

UNION
2020 - 2021

Union
Theological
Seminary

Founded 1836

Academic Catalog

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MISSION STATEMENT

Union Theological Seminary in the City of New York is a seminary and a graduate school of theology established in 1836 by founders “deeply impressed by the claims of the world upon the church.” Union prepares women and men for committed lives of service to the church, academy, and society. A Union education develops practices of mind and body that foster intellectual and academic excellence, social justice, and compassionate wisdom. Grounded in the Christian tradition and responsive to the needs of God’s creation, Union’s graduates make a difference wherever they serve.

CORE VALUES

Union Theological Seminary in the City of New York is a historically progressive Christian seminary with increasing commitment to interreligious engagement and spirituality. Our mission is encapsulated by the phrase: “where faith and scholarship meet to reimagine the work of justice.” This quest for justice is broad and includes social justice and activism, responsive care for communities and individuals, the pursuit of collective well-being, and of human and planetary flourishing. In particular, exploring the religious and spiritual dimensions of this quest defines our distinctive mission.

In light of these commitments, the following “core values” express this mission and guide our teaching and learning. They are what we aim to teach our students:

- To grasp the substance of the Christian tradition and the other primary traditions of students through the study of scripture/sacred texts, theology, history, and tradition-specific practices
- To be in continued dialogue with other religious traditions on those traditions’ own terms and to dialogue with the spiritually non-affiliated with respect and care
- To develop the ability to theologically engage the human quest for meaning and spiritual connection
- To develop the capacity for self-reflection as well as the capacity to respond to others in ways that are compassionate and open-hearted
- To develop capacities for critical analysis of the ecological, social, and cultural systems in which persons, communities, and traditions exist, recognizing that spiritual and religious beliefs and practices are expressed in ways determined by conditions of time and place
- To cultivate a theological understanding of the earth and its diverse ecosystems in a manner that fosters an informed commitment to planetary well-being and justice
- To form a secure base for both ethical decision-making and spiritual wisdom in service to the needs of the world
- To educate impassioned, informed, and wise leaders and community members capable of engaging the pressing issues of our day with integrity and courage

Developed by faculty during academic year 2019-2020

ACCREDITATION

Union Theological Seminary in the City of New York was founded in 1836 and incorporated in 1839 under a charter granted by the Legislature of the State of New York. Its programs are registered by the New York State Education Department.

Union is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada and by the Middle States Commission on Higher Education (MSCHE). The following degree programs are approved: MDiv, MA, STM, PhD, DMin.

The Association of Theological Schools in the United States and Canada The Commission on Accrediting 10 Summit Park Drive Pittsburgh, PA 15275 USA Telephone: 412-788-6505 Fax: 412-788-6510 www.ats.edu	Middle States Commission on Higher Education 3624 Market Street Philadelphia, PA 19104 267-284-5000 info@msche.org www.msche.org
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NON-DISCRIMINATION

Union Theological Seminary in the City of New York admits students regardless of age, color, national or ethnic origin, familial composition, sex, sexual orientation, marital status, race, racial, ethnic, cultural and gender identity and expression, religious affiliation, faith tradition, socio- economic status or disability, to all the rights, privileges, and programs generally accorded or made available to students at the Seminary. It does not discriminate on the basis of any of these in the administration of its educational policies, admissions policies, scholarships and loan programs, or other programs administered by the Seminary.

INCLUSIVE LANGUAGE

Union Theological Seminary is committed to equality for all persons of every racial, ethnic and religious background. Recognizing that language has often been used to imply racial and sexual inferiority, the Seminary urges student, faculty and staff members to avoid racist, sexist, ablist or discriminatory language and avoid assumptions about family composition, marital status, sexual orientation and racial, ethnic, cultural and gender identities and expressions in public discourse, in classroom discussions, and in their writings. Failure to abide by appropriate behavioral norms in this regard can constitute grounds for discipline under the Seminary's anti-discrimination and anti-harassment policies.

FINANCIAL SUPPORT FOR THE SEMINARY

Tuition and fees paid by Union's students cover only about one-fifth of the costs of their education here. Most of the remaining costs are met in three ways: first, by gifts from alumni/ae and friends of the Seminary; second, by contributions from churches, corporations, and foundations; and third, by income from the Seminary's endowment, comprising gifts and bequests from persons sharing Union's purposes and aspirations. For information on making a gift to Union or providing for the Seminary in your will, contact Rita Walters at 212-280-1426 or visit www.utsnyc.edu/give.

ACADEMIC CALENDAR

August 2020

17-28 Monday-Friday DMin Summer courses

September

1 Tuesday Faculty day of work
 1-4 Tuesday-Friday Mandatory new student orientation including academic advisement and course registration (virtual)
 7 Monday Labor Day holiday
 7 Monday Last day full refunds are issued
 8-25 Tuesday-Friday September Session
 8 Monday Course registration closes for September; September courses dropped after today receive "W" grade. Last day to change enrollment type for September.
 15 Tuesday Field education orientation (first year MDiv students)
 17 Thursday, 9am-2pm Field education supervisor orientation
 24 Thursday Final grades due for DMin Summer courses
 28-30 Monday-Wednesday McGiffert Hall move-in
 30 Wednesday Last day to change health insurance plan with Student Affairs

October

1-3 Thursday-Saturday Hastings Hall move-in
 1 Thursday FAFSA form available for 2021-2022 academic year
 3 Thursday Residential Life Orientation and Welcome Activities (all students)
 5 Monday Start of Fall semester
 5 Monday Last day to pay balances. Student accounts with remaining balance placed on financial hold preventing January/Spring course registration until paid in full.
 7 Wednesday 184th Convocation
 12 Monday Course registration closes for Fall; Fall courses dropped after today receive a "W." Last day to change enrollment type for Fall.
 14 Wednesday, 2-4pm Modern language exams
 15 Thursday, 5:10-6:10pm Clinical Pastoral Education (CPE) information session

November

2 Monday Last day to adjust Fall financial aid
 9-23 Monday-Monday Academic advisement period for January and Spring courses
 13 Friday Return to title IV (R2T4) aid cutoff for students with September courses
 20 Friday Return to title IV (R2T4) aid cutoff for students with Fall courses
 20 Friday Last day to withdraw from Fall courses and receive a grade of "W"
 23 Monday Course registration opens via add/drop form for January
 26-27 Thursday-Friday Thanksgiving holiday

December

4 Friday MA thesis proposals, MDiv project/thesis proposals, STM extended paper proposals due
 4 Friday Deadline for field education mid-year evaluations
 14 Monday Last day of Monday classes
 15 Tuesday Last day of Tuesday classes
 16 Wednesday Last day of Wednesday classes
 16 Wednesday, 2-4pm Modern language exams

December (continued)

18	Friday	Course registration opens via SSO for Spring
18	Friday	Deadline for first-year MDiv field education placement conferences
21	Monday	Last day of Thursday classes
22	Tuesday	Last day of Friday classes
22	Tuesday	Last day to request extensions for Fall coursework. Deadline for course requirements other than final exams.
22	Tuesday	End of Fall semester
24-Jan. 1	Thursday-Friday	Semester break - no classes and administrative offices closed

January 2021

4-22	Monday-Friday	January intersession
4	Monday	Course registration closes for January; January courses dropped after today receive a "W." Last day to change enrollment type for January.
11	Monday	Final grades due for Fall
15	Friday	Coursework for Fall extensions due to faculty
15	Friday	Outlines and annotated bibliographies for MA and MDiv theses due
18	Monday	Martin Luther King, Jr. Day holiday
19	Tuesday	Final grades due for Fall extensions
25	Monday	Mandatory new student orientation including academic advisement and course registration for Spring admits
26	Tuesday	Final grades due for January Intersession
27	Wednesday	Faculty day of work
27	Wednesday	Last day full refunds are issued

February

1	Monday	Start of Spring semester
1	Monday	Last day to pay balances. Student accounts with remaining balance placed on financial hold preventing Summer/Fall course registration until paid in full.
4	Thursday, 9am-2pm	Field education supervisor training
7	Sunday	Course registration closes for Spring; Spring courses dropped after today receive "W" grade. Last day to change enrollment type for Spring.
10	Wednesday, 2-4pm	Modern language exams
12	Friday	MDiv mid-program review (MPR) conferences
15	Monday	FAFSA & financial aid application deadline for new students
19	Friday	MDiv mid-program review (MPR) conferences
22	Monday	Course registration opens via add/drop form for Summer
26	Friday	MDiv mid-program review (MPR) conferences

March

15-19	Monday-Friday	Spring recess - no classes
19	Friday	Course registration closes for Summer
26	Friday	Last day to withdraw from Spring courses and receive a grade of "W"

April

1-5	Thursday-Monday	Easter holiday
2	Friday	Last day to adjust Spring financial aid
2	Friday	Return to title IV (R2T4) aid cutoff for Spring
12-23	Monday-Friday	Academic advisement for Fall
14	Wednesday, 2-4pm	Modern language exams

April (continued)

15	Thursday	Deadline for field education learning agreements and contracts
16	Friday	MDiv and MA theses, and STM extended papers, due to readers and academics@utsnyc.edu
23	Friday	Last day for PhD dissertation defense
23	Friday	Deadline for field education final evaluations due
26	Monday	Course registration opens via SSO/NetClassroom for Fall
27	Tuesday	Last day of Tuesday classes
28	Wednesday	Last day of Wednesday classes
30	Friday	PhD dissertations due (contact Assistant Dean)
30	Friday	Deadline for first-year MA and second-year MDiv concentration declarations

May

3	Monday	Final grades due for theses/projects/extended papers
3	Monday	Last day of Monday classes
3	Monday	Last day to submit request for extensions for Spring coursework (not allowed for graduating students). Deadline for course requirements other than final exams.
6	Thursday	Last day of Thursday classes
7	Friday	Last day of Friday classes
10-11	Monday-Tuesday	Reading days
12	Wednesday	Final examinations
12	Wednesday	End of Spring semester
15	Saturday	FAFSA form deadline for returning students
17	Monday, 10am	Final grades for Spring due for graduating students
21	Friday	183rd Commencement
24	Monday	Start of Summer Session
28	Friday	Final grades due for Spring
31	Monday	Memorial Day - no classes & administrative offices closed

June

9	Wednesday	Coursework for Spring extensions due to faculty
14	Monday	Final grades due for Spring extensions
14	Monday	Assessment reports for MDiv and MA graduates due from faculty
18	Friday	End of Summer semester (except for DMin)
25	Friday	Final grades due for Summer (except for DMin)

July

5	Monday	Independence Day holiday
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August

16-27	Friday	DMin Summer courses
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Calendar also available on this [webpage](#). Students taking courses at other institutions should be aware of the host institution's calendar.

TUITION AND FEES

Also available on this [webpage](#).

Estimated Cost of Attendance

Applicable to MA, MDiv, or STM students for nine-month academic year:

Tuition	\$23,670
Medical Insurance	\$5,000
Health Services & Student Activity Fees	\$1,400
Average Rent	\$12,970
Food & Meals	\$4,050
Books	\$1,600
Personal Expenses	\$2,000
Local Transportation	\$1,200
TOTAL	\$51,890

The expenses of individual students may vary considerably. The above provides a reasonable picture of a student's direct and indirect costs and is used as the standard for financial aid purposes at Union.

Candidates for MA, MDiv, STM

Annual Full-Time Tuition	\$23,670
Semesterly Tuition:	
Full-Time (9 or more credits)	\$11,835
Per Credit (less than 9 credits)	\$1,320
Standard length of program:	
MDiv = 3 years; MA = 2 years; STM = 1 year	

Candidates for PhD

Annual Full-Time Tuition	\$35,136
Semesterly Residency Tuition	\$17,568
Must be registered full-time at 9 or more credits	
Extended Residence	\$2,000
PhD candidates who have completed residency without having completed the academic requirements. Students must register for UT 400 each semester following the term in which the residency or tuition obligation is satisfied until degree requirements are fulfilled.	

Candidates for DMin

Per Credit Tuition	\$705
For 18 credits in the first year with possible modest increases years two and three. Not charged additional fees for identity verification in distance education programs.	

Non-Degree

Per Credit Tuition	\$1,320
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Audit Fee

Policy and registration form below. Not applicable to degree candidates:

General Auditors	\$600
Alumni/ae – first course	\$0
Alumni/ae – each course thereafter	\$150

Health Services Fee

Required annually for full-time and extended residence students regardless of insurance coverage. Waived for Columbia degree students who pay the University directly.	\$1,220
	\$610 – Fall \$610 – Spring

Medical Insurance

Required annually for full-time students. Can be waived only with comparable insurance coverage. Email questions to studentaffairs@uts.columbia.edu. Visit this [webpage](#).

The Columbia Aetna Plan	\$4,564
	\$1,738 – Fall \$2,826 – Spring

Meal Plan

Required each semester:	(not applicable for Fall 2020)
Full-time students	\$150
Part-time students	\$75

SEVIS Fee

For international students seeking F-1 visa status paid directly to U.S. Immigration and Customs. Email questions to studentaffairs@uts.columbia.edu .	\$200
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Housing

View handbook [here](#). Nine months of occupancy during academic year (fall/spring):

Dormitory Rooms	\$7,650-9,450
Apartments	\$13,050-24,300

Student Activity Fee

Required each semester	\$100
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Other Fees

Change of Degree	\$50
Official Transcript	\$7
Degree/Graduation	\$100
Dissertation Deposit (PhD)	\$200
FE 303-FE 304 Internship	\$500
Visiting Scholar (semesterly)	\$600
Late Payment	\$50
Replacement ID	\$25

AUDIT POLICY

Union Theological Seminary has two types of auditors:

1. current students enrolled in a degree program OR
2. individuals from the local area, including alumni/ae

Local individuals (non-current degree-seeking students) are generally limited to audit one course per semester. Students auditing courses under the cross-registration consortium agreement follow the cross-registration policy.

Those wishing to audit a course should:

1. Obtain the instructor's permission to audit the course. Some courses cannot be audited.
2. Register for the course with [this Auditor Application & Registration Form](#) for non-current degree-seeking students.
3. Register with either [this Add/Drop Form](#) indicating enrollment type of audit for current degree-seeking students.

Auditors are expected to:

1. Attend all class meetings.
2. Come to a mutually agreed upon set of expectations for the course, including expectations regarding participation, and completion of assignments. Normally, auditors are not expected to complete all assignments.

The Bursar's Office bills the student differently based on enrollment status. See tuition & fees portion of catalogue catalog. **Attendance in class is not permitted until bill is paid in full.**

Auditors who fulfill the mutually agreed upon expectations receive a grade of "AU." Audits dropped during the withdrawal period receive a grade of "AW." No academic credit is awarded for audited courses. As a result, audited courses cannot count toward a student's degree program.

NON-DEGREE POLICY

Students may apply to the non-degree program in order to pursue a limited number of courses as a non-degree student. Non-degree program students are allowed to pursue a maximum of four courses, over one academic year. All prerequisites for specific courses must be met, and guided readings are not permitted. Students must then reapply to Union to continue taking coursework through the non-degree program.

Non-degree applicants must possess the same qualifications required for acceptance into a degree program, and undergo the same application review process. Applicants must apply by the appropriate deadlines and are not eligible for scholarship and financial aid consideration.

Non-degree students are eligible to transfer up to twelve credits of non-degree Union coursework to one of our degree programs. Admission as a Non-degree program student and the successful completion of coursework does not guarantee admission to one of Union Theological Seminary's degree programs.

TRANSFER CREDITS

Students who have successfully undertaken graduate studies at a school accredited by the Association of Theological Schools (ATS) prior to their admission to Union Theological Seminary may request a transfer of credit(s) to be applied toward the credit requirements for the Union Master of Divinity or Master of Arts degrees. Transfer of previously earned credit is not accepted for the Master of Sacred Theology or Doctor of Philosophy degrees.

Normally, requests for transfer of credit are determined after one semester of full time study at the Seminary. In some instances, incoming students may apply for early credit transfer determination by submitting a written application to the Assistant Dean for Academic Administration no later than July 15 of the calendar year in which studies begin.

It is within the sole discretion of the Dean or Assistant Dean for Academic Administration to grant or deny, in whole or in part, a request for an early credit-transfer determination or to defer a determination until after a full semester of study at the Seminary has been completed.

The Dean or Assistant Dean for Academic Administration has sole discretion to authorize and allocate previously earned graduate theological school credits, in accordance with the following requirements and limitations:

- 1) Transferred credits must be relevant to the student's degree program at Union.
- 2) Transfer credit may not be applied to required courses unless a student can demonstrate, to the satisfaction of the Dean or Assistant Dean for Academic Administration, that the course at the previous school was similar in level, scope, and approach to Union's required courses.
- 3) No more than half the required credits earned in a degree program in which the student had previously matriculated may be counted toward an MA or MDiv degree at Union.
- 4) A maximum of 45% of credits required for the Union Master of Divinity (35 credits) or Master of Arts (23 credits) degrees may be considered for transfer.
- 5) A grade of B or higher is requisite for credit to be transferred; credit for courses taken Pass/Fail is not transferable.
- 6) Courses taken more than seven years prior to the student's admission to Union are ineligible for transfer of credit in the absence of exceptional circumstances.

The application for a credit-transfer must demonstrate, with supporting documentation, that the courses for which credit-transfer is requested meet the requirements listed above. Such documentation should include, at a minimum, an official transcript, course syllabi, and representative samples of the student's work in courses for which credit-transfer is requested. Students requesting a credit transfer should include in their applications a catalog description of courses from which they wish to transfer credit, whenever same is available.

The Dean or Assistant Dean for Academic Administration determine credit equivalencies between Union courses and courses earned in another school of theology, and to determine how many, if any, credits earned in a particular course at another theological school may be transferred and applied to the Union degree.

In order to qualify for a Union degree, transfer students must take at least one course in each of the required fields designated for the applicable Union degree program. (e.g., Bible/Sacred Texts, Church History/Historical Studies, Theology and Ethics, Practical Theology, Interreligious Engagement). Therefore, field distribution requirements may not be fulfilled by transfer credits alone. The final semester's work for the Master of Divinity or Master of Arts degree must be done at the Seminary, except by permission of the Dean of Academic Affairs.

DUAL DEGREE PROGRAMS IN SOCIAL WORK

Union offers two dual degree programs in social work: the MDiv/MSSW with Columbia University School of Social Work and the MDiv/MSW with Silberman School of Social Work at Hunter College. The two programs are very different, and applicants should carefully consider which program best aligns with their academic and vocational goals. The program with Columbia focuses on research and public policy, whereas the program with Silberman integrates spirituality with clinical social work and social welfare.

Students must apply, pay application fees, and be accepted at both schools in order to be considered a dual-degree student. Upon receipt of their acceptance letters from Columbia or Silberman, students should forward copies to the Union Registrar. The academic calendars of each school differs; students are expected to understand and adhere to the deadlines of each school. Students should start their programs at Union full-time rather than at the social work school.

In years one and two, financial aid is managed by Union. In years three and four, financial aid is managed by the social work institution. Throughout the student's program, the two financial aid offices work closely in order to support the student. Students will be charged for four semesters of full-time tuition at Union. After doing so, students are given the status of "dual degree semester (other institution)," which denotes that a student is paying full-time tuition at another school.

Students with the status of “dual degree semester (other institution)” are not charged Union tuition, and may not take more than 6 credits per semester at Union in years three and four with this enrollment status. Students may apply for Union housing for the entirety of the program (up to four years).

Master of Divinity/Master of Science in Social Work at Union Theological Seminary and the Columbia University School of Social Work

- A. Students in this program take courses full-time at Union in years one and two, and at Columbia in years three and four. A required integrated seminar (RS 331) is offered at Union every other spring that students should take after they have started at Columbia. While taking courses at Columbia, students may also take or audit courses at Union as their schedules permit, at no additional cost. Tuition for years three and four at Columbia is paid directly by the student to Columbia University.
- B. Health insurance for years three and four: students can stay on Columbia plan, but pay for insurance via Columbia University, which is less expensive than Union’s cost for the Columbia plan.
- C. Students concurrently enrolled at both Union Theological Seminary and at the Columbia School of Social Work may earn the MDiv degree from Union and the MSSW degree from Columbia University in four years of full-time study. Degrees are conferred separately but simultaneously by Union and Columbia.
- D. This dual degree program requires successful completion of a total of 105 credits consisting of 45 credits taken at Columbia and 60 credits taken at Union. In order to enable students to graduate with both degrees in four years, Union effectively recognizes Social Work credits in lieu of Seminary Field Education (6 credits) and concentration courses (12 of the 15 credits required) in order to satisfy the 78-credit minimum credit requirement for the MDiv degree.
- E. Academic credit for courses taken at Columbia University School of Social Work will be recognized by Union without a formal credit transfer request and will be applied toward Union degree requirements upon receipt of an official transcript from Columbia indicating a passing grade for social work courses.

Master of Divinity/Master of Social Work at Union Theological Seminary and the Silberman School of Social Work at Hunter College

- A. Students in the Silberman program take courses at both schools during their four years, with most Union courses taken in years one and two and most Silberman courses taken in years three and four. A total of six integrated seminar credits is also required that students should take after they have started at Silberman.
- B. Students in the MDiv/MSW (Silberman) can stay on Union’s insurance plan or sign up for insurance via ACA.
- C. Students concurrently enrolled at both Union Theological Seminary and at the Silberman School of Social Work may earn the MDiv degree from Union and the MSW degree from Hunter College in four years of full-time study. Degrees are conferred separately but simultaneously by Union and Hunter.
- D. This dual degree program requires successful completion of a total of 105 credits consisting of 51 credits taken at Silberman, 48 credits taken at Union, plus 6 integrated seminar credits. In order to enable students to graduate with both degrees in four years, Union effectively recognizes Social Work credits in lieu of Seminary Field Education (6 credits) and concentration courses (12 of the 15 credits required) in order to satisfy the 78-credit minimum credit requirement for the MDiv degree.
- E. Academic credit for courses taken at Silberman School of Social Work at Hunter College will be recognized by Union without a formal credit transfer request and will be applied toward Union degree requirements upon receipt of an official transcript from Hunter indicating a passing grade for social work courses.

HISPANIC SUMMER PROGRAM

- A. The Hispanic Summer Program (HSP) is an independent ecumenical academic program currently directed by Daisy Machado. The faculty from ATS seminaries and schools of theology, Protestant and Catholic, offer courses at various U.S. campuses in the summer. The program is intended to enhance Christian Reflection and Ministry in and among the Latinx community but non-Latinx students may also apply. Union is one of over thirty-five sponsoring seminaries and departments of theology and currently hosts the HSP offices. For more information visit <http://hispanicsummerprogram.org/>.

- B. Union students may take one three (3) credit HSP course per summer; those credits may be counted toward partial fulfillment of their Union elective requirements, provided the student earns a minimum grade of B (or equivalent).
- C. Students who wish to register for HSP courses do so directly through the HSP web site. Union faculty advisor approval is required. Students should consult the HSP web site for course offerings and are encouraged to register early, as courses fill up quickly.
- D. Students are directly and solely responsible for all costs associated with taking courses at HSP. Since Union is a sponsoring institution, Union students can attend HSP for a reduced fee (includes housing, meals, and travel + three graduate credits) for up to two summer sessions. Thereafter, the higher published rate will apply.
- E. Academic credit for HSP courses will be recognized by Union without a formal credit transfer request. Credit is applied toward Union degree requirements upon receipt of an official transcript submitted to the Assistant Dean for Academic Administration by the student as issued by the ATS school hosting the HSP that summer.

ACCESS TO EDUCATIONAL RECORDS AND PRIVACY RIGHTS

Under the provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), students registered at Union, or individuals who have been registered at Union, have the right to review their education records. A student or former student who wishes to examine any part of her or his file should make a request in person or in writing to the Registrar, indicating which records are to be examined. Such records generally include course grades, evaluations, information concerning fulfillment of degree requirements; certain financial aid and admissions documents; and the application for admission. Certain records, defined in FERPA, are not accessible, and are not made available. Generally, these include restricted reference letters, third party financial records, employment and medical records and law enforcement records. The Seminary also does not keep letters of recommendation from the admissions file once a student matriculates.

Students have the right to seek correction or amendment of records they believe are inaccurate, misleading or violation of their privacy rights. Students requesting such correction or amendment should follow procedures established by the Dean of Academic Affairs or the Dean's designee's.

The Seminary does not release or allow access by third parties to education records without the written consent of the student except as permitted by FERPA. The Seminary will, as provided by the Act, release data to certain persons, including officials of the Seminary, who have legitimate educational interest in obtaining access to the records. These records may also be released pursuant to any lawfully issued subpoena, in which case the Seminary would make a reasonable attempt to notify the student prior to such release.

