of Internet courses and "Course in a Box" courses are described in the Faculty Manual ([Appendix 3-C](#), "Internet Course Development Policies and Procedures"; and [Appendix 3-D](#), "Course in a Box Pilot Project Policies and Procedures"). Similar statements for staff are in the [Employee Personnel Guide](#) and for students in the [NOBTS Student Handbook](#).

Documents:

- 1) Faculty Manual (Appendix [3-C](#) and [3-D](#))
- 2) [Employee Personnel Guide](#)
- 3) [NOBTS Student Handbook](#)

3.3 Institutional Effectiveness

* **3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional effectiveness)**

3.3.1.1 educational programs, to include student learning outcomes

Compliance Partial Compliance Non-Compliance

Narrative: The outcomes for our educational programs are clearly defined for the Seminary. Each degree program has identified program goals, student learning outcomes, and measures appropriate to the goals and outcomes. Multiple direct and indirect measures are used. See the [Assessment Map](#) for a listing of the goals, SLO's and measures. The process for the degree programs are not all the same. Note the summaries of the assessment of the Master of Divinity, Bachelor of Arts in Christian Ministry, Master of Arts in Christian Education, Master of Arts in Marriage and Family Counseling, Master of Arts (Theology), Master of Music in Church Music, Doctor of Philosophy, Doctor of Ministry, Doctor of Educational Ministry in the April 1 Second Monitoring Report and the, Doctor of Education, Doctor of Musical Arts EdD, Master of Arts in Worship Ministries, Master of Arts (Apologetics), Master of Arts (Biblical Archaeology), Master of Arts (Biblical Studies), Master of Theological Studies, and the Bachelor Music in this Compliance Review below.

For those degrees taught in multiple locations and delivery systems, the Seminary uses a sampling policy. See the [Assessment Map](#) for the policy statement. Because the Seminary has more than twenty extension sites and an online program in addition to classroom sections, we randomly sample two artifacts from each section, site, and delivery system for student artifacts.

During the last 10 years, the Seminary used the QEP relating to the evaluation of competencies for our Master of Divinity as the means or program assessment. During the last two years we have moved from that method to a more direct and inclusive

method that is described in the April 1, 2015, Second Monitoring Report, which was accepted with no further requirements last year, and which is reflected in our recently developed Assessment Map. That method will be used on a regular basis as we move ahead, but we will continue to assess the process as well as the programs. We have seen many recommendations for improvement come from our assessment process, and our Graduate Divisions and Leavell College are beginning to note improvements.

The following is a summary of the evaluation of Doctor of Education, Doctor of Musical Arts, Master of Arts in Worship Ministries, Master of Arts (Apologetics), Master of Arts (Biblical Archaeology), Master of Arts (Biblical Studies), Master of Theological Studies, and the Bachelor Music.

**New Orleans Baptist Theological Seminary
Summary of Juried Reviews
Master of Arts (Biblical Studies)**

Degree Program: MA (Biblical Studies)

Date: August 14, 2015

Faculty Jury Member: R. Dennis Cole

Campus:

NOBTS

Jury Members: Drs. Ian Jones, Kenneth Taylor, Harold Mosley, Adam Harwood, Darryl Ferrington

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

1. If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - *Sustain overall quality of the program in biblical, theological, and historical classes which require substantial research and writing components.*
 - *Primary summative assessment tool, the MA(BS) thesis – outstanding results as assessed by jury members.*
 - *High percentage of MA(BS) graduates have entered or graduate from PhD programs in Biblical Studies, Theology, and Preaching. Currently #s Graduated with PhD – 4, Currently enrolled PhD Students -11, PhD application in process – 3. Others began PhD but dropped – 2 voluntarily.*
 - *Additionally, courses to be assessed will include those in Biblical language exegesis courses.*
 - *Use of current core courses in Biblical languages and Encountering the Biblical World advantageous for foundational studies*

2. If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - *None noted at this point. The MA(BS) program is developing quality students as evidenced by the theses submitted and approved for graduation. Though not a current weakness, artifacts from additional courses should be utilized in the*

degree program review, including Greek and Hebrew Exegesis courses. Embedded assignments and assessment rubrics will be developed for use in these courses.

3. Please note any **recommended or proposed curricular improvements** needed related to SLOs.
 - *None noted, though additional assessment tools will continue to be developed.*
 - *Biblical Studies Division faculty will recommend to the MA(BS) students the research and writing course being developed and taught by the Theological and Historical Studies Division. This will aid students earlier in their MA programs to hone their research and writing skills.*

4. Please note any **recommendations or improvements for the process.** (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)
 - *Prefer earlier in the week rather than Friday afternoon for jury reviews. Advanced submission of artifacts to jury members to facilitate the jury process.*

**New Orleans Baptist Theological Seminary
Summary of Juried Reviews
Master of Arts (Biblical Archaeology)**

Degree Program: MA (Biblical Archaeology)

Date: August 14, 2015

Faculty Jury Member: R. Dennis Cole

Campus:

NOBTS

Jury Members: Drs. Ian Jones, Kenneth Taylor, Harold Mosley, Adam Harwood, Darryl Ferrington

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

Rubric & Program Summary

1. **Rubric Results for the MA (Biblical Archaeology) degree program** – The MA (Biblical Archaeology) jury members evaluated the program artifacts with the following results:

Artifact A: Encountering the Biblical World Research Papers

Bible, Theology, History – 4 Exceeds, 4 Meets, 0 Does Not Meet, 0 N/A

Cultural Context -- 4 Exceeds, 4 Meets, 0 Does Not Meet, 0 N/A

Spiritual Growth – 0 Exceeds, 5 Meets, 0 Does Not Meet, 0 N/A

Research/Writing – 1 Exceeds, 2 Meets, 0 Does Not Meet, 5 N/A

Artifact B: Intermediate Greek Grammar for Exegesis Embedded Assignment

Bible, Theology, History – 2 Exceeds, 2 Meets, 0 Does Not Meet, 0 N/A

Spiritual Growth – 0 Exceeds, 4 Meets, 0 Does Not Meet, 0 N/A

Research/Writing – 1 Exceeds, 3 Meets, 0 Does Not Meet, 5 N/A

2. **Program Summary** - *Because the MA (Biblical Archaeology) is a relatively new program, the jury deemed that it is too early to determine specific program or assessment changes. The Biblical Studies Division will continue to develop additional assessment tools with the appropriate rubrics, in the courses which will be assessed. Additional assessment tools such as student interviews and MA theses will be utilized for program assessment.*

Student recruitment for the program much needed.

**New Orleans Baptist Theological Seminary
Summary of Juried Reviews
Master of Arts (Biblical Archaeology)**

Degree Program: MA (Biblical Archaeology)

Date: August 14, 2015

Faculty Jury Member: R. Dennis Cole

Campus:

NOBTS

Jury Members: Drs. Ian Jones, Kenneth Taylor, Harold Mosley, Adam Harwood, Darryl Ferrington

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

- If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - *Rubrics are acceptable measures of SLOs: Primary summative assessment tool, the MABA thesis. Additionally, courses to be assessed will include those in Biblical languages and archaeology of OT and NT.*
 - *Use of current core courses in Biblical languages and Encountering the Biblical World advantageous for foundational studies*
 - *This is a relatively new program with only a few students, but foundations for future degree program evaluation and SLO assessments were clarified by the jury process.*
- If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - *Need for increased student numbers for the degree program to make this a viable program academically and for the institution.*
- Please note any **recommended or proposed curricular improvements** needed related to SLOs.
 - *Since the degree has no graduates and only 4 students enrolled, limited assessments can be made and few conclusions drawn*

- Please note any **recommendations or improvements for the process.** (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)
 - *Prefer earlier in the week rather than Friday afternoon for jury reviews.*

Advanced submission of artifacts to jury members to facilitate the jury process.

**New Orleans Baptist Theological Seminary
Summary of Juried Reviews
MA Apologetics Degree**

Degree Program: Master of Arts (Apologetics)

Date: August 14, 2015

Faculty Jury Member: Jeff Riley

Campus:

NOBTS

Jury Members: Dennis Phelps, Loretta Rivers, Michael Sharp, Craig Price, Lloyd Harsch

The purpose of the MA (Apologetics) degree is to equip persons to serve as a teacher, researcher, and/or writer in the field of Christian apologetics. The Master of Arts (Apologetics) is an academic degree, which is intended to prepare the student for entry into the PhD program.

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

1. If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - *An excellent rubric was provided for evaluating the embedded assignment in this summative course. Utilization of this rubric should continue in future assessments.*
2. If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.
 - *Because the MA Apologetics is a relatively new program, the jury deemed that it is too early to determine specific weaknesses in the program that would need improvement.*
3. Please note any **recommended or proposed curricular improvements** needed related to SLOs.
 - *Again, because the MA Apologetics is a relatively new program, the jury deemed that it is too early to determine specific weaknesses in the program that would need improvement.*
 - *Consideration may be given to the courses and rubrics being considered for the jury process from other MA(XX) and MA in XX degree programs.*
4. Please note any **recommendations or improvements for the process.** (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)
 - *Consider revising of SLO #1 and SLO#2 to show distinction between them.*
 - *Recommend looking at incorporating student interviews or surveys upon completion of the newly implemented writing class related to SLO #3.*

- *Provide artifacts to jury members by at least a week in advance of the degree program jury meeting.*

Rubric & Program Summary

Rubric Results for the MA (Apologetics) degree program – The MA (Apologetics) jury members evaluated the program artifact with the following results:

- **Bible, Theology, History – 4 Exceeds, 1 Meets, 0 Does Not Meet, 0 N/A**
- **Cultural Context -- 4 Exceeds, 1 Meets, 0 Does Not Meet, 0 N/A**
- **Spiritual Growth – 0 Exceeds, 5 Meets, 0 Does Not Meet, 0 N/A**
- **Research/Writing – 5 Exceeds, 0 Meets, 0 Does Not Meet, 0 N/A**

Program Summary - *Because the MA Apologetics is a relatively new program, the jury deemed that it is too early to determine specific program or assessment changes. The Theological and Historical Studies Division will continue to develop additional assessment tool with the appropriate rubrics, such as student interviews.*

New Orleans Baptist Theological Seminary Summary of Juried Reviews Master of Arts in Worship Ministries

Degree Program: MA Worship Ministries

Date: August 21, 2015

Faculty Jury Member: Darryl Ferrington

Campus: NOBTS

Jury Members: Drs. Jeff Riley, Rhyne Putman, William Warren, Charles Ray, Preston Nix, Michael Sharp

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- *Assignments seem to be comprehensive enough to show integration of the SLOs in the program.*
- *Use of technology in music and worship is a strength of the program.*

If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- *Need for more assessment instruments and rubrics for evaluation should be developed to further assess the degree program*

Please note any **recommended or proposed curricular improvements** needed related to SLOs.

- *Recommend that the Church Music Division follow through with a current plan to create an embedded assignment to measure SLO #3 (use of technology and congregational song in worship) through the course MUWM5303 Planning and Leading Worship*

Please note any **recommendations or improvements for the process**. (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)

- *Artifacts should be provided to the jury members in advance to facilitate the jury process and provide more time for discussion.*

July Program Rubric Summary

Rubric – Five artifacts were presented to the jury based upon the course PATH5300 Worship Leadership, with the following results:

Bible/Theology/History – 0 Exceeds, 5 Meets, 0 Does not meet, 0 N/A

Worship Philosophy -- 0 Exceeds, 5 Meets, 0 Does not meet, 0 N/A

Worship Ministry – 0 Exceeds, 5 Meets, 0 Does not meet, 0 N/A

Hymnology/Technology – 4 Exceeds, 1 Meets, 0 Does not meet, 0 N/A

Personal and Spiritual Maturity – 0 Exceeds, 5 Meets, 0 Does not meet, 0 N/A

New Orleans Baptist Theological Seminary Summary of Juried Reviews Master of Theological Studies

Degree Program: Master of Theological Studies

Date: August 14, 2015

Faculty Jury Member: Jeff Riley (Chair)

Campus: NOBTS

Jury Members: Dennis Phelps, Loretta Rivers, Michael Sharp, Craig Price, Lloyd Harsch

The purpose of the Master of Theological Studies degree program is to provide a basic understanding of a broad range of theological disciplines at the graduate level for equipping lay ministers, bi-vocational ministers, especially for those who can only pursue graduate theological training in an online format, and others interested in broad-based theological studies. The degree may be used to prepare the student for further graduate theological studies. This degree does not prepare the student for PhD level educational goals.

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs

- *Intentional and specific process of education – aligned with SLO#1 and SLO#2. Logical organization of the degree program.*

If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- *The Theological and Historical Studies Division is processing the data from the program and will be recommending changes.*
- *Lacking clarity about the connection of the embedded assignments to SLO#3.*

Please note any **recommended or proposed curricular improvements** needed related to SLOs.

- *Consider whether SLO#3 is necessary based upon ATS Standards. If so, consider adding questions to the summative assessment test to evaluate the student as to SLO#3 (e.g. essay question or Likert question).*
- *How could SLO#3 be assessed through a new embedded learning assignment?*
- *Consideration may be given to having the same grading rubric for each section of a class.*

Please note any **recommendations or improvements for the process**. (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)

- *Reevaluate the methodology of assessing across the delivery system.*

Rubric & Program Summary

Rubric Results for the Master of Theological Studies degree program – The MTS jury members evaluated the program artifact with the following results:

Bible, Theology, History – 5 Exceeds, 1 Meets, 0 Does Not Meet, 0 N/A

Cultural Context -- 3 Exceeds, 3 Meets, 0 Does Not Meet, 0 N/A

Spiritual Growth – 1 Exceeds, 0 Meets, 3 Does Not Meet, 2 N/A

Program Summary – *The Division of Theological and Historical Studies will continue to evaluate the MTS program and its effectiveness in achieving the degree program goals and SLOs.*

New Orleans Baptist Theological Seminary Summary of Juried Reviews DMA Degree

Degree Program: Doctor of Musical Arts

Date: August 21, 2015

Faculty Jury Member: Darryl Ferrington

Campus: NOBTS

Jury Members: Hal Stewart, Bo Rice, Dennis Cole, Robert Stewart, Archie England

The purpose of the DMA degree is to equip persons for teaching, research, and leadership in the church and sacred music.

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- *Rigorous Qualifying Exam represents a quality assessment of the Student Learning Outcomes*
- *Students' work in the program (assessed in Qualifying Exams) represented by artifacts reflect excellent knowledge of music.*

If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- *Future jury assessment will need more summative artifacts to evaluate.*

Please note any **recommended or proposed curricular improvements** needed related to SLOs.

- *DMA program rebirth has had few graduates, though a rapid growth in student numbers in the past two years. Curricular improvements are not recommended at this point, but in the future (by the time of the next DMA program jury evaluation), recommendations for curricular improvements may be forthcoming.*
- *As dissertations are produced, the evaluative rubrics will be utilized.*

Please note any **recommendations or improvements for the process**. (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)

- *Better definition of artifacts to be used in the jury evaluation of various programs.*
- *Too early in the jury process to suggest improvements.*

Rubric Summaries

Dissertation Rubric – The DMA jury members were presented the rubric that will be utilized in the future as dissertations are presented by students. Rubric was deemed adequate at this point to begin the process of summative assessment of the program. Future revisions of the rubric dependent upon near future employment.

DMA Student Survey – One DMA Student Survey was presented, with the following resultant evaluation: **Exceeds** in all three categories, (1) Knowledge of Course Work, (2) High Level of Skill, and (3) Administration, Research, & Teaching Skill.

DMA Student Qualifying Exam – Four Qualifying Exam artifacts were presented to the jury, with the following resultant evaluation: (1) Knowledge of Course Work: **4 Exceeds**, (2) High Level of Skill **3 Exceeds, 1 Meets**, and (3) Administration, Research, & Teaching Skill **3 Exceeds, 1 Meets**.

Recital Evaluation & Comment Sheet -- The DMA jury members were presented the rubric that will be utilized in the future as recitals are performed by students. Rubric was deemed adequate at this point to begin the process of summative assessment of the program. Future revisions of the rubric dependent upon near future employment.

**New Orleans Baptist Theological Seminary
Summary of Juried Reviews
EdD Degree**

Degree Program: Doctor of Education

Date: August 21, 2015

Faculty Jury Member: _Randall L Stone

Campus: NOBTS

Jury Members: M. Tolbert, K. Taylor, H. Mosley, D Peavey, J Dean.

The following questions should be answered by each jury after completing your rubrics. These answers will guide the Academic Dean as he considers what curricular improvements may need to be proposed to the faculty.

If not obvious from the rubric or other juries, please note specific **strengths to be sustained** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- *Rubrics are acceptable measures of SLOs*
- *Use of Advanced Pedagogy assignment to measure Learning Theory*
- *Critiques of teaching presentation can be used as direct measure for Goal 1 and indirect measure for goal 3.*

If not obvious from the rubric or other juries, please note specific **weaknesses to be improved** in the degree program as a whole (and/or curriculum) found by the jury related to SLOs.

- *No Rubric for proficiency exam exists. Will need to be created.*
- *Use of proficiency exam with rubric as a direct measure*

Please note any **recommended or proposed curricular improvements** needed related to SLOs.

- *EdD Committee has already discussed eliminating Ethical Issues seminar and incorporating content into Higher Education Leadership and Teaching seminars. Jury affirms change.*
- *Since the degree has no graduates limited assessments can be made and few conclusions drawn*

Please note any **recommendations or improvements for the process.** (Revision of rubric, reconsideration of SLOs, reconsideration of artifact used, etc.)

- *Prefer earlier in the week rather than Friday afternoon for jury reviews.*

Conclusions

The next step in this process is to collate the recommendations and suggestions relating to process and programs and assign them to the appropriate academic faculty group for action for improvement.

See also the comments in Core Requirement 2.5 and Comprehensive Standard 3.5.1.

3.3.1.2 administrative support services

Compliance Partial Compliance Non-Compliance

Narrative: The administrative units of the Seminary are organized under the leader of five members of the Administrative Council, the President, Provost, Vice President for Business Affairs, the Vice President for Institutional Advancement, and the Dean of Students. Each of them supervise sections of administrative support as indicated in the list below. Our Assessment Map describes the assessment process for the administrative units. Each academic and administrative unit of the Seminary, under the leadership of the various members of the Administrative Council, is responsible for assessing prior year goals, setting goals for the coming year, and making plans of action for improvements based on the assessments. This process is recorded in the [Institutional Effectiveness Annual Assessment 2014-2015](#) document.

IEAA Contributors

- President's Office
- Provost's Office
- Office of Institutional Effectiveness
 - Graduate Studies
 - Research Doctoral Program
 - Professional Doctoral Program
 - Regional Associate Dean for LA and MS
 - Regional Associate Dean for AL and GA
 - Regional Associate Dean for FL
 - Online Learning Center
 - Division of Biblical Studies
 - Division of Christian Education
 - Division of Church and Community Ministries
 - Division of Church Music
 - Division of Pastoral Ministry
 - Division of Theological and Historical Studies
 - Baptist Center for Theology and Ministry
 - Baptist College Partnership
 - Caskey Foundation
 - Center of Archeological Research
 - Center for New Testament Textual Studies
 - Global Missions Center
- Leavell Center for Evangelism and Church Health
- Supervised Ministry
- Youth Ministry Institute
 - Leavell College
 - Registrar's Office

Student Enlistment
Library Services
Business Affairs Office
Human Resources

Auxiliary Services

Operations Office
Financial Services
Information Technology Center
Student Affairs Office
Institutional Advancement Office
Alumni Relations
Church-Minister Relations
Public Relations

In addition the President evaluates the performance of the Administrative Council members and the Human Resources office in the Business Office conducts staff evaluations. These process are describes also in the [NOBTS Assessment Map](#). See also the [April 1, 2015, Second Monitoring Report](#) and the narrative in Core Requirement 2.5.

Documents:

1. [NOBTS Assessment Map](#)
2. [Institutional Effectiveness Annual Assessment 2014-2015](#)
3. [April 1, 2015, Second Monitoring Report](#)

3.3.1.3 academic and student support services

X Compliance Partial Compliance Non-Compliance

Narrative: New Orleans Baptist Theological Seminary provides academic and student support services to students across the delivery systems to ensure students are able to complete their degree programs in a timely fashion and with the appropriate support. The academic and student affairs offices provide support services to students on the New Orleans campus, multiple extension centers, certificate sites, and online students.

As noted in section 3.4.9 as well as 3.4.12 (technology services), 2.9 and 3.8.2 (library services) the institution provides academic and student support services to students across the delivery system. The institution assesses the academic and student support services as part of the Institutional Assessment process (see [IEAA Report 2013-2014, pg. 3](#)).

Every year, each unit of the institution develops goals and objectives that are consistent with the Seminary mission statement, core values, and strategic initiatives. The individual units write goals at least on goal specifically related to the core value being emphasized that year. In August-October of each year, the goals and objectives of the previous year are evaluated, implications of uncompleted goals and objectives for future goals are determined, and goals and objectives for the coming academic year are established.

Each unit assesses the goals and objectives that have set for the previous year. The Administrative Council evaluates the achievement of the institutional goal and strategic initiatives, and its members are vitally involved in the assessment of each unit under their

oversight. Also, a number of surveys of Seminary students and alumni have been utilized in the past to solicit feedback on Seminary life.

The academic and student support services units of the Seminary have set goals and objectives for the previous years and have evaluated those goals in order to close the evaluation loop.

The Registrars Office is the admissions and academic advising office of the institution. Every student in the Seminary must interact with the Registrars Office during his or her Seminary career. In 2012-2013 academic year the Administrative Council set the core value emphasis as "Servant Leadership." The Registrar Office set the goal, "to implement Core Value Servant Leadership." In order to achieve this goal, each staff member of the office was required to take "customer service" training. At the time of goal assessment, the Registrars Office determined the office had received fewer complaints and more compliments on customer service after the training exercises. (see [2013-2014 IEAA, pg. 168](#)).

The Financial Aid Office serves a broad cross section of the Seminary population in order to provide financial assistance to as many students as funds will allow. In academic year 2012-2013 the office set the goal of reviewing and enhancing aspects of the office to ensure the work was efficient, organized, and best met the needs of students. The office utilized online forms in order to encourage students to apply and better meet deadlines. The office also determined to use social media to make students at extension centers more aware of scholarship opportunities and deadlines. The Financial Aid Office determined the online format for scholarship applications and social media advertisement ensured more students were aware of scholarships available to them. (see [2013-2014 IEAA, pg. 170](#)).

Library Services are available to all students, including extension center and online students. Extension center students are able to utilize the library collection at their extension center. Additionally, the extension center students and online students are able to contact the library on the New Orleans campus and have books mailed to them. Those students are able to receive the books by mail at no cost (return delivery is at the expense of the student). In Academic Year 2012-2013 the Library set the goal of promoting Servant Leadership within the Seminary community. (see [2013-2014 IEAA Report, pg. 192](#)). The Library set the objective of preparing training videos for the library web page to explain the use of electronic resources and for the promotion of bibliographic training. The reference librarian provided progress updates to the dean of libraries. For the library, staffing levels prevented the full implementation of this objective. For the 2013 – 2014 Academic Year, the library set a similar goal to implement training videos for the library web page. (see [2013-2014 IEAA report, pg. 193](#)). During the 2014-2015 goal assessment the library noted the training videos were not completed. However, the library website was completely redesigned making electronic resources more accessible. (see [2014-2015 IEAA report, pg. 166](#)).

The different academic and student support services staff continually assess their work in order to develop policies that efficiently serve Seminary students whether in New Orleans, extension centers, or online.

3.3.1.4 research within its mission, if appropriate

Compliance Partial Compliance Non-Compliance

Narrative: The mission of NOBTS is "to equip leaders to fulfill the Great Commandments and the Great Commission through the local church and its ministries." The first of the Great Commandments is to "love the Lord your God with all your heart, and with all your soul, and with all your *mind*" (Matt. 22:37). For a graduate theological education with research doctoral degrees, loving God with all our minds means to research biblical, theological, ethical, anthropological, ecclesiological, and missiological data to discover more about the reality of the world that God has created. Furthermore, one of the Seminary's core values is "Characteristic Excellence," which calls us to practice epistemic virtues and do research with excellence in rational inquiry. Excellent research serves the church by clarifying theological, biblical, and ethical truths, and researching new methodologies in the church.

In addition to the research done by doctoral students (the most recent assessment of the professional and research doctoral degrees was included in the April 2015 report to SACDCOC), the Seminary's twelve faculty research centers are the primary vehicle for institutional research. The main assessment instrument utilized in assessing the faculty's research efforts is the Institutional Effectiveness Annual Assessment document (IEAA), in which each academic division and research center sets goals and specific objectives for each year, including one goal that addresses the Seminary's focal core value for that year. Each IEAA essentially addresses two years' work – the academic division or research center provides an assessment of the previous year's goals and objectives in the IEAA, and a projection of new goals and objectives for the coming year.

The IEAA for the last two academic years reflects a broad-based interest in and assessment of the research efforts of the Seminary. The Provost's goals have consistently included strengthening support for research. [See [2013-14 IEAA](#), pp. 6-20; [2014-15 IEAA](#), pp. 4-15; particularly Goals 1, 3, and 4 in 2012-13; Goals 1, 2, and 3 in 2013-14, and Goal 3 in 2014-15]. Likewise, the two doctoral programs have goals each year addressing improving the quality of research. [For the Professional Doctoral program (ProDoc), see [2013-14 IEAA](#), pp. 35-41; [2014-15 IEAA](#), pp. 33-37; particularly Goal 2 in 2012-13, Goal 2 in 2013-14, and Goals 1 and 2 in 2014-15. For the Research Doctoral program (ReDoc), see [2013-14 IEAA](#), pp. 24-41; [2014-15 IEAA](#), pp. 26-32, particularly Goals 2 and 3 in 2012-13, Goal 3 in 2013-14, and Goals 1 and 2 in 2014-15]. Each of the graduate academic divisions typically include at least one goal that addresses research interests. [For the Biblical Studies division, see [2013-14 IEAA](#), pp. 70-77; [2014-15 IEAA](#), pp. 58-62, particularly Goals 3, 4, and 8 in 2012-13, and Goals 3 and 4 in 2013-14. For the Christian Education division, see [2013-14 IEAA](#), pp. 78-84; [2014-15 IEAA](#), pp. 63-67; particularly Goal 3 in 2012-13, Goal 1 in 2013-14, and Goals 1 and 2 in 2014-15]. For the newly created Church and Community Ministries division, see [2014-15 IEAA](#), pp. 68-69, particularly Goal 1. For the Church Music division, see [2013-14 IEAA](#), pp. 85-91; [2014-15 IEAA](#), pp. 70-77; particularly Goal 5 in 2012-13; Goal 6 in 2013-14, and Goal 2 in 2014-15. For the Theological and Historical Studies division (T&H), see [2013-14 IEAA](#), pp. 98-106; [2014-15 IEAA](#), pp. 78-83; particularly Goal 4 in 2012-13; Goals 4, 5, and 6 in 2013-14; and Goal 2 in 2014-15.

The Seminary's research centers almost exclusively address research efforts in their IEAA reports, as noted below:

- The Baptist Center for Theology and Ministry -- [2013-14 IEAA](#), pp. 107-110; [2014-15 IEAA](#), pp. 91-94

- The Caskey Center for Church Excellence -- [2014-15 IEAA](#), 92 (new research center)
- The Center for Archaeological Research -- [2013-14 IEAA](#), pp. 122-128; [2014-15 IEAA](#), pp. 103-108
- The Haggard Center for New Testament Textual Research -- [2013-14 IEAA](#), pp. 128-137; [2014-15 IEAA](#), pp. 109-116
- The Day Center for Church Planting -- [2013-14 IEAA](#), pp. 138-141 (without leadership the next year)
- The Global Missions Center -- [2013-14 IEAA](#), pp. 142-143; [2014-15 IEAA](#), 117
- The Institute for Christian Apologetics -- [2014-15 IEAA](#), 118 (new research center)
- The Institute for Faith and the Public Square -- [2014-15 IEAA](#), 118 (new research center)
- The Leavell Center for Evangelism and Church Planting -- [2013-14 IEAA](#), pp. 144-145; [2014-15 IEAA](#), 120-127
- Youth Ministry Institute -- [2013-14 IEAA](#), pp. 160-163; [2014-15 IEAA](#), pp. 133-136

The 2015-16 IEAA has not yet been written, which would report the assessment of research for 2014-15. However, the new Leeke Magee Christian Counseling Center has produced the following research and assessment of its first year's work – [Magee Counseling Center Report](#).

The research, publications, and professional development of individual faculty members is noted (but not assessed) in the Provost's report at each monthly Faculty Meeting. [These reports are compiled in [Faculty Research, Publications, and Professional Development](#)]. However, as noted above, some graduate divisions set goals for and assess their research and publication efforts each year. These research efforts are encouraged by the Seminary not only with \$1,000 or more annually in professional development support, but also an in-house research grant (the Ola Farmer Lenaz Grant) which helps fund one or two faculty research projects each year. Interested faculty members complete a typical grant application (to give them experience in making such a grant application), and these proposals are evaluated by the President and Provost [See [Faculty Manual](#), sect. 5.7]. One goal of the grant program is to help faculty members learn how to write grant requests for research, and received Lilly/ATS Faculty Grants, Wabash Center grants, and Louisville Institute grants. These grant proposals and reports are assessed by the granting agencies. Another assessment of faculty research is the selection each year of the "Outstanding Faculty Researcher" for the Marvin Jones Awards for Excellence. This recognition is given to deserving faculty members nominated by faculty colleagues and voted on by the Academic Leadership Council as an affirmation of their achievements in research. [See [Faculty Manual](#), sect. 6.3].

