



**UNION**

**2021 - 2022**

**Academic Catalog**

## TABLE OF CONTENTS

[Mission](#)  
[Core Values](#)  
[Accreditation](#)  
[Non-Discrimination](#)  
[Inclusive Language](#)  
[Financial Support for the Seminary](#)  
[Academic Calendar](#)  
[Tuition and Fees](#)  
[Audit Policy](#)  
[Non-Degree Policy](#)  
[Transfer Credits](#)  
[Dual Degree Programs](#)  
[Hispanic Summer Program](#)  
[Access to Educational Records and Privacy Rights](#)  
[Demographic Information](#)  
[Preferred Name](#)  
[Transcripts of Record](#)  
[Jury Duty](#)  
[Religious Observance](#)  
[Credit Hours](#)  
[Financial Aid](#)  
[Change of Degree](#)  
[Academic Advisement](#)  
[Course Registration](#)  
[Reading Credit](#)  
[Courses at Other Institutions](#)  
[Guided Reading/Research](#)  
[Course Evaluation](#)  
[Grading](#)  
[Plagiarism](#)  
[Academic Standing](#)  
[Appeals](#)  
[Leave of Absence](#)  
[Withdrawal](#)  
[Readmit Policy](#)  
[Announcement of Courses](#)  
[Course Offerings](#)  
[Faculty](#)  
[Administration](#)  
[Academic Calendar](#) (monthly format)



## **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 <a href="http://www.ats.edu">www.ats.edu</a>	Middle States Commission on Higher Education 3624 Market Street Philadelphia, PA 19104 267-284-5000 info@msche.org <a href="http://www.msche.org">www.msche.org</a>
---	--

## 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](http://www.utsnyc.edu/give).

## ACADEMIC CALENDAR

### August 2021

16-27	Monday-Friday	DMin Summer courses
28-29	Saturday-Sunday	International student move-in
30-31	Monday-Tuesday	Housing opens for new student move-in
31	Tuesday	Residential orientation (for new students living on campus)

### September

1	Wednesday	Faculty day of work
1-3	Wednesday -Friday	Mandatory new student orientation including academic advisement and course registration
6	Monday	Labor Day holiday – no classes & administrative offices closed
6	Monday	Last date to withdraw from the Seminary and receive a full tuition refund
7	Tuesday	Fall semester begins
7	Tuesday	Last day to pay remaining balances. Student accounts with remaining balance placed on financial hold preventing January/Spring course registration until paid in full.
12	Sunday	185th Convocation
13	Monday	Course registration closes for Fall; courses dropped after today receive a grade of "W." Last day to change enrollment type.
14	Tuesday	Field education supervisor orientation
16	Thursday	Final grades due for DMin Summer courses
22	Wednesday	Modern language examinations: French, German, Spanish
23	Thursday	Introduction to Field Education (required for first-year MDivs)
30	Wednesday	Last day to change health insurance plan with Student Affairs

### October

1	Thursday	FAFSA form available for 2022-2023 academic year
12	Tuesday	Clinical Pastoral Education (CPE) information session
14-15	Thursday-Friday	Reading days – no classes
18	Monday	MA thesis overview, MDiv project overview (including electives), STM extended paper overview, Dmin applied research topic due

### November

1	Monday	Last day to withdraw from Fall courses with "W" grade except for departure from Seminary
1-12	Monday-Friday	Academic advisement period for January and Spring courses
4	Thursday	Last day to adjust Fall financial aid
4	Thursday	Return to title IV (R2T4) aid cutoff at 60% of completion of the semester
15	Monday	Course registration opens via add/drop form for January and via SSO for Spring
22-24	Monday-Wednesday	Reading days – no classes
25-26	Thursday-Friday	Thanksgiving holiday
29	Monday	Field Education mid-year evaluations due
30	Tuesday	Last day of Tuesday classes

### December

1	Wednesday	Last day of Wednesday classes
1	Wednesday, 2-4pm	Modern language exams

**December (continued)**

3	Friday	MA thesis proposals, MDiv project/thesis proposals, STM extended paper proposals due
6	Monday	Last day of Monday classes
7	Tuesday	Last day of Thursday classes. Meets as designated Thursday because of October reading days
8	Wednesday	Last day of Friday classes. Meets as designated Friday because of October reading days
8	Wednesday	Deadline for first-year MDiv field education placement conferences
8	Wednesday	Last day to request extensions for Fall coursework. Deadline for course requirements other than final exams.
9	Thursday	Reading day
10, 13	Friday, Monday	Final examinations
13	Monday	Fall semester ends
23-31	Thursday-Friday	Semester break - no classes and administrative offices closed