In certain additional instances, educational records may be released without student consent. Generally, such non-consensual release is available to specified federal officers or state officials as prescribed by law, to accrediting agencies carrying out accreditation functions, to law enforcement officials in connection with criminal investigations, in emergency situations when release of the information is needed to protect the health or safety of the student or others, and in other limited circumstances as specified in FERPA.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records — including grades, or other private information — may be accessed without your consent.

First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.

Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

With respect to the privacy of students, the Seminary makes only directory information generally available to Union students, faculty and staff. View [this webpage](#) for directory information as defined by Union.

The primary use of the directory information is for a Student Directory for legitimate educational purposes. This may be done in print or on a password protected website. Any student who wishes to withhold permission to publish or otherwise release his/her directory information should complete [this form](#) maintained by the Registrar's Office. If no withholding form has been filed with the Registrar, the Seminary assumes student consent to disclose directory information. The Seminary reserves the right to release information on prizes, fellowships and honors awarded.

Nothing in this policy requires Union to maintain student records indefinitely. However, if access to a specific record has been requested, the Seminary will take reasonable steps to safeguard that record so as to permit appropriate reviews. View the Registrar's webpage containing [FERPA information](#). Additional information on FERPA may be accessed through the Department of Education's website.

Complaints regarding alleged violations of a student's rights under the Act should be sent to the Dean of Academic Affairs. They may also be submitted in writing to the:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202-8520

DEMOGRAPHIC INFORMATION

Students are expected to notify the Registrar's Office in writing about any changes in address, phone number(s), legal name, denomination/religious tradition, and other directory information.

PREFERRED NAME

Union Theological Seminary recognizes that students may wish to designate a preferred/chosen name that differs from their legal name. The Seminary enables students to provide a **preferred/chosen name**. However, before designating a preferred/chosen name, please read the below policy and supporting information.

This policy allows any student to identify a preferred/chosen first name that is **significantly different from their legal name or non-gender identifying**. Nicknames such as "Joe" for Joseph, or "Kate" for Katherine do not apply to this procedure. A student's preferred/chosen first name appears on their record in addition to full legal name. A preferred/chosen name is not required; if no preferred/chosen name, legal first name is used.

Legal Name: Appears on your birth certificate, driver's license, passport, or social security card.

Preferred/Chosen Name: A name that a student wishes to be addressed as, that is significantly different from legal first name.

The following forms collect and display **student legal name** because of federal and business processes that require legal name:

- Admissions Application
- Health Insurance Enrollment/Waiver
- All immunization forms
- Visa documents – for international students
- FAFSA – for students requesting federal financial aid
- Student Apartment Lease
- I-9 – for student employees
- W-2 and T-2104 tax forms
- Field Education learning agreements and contracts
- Student Information System (SIS) – to issue transcripts and enrollment verification
- Automatic Data Processing (ADP) – for payroll and tax purposes
- ID Card – issued by Columbia University
- Student Statement – issued by Bursar
- Transcripts – unofficial, unofficial with comments, official

The following places accommodate/display **student preferred/chosen name** acceptable for Seminary operations:

- Student Information System (SIS) – to generate class rosters
- Housing Application – specific to academic year
- Class Rosters – Moodle (unofficial rosters) and FAWeb (official rosters)
- Student Directory – internal document for educational purposes
- Narrative Evaluations – written by faculty submitted with final grades
- Other places where reasonably possible

After acceptance into a degree program, a student may complete [this form](#) at any time, to request use of a preferred/chosen name.

For information surrounding legal name change, visit these **online resources**:

- <http://nycourts.gov/CourtHelp/NameChange/index.shtml>
- <http://srlp.org/resources/namechange/>
- <https://transequality.org>

OFFICIAL TRANSCRIPTS

A student's academic record or transcript is a private document that is the property of Union Theological Seminary, and issued to a third party only upon written authorization given by the student. Students may request transcripts from the Registrar's Office [here](#) and are advised, if meeting deadlines, to make their requests in sufficient time to allow for processing and mailing. There is a charge for all official transcripts. The Seminary reserves the right to withhold transcripts from any student with unpaid indebtedness to the Seminary.

The written evaluations submitted by course instructors are not a part of the student's official transcript and are not issued with it. If upon graduation, however, a student has arranged for a member of the faculty to prepare a summary evaluation of his or her academic career at the Seminary, a copy of this unofficial transcript is issued with the transcript whenever the student expressly requests it.

JURY DUTY

New York State legislation permits no exemptions from jury duty. If a student is called for jury duty, request and obtain an enrollment verification letter from the Registrar's Office. The student may then be able to seek a deferment for the period of time they are actively enrolled by providing the letter to the Clerk of the Court.

Visit <http://nycourts.gov/> for additional details such as where to send the enrollment verification and other required documents. Students may be asked to produce a copy of their current class schedule and ID card.

In cases where a student must be absent from class for jury duty, **it is the student's responsibility to notify the instructor**. In cases where jury duty coincides with exams or other in-class assignments, accommodations may be made for the student to make up the work missed.

RELIGIOUS OBSERVANCE

If a student's religious observance prevents them from participating in class, the student should contact the instructor as soon as possible, but no later than two weeks prior to the scheduling conflict, to explain the situation and create a plan to address the situation. If the student and instructor are unable to create a mutually agreed upon plan, the student may appeal to the Academic Dean.

CREDIT HOURS

Academic credit at Union Theological Seminary is determined and assigned on the basis of semester credit hours, commonly known as "credits" or "credit hours." Union's accrediting bodies, the Middle States Commission on Higher Education (MSCHE) and the Association of Theological Schools (ATS), require schools to have a credit hour policy. At Union, this policy is used to measure the academic efforts students invest in particular courses, and it is one way the Seminary monitors the relative efforts students expend in the pursuit of a specific degree.

The U.S. Department of Education defines "credit hour" as: "...an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or,
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours." (34 CFR 600.2)

The majority of Union courses are awarded three credit hours. Over an entire semester (15 weeks) this represents approximately 45 hours of class time and 90 hours of student preparation time, including assignments. Union recognizes that the time students spend on reading and writing varies greatly. The Dean of Students can assist students who require additional support to meet their academic requirements.

Minimum credit hours required by degree:

- The MA degree requires at least 51 credits (two years of full-time study).
- The MDiv degree requires at least 78 credits (three years of full-time study).
- The STM degree requires at least 24 credits (one year of full-time study).
- The PhD degree requires at least 43 credits in the first two years of study.
- The DMin degree requires at least 42 credits over three years.

FINANCIAL AID

Union offers both need-based and merit-based financial aid to degree-seeking students. Over 90% of Union students receive some form of institutional financial assistance, with the average award or grant covering 50% or more of tuition. Federal aid is available for eligible students in all programs except non-degree, certificates and auditors. "Need" for financial aid purposes is defined as the difference between the total cost of yearly attendance at Union and the student's contribution or other financial resources as calculated by the FAFSA.

Union is also approved by the Veterans Administration for the enrollment of students eligible for veterans' educational benefits (The GI Bill and Yellow Ribbon).

Institutional Funding Programs

Both merit- and need-based scholarships and grants are available to new and continuing students. After the first academic year, awards are automatically renewed for additional academic years up to the published program length of the respective degree program or the completion of degree requirements, whichever comes first (3 years for the MDiv, 2 years for the MA, and 1 year for the STM). Awards are not transferable between degree programs without prior approval of the Financial Aid Office.

To remain eligible for merit and need-based awards students must (1) maintain continuous, full-time enrollment (take 9 credits or more per term), (2) make satisfactory academic progress, and (3) remain in good academic standing each semester. Scholarship funds are awarded only during the Fall and Spring terms.

Merit Scholarships and Fellowships

Merit awards are generally awarded at the time of admission. To be considered, students must have submitted an application for admission to a relevant Union degree program. Merit scholarship programs available at Union include:

- Presidential Scholarship, full tuition plus cost of living
- Union Hough Scholarships, \$27,500 award
- Union Heritage Scholarships, full tuition plus \$2,000 stipend
- Union Tuition Scholarships, full tuition
- STM Ecumenical Fellowship, full tuition plus cost of living
 - Leu-Shriver Ecumenical Fellowship (for a qualified student from Africa or another developing country)
 - Norimatsu Ecumenical Fellowship (for a student from Korea or Japan)
- PhD Fellowships, full tuition plus cost of living

Union Grants

Union grants are need-based awards. To be considered, students must (1) submit an application for admission to a relevant Union degree program and (2) submit the FAFSA. Union grants are awarded by the Director of Financial Aid on the basis of both need and merit; with grants ranging from 50% to 100% of tuition.

Union Loans

Union loans are loans of last resort and reserved for students who are not eligible for federal loan programs, or for late or low-need applicants who need loan funds in addition to Federal Direct Loan. Generally, these loans are awarded only to first-degree students. The average Union loan is \$3,000 per year, and only United States citizens or permanent residents are eligible to borrow from the program.

Federal Programs

United States citizens and permanent residents are eligible to receive aid under federal Title IV programs. To be eligible, students must be enrolled for at least 6 credits per semester (9 credits is full-time). Students are also required to maintain satisfactory academic progress each semester. The following Federal Financial Aid programs are available at Union:

Federal Direct Unsubsidized Loans

Offer up to \$20,500 of funding per academic year. Amounts borrowed are subject to interest and a loan origination fee. You are not required to demonstrate financial need to be eligible for this program. This program is subject to a \$138,500 lifetime borrowing limit.

Federal Direct Graduate PLUS Loans

Pay for expenses not covered by other financial aid. Graduate PLUS loans typically carry a higher interest rate than other federal loan programs and you must not have an adverse credit history (a credit check will be conducted). You are not required to demonstrate financial need to be eligible for this program. You can borrow up to the full cost of attendance minus any other financial aid received.

Federal Work-Study

Union has a limited number of part-time on-campus and off-campus jobs available under the federal work-study program. This is a form of financial aid that does not need to be paid back.

External Funding Programs

All students are strongly encouraged to apply for external funding. Students are also required to report receipt of any outside funds. Should adjustment to the financial aid package be necessary in order to prevent over awards, aid is generally reduced in the following order: Federal loans, Union loans, Federal work-study. Union scholarship and grant assistance are not usually reduced due to a student's receipt of external aid.

Disbursement of External Scholarship Awards

The Director of Financial Aid receives all outside grants that are made payable to the Seminary for our students and they are then forwarded to the Finance and Operations Office, the office that authorizes disbursement of the funds to the student. Outside awards cannot be disbursed to the student before the money is actually received at the Seminary and prior to student registration/enrollment for the semester for which the grant is allocated.

Veterans Education Benefits

The U.S Department of Veterans Affairs (VA) administers several education programs for active duty military personnel, veterans, and dependents. Each program provides different benefits for different students. Research the various benefit programs below and select the one that is most applicable to you. For additional information, contact a VA education representative at 1-888-GIBILL-1 or visit <https://www.va.gov/education/about-gi-bill-benefits/post-9-11/>

Union Theological Seminary permits any covered individual to attend or participate in the course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility for entitlement to educational assistance under Chapter 31 or 33 (a "Certificate of Eligibility" can also include a "Statement of Benefits" obtained from the Department of Veteran's Affairs website – eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the Certificate of Eligibility.

Union will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under Chapter 31 or 33.

Yellow Ribbon Program:

The Yellow Ribbon (YR) Program is a provision of the Post- 9/11 Veterans Educational Assistance Act of 2008 (also known as The Post 9/11 GI Bill®) to make additional funds available to qualified veterans. Only individuals entitled to the maximum benefit rate (based on service requirements) under the Post 9/11 GI Bill may receive this supplemental funding. Each year, the Post 9/11 GI Bill® pays a certain amount toward a student's tuition and required fee expenses. This benefit does not extend to room and board or penalty fees on the student account. The exact amount differs each year and can be found here: <https://www.va.gov/education/benefit-rates/>

Under the YR program, Union Theological Seminary awards up to \$5,000 as the Seminary's contribution to the program and the U.S. Department of Veterans Affairs matches the Seminary contribution of up to \$5,000. These awards are granted on a first come, first served basis.

Union Theological Seminary grants and scholarship are not awarded for any specific portion of a student's educational expenses, so they are not included in the calculation of Yellow Ribbon awards.

Students eligible for Veterans' Education Benefits are expected to follow the process below:

1. Veterans interested in establishing their eligibility for this program initiates an application through the VA Education Benefits web site: <https://www.va.gov/education/how-to-apply/>.
2. The VA sends a Certificate of Eligibility to each applicant. In their first semester, students submit a copy of their Certificate of Eligibility to the Registrar immediately upon receipt.
3. The Registrar applies for the Post 9/11 GI Bill® funds using VA-ONCE.
4. Upon receipt of the funds from the VA, the student is notified by the VA and their Union billing statement is updated.
5. After 9/11 GI Bill funds are distributed, the Registrar applies for Yellow Ribbon funding, if applicable.
6. Upon receipt of the funds from the VA, the student is notified by the VA and their Union billing statement is again updated to include both the VA and Union's Yellow Ribbon match funding.
7. Any remaining Union grants or scholarships are then applied to the student billing statement. Please note, the Yellow Ribbon award may affect other types of financial aid, since total financial aid from all sources cannot exceed a student's cost of attendance.
8. Any outstanding balance is the responsibility of the student.

Renewal Requirements

Recipients are expected to meet the Satisfactory Academic Progress (SAP) policy standards applicable to students participating in all other federal student aid programs. The SAP policy can be found in the Academic Catalog.

SATISFACTORY ACADEMIC PROGRESS

Guidelines

Federal regulations require that Union Theological Seminary monitor the **Satisfactory Academic Progress (SAP)** of degree-seeking students to determine their eligibility for federal financial aid programs. At Union, students must meet all SAP requirements to remain eligible for institutional and federal funding. Federal regulations require that Union begin tracking SAP for all students from the first date of enrollment at the Seminary, whether or not financial aid was received.

SAP for financial aid purposes is evaluated at the end of each semester for all students, except those in the PhD program. SAP for PhD students is assessed at the end of each academic year.

The SAP standard requires that Union monitor two components of a student's academic progress:

1. quantitative progress (pace of completion) and;
2. qualitative progress (academic standing as measured by grade point average equivalent).

The Registrar provides a periodic report with the students' quantitative data and qualitative information to the Financial Aid Office. This is reviewed by the Director of Financial, with consultation to the Vice President of Admissions and Financial Aid, the Academic Dean, and the Assistant Dean for Academic Administration. Such information is documented through notation in the student's academic file. A student is notified of lack of SAP via correspondence sent to their Seminary email address.

Maximum Time to Completion

The table below sets forth the Maximum Time to Completion for all Union degree programs. For all degree-seeking students, all requirements for their respective programs must be completed as stated below. Part-time students must also complete the program within the maximum time to completion set forth below.

Degree Program	Published Program Duration	Maximum Time to Completion
MDiv	3 years	5 years
MA	2 years	4 years
STM	1 year	2 years
DMin	3 years	5 years
PhD		10 years

Satisfactory Academic Progress Standards - MDiv, MA, STM, and DMin Students

Pacing (Quantitative) Standard

Students must successfully complete 80% of cumulative credits attempted at each evaluation period. Those who do not receive federal aid in a semester, but who subsequently apply for assistance, must also meet the credit accumulation standard in order to receive federal funds. Courses graded Withdrawal (W) and/or No Credit (NC) are considered credits attempted but not completed. Transfer credits accepted from other institutions are not included in pace calculations. SAP includes credits hours pursued via a cross-registration agreement with another institution or through an approved dual degree program. Should a student transfer into a different degree program at Union, SAP is reviewed on the basis of the requirements for the program to which the student transferred, with appropriate consideration given to Union courses accepted for transfer into the new program.

Grade Equivalent (Qualitative) Standard

Federal regulations require the calculation of a minimum grade equivalent average for financial aid purposes. The minimum Title IV requirement for a student in their second academic year is a Credit (CR) average or standing consistent with graduation.

Satisfactory Academic Progress Standards - PhD Students

Pacing (Quantitative) Standard

PhD students must satisfactorily complete 40 credits during their two-year residency.

Grade Equivalent (Qualitative) Standard

Federal regulations require the calculation of a minimum grade equivalent average for financial aid purposes. The minimum Title IV requirement for a student in their second academic year is a Credit (CR) average or standing consistent with graduation.

Failure to Maintain Satisfactory Academic Progress

Financial Aid Warning

A student who fails to maintain satisfactory academic progress is first placed on financial warning. During this first semester on financial aid warning, the student continues to receive federal aid during without the requirement to submit an **Aid Eligibility Appeal** or an approved academic plan. If the student comes into compliance with SAP standards at the end of the warning term, their financial aid eligibility is restored.

Not Aid Eligible

Based on federal requirements, students who fail to meet SAP for a second consecutive semester or reach the end of their maximum time of completion, are no longer eligible to receive federal financial aid and have their aid suspended. During the suspension, students are not eligible for institutional or federal financial aid. Students are able to apply for Non-Union scholarships and private (non-federal) loans. Once the student comes back into compliance with SAP standards, their financial aid eligibility is restored.

Financial Aid Probation

All students have the right to appeal the suspension of their financial aid. Students whose appeals are approved are placed on financial aid probation for one semester and continue to receive aid. Generally, appeals are requested on the basis of injury or illness, the death of a relative, or other special circumstances that impacted academic performance.

Aid Eligibility Appeals and Reinstatement

Consistent with policies and procedures for academic appeals of dismissal, a student who has failed to meet SAP standards and has had their financial aid suspended may submit an **Aid Eligibility Appeal**. An Aid Eligibility Appeal must be submitted in writing within ten days of the student being notified that their financial aid has been suspended.

All Aid Eligibility Appeals must be reviewed by a joint review committee composed of the Academic Dean, Assistant Academic Dean for Academic Administration, the Vice President of Admissions and Financial Aid, the Director of Financial Aid, and the Registrar. An Aid Eligibility Appeal may be submitted either on the basis of a student's failure to meet SAP standards or a student failing to graduate within the Maximum Time to Completion.

SAP Appeals

The student must submit all new and relevant information relating to the student's failure to meet SAP standards, including injury or illness, the death of a relative or other special circumstances. The appeal documentation must also include a written statement of how SAP standards will be met by the end of the subsequent term. If it is possible for the student to return to SAP compliant status in one semester, the appeal may be approved without the requirement for an academic plan. If the student requires more than one semester to return to SAP compliant status, the student must have an Academic Plan approved by the Academic Dean in order to be granted a successful appeal. The Academic Dean makes the final decision on the matter and shall inform the student of the appeal decision within ten days.

Maximum Time to Completion Appeal

In most cases, a student who is submitting an Aid Eligibility Appeal on the basis of their failure to meet the Maximum Time to Completion standard must have been granted an approved leave of absence and such leave must be on file with the Academic Office prior to the appeal.

Reinstatement

If an appeal is granted, the student is placed on financial aid probation and federal aid is disbursed for the semester. The student's record is reviewed at the conclusion of the subsequent semester and the student must meet either all SAP requirements (in the absence of an Academic Plan) or be meeting the requirements of an approved academic plan or degree audit. So long as the student continues to meet these requirements, the student remains eligible for financial aid. If the student fails to meet SAP requirements or fails to meet the requirements of an academic plan/degree audit, the student loses their financial aid eligibility and their aid is suspended. This decision is final and not subject to appeal.

Impact of Financial Aid Warnings, Probations and Suspensions

A student may still register for courses and maintain status in their degree program, whether they have received a financial aid warning, has had their financial aid suspended or is currently on financial aid probation, provided that the student still meets the academic regulations of their program of study. Any student who registers for a term during which their status is Not Aid Eligible is obligated to pay current tuition and fees, even though financial aid was not awarded.

RETURN OF TITLE IV FUNDS (R2T4)

Applicable Federal Regulations: 34 Cfr 668.22

This law requires that institutions determine the amount of federal financial aid (Title IV programs) that a student earned at the time of his or her withdrawal. The Title IV programs that are covered by this law include: Federal Direct Stafford Loans, Federal Direct PLUS Loans, and Federal Perkins Loans.

When a student withdraws during the payment period or period of enrollment, the amount of Title IV program assistance that the student earned to that point (Withdrawal Date) is determined by a specific federal formula. If the student received less assistance than the amount that was earned, the student may be able to receive those additional funds as a Post-Withdrawal disbursement. If the student received more assistance than the amount that was earned, the excess funds must be returned by the school and/or the student.

Earned and Non-Earned Aid

When a student withdraws and they are a financial aid recipient, the Seminary's Financial Aid Office has to determine what percentage of their aid has to be returned to the Federal Government. This is done through a process called R2T4 (Return calculation). Federal Regulations state that a student begins earning Federal (Title IV) funds on his or her first day of attendance for the given period of enrollment. The earned aid is therefore calculated by dividing the number of days attended by the total number of days in the given term to determine the percent of aid earned.

In other words,

$$\text{The Percent of Title IV Aid Earned} = \frac{\text{Number of Days Attended}}{\text{Number of Days in Term}}$$

Based on the results of this calculation, the Financial Aid Office is required to notify the student of his or her eligibility, if any, for a Post-Withdrawal disbursement within 30 days of the date the student withdraws from the University. The amount of assistance that a student has earned and is therefore, eligible to keep, is determined on a pro rata basis. For example, if the student completed 30% of the payment period or period of enrollment, the student has earned 30% of the federal financial aid that he or she received or was scheduled to receive. This also means that the student did not earn 70% of the scheduled federal financial aid and this amount must be returned to the federal financial aid program. *Once a student has completed more than 60% of the payment period or period of enrollment, they have earned all the federal financial aid received or scheduled to be received for that period.*

Post-Withdrawal Disbursements of Federal Financial Aid

If the withdrawn student did not receive all of the funds that he or she earned, they may be eligible for a Post-withdrawal disbursement. If Post-withdrawal disbursement includes loan funds, the Seminary Financial Aid Office must get the student's permission before it can disburse them. Students may choose to decline some or all of the loan funds so that they do not incur additional debt.

For students, all or a portion of the post-withdrawal disbursement of grant funds may be automatically used for any existing outstanding charges, including tuition, fees and housing charges. Student's permission is needed to use the post-withdrawal grant disbursement for all other school charges. If the student does not give permission, they will be offered the funds. However, it may be in the student's best interest to allow the school to keep the funds to reduce their debt at the school.

There are some Title IV funds that may have been scheduled for release but can no longer be disbursed on the student's account because their withdrawal and other eligibility requirements have not been met.

Required Post-Withdrawal Returns

If the withdrawn student received more Title IV program funds than they earned, the Seminary's Bursar's Office must return this unearned excess amount to the appropriate aid program. As required under regulation 34 CFR 668.22 and determined by the Return Calculation, unearned aid is returned in the following order as applicable:

1. Federal Direct Stafford Loans
2. Federal Perkins Loan
3. Federal Grad PLUS Loan
4. Union Grants, Scholarships or Fellowships
5. Union Loan

Any unearned portion of Financial Aid that was disbursed to the student must be repaid to the Seminary. If the return of the unearned federal funds results in a debit to the student's account, they are responsible for the outstanding balance owed to the Seminary.

Post-Withdrawal Refund of Earned Aid

In the event that the withdrawn student is eligible for a refund, it is extremely important to keep their mailing address up to date so that the refund can be mailed. Students should also check their Union email account regularly for any updates, alerts, emails, etc. that may contain important information that could have an impact on registration should the student decide to return to the Seminary. The Seminary is required by law to refund earned credit balances within fourteen days from the date the earned aid was determined.

How Course Credits Can Affect Financial Aid Eligibility

Students must enroll in at least nine (9) credits of full-time status for institutional scholarship or grant to disburse to the student account; six (6) credits are required for federal aid to disburse. Financial aid may be adjusted if students are not enrolled full-time. Enrollment for financial aid purposes is measured after the deadline to add/drop classes each quarter. Students enrolled less than full-time as of the add/drop deadline date will have their financial aid adjusted.

Credit values for financial aid eligibility are as follows:

- Full-time: 9 credits or more
- Part-time: less than 9 credits (students who are enrolled for a least half-time may retain eligibility for federal and institutional loans, but not institutional grants and scholarships)
- Less than half-time: 5 credits and fewer – generally not eligible for financial aid

Students are required to repay any financial aid received for semesters in which aid is adjusted due to less than full-time enrollment. If a student leaves or withdraws from all courses during a semester, they may be required to pay financial aid received. Contact the Financial Aid Office at 212-280-1531 for more information.

CHANGE OF DEGREE

Students in good academic standing may submit a request to be considered for a change of degree for either the **Master of Arts (MA)** or **Master of Divinity (MDiv)**. Students intending to change their degree should request do so in the first year of their program for many reasons, the most important being field placement sites are determined in the first year as an MDiv student, and financial aid is not guaranteed should degree requirements extend past the standard length of the program.

Students are expected to follow the procedure below, but steps two and three do not necessarily need to be completed in that order.