The sabbatical leave process involves three or four reports – a preliminary sabbatical proposal, a final sabbatical proposal, a mid-year sabbatical report (for yearlong sabbatical leaves), and a final sabbatical report. All these reports are submitted to the academic Deans, Provost, and

finally the Trustees for approval. The Provost and Dean meet with the faculty member after their initial proposals are submitted in order to assess the proposed sabbatical leave and recommend any improvements in it. [See [Faculty Manual](#), sect. 5.4, Appendix 5-B and 5-C]. In assessing the sabbatical leave reports, the Trustees have expressed in recent years the concern that although many sabbatical leaves involved rigorous scholarly work, some were more service-oriented proposals. This Trustee concern led to changes in the sabbatical leave policy in Spring 2015, including the instruction for the Provost to create a rubric for the evaluation of sabbatical leave requests.

The only external objective assessment of the NOBTS faculty research of which we are aware is done by Academic Analytics, of which NOBTS is not a subscriber and thus does not receive its proprietary information annually about faculty rankings. However, we became aware through published articles that in its Faculty Scholarly Productivity Index (FSP), which measures faculty productivity in publications, grants, and honors received, NOBTS was ranked 12th in the nation for seminaries or divinity schools offering a Ph.D. in religious studies, and was ranked 20th in the nation among “Specialized Research Universities in Theology” category. [See <http://www.pha.jhu.edu/~zbt/AATopUniversities.pdf>]. This information is somewhat dated now, but it does suggest significant research on the part of the NOBTS faculty.

Documentation

- [2013-14 IEAA](#)
- [2014-15 IEAA](#)
- [Faculty Manual](#)
- [Magee Counseling Center Report](#)
- [Faculty Research, Publications, and Professional Development](#)
- www.pha.jhu.edu

3.3.1.5 community/public service within its mission, if appropriate

X Compliance Partial Compliance Non-Compliance

Narrative: The mission of NOBTS is “to equip students to fulfill the Great Commission and the Great Commandments through the local church and its ministries” [See [2015-16 NOBTS Graduate catalog](#), p. 4; and [2015-16 Leavell College catalog](#), p. 4]. The mission statement assigned to its theological seminaries by the Southern Baptist Convention is to “prepare God-called men and women for vocational service in Baptist churches and in other Christian ministries through programs of spiritual development, theological studies, and practical preparation for ministry.” [*Annual of the 2014 Southern Baptist Convention* (Nashville: Executive Committee, 2014) p. 36]. The specific ministry assignment of the SBC seminaries is fivefold: “To assist churches (1) by programs of prebaccalaureate and baccalaureate theological education for ministers, (2) by programs of master’s level theological education for ministers, (3) by programs of professional doctoral education for ministers, (4) by programs of research doctoral education for ministers and theological educators, and (5) through the administration of the Southern Baptist Historical Library and Archives.” [*Annual of the 2014 Southern Baptist Convention* (Nashville: Executive Committee, 2014) p. 36].

Institutional community and public service are thus an important byproduct of our mission, but not the focus of our mission. However, service ministries are implicit in our mission. The second of the Great Commandments is to “love your neighbor as yourself” (Matt. 22:39), what we might describe as *compassion ministries*. The Great Commission from Jesus Christ is to “go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son

and of the Holy Spirit, teaching them to observe all things that I have commanded you” (Matt. 28:19-20). The second half of the Great Commission refers to *evangelism ministries* (baptizing new believers) and the first half addresses *discipleship ministries* (making disciples of new believers). Training students in evangelism ministries, discipleship ministries, and compassion ministries are an important part of our mission and our curriculum. Although no division teaches any of these areas exclusively, the Pastoral Ministries division focuses on evangelism ministries, the Christian Education division focuses on discipleship ministries, and the Church and Community Ministries division focuses on compassion ministries. The Seminary has numerous courses in Supervised Ministry, practicums in a wide range of ministries, and in its new [Entrust Mentoring Community](#). The faculty-supervised Leeke Magee Center for Christian Counseling provided over 7,500 hours of counseling last year at the Center and related offsite locations, under the supervision of our faculty. [See [Magee Counseling Center Report](#)]. The Counseling and Social Work faculty have provided CEU training at conferences for professionals in these respective areas, and the Magee Center is credentialed to offer such training.

Training students to perform these ministries not only involves teaching students these skills in a classroom setting and placing them in internship or mentorship situations to practice them, but it involves faculty members being exemplars of the practice of these ministries. It also gives credibility in the sight of our ministry students for our faculty members to be actively involved in church leadership, so that it is clear that they are in touch with trends in the contemporary church. Faculty service is thus something that the Provost recognizes in each Faculty Meeting. Faculty members recognize their peers who do outstanding service by nominating colleagues to be the “Outstanding Faculty Churchman/woman” for the Marvin Jones Awards for Excellence. This recognition is given to deserving faculty members nominated by faculty colleagues and voted on by the Academic Leadership Council as an affirmation of their outstanding service accomplishments. [See [Faculty Manual](#), sect. 6.3].

The Seminary also has various programs or opportunities that facilitate faculty service. NOBTS faculty members have taken more than 40 trips to Cuba (before the recent changes in the relationship of Cuba and the United States) to train Cuban house church leaders non-credit courses that were roughly equivalent to offering the Master of Arts in Christian Education, the Master of Arts in Marriage and Family Counseling, and the Master of Arts in Worship Ministries. In addition, many NOBTS faculty have trained national leaders in countries in East Asia, the Caribbean, and South America through certificate programs in association with Advance International. Although no formal assessment of these programs is applied, the impact of these programs has clearly been dramatic. Some NOBTS faculty and adjunct faculty teach regularly at Union College and Seminary in New Orleans, and faculty and staff assist in various ways with the Bethel Colony South and Women at the Well ministry in New Orleans, a ministry for recovering drug and alcohol addicts, including teaching a twice-weekly Bible study toward a non-credit certificate for its leaders and clients.

Leavell College provides some non-credit continuing education certificates for various publics. In cooperation with the Florida Baptist Convention, training certificates are being offered in French for Haitian ministers, both in Florida and on the island of Haiti. In cooperation with Advance International, non-credit certificates are taught to ministers in several countries in South America, the Caribbean, and Southeast Asia, taught largely by NOBTS faculty and alumni. Leavell College has offered non-credit and for-credit Church Ministry certificates to train ministers and lay leaders in various African-American, Portuguese, and Haitian ministry settings. These certificate programs are either offered in their native language or through a translator. Faculty members often teach in these certificate programs. Some of the most

successful such certificate programs have been in predominantly African-American churches, particularly in the New Orleans and Atlanta area.

Leavell College offers undergraduate programs in five maximum security prisons – Louisiana State Penitentiary in Angola and Louisiana Correctional Institute for Women near Gonzales, Louisiana; Mississippi State Penitentiary in Parchman, Mississippi; Phillips State Prison in Duluth, Georgia (with students drawn from multiple prisons in Georgia); and the recently initiated program at Hardee Correctional Institution in Florida. Our regular and adjunct faculty members teach in these programs regularly. The primary focus of the undergraduate program is to train Christians to minister in the prison (most sentences in Angola, LCIW, and some in other prisons are without the opportunity for parole, so the prisoners are not just trying to get “good time” by enrolling in the program), but some Muslim students have been enrolled as well who serve as imams for Muslims in the prison community. Graduates of these programs minister in various roles within the prison, and teach non-credit courses at these prisons and additional prisons. Although the assessment of our service programs tends to be more informal than formal, there has been thorough research and assessment to document the success of at least the Angola program. The Seminary’s role in the turnaround at the Angola prison (with the strong support of prison Warden Burl Cain) is recounted in *Cain’s Redemption: A Story of Hope and Transformation in America’s Bloodiest Prison*, by Dennis Shere (Chicago: Moody, 2005), and was affirmed as well in a recent ethnographic study by Sociologists associated with the Baylor University Institute for Studies of Religion, documented in “‘First Stop Dying’: Angola’s Christian Seminary as Positive Ethnology,” by Michael Hallett, Joshua Hays, Byron Johnson, S. J. Jang, and Grant Duwe, in the *Journal of Offender Therapy and Comparative Criminology*, (2015), 1-19, part of a five-year investigation of the Angola program (and another program in Texas consciously modeled after it), funded by a \$1.3 million grant.

Beyond service in the church, faculty members have served in significant ways in public service as well. For example, the Seminary Provost has served on the Louisiana State Board of Ethics and the Committee on Campaign Finance, both nominated by the governor and elected by the legislature, as well as serving on the Bioethics Committee of a local hospital system. Other faculty members have served as a member and Vice-Chair of the Louisiana State Licensed Professional Counselors Board of Examiners (also elected by the state legislature), and on the Pastoral Care Advisory Board of the nearby East Jefferson General Hospital. [See [Faculty Service](#)].

Providence Learning Center (PLC) is an arm of the Seminary to accomplish service ministries. PLC offers 18 non-credit certificate programs in a variety of areas, including church music, Biblical ministry, Biblical teaching, pastoral ministry, and spiritual growth. These certificate programs are offered in six locations in Florida, one in Jackson, MS and two international locations, a Pastoral Ministry Certificate in India and Biblical Studies Certificate in Mexico. A complete list of these current and recent non-credit certificate centers is provided in [Non-Academic Certificate Sites](#).

PLC certificate programs are also offered at five locations in Louisiana, including two prisons, (Louisiana State Penitentiary and Rayburn Correctional Center) and one Drug and Alcohol Rehabilitation facility, Bethel Colony South/Women at the Well Transformation Ministries. Many participants in the Bethel Colony South program also perform jobs on the NOBTS campus. The certificates for Bethel Colony South are taught by NOBTS faculty and staff through classes held weekly in the River City Cafeteria on the NOBTS campus, with a weekly attendance of 150-200 weekly.

PLC also facilitates the learning process by having hosted and managed around 25

conferences and events throughout the year on a variety of topics. These events include the Defend the Faith Apologetics Conference, the Greer Heard Point Counterpoint Forum, Senior Fest, Childhood Educational Workshop, and Red Carpet Week, which are designed for students, people from churches, and the community at large. Additional information pertaining to conferences for past years can be found in the attached PLC Reports for [2013](#) and [2014](#).

PLC assists the Seminary in facilitating some of its service and outreach opportunities, including the following:

The [MissionLab](#) program provides hands-on ministry engagement for youth, collegiate, family, and senior adult groups in the city of New Orleans. The MissionLab groups utilize the Nelson Price Center for Urban Missions for housing and meetings, as well as staying in additional campus housing. They dine at the River City Cafeteria on the NOBTS campus. MissionLab personnel assist in coordinating mission or service projects predicated on the desires and talents of the groups coming to the city. These projects range in scope from home rebuilding or repairs, to sports camps or backyard Bible clubs for children, to assisting with food pantries and visiting assisted living centers. So far in 2015, more than 3500 young people, adults and families have participated in MissionLab, including over 200 church groups from 15 states across the country. Additional and more detailed information pertaining to specific groups, service sites, states represented and number of participants from past years can be found in the attached PLC Reports for [2013](#) and [2014](#).

NOBTS also hosts [Camp NOLAKidz](#) for children across the community and for the seminary family. Camp NOLAKidz is a summer camp for children age four through completion of the sixth grade. The children are taught an age appropriate Biblical curriculum and are guided through arts and crafts, music and physical recreation. Several NOBTS students are counselors for Camp NOLAKidz. In the summer of 2015, an average of 75 children weekly attended Camp NOLAKidz. For more on the service activities of the faculty and the entire seminary community, see section 3.4.2 of this report.

Each of these ministries has a careful internal assessment and planning process (as reflected, for example, in the PLC Annual Reports, though not a part of the formal Seminary assessment process, since service is not at the core of our ministry assignment. However, there is some external evidence (such as the sociological study of the Angola prison program) to demonstrate that these service ministries are clearly impactful in the lives of many persons.

Documentation

- [Leavell College catalog](#)
- [Graduate catalog](#)
- [Annual of the 2014 Southern Baptist Convention](#)
- [Faculty Manual](#)
- [Non-academic Certificate Sites](#)
- PLC reports, [2013](#) and [2014](#)
- [Magee Counseling Center Report](#)
- [Faculty Service](#)

3.3.2 The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. **(Quality Enhancement Plan)** **(Note: This requirement is not addressed**

by the institution in its Compliance Certification.)

PROGRAMS

3.4 All Educational Programs

- 3.4.1** The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration. **(Academic program approval)**

Compliance Partial Compliance Non-Compliance

Narrative: All academic programs and courses are created and approved by the faculty. New undergraduate courses are approved by the Leavell College faculty and presented to the full faculty for approval. New graduate courses ordinarily originate with approval within the relevant academic division, after which they are presented to the Graduate Dean's Council and the full faculty for approval.

New degree proposals or changes in existing degrees are normally initiated within the relevant academic division. When a degree draws from multiple divisions (such as the Master of Divinity, for example), a multidisciplinary task force is usually appointed to design a proposal. When the task force approach is utilized, adequate opportunity is given for the various relevant academic divisions to provide their input. When a proposal has been developed by either a division or a task force, it is presented to the Curriculum Committee for approval. Leavell College degree program changes are also submitted to the Curriculum Committee. After any changes are made in Curriculum Committee, the degree or degree change proposals are submitted to the full faculty for approval. After faculty approval, the new degrees and significant degree revisions are submitted to the Trustees for final approval, pending accreditation approval by the relevant accrediting agencies. [See [Faculty Manual](#), sect. 2.9, "Channels of Communication for Academic Administration"]. For an example of this process documented in the approval of the MA in Pastoral Ministry, see [Degree Program Approval Minutes](#).

Documentation

- [Faculty Manual](#)
- [MA in Pastoral Ministry Degree Program Approval Minutes](#)

- 3.4.2** The institution's continuing education, outreach, and service programs are consistent with the institution's mission. **(Continuing education/service programs)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS is heavily invested in a number of continuing education, outreach, and service programs, consistent with our mission to "equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries." A primary vehicle for the Seminary in accomplishing continuing education and service is Providence Learning Center.

Providence Learning Center (PLC) exists to make sure that people never stop learning, regardless of age, background, or economic status. To that end, PLC offers 18 non-credit certificate programs in a variety of areas, including church music, Biblical ministry,

Biblical teaching, pastoral ministry, and spiritual growth. These certificate programs are offered in six locations in Florida, one in Jackson, MS and two international locations, a Pastoral Ministry Certificate in India and Biblical Studies Certificate in Mexico. A complete list of these non-credit certificate centers is provided in [Non-Academic Certificate Sites](#).

PLC certificate programs are also offered at five locations in Louisiana, including two prisons, (Louisiana State Penitentiary and Rayburn Correctional Center) and one Drug and Alcohol Rehabilitation facility, Bethel Colony South/Women at the Well Transformation Ministries. Many participants in the Bethel Colony South program also perform jobs on the NOBTS campus. The certificates for Bethel Colony South are taught by NOBTS faculty and staff through classes held weekly in the River City Cafeteria on the NOBTS campus. Attendance for these classes is 150-200 weekly.

PLC also facilitates the learning process by having hosted and managed around 25 conferences and events throughout the year on a variety of topics. These events include the Defend the Faith Apologetics Conference, the Greer Heard Point Counterpoint Forum, Senior Fest, Childhood Educational Workshop, and Red Carpet Week, which are designed for students, people from churches, and the community at large. Additional information pertaining to conferences for past years can be found in the attached PLC Report for [2013](#) and [2014](#).

PLC assists the Seminary in facilitating some of its service and outreach opportunities, including the following:

The [MissionLab](#) program provides hands-on ministry engagement for youth, collegiate, family, and senior adult groups in the city of New Orleans. The MissionLab groups utilize the Nelson Price Center for Urban Missions for housing and meetings, as well as staying in additional campus housing. They dine at the River City Cafeteria on the NOBTS campus. MissionLab personnel assist in coordinating mission or service projects predicated on the desires and talents of the groups coming to the city. These projects range in scope from home rebuilding or repairs, to sports camps or backyard Bible clubs for children, to assisting with food pantries and visiting assisted living centers. So far in 2015, more than 3500 young people, adults and families have participated in MissionLab, including over 200 church groups from 15 states across the country. Additional and more detailed information pertaining to specific groups, service sites, states represented and number of participants from past years can be found in the attached PLC Report for [2013](#) and [2014](#).

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[Seminary Service Programs](#) – Leavell College provides some non-credit continuing education certificates for various publics. In cooperation with the Florida Baptist Convention, training certificates are being offered in French for Haitian ministers, both in Florida and on the island of Haiti. In cooperation with Advance International, non-credit

certificates are taught to ministers in several countries in South America, the Caribbean, and Southeast Asia, taught largely by NOBTS faculty and alumni. Leavell College has offered non-credit and for-credit Church Ministry certificates to train ministers and lay leaders in various African-American, Portuguese, and Haitian ministry settings. These certificate programs are either offered in their native language or through a translator. Faculty members often teach in these certificate programs. Some of the most successful such certificate programs have been in predominantly African-American churches, particularly in the New Orleans and Atlanta area.

Leavell College also offers undergraduate programs in five maximum security prisons – Louisiana State Penitentiary in Angola and Louisiana Correctional Institute for Women near Gonzales, Louisiana; Mississippi State Penitentiary in Parchman, Mississippi; Phillips State Prison in Duluth, Georgia (with students drawn from multiple prisons in Georgia); and the recently initiated program at Hardee Correctional Institution in Florida. Although the primary focus of the undergraduate program is to train Christians to minister in the prison (most sentences in Angola, LCIW, and some in other prisons are without the opportunity for parole, so the prisoners are not just trying to get “good time” by enrolling in the program), but some Muslim students have been enrolled as well who serve as imams for Muslims in the prison community. Graduates of these programs minister in various roles within the prison, and teach non-credit courses at these prisons and additional prisons. The program at Angola prison has been widely publicized through print and broadcast media such as PBS, FOX News, the *New Orleans Times-Picayune*, the *Guardian*, *The Washington Post*, and the *New York Times*, due to the incredible success of the program in helping move the prison from one of the most violent prisons in the American prison system to become one of the safest prisons. [See [Print and Broadcast Media Accounts about the Angola Prison Program](#)]. The Seminary’s role in the turnaround at the Angola prison (with the strong support of prison Warden Burl Cain) is recounted in *Cain’s Redemption: A Story of Hope and Transformation in America’s Bloodiest Prison*, by Dennis Shere (Chicago: Moody, 2005), as well as a recent ethnographic study by Sociologists associated with the Baylor University Institute for Studies of Religion, documented in “First Stop Dying’: Angola’s Christian Seminary as Positive Ethnology,” by Michael Hallett, Joshua Hays, Byron Johnson, S. J. Jang, and Grant Duwe, in the *Journal of Offender Therapy and Comparative Criminology*, (2015), 1-19. This study is a five-year investigation of the Angola program (and another program in Texas consciously modeled after it), funded by a \$1.3 million grant. For more on faculty engagement in service, see section 2.8.

Documentation

- 1) [Non-academic Certificate Sites](#)
- 2) PLC report, [2013](#) and [2014](#)
- 3) [Print and Broadcast Media Accounts about the Angola Prison Program](#)

*** 3.4.3** The institution publishes admissions policies consistent with its mission. **(Admissions policies)**

Compliance Partial Compliance Non-Compliance

Narrative: Admission policies for the graduate and undergraduate programs are published in their respective catalogs. Catalogs are made available to students in printed form or in an online format on the institution’s NOBTS.edu [website](#). The Dean of Admissions and Registrar oversee the admissions process for the graduate program.

The Dean of Leavell College directs the admissions process for the undergraduate program.

In order to fulfill the mission of the institution to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries, NOBTS requires all students during the application process to indicate a conversion to Christianity as well as a calling to ministry. Applicants are also required to agree to a Christian standard of conduct during the application process. The standard of conduct and acceptance is a part of the application process.

Leavell College Admissions Policies

Undergraduate admission policies are found in the [2015-16 Leavell College catalog](#) (pp. 62-73). In the Admissions & Academic Policies section of the undergraduate catalog students will find admissions and eligibility requirements and admissions requirements for the various degree programs. Included in this section of the catalog, students will find the academic policies of Leavell College. This section covers a number of topics including, but not limited to, academic load, advising, writing guide, absences, auditing of classes, dropping and adding courses, withdrawals, grading scales, exams, academic grievance procedures, student standards of conduct, and student fees.

Graduate Admissions Policies

Graduate admission policies are found in the [2015-16 NOBTS Graduate catalog](#) (pp. 187-197). The Admissions & Academic Policies section of the graduate catalog addresses items similar to those of the undergraduate catalog. The graduate catalog indicates “students who have received a Bachelor of Arts degree or its equivalent from a college or university accredited by a regional accrediting agency approved by the Council for Higher Education Accreditation (CHEA) may be admitted as candidates for Master’s degrees at NOBTS” (pg. 188, Graduate Catalog). There are policies governing admissions for students applying with degrees from institutions not accredited by a CHEA recognized agency (see [2015-16 NOBTS Graduate catalog](#), p. 188). Extension Center and online students have the same admission requirements as New Orleans Campus residential students ([2015-16 Leavell College catalog](#), p. 20; [2015-16 NOBTS Graduate catalog](#), p. 27).

Doctoral Programs Admissions Policies

Professional Doctoral program admission policies are found in the [2015-16 NOBTS Graduate catalog](#), pp. 121-123. The Doctor of Ministry and the Doctor of Educational Ministry are professional degrees offered in the Professional Doctoral program. The degree is administered by the Associate Dean of Professional Doctoral Programs. The admission process for the Professional Doctoral program is clearly presented in the graduate catalog. Applicants to the program must have, among other requirements, three years of substantial post-Master’s degree ministry experience.

Doctor of Education (Ed.D.) program admission policies are found in the [2015-16 NOBTS Graduate catalog](#), pp. 135-137. The degree is administered by the Director of Doctor of Education and Doctor of Educational Ministry programs. The admission policies for the program are clearly defined and give the student applicant necessary

information for application and admission requirements.

Doctor of Musical Arts program admission policies are found in the [2015-16 NOBTS Graduate catalog](#), pp. 143-145. The degree is administered by the Director of the Doctor of Musical Arts program. The admission process for the Doctor of Musical Arts program is clearly presented in the graduate catalog. In addition to other requirements, applicants to the program should have two years of substantial experience in church music leadership. If applicants do not have the suggested experience, they may accomplish the requirement during the program of study, but before students may sit of the written Qualifying Exam.

Doctor of Philosophy (Ph.D.) program admissions policies are found in the [2015-16 NOBTS Graduate catalog](#), pp. 150-156. The Doctor of Philosophy program provides admission requirements for each of the Majors offered by the program. Majors are offered in the following areas:

- Biblical Interpretation
- Christian Education
- Church History
- Evangelism
- Missions
- Great Commission
- New Testament
- Old Testament
- Preaching
- Psych and Counseling
- Theology

Applicants must hold specific Master's degrees, take an entrance exam, submit a graded research paper, meet language requirements, and give an interview to division faculty. Each of the sections in the Doctor of Philosophy program admissions requirements offers clear guidelines for completion of each requirement.

Documentation

- [Leavell College catalog](#)
- [Graduate catalog](#)

- 3.4.4** The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.") **Acceptance of academic credit** **Note:** *Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees."*

Compliance Partial Compliance Non-Compliance

Narrative: Consistent with its mission of equipping leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries, NOBTS seeks to provide the best preparation for its graduates. In order to achieve these goals, NOBTS ensures that the credit transferred from other academic institutions fits in the Leavell College and NOBTS degree programs are academically qualified and appropriate. Leavell College and NOBTS do not offer any credit for prior experiential learning.

Transfer of Academic Credit (Leavell College)

New and returning students may transfer credits to Leavell College from all institutions accredited by a regional, national, or specialized and professional accrediting organization and recognized by the Council of Higher Education Accreditation (CHEA). Courses will be transferred on a course-by-course basis according to the policies adopted by the faculty of Leavell College. CLEP and DANTES exams may be transferred if the credit is on an official transcript from an institution accredited by a regional, national, or specialized and professional accrediting organization participating and recognized by the Council of Higher Education Accreditation (CHEA). Course work completed at a foreign institution not accredited by a regional post-secondary accrediting commission will be evaluated by World Education Services. The student should send an official transcript to World Education Services which will complete their evaluation of transfer credit and forward a course-by-course evaluation to Leavell College.

In order to graduate, students transferring hours into the baccalaureate degree program must complete at least 25 percent of the degree at New Orleans Baptist Theological Seminary. Students transferring hours into the associate degree program must also complete at least 25 percent of the degree at New Orleans Baptist Theological Seminary. Students transferring hours in the baccalaureate degree program must earn one Old Testament elective or one New Testament elective at NOBTS. In addition, they must show evidence of sufficient foundational studies to support the chosen major or minors. Transfer courses from Baptist colleges will be evaluated by the Dean of Leavell College on a case-by-case basis.

Bachelor of Arts in Music students who plan to have music hours transferred must pass the placement exams that correspond with the courses they wish to transfer. However, if a student plans to enroll in an undergraduate course, the corresponding placement exam is not required. Students may transfer a minor in general education courses from all institutions accredited by a regional, national, or specialized and professional accrediting organization and recognized by the CHEA. Credit earned in military training may be transferred if the credit is on an official transcript from an institution accredited by a regional accrediting agency approved by the CHEA, or the military credit may be evaluated by the Associate Dean of Leavell College according to the standards of the American Council on Education (ACE). A maximum of 12 hours of SBC Seminary Extension credit (an ACE accredited program for lay ministers administered by the Southern Baptist Convention) may be transferred if the credits are for courses accredited by the American Council on Education. These credits will be transferred in as free electives only. However, students must obtain approval from their academic advisors prior to enrolling in undergraduate courses based upon the transfer of Seminary Extension course credit. All correspondence work must be from institutions accredited by a regional, national, or specialized and professional accrediting organization and recognized by CHEA. Baccalaureate level work done at institutions not accredited by a regional, national, or specialized and professional accrediting organization and recognized by the CHEA may be accepted in full or in part, or rejected. Such transfer hours will be evaluated by the faculty of Leavell College serving as an academic affairs committee. The faculty committee will make recommendations to the Dean of Leavell College regarding such transfer credit. Students admitted under this provision are admitted on a probationary basis for one semester, in which they must maintain at least a "C" average.

Students enrolled in the Church Leadership Certificate Program may petition the Dean of the Leavell College to transfer a maximum of 18 hours earned in the program(s) to the associate or baccalaureate degree programs. The hours may be transferred if the student fulfilled the Seminary admission eligibility requirements at the time the courses were satisfactorily completed. All transfer hours must carry a grade of "C" or above. The Dean of Leavell College is responsible for evaluation of all transfer credits. Transcripts may be evaluated prior to or after the approval of the students for admission. Following the evaluation of transcripts, a copy of the

evaluation will be forwarded to the student and the courses transferred will be entered on the student's official transcript at the Seminary. [See 2015-16 [Leavell College catalog](#), "Transfer Credit," pp. 65-66].

Transfer of Academic Credit (Graduate Program)

NOBTS allows students to transfer qualified academic credits from other academic institutions towards undergraduate, masters, and doctoral degrees. The transfer of academic credit follows the process outlined for students in the 2015-16 [NOBTS Graduate Catalog](#), "Credit Evaluation," p. 190.

The NOBTS [Office of the Registrar](#) evaluates and processes all requests for the transfer of academic credits at the master's level. The Office of the Registrar evaluates the credits considered for transfer first and foremost by the accreditation status of the institution at which the credits were earned. For all credits earned at institutions accredited by the Association of Theological Schools in the United States and Canada (ATS) students may transfer in any appropriate credits for which they received a grade of "C" or higher. For all credits earned at institutions accredited by agencies recognized by the Council for Higher Education Accreditation (CHEA) students may transfer in any appropriate credits for which they received a grade of "B" or higher. For all credits earned at institutions not accredited by organizations recognized by CHEA, students may transfer in appropriate credits for which they received a grade of "B" or higher, provided these courses were earned in on-site courses.

International students seeking master's degrees from NOBTS International students must be able to present evidence that they have earned a degree which is the equivalent of the Bachelor of Arts degree offered in American colleges and universities, evaluated by World Education Services, Inc. (www.wes.org). The same standard pertains in reference to the possible transfer of master's level credits. [See "the 2015-16 [NOBTS Graduate Catalog](#), "International Students," pp. 189-190.

NOBTS does not allow for credits transferred from another institution to exceed half of the credits required toward an NOBTS degree. Students must complete a minimum of thirty (30) credit hours of their degree at NOBTS. Students may only transfer in up to eighteen (18) hours of credits from institutions not accredited by CHEA recognized organizations.

The Academic Counselor in the Office of the Registrar works in concert with the Registrar and various academic divisions to evaluate a request to transfer academic credit. The student must submit an official copy of her or his transcript to the Office of the Registrar. After affirming the accreditation status of the institution at which the credit was earned, the Academic Counselor evaluates the courses to be considered for transfer. The chief concern of this evaluation is to determine whether or not courses are substantially parallel to the course offerings of NOBTS. To determine whether a course is substantially parallel to an NOBTS course the Academic Counselor may request a course description and/or course syllabus from the institution which awarded the initial credit. The Academic Counselor gives particular attention to the comparison between the student learning outcomes (SLOs) of potential transfer courses and the SLOs of the parallel NOBTS course.

In cases where the similarity of a potential transfer course cannot be easily established, the Academic Counselor consults the Registrar. If the Registrar decides that further clarification is needed, the faculty members in the academic division specific to the course in question are notified. In these cases the Registrar considers the counsel of the academic division and then makes a decision on whether or not the credit is appropriate for transfer.

All school officials involved in the process of credit evaluation intimately familiar with the degree programs of NOBTS and are aware of any changes made to these programs by NOBTS faculty. The Office of the Registrar works closely with faculty members on these decisions by consulting with various academic departments on transfer of credit decisions.