**January 2022**

5-19	Wednesday-Wednesday	January intersession
5	Wednesday	Course registration closes for January. Last day to change enrollment type for January.
5	Wednesday	Final grades due for Fall
7	Friday	Coursework for Fall extensions due to faculty
12	Wednesday	Final grades due for Fall extensions
14	Friday	Outlines and annotated bibliographies for MA and MDiv theses due
17	Monday	Martin Luther King, Jr. Day holiday
18	Tuesday	Mandatory new student orientation including academic advisement and course registration for Spring admits
20	Thursday	Committee on Standing
26	Wednesday	Faculty day of work
28	Friday	Final grades due for January Intersession
30	Sunday	Last date to withdraw from the Seminary and receive a full tuition refund
31	Monday	Spring semester brings
31	Monday	Last day to pay remaining balances. Student accounts with remaining balance placed on financial hold preventing Summer/Fall course registration until paid in full.

**February**

6	Sunday	Course registration closes for Spring; Spring courses dropped after today receive "W" grade. Last day to change enrollment type for Spring.
8	Thursday	Field education supervisor training
14	Monday	FAFSA & financial aid application deadline for new students
21	Monday	Course registration opens via add/drop form for Summer
18	Friday	MDiv mid-program review (MPR) conferences
23	Wednesday, 2-4pm	Modern language exams
25	Friday	MDiv mid-program review (MPR) conferences

**March**

4	Friday	MDiv mid-program review (MPR) conferences
14-18	Monday-Friday	Spring recess - no classes
18	Friday	Course registration closes for Summer

**March (continued)**

28-April 8	Monday-Friday	Academic advisement for Fall
28	Monday	Last day to withdraw from Spring courses and receive a grade of "W"

**April**

1	Friday	Return to title IV (R2T4) aid cutoff at 60% of completion of the semester
7	Thursday	Last day to adjust Spring financial aid
8	Friday	MDiv and MA theses, and STM extended papers, due to readers and academics@utsnyc.edu
11	Monday	Course registration opens via SSO/NetClassroom for Fall
14-18	Thursday-Monday	Easter holiday - no classes & administrative offices closed
15	Friday	Deadline for field education learning agreements and contracts
20	Wednesday, 2-4pm	Modern language exams
26	Tuesday	Last day of Tuesday classes
27	Wednesday	Last day of Wednesday classes
29	Friday	Last day for PhD dissertation defense
29	Friday	Deadline for field education final evaluations due
29	Friday	Deadline for first-year MA and second-year MDiv concentration declarations

**May**

2	Monday	Last day of Monday classes
4	Wednesday	Final grades due for theses/projects/extended papers
5	Thursday	Last day of Thursday classes
6	Friday	Last day of Friday classes
6	Friday	Last day to submit request for extensions for Spring coursework (not allowed for graduating students). Deadline for course requirements other than final exams.
9	Monday	Reading day
10-11	Tuesday-Wednesday	Final examinations
11	Wednesday	Spring semester ends
13	Friday	PhD dissertations due (see Assistant Dean)
14	Saturday	FAFSA form deadline for returning students
16	Monday, 10am	Final grades for Spring due for graduating students
20	Friday	184 <sup>th</sup> Commencement
23	Monday	Start of Summer Session
27	Friday	Final grades due for Spring
30	Monday	Memorial Day - no classes & administrative offices closed

**June**

8	Wednesday	Coursework for Spring extensions due to faculty
10	Friday	End of Summer semester (except for DMin)
13	Monday	Final grades due for Spring extensions
20	Monday	Assessment reports for MDiv and MA graduates due from faculty
24	Friday	Final grades due for Summer (except for DMin)

**July**

4	Monday	Independence Day holiday
---	--------	--------------------------

**August**

15-26	Friday	DMin Summer courses
-------	--------	---------------------

Also available on this [webpage](#). Students taking courses at other institutions should view 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
<b>TOTAL</b>	<b>\$51,890</b>

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 <b>each semester</b> 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
--------------------	---------

### 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.  
\$623 – Fall | \$623 – Spring

### Medical Insurance

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

The Columbia Aetna Plan	\$4,836
	\$1,842 – Fall   \$2,994 – Spring

### Meal Plan

Required each semester:

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](mailto:studentaffairs@uts.columbia.edu).