1. Meets with faculty advisor for guidance and discussion.
2. After advisor approval, meet with Assistant Dean for Academic Administration to review academic progress and degree audit and ensure there is no academic risk in changing degree.
3. Meets with the Director of Financial Aid to assess eligibility for scholarship and aid.
4. Meets with Senior Director of Integrative and Field-Based Education to review the process and requirements of field education – only if changing from MA to MDiv.
5. Email an updated statement of purpose to the Vice President of Admissions and Financial Aid addressing the intent of the change at this point in the degree program.

If students decide to proceed with the change in degree, they are required to complete the *Change of Degree* form found on [this webpage](#). If attempting to change degrees in the *Spring* semester, the form must be completed the previous fall, **by November 15**. If attempting to change degrees in the *Fall* semester, the form must be completed the previous spring, **by April 15**.

The Registrar collects the *Change of Degree* form as submitted above. The following administrators review requests for degree changes, after the submission deadline:

- Assistant Dean for Academic Administration – for academic oversight and degree audit
- Director of Financial Aid – for financial aid evaluation and review
- Vice President for Admissions and Financial Aid – for scholarship availability
- Dean of Students – for students with potential accommodations
- Senior Director of Integrative and Field-Based Education – for field site arrangement
- Registrar – for student record overview and processing
- Director of Housing and Campus Services – for housing assignments

After the above review, the Registrar notifies the student of the decision regarding their change of degree. Change of degrees are not assessed on an individual basis. When the student academic record is updated, a \$50 change of degree fee is applied.

ACADEMIC ADVISEMENT

Degree-seeking students are assigned a faculty advisor who provides assistance for students while working through the requirements of their academic program. A formal period exists before each course registration cycle which is required for first-year students in the Fall semester before Spring course registration, and is strongly encouraged for returning students. Outside of registration preparation, all students are encouraged to develop a relationship with their faculty advisor.

Union strives for a holistic, team approach with appropriate boundaries and employs faculty and administrators in various key roles. The following expectations are intended to set parameters and serve as guidelines, not to rigidly delineate responsibilities. Good advisement draws upon the gifts and styles that each advisor brings to the relationship. Similarly, students may have different needs for advisement. We encourage good communication between advisor and advisee early on, in order to establish an effective working relationship.

What students should expect from and bring to the advisement relationship:

- Meetings with faculty during office hours or by appointment.
- Assistance in discerning a vocational direction and in designing a course of study to facilitate this goal.
- Guidance in the choice and the sequence of courses in order to provide a manageable load each semester and to complete degree requirements within the time limits of the program.
- Guidance in discerning which office handles particular problems.
- Referral to an appropriate administrator for a problem that is beyond the scope of the advisor's role.
- Assistance in identifying potential mentors and resources for vocational interests.
- Willingness to take seriously the advice that is offered and to initiate follow-through.

What faculty should expect from and bring to the advisement relationship:

- Understanding of the appropriate role of the faculty advisor—offering assistance about academic life at Union, not acting as a pastor or therapist.
- Clear communication with the student about their academic needs.
- Flexibility about available time for advisement (the student should be clear about the urgency of the problem).
- Preparation, clarity, and specificity regarding the issues the student wishes to discuss.

COURSE REGISTRATION

Registration for the Fall semester opens in April for continuing students, and registration for Spring courses opens in November. Incoming students register for Fall courses during new student orientation. Summer course registration opens in February and January course registration opens in November. Course registration dates and deadlines are available in the [academic calendar](#).

Students who wish to make changes to their course registration must complete this web [form](#) if self-registration is closed. The deadline for adding or dropping courses, and withdrawing from courses, in each semester is given in the [academic calendar](#). Tuition and fees is not adjusted for courses dropped after the end of the late registration period except in cases of complete withdrawal from the Seminary. To stop attending class or excuse oneself to the instructor does not constitute dropping a course; failure to drop a course results in a grade of "WF" on the student's transcript. After deadlines as outlined in the academic calendar, students are responsible for the requirements of all courses in which they are enrolled according to the records held by the Registrar. Any fees incurred for dropping a course taken at another institution must be borne by the student.

Students may not register for more than fifteen (15) credits in a semester or thirty (30) credits in an academic year (exclusive of Summer and January) except by permission of the Academic Dean.

READING CREDIT

MDiv seniors, MA students in their second year, and doctoral candidates may be allowed to enroll in a course for R (reading) credit which usually entails reduced requirements in a course, but, in every case involves faithful and regular attendance. Students must receive instructor approval, agree to complete whatever requirements may be set by the instructor, and complete this web [form](#) to register for a course for R credit. When a course is listed for a variable number of points (e.g., 1, 2, or 3 points), only the least number of points is available for R credit. Courses taken in other institutions may not ordinarily be taken for R credit.

An MDiv senior may enroll for up to six R credits, a maximum of two courses, toward the 78-credit requirement for the degree. In the second year when the thesis is being written, an MA candidate may enroll for one course of up to three R credits to be counted toward the requirement for the degree. These points may be taken only in elective courses. For the STM, R credit is not permissible towards degree requirements. In the PhD program, students consult the principal adviser with regard to which courses should be taken for regular credit and which for R credit.

COURSES AT OTHER INSTITUTIONS

Students currently enrolled in a degree program at Union Theological Seminary may register to take graduate courses in other schools, subject to the conditions, limitations, and procedures described in the paragraphs below. These limitations do not apply to dual degree MDSW students. Visit this [webpage](#) for more information.

- A. The total number of credits for which Union students may register concurrently at another school is limited, according to their Union degree program, as follows:
 - Master of Arts (MA): 12 credits
 - Master of Divinity (MDiv): 15 credits
 - Master of Sacred Theology (STM): 6 credits
 - Doctor of Philosophy (PhD): 12 credits [Bible majors, as their research and ancient language needs warrant, with advisor approval, may take more than 16 credits at partner (or non-partner) schools]
- B. Union students may only one take course per semester (up to 3 credits) at other schools. Courses at Columbia University, if approved, are permitted during Fall and Spring semesters.
- C. In the absence of exceptional circumstances, courses that are available at Union must be taken at Union. Further, students may not substitute courses taken at other schools for courses requisite to fulfillment of the field distribution requirements of the student's Union degree.
- D. Union students who wish to apply toward their Union degree requirements credits for courses taken at another school must obtain transfer credit approval from the Assistant Dean for Academic Administration. An official transcript directly from the previous institution should be send to the Assistant Dean for Academic Administration for evaluation. The transfer credit evaluation is then submitted to the Registrar and applied to the student's record after completion of the first semester at Union.
- E. Students must register at Union for every course for which they intend to seek application of credits toward their Union degree (with the exception of Hispanic Summer Program courses). In the case of most partner schools (see section below), the Registrar will submit approved registration requests to the host school on the student's behalf. If the host school requires permission of the instructor to register, it is the student's responsibility to obtain permission prior to registration and present to the Union Registrar.
- F. Courses taken concurrently at other schools must be taken for full credit. Students may not audit courses or take courses in other schools for Pass/Fail or for "R" (reading only) credit, except by permission of the Dean of Academic Affairs.
- G. Students enrolled in courses at other schools are subject to the rules of Union Theological Seminary with respect to extensions and other deadlines.

Partner Schools: Concurrently Earned Credit

- A. Students enrolled in a degree program at Union Theological Seminary may register concurrently for graduate courses at the following partner schools, in accordance with the terms of current cross-registration agreements
 - i. New York Theological Group Schools (a/k/a "Consortium"), including New York Theological Seminary, General Theological Seminary, Fordham University (Graduate School of Arts and Sciences), St. Vladimir's Orthodox Theological Seminary, and Hebrew Union College.

- ii. Jewish Theological Seminary;
 - iii. Drew University School of Theology;
 - iv. Columbia University Graduate School of Arts and Sciences, School of the Arts, School of International and Public Affairs (SIPA – limited to 9 credits), and inter-faculty courses. Courses available for cross-registration with Columbia begin with the letters G, R, or W at the 3000-level or higher, or begin with the letter U at the 4000-level or higher. Courses at Columbia are permitted only with a legitimate curricular need. Students should consult with their academic advisor and then the Dean of Academic Affairs reviews each request and the decision is communicated to the student by the Registrar. *Note: Teachers College is not a partner school.*
- B. Students who take courses at partner schools listed above with the prior authorization of Union do not pay any tuition or fees to the host school; the cost is included in Union tuition.
- i. Union incurs the cost for semester course fees for the first course taken at Columbia University if the invoice is promptly submitted to the Academic Office.
- C. Academic credit for authorized courses at partner schools will be recognized by Union without a formal credit transfer request and will be applied toward Union degree requirements upon receipt of an official transcript from the partner school, provided the student earns a minimum grade of B (or equivalent).

Non-Partner Schools: Concurrently Earned Credit

- A. Students enrolled in a degree program at Union Theological Seminary may request authorization to register concurrently for graduate courses at an accredited non-partner school, subject to the credit limitations and in accordance with the procedures set forth in section II.A.
- B. If the non-partner school is a graduate school of theology in the United States or Canada, it must be accredited by the Association of Theological Schools. If the non-partner graduate school of theology is located elsewhere, it must be accredited by the comparable accrediting body. All other non-partner schools must be accredited by a principal regional accrediting body.
- C. In the absence of exceptional circumstances, online and hybrid/blended courses at non-partner schools will not be authorized.
- D. The cost of authorized courses taken concurrently at non-partner schools is not included in Union tuition and shall be the sole responsibility of the student. However, students may apply to the Dean of Academic Affairs for a subsidy in whole or in part. It is within the sole discretion of the Dean to grant or deny such a request in whole or in part. Doctoral students who are required to take biblical language courses that are available only at non-partner institutions are not expected to bear the cost.
- E. Upon the completion of an authorized course taken concurrently in a non-partner school, Union students who have earned a minimum grade of “B” may apply for a transfer of credit(s) to be applied toward their Union degree. The transfer credit application must be submitted no later than 90 days after the student has received the grade, and must be accompanied by an official transcript, a course syllabus, and a sample of the student’s written work in the course.
- F. It is within the sole discretion of the Dean or Assistant Dean for Academic Administration to determine the credit equivalencies between Union courses and courses taken concurrently in non-partner schools, and to determine how many, if any, credits earned concurrently in a particular course at a non-partner school may be transferred and applied to the Union degree.

GUIDED READING AND GUIDED RESEARCH

Guided readings (401 course numbers for master’s students) and Guided research (502 course numbers for doctoral students) play a significant role in expanding the range of the Union curriculum. These courses harmonize students’ special interests and faculty expertise in cases where a full-scale class cannot be offered, or offered with any regularity.

These courses are not intended as an alternative for pursuing studies normally available in regular academic courses. For this reason, such courses are not normally offered when scheduled offerings on the same or similar topic are available within the student’s projected years in residence. Enhancing research and writing skills, in general, is not an acceptable use of guided reading/guided research credits and therefore is not permitted.

Students intending to pursue a guided reading or guided research should first discuss the intent and specific topic with the potential sponsoring faculty member. Following an agreement of assignments and reading(s), students complete and submit a specific form. **Master's** students submit [this form](#) including the **agreed-upon topic** which the faculty member then reviews. **Doctoral** students submit [this form](#) including the **agreed-upon topic** which the faculty member then reviews.

The above form also serves as the student's registration form to be processed by the Registrar, as self-registration for guided reading/research courses is not an option. Students should not normally* accumulate from guided readings:

- More than 9 elective credits in the MDiv program
- More than 6 elective credits in the MA program
- More than 6 elective credits, with advisor permission, in the STM program

Normally, guided reading/research courses are with full-time Union faculty. A guided reading or guided research with a part-time faculty member or non-Union faculty member needs approval, **before the opening of the registration period**, from the Academic Dean. Guided readings are permitted for degree-seeking students only.

In order to receive credit for a guided reading (master's) or guided research (doctoral) course, an established minimum amount of contact time is required. Contact time comprises more than mere professor/student interactions, rather, it includes in-person meetings accompanied by out-of-class work (i.e., reading assignments, etc.). Due to the fluid nature of such course offerings, it is necessary to standardize what is regarded as an equitable learning experience for a guided reading or guided research of one-, two-, and three- credit courses.

Academic credit for *one-credit* courses states the following:

The Seminary considers one semester credit hour to equate to one fifty-minute session of classroom instruction during each week of the academic semester, when each of those periods are accompanied by out-of-class reading, research, writing, preparation or projects related to the course which requires, in the estimation of the course instructor, an additional two hours of effort for each in-class session.

A guided reading/research for *one credit* ought to involve:

- a) An appropriately designed reading list, equitable for a one credit weighting, prepared under the guidance of the professor, and demonstrably addressed either through:
 1. an end-of-semester viva exam OR
 2. a submitted set of written annotations to the bibliography OR
 3. an essay or other comparable weighted assessed project as a substantive part of the final grade
- b) A person-to-person encounter with the sponsoring professor on at least two occasions in the semester, for a minimum of one hour each time, in addition to the requirements mentioned above.

Academic credit for *two-credit* courses states the following:

A two-credit course at the Seminary involves a total of not less than 100 minutes of in-class instruction each week during the semester, coupled with an additional four hours of weekly out of-class work.

A guided reading/research for *two credits* ought to involve:

- a) An appropriately designed reading list, equitable for a two-credit weighting, prepared under the guidance of the professor, and demonstrably addressed either through:
 1. an end-of-semester viva exam OR
 2. a submitted set of written annotations to the bibliography OR
 3. an essay or other comparable weighted assessed project as a substantive part of the final grade
- b) A person-to-person encounter with the sponsoring professor on at least three occasions during the semester, for a minimum of one hour each time, in addition to the requirements mentioned above.

Academic credit for *three-credit* courses states the following:

A three-credit course at the Seminary involves a total of 150 minutes of in-class instruction each week, coupled with an additional six hours of weekly out-of-class work.

A guided reading/research for *three credits* ought to involve:

- a) A substantive reading list prepared under the guidance of the professor, and demonstrably addressed either through an end-of-semester viva exam, or a submitted set of written annotations to the bibliography.
- b) A person-to-person encounter with the sponsoring professor on at least four occasions in the semester, for a minimum of one hour each time, in addition to the requirements mentioned above.
- c) An essay or other comparable three-credit weighted assessed project which forms a substantive part of the final grade.

**Islam & IE concentrators are permitted 15 guided reading credits*

COURSE EVALUATIONS

Students are notified towards the end of each semester to complete an evaluation for each course accessible as a SurveyMonkey via Moodle, open for a few weeks following the end of the term. Evaluations are completely anonymous. With reference to the course's learning goals, students assess their learning experience, as well as the professor's instruction and leadership of the course. Teaching fellows are also evaluated (if applicable). Course evaluations close before final grades are made visible to students. Faculty receive their course evaluations about two weeks after final grades are submitted. Student evaluation of faculty and courses is an important piece of institutional assessment.

FINAL GRADES

The grading system uses Credit with Distinction (CD), Credit (CR), Marginal Credit (MC), or No Credit (NC) instead of traditional letter grades. It has been the consensus of the faculty that the mark of CR is intended for work that would fall in the B range (inclusive of A minus) on a traditional letter-grade scale. The grade of CD represents work that is truly outstanding and would merit a full A in a letter system. The grade of MC indicates marginally satisfactory graduate-level work (less than B- level work) but is a passing grade. The grade of NC is given for work that (a) is not acceptable as graduate-level academic work or (b) is simply not completed.

This grading system applies to all students except those enrolling here from other schools, to whom traditional letter grades are given. (Union students in courses in other schools may normally expect to receive letter grades in those courses.) Under Union's grading system, instructors prepare individual written evaluations at the end of the semester to detail the strengths and weaknesses of a student's work. Reasons for failing to earn credit, when that is the case, are stated in the evaluation. The evaluations are kept on file in the Registrar's Office and are available for students to access, but are not a part of the student's official transcript. In the semester in which a candidate graduates, they may request that a professor prepare a summary evaluation of his or her academic record and, upon request, a copy of this summary can be issued with the student's unofficial transcript.

PLAGIARISM

Students at Union are expected to observe the highest standards of integrity and honesty in their academic work. A critical part of such honesty consists of proper acknowledgement of the ideas of others and the complete absence of plagiarism in submitted work.

Plagiarism consists of **the appropriation and presentation of the writings or other creative work of another person or persons as one's own without acknowledgement**. It is a dishonest violation of the intellectual property of another, and ethically akin to fraud and theft. All students at Union are expected to understand what plagiarism is and to avoid it in all circumstances.

Plagiarism can take the form of quoting sentences or whole paragraphs of text (or images, or musical scores, as the case may be) without the use of quotation marks, or without adequate bibliographic citation. It can also be committed by the close paraphrasing of text written by another if it is done without due acknowledgement of the source. Minor verbal changes in a text that has been appropriated do not remove the consequences of plagiarism.

To avoid plagiarism, students should **always** use quotation marks and an appropriate bibliographic reference when quoting the text of another. Verbal transcription of a substantial piece of text **without** quotation marks may constitute plagiarism even if the original author is cited or referred to in some way.

It is also good academic practice always to cite, with appropriate bibliographic reference, the source of an idea presented in a paper or other submission, when that idea originated with another person and was derived from another person's work. This applies even when the idea is presented in the student's own words. Failure to cite the ideas of another is bad scholarship. Plagiarism is subject to **academic penalties** including receiving No Credit for the course in which the plagiarism occurs. It is also subject to disciplinary penalties up to and including dismissal from the Seminary.

Disciplinary Procedure

Whenever plagiarism is suspected in a student's work, the instructor of the class is required to meet with the student to inform them of the suspicion. If the instructor is satisfied after the meeting that either no plagiarism has in fact occurred, or that the fault was very minor and the student has promised to correct his or her academic practice in the future, then no further action need be taken. Nevertheless, the instructor shall in all such cases draw the student's attention to the Seminary's policy documents on the subject and submit a brief written report of the incident to the Academic Dean.

Where the infraction is serious and substantial, the instructor must report the facts in full to the Academic Dean, who will meet with the student and the instructor separately and/or together. After investigating, the Academic Dean refers the matter to the Committee on Standing (CoS) for adjudication. In that event, both instructor and student are permitted to make representations to the CoS in writing, in person, or both. The decisions of the CoS shall be communicated by the Academic Dean to the students and to the instructor in writing. These decisions are final and not subject to appeal.

ACADEMIC STANDING AND DEFICIENT GRADES

Satisfactory work in courses and satisfactory progress in fulfilling the degree requirements is expected of all candidates. Every student at Union is expected to observe the highest standards in their academic and scholarly work. Any student found guilty of plagiarism or other forms of academic dishonesty will be subject to the discipline of the Seminary, including suspension and dismissal from the student body.

The Committee on Standing, made up of faculty and administrators on the Academic Affairs Committee (AAC), meets at the end of each semester and at other times as necessary to consider the standing of students whose academic work or progress is less than satisfactory or otherwise deemed deficient, or who is suspected of violating the academic integrity policy.

The Committee on Standing (CoS) is chaired by the Academic Dean and is made up of faculty members, the Assistant Dean for Academic Administration, the Dean of Students, and the Registrar. The Dean and faculty members have voice and vote. Other members of the committee have voice and no vote. The Dean of Academic Affairs, the Assistant Dean for Academic Administration, the Dean of Students and the Registrar are permanent members of the committee. Faculty members normally serve for one year. The CoS may wish to consult and inform as needed the Vice President of Admissions and Financial Aid, the Director of Housing and Campus Services, the Senior Director of Integrative and Field-Based Education, and the academic advisor of a student under discussion.

The minimum Title IV requirement for a student in their second academic year is a "Credit" (CR) average or standing consistent with graduation. The records of students who have received "No Credit" (NC)/"Fail" (F) or "Marginal Credit" (MC) in a course are subject to review. In the case of students who receive one MC, the CoS may issue letters of warning; however, if a student receives two or more MCs within a semester, or if a student receives an MC in two subsequent semesters, the student is placed on academic probation for the following semester, or such longer period as the CoS may deem appropriate (the "probationary period"). If within the probationary period, the student receives another MC, it is within the power of the CoS to propose additional sanctions or remedial measures, up to and including academic dismissal for the student.

In the case of students who receive “No Credit” (NC or F) for a course, the CoS places that student on academic probation for which the probationary period is a minimum of one semester. Students have until the end of the next semester or other probationary period following receipt of the probation letter in which to meet the criteria set by the CoS. At the end of the probationary period, the CoS shall recommend in writing, one of the following: removal of probation, continued probation, or dismissal from the Seminary.

The CoS may dismiss students for situations other than those specified above, and nothing herein shall limit the Committee’s discretion in this regard. When dismissal from the Seminary is proposed or considered, the CoS must notify the student in writing of the possibility of dismissal. If the CoS concludes that the situation is remediable, the student must be clearly informed of the remedial action expected, the time frame in which such action is to be taken and completed by the student, and any other conditions deemed appropriate by the CoS. If the student does not complete the remedial action in the specified time frame, or otherwise fulfill the conditions specified by the CoS, they may be dismissed from the Seminary. The CoS may also determine, in its sole discretion that the situation is not remediable, and that immediate dismissal from the Seminary is warranted.

Circumstances that may be not remediable may include, but are not limited to:

- academic deficiencies that are deemed not to be susceptible to reasonable remedial activity
- situations involving threats of violence or imminent harm
- moral turpitude
- occurrences or conduct reflecting or potentially reflecting negatively on Union’s reputation or community
- other situations where remedial action will, in the judgment of the CoS, not be appropriate or available

Students who are placed on academic probation are placed on on-campus housing probation (if applicable). This means students maintain their on-campus housing during one semester of academic probation. Students who remain on academic probation a consecutive semester are no longer able to maintain on-campus housing unless an extenuating circumstance affected the student’s ability to maintain satisfactory academic progress, such as an illness, or personal or family crisis.

Students who are placed on academic probation may find that they have also failed to make Satisfactory Academic Progress (SAP). Federal Title IV regulations require Union to monitor SAP for the purpose of determining eligibility for financial aid. Students who fail to make SAP for two or more consecutive semesters may lose their eligibility for financial aid and have their aid suspended. Following the CoS, students should contact the Director of Financial Aid if they are unsure of their eligibility for aid based on their academic probation status.

All students have the right to appeal the suspension of their financial aid. Students whose appeals are approved are placed on financial aid probation for one semester and will continue to receive aid. Generally, aid eligibility appeals are requested on the basis of injury or illness, the death of a relative, or other special circumstances that adversely impacted academic performance.

Students who are placed on academic probation are ineligible to serve in Student Senate and Caucus leadership positions and on governance committees within the seminary, such as Faculty and Board of Trustees committees.

A student may be required to take a leave of absence or withdraw from the Seminary for other than academic reasons, since the personal behavior and emotional health of students is within the scope of the CoS. While an individual situation is being assessed, a student may be required by administrative referral to have an evaluation by the Seminary’s mental health consultants.

The Academic Dean, in consultation with the Director of the PhD Program, appoints a PhD Program Committee for situations that require review of program policies and procedures, and issues pertaining to any students’ failure to maintain good academic standing after completion of coursework. See PhD handbook for more information.

APPEAL PROCESS

Appeal procedures may take place only on regular business days, Monday through Friday, excluding holidays. No matter adjudicated in one appeal can be used to form the basis of a second or separate appeal.

Appealing Failing Grade

If a student believes that an instructor erroneously evaluated their class work to result in a grade of No Credit (NC), the following process of appeal should be used to resolve the matter.

Step 1. Discussion with the Instructor and Request for Review by Instructor

The student is expected to bring their complaint to the instructor's attention in writing, with a copy to the Academic Dean, and to have a conference with the instructor to discuss the grade and the evaluation. The written request must be made **by registration day of the semester following** receipt of a NC grade. The instructor will normally provide the student and the Registrar with an additional written explanation of the grade by the end of the first full week of classes. The student may continue to Step 2 if the instructor does not issue a written reply by this time or if the student desires to continue the appeal after further explanation by the instructor.

Step 2. Petition to the Committee on Standing

The petition to the Committee may only be made if the terms in Step 1 are met, and must be issued in writing **by the end of the second full week of classes**. The petition must state the grounds for appeal and be accompanied by a copy of the course syllabus, copies of all assigned written work and examinations, and a copy of the instructor's evaluations. The instructor will also be notified and asked to provide a copy of the syllabus, along with any revisions of the syllabus and any additional information they might think fit, **by the end of the third week of classes**. The Committee on Standing shall review the materials and make a decision that is not subject to appeal **by March 15 or October 15**. The Academic Dean normally will inform the student and the instructor of the result of the appeal **by March 30/October 30**. During the appeal process, the grade given by the instructor will continue to appear on the student's record.

Appealing Academic Dismissal

A student who has received a letter of academic dismissal from the Committee on Standing may feel that extenuating circumstances warrant reconsideration of their case. The student may file a Petition to the Academic Dean within 10 days of receiving their letter of academic dismissal. This written petition should contain all new and relevant information bearing upon the student's academic work and the appeal. The Dean shall make the final decision on the matter and shall inform the student of the result of their appeal within ten days. The Dean's decision is not subject to appeal.