Advanced Standing

NOBTS does not offer automatic advanced standing or reduction of credit hours required for well-prepared college students (such as Religion majors). However, NOBTS has created the [Baptist College Partnership Program](#) (BCPP) to allow well-prepared students to earn credit for advanced standing. NOBTS offers these advanced standing options for graduate students who have a degree (or, more rarely, are juniors or seniors in good academic standing) from an undergraduate institution accredited by an organization recognized by CHEA. The BCPP offers three advanced placement options: earning credit through BCPP seminars, taking BCPP tests for credit, and earning credits through advanced Hebrew and Greek courses. Each option covers a specific group of courses. The BCPP program is described for students in the web page linked above, in the 2015-16 [NOBTS Graduate Catalog](#), "Baptist College Partnership Program," pp. 37-38, and in BCPP brochures.

Qualified students may receive four (4) hours of credit by taking the following BCPP seminars: New Testament (BCNT5400), Developmental Studies in Christian Education/Psychology (BCCE5400/BCPY5400), Old Testament (BCOT5400), and Preaching (BCPP5400). Qualified students may receive five (5) hours of credit by taking the BCPP seminar Church History (BCHI5500). The qualification for the New Testament, Developmental Studies in Christian Education/Psychology, and Old Testament seminars is a minimum of six (6) undergraduate hours in the field of the seminar with a minimum of a "B" average for those undergraduate courses. The qualification for the Preaching seminar is five (5) undergraduate hours in the field of the seminar with a minimum of a "B" average for those undergraduate courses. BCPP seminars are taught by members of the appropriate academic division of the NOBTS faculty.

The BCPP program offers students who have taken at least three (3) hours of undergraduate credit in certain subjects to demonstrate master's level competency by passing a test on the subject. Students must have made a grade of "B" or better in the undergraduate level course. BCPP test credits are offered for the following courses: Encountering the Biblical World (BBBW5200), Introduction to Biblical Hermeneutics (BSHM5310), Church Leadership and Administration (CEAM6320), Historical Foundations of Christian Education (CEEF6300), Christian Ethics (ETHC5300), Church Evangelism (EVAN5250), Baptist Heritage (HIST5223), Christian Missions (MISS5330), and Counseling in Ministry (PSYC5202). All tests for the BCPP are written and revised by members of the appropriate academic division of the NOBTS faculty. No more than one sixth of any degree may be earned through BCPP tests.

Advanced placement in Greek and/or Hebrew language courses is available through the BCPP. Students who have earned at least six (6) hours of credit in Greek or Hebrew from an undergraduate institution accredited by an institution recognized by CHEA with a grade of "B" or better may progress to Intermediate Greek/Hebrew Grammar for Exegesis (NTGK6300/OTHB6300) bypassing Introductory Greek/Hebrew Grammar (NTGK5300/OTHB5300). If the student earns a "B" or better in Intermediate Greek/Hebrew Grammar for Exegesis then credit is awarded for Introductory Greek/Hebrew Grammar. Students who have earned at least twelve (12) hours of credit in Greek or Hebrew from an undergraduate institution accredited by an institution recognized by CHEA with a grade of "B" or better may progress to an advanced Greek or Hebrew Exegesis course. If the Student earns a "B" or better in the advanced Greek or

Hebrew exegesis course then credit is awarded for Introductory Greek/Hebrew Grammar for Exegesis and Intermediate Greek/Hebrew Grammar for Exegesis.

Students desiring to take advantage of earning the advanced placement options offered by NOBTS through the BCPP must submit official copies of their undergraduate transcripts to the BCPP office. Transcripts are reviewed by the director of the BCPP with assistance from the Office of the Registrar if necessary. The faculty of NOBTS is involved at every level of this process by developing and teaching BCPP seminars, writing BCPP tests, and teaching the upper level Greek and Hebrew courses used to assess advanced placement students.

Documentation

- [Leavell College catalog](#)
- [Graduate catalog](#)
- [Registrar's Office web page](#)
- [Baptist College Partnership Program web page](#)
- [World Education Services web page](#)

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.
(Academic policies)

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS strives to maintain good educational practices for its academic policies in order to fulfill its mission “to equip leaders to fulfill the Great Commission and the Great Commandment through the local church and its ministries.” NOBTS strives to provide a unique setting for quality theological education that meets both high Christian standards and high professional academic standards.

Academic policies are normally developed by the NOBTS faculty. Section 4 of the [Faculty Manual](#) lists the faculty administrative committees and lists their responsibilities. Academic policies for Leavell College are developed primarily in the Leavell College Dean’s Council; academic policies for the Graduate program are developed primarily in the Graduate Dean’s Council; school wide academic policies are developed in the Curriculum Committee or the Academic Leadership Council; policies related to professional doctorate degrees are developed by the Committee for the Professional Doctorate Degrees (known on campus as “ProDoc”); and policies relating to research doctoral degrees are developed by the Committee for the Research Doctorate Degrees (known on campus as “ReDoc”). Significant changes to academic policies or new policies are normally presented to either Graduate Dean’s Council or the Curriculum Committee for more general approval, and then must be approved by the full faculty before implementation.

NOBTS academic policies are easily accessible through the academic catalog for the graduate or undergraduate program, which is available in print version, but the official versions are posted on the [NOBTS web pages](#), as noted in this chart.

Program	Academic Policy Catalog Location
Undergraduate degrees	Leavell College catalog , pp. 52-73
Graduate degrees	Graduate catalog , pp. 187-197
Professional Doctoral degrees	Graduate catalog , pp. 120-125

Doctor of Education	Graduate catalog , pp. 134-138
Doctor of Musical Arts	Graduate catalog , pp. 142-144
Doctor of Philosophy	Graduate catalog , pp. 149-156

In addition to a summary of academic policies for doctoral programs in the Graduate catalog, the NOBTS web site also has more detailed manuals for doctoral students, including the [Doctor of Ministry Handbook](#), the [Doctor of Educational Ministry Handbook](#), and the [Manual for Research Doctoral Programs](#), as well as statements of the policies on the respective pages in the NOBTS.edu web pages dedicated to each of these programs. The NOBTS.edu web pages also have a “[Registrar Resources](#)” page with the forms and contact information to implement the academic policies.

The Leavell College Dean’s office develops the content of the Leavell College catalog, and the Graduate Dean’s office develops the content of the Graduate catalog. Both catalogs are approved by the Provost before publication. All official academic publications are reviewed and formatted by the Public Relations Office. A senior administrator, the Provost, reviews and approves all major academic publications, e.g. the Academic Catalogs, degree advertisements, and Seminary recruitment material. Appropriate offices and academic divisions are consulted in the compilation of material for publications.

The Dean of Students and the Administrative Council approve the student conduct policies of the Seminary. The Student Handbook is the locus of student conduct policies. It is edited by the Student Life Director and approved by the Dean and Associate Dean of Students. The Public Relations Office assists in the compilation of the Handbook for publication. Appropriate offices and academic divisions are consulted in the compilation of material for the [Student Handbook](#), available for all students on the NOBTS.edu web pages.

Documentation

- [Faculty Manual](#)
- [Leavell College catalog](#)
- [Graduate catalog](#)
- [Doctor of Ministry Handbook](#)
- [Doctor of Educational Ministry Handbook](#)
- [Manual for Research Doctoral Programs](#)
- [Registrar’s Resources web page](#)
- [Student Handbook](#)

3.4.6 The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. **(Practices for awarding credit)**

Compliance Partial Compliance Non-Compliance

Narrative: Since 2012, NOBTS has been utilizing the following definition of “credit hour”:

1. NOBTS courses are normally expected to have fifteen hours of classroom contact time for every one semester hour of credit granted.
2. Courses offered via a distance education format are normally expected to engage students in fifteen hours worth of learning activities for every one semester hour of credit given.

3. Should a course be offered in a format with a reduced seat time (workshop/summer-term, etc.), the division wherein the course originates should approve a separate syllabus for the reduced seat time course. This syllabus must maintain the same student learning outcomes as are expected from the normal course. Typically additional learning assignments will be added to the reduced seat time version of the syllabus.
4. Once the division approves the syllabus for the reduced seat time offering of the course, the syllabi will be approved by either the Leavell College faculty (for undergraduate courses) or the Graduate Dean's Council (for graduate courses).
5. Once the syllabus has been approved by both the division and the larger faculty group, a copy of the reduced seat time syllabus should be forwarded to either the Dean of Leavell College (for undergraduate courses) or the Graduate Dean (for graduate courses). The appropriate dean's office will keep a copy of the syllabus on file.

While this process (also described in the [Faculty Manual](#), sect. 2.9, "Channels of Communication for Academic Administration," s.v. "Approval of New Courses) has been followed consistently, our review process revealed the need for a clearer statement regarding the amount of learning activities required for nontraditional delivery systems. Therefore, the faculty approved the following statement in September 2015 which presupposes the process outlined above but states more precisely the relationship between class seat time and out of class assignments:

At NOBTS, a standard, semester-based course with weekly meetings will normally meet in person 1 hour in seat time per credit hour weekly, with assignments which take approximately two hours per credit hour outside of class. So, for a typical 3 hour course, class meetings will total 45 hours in seat time, and outside of class assignments will total approximately 90 hours. The total time spent by the student inside and outside the classroom for the 3 hour course should thus be approximately 135 hours. When various alternative delivery systems are being utilized in which the percentage of seat time and outside of class assignments vary, the same total time investment of total time commitment by the students must be maintained. (Approved in Faculty meeting September 2, 2015 – see [Faculty Minutes for 9/2/15](#); see also the [2015-16 Leavell College catalog](#), p. 66, and the [2015-16 Graduate catalog](#), p. 195].

Illustrations of how this guideline applies for several representative delivery systems are provided in the [Faculty Meeting Minutes from September 2, 2015](#)." The application of these standards to applied Music courses is stated (in accordance with NASM policies) in the [2015-16 Leavell College catalog](#); the [2015-16 Graduate catalog](#), p. 195; and the [Division of Church Music Ministries Student Handbook](#), p. 48. Illustrations of the approval process of a Leavell College course syllabus (WMMW1162—The Sermon on the Mount, a one hour certificate course, with Leavell College approval and full faculty approval), and a Graduate Program course syllabus (THEO6300—Theological Research and Writing Seminar, discussed and approved in over two monthly T&H divisional meetings, Graduate Dean's Council approval, and full faculty approval) are included in [Course Syllabi Approval Minutes](#).

Documentation

- [Faculty Manual](#)
- [Leavell College catalog](#)
- [Graduate catalog](#)
- [Faculty Meeting Minutes 9/2/15](#)
- [Division of Church Music Ministries Student Handbook](#)
- Leavell College and Graduate Course Syllabi Approval Minutes ([Faculty Meeting minutes 9/2/15](#), THEO6300 – T&H minutes for [April](#) and [May](#), 2015,

- 3.4.7** The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the Commission policy “Collaborative Academic Arrangements.”) **(Consortia relationships/contractual agreements)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS is not involved in any consortial relationships. NOBTS does have an articulation agreement with the University of Southern Mississippi allowing the students of each institution to take courses (or seek degrees) at the other institution, including some privileges regarding admission and tuition, and allows the transfer of approximately 6 credit hours toward the other school's degree. However, these programs are completely separate and independent; this is not a dual degree program. NOBTS students who enroll in the Master of Social Work (MSW) degree at USM become USM students, and any USM students who take courses or degrees at NOBTS become NOBTS students. This agreement was negotiated by USM and NOBTS faculty, and approved by the schools' respective administrations, and is subject to periodic review. The quality of the respective programs are assured by the oversight of the institution's respective accreditation and institutional standards. The transfer of credit in this agreement of a limited number of hours is no different than transfer of appropriate credit hours from any other accredited graduate institution.

- 3.4.8** The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS does not typically allow academic credit for any noncredit courses. All transfer credits into Leavell College or the Graduate program must meet the standards described in section 3.4.4. The one exception is that it is possible for Leavell College students who have completed courses in the noncredit Leavell College Church Leadership Certificate program to petition to transfer a limited number of those courses into Leavell College. In these cases, even though the courses are noncredit, the syllabi were approved by Leavell College, the faculty were credentialed just as they would be in Leavell College for-credit courses, and Leavell College kept records of the courses they took. These classes are thus essentially equivalent to for-credit courses. Even so, these credits are not automatically transferable. Church Leadership Certificate program students may petition the Dean of the Leavell College to transfer a maximum of 18 hours with a grade of “C” or above earned in the program(s) into the associate or baccalaureate degree programs. The student must also have fulfilled the Seminary admission eligibility requirements at the time the courses were satisfactorily completed. The Dean of Leavell College is responsible for evaluation of all transfer credits. Transcripts may be evaluated prior to or after the approval of the students for admission. Following the evaluation of transcripts, a copy of the evaluation will be forwarded to the student and the courses transferred will be entered on the student's official Seminary transcript. [See 2015-16 [Leavell College catalog](#), “Transfer Credit,” pp.

65-66].

Documentation

- [Leavell College catalog](#)

3.4.9 The institution provides appropriate academic support services. (**Academic support services**)

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary strives to make academic support services as available to off-campus and online students as they are to New Orleans campus students. This section will focus on academic support services as outlined in the guidelines; overall student support is addressed in 2.10, technology services and support is addressed in sections 3.4.12, and library services is addressed in sections 2.9 and 3.8.2.

The Registrar's Office (<http://www.nobts.edu/registrar/default.html>) -- The Registrar's Office, under the direction of the Dean of Admissions and Registrar, provides key academic support for students in all the Seminary's delivery systems, particularly for graduate students. Many of these resources are available not only in person in New Orleans, but online ("[Registrar Resources](#)") or by phone (with a toll free number) or email. The Registrar's Office serves students by directing the student admission process, participating in the new student orientation, assisting students with the registration process, evaluating credits, transferring of credits, maintaining and issuing transcripts, providing graduate level academic advising, coordinating graduation procedures, coordinating various military and state-level programs (GI Bill and Louisiana TOPS tuition funding, for example), and maintaining student records. While the Self-Serve system allows students direct access to much of the information and processes formerly provided in person by the Registrar's Office, students are still given direct access to the office. The Registrar's Office registers students in our various Hispanic, Haitian, and Korean programs and employs two Korean-speaking staff members to facilitate service to Korean students. The office also manages all issues related to international students and the US Immigration service. The Registrar's office web page provides easy access to common forms and explanation of procedures, as well as an electronic means to schedule appointments with academic advisors.

Some of these functions are performed by the Leavell College office for undergraduate students, in which there is an Assistant Registrar who works under the oversight of the Dean of Leavell College and the Dean of Admissions and Registrar. As noted in section 3.4.5, the Seminary's academic policies are published in the Leavell College (pp. 72-93) and [Graduate catalog](#) (pp. 187-197) in the section of the catalogs addressed by the Registrar's Office. The following sections detail some of the student services provided by the Registrar's Office.

(a) *Admissions* -- The Registrar's Office handles the admission process for all graduate students. Leavell College handles the admissions for undergraduate students, including working with the TOPS (Taylor Opportunity Program for Students) for recent Louisiana high school graduates. The Admissions Council makes judgements about undergraduate and graduate admissions when the prospective students have "red flags" in some part of their admissions data. The Registrar's Office also determines the applicability of transfer credits, as described in section 3.4.8.

(b) *Veterans and International Students*—The Registrar's Office adjudicates Veterans' Administration benefit approvals and the immigration status of international students. NOBTS receives no federal or state money, but does service programs such as veterans' benefits and the TOPS program which go directly to the student to spend at the institution of their choice.

- (c) Registration—The Registrar’s Office oversees graduate student registration; the Leavell College office oversees undergraduate student registration. The Registrar’s Office collects all enrollment records for Seminary reports.
- (d) Academic Advisement—A dedicated Academic Advisor for graduate students is based in the Registrar’s Office. The Leavell College faculty does academic advising for New Orleans campus students; the extension center and prison program directors do the academic advising in their setting. On the New Orleans campus, in which various specializations and concentrations are offered in the graduate program that are not offered elsewhere, graduate faculty members who serve as Academic Advisors for these graduate degrees, specializations, and concentrations are identified in the Graduate catalog [see [2015-16 NOBTS Graduate catalog](#), pp. 39-118]. These graduate faculty Academic Advisors meet with prospective students on Preview Weekends and individual prospective student campus visits, meet with new students in New Student Orientation to provide early academic advisement, and are available throughout the academic year to advise students in these degrees, specializations, and concentrations. However, the Academic Advisor in the Registrar’s Office is available during office hours weekly to advise either extension center or online students (by phone or email) or New Orleans campus students on any graduate degree, specialization, or concentration. Incentives are provided during academic workshops and Red Carpet Week, when more extension center and online students visit the campus, to encourage them to visit the Academic Advisor for advisement.
- (e) Transcripts – The Registrar’s Office keeps all the official transcripts for both Leavell College and the Graduate program in paper and electronic format. The ongoing transcript is available for currently enrolled students to review on the Self-Serve platform, and may be mailed to former students on request. The Registrar’s Office also monitors transcripts and notifies students who are suspended or placed on probation for low academic grades.
- (f) Graduation – The Registrar’s Office certifies that graduation candidates have completed all of the courses required for their degrees, prints diplomas, and plays a key role in organizing and supervising the graduation exercises.

Student Services on the New Orleans Campus

On the New Orleans campus, student support services are primarily provided through the Dean of Students Office. The Dean of Students Office (DOS) is comprised of the Student Life Office, the Retention Office, the Financial Aid Office, the Recreation Center, the PREP Initiative, and student counseling services. The current Associate Dean of Students also serves as the Coordinator of Women’s Programs.

As part of their annual planning process, each office in the DOS sets goals related to the selected core value for the year ([see the Dean of Students IEAA report](#)). The offices support the focal core value goal in their activities for the year. Each office offers specific student support services. Each office will be discussed first as it relates to the New Orleans campus. For more information on how the institution provides support to the Extension Centers see the section below on Extension Centers. Student Life Office (<http://www.nobts.edu/student-life/default.html>)

The Student Life Office (Student Life) coordinates and plans a variety of activities and provides academic support services, including the following:

- (a) Student Handbook-- Student Life compiles and edits the Student Handbook each year. In previous years the handbook has been provided to students in print format. For the past several years and currently, the handbook is provided in online format, (<http://www.nobts.edu/student-services/default.html>). New students are directed to the Student Handbook in the online component of orientation and are provided with a brief synopsis of the Student Handbook. The link to the handbook is prominent on the

student services page on the website, one click from the front page through the Seminary Life portal. The handbook contains general policies of the Seminary, including the Statement of Duties, Privileges and Responsibilities, ethics code, disciplinary and grievance policies, plagiarism policies; parking and campus safety policies; policies for all campus housing units; policies for all campus recreational facilities; policies for extension centers; and policies for hurricane and other emergencies.

(b) New Student Orientation (<http://www.nobts.edu/student-services/new-student-orientation.html>) -- Student Life plans and coordinates New Student Orientation for the New Orleans Campus. At the extension centers the site director plans and coordinates an on-campus, site-specific orientation component, supported as needed by the student life office. The core of New Student Orientation is delivered online to all students across the NOBTS system through the Blackboard course management system; Leavell College and the Seminary each have a unique online component, though much of the content is shared.

The Student Life Office coordinates the training of orientation student “shepherds” for the New Orleans campus orientation. The shepherds are current NOBTS students selected competitively from a broad range of academic and ministry interests. They guide new students through the campus orientation, and serve as a touchpoint for new students prior to their arrival and during their first semester. New students are contacted by the shepherds once before arrival on campus, at midterms, and just before final exam week as part of the seminary’s overall retention efforts.

On campus orientation day, students meet with faculty from their chosen academic programs in a degree plan overview meeting, where they are able to meet and interact with their division faculty and ask questions. The New Orleans campus orientation includes a variety of break-out workshop sessions, including but not limited to life on the New Orleans campus and in the city of New Orleans, writing assistance, financial aid, and healthy living. Many of the workshop sessions are led by faculty and staff giving new students an opportunity to meet and interact with faculty during New Student Orientation. Students are also given opportunity to interact with New Orleans campus offices in the student center atrium during the Campus Office Meet & Greet, and with local churches and other community organizations during the evening Student Life Fair. The Dean of Students office and the registrar’s office provide an international student orientation, as well as a break-out session dealing specifically with cultural transitions for international students.

(c) Campus and City Events-- Student Life also coordinates events on the New Orleans campus to foster community among students. The annual Crawfish Boil and Fun Fest in the Spring and the President’s Ice Cream Social in the Fall are a few of the events designed to encourage interaction among the faculty and students. Student Life also provides information related to off-campus events and activities. A monthly newsletter is delivered to each Seminary housing unit, including faculty and staff homes. The newsletter includes information related to New Orleans Campus activities. The newsletter also includes information about local events, service opportunities, community festivals, and fitness events. The local event information is included to encourage students to interact with the local community.

(d) Student Organizations-- Student Life also oversees the various student organizations at the Seminary. For a complete listing see the Student Handbook. Students are encouraged to participate in student organizations to enhance their Seminary and Leavell College experience as well as encourage community among the students. Below is a list of the currently recognized student organizations:

- Baptist Collegiate Ministry
- Bi-vocational Pastors’ Fellowship

- Campus Youth Challenge
- Chaplain Ministry Fellowship
- Christian Association of Student Social Workers
- Christian Home Educators Support System (CHESS)
- Dead Preachers' Society
- Fellowship of Black Seminarians
- International Student Fellowship
- Korean Student Association
- NOBTS Student Counselor Association
- Quest Student Women's Ministry
- Shepherd's Fellowship Forum
- Student Missions Fellowship
- Student Theological Fellowship
- Student Wives Fellowship

(e) Retention Office – The Retention Office serves students in a number of ways:

- *New Student Orientation*-- The Retention Office coordinates with the Student Life Office to plan and organize New Student Orientation, recognizing that first-year programs are a major factor in overall student retention. The primary tasks of the Retention Office in New Student Orientation are overseeing the Online Orientation component, recording and monitoring orientation participation across all campuses, and facilitating academic advising and early registration for new students.

New Student Orientation has two components. All new degree-seeking undergraduate and graduate students, as well as graduate certificate students, across all delivery systems are required to complete Online Orientation. Students who have identified a preferred physical campus are additionally required to attend a campus-specific orientation at their designated location. The Retention Office records the number of students who participate in both online and campus orientations each semester.

Online Orientation contains basic policy and procedural information relevant to all enrolled students at NOBTS. For example, the section "SelfServe and Online Registration" includes voice-over videos on registration procedures, downloadable PDF how-to guides for Self Serve and Blackboard functions, and a quiz to ensure students have learned the information. The Retention Office reviews the information in Online Orientation at the end of each orientation period and updates it accordingly.

Students who were accepted for a given semester but neglect to register for classes are contacted by the Retention Office. The Retention Office records the students' intention to enroll, withdraw, or delay entry, and coordinates with the Registrar's Office to ensure that students' information is updated accordingly.

- *Academic Advising*-- During the early registration period, the Retention Office coordinates with the Registrar's Office to provide new graduate students who complete Online Orientation the opportunity to receive academic advising and register before their campus orientation. The Leavell College Office coordinates early registration and advisement for new undergraduate students.

The Registrar's Office employs two staff members designated with academic advising responsibilities. The Retention Director also provides academic advising to students, both during the early registration period and throughout the year. The Retention Director has trained with the Registrar's Office academic advisors to provide academic advising

directly to graduate students, increasing the availability of advising.

The Retention Office coordinates “push” advising to main campus, extension, and online students by contacting students to offer advisement rather than waiting for students to request advising. Phone appointments and/or face-to-face appointments at the main campus can be scheduled through a Google calendar (see this link: <http://www.nobts.edu/registrar/default.html>). The Retention Office contacts students who appear to be at risk or who have not registered for a semester to offer advising and enrollment options across all delivery systems. The Retention Office promotes registration when registration periods open for fall and spring semesters by setting up a booth in the Hardin Student Center and by emailing students.

The Retention Office researches and contacts “stop-out” students, those who have taken a semester off from coursework. The Retention Office works with those students to develop plans to complete their degrees.

(f) *Financial Aid Office* (<http://www.nobts.edu/financial-aid/default.html>) -- The Financial Aid Office coordinates the awarding of scholarships and emergency financial assistance to students. Financial Aid works with the Business Office, Institutional Development Office, and the Provost to provide as many students with aid as possible. In the Fall of 2015, all current student applicants, including New Orleans campus and extension center students, were awarded some type of financial assistance.

The Financial Aid Office also processes and certifies student loan applications. NOBTS does not participate in the Federal Student Loan program. However, students are able to receive private loans through several loan granting institutions, and the Financial Aid office assists in certifying deferrals of federal loans that students obtained at other institutions. The Financial Aid Office also works with the Registrar’s Office and Business Office to coordinate GI Bill tuition assistance, Louisiana “TOPS” tuition funding and other assistance programs.

Financial Aid assistance and counseling is also available to students meeting certain criteria through the Caskey Center for Church Excellence. This center provides full tuition scholarships to students working as bivocational or small church pastors in certain states while in seminary. The Caskey Center coordinates closely with the financial aid office and PREP office (see below) as it provides financial support to these students.

(g) *The PREP (Program for Research, Education, and Planning) Initiative Office* (<http://www.nobts.edu/prep/default.html>) -- Funded by a three-year Lilly grant, the Seminary’s PREP initiative (Program for Research, Education, and Planning) seeks to provide financial advising to avoid student indebtedness. PREP training sessions have been offered in the New Orleans and Atlanta hubs, and PREP staff make themselves available during workshops and hybrid days to offer financial services to commuter students. The PREP Initiative office provides free financial training classes, individual financial counseling, and budget assistance to students. The PREP Initiative office also works with the Financial Aid Office to provide financial counseling to students applying for educational loans processed by the Financial Aid Office. Information about the PREP initiative is available to all students on the Seminary webpage at <http://www.nobts.edu/prep/Default.html>.

The PREP office staff regularly recruits students to its free financial classes by offering free coffee and snacks in the student center atrium, sponsoring a Red Carpet Week

break targeted at extension center students, and advertising through the Financial Aid office. As part of the program, PREP has expanded to our largest extension center in Atlanta, offering modified version of its classes there to meet the needs of the students at that center. It is anticipated that the core programs of the PERP initiative will continue as a part of student services after the conclusion of the grant period.

(h) *The Recreation Center* (<http://www.nobts.edu/student-life/the-rec.html>) -- The Recreation Center coordinates healthy living activities at and through "The REC." A weight-room, gymnasium, and swimming pool are housed at the REC. Fitness classes are provided to the New Orleans Campus population. The Recreation Center staff also host several events, including a two-mile run/walk during Red Carpet Week, the Fun Run during the Spring Semester, and a Twilight Two-miler run during the Fall. The REC has recently begun a pilot program of off-campus adventure-related activities, including hiking and trips to local rock-climbing gyms.

The REC programs activities specifically for visiting students from extension centers during special focus weeks such as Red Carpet Week, and offers all services to visiting extension or online students throughout the year. As an example, new professional doctoral program students, who are mostly visiting students, are made aware of campus recreational opportunities by the Dean of Students in their initial workshop and encouraged to consider bringing their families to campus during their workshop week to take advantage of the seminary's recreational offerings. The REC highlights the yearly core value to students through its programs in practical ways, like facilitating student prayer and discussion of the purpose of recreational activities as part of the programs. "Pray and Play" basketball is one such example. The fun and competition are natural parts of the activity, but students incorporate prayer and devotion into the activity.

(i) *Student and Family Counseling Services* (<http://www.nobts.edu/student-services/counseling-services.html>) -- Free and confidential counseling services are available to NOBTS students and their families through the Leeke Magee Christian Counseling Center. The center is part of the academic program of the seminary Psychology and Counseling programs, and supports student services by providing counseling by masters and doctoral level students, as well as counseling faculty, to the seminary community. The counseling center has helped coordinate response to traumatic events affecting the entire campus community, such as natural disaster evacuation or grief and loss at the community level. The center also provides group counseling for specific interest groups (a self-image group for campus teens, for example), and free or low cost seminars to students and the public on issues such as child sexual abuse prevention. Student counseling services are coordinated by a counseling faculty member who also serves as an advisor to the Dean of Students in disciplinary or mental health crisis situations. The counseling center maintains a resource webpage and provides services to extension and other distance students as detailed later in this section.

Student Services for Extension Center and Online Students

The Seminary provides student support services through the on-site director, the regional hub staff, and the main campus offices. The Atlanta hub also has a Director of Student Services to assist the extension directors to serve the needs of Georgia and Alabama students. The director at each extension site provides students with new student orientation, basic academic counseling, information specific to the extension site, and help to navigate the various support systems offered by the Seminary's Dean of Students office, Registrar's office, and Information Technology Center (ITC). The director also coordinates student support for classroom, financial, and academic needs with the appropriate officials on the New Orleans campus. Specific student

services such as financial aid, technology assistance, student records information, and transfer of credits are handled by offices located on the New Orleans campus: the Financial Aid office, the Information Technology Center (ITC), and the Registrar's office, respectively. All of these offices are equipped to serve our extension center students in an electronic/digital format. In addition to some orientation at each campus or extension center, a required online component of orientation so that every new student receives the same quality and content across all delivery systems.

The Dean of Students, his staff members, the Student Enlistment staff, and other seminary administrators including the president take regular opportunities to visit extension centers and extension center students. For example, the office of Student Enlistment coordinated with the president's office to arrange a combined visit by the president, student appreciation event, and campus preview event last year on the Atlanta campus. The president visited with current students, spoke in the Atlanta center chapel, and met with prospective students who were invited to spend time on the campus experiencing student life and exploring academic options. The Dean of Students regularly visits extension centers, including Atlanta, Birmingham, Huntsville, Orlando, and Miami within the past two years, conducting student focus groups and speaking in classes. These meetings were conducted at all hours when students were in class, including night meetings, so that students would have direct access to a senior administrator. This practice is encouraged by administration and practiced every semester. These meetings have led to the institution of new modules in the online orientation, increased student service spending for targeted events in some centers, and other improvements to services for extension center students.