### 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
--	-------

### 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. After reaching the maximum limit of four audited courses, students are expected to meet with Admissions to determine their potential future path at Union. 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.

<b>Degree Program</b>	<b>Published Program Duration</b>	<b>Maximum Time to Completion</b>
MDiv	3 years	5 years
MA	2 years	4 years
STM	1 year	2 years
DMin	3 years	5 years
PhD	5 years	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.

First-year students may not register for more than twelve (12) credits in each Fall and Spring semester (exclusive of UT 101) without Academic Dean permission. Second- and third-year students may not register for more than fifteen (15) credits in a semester (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**

Most three-credit courses follow an official final grading system based on a credit/no credit model. A final grade of *Credit* (CR) indicates successful fulfillment of course and learning objectives. A final grade of *No Credit* (NC) indicates a student did not fulfill the course requirements and learning objectives. In certain cases, two other grades may be issued. *Credit with Distinction* (CD) is awarded to students who consistently exceed course standards and demonstrate distinct capacity in relation to the learning objectives. *Marginal Credit* (MC) recognizes satisfactory completion of some, but not all, course requirements and learning objectives. The above grading scheme applies to Union courses. Consortium students enrolled at Union, and Union students enrolled in consortium courses, are normally awarded traditional letter grades.

## **Narrative Evaluations**

The official grade system is supplemented with written narrative evaluations prepared and submitted by faculty at the conclusion of a course. Narrative evaluations are academic (not personal) qualitative assessments. They identify the learning objectives and assessment measures of the course, and provide a detailed evaluation of a student's particular strengths and weaknesses in relation to the objectives and measures. The narrative evaluation is considered unofficial and not delivered as an official transcript by the Registrar's Office. The student may send the narrative evaluation unofficial transcript to third parties at their discretion. Course syllabi and grading rubrics contain additional details from faculty on their assessment process, measures, and course expectations.

## **Faculty Feedback**

Faculty are expected to provide consistent feedback to students throughout the semester, prior to the final grade and narrative evaluation. Ongoing and specific feedback is essential to the learning process for students to move towards successful fulfillment of course requirements, learning objectives, and degree program goals. Feedback can include graded assignments, comments on assignments, written or verbal feedback, and can occur individually or during class.

## **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.

<b>Degree Program</b>	<b>Published Program Duration</b>	<b>Maximum Time to Completion</b>
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)	5 years	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](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](https://utsnyc.formstack.com/forms/leave_of_absence).

If approved, the student is granted one semester on leave of 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](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>1<sup>st</sup> week of classes</i>	90%
<i>2<sup>nd</sup> week of classes</i>	80%
<i>3<sup>rd</sup> week of classes</i>	70%
<i>4<sup>th</sup> week of classes</i>	60%
<i>5<sup>th</sup> or 6<sup>th</sup> week of classes</i>	50%
<i>7<sup>th</sup> week of classes</i>	40%
<i>After 7<sup>th</sup> 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/>.

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](mailto: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*

FALL 2021

**BX 101 – Introduction to the Bible**

4 credits

[Brigitte Kahl](#)

This course offers an 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/Sacred Texts requirement. Weekly tutorial required.

**BX 235 - Bible and the Sociology of Race and Ethnicity**

3 credits

*Ki-Eun Jang*

This course critically engages the role of the Bible in constructing debates surrounding social identity categories and labels in both ancient and modern contexts. The questions we consider include: how modern systems of classification that organize us to fit into collective selves, such as race and ethnicity, have evolved in the history of ideas; how such evolving conceptual and intellectual frameworks have informed the practice of scriptural interpretation; and how the established paradigm of modern identity may or may not stand in tension with the ancient logic of identity. In discussing these issues, students study select biblical passages in conversation with sociological, anthropological, philosophical, and historical theories on race and ethnicity.