LEAVE OF ABSENCE

Students are generally required to be enrolled continuously from admission to graduation. However, if faced with extraordinary personal circumstances, they may be eligible for a leave of absence. Students discerning whether to take a leave of absence are encouraged to discuss this with their faculty advisor or the Dean of Students, and are required to consult financial aid before proceeding with required forms.

The enrollment status is not considered active for the semester on leave of absence and therefore on-campus housing or access to a commuter locker is not permitted. Students may continue to pay for their health insurance. Access to the utsnyc email address remains, as information is sent that is relevant to potential return semesters. Master of Divinity (MDiv) students on leave of absence during their first Spring semester are not necessarily able to complete their field education requirement in the expected second year of the program. Coursework at other institutions is discouraged and not eligible for transfer back to Union.

Students are not eligible for an "in-school" deferment of Seminary loans or loans obtained from other student loan programs during the leave of absence. Upon return, any need-based grants will be recalculated in light of the student's latest financial information. While the Seminary tries to renew scholarship support for the duration of the degree program, there is no guarantee.

Students are expected to vacate the Seminary by the date of their leave of absence begins. Exceptions, which are rarely made, must be requested in writing and approved by the Academic Dean and the Director of Housing & Campus Services in consultation with the Dean of Students. If the request is granted, rent is charged at the non-Union student rate.

The maximum time to completion per academic program as outlined, remains in effect, and is applicable to both full-time and part-time students.

See the full Satisfactory Academic Progress policy listed in this catalogue.

Degree Program	Published Program Duration	Maximum Time to Completion
Master of Divinity (MDiv)	3 years	5 years
Master of Arts (MA)	2 years	4 years
Master of Sacred Theology (STM)	1 year	2 years
Doctor of Ministry (DMin)	3 years	5 years
Doctor of Philosophy (PhD)		10 years

After submission of the *Leave of Absence Request*, it is first reviewed by the Dean of Students, then by the Academic Dean, then submitted to the Registrar for processing. Prior to granting approval, students are required to contact Student Affairs to determine the impact on their health insurance. The Seminary does not cancel health insurance without student notification.

Medical Leave of Absence

Students must complete a *Leave of Absence Request* available here after deciding to depart temporarily from Union: https://utsnyc.formstack.com/forms/leave_of_absence. **A letter of recommendation must be submitted to the Dean of Students from a relevant health professional.**

If approved, the student is granted one semester on leave absence with subsequent semesters reviewed individually. Students must apply each semester **by July 15** (if on leave during the spring) and **by December 15** (if on leave during the fall) to extend their leave of absence. The maximum time of a medical leave of absence is two consecutive semesters. Supporting documentation from a relevant health professional must be submitted each semester on medical leave of absence. Failure to return after two semesters results in withdrawal from the Seminary.

If the student wishes to return, they must write to the Academic Dean **by July 15** (if on leave during the spring) and **by December 15** (if on leave during the fall). Prior to receiving approval to resume studies, a letter from the student's medical provider certifying that they have undergone a continuous course of treatment and are now medically cleared to resume studies, must be emailed to the Dean of Students. Failure to request to return results in withdrawal from the Seminary.

General Leave of Absence

Students must complete a *Leave of Absence Request* available here after deciding to depart temporarily from Union: https://utsnyc.formstack.com/forms/leave_of_absence.

If approved, the student is granted one semester on leave absence with subsequent semesters reviewed individually. Students must apply each semester **by July 15** (if on leave during the spring) and **by December 15** (if on leave during the fall) to extend their leave of absence. The maximum time of a general leave of absence is two consecutive semesters, with the exception of mandated military service. Failure to return after two semesters results in withdrawal from the Seminary.

If the student wishes to return, they must write to the Academic Dean **by July 15** (if on leave during the spring) and **by December 15** (if on leave during the fall). Prior to receiving approval to resume studies, a brief personal statement with rationale for readiness to return, must be emailed to the Dean of Students. Failure to request to return results in withdrawal from the Seminary.

WITHDRAWAL

Students who wish to leave the Seminary in good standing, without the intention of returning, must discuss this with their faculty advisor, the Dean of Students, and Financial Aid before making a final decision. After deciding to depart from the Seminary, students must complete a *Withdrawal Request* available here:

https://utsnyc.formstack.com/forms/withdrawal_request.

Students are considered registered until the date of written notice of withdrawal. The student's responsibilities, both academic and financial, continue until that date, and any adjustment of fees that the student owes or has paid to the Seminary is reckoned from that date. Except in rare cases, withdrawal is allowed only prior to the examination period. Students are dropped from all their courses upon completing the withdrawal process.

Once the decision to withdraw has occurred, the Financial Aid Office must calculate the amount of financial aid earned prior to withdrawing through a process called R2T4 (Return to Title IV). Federal regulations require that students who withdraw from all courses before the end of the semester must return any unearned funds to the respective Federal Program. To learn more about how earned financial aid is calculated, review the Return of Title IV Funds on our website here: <https://utsnyc.edu/admissions/financial-aid/return-title-iv-funds-r2t4/>.

A student withdrawing before classes begin is refunded 100 percent of the tuition paid to the Seminary. Students only receive a refund on tuition less any applicable financial aid earned as of the date of withdrawal. The Seminary's refund policy complies with federal regulations and New York State Law. Once classes begin, a student may withdraw and, after deducting the withdrawal fee, a partial tuition refund is made according to the following schedule of reimbursement:

<i>If the withdrawal occurs in the...</i>	<i>Amount of remaining tuition to be refunded:</i>
<i>1st week of classes</i>	90%
<i>2nd week of classes</i>	80%
<i>3rd week of classes</i>	70%
<i>4th week of classes</i>	60%
<i>5th or 6th week of classes</i>	50%
<i>7th week of classes</i>	40%
<i>After 7th week of classes</i>	No refund is made

The above refund schedule also applies to housing charges for on-campus housing. Fees, such as the health services fee, meal plan, and student activities fee, are not refundable at any time. Refer to the Housing Handbook for information about departing from residence halls. Prior to withdrawing, students are required to contact Student Affairs to determine the impact on their health insurance. The Seminary does not cancel health insurance without student notification.

READMISSION

Students who have been approved by the Academic Dean to withdraw or take a leave of absence and have been absent for less than two consecutive academic years are not required to reapply for admission, as long as they have not pursued coursework at another college or university. Students are allowed to pursue coursework during an approved leave of absence from Union so long as it is pursuant to an approved dual degree program.

Returning from leave of absence does not require re-admission. See leave of absence policy here:

<https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/> in the Student Handbook.

Students must reapply to the program if they have:

1. Not enrolled in courses for more than two consecutive academic years
2. Pursued coursework at another college or university without permission from the Academic Dean during a lapse in enrollment at Union Theological Seminary
3. Took a leave of absence or withdrew from courses without first getting the approval of the Academic Dean

To reapply, students must complete the regular Union Theological Seminary application for admission and submit all materials, pay the \$75 application fee, and provide transcripts for additional coursework taken since starting their degree program at Union (if any). Application should be submitted well in advance of the term the student intends to resume coursework and comply with published application deadlines.

Students who have been dismissed from their degree program for any reason must wait at least one academic year from their term of dismissal before they will be eligible to reapply to the program.

Readmission to the program is not guaranteed. Although readmission decisions are based primarily on the applicant's previous academic record, other factors may be considered. Students may email the Office of Admissions at admissions@utsnyc.edu for more information.

ANNOUNCEMENT OF COURSES

Students are responsible for acquainting themselves fully with the Seminary's rules and policies published in this catalog and elsewhere including program guides and handbooks. Curriculum is subject to change without notice at any time at the sole discretion of the Seminary's administration. The Seminary reserves the right to cancel or modify policies and courses of instruction, and to change academic calendar dates, course instructors, and other details of academic programs. Changes in the course schedule are published at the beginning of each semester. Additional information about classes and other academic matters are posted on the Registrar's website [here](#) and updated throughout the term. In the case of discrepancies between the online and printed information, the online version always takes precedence.

January Intersession courses are identified by the suffix "J." The suffix "Q" means that course credits are earned during the summer. Exegesis courses in the biblical field have the letter "E" at the end of the course number.

Tuition and fees are not adjusted for courses dropped after the end of the add/drop period, except in the case of complete withdrawal from the Seminary. View deadlines for withdrawing from a course with a "W" in the academic calendar. After these deadlines, students are responsible for the requirements of all courses in which they are enrolled according to the records held by the Registrar.

Students are expected to participate fully and attend faithfully all classes for which they are enrolled, including tutorial sessions and other special course meetings. Except in cases of emergency, absences should be reported in advance to the professor since absence from class may be grounds for failing a course.

Cross-Testament

SEPTEMBER 2020

BX 201 – Exegetical Practicum

3 credits

Esther Hamori

This course teaches essential skills of exegeting biblical texts in a practice-oriented way. Both testaments and different genres are covered. While current theories of interpretation and the broad range of exegetical methods are briefly outlined, the focus is on the practical work of reading, analyzing, and understanding texts both on the literary level as well as in their socio-historic contexts. The section has a specific focus reflected in the title: *Critical Text Analysis*.

Prerequisites: OT 101 and NT 101; or permission of the instructor.

Notes: Required for MDiv students completing option A of the Bible requirement. Enrollment limited to twelve students per each of the two sections.

FALL 2020

BX 101 – Introduction to the Bible

4 credits

Brigitte Kahl

This course offers a condensed introduction to the core texts, narrative trajectories, historical backgrounds and theological concerns of the Bible as the canonical book both of Christianity and Western civilization. Key questions regarding the ethics of scriptural interpretation in the context of race, gender, class, ecology and an increasingly inter/nonreligious environment are discussed.

Notes: Required for MA students. Required for MDiv students completing option B of the Bible requirement. Weekly tutorial required.

BX 201 – Exegetical Practicum

3 credits

Amy E. Meverden

This course teaches essential skills of exegeting biblical texts in a practice-oriented way. Both testaments and different genres are covered. While current theories of interpretation and the broad range of exegetical methods are briefly outlined, the focus is on the practical work of reading, analyzing, and understanding texts both on the literary level as well as in their socio-historic contexts. The section has a specific focus reflected in the title: *Exegesis; Foreigners, Migration and Hospitality Across the Bible*.

Prerequisites: OT 101 and NT 101; or permission of the instructor.

Notes: Required for MDiv students completing option A of the Bible requirement. Enrollment limited to twelve students per each of the two sections.

BX 303 – Bible and Theory

3 credits

David Carr

Students explore how interpretation of the Bible can be illuminated through being informed by diverse theoretical perspectives, such as orality studies, trauma studies, animal studies, postcolonial criticism, ecocriticism, queer theory, etc.

Prerequisite: NT 101 and OT 101; or permission of the instructor. NT 101 may be taken concurrently.

BX 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

BX 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

JANUARY 2021**BX 105J – Introduction to Biblical Languages**

1 credit

Amy E. Meverden

This course provides a basic introduction to biblical Hebrew and Greek to help future pastors and church leaders explore biblical texts in their original languages. While not a replacement for biblical language study, it familiarizes students with a range of ancient language resources to aid in biblical study and interpretation of biblical texts. Students learn both the Hebrew and Greek alphabets and gain experience with lexical tools, including interlinear bibles, dictionaries, concordances, and computer resources.

Notes: Pass/fail. Intended for students without previous Greek/Hebrew instruction.

SPRING 2021**BX 241 – Trauma and the Bible**

3 credits

David Carr

This course explores how interpretation of the Bible is enriched through understanding how it speaks from and to trauma, particularly communal trauma (disaster, war, forced migration). The focus is several case studies, such as texts formed in Babylonian exile or in the wake of the crucifixion of Jesus. In what ways have the traumatic experiences of imperial attack and forced migration left their mark on these parts of the Bible, and are there ways in which these texts evoke and even help cultivate a collective identity oriented toward trauma in the communities who cherish the Bible as Scripture? How might insights inform interpretation of biblical texts?

Prerequisites: BX 101 or OT 101; or permission of the instructor.

Notes: Enrollment limited to twenty students.

BX 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

BX 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

Hebrew Bible/Old Testament

FALL 2020

OT 101 – Introduction to the Old Testament

4 credits

Esther Hamori

The Hebrew Bible is a complex collection of texts written over many centuries in socioculturally distinct settings, reflecting a wide range of religious, political, historical, and ethical perspectives. Students learn to engage in academic and critical study of the Hebrew Bible, seeking to understand diverse texts within their historical and cultural contexts.

Notes: Required for MDiv students completing option A of the Bible requirement. Weekly tutorial required.

OT 111 – Elementary Biblical Hebrew I

3 credits

Jeremy Hultin

An introduction to the basic grammar and vocabulary of biblical Hebrew. This course also focuses on skills in reading and writing Hebrew.

Notes: OT 111 and OT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 313A – Intermediate Hebrew I: Prose

1.5 credits

Esther Hamori

This intermediate biblical Hebrew course meets online every other week as part one of a two-semester course. Students read prose texts in the fall, and poetry in the spring. Work includes issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools.

Prerequisite: OT 111 and OT 204; or permission of the instructor.

Notes: OT 313A and OT 313B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after OT 313A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 222 – The Song of Songs and Readings in Interreligious Perspective

3 credits

David Carr

A broad introduction to the Bible and sexuality leading to an extended exploration of the Song of Songs and its Jewish and Christian readings in comparison with erotic mysticism in Islam and Hinduism.

Prerequisite: OT 101 or BX 101.

Notes: Total enrollment limited to twenty-one students. Identical to IE 222.

OT 350E – Readings in Biblical Wisdom Literature

3 credits

Alan Cooper

An introduction to the three canonical "Wisdom" books: Proverbs, Job, and Qohelet. The course begins with a general discussion of the concept of Wisdom, surveying the present state of scholarship. Students engage in close reading of selected texts from the three books.

Prerequisite: OT 101.

Note: Identical to JTS-BIB 5702.

OT 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

OT 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

OT 225J – The Literary World of the Bible

2 credits

Esther Hamori

This course is focused on ancient Near Eastern texts, which represent literary genres also found in the Old Testament. The course examines the range of literary genres in the Old Testament, and study each within its ancient Near Eastern context. For each type of literature in turn, students read an introduction to the Near Eastern genre, followed by important examples of such texts from Mesopotamia, Egypt, Canaan, Anatolia and more, and then study biblical texts of that genre in light of this material.

Prerequisite: OT 101.

Note: Enrollment limited to twelve students.

SPRING 2021

OT 204 – Elementary Biblical Hebrew II

3 credits

Jeremy Hultin

A continuation of the basic grammar and vocabulary of biblical Hebrew. This course focuses on the translation of selected portions of biblical texts.

Prerequisite: OT 111 or equivalent.

Notes: OT 111 and OT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 313B – Intermediate Hebrew II: Poetry

1.5 credits

Esther Hamori

Students read poetry as part two of this two-semester course. Work includes issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools. Class meetings are determined between faculty and students in the fall semester, for both courses.

Prerequisite: OT 313A.

Notes: OT 313A and OT 313B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after OT 313A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.

OT 339 – The Book of Isaiah

3 credits

David Carr

A detailed exegetical exploration of the poetry, literary shape, background, and development of the book of Isaiah, including attention to the different ways Jews and Christians have used the book.

Prerequisites: BX 101 or OT 101; or permission of the instructor.

Notes: Enrollment limited to twenty students.

OT 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

OT 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

New Testament

SUMMER 2020

NT 111Q – Elementary Biblical Greek 1

3 credits

Amy E. Meverden

An introduction to the basic grammar and vocabulary of biblical Greek. The course also focuses on skills in reading and writing Greek.

Notes: NT 111Q and NT 204Q must be taken sequentially during the summer term. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor. Students are expected to bring this required textbook to the first class: *A Primer of Biblical Greek*, N. Clayton Croy, 2011.

NT 204Q – Elementary Biblical Greek II

3 credits

Amy E. Meverden

An introduction to the basic grammar and vocabulary of biblical Greek. The course also focuses on skills in reading and writing Greek.

Prerequisite: NT 111Q.

Notes: NT 111Q and NT 204Q must be taken sequentially during the summer term. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor. Students are expected to bring this required textbook to the first class: *A Primer of Biblical Greek*, N. Clayton Croy, 2011.

NT 331 – Reading Ancient Sources and Images

2 credits

Brigitte Kahl

An advanced practicum-style introduction to ancient Greco-Roman sources and historical backgrounds pertinent to New Testament Studies (including historiography, epigraphy and numismatics), with specific focus on visual/spatial representations (sculpture, architecture, coins).

Prerequisite: BX 101 or NT 101 or permission of the instructor.

FALL 2020

NT 111 – Elementary Biblical Greek I

3 credits

Jeremy Hultin

An introduction to the basic grammar and vocabulary of biblical Greek. This course also focuses on skills in reading and writing Greek.

Notes: NT 111 and NT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

NT 220E – Gospel of Matthew

3 credits

Jeremy Hultin

The goal of this course is to gain a rich, multifaceted understanding of the Gospel of Matthew. Accordingly, we approach Matthew from several perspectives, employing varied literary, historical, and theological approaches. Matthew is considered in its ancient literary context, comparing the narrative techniques with comparable ancient texts and traditions. Also studied is Matthew's "effective history," considering the roles Matthean passages have played throughout history, and reflecting on the hermeneutical, ethical, and theological challenges that Matthew poses today.

Prerequisite: BX 101 or NT 101 or permission of the instructor.

NT 315A – Intermediate Greek I

1.5 credits

Jeremy Hultin

Part one of a two-part course for students who have completed at least two semesters of biblical Greek. Students review grammar as well as further their linguistic and translation skills by reading a selection of different Greek texts.

Prerequisites: NT 111 and NT 204.

Notes: NT 315A and NT 315B must be taken sequentially in one academic year. Temporary grade of "IP" is assigned after NT 315A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.

NT 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

NT 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

SPRING 2021**NT 101 – Introduction to the New Testament**

4 credits

Aliou C. Niang

A condensed introduction to the complex historical, literary and theological worlds of the New Testament. Core texts of the gospels, Acts, Paul and Revelation are examined within their Roman imperial, Hellenistic and Jewish colonial contexts - and with an eye to past and current interpretational struggles at the intersection of gender, race, class and religion. Can we learn how to read "with new eyes?"

Notes: Required for MDiv students completing option A of the Bible requirement. Weekly tutorial required.

NT 204 – Elementary Biblical Greek II

3 credits

Jeremy Hultin

A continuation of the basic grammar and vocabulary of biblical Greek. This course focuses on the translation of selected portions of biblical texts.

Prerequisite: NT 111.

Notes: NT 111 and NT 204 must be taken sequentially in one academic year. Recommended for MDiv students completing option B of the Bible requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

NT 254E – The Revelation to John: Apocalypse and Ecology

3 credits

Amy E. Meverden

Revelation is perhaps one of the most notorious and misunderstood books of the Bible. Given the violent warfare, natural disasters, beasts of empire, and ominous portents, the average readers of Revelation find themselves perplexed by its symbolism and at a loss for its contemporary relevance. This course seeks to “decode” Revelation through a prominent image that opens and closes the book and speaks directly to the abuses of empire and power: The Tree of Life. An empire-critical, visual-exegetical framework is employed to Revelation in order to engage themes of power, ecology, and identity. Students engage Revelation’s Roman imperial context and visual imagery while performing a close reading of the biblical text to produce contextual interpretations for a world in desperate need of hope and transformation.

Prerequisite: BX 101 or NT 101.

NT 312 – Genders and Sexualities of Early Christians

3 credits

Julia Kelto Lillis

Early Christian texts offer familiar and unfamiliar patterns, norms, and possibilities for the aspects of human life that people today call gender and sexuality. This course examines the pertinent categories and social and theological logic of Christians in distant cultures by exploring a variety of ancient sources, taking into account challenging issues raised by feminist and LGBTQ+ historians. Questions include: Was gender permanent or fluid? What kinds of sexual relationships did Christians consider acceptable, and why? How did the rise of clerical and ascetic roles bend boundaries and create new possibilities? What are the risks and benefits of using current categories to study premodern sources, and how might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today?

Prerequisite: BX 101 or NT 101 or permission of the instructor. Total enrollment limited to twelve students. Generally offered every other spring, odd years.

Note: Identical to CH 312.

NT 315B – Intermediate Greek II

1.5 credits

Jeremy Hultin

Part two of a two-part course for students who have completed at least two semesters of biblical Greek. Students review grammar as well as further their linguistic and translation skills by reading a selection of different Greek texts.

Prerequisite: NT 315A.

Notes: NT 315A and NT 315B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after NT315A; then credit is awarded after successful completion of both courses. Language courses may not be taken for audit or reading credit except by permission of the instructor.

NT 327E – The Gospel of John and the Margins

3 credits

Aliou C. Niang

Students read the Gospel of John by examining themes such as competing truth claims, light and darkness, identity and sacred space, echoes of anti-Judaism, clash of empires and their founders, inclusion and exclusion in a Graeco-Roman context. This course explores texts and images of the divine that might have generated debates within the Johannine community, focusing on ways of reading John to inform our contemporary communication of his message and its implications for interfaith conversations.

Prerequisite: BX 101 or NT 101 or permission of instructor.

NT 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

NT 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

*Church History/Historical Studies***FALL 2020****CH 107 – Introduction to Christian History: The First Millennium**

2 credits

Julia Kelto Lillis

An introductory survey of early Christian life and thought, from the proliferation of diverse forms of Christianity in the second century to the parting of the Greek and Latin churches in the eleventh century. Issues include the development of Christian faith and practice in changing political circumstances (persecuted minority or powerful majority); Christian expansion and interreligious relationships, within and beyond the Roman Empire; major theological writers and controversies; the interplay of Christian faith with the social dynamics of slavery, gender, sexuality, and ethnicity.

Note: Required for MDiv students completing option A of the History requirement.

CH 236 – American Theological Liberalism, 1805-1930

3 credits

Gary Dorrien

Study of the development of American liberal theology in the nineteenth and early twentieth centuries, focusing on the Unitarian controversy, Transcendentalism, Horace Bushnell, early feminism, liberalism and racial justice, the social gospel, evangelical liberalism, personalism, and the Chicago school. Acquainting students with the modern historical, ethical, and theological tradition that is Union's tradition, it is the first of two courses on American theological liberalism.

Note: Identical to SE 236.

CH 244 – Modern Anglican Religious Thought

3 credits

Gary Dorrien

This course studies representative Anglican thinkers and movements from the late eighteenth century to the present day. Featured authors and movements include Samuel Taylor Coleridge, the Oxford Movement, Frederick Denison Maurice, the Broad Church Movement, Anglican Socialism and anti-colonialism, Vida Scudder, William Temple, Michael Ramsey, John Macquarrie, Desmond Tutu, Kwok Pui-Lan, Sarah Coakley, Kelly Brown Douglas, and Rowan Williams.

Notes: Identical to TS 244. Required for MDiv students with a concentration in Anglican Studies.

CH 249 – The United States Latino Experience: Borderlands, History and Religion

3 credits

Daisy Machado

Mainline churches in this country are no longer homogeneous bodies existing within a homogeneous context, and this change reflects the growing ethnic and racial diversity of the United States. Latinos (or Hispanics) are currently the largest “minority” group in this country with a total population of more than 56 million. Students seek to examine and critically reflect upon the history, culture, and socioeconomic, political, religious, and racial realities of Latinos in the United States and how these have impacted and continue to impact the Latino church. Particular attention is given to the Southwestern United States where the first encounters between Protestantism and Latino communities took place.

CH 310 – Mary in the First Millennium

3 credits

Julia Kelto Lillis

This course explores the significance of Mary of Nazareth, the mother of Jesus, in the first millennium of Christianity. Early Christians assigned Mary various roles and qualities that expressed their theological concepts, their hopes as believers, their social and political interests, and the challenges of living in a multi-religious world. We examine ancient, Byzantine, and medieval sources, including gospels and biographies, theological treatises, sermons, hymns, prayers, and works of art. This investigation helps students understand the changing character of Christianity in its first several centuries and how a monotheistic faith creates room for a human being to become the “Mother of God” and “Queen of Heaven.”

Prerequisite: CH 101 or CH 107 or permission of the instructor.

Notes: Enrollment limited to twelve students.

CH 333 – Religious Movements from the Margins: A Look at the Prosperity Gospel

3 credits

Daisy L. Machado

The United States religious landscape has been shaped by the powerful influence of what has become known as "prosperity gospel" or "prosperity theology". This prosperity theology surged in popularity in the 1980s with the rise of television evangelists who helped to shape and market United States Christianities to a nationwide audience of consumers. What is the history and place of the prosperity gospel in the United States religious landscape? How has it evolved and who have been its main proponents? What does this gospel look like in racial and ethnic communities and who are its main voices? This course examines the development of the prosperity gospel movement with special attention to the role played by gender and race in its development.