New Student Orientation provides financial aid information, ITC training, advising and registration details from the Registrar's Office, Library services training, etc. Academic advising is available by phone and through the SelfServe system, and technology training is available online. Also, even though the Atlanta and Orlando hubs are credentialed to be degree-offering sites, in fact neither the complete undergraduate nor graduate degrees are offered there. Thus, apart from the prison programs, most extension center students come on campus in one or two week "academic workshops" to complete their degrees. The Seminary provides inexpensive housing and special features to help extension students come for these workshops. A particular effort is made when extension center students are on the main campus to provide ready access to a variety of student services, and the students are incentivized with the reward of gift bags to do so. In summary, the student services are delivered to extension students in the following ways:

(a) *New Student Orientation* (<http://www.nobts.edu/student-services/new-student-orientation.html>) -- All new students receive an e-mail or letter about new student orientation. This e-mail or letter contains instructions for accessing SelfServe and establishing a Blackboard account. In addition to orientation at their particular campus (with information focused on that location, all new students must complete the online component of orientation. Online orientation includes a major section entitled, "SelfServe and Online Registration," which includes real-time voice-over videos on using SelfServe for course registration and orientation to Blackboard, and a quiz to ensure students have learned the information. It also includes downloadable PDF how-to guides on Changing Passwords, Online Registration, SelfServe, and Blackboard. Online orientation also provides orientation to library services.

(b) *Red Carpet Week and Workshop Weeks when Extension Students Are On-Campus*-- During Red Carpet Week, and to a lesser extent during all workshop weeks, extension students are accorded special access to every aspect of seminary life. The President leads in a Chapel service designed for them, and the President and Provost

do a Q&A session for extension students during one of two meals provided free of charge for the extension students. The President's wife hosts a tea for all female students. Student life activities such as a fun run, 3 on 3 basketball tournament, swim night, and excursions in New Orleans are offered to build community. Discounted room and meal packages are offered to help facilitate the extension students taking advantage of these opportunities. The extension students have immediate access to further training and engagement with all student services.

Front desk staff members in the Dean of Students office are trained to answer basic questions related to public WiFi access, SelfServe and Blackboard access, and computing/technology resources, or to refer students to the ITC for more technology help. Visiting workshop students complete a checklist of activities to receive a gift bag of goodies, which includes options such as technology training in the ITC, Library service training, and student advising. Extension students attending on-campus workshops or events are able to set up advising appointments through Google calendar so they have a preset appointment when they arrive.

(c) Student Advising and Retention -- The larger extension centers have their own student advisor. In smaller extensions, the director serves as their on-site student advisor. Academic advisors based on the main campus Registrar's Office are available by phone daily Monday through Friday to all graduate extension students, as are academic advisors in the Leavell College offices for undergraduate students. Academic advisers are made available during academic workshop weeks on campus for visiting extension students.

Retention officers in the Dean of Students office also assist in academic advising, and functionally triple our number of academic advisers. They provide "push" advising (that is, calling and/or e-mailing students to offer advisement rather than waiting for them to call us) to our extension and online students. Phone appointments and/or appointments when extension students are on the main campus to receive academic and financial advising can be scheduled through Google calendar. All students who appear to be at risk or who have not registered for a semester receive "push" advisement through e-mail or phone every semester to offer advising and re-enrollment options across all delivery systems. The retention and student life directors make themselves available in the Hardin Student Center lobby with coffee and refreshments during workshops and hosting a Red Carpet Week break time to promote student services, including academic advising

(d) Counseling Services -- Counseling services are available at the Leeke Magee Counseling Center on the main campus, and can be accessed by extension center students at <http://www.nobts.edu/student-services/counseling-services.html>. Extension directors can provide vocational advising or refer students in need of personal advising to the Counseling office. The Counseling Center staff will work with students to assess their needs and make appropriate referrals to resources in their local areas.

(e) Financial Aid --An outline of all financial aid services and scholarships are available to all students through the NOBTS website at <http://www.nobts.edu/FinancialAid/Default.html>. Some scholarships are targeted for extension center students. Financial aid information is provided in online orientation. Funded by a Lilly grant, the Seminary's PREP initiative (Program for Research, Education, and Planning) seeks to provide financial advising to avoid student indebtedness. PREP training sessions have been offered in the New Orleans and Atlanta hubs, and PREP staff make themselves available during workshops and hybrid

days to offer financial services to extension center, commuter, and online students. Information about the PREP initiative is available to all students on the Seminary web page at <http://www.nobts.edu/prep/Default.html>.

Documentation

- [Graduate catalog](#)
- [Dean of Students Office IEAA Report](#)

3.4.10 The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (**Responsibility for curriculum**)

Compliance Partial Compliance Non-Compliance

Narrative: The NOBTS faculty has the primary responsibility for the content, quality, and effectiveness of its curriculum. Regarding the *content* of the curriculum, the faculty originate and approve both individual course syllabi and degree programs. Course syllabi for new or revised courses in Leavell College are created and approved by the Leavell College faculty, and then submitted to the full faculty for final approval. Course syllabi for new or revised Graduate program courses ordinarily originate within a graduate academic division. In situations in which more than one division is involved in the course, a task force with representatives of both divisions shapes the proposed course, after which it is approved by both divisions. The division chair presents the proposed syllabus, which must include at least the course title and number, course description, required texts, course learning objectives, class schedule, assignments, and bibliography for the proposed course, to the Graduate Dean's Council. If approved by the Graduate Dean's Council, it is submitted to the full faculty for final approval. All courses must go through this complete approval process before they are offered. [See [Faculty Manual](#), sect. 2.9, "Channels of Communication for Academic Administration," s.v. "Approval of New Courses."]

New or revised degree programs come about normally after a study of some combination of the following: (a) student requests or interest, (b) successful degree programs offered by sister seminaries, (c) a market survey, and (d) an examination of faculty and financial resources. So, for example, recent changes in the ATS standards regarding Master of Arts degrees have led to a dramatic increase in student enrollment in M.A. degrees across ATS institutions. NOBTS developed a number of these M.A. courses in response to this trend, and students have responded by enrolling in these programs.

In developing or revising degrees, academic divisions normally interact with the Dean and Provost early in the process of developing the curriculum. New or revised degrees in Leavell College must be approved by the Leavell College faculty, and then be presented to Curriculum Committee for approval. In the Graduate program, new or revised degrees normally originate within an academic division, though in some cases a multidivisional task force is formed to develop a proposal (particularly for degrees relating to several divisions). When the proposed degree program earns the approval of the division, it is presented to the Curriculum Committee for approval. At times, there may be some interaction of the Curriculum Committee and the division regarding suggested revisions before approval is given. After the approval of the Curriculum Committee, the new or revised degree is presented to the full faculty for approval. The approved degree is then presented to the NOBTS trustees for approval, and then to the relevant accreditation agencies. . [See [Faculty Manual](#), sect. 2.9, "Channels of Communication for Academic Administration," s.v. "Approval of New Degrees."]

Regarding the *quality* of the curriculum, NOBTS faculty members are recruited and trained to give particular attention to pedagogy, perhaps more so than many similar institutions. The focus on effective pedagogy begins with the first interview of new faculty members by the President and Provost, in which prospective faculty must express an openness to teach in ways they were not taught themselves. A New Faculty Orientation is provided for first year NOBTS faculty, in which they receive training in

educational technology. The Center for Technology in Education offers weekly training sessions in various aspects of educational technology, and dedicated faculty trainers and help desks are available to help faculty utilize educational technology in their courses more effectively. Each faculty member is expected to pursue the Teaching in the 21st Century certificate, which involves not only educational technology but training in pedagogy such as problem-based learning, use of rubrics, assessment strategies, student mentoring, and class discussion techniques.

Quality of instruction is also enhanced by interdisciplinary team teaching. Interdisciplinary courses and interdisciplinary faculty conversations are valued at NOBTS. Some core courses are designed to be team taught by faculty members from more than one division (such as Worship Leadership, Interpersonal Relationship Skills, Biblical Hermeneutics, and Pulpit Apologetics). The students profit from the perspective of faculty members in both divisions. Interdisciplinary team teaching is also utilized in various professional doctorate and research doctoral seminars when appropriate.

The NOBTS faculty also assumes the primary responsibility for the *effectiveness* of the curriculum. The NOBTS QEP in 2006 involved setting and measuring course learning objectives in key courses throughout the M.Div. curriculum with the use of embedded assignments, and that emphasis has been maintained. This focus on individual course objectives was perceived to be a key for degree program evaluation, and thus muted the development of a robust degree program evaluation process. However, in responding to follow-up reports after the Five Year Report, NOBTS revised and improved its degree program evaluation. Expert advice was sought to create a more robust degree program assessment process, which was approved by the faculty. Assessment liaisons were appointed in each academic division, and were trained in proper methods of assessment. Degree program goals were revised by the appropriate Seminary academic division, oversight committee, or Dean's Council, utilizing embedded assignments and measurable assessments. Interdivisional faculty "juries" (involving division chairs, assessment liaisons, and members of the most appropriate divisions) were appointed to assess each degree, including disaggregating the delivery system and location of the classes and degrees. This process has been very helpful, producing revised goals and assessment tools, as well as revisions in courses and degrees as needed, particularly regarding locations or delivery systems that have underperformed. [See [Dr. Dukes' summary of the degree assessment process](#)].

***3.4.11** For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

X_ Compliance Partial Compliance Non-Compliance

Narrative: NOBTS does not have "majors" except in Leavell College, in which there are two majors – Christian Ministry is the major taken by the overwhelming majority of Leavell College students, and the Music major is taken by a few. The Dean and Associate Dean of Leavell College handle the program coordination responsibilities for the Christian Ministry major, and each Leavell College faculty member serves as an academic advisor for undergraduate students. The Music faculty member in Leavell College handles not only the program coordination for the Music major, but also advising Music major students, and coordinating with the graduate Division of Church Music faculty their teaching of some undergraduate courses and other programmatic issues. The Director of Women's Academic Programs serves as the coordinator for Women's Ministry certificates and the Women's Ministry minor in the Associate and Bachelor of Arts degrees in Christian Ministry. [See [2015-16 Leavell College catalog](#), pp.15-18, 83].

In undergraduate extension centers, the Associate Regional Deans for Alabama/Georgia, for

Louisiana/Mississippi, and for Florida provide overall coordination for each of the undergraduate extension centers under their oversight in coordination with the Dean of Leavell College, and the Director of each local extension center helps coordinate the classes at their assigned location, under the oversight of their Associate Regional Dean and the Dean of Leavell College. The Director of Prison Programs provides oversight for all the prison programs, in coordination with the Dean of Leavell College, and the Director at each prison site provides coordination for their location. The Director of the Korean Program in the Atlanta area coordinates the Korean undergraduate classes under the oversight of the Associate Regional Dean for Georgia and Alabama, and the Dean of Leavell College. The Director of the South Florida extension center coordinates the Hispanic and Haitian undergraduate classes in South Florida under the oversight of the Associate Regional Dean for Florida and the Dean of Leavell College. However, there are no curricular changes in undergraduate degrees at extension centers, prison extension locations, or language programs without the explicit approval of Leavell College. [See [2015-16 Leavell College catalog](#), pp.19-29].

The Graduate program does not have “majors,” but the Master of Divinity (M.Div.) degree does have a number of specializations and a few concentrations, and the Master of Christian Education degree (MACE) and the Master of Music in Church Music (MMCM) degrees have optional concentrations. The Graduate Dean and Associate Dean handle the overall coordination of graduate degrees, but the Graduate catalog lists the specific Curriculum Coordinator and Academic Advisor(s) for each master’s degree, specialization, and concentration [see [2015-16 NOBTS Graduate catalog](#), pp. 39-118].

The Graduate Dean is the Program Coordinator for the Standard and Flexibility track M.Div. degrees, as well as the graduate certificates. However, for specializations, concentrations, and more discipline-focused master’s degrees, the Curriculum Coordinator is typically the Division Chair of the academic division most closely associated with the subject area of the specialization or concentration, or in some instances a faculty member with particular expertise in that area. The role of Curriculum Coordinator for degrees, specializations, or concentrations relating to the division is part of the assigned responsibilities of the Division Chairs [see [Faculty Manual](#), 3.26, “Appointment and Responsibilities of Division Chairpersons”], including scheduling, promotion, overseeing the credentialing and assignment of teachers, assessment, and program review. Even when another faculty member specializing in that area is the Curriculum Coordinator, the Division Chair presents any proposed curriculum changes regarding courses to the Graduate Dean’s Council, and regarding degrees to the Curriculum Council. The Academic Advisor(s) listed for each specialization/concentration in the Graduate catalog is a faculty member in the appropriate division with particular expertise in the area of specialization or concentration. Most specializations and concentrations are offered just at the New Orleans campus. The Curriculum Coordinator and/or Academic Advisor meet with prospective students interested in these specialized areas of study, both in more structured Preview Weekend experiences or individual prospective students visiting the campus throughout the academic year. The Curriculum Coordinator and/or the Academic Advisor meet with students in these areas of specialization during New Student Orientation on the New Orleans campus each semester, and are available to advise them and interested students on an ongoing basis.

At graduate extension centers, the Associate Regional Deans for Alabama/Georgia, for Louisiana/Mississippi, and for Florida provide overall coordination for each of the graduate extension centers under their oversight in coordination with the Dean of Graduate Studies, and the Director of each local extension center helps coordinate the classes at their assigned location, under the oversight of their Associate Regional Dean and the Dean of Graduate Studies. The Director of the Korean Theological Institute in the Atlanta area provides oversight for the graduate Korean program under the oversight of the Associate Regional Dean for Georgia and Alabama and the Graduate Dean. For a list of the Associate Regional Deans and the extension center directors, see [2015-16 NOBTS Graduate catalog](#), pp. 21-30.

The Associate Regional Dean forwards the transcripts and credentials of each proposed adjunct

teacher to the relevant graduate Division Chair and the Dean of Graduate Studies for analysis and approval. However, there are no curricular changes in graduate degrees at extension centers without the explicit approval of the Graduate Dean and the graduate faculty. The curriculum, syllabi, learning objectives, and texts are precisely the same at extension centers as on the main campus, with the exception that some texts are not available in Korean, in which case the Director of the Korean Program gets the approval of the relevant Division Chair for an alternative text.

Regarding coordination of doctoral degrees, the Associate Dean for Professional Doctoral Degrees is the Program Coordinator for the professional doctoral degrees, assisted by the Director of the Doctor of Ministry (D.Min.) program and the Director of the Doctor of Educational Ministry (D.Ed.Min.) program (see [2015-16 NOBTS Graduate catalog](#), p. 120). The Division Chair of the Christian Education division is the Program Coordinator for the Doctor of Education (Ed.D.) degree (see [2015-16 NOBTS Graduate catalog](#), p. 134). A graduate faculty member of the Church Music Division serves as the Program Coordinator for the Doctor of Musical Arts (DMA) degree (see [2015-16 NOBTS Graduate catalog](#), p. 142). The Associate Dean for Research Doctoral Degrees is the Program Coordinator for the Master of Theology (Th.M.) and Doctor of Philosophy (Ph.D.) degrees (see [2015-16 NOBTS Graduate catalog](#), p. 149).

Documentation

- [Faculty Manual](#)
- [Leavell College catalog](#)
- [Graduate catalog](#)

3.4.12 The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.
(Technology use)

Compliance Partial Compliance Non-Compliance

Narrative: The primary source of technology support is the Seminary's Information Technology Center (ITC), which is directed by Dr. Laurie Watts, the Associate Vice President for Information Technology, who serves both as one of the seven members of the Administrative Council team and as a faculty member of Leavell College. The ITC has a budget of over half a million dollars, and 16 staff members [[See Appendix 10 -- ITC Budget](#)]. These staff members include Helpdesk/support personnel for student/faculty/staff users as well as technology specialists such as network administrator, server administrator, web administrator, software application administrators, hardware/software specialists, and learning management system administrators. In addition to the 16 ITC Staff members, the Media, Telephone, and CIV Departments also provide technology-related support services.

The main ITC lab and department facilities are located on the New Orleans campus in the Hardin Student Center (HSC). The ITC Help Desk manages the HSC Lab space, assists individuals that want to use the facility and supports faculty/staff/students with their technology questions/needs. The HSC Lab houses four classrooms with a total of 45 computers that are available for individuals and classes to use. All of the computers are connected to the internet, have productivity software (MS Office, Corel WordPerfect suite, Bible study software, etc.), and five of the units run SPSS. These computer labs are used as a classroom for faculty or student instruction. Printing services are available from these computers as well as color multifunction device (printing, copying, scanning, scan to email, etc.) services for students, faculty and staff. Students can thus come to the ITC Lab to write and print out research papers or assignments. There are other locations around the New Orleans campus where students can have computer access as well. The John T. Christian library has public computers that allow students to access the internet and search the library holdings. The Sellers Music building has another student lab with eight units that provide student support with music software programs and

productivity software. In all of the academic and administrative buildings, there is a public wireless network available for students to use their own devices to connect to the internet. Support for connecting to this network is provided by the ITC Help Desk.

Also located in the ITC Suite is the Center for Technology and Learning (CTL) where the CTL director and faculty can meet for technology training and consultations. Connected to the lab/classroom space are the ITC technical support offices and primary data center for the seminary. There are cubicles for the specialized staff members, a workbench for hardware repair/configuration work and storage for inventory equipment/supplies. The ITC data center houses the mission-critical servers and primary network communications devices where the administrators are able to monitor and support those critical services. A few other locations around the campus house departmental level server functions (i.e. camera network, redundant phone systems server, library department server, Leavell Center server, etc.). At the North Georgia office space there is also equipment to support the VPN from that office back to the main administrative network resources. All of these sites are secured from public access.

Color multifunction devices are located throughout the campus for faculty, staff and student use. These devices are connected to the administrative network and provide functions like printing, copying, faxing, scanning to file, and scanning to email. These facilitate the need to duplicate and disseminate documents for academic and administrative purposes.

NOBTS provides a communications platform that supports the communications needs for the main campus, extensions centers, and students. Voice communications at the New Orleans campus are delivered over a Cisco VOIP system. The system is equipped with voicemail services accessed via the IP phone device and email notifications. As a Google Apps for Education client, e-mail is provided for faculty and staff on the NOBTS.edu domain. Google Apps for Education also provides individual and campus electronic calendars, contacts, drive, Youtube, and collaboration services and makes these available anytime from anywhere in the world. Alert text messaging is provided by AlertFM and Ez-texting, two commercial third-parties. Faculty, staff and students are regularly encouraged to sign up for these messaging systems. The CIV network is also used to facilitate video and audio conferencing between locations for academic and administrative purposes. Web-based conferencing is facilitated by products like Webex and Bluejeans. Offices and faculty also take advantage of social media channels to make students aware of events, activities, and information related to the seminary.

Classrooms at the New Orleans campus are equipped with media consoles or mobile media consoles to support the traditional classroom sessions. These consoles typically have a computer connected to media (screen/projection/sound) equipment and to the network for in- class internet access. There is a smart board installed in the Sellers building for use by those that teach in that building. Faculty also use their seminary provided computers (typically notebooks) to connect to these room systems. The Media department staff provides onsite setup and faculty support for the classrooms. The ITC provides more technical training/support when needed.

The Compressed Interactive Video (CIV) network connects (two-way synchronous video and audio) extension center classrooms to each other and to the main campus. At its 27 extension sites, the seminary has 34 CIV classrooms. These classrooms use room-based equipment which includes cameras, microphones, video screens, and communication devices. The units are connected to the internet using a local ISP, and connect using a video/audio bridging service company called Bluejeans. The class sessions are coordinated, monitored, and recorded by the CIV office staff (not part of the ITC staff) located on the NOBTS main campus. Each location has classroom monitor personnel that operate the equipment. Wifi and other technology resources are available at most of the Seminary's extension center locations (see [Appendix 1, Extension Center Facilities](#)).

The John T. Christian Library employs technology to aid scholarly research by NOBTS students and

faculty. Horizon, an integrated library management system, provides technology support for library services. From procurement of resources to access, cataloging, online patron access, and checkout services, the library relies on this application for its work. The library also has subscriptions to various online database resources such as EBSCOHost, ProQuest, Theological Research Exchange Research, Christian Periodical Index, Southern Baptist Periodical Index, etc. for student research. The library uses Overdrive to manage the e-book checkin/checkout process. These services make numerous resources available to all students regardless of where they are taking their classes (see chart below).

eBooks – Collection Types & Titles

Vendor	Subject Area	Titles
Ebsco	eBook – Academic Collection	139,766 ⁴
Ebsco	eBook – Education Collection	2,800-plus ²
Ebsco	eBook – Religion Collection	4,100-plus ⁵
Harvard University Press	Classical Studies	520-plus ⁷
OverDrive	Theology & Biblical Studies	450-plus
ProQuest	Dissertations	1 million-plus ¹
ProQuest	Psychology & Social Work	20,723 ⁶
TREN	Theological Thesis/Dissertations and Professional Meeting Papers	23,000 ³
Total eBooks		1,191,359
Total eBooks <i>without</i> Dissertations		168,359

1. <http://www.proquest.com/libraries/academic/databases/pgdt.html> accessed 2/26/2015.
2. <https://www.ebsco.com/news-center/press-releases/ebsco-information-services-releases-ebook-education-collection>
3. <https://www.tren.com/>
4. <http://www.ebscohost.com/ebooks/ebooks-subscription-listings>
5. <https://www.ebsco.com/news-center/press-releases/ebook-religion-collection-now-available-from-ebsco>
6. <http://site.ebrary.com/lib/anthsoctitles/home.action?force=1>
7. <http://www.hup.harvard.edu/features/loeb/digital.html>

The ITC also supports special computer software programs designed for specific academic needs. For example, Penelope software with iPad devices in the Leeke Magee Counseling Center software, which assists Counseling students document their internship counseling time to meet Licensed Professional Counselor licensure standards. The Music Lab in the Sellers Music building has MIDI keyboards along with Finale music notation and playback software to assist in composing music, Reason software for music recording and mixing, Sonar 8 software as a digital audio sequencer, Cubase LE4 for music production, and a Smartboard connected to a notebook computer to be projected on the Smartboard.

Student related services utilize technology in supporting the students related to the NOBTS campus in a variety of ways. The Enlistment, Registrar, Leavell College, ProDoc, Dean of Students, Financial Aid and Business Offices use PowerCampus/Selfserve (Ellucian Student Information System) to manage the student records and accounts from application, registration, graduation and transcript services. The Dean of Students office has equipment (camera, computer, & a specialty printer) and the Asure software to produce student pictures and IDs. These are used online and around the campus to identify the student for financial charges, classroom rolls, library checkouts, etc. The recreation department also has a checkin/checkout software system called Club Sentry for monitoring access to recreation facilities. The Housing office uses a housing management application called Housing Director to

manage housing assignments, which facilitates the integration with the student financial systems in the Business Office. The Church Ministry Relations utilizes Symplicity, a resume services application, to assist students in locating ministry positions. The Campus Police office uses the Report Exec software to record parking and security information occurring on the New Orleans Campus. Networked DVR camera systems provide a surveillance and recording security tool for the campus. Additional computer systems or software programs supported by the ITC assist offices to provide services for students throughout the Seminary include the following:

- Facility management systems (School Dude, Siemens HVAC systems, SiteMaster (Ingersoll-Rand), Key system, etc.)
- Data/Network Security (Watchguard)/Symantec Protection systems
- Disaster Recovery/Business Continuity Plans
- Financial Systems (Payroll- Logos, Employee Time recording - Qquest, Contract management - Access DB, General Ledger/Accounts Payable/Purchasing - Great Plains, Student Payment processing - Official Payments, Financial Reporting - Management Reporter & FRX, etc.)
- Institutional Advancement systems (Raiser's Edge, Gold Mine, Encompass - Alumni, etc.)
- Preschool hardware (classroom iPads with education software) & software - Office Center
- Providence House - Executech Hotel software
- Missionlab - Ez-Camp - Camp management software

A new software application has been introduced to support the NOBTS assessment activities. Performance Cloud is a software service solution that the Institutional Effectiveness office has chosen to enable the faculty and staff to organize and document their assessment projects. This application will be a helpful in ongoing collaboration work in assessment.

The use of technology tools throughout the seminary system is extensive. Faculty, staff and students depend on the various technology tools to conduct and support the classroom and facilitate the administrative work of the institution. In light of this, the Seminary has invested in a number of web-based platforms designed to support student success, regardless of the student's location.

- (a) Seminary website -- The Seminary's website (www.nobts.edu) provides general information related to the Seminary's academic policies, procedures, catalog, schedules of classes, and calendar of events. Each of the Seminary's extension centers has a separate page on the web site, with its location, director, class schedule, library resources, and other pertinent information.
- (b) SelfServe -- The Seminary provides every student with access to the SelfServe System, a web-based application that allows students to access their transcript, current class schedule, grades, account information, and academic plan. Students register for courses through this system.
- (c) Blackboard -- NOBTS uses the Blackboard learning software platform, for which all students have access and training. Blackboard allows professors to post notes, handouts, videos, audio lectures, and other class materials on the internet. Blackboard also allows professors to schedule online chats (either synchronous or asynchronous) and discussion board forums.
- (d) CIV and BlueJeans -- As noted elsewhere, NOBTS's extension centers (except at prisons) are connected to the main campus via Compressed Interactive Video (CIV), which allows off-campus students to interact personally with on-campus faculty members. Extension center faculty participate in various faculty meetings through CIV and/or the related BlueJeans program so they are able to be more engaged in the Seminary community and faculty decision-making process. BlueJeans also allows faculty members to have synchronous meetings with

students when needed.

(e) Church Ministry Relations – All students are supported by the Church Ministry Relations office for ministry (job) placement. The office uses a web based resume/position matching service, called Symplicity, to manage resumes and requests for student and alumni job positions.

Technology Training and Assistance

Technology training and assistance are made available to faculty, staff, and students through the following means:

(a) Faculty -- Within the ITC is the Center for Technology in Learning, which offers weekly training sessions on various aspects of educational technology available to full-time and adjunct faculty members, offered in a face-to-face format as well as streamed via Webex or BlueJeans. They are also recorded for future viewing by faculty unable to attend or for refresher instructions. Each semester the faculty is surveyed for the best days, times and topics to be offered. Workshops on Online Course Design & Development are offered to faculty each semester. These vary in format and style (online, workshop schedule, face-to-face, etc.) with the goal of preparing faculty to develop their online courses. Specialized training sessions are held during faculty meetings as topics arise that need focused attention (SelfServe upgrades, highlighted Blackboard functionality, Performance Cloud, etc.). Faculty meetings are streamed via Webex to the off-campus faculty so that they are able to participate in the monthly meetings.

The Center for Technology in Learning is an integral part of a larger effort to provide continual training in innovative pedagogy and educational technology. This larger effort is headed by a faculty member who serves as Director of Innovative Learning. Each faculty member is required to pursue a Graduate Certificate for Teaching in the 21st Century, with classes addressing topics such as Basic and Advanced Blackboard Class Design, the use of rubrics, and educational assessment, as well as incorporating the training sessions in educational technology offered through the Center for Technology and Learning.

New trustee-elected faculty are required to attend New Faculty technology orientation sessions during the faculty workshop periods. The topics covered by this meeting include IT policies & procedures, Google Apps for Education, and Cascade (website content management system, for designing one's own faculty web page), Blackboard, SelfServe for faculty, CIV orientation, Classroom Media (using consoles), and other productivity tools (PowerPoint, Webex, BlueJeans, etc.)

NOBTS also has a hardware/software dedicated support person assigned specifically to the faculty. This support person will hold one-on-one training sessions for hardware/software/disaster recovery issues. Service/support request tickets are created by faculty and are processed by the faculty support personnel. Google Apps for Education Tips and Tricks are offered weekly via training emails to help faculty use the tools more effectively. Technology assistants are also made available to faculty who are designing online courses.

(b) Adjunct Faculty -- The CTL also offers Basic Blackboard Training for adjunct faculty no matter where they teach. These weekly sessions are delivered via Webex and cover a variety of class related topics related to using Blackboard. The director of the CTL, the Blackboard Administrator and other IT Support staff hold individualized training sessions on a variety of topics as requested and needed. Even live class session support/training is offered to get faculty started with a product (Webex, BlueJeans, recording tools, etc.). New on-campus adjunct faculty (graduate & undergraduate) are asked to attend a brief orientation as well and similar topics are covered. Training in the use and design of Blackboard courses is offered to all Ph.D. students (many of whom teach as adjuncts) in their Teaching Methods workshop, as well as similar training for students who become technology assistants for faculty members. Adjunct Faculty

can create service tickets for specialized technician (Selfserve, Blackboard, Web administrator, NOBTS Networks, etc.) support for specific needs they may have.

(c) Students - The ITC provides technical training to the students on a variety of topics and is delivered in different ways. New students going through orientation are introduced to the SelfServe and Blackboard environments so that they can utilize these tools effectively. Technology orientations are led by the ITC Student Support and ITC Administrative Systems personnel, delivered either personally in the classroom, via CIV, or online. Online Orientations contain modules addressing these topics with videos, how-to's and demonstrations. For training in SelfServe, before all major registration periods, currently enrolled students receive a series of the "Registration Tips & Tricks for SelfServe" e-mails that instruct and remind them how to complete the process effectively. Live support/training sessions via Webex and BlueJeans are also provided for students who need some additional support or have questions they prefer to ask in real time. Individualized training and support is also provided through the Help Desk and ITC Student Support personnel via email/voice/online. The ITC encourages faculty/instructors to include help contact information for technology support services. Students are also directly reminded periodically how to request support from the ITC.