Prerequisite: CH 109 recommended.

CH 342 – Theologies of History

3 credits

Euan Cameron

This course leads us through the most basic question which any person of faith confronts when working as a historian of religion: How does the diverse and constantly changing character of human experience, revealed in history, challenge claims to enduring or even eternal truth, or to a reliable tradition, made in our faith traditions? Students discover how church history was written in the past, and how subsequent thinkers have responded to historical change and diversity. Existential questions are explored which historical study raises (or ought to raise) and tools are acquired for responding to those questions.

CH 370 – Inventing and Discovering Popular Religion

3 credits

Euan Cameron

A course in religious history and theory concentrating on the period circa 1400-1600 CE in Europe. "Popular religion" can mean the religion shared by everyone, or the instinctive beliefs and rituals of the less educated. The latter sort of beliefs was often stigmatized by theologians as "superstitious" or "demonic." This course encourages criticism and evaluation of problematic historical sources and contested modern methodologies. Primary sources are studied in translation.

CH 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

CH 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

SPRING 2021

CH 101 – Christianity in Historical Perspective

3 credits

Julia Kelto Lillis

This course offers an introduction to the historical approach to the Christian experience. Students explore a series of specific themes in the Christian experience which illustrate how many aspects of Christianity have changed over time, in response to political, social and cultural developments.

Notes: Required for MA students. Required for MDiv students completing option B of the History requirement.

CH 108 – The History of Christianity: Western European Church History (c.1000-c.2000)

2 credits

Euan Cameron

An introduction to the history of the Christian Church in the Western European tradition between the rise of the medieval Church in the West c. 1000 and the twentieth century. This course includes some discussion of the high and late middle ages, the Reformation and Confessional era, the Enlightenment, the era of Romanticism, the movements of Higher Criticism and Liberalism, and the modern Church. Deliberately excluded is the history of the churches in North America addressed in CH 109.

Note: Required for MDiv students completing option A of the History requirement.

CH 109 – History of Christianity Since Reformation

2 credits

Daisy L. Machado

This course offers an introductory overview of the United States religious experience with specific focus on Christianity. The story of Christianity in the United States is a history that at its core is about the diversity of belief, insiders and outsiders, dissent, myth, and imagination. Students seek to understand how religion, especially Protestant Christianity, has both shaped and been shaped by political, economic, and cultural conditions in the United States. Departing from the more traditional approach that begins in New England and uses the experiences of the Anglo-Saxon Protestant majority as the meta-narrative of the U.S., this course instead uses the diversity of United States Christianity and the variety of its expressions as a key lens of analysis without forgetting the shared common heritage.

Note: Required for MDiv students completing option A of the History requirement.

CH 207 – The Age of Convivencia: Religion, Culture and Tolerance in Medieval Spain and its Importance Today

3 credits

Daisy L. Machado

Jane Huber

This course focuses on Spain from the Middle Ages to the present day, specifically on the "La convivencia" ("Coexistence") period. Students carefully examine what historian Rosa María Menocal called a "golden reign of tolerance", a time when Catholics, Jews, and Muslims lived together for more than four centuries on the Iberian Peninsula. Culture, religion, economics, art and music are explored to better understand this convivencia in Al Andalus, as the Muslims called their Spanish homeland, where a culture of openness and assimilation flourished. Since the term "convivencia" is a problematic one, history guides the work of the course to uncover how real this "golden reign of tolerance" was. Key topics include social fabric and differentiation of toleration within classes; exoticism of architecture as exemplified in the Alhambra; humanism and artistry of the time. Finally, we look at modern Spain for traces of this past of toleration despite the Franco dictatorship and continued political fractures.

Note: Identical to IE 207.

CH 220 – African American Religious History

3 credits

Josef Sorett

Religion has been a complicated and contested, yet central, organizing force in the making of black life in America. At the same time, African American religious life has been the subject of much scrutiny throughout the history of the United States, serving arguments that advocated abolition, emancipation and full enfranchisement, but also functioning as evidence to justify enslavement and second-class citizenship. To better understand such phenomena, this course provides a chronological survey that introduces students to a range of ideas and practices, individuals and institutions, as well as important themes and topics in African American (thus American) religious history. Primary attention is given to Afro-Protestantism in the United States; however, throughout the course attention is directed to religious diversity and varying religious traditions/practices in different diasporic locales.

CH 312 – Genders and Sexualities of Early Christians

3 credits

Julia Kelto Lillis

Early Christian texts offer familiar and unfamiliar patterns, norms, and possibilities for the aspects of human life that people today call gender and sexuality. This course examines the pertinent categories and social and theological logic of Christians in distant cultures by exploring a variety of ancient sources, taking into account challenging issues raised by feminist and LGBTQ+ historians. Questions include: Was gender permanent or fluid? What kinds of sexual relationships did Christians consider acceptable, and why? How did the rise of clerical and ascetic roles bend boundaries and create new possibilities? What are the risks and benefits of using current categories to study premodern sources, and how might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today?

Prerequisite: CH 101 or CH 107 or permission of the instructor. Total enrollment limited to twelve students. Generally offered every other spring, odd years.

Note: Identical to NT 312.

CH 314 – Church, State and Empire: Anglicanism in Britain and America

3 credits

Euan Cameron

This course introduces students to the history of the Anglican tradition from its origins in sixteenth century England to its development in the United States after the American Revolution. We explore how the distinctive polity and worship of the church, as well as some ambivalences and diversity inherent in its teaching, can be traced to its early history.

Notes: Required for MDiv students with a concentration in Anglican Studies. Generally offered every other spring, odd years. Identical to DS 314.

CH 388 – The Theology of John Calvin

3 credits

Serene Jones

Roger Haight

This course explores the political, social and theological context within which the theology of John Calvin emerged and its pertinence to ongoing socio-political and theological issues in the present day. Particularly useful for students interested in the Reformed traditions, this course covers selections from the entirety of Calvin's Institutes of the Christian Religion (1559).

Note: Identical to TS 388.

CH 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

CH 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

Denominational Studies

SUMMER 2020

CPR-UCC 202Q – United Church of Christ History and Polity

2 credits

Heather Fosburgh

This online course examines the historical development, theology, and structural polity of the United Church of Christ (UCC). This course also focuses on the emerging UCC and gives students a chance to explore social justice, world missions, ecumenism, and new and renewing congregational ministry within the UCC.

Notes: Offered by the Center for Progressive Renewal from May 20–August 26. Students must also register with the [Center](#).

CPR-UCC 202 – United Church of Christ History and Polity

2 credits

Heather Fosburgh

This online course examines the historical development and structural polity of the United Church of Christ (UCC). This course also focuses on the emerging UCC and gives students a chance to explore social justice, world missions, ecumenism, and new and renewing congregational ministry within the UCC.

Notes: Offered by the Center for Progressive Renewal from September 9–December 15. Register with an [Add/Drop form](#). All students register for waitlist. Students are required to also register with the [Center](#).

DS 222 – Forming our Faith: Articulating Unitarian Universalist Identities

3 credits

Sarah Lenzi

Unitarian Universalist (UU) ministerial formation has seven areas of competency as defined by the Ministerial Fellowship Committee (MFC). A newly forming minister must demonstrate these skills at levels from basic to expert, and are also expected to grow and learn, refining their ministerial skills. These seven areas are: worship and rites of passage; pastoral care and presence; spiritual development and renewal for self and others; social witness in the public square; leadership and administration; serving the larger UU faith; and leading the faith into the future. This course addresses the last three competencies, paying particular attention to polity and history, as grounded in our shared theology, and to the future of Unitarian Universalism.

Note: *Formerly CI 222.*

CPR-UCC 202 – United Church of Christ (UCC) History and Polity

2 credits

Heather Fosburgh

This online course examines the historical development and structural polity of the United Church of Christ (UCC). This course also focuses on the emerging UCC and gives students a chance to explore social justice, world missions, ecumenism, and new and renewing congregational ministry within the UCC.

Notes: Offered by the Center for Progressive Renewal from January 27–April 29. Register with an [Add/Drop form](#). All students register for waitlist. Students are required to also register with the [Center](#).

DS 314 – Church, State and Empire: Anglicanism in Britain and America

3 credits

Euan Cameron

This course introduces students to the history of the Anglican tradition from its origins in sixteenth century England to its development in the United States after the American Revolution. We explore how the distinctive polity and worship of the church, as well as some ambivalences and diversity inherent in its teaching, can be traced to its early history.

Notes: Identical to CH 314. *Formerly CI 314.*

DTS-WESM 610 – United Methodist Doctrine Policy

3 credits

A continuation of WESM 600 focusing on two concerns. First, enabling the student to understand the nature, mission, and functioning of the United Methodist Church as the institutional expression of its historical development and theological assumptions, to affirm and explore the institutional structures as viable instruments for ministry, to understand the nature of authority and power as they relate to the United Methodist structure, and to contribute to the process of change in the church structure. Secondly, study of the origins of the United Methodist doctrinal heritage in the theology of John Wesley, Philip Otterbein, and Jacob Albright; the development of that heritage in the Methodist, Evangelical, and United Brethren families of churches; and the distinctive marks of that heritage.

Notes: United Methodist course offered by Drew Theological School. View Complete Theological Listing section offerings and days/times [here](#). Register with a [Cross-Registration form](#).

Interreligious Engagement

SUMMER 2020

IE 112Q – Introduction to Sanskrit

3 credits

Thelma Ranjitsingh

This course introduces students the basics of pronunciation, vocabulary, and grammar of the Sanskrit language. By the end of the course, students should be able to master vocabulary and basic grammatical paradigms, and develop the capacity to read aloud selected texts in Sanskrit.

SEPTEMBER 2020

IE 230 – Islamic Religious Thought

3 credits

Jerusha T. Rhodes

This course introduces Islamic religious thought by exploring foundational sources, religious sciences, institutions, and debates related to theology, exegesis, law, and ethics. Emphasis is on connections and distinctions among various branches of religious thought; diversity within traditions; and major theologians, exegetes, scholars, and jurists. A foundation is provided for students focused on Islam, as well as for students seeking a robust introduction to Islam.

Notes: Concentration requirement for Chaplaincy students in the Islam and Interreligious Engagement track. Total enrollment limited to fifteen students. Identical to TS 230.

FALL 2020

IE 102 – Religions in the City: Introduction to Interreligious Engagement

3 credits

Jerusha T. Rhodes

This course introduces the field of interreligious engagement through readings, site visits, spiritual practices, and self-reflection. It aims to cultivate understanding of the phenomenon of religious diversity, central questions and concerns that arise in relation to religious diversity, and prominent approaches to interreligious engagement.

Notes: Required for MDiv students. All students register for waitlist. Priority granted to first-year MDiv students and waitlist is assessed immediately after new student orientation.

IE 221 – Introduction to Buddhist Meditation Practices

3 credits

Gregory Snyder

This course supports students of any faith tradition, or none at all, in learning the fundamentals of Buddhist meditation. While students only touch each of these practices, they learn the basics of concentration, ethical, wisdom and compassion meditations. The course aims to prepare chaplains and ministers for thinking about these techniques in their own lives and in their community support roles. The hope is students apply this knowledge to deepen practices appropriate to their lives and circumstances.

Notes: Concentration requirement for Buddhism and Interreligious Engagement students. Enrollment limited to ten students.

IE 222 – The Song of Songs and Readings in Interreligious Perspective

3 credits

David Carr

A broad introduction to the Bible and sexuality leading to an extended exploration of the Song of Songs and its Jewish and Christian readings in comparison with erotic mysticism in Islam and Hinduism.

Prerequisite: OT 101 or BX 101.

Notes: Total enrollment limited to twenty-one students. Identical to OT 222.

IE 229 – Histories of Global Buddhism

3 credits

Simran Jeet Singh

This course explores Buddhism, a tradition that claims approximately 500 million practitioners around the globe. Our interdisciplinary approach traces the historical development and contemporary conditions of the Buddhist tradition. Viewing Buddhism from different perspectives offers an opportunity to experience the richness of this tradition, and interacting with primary and secondary source materials allows students to engage with various layers of the Buddhist experience. Assigned readings focus on history, literature, and texts, and are supplemented by news pieces, blog posts, documentaries, and audio samples. The course includes guest visits from prominent leaders within the community, as well as class visits to local temples and gatherings.

Note: Fulfills upper-level History requirement for Buddhism and Interreligious Engagement students.

IE 231 – The Practice of Self-Inquiry

3 credits

Gregory Snyder

This course introduces students to methodologies of self-inquiry from various religious traditions as well as non-religious phenomenological thinkers. We explore meditation, contemplation and discernment practices, highlighting differences and complements. With a shared intention to clarify and expand personal methodologies and capacities of inquiry into ourselves, the course unpacks assumptions in our framing of subjective experience, how to locate the observer, the ground of awareness and, among other conventions, the relationships of self/other, mind/world, round/phenomena and mundane/sacred in each of these practices.

Notes: Recommended for Buddhism and Interreligious Engagement students. Total enrollment limited to fifteen students. Identical to PT 231.

IE 232 – Hindu Religious Thought and Practice

3 credits

John J. Thatamanil

This course provides a historical and thematic survey of Hindu thought and practice. Attention is paid to the development of Hindu traditions beginning with the Indus Valley Civilization and concluding with contemporary questions about political Hinduism. The course introduces students to key texts (Vedas, Upanishads, Bhagavad Gita, bhakti poetry, etc.) as well as modes of ritual practice and temple worship. Close reading of primary sources as well as careful reading of selected secondary sources particularly on matters of history and identity is essential to the course. Students are expected to engage the much contested question of whether there is such a thing as "Hinduism" and whether Hinduism might be called a religion.

IE 238 – Muslims in the United States: Defining the Nation

3 credits

Hussein Rashid

This course examines the history, theology, ritual, performance, and literature of various Muslim communities in the United States. Particular attention is given to how race, gender, sexuality, and class inflect what it means to be an American Muslim.

Notes: Fulfills upper-level History requirement for Islam and Interreligious Engagement students. Enrollment limited to twenty students.

IE 335 – African Religions in the Americas

3 credits

Samuel Cruz

A critical analysis of the socio-historical settings of the development of each of the most widely practiced African based spiritual traditions/movements in the Americas. Students engage the African-based practices of Haitian Vodou, Santeria/Palo Monte, Rastafarianism, Espiritismo, Obeah, Candomble, Umbanda, as well as African religious influences in Protestant Christianity. We explore the ways in which these religious movements have been impacted by North and South American cultural and political conditions, and how they have impacted the cultural and political realities in turn. The transformations made by these religious practices in the diasporic communities in the United States are an underlying focus of this course.

Note: Identical to RS 335.

IE 352 – Spiritual Journeys: Implications for the Formation and Education of Adults

3 credits

Mary C. Boys

A seminar for those with a deep interest in, and passionate concern for, how to form and educate adults for a religiously pluralistic world. We engage in a close reading of memoirs in four religious traditions; Judaism, Christianity, Islam, and Buddhism. This course explores faith journeys through the lens of religious biography and autobiography in order to deepen the formation of religious leaders and to enrich the religious education of adults.

Note: Identical to RE 352.

IE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

IE 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

IE 234J – Buddhist Religious Thought

3 credits

Gregory Snyder

This general introduction to Buddhism surveys the history and development of Buddhist thought within its three broad expressions—Theravada, Mahayana, and Vajrayana. The aim of the course familiarizes students with Buddhist worldviews and offers an opportunity to engage the material critically. Students read a number of primary sources in translation as well as additional texts organized thematically and historically to contextualize this material.

Prerequisite: IE 221 or permission of the instructor.

Notes: Theology & Ethics requirement for Buddhism and Interreligious Engagement students. Concentration requirement for Chaplaincy students in the Islam and Interreligious Engagement track.

SPRING 2021**IE 207 – The Age of Convivencia: Religion, Culture and Tolerance in Medieval Spain and its Importance Today**

3 credits

*Daisy L. Machado**Jane Huber*

This course focuses on Spain from the Middle Ages to the present day, specifically on the "La convivencia" ("Coexistence") period. Students carefully examine what historian Rosa María Menocal called a "golden reign of tolerance", a time when Catholics, Jews, and Muslims lived together for more than four centuries on the Iberian Peninsula. Culture, religion, economics, art and music are explored to better understand this convivencia in Al Andalus, as the Muslims called their Spanish homeland, where a culture of openness and assimilation flourished. Since the term "convivencia" is a problematic one, history guides the work of the course to uncover how real this "golden reign of tolerance" was. Key topics include social fabric and differentiation of toleration within classes; exoticism of architecture as exemplified in the Alhambra; humanism and artistry of the time. Finally, we look at modern Spain for traces of this past of toleration despite the Franco dictatorship and continued political fractures.

Note: Identical to CH 207.

IE 217 – Islamic Ethics

3 credits

Jerusha T. Rhodes

This course introduces the central concerns, sources, and debates of Islamic ethics. We explore the relationship between Islamic ethics and other Islamic religious sciences—including *usul ul-Qur'an* (Qur'anic sciences), *fiqh* (law), and *ibadat* (ritual), and survey key classical perspectives and scholars (available in translation). The course then examines contemporary perspectives on a variety of topics, including gender and sexuality, interreligious relations, economics, environmentalism, medical ethics, and violence and pacifism. Throughout all, emphasis is placed on developing proficiency in the terminology and tools of Islamic ethical thought; on understanding the interconnections between various conceptions of the Divine, the human person, and society; and on understanding the ways in which diversity and context shape ethical perspectives.

Notes: Total enrollment limited to fifteen students. Recommended for Islam and Interreligious Engagement students. Identical to SE 217.

IE 240 – Socially Engaged Buddhism

3 credits

Gregory Snyder

This course explores tenets, movements, leading figures and issues central to what has come to be known as socially engaged Buddhism. In addition to exploring how these movements initially responded to the colonial and wartime contexts from which they emerged, students examine the critiques that engaged Buddhism offers current social and economic realities, as well as Buddhism's own institutions and practices.

Prerequisite: Familiarity with Buddhist thought recommended.

Note: Concentration requirement for Buddhism and Interreligious Engagement students.

IE 241 – Buddhist Polity: Practicing Communities, Communities of Peace

3 credits

Malik JM Walker

This course explores sangha from a range of Buddhist traditions in the context of "polity," the way a lived spiritual community is organized and functions to meet the needs of its members. Themes central to the course include: how monastic traditions are being adapted in the present-day modern West; the nature and organizational structure of various forms of American sanghas and their practices; leadership, power and governance; the concept of a "Buddhist identity" in community; issues of race, gender and diversity; and the nature of power and authority between ordained and lay leadership. We also discuss shaping sustainable polity among developing Buddhist communities in terms of "skillful means" as attending to the specific needs and structure of a given organizational vision. Includes group discussion, in-class presentations, guest speakers, and field analysis of local sanghas as part of the final project.

Note: Recommended for Buddhism and Interreligious Engagement students.

IE 312 – Mysticism and Revolutionary Social Change: Spirituality for Authentic Transformation

3 credits

Tara Hyun Kyung Chung

This course explores the relationship between inner awakening and revolutionary social change. We study eleven mystics from different religious traditions whose life and work exemplify the integration of interior and exterior transformation: Hildegard of Bingen, Rumi, Thomas Merton, Abraham Heschel, Dorothy Day, Helder Camara, Thich Naht Hanh, Alice Walker, Dorothee Soelle, Suen-Kim Chi Ha and Thomas Berry.

IE 319 – Gandhi as Political Philosopher

3 credits

John J. Thatamanil

Uday Singh Mehta

Akeel Bilgrami

Depictions of Mohandas Gandhi are routinely limited to the saintly Mahatma ("Great Soul") and freedom fighter. Few even think to ask how a saint can also be a freedom fighter, a fully engaged participant in the political arena. This course takes Gandhi seriously as a rigorous and creative thinker whose work touches on a remarkable range of topics including liberty, equality, constitutions, civil disobedience, non-violence, religion and politics, social hierarchies (caste, race), identity, and modernity. Coursework consists of primary readings of Gandhi and selected secondary readings by leading thinkers who have explored Gandhi as philosopher. Faculty include two of the most prominent Gandhi scholars of our time.

Prerequisite: Basic familiarity with key themes in political philosophy recommended but not required.

Note: Meets from January 12 – April 13 with spring break from March 1 – 8, following the Columbia University academic calendar. Identical to PR 319.

IE 326 – Comparative Feminist Theology: Islam and Christianity

3 credits

Jerusha T. Rhodes

This course explores the feminist theological thought in Islam and Christianity, utilizing the theoretical lens of comparative theology. It aims to cultivate an understanding of both traditions by exploring theological methods (the “hows”) and theological subjects (the “whats”). It also probes the manner in which critical comparison of the two traditions complicates and potentially enriches each tradition.

Note: Total enrollment limited to fifteen students. Identical to TS 326.

IE 344 – Studies in Jewish-Christian Relations

3 credits

Mary C. Boys

This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Students study the origins and development of Christianity in Second Temple Judaism, survey key historical encounters, address significant questions in the relationship of the two traditions, and examine implications for the education and formation of Jews and Christians in our time. The course serves as a case study in interreligious conflict and reconciliation.

Note: Identical to RE 344.

IE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

IE 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

Communication Arts

SPRING 2021

CA 102 – Communication Arts: Effective Live Communication in Varied Settings and Formats

3 credits

Ann L. Colley

Our ability to impact communities is wholly dependent on our facility as live communicators. In this semester-long process, students gain appreciation for the part that live communication plays in helping communities grow and thrive. Students practice in varied contexts, receive feedback, and gain awareness as live communicators. Upon completion, students are better able to engage with others consciously, meaningfully, and deliberately – regardless of circumstances or setting.

Notes: Required for MDiv students completing option B of the Practical Theology requirement. Enrollment limited to eighteen students.

Integrative and Field-Based Education

SUMMER 2020

FE 206Q – Summer Ministries

2 credits

Su Yon Pak

Independent study in connection with a supervised field placement of at least eight weeks in length. Required meetings with field education staff are arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration

Prerequisites: FE 103 and FE 104. Permission of the instructor.

FE 366Q – Clinical Pastoral Education

6 credits

Su Yon Pak

Clinical Pastoral Education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE to fulfill the field education requirement.

Prerequisites: PS 110 required. PS 101 recommended. Permission of the instructor.

Notes: Pass/fail. Identical to PS 366Q.

FE 103 – Field Education Seminar I: Part-Time Concurrent Internship

3 credits

Su Yon Pak

The first half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of twelve to fifteen hours per week.

Prerequisites: Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based Education.

Notes: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. All students register for waitlist. Students can apply to the hybrid FE-CPE program. Access <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/> for more information and application process. Students accepted to this hybrid program must register for section 02.

FE 203 – Advanced Field Education Seminar I: Part-Time Concurrent Internship

3 credits

A. Meigs Ross

Independent study with a supervised field placement. Required meetings with field education staff are arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration.

Prerequisites: FE 103 and FE 104. Restricted to MDiv students. Permission of the instructor and the Senior Director of Integrative and Field-Based Education.

Note: FE 203 and FE 204 must be taken sequentially in one academic year.

FE 303 – Full-Time Internship I

3 credits

Su Yon Pak

A minimum of eight consecutive months of full-time supervised field experience in an out-of-seminary setting is required. Proposals must be submitted for approval to the Senior Director of Integrative and Field-Based Education by March 1 prior to enrollment.

Prerequisites: Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based Education.

Notes: FE 303 and FE 304 must be taken sequentially in one academic year. Enrollment in other courses is normally precluded. Students required to subscribe to student medical insurance if they do not have comparable coverage.

FE 363 – Clinical Pastoral Education I

3 credits

Su Yon Pak

Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

Prerequisites: PS 110 required. PS 101 recommended. Permission of the instructor.

Notes: Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year. Identical to PS 363.

FE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

SPRING 2021

FE 104 – Field Education Seminar II: Part-Time Concurrent Internship

3 credits

Vicki Flippin

The second half of a two-semester course, with six credits earned at the end of the spring semester upon completion of all related field placement requirements. Theological reflection and professional development through didactics and group process are components of this seminar. Students are concurrently in supervised field placements of twelve to fifteen hours per week.

Prerequisites: FE 103. Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based Education prior to FE 104 enrollment.

Notes: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. All students register for waitlist. Students can apply to the hybrid FE-CPE program. Access <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/> for more information and application process. Students accepted to this hybrid program must register for section 02.

FE 204 – Advanced Field Education Seminar II: Part-Time Concurrent Internship

3 credits

A. Meigs Ross

Independent study with a supervised field placement. Required meetings with field education staff are arranged. Proposals must be submitted to the Senior Director of Integrative and Field-Based Education prior to registration.

Prerequisites: FE 203. Restricted to MDiv students. Permission of the instructor and the Senior Director of Integrative and Field-Based Education.