Regarding training for Blackboard, after registration closes, currently enrolled students receive a series of "Blackboard Tips & Tricks" emails to help them get started in the Blackboard (learning management system) environment. These contain "how-to" documents, screenshots and video demonstrations. Within each Blackboard course shell, links to help materials provided by Blackboard and the Online Learning Center are made available for anytime support. We also offer individual training and support through the NOBTS Blackboard Help Desk. Live training sessions are scheduled to be offered in the early part of a semester for those that would prefer a face-to-face session. We also offer training/support sessions via BlueJeans for the extension center student that would like a real-time interactive session as opposed to just the email support/training sessions. Students also receive a series of e-mails in October of each year to train them in better Cybersecurity Awareness.

(d) Staff – The ITC support staff holds specialized training sessions for the NOBTS staff. Many of these are related to the administrative systems that the offices use. For example many of the offices dealing with inquiries, admissions, registration, transcripts, graduation processing, etc. are offered PowerCampus (student information management system) training to be sure the staff are well prepared to use the software. These sessions are held by the ITC Administrative Systems support personnel. As personnel turn over in the office occurs, training sessions are needed to get staff up to speed. Training is also reviewed at critical points in the life of the institutions (end of year processing in a variety of systems, financial, academic, etc.). ITC Support staff also assist with departmental application (Raisers Edge, Penelope, Great Plains, Docuware, Report Exec, Housing Director, etc.) training as needed. Many of the staff in offices maintain designated portions of the NOBTS website. Cascade training and support is offered by the Web administrator to facilitate the proper publishing of materials. Google Apps for Education offers an easy way to handle form creation and management. Training sessions for using this tool are also offered by the Web administrator. The hardware support personnel offers disaster recovery training for staff to ensure they have a good plan in case a recovery is needed. Weekly Google Apps for Education Tips and Tricks are offered weekly via training emails to help staff use the tools effectively, as well as Cybersecurity Awareness training each October. Training on multifunction devices located around campus is held for new office personnel twice a year.

Although the primary technology costs are in the ITC budget on the main campus, totaling \$527,331 last year (see [ITC budget in Appendix 10](#)). A detailed list disaggregating these costs by credit hour and FTE at each extension is included in Appendix 11. Costs for CIV totaled an additional \$260,717 [see [Appendix 12 – Disaggregated CIV Costs](#)]. This figure disaggregated into extension center cost center

budgets. [See [Appendix 13 – Extension Center Budgets](#)]. Note that in each extension budget, two line items related to technology in each extension center cost center – “Telephone” and “Equipment Repairs,” both of which primarily address CIV costs, for which the phone provider is also the internet provider for the CIV lines. These costs are higher in New Orleans and Atlanta because classes are taught via CIV from these hubs. Student satisfaction regarding their use of Blackboard and SelfServe are documented in [Appendix 2: Student Satisfaction Survey](#).

Documentation:

- [Appendix 1 – Extension Center Facilities](#)
- [Appendix 10 -- ITC Budget](#)
- [Appendix 12 – Disaggregated CIV Costs](#)
- [Appendix 13 – Extension Center Budgets](#)
- [Appendix 2: Student Satisfaction Survey](#)

3.5 Educational Programs: Undergraduate Programs

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. (**General education competencies**)

X Compliance Partial Compliance Non-Compliance

Narrative: Leavell College offers both the associate and the baccalaureate degrees. The general education courses are referred to in the curriculum as Life Skills courses. In each of these degrees, a general education core of classes is identified. Students are required to take 21 hours in all the associate degrees with the exception of the Associate in Music and Worship Ministries in which 15 hours of general education courses are required. All associate level students are required to complete courses in English Composition, General Math, Introduction to Computers, Marriage and Family Issues, and World History. Those students not seeking a music degree are required to complete Oral Communication as well.

The students seeking a baccalaureate degree are required to take the courses listed above and the following: Research and Writing, an introductory course to either the Hebrew or Greek language, a general education elective (Life Skills elective), and Senior Seminar. The purpose of the Senior Seminar course is to help the student assimilate the required general education competencies and to demonstrate that assimilation while in the seminar. Each student is required to research, to write a paper, to present the paper orally to a group of peers and a faculty member, to defend the research as well as the presentation of the paper, and to critique the presentations of other students. (See [Research & Writing](#) and [Senior Seminar Syllabi](#).)

As a student enters Leavell College, an English competency exam is given. If the student successfully completes the exam, the student is then required to take English Composition, followed by Research and Writing, and eventually Senior Seminar. If the students are unable to complete the exam successfully, they are required to take the remedial course, English Grammar, before completing the additional English requirements.

The faculty of Leavell College has worked diligently not only to provide the needed general education courses, but to work to ensure that these competencies are being emphasized throughout the curriculum.

As students prepare for graduation, an exit exam is given, referred to as the Leavell College

Competency Exam. The same exam is administered to students during orientation as a new student in order to establish benchmarks. This instrument was designed to measure the student's affective judgment of their education but also to judge their cognitive knowledge of matters studied. The faculty examines the results in order to determine areas of the curriculum or instruction that need to be adjusted.

Documents:

1. [Undergraduate Catalog 2015-2016](#)
3. [Senior Seminar Syllabus](#)
4. [Research and Writing Syllabus](#)
5. [English Competency Exam](#)
6. [Leavell College Competency Exam](#)

3.5.2 At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See the Commission policy "Collaborative Academic Arrangements.") **(Institutional credits for a degree).**

Compliance Partial Compliance Non-Compliance

Narrative: Leavell College offers both the associate and the baccalaureate degrees. The general education courses are referred to in the curriculum as Life Skills courses. In each of these degrees, a general education core of classes is identified. Students are required to take 21 hours in all the associate degrees with the exception of the Associate in Music and Worship Ministries in which 15 hours of general education courses are required. All associate level students are required to complete courses in English Composition, General Math, Introduction to Computers, Marriage and Family Issues, and World History. Those students not seeking a music degree are required to complete Oral Communication as well.

The students seeking a baccalaureate degree are required to take the courses listed above and the following: Research and Writing, an introductory course to either the Hebrew or Greek language, a general education elective (Life Skills elective), and Senior Seminar. The purpose of the Senior Seminar course is to help the student assimilate the required general education competencies and to demonstrate that assimilation while in the seminar. Each student is required to research, to write a paper, to present the paper orally to a group of peers and a faculty members, to defend the research as well as the presentation of the paper, and to critique the presentations of other students. (See Syllabus.)

As a student enters Leavell College, an English competency exam is given. If the student successfully completes the exam, the student is then required to take English Composition, followed by Research and Writing, and eventually the Senior Seminar. If the students are unable to complete the exam successfully, they are required to take the remedial course, English Grammar, before completing the additional English requirements.

The faculty of Leavell College has worked diligently not only to provide the needed general education courses but to work to insure that these competencies are being emphasized throughout the curriculum.

As students prepare for graduation, an exit exam is given, referred to as the Leavell College Competency Exam. The same exam is administered to students during orientation as a new student in order to establish benchmarks. This instrument was designed to measure the student's affective judgment of their education but also to judge their cognitive knowledge of matters studied. The faculty examines the results in order to determine areas of the curriculum or instruction that need to be

adjusted.

Documents:

- [Leavell College Academic Catalog](#)
- [Senior Seminar Syllabus](#)
- [Research and Writing Syllabus](#)
- [English Competency Exam](#)
- [Leavell College Competency Exam](#)

3.5.3 The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy “*The Quality and Integrity of Undergraduate Degrees.*”) **(Undergraduate program requirements)**

Compliance Partial Compliance Non-Compliance

Narrative: The requirements for the undergraduate programs are outlined in the Undergraduate Catalog 2015-2016 (section entitled “[Admissions and Academic Policies,](#)” pps. 62-71). In addition, the specific requirements for both the Bachelor of Arts in Christian Ministry (BACMin) and Bachelor of Arts in Music with an Emphasis in Worship (BAM) degree programs are outlined in the Undergraduate Catalog, including required courses, elective courses, pre-requisite courses, and the number of credit hours required to complete the degree program. These requirements adhere to commonly accepted practices and standards of undergraduate programs. In addition, the BACMin program degree is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The BAM degree program is accredited by SACSCOC and the National Association of Schools of Music.

The undergraduate degree programs allow for an integrated understanding of the discipline through an emphasis on both the academic and practical ministry aspects of the discipline. This emphasis is consistent with the Seminary’s mission.

The requirements for graduation are outlined in the Undergraduate Catalog (pps. 69-70). As stated, “The college requires that all students anticipating graduation be currently enrolled and have earned a minimum of the last 24 consecutive hours for the degree program at Leavell College/New Orleans Baptist Theological Seminary.” Additionally, Leavell College utilizes “control sheets” to communicate to students the requirements for degree completion. (See [BACMin Control Sheet](#) and [BAM Control Sheet](#).) As students successfully complete courses, the control sheets are updated to show courses completed and courses needing to be completed. Each semester, Leavell College students are required to be advised by faculty members. During the advising sessions, students and faculty review the updated control sheets to ensure that students are aware of the hours they have completed, the hours they lack to graduate, and the total number of hours required for graduation.

The Leavell College faculty assesses the undergraduate programs to ensure the program goals and respective student learning outcomes are being achieved by the students. Direct and indirect measures have been identified by the faculty that are assessed to ensure the continued effectiveness of the program as well as note any improvements that can be made. (Please note the [BACMin and BAM Program Goals, SLOs, and Measures](#).)

Cross-Reference:

1. Core Requirement 2.7.2
2. Core Requirement 2.7.3

3. Core Requirement 3.5.1

Documentation:

1. [Undergraduate Catalog 2015-2016](#)
2. [BACMin and BAM Program Goals, SLOs, and Measures](#)
3. [BACMin Control Sheet](#)
4. [BAM Control Sheet](#)

3.5.4 At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree. **(Terminal degrees of faculty)**

Compliance Partial Compliance Non-Compliance

Narrative: The undergraduate program of the institution has been in existence in various forms throughout the history of the seminary. Leavell College is the specific name of the undergraduate program at New Orleans Baptist Theological Seminary. Leavell College offers two baccalaureate degrees; namely, the Bachelor of Arts in Christian Ministry (BACMin) and the Bachelor of Arts in Music with an Emphasis in Worship (BAM). The academic credentials and practical experience of our faculty ensure our programs maintain a high level of rigor and applicability to our institution’s mission.

As the table below notes, of all of the BACMin courses taught during the 2014-2015 academic year, 61.35% were taught by faculty who have a terminal degree. (The percentage of BACMin program courses taught by faculty who do not have a terminal degree total 38.65%.) In addition, 61.92% of the number of credit hours taught during the 2014-2015 academic year were taught by faculty with a terminal degree. (The percent of the number of credit hours taught in the BACMin program by faculty not having a terminal degree totaled 38.08%.) Please note the table below for the number of courses and respective number of credit hours disaggregated by location.

Bachelor of Arts in Christian Ministry

Location	Count of Faculty Holding a Terminal Degree		Count of Faculty Not Holding a Terminal Degree	
	Number of Courses	Number of Credit Hours	Number of Courses	Number of Credit Hours
ON-CAMPUS: Louisiana				
New Orleans	62*	185	27	70
OFF-CAMPUS: Louisiana/Mississippi Extension Site				
Louisiana				
Angola	6	14	4	10
Baton Rouge	3	9	3	10
Lafayette	2	6	3	9
Monroe	2	6	5	13
Shreveport	2	6	4	12
St. Gabriel (LCIW)	3	14	2	6
Mississippi				
Jackson	6	16	1	3
Parchman	3	9	5	11
OFF-CAMPUS: Alabama/Georgia Extension Site				
Alabama				

Birmingham	9	23	0	0
Georgia				
Marietta	12	35	9	31
Phillips	11	27	0	0
Rainsville	1	1	4	12
Savannah	0	0	1	3
Warner Robbins	1	3	1	3
OFF-CAMPUS: Florida Extension Site				
Miami	13	39	29	91
Tampa	5	15	1	3
INTERNET				
Internet	32	101	10	26

Note: The following general education courses are not represented in this table: General Math, English Composition, Introduction to Computers, Oral Communications, and World History.

*Includes four courses that were CIV from New Orleans.

The BAM program is taught on the New Orleans campus only. As the table below notes, 100% of the number of courses taught for the BAM program during the 2014-2015 academic year were taught by faculty with a terminal degree. Correlating with this, 100% of the number of credit hours taught were also taught by 100% of faculty with a terminal degree.

Bachelor of Arts in Music with an Emphasis in Worship

Location	Count of Faculty Holding a Terminal Degree		Count of Faculty Not Holding a Terminal Degree	
	Number of Courses	Number of Credit Hours	Number of Courses	Number of Credit Hours
New Orleans	49	92	0	0

Note: The following general education courses are not represented in this table: General Math, English Composition, Introduction to Computers, Oral Communications, and World History.

The faculty approved the following statement in September 2015, which states the relationship between class seat time and out of class:

At NOBTS, a standard, semester-based course with weekly meetings will normally meet in person 1 hour in seat time per credit hour weekly, with assignments which take approximately two hours per credit hour outside of class. So, for a typical 3 hour course, class meetings will total 45 hours in seat time, and outside of class assignments will total approximately 90 hours. The total time spent by the student inside and outside the classroom for the 3 hour course should thus be approximately 135 hours. When various alternative delivery systems are being utilized in which the percentage of seat time and outside of class assignments vary, the same total time investment of total time commitment by the students must be maintained.

(Approved in Faculty meeting September 2, 2015 – see Appendix B: Faculty Minutes for 9/2/15; see also the 2015-16 Leavell College catalog, p. 66.)

As evidenced by the above, the institution's baccalaureate program is taught by a significant number of faculty with a terminal degree. This high level continues to maintain the high quality of the BACMin and BAM degree programs.

Documentation:

1. [Undergraduate Catalog 2015-2016 \(listing of majors\)](#)
2. [Faculty Roster Baccalaureate](#)

3. [Faculty \(full\) Meeting Minutes, September 2, 2015](#)

3.6 Educational Programs: Graduate and Post-Baccalaureate Professional Programs

3.6.1 The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs. **(Post-baccalaureate program rigor)**

Compliance Partial Compliance Non-Compliance

Narrative: The academic rigor of NOBTS' graduate programs starts upon admission. Only students with earned baccalaureate degrees from accredited institutions are permitted entrance into the master's program. Prerequisite baccalaureate-level work at unaccredited institutions may or may not be accepted in full or in part, according to the evaluation given by a state university in the state in which the institution is located. Students admitted under this provision are admitted on a probationary basis for one semester, in which they must maintain a "C" average. Such admissions are normally restricted to the graduates of schools that are in the process of earning regional accreditation. (See [2015-16 Graduate Catalog](#), "Educational Preparation" and "Credit Evaluation," pp. 188, 190). Some master's degrees also require specific undergraduate or graduate coursework for full admission, including the Master of Arts (Biblical Studies) [see the [2015-16 Graduate catalog](#), pp. 79-80]; the Master of Arts (Theology) [see the [2015-16 Graduate catalog](#), pp. 83-84]; the Master of Arts in Marriage and Family Counseling [see the [2015-16 Graduate catalog](#), pp. 91-92]; and the Master of Music in Church Music [see the [2015-16 Graduate Catalog](#), pp. 101-102].

The Seminary's doctoral degrees require a completed master's degree in a relevant discipline from an accredited institution for admission. In addition, the various doctoral degrees also have additional prerequisites regarding coursework that must be taken as "leveling work" before admission is complete. [For the Doctor of Ministry and Doctor of Educational Ministry degree, see [2015-16 Graduate Catalog](#), pp. 121-122, "Admissions," "Unconditional Admission," and "Special Circumstances: MDiv or MRE/MACE Equivalent;" for the Doctor of Education degree, [2015-16 Graduate Catalog](#), p. 135, "Admission Requirements;" for the Doctor of Musical Arts degree, see the [2015-16 Graduate Catalog](#), p. 143, "Admission Requirements;" and for the Doctor of Philosophy degree, [2015-16 Graduate Catalog](#), pp. 150, 153-154, "Admission Requirements" and "Languages, Research Statistics, and Methods"].

New Orleans Baptist Theological Seminary's graduate programs are increasingly more advanced than the undergraduate programs. This progression is identified, in part, by the respective course's ID number. Graduate courses at NOBTS are identified with the numbering scheme of 5000, 6000, 7000, 8000, and 9000. A core of graduate-level courses (i.e., 5000-level) provides a broad-based academic and professional foundation for equipping our students to fulfill the Great Commission and the Great Commandments through the local church and its ministries. More advanced graduate courses (i.e., 6000- and 7000-level) provide focused studies in academic areas to enable students to perform individual analytical and synthetic research and to carry out specific leadership roles in local church ministry vocations, denominational agencies, state agencies, and other Christian vocations. Many of these courses also provide the academic foundation for professional doctorate and research doctoral programs. [See the [2015-16 Graduate Catalog](#), pp. 120-172]. For illustrative undergraduate and graduate syllabi, see [Illustrative Undergraduate and Graduate Syllabi](#)].

Graduate classes are typically restricted to graduate-level students. Master's students may not take any undergraduate classes for credit in a graduate-level degree program. In the Division of Church Music Ministries, courses on the 1000-level are considered undergraduate level courses, designed to provide leveling opportunities for students who need preparation to take courses on the graduate level. Credits earned in these courses may not be applied to a graduate level degree program. [See the

[2015-16 Graduate Catalog](#), p. 224]. All graduate course syllabi and degree programs are under the supervision of the graduate faculty of NOBTS. (See [Faculty Manual](#), sect. 2.9, “Channels of Communication for Academic Administration,” s.v., “Approval of New Courses” and “Approval of New Degrees”). The degrees, syllabi, and student learning objectives are consistent across all delivery systems, whether on-campus, at an extension center, or online.

The academic rigor and quality of online courses is assured by the oversight of the Internet Review Committee. Before Internet courses are designed, the faculty member must submit a proposal explaining the rationale, need, and possible instructors for the course to be offered via Internet, which must then be approved by the division chair, academic dean, Associate Dean for Online Learning, and Provost. [This authorization form may be seen in the [Faculty Manual](#), Appendix 3-C, Form A]. All Internet courses are reviewed carefully by the Associate Vice-President for Information Technology and the Associate Dean for Online Learning, evaluating these courses by a thorough evaluation rubric. [The evaluation rubric may be seen in the [Faculty Manual](#), Appendix 3-C, Form D]. This review primarily concerns the quality of the design of the course, with the relevant division chair approving the adequacy of the content in that discipline. Based on these evaluations, the Internet Review Committee approves the course for use or requires further work for the Internet course to meet the Seminary’s expectations. The Internet Review Committee consists of the Associate Dean of Online Learning, the Leavell College and Graduate Deans and Associate Deans, Division Chairs (respective to course under review), Associate Vice President of Information Technology (ex officio), and the Provost. The course is not approved for use and the course designer is not paid until the course meets institutional standards. [For more policies guiding the development and evaluation of online courses, see the [Faculty Manual](#), [sect. 3.8](#) and [Appendix 3-C](#); and the [Office Manual for the Online Learning Center](#)].

Courses in the 7000 level are designated for the Maser of Theology (ThM) program, which is a research degree designed to provide qualified students with the opportunity to achieve fuller mastery in a discipline or disciplines (namely, biblical, theological, educational, or pastoral disciplines) than afforded in their previous Master’s work. The ThM is always a second theological degree for all ThM students; all ThM students must have already completed a prior theological degree or its equivalent for admission. The applicants for the ThM program must meet rigorous criteria for admission, including GPA, GRE Verbal, and GRE Writing assessments. [Note the “Admissions Process” on pp. 103-104 of the [2015-16 Graduate Catalog](#)]. Some 7000-level courses are taught concurrently with the related 6000-level course, with the ThM students engaging in additional or lengthier assignments, particularly in research and writing. The ThM degree program may also contain a thesis component if the student does not intend to pursue the Doctor of Philosophy degree. [See the [2015-16 Graduate Catalog](#), pp. 103-106, “Admissions Requirements”].

The 8000-level courses are reserved for students in the professional doctoral degree programs (DMin and DEdMin). The 9000-level courses are reserved for EdD, PhD, and DMA students. In addition, NOBTS’ research graduate programs (MA, ThM, EdD, PhD, and DMA) require students to produce significant and individual contributions to scholarship through the production of a master’s thesis or doctoral dissertation. For illustrations of professional doctoral and research doctoral syllabi, see [Illustrative Doctoral Syllabi](#). Finally, the Seminary’s research and professional doctoral degree programs require written and/or oral comprehensive examinations. NOBTS ensures the programs are consistent with commonly accepted standards for graduate study through internal and external review by the graduate faculty.

All doctoral degrees at the Seminary are planned with the objective of making possible a reasonable, comprehensive mastery of a chosen field. In most cases, the master’s programs also provide training and experience in research to familiarize the student with the methods and goals of independent investigation. The research doctoral degree indicates the recipient’s ability to undertake original independent research and scholarly work at the highest academic levels. Recipients receive the doctoral degree only after demonstrating a comprehensive knowledge and extensive scholarship in a

specialized field of study. The student demonstrates this ability by passing a three-day series of written comprehensive qualifying examinations in the field of specialization and related areas of knowledge, passing a two-hour oral comprehensive examination administered by the faculty in the field of study, and by writing and successfully defending a dissertation reporting the results of an original investigation. The standards for dissertation research are identified in the [2015-16 Graduate Catalog](#), p. 156; and the [Manual for Research Doctoral Programs](#), sects. III.L-N and R-Y.

Documentation

- [Undergraduate catalog](#)
- [Graduate catalog](#)
- [Illustrative Undergraduate and Graduate Syllabi](#)
- [Illustrative Doctoral Syllabi](#)
- [Faculty Manual](#)
- [Office Manual for the Online Learning Center](#)

3.6.2 The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences. **(Graduate curriculum)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS graduate students achieve a knowledge of the literature in the topics of courses by the texts and assigned readings in each course, in addition to the bibliography in each course syllabus. Doctoral students are required to investigate the literature of the discipline they are researching. Professional doctoral students (DMin and DEdMin) are required to write a survey of the literature and methods in their area of study for their project report (see [Project in Ministry Handbook](#), pp. 9-10). PhD students take four required reading colloquia which survey the literature in their discipline. For an illustration of the reading required in these reading colloquia, see [PhD Theology Reading Colloquia](#). A review of the literature is also required for the PhD prospectus (see [Manual for the Research Doctoral Programs](#), III:19-20).

NOBTS graduate programs are designed to foster independent learning, as the following programs and requirements demonstrate. Several of our graduate programs require students to complete theses or dissertations, including the Master of Arts (Biblical Studies), MA (Theology), Master of Theology (non-PhD track), and the research doctoral programs (PhD, DMA, and EdD). Professional doctoral students (D.Min. and D.Ed.Min.) are required to research and write a scholarly project report, which requires a bibliography and a survey of literature and methods in the area of study (see [Project in Ministry Handbook](#), pp. 9-10). Some graduate programs that do not require a thesis or dissertation require independent study courses, clinical research and/or clinic practica leading to licensure, training the student to contribute toward a professional field of study (i.e., Master of Arts in Marriage and Family Counseling). In various masters and professional programs without a thesis requirement, independent learning is fostered in advanced courses at the 6000-, 7000-, 8000-, and 9000- levels, which include seminars, advanced individual or group projects, internships, clinical experience, and presentations at academic society meetings.

Graduate programs with a thesis or dissertation requirement follow the accepted guidelines established by the various fields of study as adopted by the several graduate divisions of study, including the SBL Manual of Style, Publication Manual of the American Psychological Association, A Guide to Research in Music Education, the University of Chicago Manual of Style, and A Manual of Style for Term Papers, Theses, and Dissertations (see [2015-16 Graduate catalog](#), p. 191). While conferring with faculty

advisors, the student is responsible for formulating, researching, writing, and editing the dissertation. As these guidelines indicate, “the ultimate responsibility for all aspects of thesis or dissertation preparation remains with the student.”

The Independent Directed Study policy provides guidelines for graduate students at the upper-level master's or doctoral programs who desire in-depth research in a field of study. Professional doctoral students can take up to three seminars in an independent directed study format. [See [Doctor of Ministry Handbook](#), p. 22; [Doctor of Educational Ministry Handbook](#), pp. 22-23]. The independent directed study policy in the [2014-15 Graduate catalog](#), pp. 124 and 191 for the master's level; pp. 124-130 for the professional doctoral programs; and p. 156 for the research doctoral programs, These requirements are applied to both on-campus and distance education students on the master's level. The Independent Directed Study (IDS) policy is stated in the [Faculty Manual](#), sect. 3:7:

In order for an independent directed study course to be approved, the student requesting the independent directed study course must provide documentation that the IDS meets one of two major student needs:

- (a) to provide interested students with training in a specialized area not covered in a regularly offered course.
- (b) to offer a course required for graduation which is not available to the student in the regular class schedule.

Independent directed study courses should require nothing less than a normally offered course at the Seminary, including the standard number of hours per week of seat time required in the course. At a minimum, directing an independent study course requires that the faculty member work with the student in designing an appropriate and meaningful directed study experience which is approximately equal to all the requirements of a regularly scheduled course, including assignments which compensate for the amount of class time lost by the student not being in a classroom setting. Merely writing a paper or reading and reviewing a couple of books would not be an adequate assignment. The faculty member should assist the student in completing the independent study request form. Furthermore, the faculty member should engage in sustained and regular weekly contact with the student (in person, by phone, or e-mail) during the course of the semester, with interaction and feedback on the student's progress toward the course's prescribed academic goals. Faculty members may teach no more than 3 independent directed studies per semester, or a maximum of 9 annually, and only one Ph.D. directed study per semester.

Documentation:

- [Graduate catalog](#)
- [Doctor of Ministry Handbook](#)
- [Doctor of Educational Ministry Handbook](#)
- [Project in Ministry Handbook](#)
- [Manual for the Research Doctoral Degrees](#)
- [Faculty Manual](#) (Independent Directed Study Policy)
- [PhD Theology Reading Colloquia](#)

3.6.3 At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See *the Commission policy "Collaborative Academic Arrangements."*) **(Institutional credits for a degree)**

Compliance Partial Compliance Non-Compliance

Narrative: All NOBTS graduate degrees at NOBTS meet the credit hour requirements of the Association of Theological Schools (ATS) and/or the National Association of Schools of Music (NASM) for the respective degree, and each graduate degrees has been approved by ATS and/or NASM. To meet ATS standards, the credit hours transferred into any NOBTS graduate program may exceed neither an amount equal to half of the degree from the original institution, nor half of the requirements of the degree being sought at NOBTS. Credit hours transferred into an NOBTS graduate degree program are identified on the student’s transcript by noting these hours as “Transferred Credits” and by identifying the institution from which the hours were transferred into the NOBTS degree program. [See [student transcript example](#)]. Also, in order to graduate, a minimum of 30 semester hours toward a degree must be taken at NOBTS through one of its delivery systems. [See “Credit Evaluation” and “Requirements for Graduation” in the [2015-16 Graduate Catalog](#), pp. 190, 194].

In the professional doctorate programs, the D.Min. and D.Ed.Min., the maximum number of transfer course credits (which must meet established criteria) must not exceed one half of the total hours required for the degree. [See “Transfer of Credit for Seminars Taken at Other Institutions,” [Doctor of Ministry Handbook](#), sect. III.E., pp. 15-16; and “Transfer of Credit for Seminars Taken at Other Institutions,” [Doctor of Educational Ministry Handbook](#), sect. III.E., pp. 15-16]. In the Ph.D., D.M.A., and EdD programs, only 8 hours (which meet printed criteria) out of the 64 hour degree may be transferred into NOBTS prior to admission. [See [2015-16 Graduate catalog](#), p. 151, and “Degree Requirements, p. 155; and “Transfer of Credit for Courses Taken at Other Institutions,” [Manual for Research Doctoral Programs](#), sect. II.J., p. II-5]. Therefore, all NOBTS graduate degrees exceed the requirement for at least one-third of the credits being offered by the degree-granting institution for a graduate degree.

Documentation:

- [Graduate catalog](#)
- [Doctor of Ministry Handbook](#)
- [Doctor of Educational Ministry Handbook](#)
- [Manual for Research Doctoral Programs](#)
- [Graduate Student Transcript](#)

3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. **(Post-baccalaureate program requirements)**

Compliance Partial Compliance Non-Compliance

Narrative: The requirements for the graduate and post-baccalaureate professional program are outlined in the Graduate Catalog (sections entitled “Admissions and Academic Policies,” pages 188 – 195). Each graduate degree program articulates the specific field(s) (or outcome) in which the graduate will be equipped to serve as a result of engagement in the program (entitled vocational calling), degree program requirements, pre-requisite courses, and the number of credit hours required to complete the degree program. These requirements adhere to commonly accepted practices and standards of graduate programs. In addition, the Seminary’s graduate degrees are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Association of Theological Schools (ATS) or the National Association of Schools of Music (NASM) for the respective degree. New Orleans Baptist Theological Seminary’s graduate and post-baccalaureate professional programs allow for an integrated understanding of the discipline through both an emphasis on the academic and practical ministry aspects of the discipline. This emphasis is consistent with the Seminary’s mission. To graduate from NOBTS, students must meet all academic requirements as defined in the Graduate Catalog. The seminary requires that all students anticipating graduation be

currently enrolled and have earned a minimum of 30 hours for the degree program at NOBTS. These hours can be taken either at the main campus or at any of the current extension centers. The graduate and post-baccalaureate professional programs develop program goals and respective student learning outcomes based upon the ATS competencies. The coursework included within each of the programs correlate to these program goals and student learning outcomes. A faculty jury reviews the student outcomes based upon approved direct and indirect measures to assess the appropriateness of the coursework and the applicability of the program. New Orleans Baptist Theological Seminary aligns its processes for defining graduate and postbaccalaureate professional programs and for monitoring the appropriateness of these degree requirements to the policies and practices addressed by the SACSCOC, the ATS, and the NASM for the respective degree program.