Note: FE 203 and FE 204 must be taken sequentially in one academic year.

FE 304 – Full-Time Internship II

3 credits

Jane Huber

A minimum of eight consecutive months of full-time supervised field experience in an out-of-seminary setting. Proposals must be submitted for approval to the Senior Director of Integrative and Field-Based Education prior to FE 303 enrollment.

Prerequisites: FE 303. Restricted to MDiv students. Permission of the Senior Director of Integrative and Field-Based education.

Notes: FE 303 and FE 304 must be taken sequentially in one academic year. Enrollment in other courses is normally precluded. Students required to subscribe to student medical insurance if they do not have comparable coverage.

FE 364 – Clinical Pastoral Education II

3 credits

Jane Huber

Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

Prerequisites: FE 363. Permission of the instructor.

Notes: Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year. Identical to PS 364.

FE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

Practical Theology

FALL 2020

PT 202 – Discernment of Call

3 credits

Susan Hill

Patrick Cheng

What does it mean to be called? What is the difference between a ministerial call and other vocational calls? How does one discern one's call? This seminar is designed to explore the theological and spiritual meanings and practical implications of ministerial calls. Special attention is given to understanding the significance of a "call" within the Anglican Communion. Critical engagement with call narratives, a development of a vocational statement, and engagement with practitioners in diverse ministerial vocations provide the foundation for appreciating the complex dynamics of a call.

Notes: Elective requirement for MDiv students with a concentration in Anglican Studies. Open to all students. Generally offered every fall.

PT 204 – RISE Together Mentorship for Women of Color

1 credit

Lisa Rhodes

Students learn and practice leadership skills through discussion, facilitation and directed practicum work in small groups. Through community and peer learning, this course centers and affirms the collective wisdom, lived experiences and intercultural voices of women of color. Students engage in a two-year thriving in ministry journey focusing on the reality of ministry, ecclesial structures, multidimensional oppression, impact on pastoral/personal identities and leadership. Through the lens of race, gender, age and culture and a researched informed curriculum, this course creates a safe and sacred community learning space for theological and ethical reflection.

Prerequisites: Restricted to first- or second-year students. Permission of the instructor. Acceptance into RISE Together Mentorship program.

Notes: All students register for waitlist. Spans across three consecutive semesters for a total of three credits. May be repeated with different topics.

PT 231 – The Practice of Self-Inquiry

3 credits

Gregory Snyder

This course introduces students to methodologies of self-inquiry from various religious traditions as well as non-religious phenomenological thinkers. We explore meditation, contemplation and discernment practices, highlighting differences and complements. With a shared intention to clarify and expand personal methodologies and capacities of inquiry into ourselves, the course unpacks assumptions in our framing of subjective experience, how to locate the observer, the ground of awareness and, among other conventions, the relationships of self/other, mind/world, round/phenomena and mundane/sacred in each of these practices.

Notes: Total enrollment limited to fifteen students. Identical to IE 231.

PT 310 – Moral Response to the Crisis of Homelessness

3 credits

Liz Theoharis

Through both praxis and reflection, students engage with issues in modern day homelessness and the role faith communities may play in addressing it. Students explore how modern-day homelessness developed and grew in the United States, how has it been understood as a social problem, the history of advocacy and activism in response, and what role moral discourse (or ethical concerns) from faith communities can play in the public debate. Students engage these questions through advocacy/service opportunities and critically reflect on these experiences through readings and group discussion. Together we examine the theological, spiritual, and moral framework needed to challenge a system that criminalizes poor communities in a time of great abundance. Faith communities can become much more engaged in the interplay of public policy/practice, empirical evidence, legal advocacy, and organizing, and the course explores how faith leaders can do so.

PT 320 – Disability and Theology

3 credits

Max Thornton

According to the World Health Organization, at least one billion people live with some form of disability - yet still all too rarely does theology engage with disability and disabled experience. Often, religious communities fail to consider disability in any depth or beyond a simplistic medical model of individual bodily defect in need of repair, whereas in fact the lived experience of disability is considerably more complex and nuanced than this – and indeed can expand and deepen all manner of theological reflection and religious life. This course introduces students to the key concepts and debates of disability studies, from the different definitional models through to recent developments in crip theory. At the same time, students practice thinking practically about disability theology as they read some of the important texts of disability and religion that have emerged in the past twenty-five years since Nancy Eiesland's field-defining *The Disabled God*. Questions of definition, of inclusion, of healing and cure, are among the theoretical and theological issues to be explored; while disability is also considered in terms of its practical implications for accessibility, scripture, and preaching.

Note: Identical to PS 320.

PT 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

PT 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

SPRING 2021**AS 302 – Anglican Studies Capstone Seminar: From Seminary to Ministerial Leadership**

3 credits

Patrick Cheng

This culminating experience for Anglican Studies concentrators provides an opportunity to reflect on and integrate prior learning and ministerial experiences. Particular emphasis is placed on understanding ministerial challenges, surveying various ministerial leadership frameworks, developing one's own ministerial leadership model. The course provides students with a variety of opportunities to engage in readings and discussion with an emphasis on making the transition from seminary into ministry with a focus on the tools and skills needed for effective leadership. In addition to leadership, other topics such as managing personal and professional finances to continued discernment of ministerial gifts and call are covered.

Prerequisite: Restricted to third-year MDiv students with a concentration in Anglican Studies.

Notes: Required for MDiv students with a concentration in Anglican Studies. Generally offered every spring.

PT 204 – RISE Together Mentorship for Women of Color

1 credit

Lisa Rhodes

Students learn and practice leadership skills through discussion, facilitation and directed practicum work in small groups. Through community and peer learning, this course centers and affirms the collective wisdom, lived experiences and intercultural voices of women of color. Students engage in a two-year thriving in ministry journey focusing on the reality of ministry, ecclesial structures, multidimensional oppression, impact on pastoral/personal identities and leadership. Through the lens of race, gender, age and culture and a researched informed curriculum, this course creates a safe and sacred community learning space for theological and ethical reflection.

Prerequisites: Restricted to first- or second-year students. Permission of the instructor. Acceptance into RISE Together Mentorship program.

Notes: All students register for waitlist. Spans across three consecutive semesters for a total of three credits. May be repeated with different topics.

PT 330 – Systems, Organizations, Leadership, and Administration

3 credits

Michael Cooper-White

Spiritual care providers/chaplains work in some of the most complex organizational environments of today's world. In addition to theological acumen and interpersonal skills, they must develop "habits of the heart and mind" that enable them to navigate these complexities and exert transformative leadership in diverse settings. This online course explores dynamics of organizational systems and administrative leadership, as well as provides rudimentary concepts in such mundane matters as budgets and balance sheets, communication and media relations, strategic planning and common legal issues. In addition to engaging in course readings and online discussions, students have opportunity to engage the instructor and each other in "processing" relevant case studies from their own contexts.

Notes: Required Thursday evening synchronous meetings. Identical to DM 409.

PT 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

PT 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

CW 223 – Sacraments, Hospitality and Globalization

3 credits

Cláudio Carvalhaes

What are the markers of hospitality and hostility around the sacraments? What does the rite of baptism have to do with issues of health, ecology, inclusion, justice and the poor? How is the celebration of the Eucharist associated with notions of international power, race, land/food, world migration and non-documented immigrants in US? This course seeks to connect the philosophical, social, political, racial, class, and sexual references that mark the Christian faith but usually go unnoticed in the theological thinking with the liturgical practices of the sacraments. In order to do that, this course intends to offer tools for the students to make connections between the sacraments and historical processes of globalization, under the rubrics of hospitality.

FALL 2020

CW 103 – Introduction to Worship

3 credits

Cláudio Carvalhaes

How do we imagine performance, public worship and ritual practices in the face of ecological disasters, white supremacy, extreme poverty, violence and interreligious dialogue? This course introduces students to the performative ways we enact religious and non-religious beliefs that constitute public performances, rituals, Christian worship and rites of passages. The following techniques are explored: ritual structural patterns, theological themes/frameworks, spiritual paths, aesthetics, ethical issues and historical-social-cultural practices.

Note: CW 103 or CW 104 required for MDiv students completing option A of the Practical Theology requirement.

CW 303 – Preaching and Protest

3 credits

Timothy Adkins-Jones

This course examines the ways that preaching has helped to galvanize and sustain social movements, shape the public discourse of pressing social issues, and serve as a practice of protest. The course attends to the history of the relationship between preaching and protest and the theologies undergirding its practice in various sociocultural contexts. Consideration is also given to the praxis of preaching during protests and rhetorical analysis of the speeches that emerge in protest moments. Students have the opportunity to craft sermons for protest and analyze them using the tools that are developed in this course.

Prerequisite: CW 104.

CW 305 – Proclamation at a Distance: Virtual Preaching and Beyond

3 credits

Timothy Adkins-Jones

Though preaching is typically thought of as an encounter between a preacher and a congregation in space, circumstances often dictate a more distant form of proclamation. This course examines preaching practices that have been used for proclamation across distance. The necessity for virtual preaching in recent months has forced a proliferation of this practice, but distanced proclamation is a historic practice. This course covers some of the history and theology of distanced proclamation while providing opportunities for students to explore how key learnings may further shape their own distanced proclamation.

CW 401 – Guided Reading**1-3 credits**

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

CW 502 – Guided Research**1-6 credits**

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

JANUARY 2021

CW 247J – Liturgies from Below: Prayers in Defiance of Empire**3 credits***Cláudio Carvalhaes*

Prayer is said to be the grammar of faith and this course delves into the heart of liturgy: prayer. By going to poor and abandoned places in New York City, students learn how to pray from below. By being with the poor, we learn a new grammar for our theologies and spiritualities. We learn about prayers from other traditions which help us understand those at the margins that are different from non-Christian perspectives. With this new vocabulary, students are able to create a narrative/action, word/performance that help defy the structures of Empire.

SPRING 2021

CW 104 – Fundamentals of Preaching**3 credits***Timothy Adkins-Jones*

This course provides a basic introduction to the theology, ethics, and practice of Christian preaching. Students explore the nature and purpose of preaching in relation to the interpretation of texts, culture, and community contexts. The course offers opportunities for students to hone the skills involved in effective sermon design and delivery.

Prerequisite: BX 201.

Note: CW 103 or CW 104 required for MDiv students completing option A of the Practical Theology requirement.

CW 339 – Proclamation and Black Experiences

3 credits

Timothy Adkins-Jones

This course examines the history of norms, socio-cultural contexts, hermeneutics, and theologies that inform proclamation at the intersection of Black lived experiences in North America. This examination will include attending to Black preaching traditions alongside other forms of proclamation. The course assists participants in developing a critical appreciation of proclamation as an act connected to its contexts, while providing opportunities to explore how key learnings may further shape one's ministry practices.

Prerequisite: CW 104.

CW 350 – Learning From the Earth: Interdisciplinary Resources for Eco-Rituals and Earth Liturgies

3 credits

Cláudio Carvalhaes

If Christian worship entails definitions of what is to be human, this course engages the question: what is to be (the) earth? In this interdisciplinary course, we read important works from philosophical, anthropological, political, and indigenous perspectives on the earth, the environment and the anthropocene. From these expansive forms of knowledges and understandings, we engage in learning and dialoguing, recognizing challenges, correcting and expanding Christian notions of liturgical theologies, worship, rituals and liturgies in order to response to the current climate catastrophe of our time.

CW 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

CW 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

PS 255Q – Addictions and Spiritual Care

2 credits

Sonia Waters

The phenomenon of substance and process addiction cuts across all communities, impacting the individuals themselves, as well as their families and faith communities. Consequently, all pastoral and community leaders must be informed and prepared to address these concerns. This course explores 1) historical and current understandings of addiction, including the role of stigma and/or oppression (e.g., sexism, racism, homo/transphobia, disability); 2) current information emerging from neuroscience; and 3) the wide-ranging impact of addiction on families and communities. Various approaches to treatment and recovery are reviewed. Specific pastoral and spiritual care strategies are explored, including education, counseling with individuals and families currently affected by addiction, spiritual care to support those in recovery from addiction, and creating communities supportive of those in recovery.

PS 366Q – Clinical Pastoral Education

3 credits

Su Yon Pak

Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE.

Prerequisites: PS 110 required. PS 101 recommended. Permission of the instructor.

Notes: Pass/fail. PS 366Q, or PS 363 and PS 364, required for students with a concentration in Psychology and Religion. Identical to FE 366Q.

PS 311 – Trauma Informed Pastoral and Spiritual Care

3 credits

Eileen Campbell-Reed

This course explores the literature of embodied and psychological trauma as well as best practices for providing pastoral and spiritual care for people who have experienced trauma. We use cultural narratives (novels, movies, television, and other dramas) that explore the lived experience of trauma, recovery and processes of healing. Students consider the psychological, spiritual and theological dimensions of trauma as well as questions raised by the experiences of personal, social and trans-generational trauma. Students also lay groundwork for the sake of building skills to give appropriate pastoral and spiritual care, including intentional rituals, deep listening, and accompanying survivors of trauma who are working toward healing and wholeness.

Prerequisites: PS 110 and PS 101. Permission of the instructor. Enrollment limited to twenty students.

Note: Concentration requirement for Chaplaincy students.

PS 320 – Disability and Theology

3 credits

Max Thornton

According to the World Health Organization, at least one billion people live with some form of disability - yet still all too rarely does theology engage with disability and disabled experience. Often, religious communities fail to consider disability in any depth or beyond a simplistic medical model of individual bodily defect in need of repair, whereas in fact the lived experience of disability is considerably more complex and nuanced than this - and indeed can expand and deepen all manner of theological reflection and religious life. This course introduces students to the key concepts and debates of disability studies, from the different definitional models through to recent developments in crip theory. At the same time, students practice thinking practically about disability theology as they read some of the important texts of disability and religion that have emerged in the past twenty-five years since Nancy Eiesland's field-defining *The Disabled God*. Questions of definition, of inclusion, of healing and cure, are among the theoretical and theological issues to be explored; while disability is also considered in terms of its practical implications for accessibility, scripture, and preaching.

Note: Identical to PT 320.

PS 363 – Clinical Pastoral Education I

3 credits

Su Yon Pak

Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

Prerequisites: PS 110 required. PS 101 recommended. Permission of the instructor.

Notes: Pass/fail. PS 363 and PS 364, or PS 366Q, required for students with a concentration in Psychology and Religion. PS 363 and PS 364 must be taken sequentially in one academic year. Identical to FE 363.

PS 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

PS 415 – Readings in Psychoanalysis: From Object Relations to Relationality

3 credits

Pamela Cooper-White

This seminar explores the development of relational thought beginning with Freud and object relations, and into a 20th century flowering of relational approaches broadly defined – including self-psychology and the intersubjectivity “school”, Sullivan, the interpersonalists and feminist relational-cultural theory, relational psychoanalysis, and contemporary gender and race critique within psychoanalysis. Weekly case study work integrates theological reflection and pastoral clinical praxis.

Note: Enrollment limited to eleven students.

PS 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

SPRING 2021

PS 101 – Introduction to Pastoral and Spiritual Care

2 credits

Eileen Campbell-Reed

Students receive practical and theoretical grounding in the fundamentals of responding to common pastoral situations (such as illness, grief, couples and families, crisis, addictions and violence, and self-care), with attention to the impact of social context (race, gender, class). Students develop a theological framework for conceptualizing health and wholeness with reference to their own theological and cultural traditions, and a method of pastoral theological/spiritual reflection.

Corequisite: PS 110.

PS 110 – Pastoral Listening Practicum

1 credit

Pamela Cooper-White

Students learn and practice pastoral listening skills through directed practicum work in small groups. The emphasis is on nondirective listening, and includes spiritual companioning and crisis intervention and suicide prevention.

Notes: Required for MDiv students. Cannot be taken as audit. Prerequisite for FE/PS 363, FE/PS 364, FE/PS 366Q.

PS 364 – Clinical Pastoral Education II

3 credits

Jane Huber

Clinical pastoral education (CPE) is graduate-level theological and professional education for ministry that normally takes place in a clinical setting. CPE students learn the art and skills of pastoral and spiritual care by providing pastoral and spiritual care to patients, families and staff, and then reflect on their ministry experiences with a certified CPE supervisor and a small group of peers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers applications to substitute a unit of CPE taken on an extended basis through the academic year to fulfill the field education requirement.

Prerequisites: PS 363. Permission of the instructor.

Notes: Pass/fail. PS 363 and PS 364, or PS 366Q, required for students with a concentration in Psychology and Religion. PS 363 and PS 364 must be taken sequentially in one academic year. Identical to FE 364.

PS 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

PS 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

Religion and Education**SUMMER 2020****RE 312Q – Theory and Practice of Teaching**

1 credit

John P. Falcone

Prepares clinical pastoral education (CPE) and spiritual leaders to develop and deliver curriculum in effective, engaging, and contextually sensitive ways. Students learn about and practice a variety of teaching techniques (facilitated inquiry, analytic remembering, creative exploration, discernment, lecture, embodied reflection, etc.). The course is framed by critical pedagogy, empirically grounded learning theory, and models of situated learning/professional expertise.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs. Identical to DM 412Q.

SEPTEMBER 2020**RE 504 – Theology and the Educational Process**

3 credits

Mary C. Boys

This course invites students to put their theological/biblical thinking in conversation with educational thought and practice. It also involves thinking together about theological education as a profession.

Prerequisite: Restricted to PhD students.

Note: Required for teaching fellows normally before or during their first year as a teaching fellow.

FALL 2020**RE 352 – Spiritual Journeys: Implications for the Formation and Education of Adults**

3 credits

Mary C. Boys

A seminar for those with a deep interest in, and passionate concern for, how to form and educate adults for a religiously pluralistic world. We engage in a close reading of memoirs in four religious traditions; Judaism, Christianity, Islam, and Buddhism. This course explores faith journeys through the lens of religious biography and autobiography in order to deepen the formation of religious leaders and to enrich the religious education of adults.

Note: Identical to IE 352.

RE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

RE 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

SPRING 2021**RE 286 – Interpreting and Teaching the Bible in Local Communities**

3 credits

Mary C. Boys

This seminar provides occasion for students to think constructively and creatively about interpreting Scripture in the context of their ecclesial tradition, local community, and personal and professional commitments. It challenges participants to integrate what they have learned in their coursework to date and through their pastoral and/or pedagogical experiences.

Note: Students are consulted prior to the semester as their interests and concerns help shape the syllabus.

RE 344 – Studies in Jewish-Christian Relations

3 credits

Mary C. Boys

This seminar, designed for both Jewish and Christian participants, offers an experience in interreligious learning. Students study the origins and development of Christianity in Second Temple Judaism, survey key historical encounters, address significant questions in the relationship of the two traditions, and examine implications for the education and formation of Jews and Christians in our time. The course serves as a case study in interreligious conflict and reconciliation.

Note: Identical to IE 344.

RE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

RE 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

Religion and Society

FALL 2020

RS 321 – Contextual Perspectives on Culture and Race

3 credits

Samuel Cruz

This course introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, religion, and physical differences. Additionally, students examine the role, function, and effects of oppression in society as it relates to social and economic justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn are examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest is how oppression affects ecclesiastical, local parish, mosque, temple and faith based organizations at micro and macro levels, particularly policies and strategic planning which drive the shape of places of worship.

Notes: Required Thursday evening synchronous meetings. Identical to DM 408. *Formerly CS 321.*

RS 335 – African Religions in the Americas

3 credits

Samuel Cruz

A critical analysis of the socio-historical settings of the development of each of the most widely practiced African based spiritual traditions/movements in the Americas. Students engage the African-based practices of Haitian Vodou, Santeria/Palo Monte, Rastafarianism, Espiritismo, Obeah, Candomble, Umbanda, as well as African religious influences in Protestant Christianity. We explore the ways in which these religious movements have been impacted by North and South American cultural and political conditions, and how they have impacted the cultural and political realities in turn. The transformations made by these religious practices in the diasporic communities in the United States are an underlying focus of this course.

Notes: Identical to IE 335. *Formerly CS 335.*

RS 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details. *Formerly CS 401.*

RS 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details. *Formerly CS 502.*

SPRING 2021

RS 210 – Evangelicalism

3 credits

Isaac Sharp

This course serves as an introduction to the theology, social ethics, and history of evangelicalism in the United States. One of the most influential and commonly misunderstood religious movements in contemporary U.S. American life, evangelicalism is neither as monolithic nor as singular as it is often portrayed. With an internal diversity that belies its most popular, influential, and homogenous public representatives, evangelicalism has always included an astounding array of competing (and oftentimes conflicting) theological traditions. In the interest of equipping faith leaders with the ability to speak prophetically into the contemporary religious landscape, this course begins asking questions such as: What is evangelicalism? What is it like and where did it come from? Who are "the evangelicals"? What does (and doesn't) "count" as evangelical?

RS 262 – Methods in the Study of Urban Life and Religion

3 credits

Samuel Cruz

Urban religious life and the theory and practice of field research is the focus of this course. The course covers research methods such as oral history, participant observation, and key methodological issues, such as fieldwork ethics and the politics of representation.

Note: *Formerly CS 262.*

RS 309 – Encounters between Critical Theories and Religion

3 credits

Jan Rehmann

The course is designed for students who intend to deepen their philosophical and sociological understanding of religion. After exploring the "masters of suspicion" (Feuerbach, Marx, Nietzsche, Freud), we engage Antonio Gramsci's theory of hegemony and WEB Du Bois' sociological analysis of the Black Church. We explore how Pierre Bourdieu's theory of "habitus" and "social field" can be used for a social analysis of religious attitudes. Students are acquainted with philosophies that focus on religions' "utopian" dimensions (Ernst Bloch) and the "messianic" components of our life practices (Walter Benjamin, Jacques Derrida). We explore different and conflicting feminist approaches to religion and look at the relationship between anticolonialism, postcolonialism and decoloniality. What can we learn from the different critical theories for a more comprehensive engagement with religion(s) and religious movements?

Notes: Identical to PR 309. *Formerly CS 309.*

RS 325 – Liberation Theologies and Pentecostalism

3 credits

Samuel Cruz

Over the past thirty years both the theologies of liberation-be they Latin American, Feminist, Black, Latina or Asian-and the "Pentecostalization" of Christian denominations and independent churches have had an incredible influence upon the Christian religious landscape in the United States. In contrast, liberation theologies are often described as having lost ground and faded away, a perception that this course examines critically. Pentecostal and Neo-Pentecostal churches seem to be the fastest growing religious movements across the globe. The course examines the perceptions that Pentecostalism is an alternative to liberation theologies and/or its diametrical opposite. Students explore how both liberation theologies and Pentecostalism have been transformed, mutated, and revitalized by conservative and progressive churches. Finally, we discover the commonalities, differences, conflicts, and potentialities for social and political action found in liberation theologies and Pentecostalism.

Note: *Formerly CS 325.*

RS 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details. *Formerly CS 401.*

RS 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details. *Formerly CS 502.*

Philosophy of Religion

FALL 2020

PR 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

PR 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

SPRING 2021

PR 226 – Kant, Hegel and Modern Theology

3 credits

Gary Dorrien

This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich.

Note: Identical to SE 226 and TS 226.

PR 302 – Theology and the Natural World: An Insight Project

3 credits

John J. Thatamanil

This course is part of Union's new Insight Project and covers various topics over five years. This year's theme is "Theology and the Natural World" and focuses on theology and ecology. Specifically, this course explores cutting edge work on how nature itself is being reimagined across a range of fields: science studies, anthropology, ecology, literature and theology. How has anthropogenic climate change transformed what we take nature to be? How can and must we reimagine "nature" itself and nature's relationship to "culture" in the anthropocene? What are the implications of this reimagination for how we study theology?

Note: Identical to TS 302.

PR 309 – Encounters between Critical Theories and Religion

3 credits

Jan Rehmann

This course is designed for students who intend to deepen their philosophical and sociological understanding of religion. After exploring the "masters of suspicion" (Feuerbach, Marx, Nietzsche, Freud), we engage Antonio Gramsci's theory of hegemony and WEB Du Bois' sociological analysis of the Black Church. We explore how Pierre Bourdieu's theory of "habitus" and "social field" can be used for a social analysis of religious attitudes. Students are acquainted with philosophies that focus on religions' "utopian" dimensions (Ernst Bloch) and the "messianic" components of our life practices (Walter Benjamin, Jacques Derrida). We explore different and conflicting feminist approaches to religion and look at the relationship between anticolonialism, postcolonialism and decoloniality. What can we learn from the different critical theories for a more comprehensive engagement with religion(s) and religious movements?

Notes: Identical to RS 309.

PR 319 – Gandhi as Political Philosopher

3 credits

John J. Thatamanil

Uday Singh Mehta

Akeel Bilgrami

Depictions of Mohandas Gandhi are routinely limited to the saintly Mahatma ("Great Soul") and freedom fighter. Few even think to ask how a saint can also be a freedom fighter, a fully engaged participant in the political arena. This course takes Gandhi seriously as a rigorous and creative thinker whose work touches on a remarkable range of topics including liberty, equality, constitutions, civil disobedience, non-violence, religion and politics, social hierarchies (caste, race), identity, and modernity. Coursework consists of primary readings of Gandhi and selected secondary readings by leading thinkers who have explored Gandhi as philosopher. Faculty include two of the most prominent Gandhi scholars of our time.

Prerequisite: Basic familiarity with key themes in political philosophy recommended but not required.

Note: Meets from January 12 – April 13 with spring break from March 1 – 8, following the Columbia University academic calendar. Identical to IE 319.

PR 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details.

PR 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

SE 208 – Moral Traditions and Social Ethics

3 credits

Sarah Azaransky

This course introduces students to the field of ethics, particularly Christian social ethics, through a range of classic and contemporary texts. Students learn methods of ethical analysis (virtue, teleological, deontological, and liberative) and investigate contemporary social issues, including sexuality, racism and poverty. The course aims to build our capacities to analyze social conditions and identify constructive and creative moral actions that may lead to more justice.

Note: Theology & Ethics requirement (or SE 217) for Chaplaincy students.

FALL 2020

SE 236 – American Theological Liberalism, 1805-1930

3 credits

Gary Dorrien

Study of the development of American liberal theology in the nineteenth and early twentieth centuries, focusing on the Unitarian controversy, Transcendentalism, Horace Bushnell, early feminism, liberalism and racial justice, the social gospel, evangelical liberalism, personalism, and the Chicago school. Acquainting students with the modern historical, ethical, and theological tradition that is Union's tradition, it is the first of two courses on American theological liberalism.

Notes: Identical to CH 236. *Formerly CE 236.*

SE 315 – International Routes of the Civil Rights Movement

3 credits

Sarah Azaransky

This course explores the intersections between mid-century anti-colonial & independence movements and the Black Freedom Movement in the United States. Students examine the work, activism, and writing of a network of black Christian intellectuals and activists who looked abroad, even in other religious traditions, for ideas and practices that could transform American democracy.

SE 335 – Artificial Intelligence: Implications for Ethics and Religion

3 credits

Isaac Sharp

This course explores the social, ethical and religious implications of some of the rapidly proliferating technological developments in the field of Artificial Intelligence (AI). In the interest of equipping faith leaders for the crucial work of applying the ethical insights of our respective religious traditions to crucial and urgent social questions, we begin asking questions such as: What is AI? What are its possibilities and limitations? What are some of the social ethical, spiritual, and religious implications of its widespread adoption-including its profound effects on economics, surveillance, healthcare, politics, and nearly every aspect of human life?

SE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details. *Formerly CE 401.*

SE 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details. *Formerly CE 502.*

SPRING 2021

SE 210 – The Prophetic Black Church in the 21st Century

3 credits

Obery Hendricks

African American churches face unique social, economic and political challenges in the 21st century. To effectively serve their congregations in these increasingly fraught times, it is crucial for African American pastors to be equipped to fully comprehend the implications of important events and issues in the public square, to adequately communicate their significance to congregation and community, and to suggest constructive ways to respond. This course will discuss some of the most pressing of those issues and explore biblically-based strategies to address them.

Note: *Formerly CE 210.*

SE 217 – Islamic Ethics

3 credits

Jerusha T. Rhodes

This course introduces the central concerns, sources, and debates of Islamic ethics. Students explore the relationship between Islamic ethics and other Islamic religious sciences—including *usul ul-Qur'an* (Qur'anic sciences), *fiqh* (law), and *ibadat* (ritual), and survey key classical perspectives and scholars (available in translation). The course then examines contemporary perspectives on a variety of topics, including gender and sexuality, interreligious relations, economics, environmentalism, medical ethics, and violence and pacifism. Throughout all, emphasis is placed on developing proficiency in the terminology and tools of Islamic ethical thought; on understanding the interconnections between various conceptions of the Divine, the human person, and society; and on understanding the ways in which diversity and context shape ethical perspectives.

Notes: Total enrollment limited to fifteen students. Theology & Ethics requirement (or SE 208) for Chaplaincy students. Identical to IE 217.

SE 226 – Kant, Hegel, and Modern Theology

3 credits

Gary Dorrien

This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich.

Notes: Identical to PR 226 and TS 226. *Formerly CE 226.*

SE 228 – Sexual Ethics in New York City

3 credits

Sarah Azaransky

This course uses New York City—its history, landmarks, and communities—as a resource for Christian ethical and theological reflection about sex and sexuality. Topics include Stonewall, House Ball communities, Fashion Week, and Margaret Sanger and the history of reproductive health care.

Notes: Enrollment limited to eighteen students. *Formerly CE 228.*

SE 322 – Social Ethics in the Making

3 credits

Gary Dorrien

Study of the origins and development of social ethics as a discipline, focusing on methodological, contextual, and "framing" issues. Chief historical paradigms include social gospel ethics, Christian realism, liberationist and feminist ethics, and Roman Catholic, black church, and evangelical social ethics.

Note: *Formerly CE 322.*

SE 340 – Women in the Black Freedom Movement

3 credits

Sarah Azaransky

The course traces women's participation and leadership in the black freedom movement from the nation's founding until today, including women's resistance to enslavement, petitioning for reparations, organizing against lynching, and developing legal frameworks for equal rights.

Notes: Enrollment limited to eighteen students. *Formerly CE 340.*

SE 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details. *Formerly CE 401.*

SE 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details. *Formerly CE 502.*

TS 230 – Islamic Religious Thought

3 credits

Jerusha T. Rhodes

This course introduces Islamic religious thought by exploring foundational sources, religious sciences, institutions, and debates related to theology, exegesis, law, and ethics. Emphasis is on connections and distinctions among various branches of religious thought; diversity within traditions; and major theologians, exegetes, scholars, and jurists. This course provides a foundation for students focused on Islam, as well as for students seeking a robust introduction to Islam.

Notes: Theology & Ethics requirement (or SE 217) for Islam and Interreligious Engagement students. Total enrollment limited to fifteen students. Identical to IE 230. *Formerly ST 230.*

FALL 2020

TS 104 – Introduction to Systematic Theology

3 credits

Andrea White

An introduction to systematic theology, this course studies Christian theologies of the 20th and 21st centuries including black, feminist, liberation, queer, and womanist theologies. Course readings address contemporary debates on theological problems such as the authority of revelation and scripture, radical divine transcendence, care of creation, the person and work of Jesus Christ, violence of the cross, what it means to be human, hope in the face of evil and suffering, to name a few.

Notes: TS 101 or TS 103 or TS 104 required for MA and MDiv students. *Formerly ST 104.*

TS 240 – Womanist Theology and Narrative

3 credits

Andrea White

Womanist Theology and Narrative is a study of the relationship between womanist theology, black women's literary tradition and narrative theory. This course studies black women's writing as an "ethical laboratory" for womanist narrative identity that involves complexity and multiplicity rather than a linear and monolithic view of coherence and unity of the self. A womanist refiguring of black subjectivity through story challenges Western modernity's privileging of the monological self and suggests new insights for a theological anthropology. The joint venture of womanist theology and narrative theory demonstrates the radical potential of black women's narratives to operate as a mode of resistance against cultural myths and cultural codes and to render theological critique of social power.

TS 244 – Modern Anglican Religious Thought

3 credits

Gary Dorrien

This course studies representative Anglican thinkers and movements from the late eighteenth century to the present day. Featured authors and movements include Samuel Taylor Coleridge, the Oxford Movement, Frederick Denison Maurice, the Broad Church Movement, Anglican Socialism and anti-colonialism, Vida Scudder, William Temple, Michael Ramsey, John Macquarrie, Desmond Tutu, Kwok Pui-Lan, Sarah Coakley, Kelly Brown Douglas, and Rowan Williams.

Notes: Identical to CH 244. Required for MDiv students with a concentration in Anglican Studies. Generally offered every other fall, even years. *Formerly ST 244.*

TS 351 – Paul Tillich in Public Context

3 credits

John J. Thatamanil

This course offers an introduction to Tillich's intellectual legacy and theological system. Attention is given to Tillich's early work on religious socialism as well as his mature system. Students examine Tillich's understanding of theological method, God, Christ, Spirit, Church, and eschatology. A goal is to understand Tillich as theologian of culture as well as Tillich's late contributions to theology's conversation with religious diversity.

Prerequisite: TS 101 or TS 103 or TS 104 recommended.

Note: *Formerly ST 351.*

TS 352 – Black Theology

3 credits

Kelly Brown Douglas

An interpretation of the rise of black theology in the 1960s to the present day. Attention is given to different perspectives on black theology, its dialogue with Third World theologies, the responses of Euro-American theologians, and the recent development of womanist theology. Lectures, reports, and discussion.

Note: *Formerly ST 352.*

TS 381 – Systematic Christology

3 credits

Roger Haight

This course studies the sources of christology in faith, revelation, scripture and a distinct conception of the method of theology. Building on the scriptural and patristic traditions, it engages the questions of salvation/liberation, Christ and other religions, the divinity of Jesus, and trinity. The goal of this course is not to survey a variety of christologies, but to follow a critical systematic or constructive method that remains faithful to the tradition, coherent with what we know of the world today, and empowering for Christian life.

TS 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details. *Formerly ST 401.*

TS 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details. *Formerly ST 502.*

TS 101 – Foundations in Christian Theology

3 credits

Roger Haight

This course explores the groundwork of Christian theology for those who have no background in the discipline. It builds on the conception of religious experience and characterizes Christian theology in dialogue with other religious traditions and ways of understanding reality.

Notes: TS 101 or TS 103 or TS 104 required for MA and MDiv students. *Formerly ST 101.*

TS 103 – Critical Perspectives in Modern Theology

3 credits

Kelly Brown Douglas

The aim of this course is to provide a basic understanding of the nature of systematic theology as this discipline relates to contemporary social and political issues. Special attention is given to the emergence of liberal, orthodox, and neo-orthodox theologies in Europe and North America and to their impact on the rise of liberation theologies in Asia, Africa, Latin America, within U.S. minorities, and also among women in all groups. It is hoped that students not only clarify their own personal stance but, in addition, come to understand perspectives radically different from their own. Readings are taken from twentieth-century sources.

Notes: TS 101 or TS 103 or TS 104 required for MA and MDiv students. *Formerly ST 103.*

TS 226 – Kant, Hegel and Modern Theology

3 credits

Gary Dorrien

This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich.

Notes: Identical to CE 226 and PR 226. *Formerly ST 226.*

TS 302 – Theology and the Natural World: An Insight Project

3 credits

John J. Thatamanil

This course explores cutting edge work on how nature itself is being reimagined across a range of fields: science studies, anthropology, ecology, literature and theology. How has anthropogenic climate change transformed what we take nature to be? How can and must we reimagine "nature" itself and nature's relationship to "culture" in the anthropocene? What are the implications of this reimagination for how we study theology?

Notes: Part of the five-year Insight Project covering various topics. This year's theme is "Theology and the Natural World" focusing on theology and ecology. Identical to PR 302. *Formerly ST 302.*

TS 326 – Comparative Feminist Theology: Islam and Christianity

3 credits

Jerusha T. Rhodes

This course explores the feminist theological thought in Islam and Christianity, utilizing the theoretical lens of comparative theology. It aims to cultivate an understanding of both traditions by exploring theological methods (the "hows") and theological subjects (the "whats"). It also probes the manner in which critical comparison of the two traditions complicates and potentially enriches each tradition.

Note: Total enrollment limited to fifteen students. Identical to IE 326.

TS 388 – The Theology of John Calvin

3 credits

Serene Jones

Roger Haight

This course explores the political, social and theological context within which the theology of John Calvin emerged and its pertinence to ongoing socio-political and theological issues in the present day. Particularly useful for students interested in the Reformed traditions, this course covers selections from the entirety of Calvin's Institutes of the Christian Religion (1559).

Note: Identical to CH 388.

TS 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Reading form](#) for more details. *Formerly ST 401.*

TS 502 – Guided Research

1-6 credits

Independent study for doctoral candidates under the guidance of faculty with whom they are doing their major work. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details. *Formerly ST 502.*

DM 405Q – Research Literacy

2 credits

George Fitchett

Around the world, a new evidence-based paradigm is informing the work of healthcare chaplains and spiritual care providers. Fulfilling the potential of the evidence-based paradigm for healthcare chaplaincy requires that all chaplains, and those who educate them, become research literate. Being research literate means 1) having the ability to critically read and understand basic research, and, if indicated, apply the findings of research studies to one's chaplaincy practice, and 2) being generally familiar with the existing body of chaplaincy research including topics that have been studied and important areas for future research. The aim of this course is to provide students with a beginning level of research literacy in both senses of the term. This is primarily accomplished by reading chaplaincy-related research and presenting critical summaries of selected studies to the course.

Prerequisite: Restricted to DMin students.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs.

DM 406Q – Group Development and Theory

1 credit

A. Meigs Ross

This course is designed to provide an overview of group dynamics theories from the systems-centered and group-as-a-whole perspectives. The focus is on applying group dynamics theories to the leadership of experiential process groups, with a particular focus on groups in Association for Clinical Pastoral Education (ACPE). Students enhance their understanding of the theory and practice of group dynamics through readings, discussion and experiential group participation.

Prerequisite: Restricted to DMin students.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs.

DM 411Q – Research Integration Seminar

2 credits

Kelsey White

This final residency is a capstone course in which students work with the director and their learning cohort to integrate their academic learning, their personal understanding of their ministry and their practice of supervision. The seminar also provides advisement and oversight on the development of their Doctor of Ministry demonstration project. Students present their thesis/project proposal for discussion, revision, and approval.

Prerequisite: Restricted to DMin students planning to graduate in January or May 2021.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs.

DM 412Q – Theory and Practice of Teaching

1 credit

John P. Falcone

Prepares clinical pastoral education (CPE) and spiritual leaders to develop and deliver curriculum in effective, engaging, and contextually sensitive ways. Students learn about and practice a variety of teaching techniques (facilitated inquiry, analytic remembering, creative exploration, discernment, lecture, embodied reflection, etc.). The course is framed by critical pedagogy, empirically grounded learning theory, and models of situated learning/professional expertise.

Prerequisite: Restricted to DMin students with Summer 2018 entrance year.

Notes: Meets from August 17-28. Additional fees not charged for identity verification in distance education programs. Identical to RE 312Q.

FALL 2020

DM 407 – Research Methods & Process

3 credits

Kelsey White

This synchronous course provides students with foundational knowledge and skills in responsible professional behavior, enabling them to address and resolve the ethical and socio-cultural issues that they confront during their training and professional practice. This ethics course involves teaching of rudimentary knowledge and skills in ethical theory and reasoning, professional ethics, spiritual care approach to health care decision-making, goals of health care, illness experience, and other topics of concern. Through reading, preparation and on-line group discussions, students have an opportunity to practice communication, reflection, listening, and reasoning in the moral and ethical dimensions of spiritual care and supervision.

Prerequisite: Restricted to DMin students.

Note: Required Thursday synchronous meetings. Additional fees not charged for identity verification in distance education programs.

DM 408 – Contextual Perspectives on Culture and Race

3 credits

Samuel Cruz

This course introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, religion, and physical differences. Additionally, students examine the role, function, and effects of oppression in society as it relates to social and economic justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn are examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest is how oppression affects ecclesiastical, local parish, mosque, temple and faith based organizations at micro and macro levels, particularly policies and strategic planning which drive the shape of places of worship.

Prerequisite: Restricted to DMin students.

Note: Required Thursday evening synchronous meetings. Additional fees not charged for identity verification in distance education programs. Identical to RS 321.

DM 501 – Guided Research

1-3 credits

Independent study for doctoral-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

DM 520 – Applied Research Project I

3 credits

In the final year, Doctor of Ministry students write a final research project.

Prerequisite: Restricted to DMin students planning to graduate in May 2021.

Note: DM 520 and DM 521 must be taken sequentially in one academic year.

SPRING 2021

DM 409 – Systems, Organizations, Leadership, and Administration

3 credits

Michael Cooper-White

Spiritual care providers/chaplains work in some of the most complex organizational environments of today's world. In addition to theological acumen and interpersonal skills, they must develop "habits of the heart and mind" that enable them to navigate these complexities and exert transformative leadership in diverse settings. This online course explores dynamics of organizational systems and administrative leadership, as well as provides rudimentary concepts in such mundane matters as budgets and balance sheets, communication and media relations, strategic planning and common legal issues. In addition to engaging in course readings and online discussions, students have opportunity to engage the instructor and each other in "processing" relevant case studies from their own contexts.

Prerequisite: Restricted to DMin students.

Notes: Required Thursday evening synchronous meetings. Additional fees are not charged for identity verification in distance education programs. Identical to PT 330.

DM 410 – Clinical Supervision

3 credits

Gregory Stoddard

Supervision is a discipline that draws upon an understanding of personality, education and group theory in working with students, employees or other individuals. Effective supervision entails having a clear model and theory underlying practice. This course allows students to explore some of the issues regarding supervision in a variety of settings with a focus on Clinical Pastoral Education (CPE). The instructor facilitates this course by working individually with each student on certain relevant readings. A goal is for students to develop stronger role identity and strategy in functioning as a supervisor in their own setting. In addition, readings referencing the historical place/strategies of supervision in CPE are included.

Prerequisite: Restricted to DMin students. Permission of the instructor.

Note: Additional fees are not charged for identity verification in distance education programs.

DM 502 – Guided Research

1-3 credits

Independent study for doctoral-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty.

Prerequisite: Permission of the instructor.

Notes: Cannot be taken for reading credit. See [Guided Research form](#) for more details.

DM 521 – Applied Research Project II

3 credits

In the final year, Doctor of Ministry students write a final research project.

Prerequisites: DM 520. Restricted to DMin students planning to graduate in May 2021.

Note: DM 520 and DM 521 must be taken sequentially in one academic year.

SEPTEMBER 2020**UT 101 – Introduction to Theological Studies**

2 credits

*Serene Jones**Pamela Cooper-White*

This course is primarily designed for entering students as an introduction to the major themes, concepts, and controversies within the fields of theological study, including Christian theology, social ethics, biblical studies and the study of sacred texts, church history, practical theology (including preaching, worship and arts, education, religion and society, and spiritual care), and interreligious engagement (including Buddhism and Islam studies). Students engage in lively dialogue with Union faculty from a variety of disciplines through video and live interviews, and discussion forums.

FALL 2020**CX 801 – Doctoral Comprehensive Examination I**

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 802 – Doctoral Comprehensive Examination II

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 803 – Doctoral Comprehensive Examination III

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 804 – Doctoral Comprehensive Examination IV

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

UT 150 – Thesis Seminar I

1 credit

Amy E. Meverden

Part one of a two-semester course intended to improve the quality of theses, and to strengthen the research and writing skills of students. The specific objectives for this half of the course include: 1) helping students formulate manageable research questions and 2) identifying resources for addressing those questions. Students craft a satisfactory thesis proposal and a working resource list. Assignments for the course align with the established deadlines for Union theses and are based on milestones in the process of completing a master's thesis.

Notes: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Highly recommended for second-year MA students and MDiv students writing a thesis.

UT 400 – Extended Residence

0 credits

PhD degree candidates who have completed their residency or tuition-unit requirements, without having completed the academic requirements, must register for this course each semester immediately following the term in which the residency or tuition-unit obligation is satisfied.

UT 420 – Thesis

4 or 6 credits

A thesis in the candidate's field of special study usually in the final year of the program. Students submit the thesis proposal and approval form by the deadline as specified in the academic calendar. Students are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

Notes: Required for MA students. Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 421 – Final Project

6 credits

In the final year, MDiv students select one of the following options (a) six credits for a thesis or a senior project, or (b) six credits from elective courses. Students declare the option chosen for fulfilling this final six-credit requirement by submitting the thesis proposal form to the registrar by the deadline as specified in the academic calendar.

Note: Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 433 – STM Extended Paper

0 credits

The STM extended paper (30-40 pages) must be completed as an "extended" or enlarged adaptation of the requirements of a seminar or other advanced-level course or guided reading. It can be written in either the fall or spring semester. The topic of the extended paper is established in collaboration with the instructor. Students must also register for the course in which the paper is completed.

Notes: Required for STM students. Does not carry curricular points of credit apart from the points assigned to the course in which it is written.

UT 550 – Doctoral Seminar I

1 credit

Jan Rehmann

This seminar enhances the interdisciplinary nature of the PhD program by inviting faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

Notes: Pass/fail. Required for first- and second-year PhD students. Open to all PhD students.

UT 560 – Modern Language Examination in German

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for STM students. Passing of two modern language exams is required for PhD students.

UT 570 – Modern Language Examination in French

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for STM students. Passing of two modern language exams is required for PhD students.

UT 580 – Modern Language Examination in Spanish

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for STM students. Passing of two modern language exams is required for PhD students.

UT 600 – Dissertation Proposal Approval

0 credits

Following completion of the MPhil requirements, students are eligible for the PhD and prepare a dissertation proposal that must be approved by the faculty, normally submitted six months to one year following completion of the comprehensive examinations. When the principal advisers believe the student's proposal is ready for formal review, a hearing is set up with the student and at least three faculty members of the dissertation committee. After this committee approves the proposal, adviser notifies the Academic Office in writing.

Prerequisites: CX 801, CX 802, CX 803, CX 804.

UT 700 – Doctoral Dissertation Defense

0 credits

PhD candidates register for this course in the semester when the dissertation is to be defended.

Prerequisite: UT 600.

UT 900 – Doctoral Dissertation Deposit

0 credits

This course is reflected on student transcripts following successful deposit of the PhD dissertation.

Prerequisite: UT 700.

SPRING 2021**CX 801 – Doctoral Comprehensive Examination I**

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 802 – Doctoral Comprehensive Examination II

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 803 – Doctoral Comprehensive Examination III

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

CX 804 – Doctoral Comprehensive Examination IV

0 credits

PhD students are required to pass four comprehensive exams as part of the degree requirements.

UT 151 – Thesis Seminar II

1 credit

Amy E. Meverden

Part two of a two-semester course intended to improve the quality of theses, and to strengthen the research and writing skills of students. The specific objectives for this half of the course include: 1) writing a thesis and 2) participating in larger scholarly discussions about the work. Students craft an outline, first draft and final draft. Assignments for the course align with the established deadlines for Union theses and are based on milestones in the process of completing a master's thesis. UT 150 and UT 151 must be taken sequentially in one academic year.

Corequisite: UT 420 (04).

Notes: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Highly recommended for second-year MA students and MDiv students writing a thesis.

UT 400 – Extended Residence

0 credits

PhD degree candidates who have completed their residency or tuition-unit requirements, without having completed the academic requirements, must register for this course each semester immediately following the term in which the residency or tuition-unit obligation is satisfied.

UT 420 – Thesis

4 or 6 credits

A thesis in the candidate's field of special study usually in the final year of the program. Students submit the thesis proposal and approval form by the deadline as specified in the academic calendar. Students are strongly encouraged to take the thesis seminar (UT 150 & UT 151). Students registered for UT 150 and UT 151 register for the 4-credit option, otherwise register for the 6-credit course.

Notes: Required for MA students. Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 421 – Final Project

6 credits

In the final year, MDiv students select one of the following options (a) six credits for a thesis or a senior project, or (b) six credits from elective courses. Students declare the option chosen for fulfilling this final six-credit requirement by submitting the thesis proposal form to the registrar by the deadline as specified in the academic calendar.

Note: Consult the academic calendar regarding due dates for submissions of the thesis proposal form, the preliminary outline and bibliography, and the thesis/senior project.

UT 433 – STM Extended Paper

0 credits

The STM extended paper (30-40 pages) must be completed as an "extended" or enlarged adaptation of the requirements of a seminar or other advanced-level course or guided reading. It can be written in either the fall or spring semester. The topic of the extended paper is established in collaboration with the instructor. Students must also register for the course in which the paper is completed.

Note: Required for STM students. Does not carry curricular points of credit apart from the points assigned to the course in which it is written.

UT 551 – Doctoral Seminar II

1 credit

Jan Rehmann

This seminar enhances the interdisciplinary nature of the PhD program by inviting faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

Notes: Pass/fail. Required for first- and second-year PhD students. Open to all PhD students.

UT 560 – Modern Language Examination in German

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for STM students. Passing of two modern language exams is required for PhD students.

UT 570 – Modern Language Examination in French

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for STM students. Passing of two modern language exams is required for PhD students.

UT 580 – Modern Language Examination in Spanish

0 credits

Given two times each semester - fall and spring. Register with an [Language Exam Registration form](#). See dates listed in the academic calendar.

Note: Passing of one modern language exam is required for STM students. Passing of two modern language exams is required for PhD students.