Documentation:

- [Graduate Catalog 2015-2016](#)

3.7 Faculty

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (*See the Commission guidelines "Faculty Credentials."*) **(Faculty competence)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS employs academically qualified faculty members compatible with the Seminary's theological and educational mission and goals. The faculty of the Seminary is composed of men and women who are called of God to the task of training students for service, primarily in the churches, agencies, and institutions of the Southern Baptist Convention. Primary consideration is given in faculty selection to employing competent and committed candidates who have terminal degrees in their discipline. Other important selection criteria include, but are not limited to, undergraduate and graduate educational preparation, ministry and educational work experience related to the field of teaching, demonstrated competence in their discipline, and (as is appropriate) professional licensure and ordination.

The overwhelming majority of NOBTS faculty, both in Leavell College and in the Graduate program, have an earned PhD degree or an equivalent research doctoral degree (EdD or DMA), normally with a major in the discipline. Some faculty members have two earned master's degrees or two doctoral degrees. A few faculty members in the ministry disciplines have earned either the Doctor of Ministry (DMin) or Doctor of Educational Ministry (DEdMin) are considered by the Association of Theological Schools (ATS) to be adequate credentials to teach at the undergraduate or graduate level in the ministry disciplines (Preaching, Evangelism, Pastoral Ministry, Christian Education, etc.). All DMin or DEdMin faculty teach in the ministry disciplines unless they have alternative credentialing. Some faculty have earned the Master of Social Work (MSW) degree, which is one of three master's degrees to be considered a terminal degree in the field of Social Work. All trustee-elected NOBTS faculty members have at least adequate credentialing in their assigned disciplines. The overwhelming majority of our trustee-elected faculty members also have at least a decade or more of experience in church ministry (or in academia) which helps them apply their discipline in a setting of ministry for the students. Some

also have other forms of alternative credentialing in addition to their academic credentialing, such as Licensed Professional Counselor (LPC) licensure, research and publications in the field, and professional experience. Brief biographical sketches of each trustee-elected or presentially-appointed faculty members may be seen at <http://www.nobts.edu/faculty/default.html>, or, more briefly, trustee-elected faculty and adjunct faculty are listed in the [2015-16 Leavell College catalog](#), pp. 17-18, 21-29, 84, and in the [2015-16 Graduate catalog](#), pp, 254-261.

NOBTS also employs a number of adjunct faculty on the main campus, at extension centers, and for online classes. Adjunct teachers must demonstrate that they have the appropriate academic credentials to teach a given course, as approved by the appropriate Division Chair and/or Dean. The Division Chair (or, in their absence, the Dean or Associate Dean) fills out a credentialing form which identifies the degrees and the number of graduate credit hours relating to a specific discipline. Adjunct faculty are only able to Many adjuncts are serving in ministry positions, and thus enhance the classroom experience from the perspective of the life of the church. Adjunct faculty receive not only an orientation to teaching at NOBTS, but are invited to participate in various training opportunities regarding educational technology and pedagogy as well. Each adjunct teacher's credentials (including online teachers and extension center teachers) must be evaluated and approved by the Dean of Leavell College for undergraduate courses or the relevant graduate Division Chair and the Dean of Graduate Studies for graduate courses. A record of this evaluation of what specific disciplinary areas the adjunct teacher is qualified to teach is recorded in his/her file.

NOBTS does not employ graduate assistants to teach courses in the way that is commonly done in larger universities. At NOBTS, "teaching assistant" refers to a doctoral student who assists faculty members primarily by grading papers. Each NOBTS faculty member chooses a teaching assistant (or more than one, if they have a high enrollment that semester) for the primary purpose of assisting the faculty member to grade papers. However, PhD students who have completed their Master of Theology (ThM) degree may teach as adjunct teachers. The Th.M. is designed by ATS as a second theological master's degree, usually earned after the 84-hour MDiv degree. To earn the ThM degree, the doctoral student must be in the post-residency phase of the program, having completed five seminars, passed an oral comprehensive exam, and completed a "Teaching in Higher Education" course. [The syllabus for "[Teaching in Higher Education](#)" is in Appendix Y. With two master's degrees in the discipline, these doctoral students are more than qualified to teach Leavell College undergraduate students in their discipline. Our Ph.D. students with a theological master's degree plus the ThM degree may teach courses in the Graduate program under the mentorship of a faculty member. For more details, see the [Manual for Research Doctoral Programs](#), III.O, pp. III.15-16; and IV.G, p. IV.4.].

Each faculty member's file includes his or her academic transcripts, a curriculum vita, and a credentialing form filled out by the Division Chair, Associate Dean, or Dean which identifies which disciplines a faculty member is credentialed to teach is placed in each adjunct faculty member's file. These files are available for examination by the on-site in the respective Dean's offices. For evaluation of teaching effectiveness, see the faculty evaluation process described in sect. 3.7.2.

Documentation:

- www.NOBTS.edu/faculty
- [Leavell College catalog](#)
- [Graduate catalog](#)
- [Teaching in Higher Education syllabus](#)
- [Manual for the Research Doctoral Programs](#)

3.7.2 The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status. **(Faculty evaluation)**

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary regularly evaluates the effectiveness of each faculty member in accordance with the *Faculty Manual*, *Leavell College Adjunct Faculty Manual*, and the *Graduate Adjunct Faculty Manual*. Several means of evaluation are employed: student course evaluations, annual faculty evaluations, rank advancement assessment, and tenure evaluations. The evaluative process thus involves student, faculty peer, division chair, dean, and other administrative level participation.

As a part of the annual institutional planning and evaluation cycle, all Seminary faculty undergo an annual evaluation to identify areas of strength and weakness and set goals for improvement. The criteria for faculty evaluation include (a) personal discipleship; (b) church, community, and denominational service; (c) contributions to the life and work of NOBTS; (d) scholarship and research; and (e) classroom effectiveness. The primary intent of the faculty evaluation process is to offer feedback and constructive suggestions for improvement, however, it is a factor in recommendations concerning tenure, step increases, and promotion in rank. Faculty Evaluation forms are included in the *Faculty Manual*, [sect. 3.12](#) and [Appendix 3-F](#).

The annual evaluation process consists of the following elements.

Student Evaluation of Instruction

Students in all classes at all degree levels and in all delivery systems are asked to fill out an evaluation form on-line toward the end of each semester to provide input from the student on both the course itself and on the instructional expertise of the faculty member. The evaluations and comments from each class are compiled and both the original evaluations and the summary compilation are collected by the Institutional Effectiveness office, who submits copies to the appropriate Division Chair, Dean, and the Provost. The student evaluation forms are one indirect assessment in evaluation of curriculum and of faculty instruction, and are a factor in consideration for tenure, step increases, and promotion in rank. [For copies of student evaluation forms for all programs, see [Faculty Manual](#), Appendix 3-F].

Direct Assessment of Faculty

Each faculty member participates in an annual evaluation with his or her Division Chair. Each faculty member completes Form 1, "Annual Update and Self-Evaluation," each Spring semester to allow them to identify the professional development activities they did during the previous academic year and to evaluate their own performance the previous year. Form 2, "Division Chairperson's Annual Review," allows the Division Chair to share his or her evaluation of the faculty member's accomplishments during the year. At a prescribed time, usually in May, the Division Chairperson meets with each division faculty member for a confidential evaluation, reviewing and discussing forms 1 and 2. If the faculty member and Division Chairperson disagree significantly on an aspect of the evaluation, the faculty member has the opportunity to identify his or her point of disagreement in writing.

Summary reports of the results of these annual Division Chair interviews are forwarded to the appropriate Dean and to the Provost for their use in recommendations and decisions on promotion and tenure, etc. Rank promotion and tenure recommendations utilize this information, but are a separate process done in December or January in anticipation of Trustee approval in April. Rank promotion is initiated by the recommendation of the Division Chair, with the agreement of the Dean and Provost. Tenure recommendations originate from the Division Chair in consultation with all the tenured members of the division, making a joint recommendation. With the agreement of the Dean and Provost, the tenure recommendation is presented to the Trustees for approval. In cases in which rank or tenure is not recommended, specific targets are set for the faculty member to achieve during the coming

academic year. If the faculty member reaches those targets, the rank promotion or tenure recommendation is presented to the Trustees; if not, the faculty member has a year to seek other employment. See the *Faculty Manual*, [sect. 3.12](#) and [Appendix 3-F](#) for the policy in full and the forms.

Adjunct Faculty Evaluation

The process and the forms used for evaluation of NOBTS adjunct faculty members is located in the [Leavell College Adjunct Faculty Manual](#) and the [Graduate Adjunct Faculty Manual](#). For Leavell College, the statement of process is as follows:

New Orleans Baptist Theological Seminary evaluates all courses and instructors. One form of evaluation is the formal course evaluation completed by students taking the course. The course evaluation is conducted by the Office of Institutional Effectiveness during the last week of classes. Evaluations are used in the institutional effectiveness process as one of the tools to improve teaching and learning.

Additionally, each on-campus adjunct teaching a semester-length course will be evaluated once during each academic year by a trustee-elected member of the Leavell College faculty (main campus adjuncts) or the extension center director (extension center adjuncts). The first step in the evaluation will be a formal observation of at least one hour of teaching time. After that observation, the Leavell College faculty member/extension center director will complete a peer evaluation form (see page 21 of this manual). Once the form has been completed, the Leavell College faculty member/extension center director will meet in person with the adjunct faculty member to review the evaluation form. One copy will be maintained in the adjunct faculty person's personnel file, and another copy will be given to the adjunct faculty member.

Online adjunct instructors will complete a self-evaluation form (see page 23 of this manual). The Dean of Leavell College, who has "grader" or "instructor" status to all online Leavell College courses, communicates with online adjuncts regarding the self-evaluation form. The completed self-evaluation form is maintained in the online adjunct instructor's personnel file.

The Associate Provost will distribute the appropriate forms to the Associate Dean of Graduate Studies, Associate Dean of Leavell College, Regional Associate Deans, and Director of Prison Programs. Each of the Regional Associate Deans and the deans on campus will ensure that every adjunct is evaluated with this form with the process below. Adjuncts will be evaluated at least once in an academic year when they teach.

[[Leavell College Adjunct Faculty Manual](#), p. 7]

For graduate adjunct faculty, the evaluation process is similar:

1. A peer evaluator sits in on the class for at least one hour of teaching and fills out the attached form.
2. The peer evaluator discusses the completed form with the adjunct and gives them a copy if desired.
3. A copy of the completed form is sent to the Regional Dean or Dean as appropriate to be placed in the teaching file of the adjunct.

Whoever has the adjunct file should get the evaluation form. For the extension centers, this will be the Regional Associate Dean. For the prisons, this will be Director of Prison Programs. For graduate faculty, this will be Office of Associate Dean of Graduate Studies. [[Graduate Adjunct Faculty Manual](#) for 2015, pp. 30-32]

Documentation:

- [Faculty Manual](#)
- [Leavell College Adjunct Faculty Manual](#)
- [Graduate Adjunct Faculty Manual](#)

3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. **(Faculty development)**

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary encourages the professional development of its faculty as teachers, scholars, and practitioners in several ways, including the following:

(a) Training Sessions in New Faculty Orientation – New faculty at the Seminary undergo a full day of orientation to the Seminary and the *Faculty Manual*, and a second full day of technology training. The topics covered in this technology training for new faculty members includes IT policies and procedures, Google Apps for Education, and Cascade (website content management system, for designing one’s own faculty web page), Blackboard, SelfServe for faculty, CIV orientation, Classroom Media (using consoles), and other productivity tools (PowerPoint, Webex, BlueJeans, etc.)

(b) Training at Faculty Workshop – All Trustee-elected faculty, including extension center faculty, ministry-based faculty, senior faculty, visiting faculty, and special contract faculty are required to come to the New Orleans campus for Faculty Workshop in August at the beginning of each academic year. In addition to hearing the President’s vision for the coming year and participating in several division meetings, training sessions are scheduled each year for faculty enrichment. Guest speakers from accreditation agencies, other seminaries, or the church are brought in to address best practices and the current status of professional theological education. Faculty members who work with doctoral students are also required to attend a training session for doctoral supervisors.

(c) Adjunct Faculty Orientation and Training—Leavell College and the Graduate program provide regular adjunct faculty orientations for new and returning adjunct teachers to train them in Seminary policies and introduce the *Adjunct Faculty Manual* to them. The technology training available to the regular faculty has also been made available to the adjunct faculty.

(d) Frequent Training Opportunities in Educational Technology and Pedagogy -- The Center for Technology in Learning provides continual training in innovative pedagogy and educational technology. Weekly training sessions are offered in various aspects of educational technology to improve faculty teaching, particularly in online courses [See [Center for Educational Technology Offerings, 2014-15](#)]. This effort is connected with a larger effort headed by a faculty member who serves as Director of Innovative Learning, who provides professional development opportunities in pedagogy for faculty. Each faculty member is required to pursue a graduate certificate for Teaching in the 21st Century, with classes addressing topics such as Basic and Advanced Blackboard Class Design, the use of rubrics, and educational assessment, as well as incorporating the training sessions in educational technology offered through the Center for Technology in Learning. Many faculty members have already completed the Teaching in the 21st Century graduate certificate, and an Advanced Teaching in the 21st Century certificate is being developed. [See [Teaching in the 21st Century graduate certificate](#)].

(e) Financial Support for Attending Professional Academic Society Meetings and Baptist Denominational Meetings -- Each full-time faculty member receives at least \$1,000 for professional development each year, and trustee-elected non-tenure track faculty receive \$500

for professional development annually. Additional monies are available for those who present papers at more than one meeting, or at an international conference. Encouragement is provided to not only attend the professional scholarly meeting of their choice, but to present papers reflecting their own research. Faculty scholarly presentations and publications are listed in Appendix X – Faculty Research, Publications, and Professional Development. Travel monies are also provided for faculty members who attend state and national Southern Baptist Convention denominational meetings. [See [Faculty Manual](#), sect. 5.7-5.11].

(f) *Scholarly Events on the NOBTS Campus* – The premiere scholarly event each year on campus is the [Greer-Heard Point-Counterpoint Forum](#), a two day event which features a well-known evangelical scholar in dialogue with a non-evangelical scholar on an issue of scholarly interest, with two or three additional scholars on each side providing further perspective on the issue. The Forum is not only attended by a crowd of 700 or more attendees each year, but it has been broadcast online in recent years to between 3,000 and 10,000 listeners. The papers presented at the Forum are published each year in a series published by Fortress Press [see [Greer-Heard Point-Counterpoint Forum Publications](#)].

Each academic division is budgeted \$1,500 for a divisional special event, and sometimes these events are coordinated with the Seminary's various research institutes to increase funding and interest. The divisional events typically involve bringing in a scholar or scholars to address a scholarly issue of interest in these academic disciplines. Divisions also host academic or professional events such as Senior Fest, Childhood Education Workshop, Centergize, and Accelerate. The various faculty research centers sometimes host their own conferences, particularly the Baptist Center for Theology and Ministry, the Institute for Christian Apologetics, the Institute for Faith and the Public Square, the Leavell Center, and the Sanders Center.

NOBTS also typically hosts at least one academic society each year. In recent years, NOBTS has served as a host for the American Theological Library Association, the Association for Doctor of Ministry Education, the Southwest Regional meeting of the Evangelical Theological Society, a regional meeting of the Evangelical Philosophical Society, the Baptist History and Heritage Society, the Southern Baptist Research Fellowship, the Southern Baptist Data Consortium, the Baptist Association of Christian Educators, the Southern Baptist Professors of Evangelism Fellowship, and the annual International Mission Board-Seminaries Dialogue.

(g) *Professional Accreditation and Assessment Training* -- Faculty who serve in administrative positions for which accreditation or library professional meetings are important receive an additional \$1,000 for this professional academic development beyond professional development in their own scholarly discipline. The Provost, Associate Provost, Deans, Associate Deans, IE personnel, library personnel, and student services personnel, and selected faculty members typically attend the annual or biennial meetings of SACS, ATS, NASM, and ATLA, and other training meetings when possible. In the effort to create a more thoroughgoing culture of assessment among the faculty, the divisional assessment representatives from each academic division are being encouraged and funded to attend such national or regional accreditation meetings.

(h) *The Ola Farmer Lenaz Faculty Grants* – Each year faculty members are encouraged to submit proposals for an in-house research grant, the Ola Farmer Lenaz Faculty Grants. These grants are for \$1,000 - \$1,500 for faculty research grants beyond professional development or sabbatical funding. The grant proposal may be but need not be associated with a sabbatical leave. In addition to funding faculty research projects, one additional purpose of these in-house research grants is to train faculty members in how to make formal grant requests so that they may seek external grants from national grant programs such as the Lilly/ATS grants, Louisville Institute grants, and Wabash Center grants. [For more details, see the [Faculty Manual](#), sect.

5.7]. The Seminary's Provost has served two appointments on the Lilly/ATS Faculty Grants Committee, and has provided training sessions for faculty on how to write grant proposals. Various faculty members have won several Lilly/ATS Faculty Grants, Wabash Center grants, and Louisville Institute grants.

(i) **Faculty Research Workload Reductions** -- All graduate faculty who teach or mentor in the Ph.D. program are required to document recent research, writing, or professional presentations in order to qualify to perform these roles. Those who meet written criteria receive a 3 hour teaching course load reduction to facilitate time for research. Faculty members doing research projects, completing academic degrees, or writing book length publications may request teaching workload reductions for a semester or more. [See [Faculty Manual](#), sect. 3.2].

(j) **Sabbatical Leaves** -- Faculty members who teach 12 hours or more annually are eligible to request six month sabbatical leaves each seven years (or year-long sabbatical leaves for more faculty members seeking a post-graduate degree or are writing a book length manuscript for publication). The faculty members receive full compensation during the half-sabbatic or full sabbatic leaves. [See [Faculty Manual](#), [sect. 5.4](#), [Appendix 5-B](#), and [Appendix 5-C](#) for more details].

(k) **Recognition** – All faculty members are eligible to be nominated by their colleagues for three awards presented to faculty members each year – the Marvin Jones Awards for Excellence. Awards go to the Outstanding Faculty Researcher, the Outstanding Faculty Classroom Teacher, and the Outstanding Churchman/woman. The winner of each award is recognized at the annual Celebration of Excellence Chapel, and receives a cash gift of \$1,000 or more. [See [Faculty Manual](#), sect. 6.3]. Faculty publications are also celebrated in the Celebration of Excellence Chapel, as well as in Seminary publications. Faculty professional development accomplishments are posted each week in the agenda of the monthly faculty meeting, and the Provost publically recognizes these faculty achievements. For a listing of NOBTS faculty research, publications, and professional development in 2014-15, see [NOBTS Faculty Research and Professional Development](#).

(l) In addition to professional development activities, NOBTS has twelve faculty-run research centers in a variety of disciplines, some of which have garnered significant contributions toward endowment. Each of these began with a faculty dream, and the Seminary provided funding and support to help realize these faculty dreams. A brief description of the research activity of each center follows. [For more information on each research center, follow the embedded link for each center, or read the more detailed information provided in [NOBTS Research Centers](#).

- **The Baptist Center for Theology and Ministry** -- Publishes [The Journal for Baptist Theology and Ministry](#), a quarterly journal with articles on theological, biblical, and ministerial issues of interest to Baptists, as well as scholarly book reviews. The web pages also post some scholarly white papers, key doctrinal confessions, and some historic documents of significance to Baptist history. The Baptist Center also hosts one or two conferences with speakers on Baptist theology and mission.
- **The Caskey Center for Church Excellence** – Provides scholarships, programs, and conferences for bivocational and smaller membership church ministers, and publishes research about smaller membership churches.
- **The Day Center for Church Planting** – Supports church planters, particularly those in the SEND America focus on New Orleans, and hosts conferences on church planting.

- [**The Global Missions Center**](#) – Serves as a resource for students who feel called into missions, trains students in ethnographical studies for people groups, and sponsor programs which encourage and train missions volunteers.
- [**The H. Milton Haggard Center for New Testament Textual Studies**](#) – With one of the best collections of copies of New Testament manuscripts in North America, the Center researches the Greek text of the New Testament. The Center's textual apparatus data has been used in the Logos, BibleWorks, and Accordance, and Bible software products, as well as an I-phone/I-pad application for the textual apparatus of any New Testament text. The Center is beginning a multi-year project to publish a complete textual apparatus commentary on the New Testament. In addition to doctoral students who serve as fellows at the Center, visiting scholars from Oxford University, Cambridge University, Australian Catholic University, California Baptist University, and Mid-Atlantic Christian University have come to do collations for their own professional development. The Center also partners with the Center for Archaeological Research in hosting the Bible Lands Museum on the New Orleans campus.
- [**The Institute for Christian Apologetics**](#) – Hosts the annual Defend the Faith Apologetics conference and the annual Greer-Heard Point-Counterpoint Forum. The papers delivered at the Greer-Heard Forum are published each year since 2005 in a series by Fortress Press. The Forum features a dialogue between an evangelical Christian thinker and a non-evangelical or atheistic thinker on a different topic each year.
- [**Institute for Faith and the Public Square**](#) – Provides conferences that address the intersection of government and the Christian faith.
- [**The Leavell Center for Evangelism and Church Health**](#) – Offers demographic studies for individual churches, as well as research related to the church health of Baptist churches. The Center also sponsors several conferences each year.
- [**The Leeke Magee Christian Counseling Center**](#) – The Leeke Magee Center is our newest center, providing internship opportunities required for licensure by our master's level and doctoral level Psychology and Counseling students. Several instruments of assessment are utilized by the student's supervisor to evaluate the student's effectiveness
- [**The Michael and Sara Moskau Institute of Archaeology and the Center for Archaeological Research**](#) have been focusing their research for the last five years on an archaeological dig at Tel Gezer in Israel, viewed by the Israel Antiquities Authority as one of the most significant archaeological digs in Israel. The dig has been featured in publications such as *Biblical Archaeology Review*, *Christianity Today*, and the Israeli journal *Haaretz*, as well as Israeli television, and its officers have made several scholarly presentations on the dig at international meetings.
- [**The Perry R. Sanders Center for Ministry Excellence**](#) houses the Seminary's professional doctoral degrees, the Doctor of Ministry and the Doctor of Educational Ministry. However, the Sanders Center also sponsors conferences and research focused on ministry excellence.
- [**Youth Ministry Institute**](#) – YMI sponsors weeklong and weekend courses and conferences with outstanding speakers in youth ministry to train youth ministers. The director of YMI has published several articles reflecting research on youth ministry done by YMI.

Although NOBTS does not subscribe to Academic Analytics company, and thus does not receive its proprietary information annually about faculty rankings, we have become aware after the fact that in its

Faculty Scholarly Productivity Index (FSP), which measures faculty productivity in publications, grants, and honors received, in previous years NOBTS has been ranked 12th in the nation for seminaries or divinity schools offering a Ph.D. in religious studies, and was ranked 20th in the nation among “Specialized Research Universities in Theology” category. [See <http://www.pha.jhu.edu/~zbt/AATopUniversities.pdf>].

Documentation:

- [Center for Educational Technology Offerings, 2014-15](#)
- [Teaching in the 21st Century graduate certificate](#)
- [Greer-Heard Point-Counterpoint Forum Publications](#)
- [NOBTS Faculty Research Centers](#)
- www.pha.jhu
- [Faculty Manual](#)
- [NOBTS Faculty Research, Publications, and Professional Development](#)

3.7.4 The institution ensures adequate procedures for safeguarding and protecting academic freedom. (**Academic freedom**)

Compliance Partial Compliance Non-Compliance

Narrative: The *Faculty Manual* and both *Adjunct Faculty Manuals* apprise each faculty member of the importance and meaning of academic freedom in a theological institution. As a denominationally affiliated institution, academic freedom at NOBTS is exercised within the framework of the Seminary's confessional stance. All faculty members must affirm “The Baptist Faith and Message (2000)” of the Southern Baptist Convention and the Seminary's own historic “Articles of Religious Belief.” The Articles of Religious Belief was authored by the founding faculty of the Seminary before the first version of the Baptist Faith and Message was agreed upon as Southern Baptists’ denominational confession in 1925. [See [2015-16 Undergraduate Catalog](#), pp. 9-14; [2015-16 Graduate Catalog](#), pp. 7-14;]. Article XII of the Baptist Faith and Message addresses the nature of academic freedom in a confessional seminary: “In Christian education there should be a proper balance between academic freedom and academic responsibility. Freedom in any orderly relationship of human life is always limited and never absolute. The freedom of a teacher in a Christian school, college, or seminary is limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists.

New faculty members are briefed in faculty and adjunct faculty orientation on the academic freedom articles in the Faculty Manual and the Adjunct Faculty Manuals. [See 2015-16 *Faculty Manual*, [sect. 3.1](#), [6.2](#), and [Appendix 3-B](#), “Academic Freedom;” the [2015 Leavell College Adjunct Faculty Manual](#), Appendix C, “Academic Freedom;” and the [2015 Graduate Adjunct Faculty Manual](#), Appendix 3-C. While what NOBTS faculty members endorse should be within the overall parameters of the Seminary’s doctrinal confessions, our faculty are encouraged to feel significant freedom to research and teach about views not endorsed by Southern Baptists, and indeed are expected as members of a graduate institution to discuss all views in addressing an issue, including those with which they may disagree.

However, there are no such doctrinal parameters or limits on academic freedom for NOBTS students. As the NOBTS Student Handbook notes in its list of student duties, privileges, and responsibilities, “As an entity of the Southern Baptist Convention and as a confessional seminary, NOBTS has the duty to teach and maintain policies that are consistent with the NOBTS mission statement and The Baptist Faith and Message 2000, the official doctrinal confession of the Southern Baptist Convention. Students have the duty to abide by seminary policies, but have the privilege to hold personally to different doctrines than those affirmed in the Baptist Faith and Message and the responsibility to express their

convictions with kindness, gentleness, respect, and self-control.” [See [NOBTS Student Handbook](#), p. 5, “Duties, Privileges, and Responsibilities”]. Although most of our students are from a Southern Baptist background, and almost all are broadly evangelical Christians, we have students from a variety of denominations and theological perspectives. We do not ask them to endorse the Baptist Faith and Message for either admission or graduation. Doctoral students, for example, have done research and written papers or dissertations on topics that go beyond or are in contradiction with our doctrinal confessions. Students are free to pursue their interests without doctrinal limitations.

Documentation

- [Faculty Manual](#) (Academic Freedom Policy)
- [Leavell College Adjunct Faculty Manual](#) (Academic Freedom Policy)
- [Graduate Adjunct Faculty Manual](#) (Academic Freedom Policy)
- [Baptist Faith and Message](#) (Art. XII)
- the Articles of Religious Belief in the [Leavell College](#) and [Graduate catalogs](#)
- [NOBTS Student Handbook](#)

3.7.5 The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. **(Faculty role in governance)**

Compliance Partial Compliance Non-Compliance

Narrative: The NOBTS Bylaws and *Faculty Manual* assign the roles and relationships relating to faculty organization, operation, and responsibilities. Article V of the [NOBTS Bylaws](#) designates the “unit system of administration” as the Trustee-approved method of administration. Article V describes the role of the President, Articles VI-IX describe the role of the Seminary’s senior administrators, and Article X describes the role of the faculty. [See [NOBTS Bylaws](#)]. The *Faculty Manual* also delineates the authority and actions appropriate to faculty administrative positions, faculty committees, and individual faculty members regarding academic and governance matters. [See the [Faculty Manual](#), sections 2, 3, and 4]. In general, the faculty determine the curriculum, both at the course level and the degree level, while the administration makes decisions regarding strategic and financial planning. The faculty governance role in relation to the curriculum is described in detail in sections 2.8 and 3.4.10.

Article V of the Seminary Bylaws reserve significant powers and responsibilities to the President, including even the ability to hire new faculty members without faculty input, if necessary. However, the administration goes to great length to involve faculty in the new faculty selection process, as noted below. The administration has attempted to create an openness to communication to and from the faculty in other areas of governance as well, in the following ways:

(a) The basic pattern of communication for the faculty member, for either ideas to share or complaints, is to do so by starting with their Division Chair, and then to share in order with the Dean, Provost, and President, if needed. However, the Provost and President both have an “open door” policy, and faculty members may approach them directly if they feel uncomfortable utilizing the normal process for some reason.

(b) The Provost and President meet with each academic division at the beginning of the academic year for an unstructured “town hall” style meeting of an hour or more with nothing on the agenda apart from responding to any ideas, concerns, or questions arising from the division.

(c) In an effort to enhance communication upward and downward in the organization, the President and Provost initiated a “Program Deans’ Meeting” several years ago, at which the President and Provost meet with the Associate Provost along with the Dean and Associate Deans of both Leavell College and the Seminary Graduate Program. The President and Provost share new initiatives and points of strategic interest, and each member of the Council is encouraged to raise questions, voice concerns, share accomplishments, or suggest ideas to the administration.

(d) The Faculty Affairs Committee is the formal vehicle for faculty to make recommendations about possible policy changes to the administration. The Committee has input to the content of the *Faculty Manual*, and a number of changes have been made in the document as a result of their recommendations. Changes in policies that have changed as a result of Faculty Affairs Committee proposals are an allowance to allow small classes to count for partial credit toward faculty teaching load, a temporary adjustment in the maximum teaching workload after the austerity budget was enacted in 2010 to provide faculty more income, and a change in the maximum enrollment allowed in online courses. The Provost shares greater details about how NOBTS faculty compensation compares with various benchmarks, and solicits input from the Committee about what priority they would give to improving faculty salary, overload contracts, or benefits in the development of the next year’s budget.

(e) The Provost chairs the Academic Leadership Council, made up of the Associate Provost, Deans, Associate Deans, and Division Chairs. The Provost goes into greater detail with the Council about strategic initiatives and events impacting the Seminary, and seeks their input, particularly in the first meeting in August of the new academic year.

(f) When new faculty members are being recruited, although it is not a required part of the faculty hiring process, the Provost sets up meetings (often for meals) of divisional faculty with the prospective faculty member (and spouse, when possible). This allows the current faculty the opportunity to get to know the prospective faculty members early in the process, and to provide their input to the administration. The divisions also do formal interviews, after which they provide their recommendations to the administration.

(g) The NOBTS Trustee meeting is scheduled such that at least one meal is in the main room of the Seminary cafeteria, so that they are accessible to conversations with faculty and students. In the Spring Trustee meeting each year, a Faculty-Trustee Dinner is scheduled. When the dinner is at an off-campus restaurant, each faculty member drives one or two trustees to and from the dinner, allowing opportunity for conversation. Many friendships and interactions between faculty and trustees have been fostered through these interactions. Faculty members are welcome to attend Trustee meetings, however, apart from the Academic Leadership Team, faculty rarely attend unless they are asked to speak at the meeting.

The twelve NOBTS faculty research centers and institutes are a shining example of shared governance and cooperation between the faculty and the administration. None of these research centers or institutes was begun by the administration. In each research center, a faculty member or several faculty members had a dream about creating such a research center. The faculty members shared the dream with the administration, and the administration sought to provide funding and support to help the faculty member create and develop each of these research centers. The dramatic success and academic contribution of these faculty research centers are a product of cooperation and shared governance between faculty and administration.

Documentation

- [*Faculty Manual*](#)

- [NOBTS Bylaws](#)

3.8 Library and Other Learning Resources

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission. **(Learning/information resources)**

Compliance Partial Compliance Non-Compliance

Narrative: With over 288,000 print volumes, the NOBTS John T. Christian library ranks among the ten largest theological libraries for freestanding theological seminaries (as distinguished from Theology departments or Divinity schools embedded in large universities, or seminaries in multi-institutional consortia) in the United States and Canada, and one of the top three largest theological libraries in the five Southeastern states we serve – Louisiana, Mississippi, Alabama, Georgia, and Florida. [See a comparison of seminary libraries in the 2014-15 Annual Data Tables, Table 1.2, [“Significant Institutional Characteristics of Each Member School,”](#) collected by the Association of Theological Schools in the United States and Canada].

The John T. Christian Library on the New Orleans campus provides the foundational library support for all of the Seminary’s students. In addition to housing over 288,000 volumes and is one of the larger theological libraries in the South. The libraries on the main campus (the John T. Christian Library, the Martin Music Library, and the rare books and archives collections) are housed in one library facility to allow convenient access for users and enable the sharing of personnel and printed resources between the libraries. Study carrels, tables, and computers afford students and faculty the opportunity to read, study, and conduct research. The system wide library facilities total approximately 57,000 square feet in area and just over 56,000 linear feet in shelving. About 45,000 square feet and 43,000 linear feet of shelving are located on the New Orleans campus, and about 12,000 square feet and 13,000 linear feet of shelving at the extension center libraries. Facilities provided at the main campus not only house printed materials, but also provide: (1) adequate study space (tables, carrels, chairs) for individuals and groups; (2) access to electronic resources through desktop computers with internet access and word processing programs as well as wireless internet access; (3) photocopying services; (4) archival and special collections materials; (5) document delivery and interlibrary loan; (6) and consortium member services.

The Library Acquisitions Policy states that the library will acquire “recorded theological knowledge in all its forms,” “both in the breadth and depth necessary to support the full range of educational and scholarly activity of the seminary.” The library has 346,000 items in its holdings, reflecting 300,000 bound items, almost 19,000 microform items, and more than 21,000 media items. The library provides access to over 40 online databases (primarily through Ebscohost, ProQuest, eBrary, OverDrive, TREN, and individual subscriptions) and almost 20 CD-ROM databases. The library adds over 3,000 items (primarily print) to its holdings each year. The current library budget includes over \$175,000 annually for various databases, over \$110,000 for books and music books on and off campus, over \$70,000 periodicals and music periodicals, and over \$45,000 for library equipment, supplies, and rebinding of books [See [Library cost center budget in Appendix 4](#), “NOBTS Library Budget”].

The library also includes special collections in its archives and rare books, with both theological books and hymnals. Of special note is the John T. Christian collection which contains over 1,500 rare pamphlets and 600 rare books, including three rare incunabula (books printed with metal type before about 1500 AD, in the earliest days of printing). The collection also includes gems such as a page from the Gutenberg Bible, a copy of the Geneva Bible, two works signed by famous British Baptist preacher Charles Spurgeon, an early printed eight language polyglot of the Bible, and a

number of Reformation-era theological books, just to name a few. Also noteworthy are the 700 rare hymnals and psalters included in the Martin Music Library as collected by former music faculty William Plunkett Martin and Edmund Keith. In the archives are found institutional memorabilia and documents, the personal papers of such noted SBC figures as Dr. C. Penrose St. Amant (church historian), W. W. Hamilton (former NOBTS president and former president of the SBC), Dr. V. L. Stanfield (noted SBC professor of preaching at NOBTS and SBTS and pulpiteer), Dr. R. G. Lee (noted pulpiteer and former pastor of First Baptist Church, New Orleans), and the archives of First Baptist Church, New Orleans. Also included in the special collections is a repository of over 1,700 Southern Baptist Convention publications, a convention curriculum lab with the latest subscriptions from LifeWay, and a display of all Southern Baptist state convention newspapers.

The provision of library services and its resources are designed to meet the needs of all undergraduate, graduate, or doctoral programs (with more limited service for the prison-based programs, which lack Internet and email based services). Library services in the prison programs are performed by prison staff, with some training by the library staff. Library services are organized in five basic departments: circulation, reference, acquisitions, cataloging and serials, and music. The circulation department addresses all requests from check out of all materials and mailing services to main campus and extension center students as well as to adjunct, ministry-based and trustee elected faculty as requested via phone and email. The reference department receives all research questions by personal interview, phone, and email. The reference department also organizes bibliographic instruction with faculty members whether in the classroom or in the reference room, and oversees interlibrary loans. Bibliographic instruction is conducted by native speakers in English, Korean, Spanish, and Haitian French. The activities of the acquisitions department include all manner of resources whether print, database, media, music, or microform items. Acquisitions are conducted by acquisition librarian and the dean of libraries and assisted by faculty recommendations and review of faculty approved new course syllabi. The cataloging and serials department operates both in New Orleans and at the North Georgia campus. The New Orleans cataloging office is responsible for all the main campus cataloging, serials and database subscriptions, bindery, and master's thesis and doctoral dissertation processing. In addition, the New Orleans office is responsible for establishing and maintaining all cataloging and items processing standards and protocols, regardless of media or language type. The North Georgia cataloging office is primarily responsible for the extension center collections including the Korean, Spanish, and Haitian French collections.

In addition, our students have access to over 168,000 e-books, including collections from OverDrive, ProQuest, Ebscohost, eBrary, and APA/Social Work. The Overdrive e-book platform allows students to "check out" electronic versions of over 700 carefully selected theological books, and the Ebscohost e-book collection makes over 150,000 120,000 e-books available through our LOUIS consortium. ProQuest also affords access to over 1.1 million dissertations [See a detailed listing of in [Appendix 6, "Online Databases and E-books Collection"](#)]. The main campus library also hosts the Martin Music Library, which not only houses a large collection of books, journals, musical scores, and recordings, but also has a valuable collection of rare hymnals.

The mission of the John T. Christian Library is "to serve the seminary community through the acquisition, preservation, provision of access to, and dissemination of recorded theological knowledge in all its forms." Whereas the provision of library services and its resources do not distinguish between undergraduate, graduate, or doctoral programs, resources are structured so as to meet the specific information needs that distinguish one program from another. In addition to the 300,000 print resources supporting all academic programs, the undergraduate program is specifically supported through the EbscoHost Academic eBook Collection which provides nearly 140,000 titles representing the entire range of a liberal arts academic library collection. Our subscription is supported through the LOUIS consortium that undergirds the entire LSU system in Louisiana. In addition, the LOUIS consortium provides a secondary consortium LALINC (Louisiana Academic Library Information Network Consortium) through which our student have checkout privileges from all the academic libraries in the

state of Louisiana. Through an almost identical consortial arrangement as LOUIS, GALILEO (Georgia Library Learning Online) provides NOBTS students living in Georgia checkout privileges and database access at all Georgia colleges and universities. Finally, because our undergraduate programs are ministry focused, we subscribe to the EbscoHost eBook Religion Collection of an additional 5,800 titles to further support our undergraduate program research needs.

To support our graduate programs, access to the ATLA database (American Theological Library Association) is provided through EbscoHost as well as a strong ministry-focused collection of eBooks through an OverDrive portal providing over 600 titles. For graduate-level research needs in psychology and counseling as well as social work, access is provided through ProQuest for over 4,500 eBooks in these discipline-specific areas. For the graduate-level music programs, four primary databases are provided: the Classical Music database, New Grove's Dictionary of Music and Musicians database, Music Index Online, and the Canterbury Dictionary of Hymnology.

In addition to the above resources, collections targeted specifically for the research needs of doctoral programs include the TREN database (Theological Research Exchange Network) for full-text access to over 22,000 theological thesis and conference papers and the ProQuest full-text dissertations and theses database providing over 1.1 million titles. To support the music doctoral programs, access is provided to the full-text International Index to Music Periodicals by ProQuest.

Professional doctoral and research doctoral students receive focused training in how to utilize the library for their research. Students in the professional doctorate program (in the Project Design workshop) and research doctoral students (in the Research and Writing workshop) come to the library for specialized training by the library staff in how to maximize their research efforts through the library. Doctoral students are among the primary users of interlibrary loan services.

Instruction in library utilization is made available to all undergraduate and graduate students in repeated and multiple ways, regardless of their degree program or location. All students receive required training about how to best utilize library resources during online New Student Orientation. Access to and training in the utilization of the John T. Christian library's resources (print books, searchable databases, e-books, bibliographical training, etc.) are available to all students at all times through the Seminary website at <http://www.nobts.edu/library/>. Under "Guides and Helps," the library web pages have .pdf files with careful instructions about topics such as how to access E-books, how to use EBSCOhost effectively, an EBSCOHost user guide, how to find dissertations and projects in the NOBTS libraries, how to downloading documents from TREN, and how to download documents from ProQuest. [See <http://www.nobts.edu/library/locating-items.html>]. Additional "refresher courses" in library utilization are offered in breakout sessions during the New Orleans campus New Student Orientation (and library training is a part of the New Student Orientation at each Seminary location), and have been made available to extension center and online students during Red Carpet Week. Handouts are provided each semester to extension center students to remind them of how to access the library databases and other library services. Some academic classes which focus more on research go to the library for special bibliographic training.

Contact information (phone, email, and fax number) of library staff are provided for students to receive help as their research needs arise, or to be mailed books from the New Orleans campus library (<http://www.nobts.edu/library/contact-us.html>). The reference department receives all research questions by personal interview, phone, or email. The reference department also organizes bibliographic instruction with faculty members whether in the classroom or in the reference room, and oversees interlibrary loans. Bibliographic instruction is conducted by native speakers in English, Korean, Spanish, and Haitian French.

A faculty Library Committee is appointed each year, consisting of the Director of Libraries, Provost, Dean of Graduate Studies, Dean of Leavell College, one faculty member from each graduate

division and Leavell College, regional Associate Deans, and two representatives from the student body, with the President serving as an ex officio member. The task of the Library Committee is to review library holdings, recommend the allocation of library funds for various academic divisions, and generally to propose Seminary policy relating to library operations. [See [Faculty Manual](#), sect. 4, "Library Committee"]. The faculty are also accorded special library privileges to borrow books for longer than the normal length, and are encouraged to propose any new books for the library to acquire [see [Faculty Manual](#), sect. 7.13 and 7.14].

The library is by no means just focused on New Orleans campus students. Online students and students at each extension center have adequate library support from several complementary sources.

- g. *The John T. Christian Library on the New Orleans campus* -- Each extension center student has access to all of the library resources at the main campus library. The library provides extension center students a mailing service whereby they can check out books electronically through the library's website, and have those books mailed to them from the main library. Extension center students thus have full access to any circulation item in the library. In the last two calendar years, an average of 673 books were mailed to extension students, increasing from 369 books mailed in the 2012-13 academic year to 620 books in the 2013-14 academic year. [See the number of books mailed in recent years in [Appendix 5](#)].
- h. *The Electronic resources library* -- In addition, the John T. Christian Library also offers extension center, online, and commuter students electronic access to 168,359 e-books and 1,191,359 dissertations. This e-book collection includes an Overdrive e-book platform through which students may "check out" electronic versions of over 700 carefully selected theological books, as well as the Ebscohost collection of over 150,000 e-books available through the LOUIS consortium. Students are also given access to the Ebsco database which includes the American Theological Library Association Religion database, Religion and Philosophy Collection, PsycINFO, SocINDEX, Academic Search Complete, 4History Reference Center, and an additional 46 databases. Additionally, students can access about 4,500 works in the ProQuest Religion, ProQuest Dissertations and Theses, and TREN (Theological Research Exchange Network) databases. [See [Appendix 6](#) for a more detailed list of these resources]. All extension center students receive training during orientation about how to utilize these library resources fully. In the last two academic years, the number of these e-books and online databases that were accessed by students (primarily off-campus students, since the on-campus students can get them more easily at the physical John T. Christian library), reflect being accessed over 10,000 times, with 850,000 searches and about 42,000 full text documents accessed. [See the record of online documents accessed in [Appendix 7](#)].
- i. *Local extension libraries* – Almost all of the extension libraries have some local library with at least a modest library of basic resources. A part of the library budget is specifically designated for extension center libraries, and an extension center librarian is employed at the Atlanta hub to help purchase, catalog, and distribute books to each extension. (See "Books off-campus," "Extension center library supplies," and other book and database expenses in the Library budget in [Appendix 4](#). The cost of the extension center librarian, who is Korean and thus is helpful in gathering and cataloging Korean texts, is covered in "Career staff"). The standard collection of books for extension center libraries was recommended by the faculty members in each discipline in the core curriculum. [See [Library Core Bibliography](#)]. A detailed list of how many books are at each extension center is included [Appendix 8](#), including the number of books in Korean, Spanish, and Haitian French in the extensions teaching courses in these languages. Our extension centers on Baptist college campuses have access to these campus libraries, which have good collections in Religious studies. Specifically, the Jackson and Clinton, MS extension students (the latter of which meet on the campus of Mississippi College) have access to the Mississippi College library and the Reformed Theological Seminary library in Jackson; the Olive Branch and Blue Mountain, MS students (the latter of which meet on the Blue Mountain University campus)

have access to the Blue Mountain University library, and the extension at Graceville, FL last year (moved to Tallahassee this year) have access to the Baptist College of Florida library in Graceville. All of the more than 50 Baptist college and seminary libraries offer friend of the library services to local ministers.

As with all extension libraries, the libraries at prison program extensions are built by purchasing a base theological library (from a list periodically revised by our faculty) and reinforced by relevant donated books. Since the prisoners cannot pay for their own textbooks, donors have contributed all the textbooks for the programs, which further strengthen the library support at these prisons.

Many students, both on campus and off campus, have access to books through personal or church libraries, including by electronic means. In one Seminary program targeting bi-vocational and smaller membership church staff members in Louisiana, Mississippi, and Alabama, many of whom live in rural areas distant from theological libraries, a silver Logos Bible software package software package (valued at about \$1,000) is provided as part of a scholarship program for students who meet key qualifications. Included in the Logos software is access to a library of 683 volumes of commentaries, lexicons, and other such foundational books in Religious studies.

- j. Library consortia – Students in Louisiana extensions and the main campus may take advantage of the LOUIS consortium (the Louisiana Library Network), which involves most of the university libraries in Louisiana. LOUIS is a project of the Louisiana Academic Library Information Network (LALINC), a consortium of public and private college and university libraries. This partnership, established in 1992 by academic library deans and directors, currently has 49 institutional members, and is funded by LALINC members and the Louisiana Board of Regents. The LOUIS participating institutions have a total of 16.7 million volumes in their collections. Even students outside of Louisiana can also take advantage of LOUIS's extensive e-book collection. Students in Georgia extensions may utilize the GALILEO (GeorgiA Library LEarning Online) consortium, a project of the Board of Regents of the University System of Georgia since 1994. GALILEO is Georgia's virtual library, with electronic books, periodicals, journals, magazines, newspapers, such reference materials as encyclopedias, and special collections, and access to Georgia's library catalogs. Through collaboration and resource sharing, GALILEO provides universal access to library materials and information for all Georgia citizens. GALILEO has a total of about 4.5 million bibliographic records and 3.8 million unique titles at 2,500 locations throughout Georgia (including public and private colleges and universities, public libraries, and public schools). A more detailed description of each of these key consortial partners is included in [Appendix 9](#).
- k. Webpage – Access and training to the John T. Christian library's resources (print books, searchable databases, e-books, bibliographical training, etc.) are available through the Seminary website at <http://www.nobts.edu/library/>.
- l. Library training – As noted earlier, training in how to utilize the library is provided in the online orientation and campus orientations, through resources on the library webpage, and in sessions during academic workshops. Handouts are provided each semester to extension center student to remind them of how to access the library databases and other library services. Student use and satisfaction of the library is documented in [Appendix 2](#).

Documentation:

- [ATS.edu 2014-15 Annual Data Tables](#)
- [Appendix 4 – NOBTS Library Budget](#)
- [Appendix 6 -- Online Databases and E-books Collection](#)
- [Appendix 8 -- Library Collections by Location at Extension Centers](#)
- [Appendix 5 -- Library Items Mailed to Extension Students](#)
- [Appendix 7 -- Student Use of Online Electronic Materials](#)
- [Appendix 9 -- Consortia Descriptions: GALELEO and LOUIS](#)
- [Appendix 2 -- Extension Center Survey regarding Facilities](#)

- NOBTS.edu/library

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. **(Instruction of library use)**

Compliance Partial Compliance Non-Compliance

Narrative: The mission of the John T. Christian Library is “to serve the seminary community through the acquisition, preservation, provision of access to, and dissemination of recorded theological knowledge in all its forms.” Providing regular and timely instruction in how to access the library’s resources are crucial to this mission. This instruction in library utilization is accomplished through multiple initiatives:

- a. *Faculty* – The Dean of Libraries and/or his staff provide periodic training sessions in Faculty Meeting about how to access library resources, particularly the online databases (which require various passwords to access). These training sessions are followed up with emails with more detailed information. A faculty Library Committee is appointed each year, consisting of the Director of Libraries, Provost, Dean of Graduate Studies, Dean of Leavell College, one faculty member from each graduate division and Leavell College, regional Associate Deans, and two representatives from the student body, with the President serving as an ex officio member. The task of the Library Committee is to review library holdings, recommend the allocation of library funds for various academic divisions, and generally to propose Seminary policy relating to library operations. [See [Faculty Manual](#), sect. 4, “Library Committee]. The faculty are also accorded special library privileges to borrow books for longer than the normal length, and are encouraged to propose any new books for the library to acquire [see [Faculty Manual](#), sect. 7.13 and 7.14].
- b. *Doctoral students* – Professional doctoral and research doctoral students receive focused training in how to utilize the library for their research. Students in the professional doctorate program (in the Project Design workshop) and research doctoral students (in the Research and Writing workshop) come to the library for specialized training by the library staff in how to maximize their research efforts through the library. Doctoral students are among the primary users of interlibrary loan services.
- c. *All undergraduate and graduate students.* Instruction in library utilization is made available to all undergraduate and graduate students in repeated and multiple ways, regardless of their degree program or location. All students receive required training about how to best utilize library resources during online New Student Orientation. Access to and training in the utilization of the John T. Christian library’s resources (print books, searchable databases, e-books, bibliographical training, etc.) are available to all students at all times through the Seminary website at <http://www.nobts.edu/library/>. Under “Guides and Helps,” the library web pages have .pdf files with careful instructions about topics such as how to access E-books, how to search EBSCOhost effectively, an EBSCOHost user guide, how to find dissertations and projects in the NOBTS libraries, how to downloading documents from TREN, and how to download documents from ProQuest. [See <http://www.nobts.edu/library/locating-items.html>]. Additional “refresher courses” in library utilization are offered in breakout sessions during the New Orleans campus New Student Orientation (and library training is a part of the New Student Orientation at each Seminary location), and have been made available to extension center and online students during Red Carpet Week. Handouts are provided each semester to extension center students to remind them of how to access the library databases and other library services. Some academic classes which focus more on research go to the library for special bibliographic training.

Contact information (phone, email, and fax number) of library staff are provided for students to receive help as their research needs arise, or to be mailed books from the New Orleans campus library (<http://www.nobts.edu/library/contact-us.html>). The reference department receives all research questions by personal interview, phone, or email. The reference department also organizes bibliographic instruction with faculty members whether in the classroom or in the reference room, and oversees interlibrary loans. Bibliographic instruction is conducted by native speakers in English, Korean, Spanish, and Haitian French.

The effectiveness of this multi-layered training in accessing electronic databases is evident from the fact that in the last two academic years, the number of these e-books and online databases were accessed by NOBTS students over 10,000 times, with 850,000 searches and about 42,000 full text documents accessed. Presumably these are primarily off-campus online or extension students, since the on-campus students can get them easily at the physical John T. Christian library. [See the record of online documents accessed in [Student Use of Online Electronic Materials](#)].

Documentation

- [NOBTS/edu/library](#)
- [Faculty Manual](#)
- [Student Use of Online Electronic Materials](#)

- 3.8.3** The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

Compliance Partial Compliance Non-Compliance

Narrative: The purpose of the John T. Christian Library is to “provide bibliographic, reference, and instructional support to assist the seminary's programs of teaching, research, and scholarly endeavor.” To meet these purposes, the library is served by a staff consisting of four full-time and one part-time MLIS or equivalent degreed librarians. Additional staffing includes the equivalent of three full-time paraprofessionals and the equivalent of ten full-time student workers. Of the five library service departments (reference, acquisitions, cataloging and serials, and music), all have degreed librarians as the department supervisors except for the circulation department supervisor who is a paraprofessional. This staff is located at the New Orleans Campus, the two hub campuses in Atlanta, GA and Orlando, FL, and at the Birmingham, AL and Miami, FL extension centers. The other extension center libraries are maintained by the extension center directors through the oversight provided by the Dean of Libraries and Head of Cataloging at the main campus and by the librarian at North Georgia campus, who serves as Extension Center Librarian, relating to all the extension center libraries. The librarian in North Georgia is Korean, so she is also able to help in the acquisition and cataloging of books for our Korean program students. Specific training and assistance is formally given each spring semester at the annual Extension Center Director's Meeting and by on-site visits by the library staff at the request of extension center directors. For each prison library, at least two full-time student staff provide the necessary library services. In the last academic year, the dean of libraries and reference librarian made three trips to prison center libraries for oversight and collection development reviews. [See [List of NOBTS Library Staff](#), and [Comparison of NOBTS Library Staff with Peer Institutions](#)].

As an institution which awards graduate-level degrees, the majority of library staff must earn terminal degrees in Library Science to ensure the highest level librarianship and application of best practices. The standard for terminal degrees for library positions is found in the job

descriptions of the various library positions. Both the sufficiency of library staffing and the determination of necessary staff qualifications are determined by periodical comparison to peer institutions statistical summaries. [See [NOBTS Degreed Library Staff](#), and [Library Staff Job Descriptions](#)].

To maintain ongoing professional growth and learning of emerging best practices, degreed library staff are encouraged to attend professional conferences annually. The annual library budget provides substantial travel assistance for conference attendance. In the past two years, library staff have attended the annual meetings of Louisiana Academic Library Information Network (LALINC), the American Theological Library Association (ATLA), Association of Christian Librarians (ACL), and the American Library Association (ALA). Of notable distinction for the NOBTS library staff was our institution's sole sponsorship of the 2014 annual meeting of the American Theological Library Association held in New Orleans. As the local host committee, both the degreed and paraprofessional library staff were involved in a once in a lifetime professional experience at the national level. [See [NOBTS Library Staff Professional Development](#)].

Documentation

- [List of NOBTS Library Staff](#)
- [Comparison of NOBTS Library Staff with Peer Institutions](#)
- [NOBTS Degreed Library Staff](#)
- [NOBTS Library Staff Professional Development](#)

3.9 Student Affairs and Services

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Compliance Partial Compliance Non-Compliance

Narrative:

How do student rights conform to sound educational principles practice and meet the needs of all undergraduate and graduate students of the institution?

NOBTS has maintained a student handbook throughout its modern history. This handbook contains clear descriptions of student rights and responsibilities through statements on ethics code, disciplinary and grievance policies, plagiarism policies; parking and campus safety policies; policies for all campus housing units; policies for all campus recreational facilities; policies for extension centers; and policies for hurricane and other emergencies. The handbook has served as the primary point for communication of student rights and responsibilities for many years, and was the basis of the finding of compliance in the 2006 review.

In 2015, NOBTS adopted an explicit statement of Duties, Privileges, and Responsibilities that addressed these rights and responsibilities in a clear summative statement, employing language appropriate to the nature of the institution as a confessional seminary of the Southern Baptist Convention. As the document of a confessional seminary, the statement of rights and responsibilities may differ in some areas from those of most universities and colleges. Wherever possible, the seminary statement took into account best practices from the larger world of higher education, as well as best practices established by some of our sister SBC seminaries. This statement was drafted by the student services staff under the direction of the Dean of Students and with input from faculty, administrative, and student leaders. It was approved by the seminary Administrative Counsel after review by seminary legal counsel.

What are ways that the institution ensures that students as well as other constituencies of the institution are aware of student rights and responsibilities?

The 2015-2016 edition of the student handbook includes this statement in the opening pages of the document. The handbook is provided in online format, (<http://www.nobts.edu/student-services/default.html>). The link to the handbook is prominent on the student services page on the website, one click from the front page through the Seminary Life portal. The same webpage has a direct link to the Duties, Responsibilities, and Privileges statement as an independent document. The Dean of Students, in conjunction with the Public Relations director and social media coordinator, has put into place a plan to raise awareness of the new statement throughout the 2015-2016 academic year through announcements in *The Gatekeeper* and through the various social media channels of the seminary.

How are alleged violations and grievances regarding student rights and responsibilities handled?

Alleged violations and grievances regarding student rights and responsibilities are handled in accordance with the discipline and grievance policies as detailed in the student handbook. This remains unchanged with the publication of the explicit Duties, Privileges, and Responsibilities statement. Disciplinary and grievance policies may be found in the General Policies section near the beginning of the Student Handbook. In short, both discipline and grievance issues are handled in a manner the seminary deems faithful to biblical admonitions to settle differences peacefully between the offended parties. When an initial attempt to reconcile or resolve an issue fails to produce an acceptable remedy, the policy involves the appropriate deans or other administrators in the process, with layers of appeal for the student that include a Dean of Students review and decision, appropriate appeal committee consideration, and an ultimate option to appeal to the president of the seminary. The exception to this general process is found in a more detailed policy for addressing plagiarism. There are separate but very similar policies for undergraduate and graduate students suspected to have committed plagiarism. These are similar in structure to the general discipline policy, while allowing increased opportunities for grace and learning on the issue for undergraduate students. The seminary policy on plagiarism may be found in the General Policies section near the beginning of the student handbook.

3.9.2 The institution protects the security, confidentiality, and integrity of student records and maintains special security measures to protect and back up data.

Compliance Partial Compliance Non-Compliance

Narrative:

What types of student records does the institution store?

NOBTS keeps both electronic and physical records. Electronic records are kept in our database management system, PowerCampus, and in Google docs.

PowerCampus houses data for all current and all former students including personal student demographic data, such as name, contact, and basic census information (gender, race, religious affiliation, marital status, citizenship, etc.). PowerCampus also houses academic data such as application, prior education, transcript, degree, seminary financial account (charges/payments), and class assignment information.

Information stored in google docs is kept within the institution. Google docs are only shared with relevant offices within the institution.

Physical records are stored until two years after the student's graduation date, after which the

records are scanned into a digital archive system, Docuware, and destroyed. Files for students who do not graduate are stored for five years from the last date of enrollment, after which they are scanned into Docuware and then destroyed.

Application data is also stored in the student's physical file, located in the Registrar's Office. References are destroyed after the student has been admitted for confidentiality purposes. An application becomes inactive one year after the initial submission date. At this time, the physical copy is destroyed. Information submitted electronically, which includes the demographic information listed above, continues to be stored in PowerCampus.

What are the definitions, policies, and procedures governing the security, confidentiality, and integrity of student records? How does the institution ensure that it adheres to these policies and procedures?

NOBTS adheres to the Family Educational Rights and Privacy Acts of 1974 (FERPA). Education is ongoing for office staff. Training and conference sessions related to this legislation are attended often.

Various office manuals state that records are to be used only for official purposes.

Policies for handling and release of information are defined and published by the Registrar, Business, Dean of Students, and Financial Aid Offices. These policies follow FERPA regulations. Office staff meetings include review of the proper handling of student records and procedures to protect confidentiality. New employee trainings include discussions on appropriate handling of data and scope of confidentiality.

The Registrar's Office publically displays posters outlining FERPA Rights and Regulations. Transcripts are printed or stamped with appropriate FERPA statements. The Registrar's Office does not send confidential information (social security number, transcript, etc.) through email. Students' physical academic files are kept in a locked room in the Registrar's Office, and access to these records is restricted to select personnel in the Registrar's Office. Entrance is monitored by multiple people in the Registrar's Office, and the room and office are both locked at night.