UT 600 – Dissertation Proposal Approval

0 credits

Following completion of the MPhil requirements, students are eligible for the PhD and prepare a dissertation proposal that must be approved by the faculty, normally submitted six months to one year following completion of the comprehensive examinations. When the principal advisers believe the student's proposal is ready for formal review, a hearing is set up with the student and at least three faculty members of the dissertation committee. After this committee approves the proposal, adviser notifies the Academic Office in writing.

Prerequisites: CX 801, CX 802, CX 803, CX 804.

UT 700 – Doctoral Dissertation Defense

0 credits

PhD candidates register for this course in the semester when the dissertation is to be defended.

Prerequisite: UT 600.

UT 900 – Doctoral Dissertation Deposit

0 credits

This course is reflected on student transcripts following successful deposit of the PhD dissertation.

Prerequisite: UT 700.

SUPPLEMENTAL CO-CURRICULAR COURSES

Only three (3) SU credits count towards MA, MDiv degrees; no SU credits count towards STM, PhD, DMin degrees.

SEPTEMBER 2020

SU 101 01 – Graduate Writing Seminar

1 credit

Amy E. Meverden

This course addresses the breadth and variety of writing styles encountered by graduate students in seminary courses. By working on actual writing assignments students have in their current courses, this course seeks to illuminate the writing process in ways immediately applicable to students.

Notes: Pass/fail. May be repeated, but taken only once for credit.

SU 190 AB1 – Building a Moral Revolution to End Poverty

1 credit

Adam Barnes

As seminarians we are graduating into a world in turmoil. How are we prepared to offer spiritual leadership in these times? This seminar draws on the Kairos Center's national network of leaders and decades of experience in grassroots organizing to help answer this pivotal question. Special attention will be given to examining the history of the Rev. Dr. Martin Luther King Jr.'s 1968 Poor People's Campaign (PPC) and the recent effort to revive that campaign, the Poor People's Campaign: A National Call for Moral Revival. Students learn about the model and lessons of the 1968 Campaign, gain some basic information on poverty and community organizing, and participate in biblical study and theological reflection on building a social movement to end poverty, led by the poor.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 AK1 – Topics in Ministry: Humanist Life Passage Ceremonies

1 credit

Anne Klaeyssen

With the rise in what Pew Forum refers to as the "nones," or religiously unaffiliated, and those who are "spiritual but not religious" (SBNR), more people are looking for non-traditional ceremonies. Humanism, both religious and secular, meets that need with a creative process that emphasizes relationship over ritual. This course explores alternatives to baby naming, coming-of-age, wedding, and memorial services. Students read Humanist ceremonies and related articles, bring and/or create their own ceremonies, and role-play interviews with couples and families.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 JC1 – Topics in Ministry: Women in Prison in the Time of COVID and Black Lives Matter

1 credit

Judy Clark

Prisons have been a center of the COVID-19 pandemic revealing the underlying issues of over incarceration, long sentences and the role of the prison system for maintaining white supremacy. This course occurs on the anniversary of the Attica Rebellion of 1971 and subsequent massacre. Currently, there are calls for reform measures to change sentencing and parole policies, and eliminate bail. The struggles against the prison system lie at the heart of the call of Black Lives Matter. The instructor, who spent 38 years in prison, draws from her personal experience, along with utilizing readings, videos and discussion. This course aims to challenge the invisibility of women in prison, to examine the dehumanization and daily traumas of imprisonment, and the creative ways that women build community, and programs that address day to day needs and transformative aspirations. We look at current struggles to challenge the prison system in New York State and how we can participate.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

FALL 2020

SU 101 – Graduate Writing Seminar

1 credit

Amy E. Meverden

This course addresses the breadth and variety of writing styles encountered by graduate students in seminary courses. By working on actual writing assignments students have in their current courses, this class seeks to illuminate the writing process in ways immediately applicable to students.

Notes: Pass/fail. May be repeated, but taken only once for credit.

SU 102 – Seminary Choir

1 credit

Malcolm Merriweather

Singing diverse works from across the sacred choral spectrum, with participation in periodic noon chapel services.

Note: Pass/fail. May be repeated as audit, but taken only once for credit.

SU 104 – Gospel Choir

1 credit

Gary Mitchell, Jr.

Exploring the styles and rhythms of gospel traditions, with participation in periodic noon chapel services.

Note: Pass/fail. May be repeated as audit, but taken only once for credit.

SU 125 JH1 – Introduction to Spiritual Formation: Faith Seeking Understanding

1 credit

Jane Huber

Current day interest and life in intentional community has a rich and diverse history. Within communities from the past to the present, cultivation of spiritual practices is a central focus of intentional living. The medieval model provided by those living in Christian community furnishes a starting point for historical study of intentional communities in this course, which also introduces the different forms and orders of medieval monasticism and spiritual practice in community. Through review of historical documents and films, students are introduced to historical examples of life in intentional community. Through visits to a Jewish eruv, Christian cloister and Islamic courtyard, students explore different boundaries and peripheries of sacred space for each tradition. Students review current research and present their own proposals for intentional communities in contemporary context.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 161 – Theological German: From Beginning to Taking the Exam

0 credits

Jan Rehmann

This course is designed for students who are preparing for the language exam in German. Starting with the basic elements of grammar and vocabulary, the course requires no prior knowledge of German, but does require intensive commitment. Students are introduced to the main problems of reading German. Corresponding to the requirements of the exam, the training focuses on the understanding and translation of scholarly theological texts; i.e. exegesis, church history, Christian ethics and philosophy.

SU 171 – Theological French: From Beginning to Taking the Exam

0 credits

Jan Rehmann

This course is designed for students who are preparing for the language exam in French. Starting with the basic elements of grammar and vocabulary, the course requires no prior knowledge of French, but does require intensive commitment. Students are introduced to the main problems of reading French. Corresponding to the requirements of the exam, the training focuses on the understanding and translation of scholarly theological texts; i.e., exegesis, church history, Christian ethics and philosophy.

SU 183 – Theological Spanish: From Beginning to Taking the Exam

0 credits

Carla Roland Guzman

This course is designed for students who are preparing for the language exam in Spanish. Prior knowledge of Spanish is not required, and students are introduced to the study of the basic grammatical forms and functions of the language. The course includes translation practice corresponding to the requirements of the exam. The training focuses on the understanding and translation of scholarly, especially theological texts; i.e., exegesis, church history, Christian ethics and philosophy.

SU 190 AB2 – Topics in Ministry: Jubilee Justice - A Vision of Freedom and Liberation from the Poor

1 credit

Adam Barnes

Join leaders from the Kairos Center and the Poor People's Campaign a week after the elections to discuss the growing movement of the 140 million poor and low-income people in this country. Learn more about the history and structure of the Campaign as well as the theological insights being discovered in the struggle itself. We will spend some time discussing A Moral Policy Agenda to Heal the Nation: The Poor People's Jubilee Platform, a comprehensive vision for our country that is rooted in the struggles and insight of the poor. Particular attention will be paid to how faith leaders and communities of faith are playing a prophetic and pastoral role in this movement. We will also share and discuss tactics for how to grow and nurture this work in our congregations and communities.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KB1 – Topics in Ministry: James Cone: Black Theology and Black Power in 2020

1 credit

Kelly Brown Douglas

It has been more than fifty years since the publication of the Rev. Dr. James Cone's groundbreaking book *Black Theology & Black Power*, yet the concerns and themes raised in this book continue to resonate today. Reflecting on his book, Dr. Cone wrote "I wanted to speak on behalf of the voiceless black masses in the name of Jesus whose gospel I believed had been greatly distorted by the preaching and theology of white churches." Through this two-day course, the Very Rev. Dr. Kelly Brown Douglas invites students and community members to reflect and study *Black Theology & Black Power* in light of where the country and church are today and its transforming implications for our faith and actions.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KL1 – Topics in Ministry: Self-Care for the Self Aware: Leadership from Your Inside, Out

1 credit

Khalid Latif

Burnout is an unfortunate reality that many leaders experience today. The physical, mental, emotional and spiritual exhaustion that is experienced daily by so many is made further burdensome by an absence of knowing how to really take care of one's self. This course will focus on fundamental aspects of self-care, how to build substantive outlets for self-care, and the relationship between knowing one's values and knowing how to take care of one's self. The two fundamental questions that the course will be built upon are "What are your values?" and "How do you take care of your heart?"

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 SG1 – Topics in Ministry: Putting the "Digital" in Your Ministry

1 credit

Shamika Goddard

Learning how to best engage technology and the digital space into one's ministry is a 21st-century tool. Participants will learn what digital ministry is and how to develop it for their vision of ministry. The first half of the course will focus on the relevant elements of digital citizenry and the seven digital literacies for ministry which will inform how participants can best engage with technology and the digital space through their vocation. The second half of the course will be dedicated to specific technologies from social media platforms and websites to content creation including graphic design with Canva, YouTube/Vimeo and video editing tips, getting started with podcasting, and live streaming. This course is designed with faith leaders in mind. The course is also taught by a Tech Chaplain who has years of experience addressing technological issues by centering people and helping them move from fear and anxiety around technology to empowerment.

SPRING 2021

SU 101 – Graduate Writing Seminar

1 credit

Amy E. Meverden

This course addresses the breadth and variety of writing styles encountered by graduate students in seminary courses. By working on actual writing assignments students have in their current courses, this course seeks to illuminate the writing process in ways immediately applicable to students.

Notes: Pass/fail. May be repeated, but taken only once for credit.

SU 102 – Seminary Choir

1 credit

Malcolm Merriweather

Singing diverse works from across the sacred choral spectrum, with participation in periodic noon chapel services.

Note: Pass/fail. May be repeated at audit, but taken only once for credit.

SU 104 – Gospel Choir

1 credit

Gary Mitchell, Jr.

Exploring the styles and rhythms of gospel traditions, with participation in noon chapel services.

Note: Pass/fail. May be repeated as audit, but taken only once for credit.

SU 120 – Samuel DeWitt Proctor Conference

2 credits

Timothy Adkins-Jones

The Samuel DeWitt Proctor Conference (SDPC) represents a cross section of progressive African American faith leaders and their congregations in the United States. The SDPC was created to continue the rich legacy of the faith community's engagement in issues of social justice. Students attend the annual conference as an opportunity to focus on education, advocacy and activism. Students gain practical skills on how to promote justice by resourcing and organizing partner churches, clergy and lay leaders to address the diverse concerns of communities. Requirements include a three-page reflection paper as well as planning and participating in a Union chapel service based on the conference theme. Details including location and theme, are provided when available.

Prerequisite: Permission of the instructor.

Notes: Pass/fail. Enrollment limited to fifteen students. May be repeated as audit, but taken only once for credit. Union covers the conference registration fee only; students are responsible for hotel and travel expenses. Students are required to obtain class syllabi in advance, and make their own arrangements regarding missed course assignments during the week of the conference.

SU 125 RH1 – Introduction to Spiritual Formation: The Spiritual Exercises of Ignatius Loyola

1 credit

Roger Haight

The first half of the course examines the author and the logic of the Exercises. The second half of the course puts the Exercises into practice with daily short meditations over five weeks. The short daily exercises in meditation follow the logic of Ignatius's design and are guided through the weekly meetings. The goal of this course is to learn about the Ignatian Exercises and then to experience them in practice.

Notes: Pass/fail. Cannot be taken for reading credit.

SU 185 – Spanish for Latinx Ministry

3 credits

Luis Barrios

Latinas/os constitute the fastest growing segment of many mainline denominations and are rapidly becoming an important part of most congregational ministries, including in the Episcopal Church. This course assists students in gaining a working knowledge of liturgical Spanish and discusses particular challenges ministerial leaders face including 1) the importance of understanding cultural context in congregational development 2) structuring effective bilingual worship services 3) leadership models for multilingual congregations and 4) cultural differences in stewardship and fundraising, as well as other areas. Students explore denominational networks and resources to help support them in their long-term development of Spanish language skills and abilities in Latinx Ministry.

Note: Generally offered every other spring, odd years.

SU 190 AD1 – Topics in Ministry: Islamic Liberation Theology: An Examination of the Story of Prophet Musa Dismantling the Pharonic System of Oppression

1 credit

Amina Darwish

Chapter 28 in the Quran is titled “The Narratives.” It addresses the competing narratives of Pharaoh and Prophet Musa (peace be upon him), and the structural racism against the Israelites in Pharaoh’s Egypt. It tells the story of Prophet Musa (pbuh) as a privileged Israelite in the House of Pharaoh and his subsequent struggle to understand his own spiritual path in a fight against systemic injustices. The chapter also gives voice to the women throughout Prophet Musa’s (pbuh) life who supported him and faced their own spiritual struggles. At a time when racism and misogyny are so engrained in our society, this course aims to equip students with the spiritual language to address those ills and fight back against them.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 CH1 – Topics in Ministry: Everybody Has the Right to Live! A Poor People’s Moral Budget

1 credit

Charon Hribar

Budgets are moral documents. In a time of unprecedented productivity no one should be without the basic necessities of life and yet, in the United States, 140 million people are poor or low income and billions more are poor worldwide. This course examines *The Poor People’s Moral Budget*, which was developed through the demands of the grassroots fusion movement - the Poor People’s Campaign: A National Call for Moral Revival. The budget shows that our nation has abundant resources to meet the demands of the poor and address the widespread and systemic injustices we face. Theological and biblical questions inherent in budgets are explored, namely how our society decides to share God’s abundant resources. Students learn how The Poor People’s Moral Budget helps challenge the narratives of scarcity, individualism, and neoliberalism and affirms the need to build a social movement grounded in leadership of the poor.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KB1 – Topics in Ministry: Why Pauli Murray Matters

1 credit

Kelly Brown Douglas

More than three decades after her death, the activist, lawyer, and Episcopal priest Pauli Murray remains one of the most compelling and enigmatic figures in Black intellectual history. In addition to playing a pivotal role in both the civil rights and women’s movement, her experiences of being non-binary in race and gender expressed a complex identity. Students are invited to explore Pauli Murray’s legacy in light of where the country and church are today. Sections of Rosalind Rosenberg’s biography of Murray, *Jane Crow* are emphasized.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KL2 – Topics in Ministry: Rituals of Birth to Death

1 credit

Khalid Latif

This course provides students with an in-depth look at ritual, spirituality, and theology as it relates to birth, death, and dying in Islam. We look at recommended acts to be performed at birth, funeral rites, and etiquettes around illness and providing care to the sick. Students are provided cultural immersion to better equip them with real-life scenarios, especially those who work with Muslim clients in areas relevant to the subject, i.e. hospital staff, childcare providers, chaplains, clergy, hospice workers, medical professionals, social workers, funeral directors, and others.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings.

SU 190 KW1 – Topics in Ministry: Dharma + Justice + Abolition

1 credit

Karen G. Williams

In the wake of protests confronting racial injustice and anti-black racism, a newfound attentiveness towards abolition has reemerged. In this course we explore how the dharma informs our understanding of abolition and what is the role dharma in justice? Drawing on contemporary writings from QTBIPOC Buddhist practitioners, feminist scholars, and social justice movements as a way to ground our view, we collectively imagine a just world. Students engage in intimate conversations about what is at stake, what do we need to undo and unlearn for liberation.

SU 190 MW1 – Topics in Ministry: Buddhist Caregiving: Elements of Chaplaincy from a Buddhist Perspective

1 credit

Malik JM Walker

As a minority religion, Buddhism's contribution to the caregiving fields have yet to be fully developed or realized. This course provides an opportunity to discuss three areas of caregiving (hospital/hospice, campus/collegiate, and incarceration/prison) from the Buddhist perspective. It addresses the specificity of Buddhist caregiving. Special focus is given to the concept of Sangha in a broad theological sense as well as the practical locality of the temple and their relationship to the Buddhist caregiver's relationship and responsibilities to their constituencies (mostly non-Buddhist populations). The course covers models of care with respect to the different areas of caregiving. We read and generate case studies that consider a Buddhist perspective, and address constructive approaches to Buddhist caregiving in a way that bring clarity to the practice of the Buddhist precepts.

Notes: Pass/fail. Cannot be taken for reading credit. Auditors are expected to attend all class meetings. One in a series of courses offered as part of Thich Nhat Hanh Program for Engaged Buddhism.

FACULTY

Biographies and bibliographies available at: <https://utsnyc.edu/academics/faculty/>

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DD, DLitt
Reinhold Niebuhr Professor of Social Ethics

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¹ Aliou C. Niang, MA, PhD
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Kosen Greg Snyder
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² Rev. Andrea C. White, MDiv, PhD
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¹ Absent on sabbatical leave, Fall 2020

² Absent on sabbatical leave, Spring 2021

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Practical Theology

Rev. Ann L. Colley, MDiv
Communication Arts

Rev. Michael Cooper-White, MDiv, DD
Doctor of Ministry
Ministerial Leadership Studies
Director of Lutheran Formation

George Fitchett, DMin, PhD, BCC
Doctor of Ministry
Ministerial Leadership Studies

Rev. Vicki Flippin, MDiv
Field Education

Rev. Susan Hill, MBA, MDiv '08, STM
Practical Theology

Rev. Sarah Lenzi, MA, MDiv, PhD
Denominational Studies

Hussein Rashid, MA, MTS, PhD
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Social Ethics

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Psychology and Religion

Peace Twesigye, MM, MEd
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Malik JM Walker, MAR, PhD
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Karen G. Williams, PhD
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Gary Mitchell, Jr.

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Recorder Emeritus

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+ Deceased

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ACADEMIC CALENDAR

August 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17 DMin Summer courses	18 DMin Summer courses	19 DMin Summer courses	20 DMin Summer courses	21 DMin Summer courses	22
23	24 DMin Summer courses	25 DMin Summer courses	26 DMin Summer courses	27 DMin Summer courses	28 DMin Summer courses	29
30	31					

September 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Faculty day of work Mandatory new student orientation including academic advisement and course registration (virtual)	2 Mandatory new student orientation including academic advisement and course registration (virtual)	3 Mandatory new student orientation including academic advisement and course registration (virtual)	4 Mandatory new student orientation including academic advisement and course registration (virtual)	5
6	7 Labor Day holiday Last day full refunds are issued	8 September Session Course registration closes for September Session; courses dropped after today receive "W" grade. Last day to change enrollment type for September courses.	9 September Session	10 September Session	11 September Session	12
13	14 September Session	15 September Session Field Education orientation (first year MDiv students)	16 September Session	17 September Session Field education supervisor orientation	18	19
20	21	22	23	24 Final grades due for DMin Summer courses	25	26
27	28 McGiffert Hall Move-In	29 McGiffert Hall Move-In	30 McGiffert Hall Move-In Last day to change health insurance plan with Student Affairs			

October 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Hastings Hall Move-In FAFSA form available for 2021- 2022 academic year	2 Hastings Hall Move-In	3 Hastings Hall Move-In Residential Life Orientation and Welcome Activities (all students)
4	5 Start of Fall semester Last day to pay remaining balances. Student accounts with remaining balance placed on financial hold preventing January/Spring course registration until paid in full.	6	7 184th Convocation	8	9	10
11	12 Course registration closes for Fall; Fall courses dropped after today receive a “W.” Last day to change enrollment type for Fall courses.	13	14 Modern language exams	15 Clinical Pastoral Education (CPE) information session (all students welcome)	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Last day to adjust Fall financial aid	3	4	5	6	7
8	9 Academic advisement for January & Spring	10 Academic advisement for January & Spring	11 Academic advisement for January & Spring	12 Academic advisement for January & Spring	13 Academic advisement for January & Spring Return to title IV (R2T4) aid cutoff for students with September courses	14
15	16 Academic advisement for January & Spring	17 Academic advisement for January & Spring	18 Academic advisement for January & Spring	19 Academic advisement for January & Spring	20 Last day to withdraw from Fall courses and receive grade of "W" Return to title IV (R2T4) aid cutoff for students with Fall courses	21
22	23 Academic advisement for January & Spring Course registration opens via add/drop form for January	24	25	26 Thanksgiving holiday	27 Thanksgiving holiday	28
29	30					

December 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 MA thesis proposals, MDiv project/thesis proposals, and STM extended paper proposals due Field education mid-year evaluations due	5
6	7	8	9	10	11	12
13	14 Last day of Monday classes	15 Last day of Tuesday classes	16 Last day of Wednesday classes Modern language exams	17	18 Course registration opens via SSO for Spring Deadline for first-year MDiv field education placement conferences	19
20	21 Last day of Thursday classes	22 Last day of Friday classes Last day to request extensions for Fall coursework. Deadline for course requirements other than final examinations. End of Fall semester	23	24 Semester break – no classes & administrative offices closed	25 Semester break – no classes & administrative offices closed	26
27	28 Semester break – no classes & administrative offices closed	29 Semester break – no classes & administrative offices closed	30 Semester break – no classes & administrative offices closed	31 Semester break – no classes & administrative offices closed		

January 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Semester break – no classes & administrative offices closed	2
3	4 January intersession Course registration closes for January; courses dropped after today receive a “W.” Last day to change enrollment type for January courses.	5 January intersession	6 January intersession	7 January intersession	8 January intersession Deadline for first- year MA concentration declaration form	9
10	11 January intersession Final grades due for Fall	12 January intersession	13 January intersession Outlines & bibliographies for MDiv and MA theses due	14 January intersession	15 January intersession Coursework for Fall extensions due to faculty Outlines and annotated bibliographies for MDiv and MA theses due	16
17	18 Martin Luther King, Jr. Day – no classes & administrative offices closed	19 January intersession Final grades due for Fall extensions	20 January intersession	21 January intersession	22 January intersession	23
24	25 New student orientation, academic advisement, course registration for Spring admits	26 Final grades due for January Intersession	27 Faculty day of work Last day full refunds are issued	28	29	30
31						

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February 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Start of Spring semester Last day to pay remaining balances. Student accounts with remaining balance placed on financial hold preventing Summer/Fall course registration until paid in full.	2	3	4 Field education supervisor orientation	5	6
7 Course registration closes for Spring; courses dropped after today receive "W" grade. Last day to change enrollment type for courses.	8	9	10 Modern language exams	11	12 MDiv mid-program review conferences	13
14	15 FAFSA & financial aid application deadline for new students	16	17	18	19 MDiv mid-program review conferences	20
21	22 Course registration opens via add/drop form for Summer	23	24	25	26 MDiv mid-program review conferences	27

28						
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March 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Spring recess – no classes	16 Spring recess – no classes	17 Spring recess – no classes	18 Spring recess – no classes	19 Spring recess – no classes Course registration closes for Summer	20
21	22	23	24	25	26 Last day to withdraw from Spring courses and receive a grade of "W"	27
28	29	30	31			

April 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Easter holiday - no classes & administrative offices closed	2 Easter holiday - no classes & administrative offices closed Return to title IV (R2T4) aid cutoff for Spring Last day to adjust Spring financial aid	3
4	5 Easter holiday - no classes & administrative offices closed	6	7	8	9	10
11	12 Academic advisement for Fall	13 Academic advisement for Fall	14 Academic advisement for Fall Modern language exams	15 Academic advisement for Fall Field education learning agreements & contracts due Deadline for first- year MA and second-year MDiv concentration declarations	16 Academic advisement for Fall MA theses, MDiv projects/theses, STM extended papers due	17
18	19 Academic advisement for Fall	20 Academic advisement for Fall	21 Academic advisement for Fall	22 Academic advisement for Fall	23 Academic advisement for Fall Last day for PhD dissertation defense Field education final evaluations due	24
25	26 Course registration opens via SSO for Fall	27 Last day of Tuesday classes	28 Last day of Wednesday classes	29	30 PhD dissertations due Deadline for first-year MA and second-year MDiv concentration declarations	

May 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Last day of Monday classes Last day to request extensions for Spring coursework - not allowed for graduating students. Deadline for all course requirements other than final exams. Thesis and extended paper grades due	4	5	6 Last day of Thursday classes	7 Last day of Friday classes	8
9	10 Reading days	11 Reading days	12 Final examinations End of Spring semester	13	14	15 FAFSA form deadline for returning students
16	17 Final grades for Spring due for graduating students (10 am)	18	19	20	21 183 rd Commencement	22
23	24 Start of Summer Session	25	26	27	28 Final grades due for Spring	29
30	31 Memorial Day - no classes and administrative offices closed					

June 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9 Coursework for Spring extensions due to faculty	10	11	12
13	14 Final grades due for Spring extensions Assessment reports for MDiv and MA due from faculty	15	16	17	18 End of Summer Session (except for DMin)	19
20	21	22	23	24	25 Final grades due for Summer (except for DMin)	26
27	28	29	30			

July 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Independence Day - administrative offices closed	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 2021

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 DMin Residency	17 DMin Residency	18 DMin Residency	19 DMin Residency	20 DMin Residency	21
22	23 DMin Residency	24 DMin Residency	25 DMin Residency	26 DMin Residency	27 DMin Residency	28
29	30	31				