Physical student files are also kept in the Dean of Students Office and Financial Aid Office. These files are kept in locked file cabinets, and are monitored by personnel in each office. The offices themselves are locked at night.

The NOBTS Employee manual states, "User's access to computing resources is by authorized use only. Passwords are measures ensuring the security and protection of our data. Where Seminary password protection is in place, that password must not be made available to any other person."

Once a year the ITC conducts a Cyber Security Awareness Month. This includes a review of password policies and uses as well as a Change Passwords Campaign where faculty and staff are encouraged to change all NOBTS system passwords. Current security issues are reviewed with recommendations for avoiding them. Offices are encouraged to change passwords on user accounts after an employee leaves. Explanations and reminders about appropriate use of secured access is presented at new faculty orientations, in the Cyber Security Awareness materials and various Faculty meetings (Faculty workshops, Extension Center Meetings, etc.) related to system access.

How does the institution manage the security of electronic data storage systems, paper storage, and/or other storage?

NOBTS uses PowerCampus as its database, and each employee with access to PowerCampus has their own secure login information. Each electronic data storage system application has a secured method of access. This is designated by appropriately related offices and maintained by the Information Technology Center. Each department/office user is given only the rights that their position requires. Specific offices are designated "stewards" of information and access to and change rights are authorized by those offices. External access to records is delivered via an encrypted protocol (https)

and authentication. Authentication systems (for both internal & external system users) invoke user accounts lock outs after a specified number of incorrect attempts.

Administrative access to user accounts is restricted to only a few ITC Personnel for management purposes. There is a separation of duties within the ITC between server management and application administration. Server security is restricted to System administrators only and proactive precautions such as OS patches, Symantec Protection services, and OS firewall services are installed/taken.

The Seminary uses Symantec EndPoint Protection on each network computer to protect the systems from hacking and malware attacks. These are updated regularly and are managed by the ITC. The seminary utilizes a firewall on the administrative network that actively monitors activity for and eliminates viruses, offers intrusion protection both internally and externally and filters for malicious attacks.

Physical access to the data servers is restricted to authorized personnel by way of locked facilities. The entrance to the facility is manned by an ITC Staff member to deter unauthorized access. Offsite data storage solutions (Carbonite and Blackboard) are secured by authorized account access and are protected by these 3rd parties in stringently secured data centers.

Paper and microfiche storage areas are secured in the Registrar's office vault and the Business Office vault spaces. Faculty offices are locked and have controlled access by the faculty member.

What is the institution's disaster plan for records retrieval?

The disaster recovery plan for digital data begins with the server hardware purchase. Each server is configured with a RAID 5 drive storage option. The RAID provides a 1st step of recovery in the case of hardware failure. The databases are configured to perform local daily backups in case the databases themselves become corrupt. The daily backups are then sent to an external tape system. Those tapes are removed weekly and stored in a water/fire proof vault for approximately 1 month. The daily backups are also sent to an external USB NAS device located in the Data Server Room for quick access. The daily backups are also sent daily to the offsite backup facility managed by Carbonite and held for 3 days.

Paper documents from the Registrar's office are retained for a maximum of five years. They are digitized and stored in a document management system called Docuware. This is a database driven application and once in this system disaster recovery adheres to the plans above.

How does the institution ensure that faculty and staff understand and carry out the commitments to confidentiality, integrity, and security of student academic records?

Once a year the ITC conducts a Cyber Security Awareness Month. This includes a review of password policies and uses as well as a Change Passwords Campaign where faculty and staff are encouraged to change all NOBTS system passwords. Current security issues are reviewed with recommendations for avoiding them. Offices are encouraged to change passwords on user accounts after an employee leaves. Explanations and reminders about appropriate use of secured access is presented at new faculty orientations, in the Cyber Security Awareness materials and various Faculty meetings (like Faculty workshops, Extension Center Meetings, etc.) related to system access.

FERPA Education is ongoing for office staff. The NOBTS Registrar is the onsite expert on this topic and assists in interpreting appropriate handling and dissemination of student records. Violations of the confidentiality or mis-handling of student records is a dismissible offence by any office on campus.

3.9.3 The institution provides a sufficient number of qualified staff – with appropriate education or experience in the student affairs area – to accomplish the mission of the institution.

Compliance Partial Compliance Non-Compliance

Narrative:

What are the various student support programs and services and how are they staffed?

NOBTS student services are handled primarily through the student services department under the direction of the Dean of Students. As is detailed in other areas of the report (see 3.4.9 on extension centers), student services on extension campuses and in specific programs (such as the undergraduate program or the Caskey Center for Church Excellence) may be supplemented as needed by local staff or staff specific to the narrower mission of the department or center.

Student Services personnel are often drawn from the current student body of the institution. The Dean of Students and Associate Dean of Students are faculty or career staff professionals with terminal degrees, but all other offices within the area of student services are led and staffed by current NOBTS students. As an institution with strong programs at the master's and doctoral levels, the number of potential qualified department leaders is ample. Many graduate students aspire to work or ministry positions in student services, and many come with significant professional or ministry backgrounds, even as students. The area of challenge in such a system is turnover, in that a trained and qualified department leader may only remain on the job for the duration of their academic program. We meet this challenge by overlapping departing and incoming personnel as often as possible, promoting from within whenever we can, and maintaining good procedure and policy manuals as appropriate.

What are the qualifications for student affairs personnel?

What are training and professional growth opportunities for student affairs staff?

Job qualifications in student services are detailed in their individual job descriptions (attached to this report). Staff training and professional growth opportunities happen primarily within the department. The student services staff meets weekly for the purpose of review, planning, and training. In some cases, the department has purchased webinars or other video training modules to address specific issues. A recent example of such a training was on the FERPA law and the requirements as they applied to NOBTS. Several representatives from student services attended the session, and the staff followed up with training in a staff meeting. In some cases, staff are funded to travel to training conferences. Past conferences have included the Association of Theological Schools "SPAN" conference for student affairs personnel and the yearly RecLab conference for Christian leaders in recreation ministry. The current and all former Recreation Coordinators have attended this conference with the Associate Dean of Students, who specializes in this area in her teaching.

How does the institution demonstrate that the staff is sufficient to accomplish the mission?

NOBTS ensures that its staff is sufficient to accomplish the student services mission by evaluation of events after the fact, evaluation of survey and focus group results, and making changes as needed. As an example, student and faculty evaluations of the New Orleans campus New Student Orientation over the past two years showed several areas of "bottleneck" in the day's schedule. Our office identified the primary need as increased and streamlined academic advising. In response, the Student Life Director and Retention Director changed the orientation shepherd program, increasing the number of shepherds, enhancing their training in academic advising, and augmenting the schedule such that academic advising could be done in academic cohort groups (shepherd groups). The three staff academic advisors circulated through the room and addressed specific questions, ultimately signing off on initial academic advising for the new students. Functionally, this change increased academic advising staff three-fold. Likewise, the Financial Aid office increased their number of office staff members at the beginning of the fall semester from three to four by hiring a temporary staff member with prior financial aid experience to assist students with payment plan processing, billing questions, and administrative tasks.

Permanent staff assignments have also been adjusted to ensure a sufficient number of staff performing key tasks. For example, in 2014, the new retention director determined based on contacts with students and the results of student focus groups conducted by the department both in New Orleans and on extension center campuses that our academic advising service for graduate programs was not serving students in a timely manner. She met with the Dean of Students, and then with the Registrar and Assistant Registrar to propose a solution. As a result of these meetings, the Registrar granted the Retention Director and the Assistant Registrar the authority to serve as official academic advisors, provided appropriate departmental training, and thereby tripled the graduate academic advising staff. These advising services are offered to students in person and by phone with automated scheduling through Google Apps Calendars at this link: <http://www.nobts.edu/registrar/default.html>

A staff roster grid is included with this section. Student Services offices and personnel within the Dean of Students office at NOBTS are:

Student Services

Dean of Students: Dr. Craig Garrett

Qualifications include:

- Ph.D., Psychology & Counseling, NOBTS, Th.M, Psychology & Counseling, NOBTS, M.Ed., Counseling & Development, Lamar University, B.A., History, Texas A&M University, Graduate Certificate, Teaching in the Twenty-First Century, NOBTS
- Served as Director of Student Enlistment from 2009 to 2014, concurrent with Dean of Students duties.
- Assistant Professor of Psychology & Counseling since election to the faculty in 2013. Adjunct and trustee elected instructor prior, since 2006.
- Licensed Professional Counselor (LPC) and Board Approved Supervisor (Louisiana)
- Experience in sales and marketing, chaplaincy, graduate-level teaching prior, seminary conferencing, and seminary business office functions prior to becoming Dean of Students

Associate Dean of Students: Dr. Judi Jackson

Qualifications include:

- MRE (1984) and PhD in Christian Education (2005) from NOBTS
- Experience in planning, delegation, and management in a number of church-based and regional women's ministry events
- 20 years as adjunct professor at NOBTS
- Also serves as Coordinator of Women's Programs and Adjunct Faculty in Christian Education division

Financial Aid

Director: Michael Wang

Qualifications include:

- MDiv in Christian Education (2015) from NOBTS
- Current PhD student at NOBTS
- Experience managing administrative duties at current and past churches

Assistants: Eric Reeves (Nov 2014), Jessica Couch (Aug 2015)

- Both are currently-enrolled NOBTS students
- Both have previous experience with customer service, computer skills, and office protocol

Student Life

Director: Holly Allen

Qualifications Include:

- Currently-enrolled NOBTS student

- Formerly worked with Lifeway's Centrifuge Camps as Assistant Director, Development Director, and Bible Study Leader
- Former intern with Baptist Collegiate Ministries in New Orleans
- Three years of teaching experience in secondary education

Assistant: Vanessa Bolden

Qualifications Include:

- Currently-enrolled NOBTS student
- Former IMB journeyman in Tajikstan
- Former J-3 IMB employee, serving as collegiate intern in Fort Smith, Arkansas

Student Retention

Director: Amy Morgan

Qualifications include:

- Current PhD student at NOBTS (ABD) including graduate-level courses in Statistics
- MDiv in Psychology and Counseling (2011) from NOBTS
- Strong skills in organizational and systems development

Recreation

Coordinator: Brad Winter

Qualifications include:

- Currently-enrolled NOBTS student, specializing in Recreation & Sports Ministry
- Former BCM Sports Coordinator at University of Tennessee at Martin
- Strong customer service and managerial skills

Social Media

Director: Steve Morgan

Qualifications include:

- Currently-enrolled NOBTS student
- Bachelor's degree in Christian Ministry (2012) from Leavell College
- 2 years of experience in the NOBTS system and in student recruiting
- Strong institutional knowledge
- Strong knowledge of current issues and trends in theological education
- Organizational skills related to event planning

PREP Program (Financial literacy addressing student indebtedness)

Director: Chris Shaffer

Qualifications include:

- Current PhD student at NOBTS
- MDiv in Christian Thought (2013) from NOBTS
- B.S. in Political Science and M.S. in Applied American Politics (Florida State University)
- Committee Legislative Analyst and Administrative Assistant (Florida House of Representatives)
- Organizational skills related to event planning and personnel management

Assistants: Mitchell Bruce, Sarah Black

Qualifications include:

- Both are currently-enrolled NOBTS students
- Both received training in the Compass financial planning curriculum
- Both have previous experience with customer service, computer skills, and office protocol

Student Counseling Services

Director: Dr. Jeff Nave, Director of Testing and Counseling

Qualifications include:

- Doctor of Philosophy, New Orleans Baptist Theological Seminary, New Orleans, LA, May 2002
- Master of Divinity, New Orleans Baptist Theological Seminary, New Orleans, LA, May 1996
- Bachelor of Science, Kennesaw State College, Kennesaw, GA, December 1992
- Teaching Experience
- Associate Professor of Psychology and Counseling, New Orleans Baptist Theological Seminary (2004-present)
- Visiting Professor, Cuban Baptist Theological Seminary, Havana (Fall 2010)
- Adjunct Professor, New Orleans Baptist Theological Seminary (1999-2004)
- Licensed Professional Counselor (LPC), Licensed Marriage and Family Therapist (LMFT), Assessment Privileged Counselor, Board Approved Supervisor
- Law Enforcement Chaplain, Critical Incident Response trained

Required and other documentation:

Required:

- [Roster of Student Affairs staff and documentation of their qualifications.](#)

Other:

- [Job Descriptions for Student Services Staff](#)

RESOURCES

3.10 Financial and Physical Resources

3.10.1 The institution's recent financial history demonstrates financial stability. **(Financial stability)**

Compliance Partial Compliance Non-Compliance

Narrative: Independent Auditor's Reports to the Board of Trustees, conducted in accordance with auditing standards generally accepted in the United States of America declare that the financial statements present fairly the financial position of the New Orleans Baptist Theological Seminary. For the fiscal year ended July 31, 2015 total assets were \$109,101,685, total liabilities were \$4,290,173 and total net assets were \$104,811,512. Revenues and expenses for the same period were \$31,702,213 and \$28,512,479, respectively. Total Endowment balance as of July 31, 2015 was \$59,939,475.

Over the last thirty-five years, the seminary has consistently lived within its means, raised additional funds, actively controlled investments and properly planned for the future bearing testimony to the financial stability of the institution. All programs and services have been funded adequately.

Total revenue has grown 30% over the last five years from \$26,134,130 in FY '11 to \$31,702,213 in FY '15. (See Revenue Trend Chart)

The Seminary's Unrestricted Net Assets Exclusive of Plant (UNAEP) balance for FY 2015 is \$25,348,662. Over the last five years, the UNAEP balance has consistently exceeded \$25,000,000 each year, an additional marker of institutional financial stability. (See [UNAEP Multiyear Report](#)).

Over the last five years, the Temporarily Restricted Net Assets have more than doubled, from \$10,947,178 for the fiscal year ending July 31, 2011 to \$22,343,908 for the fiscal year ending July 31,

2015. Over this same period the % of Cash Return on Investment has remained above 5.5% in each of those years. (See [Endowment Balance & Return Trend Report](#))

The institution's financial stability is managed by the Vice President for Business Affairs who is a Certified Public Accountant with more than 35 years of experience in overseeing the finances of NOBTS. He is assisted by four capable professionals. The Associate Vice President for Finance has a Masters of Divinity and a Bachelor of Science degree in Business Administration with a specialization in Accounting and ten plus years of experience as CEO of a non-profit organization. The Director of the Business Office has a Masters Degree in Business Administration and a Bachelor of Science degree with a major in Finance. The Director of Human Resources has a Bachelors Degree in Accounting. The Assistant Director of Human Resources and Payroll Processor is a Certified Public Accountant.

Documents:

1. [Audit Report FY 2015](#)
2. [Audit Report FY 2014](#)
3. [Audit Report FY 2013](#)
4. [Audit Report FY 2012](#)
5. [Audit Report FY 2011](#)
6. [Audit Management Letter FY 2015](#)
7. [Audit Management Letter FY 2014](#)
8. [Audit Management Letter FY 2013](#)

* **3.10.2** The institution audits financial aid programs as required by federal and state regulations. **(Financial aid audits)**

Compliance Partial Compliance Non-Compliance

Narrative: [NOBTS Bylaws](#) Article IV Section 7, under the separation of funds section, spells out the following: "Endowment funds, funds for special purposes, and building funds, however shall not be deposited or combined in any way with the current funds of the Seminary." Any special funds are thus separated from day-to-day operating funds and are audited and controlled in line with purposes provided by the entity providing the funds.

Documents:

1. [NOBTS Bylaws](#)
2. [NOBTS 2016 Fiscal Year Budget](#)
3. [Audit Report FY 2015](#)
4. [Audit Report FY 2014](#)
5. [Audit Report FY 2013](#)
6. [Audit Report FY 2012](#)
7. [Audit Report FY 2011](#)
8. [Audit Management Letter FY 2015](#)
9. [Audit Management Letter FY 2014](#)
10. [Audit Management Letter FY 2013](#)
11. [Audit Management Letter FY 2012](#)
12. [Audit Management Letter FY 2011](#)

3.10.3 The institution exercises appropriate control over all its financial resources. **(Control of finances)**

Compliance Partial Compliance Non-Compliance

Narrative: [NOBTS Bylaws](#) establish appropriate controls in Article IV-Committees of the Board, Article V-President of the Seminary, and Article IX-Vice President for Business Affairs. Specific responsibilities for budgets, property custodian, purchasing, bookkeeping securities and fund custodian, and access to deposits are assigned in Article IX to the Vice President for Business Affairs. The Administrative Council implements the policies established by the Board of Trustees through the established organizational chart chain of command.

Documents:

1. [NOBTS Bylaws](#)
2. [NOBTS Organizational Chart](#)
3. [Payroll Procedures and Forms](#)
4. [Purchasing Policies and Forms](#)
5. [Travel Authorization Procedures and Forms](#)
6. [Use of Seminary Vehicle Policy](#)
7. [Employee Personnel Guide](#)

3.10.4 The institution maintains financial control over externally funded or sponsored research and programs. **(Control of sponsored research/external funds)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS administrators adhere to the [NOBTS Bylaws](#), Article IV, Section 7, which states, "Funds for special purposes shall consist of gifts, grants, donations, and bequests made for any special designated purposes. Both principal and income of such funds may be used, and they shall be expended or invested, in accordance with the particular terms expressed by the donor".

Documents:

1. [NOBTS Bylaws](#)

3.11 Physical Resources

3.11.1 The institution exercises appropriate control over all its physical resources. **(Control of physical resources)**

Compliance Partial Compliance Non-Compliance

Narrative: [NOBTS Bylaws](#) establish appropriate controls in Article IV-Committees of the Board, Article V-President of the Seminary, and Article IX-vice President for Business Affairs. Specific responsibilities for budgets, property custodian, purchasing, bookkeeping securities and fund custodian, and access to deposits are assigned in Article IX to the Vice President for Business Affairs. The Administrative Council implements the policies established by the Board of Trustees through the established organizational chart chain of command.

Documents:

1. [NOBTS Bylaws](#)
2. [NOBTS Organizational Chart](#)
3. [Payroll Procedures and Forms](#)
4. [Purchasing Policies and Forms](#)

5. [Travel Authorization Procedures and Forms](#)
6. [Use of Seminary Vehicle Policy](#)
7. [Employee Personnel Guide](#)

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS has a campus police force that patrols 24 hours a day, seven days a week. The Campus Police Chief is a nearly 20 year veteran of the New Orleans Police Department. The campus security force is registered with the Louisiana State Police and commissioned by the New Orleans Police Department. The campus police meet all applicable requirements for campus police.

A Hazard Communication Program (HCP) is maintained by NOBTS that complies with the Federal OSHA standard 29 CFR, 1910, 1200 and assists in achieving an overall goal of a safer workplace. NOBTS complies with all applicable Federal, State and Local laws. Individuals responsible for the application of pesticides, insecticides and fertilizer are licensed by the state for such application.

An Emergency Plan Manual is maintained and updated annually as guidelines for the Emergency Planning Committee to set in motion established responses in the event of a disaster or to prepare for the life-threatening situations. As part of this manual a “Hurricane Information Flyer” is also published each hurricane season, as well as being printed in the Student Handbook. The seminary community is also encouraged to subscribe to FM Alert and Emergency text messaging to receive up to date communication related to emergency situations on campus and in the community.

The Facilities Department has a monthly safety meeting to report, discuss and correct any safety concerns. Attendance and minutes for those meetings for the 2014 calendar year are attached.

Documents:

1. [Student Handbook](#)
2. [Emergency Plan Manual](#)
3. [Hurricane Information Flyer](#)
4. [Safety Meeting Minutes 2014](#)
5. [Employee Injury Reporting](#)

***3.11.3** The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution’s educational programs, support services, and other mission-related activities. **(Physical facilities)**

Compliance Partial Compliance Non-Compliance

Narrative: NOBTS has 38 classrooms on the New Orleans campus. Of those classrooms, 18 are equipped with media consoles to provide a productive setting for learning to take place. Additionally there are 11 flat screen televisions for use with laptops and five consoles on wheels to be used in smaller classrooms and conference room settings. Three rooms are fully equipped with Computer Interactive Video (CIV) equipment to support learning across the NOBTS Extension Center system. All classrooms are equipped with WiFi to enhance the learning environment.

The New Orleans campus also provides access to an on-campus library, campus bookstore, computer labs, Leavell Center for Evangelism and Church Growth, Michael & Sara Moskau Biblical Archeological Museum, Leeke Magee Counseling Center, and Preschool Education

Center. The Leeke Magee Counseling Center and the Preschool Education Center are equipped with observation rooms providing support for practical learning in the Psychology and Counseling and Early Childhood Education programs.

In the Bunyan Building, the main classroom building on the New Orleans Campus, there is a Pastoral Ministries classroom and a Preaching Lab. The Pastoral ministries classroom is equipped with a baptistry, a coffin, and a Lord's Supper table to provide practical learning opportunities. The Preaching Lab affords students the opportunity to have their sermon delivery recorded for review, reflection and evaluation to support learning.

In addition, on the New Orleans campus there is a cafeteria, café, post office, clinic, and guest house also available to enhance student life. The campus Recreation Center includes access to a gymnasium, fitness center, pool and family recreation park, which includes a fitness trail and picnic area. Ample parking is available throughout the campus including handicapped designated spaces.

Funds are budgeted annually to cover Preventive Maintenance for all plant facilities and equipment. Deferred Maintenance needs are planned as projects that are funded through capital funding.

Referencing the April 2015 SACS COC report, NOBTS has 24 extension centers located in 5 states. Each extension site is located at a Baptist church, associational building, or college campus, with a signed agreement. According to the agreements, the Baptist entity provides the Seminary with sufficient classroom space. NOBTS provides Compressed Interactive video (CIV) equipment in one or more of the rooms, asking each site for a secure location to house this equipment. Most locations offer the availability of WiFi in the classroom locations for use by the CIV operation and the students thus enhancing the learning environment. The church facilities offer ample parking in the parking lot and we seek churches with full ADA access. Each of these facilities affords not only class rooms, but also offices, refreshment areas, staff help, access to copying machines, and maintenance support. See detailed description of the specific facilities at each extension center in [Extension Center Agreements](#).

The results of a [survey](#) demonstrating student satisfaction with facilities can be found in the Student Surveys. Most of these questions are evaluated on a five point Likert scale, and the students provide a very positive overall evaluation of the facilities and learning resources available to them.

Documents:

1. [Campus master plan](#)
2. [SACS COC April 2015 Report](#)
3. [Extension Center Agreements](#)
4. [Surveys from students addressing adequacy of physical facilities](#)

INSTITUTIONAL RESPONSIBILITY FOR COMMISSION POLICIES

3.13 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**

(Note: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have an asterisk are policies that include a federal mandate. Policies can be accessed at <http://www.sacscoc.org/policies.asp>).

*3.13.1. “Accrediting Decisions of Other Agencies”

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: Agencies accrediting programs of New Orleans Baptist Theological Seminary are Association of Theological Schools and National Association of Schools of Music. The school identification is fully expressed in 3.14. The most recent approval from National Association of Schools of Music was 2014. The most recent accreditation approval from the Association of Theological Schools was 2006.

Documents:

- [Grievance 1](#)
- [Grievance 2](#)
- [Grievance 3](#)
- [Grievance 4](#)

3.13.2. “Collaborative Academic Arrangements: Policy and Procedures”

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: NOBTS does not have any collaborative agreements with other institutions..

*3.13.3. “Complaint Procedures Against the Commission or Its Accredited Institutions”

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See *FR* 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.

Documentation: When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: The policy for student complaint is found in the [Student Handbook](#) page 11, [Graduate Catalog](#) page 193, and [Leavell College Catalog](#) page 68. The complaint policy is posted in the Registrar’s Office for both Graduate and Leavell College students.

3.13.4. “Reaffirmation of Accreditation and Subsequent Reports”

***3.13.4.a. Applicable Policy Statement.** An institution includes a review of its distance learning programs in the Compliance Certification.

Documentation: In order to be in compliance with this policy, the institution must have incorporated an assessment of its compliance with standards that apply to its distance and correspondence education programs and courses.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: All programs including distant learning are evaluated through Student Learning Outcomes (SLO) equal to on campus program outcomes. Reference the New Orleans Baptist Theological Seminary [assessment map](#)

3.13.4.b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative:

3.13.5. “Separate Accreditation for Units of a Member Institution”

***3.13.5. a. Applicable Policy Statement.** All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: A complete [list of campuses](#)

3.13.5.b. Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit. ***No response required by the institution.***

Compliance Partial Compliance Non-Compliance Not applicable

Narrative: ***No response required by the institution.***

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. **(Publication of accreditation status)**

Compliance Partial Compliance Non-Compliance

Narrative: The Seminary publishes the name, address, and telephone number of the SACSCOC in the Graduate and Undergraduate Catalogs. The information appears in both the print and online copies of the respective catalogs.

The accreditation information it appears in the [Graduate Catalog](#), pgs. 4-5.

Accreditation

New Orleans Baptist Theological Seminary is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of New Orleans Baptist Theological Seminary.

New Orleans Baptist Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools, 10 Summit Park Drive, Pittsburg PA 15275-1110, Telephone 414-788-6505, Fax 412-788-6510. The following degree programs are approved by the Commission on Accrediting:

MDiv, MA in Christian Apologetics, MA in Christian Education, MA in Church and Community Ministries*, MA in Discipleship*, MA in Pastoral Ministry*, MA in Marriage and Family Counseling, MA in Missiology, MA in Worship Ministries, Master of Music in Church Music, MA (Apologetics), MA (Biblical Archaeology), MA (Biblical Studies), MA (Cross- Cultural Studies), MA (Theology), Master of Theological Studies, DMin, DEdMin, DMA, EdD, ThM, PhD *Pending approval by ATS/COA.*

The following extension sites are approved as specified:

Alexandria, LA, Approved for more than 50 percent of a degree program but not complete degrees.

Birmingham, AL, Approved for more than 50 percent of a degree program but not complete degrees.

Blue Mountain, MS, Approved for more than 50 percent of a degree program but not complete degrees.

Clinton, MS, Approved for more than 50 percent of a degree program but not complete degrees.

Duluth, GA, Approved Degrees: MDiv, MA in Christian Education

Hialeah, FL, Approved for more than 50 percent of a degree program but not complete degrees.

Huntsville, AL, Approved for more than 50 percent of a degree program but not complete degrees.

Jacksonville, FL, Approved for more than 50 percent of a degree program but not complete degrees.

Jonesboro, GA, Approved for more than 50 percent of a degree program but not complete degrees.

Marietta, GA, Approved Degrees: MDiv, MA in Christian Education, MA in Worship Ministries.

Monroe, LA, Approved for more than 50 percent of a degree program but not complete degrees.

Montgomery, AL, Approved for more than 50 percent of a degree program but not complete degrees.

Olive Branch, MS, Approved for more than 50 percent of a degree program but not complete degrees.

Orlando, FL, Approved Degrees: MDiv, MA in Christian Education, MTS

Pensacola, FL, Approved for more than 50 percent of a degree program but not complete degrees.

Rainsville, AL, Approved for more than 50 percent of a degree program but not complete degrees.

Savannah, GA, Approved for more than 50 percent of a degree program but not complete degrees.

Shreveport, LA, Approved for more than 50 percent of a degree program but not complete degrees.

Tallahassee, FL, Approved for more than 50 percent of a degree program but not complete degrees.

Tuscaloosa, AL, Approved for more than 50 percent of a degree program but not complete degrees.

Warner Robins, GA, Approved for more than 50 percent of a degree program but not complete degrees.

The New Orleans Baptist Theological Seminary is an accredited institutional member of the National Association of Schools of Music.

New Orleans Baptist Theological Seminary has authorization to operate in the State of Florida under Florida Statute 246.083.

The accreditation information as it appears in the [Undergraduate Catalog](#), pg. 4. Also, see the [Undergraduate Catalog](#) in the appendices.

New Orleans Baptist Theological Seminary is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call

404-679-4500 for questions about the accreditation of New Orleans Baptist Theological Seminary. As a part of the Seminary, Leavell college is authorized to offer certificates, associate and baccalaureate degrees.

Leavell college of the New Orleans Baptist Theological Seminary has authorization to operate in the State of Florida under Florida statute 246.083

Section 4: FEDERAL REQUIREMENTS

- * **4.1** The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. **(Student achievement)**

Compliance Partial Compliance Non-Compliance

Narrative: Section 4 (and all subparts of this section) is not applicable to New Orleans Baptist Theological Seminary as we are not a Title IV institution and as such, do not receive government funding.

- * **4.2** The institution's curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded. **(Program curriculum)**

Compliance Partial Compliance Non-Compliance

Narrative:

- * **4.3** The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Compliance Partial Compliance Non-Compliance

Narrative:

- * **4.4** Program length is appropriate for each of the institution's educational programs. **(Program length)**

Compliance Partial Compliance Non-Compliance

Narrative:

- * **4.5** The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.") **(Student complaints)**

Compliance Partial Compliance Non-Compliance

Narrative:

- * **4.6** Recruitment materials and presentations accurately represent the institution's practices and policies. **(Recruitment materials)**

Compliance Partial Compliance Non-Compliance

Narrative:

- * **4.7** The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.) **(Title IV program responsibilities)**

Compliance Partial Compliance Non-Compliance

Narrative:

- * **4.8** An institution that offers distance or correspondence education documents each of the following: **(Distance and correspondence education)**

4.8.1 demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Compliance Partial Compliance Non-Compliance

Narrative:

4.8.2 has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

Compliance Partial Compliance Non-Compliance

Narrative:

4.8.3 has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity.

Compliance Partial Compliance Non-Compliance

Narrative:

- * **4.9** The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See the Commission policy "Credit Hours.") **(Definition of credit hours)**

Compliance Partial Compliance Non-Compliance

Narrative:

Form Updated: January 2012