**Prerequisite:** BX 101 or HB 101.

**BX 245 – Beyond the Biblical Canon**

3 credits

[Jeremy F. Hultin](#)

This course explores some of the ancient Jewish and Christian texts that came to be regarded as "noncanonical" or "deutero-canonical," that is, not fully a part of the biblical canon. The primary focus is study of this literature itself, the rich and rewarding texts, several of which were very influential, despite their non-canonical status. Special attention is given to three works included in the revised common lectionary (Sirach, Wisdom, and Baruch). The secondary focus is to explore the process of canonization. How and why did Jewish and Christian communities decide to include some books and to reject others? Works studied include: Sirach; the Wisdom of Solomon; Baruch; 1 Enoch; the Gospel of Peter; the Apocalypse of Peter; the Gospel of Mary; the Acts of Paul and Thecla.

**Prerequisite:** BX 101 or NT 101 or OT 101.

**Notes:** All students register for waitlist and pending approval, are enrolled in the course. Enrollment limited to fourteen students. *Formerly NT 245.*

**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 2022**

## **BX 105J – Introduction to Biblical Languages**

1 credit

[Amy E. Meverden](#)

The course provides a basic introduction to biblical Hebrew and Greek for the purpose of assisting future clergy, religious leaders, activists, therapists, chaplains, and budding academics, who wish to explore the biblical text in its original languages. Not a replacement for biblical language study, this course seeks to familiarize 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 with no prior Greek/Hebrew instruction.

**SPRING 2022**

## **BX 229 – The Bible Beyond Humans: Biblical Construal of Animals**

3 credits

[David Carr](#)

This course draws on fields such as animal studies, posthumanism, posthumanism and object oriented ontology to reexamine the way the Bible organizes the world of humans, with a particular emphasis on how the Bible, especially the Hebrew Bible, has offered constructions of nonhuman 'animals'. The focus starts with the construction of the broader world in the early strands of Genesis 1-9, but includes opportunities for engagement of texts across both Hebrew Bible and New Testament.

**Prerequisite:** BX 101 or HB 101 or permission of the instructor.

**Note:** Enrollment limited to twenty students.

## **BX 236 – The Bible as Migration Literature**

3 credits

[Ki-Eun Jang](#)

The migration experience--whether voluntary or forced--runs through the biblical narratives. This course approaches the Bible as migration literature, exploring the Bible's engagement with topics of immigration, emigration, lawful belonging and un-belonging, refuge and identity negotiation among others. Modern responses to biblical literature by migrant communities around the globe are also examined. Readings are a mixture of select biblical texts, theoretical texts, and sociological studies on migration, and biblical interpretations by migrant groups in global contexts.

**Prerequisite:** BX 101 or HB 101.

**Note:** Enrollment limited to twelve students.

### **BX 321 – The Bible and West African Religions**

3 credits

[Aliou C. Niang](#)

This course addresses biblical texts such as Genesis 12:1-3; 15:1-6; Joshua 1:1- 3:17; 1 Samuel 28:1-25; Romans 1:18-11:36; Acts 8:1-40; 10:1-11:18; 17:16-34; John 1:1-3:18; 14:1-6; Ephesians 6:10-17 in conversation with African traditional religious thought, especially on revelation, tradition, mythmaking, images, scripture, ritual, cosmology.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Identical to IE 321.

### **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**

**SUMMER 2021**

### **OT 111Q – Elementary Biblical Hebrew 1**

3 credits

[Amy E. Meverden](#)

An introduction to the basic grammar and vocabulary of biblical Hebrew. This course focuses on skills in reading and writing Hebrew. OT 111Q and OT 204Q should be taken sequentially in one academic year.

**Notes:** Language courses may not be taken for audit or reading credit except by permission of the instructor. May be repeated, but taken only once for credit. Students are expected to bring both the required textbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew*, 2009, and accompanying workbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew Workbook*, 2009 to the first session.

## OT 204Q – Elementary Biblical Hebrew II

3 credits

[Amy E. Meverden](#)

A continuation of the introduction to the basic grammar and vocabulary of biblical Hebrew. This course focuses on the translation of selected portions of biblical texts. OT 111Q and OT 204Q should be taken sequentially in one academic year.

**Prerequisite:** OT 111Q.

**Notes:** Language courses may not be taken for audit or reading credit except by permission of the instructor. May be repeated, but taken only once for credit. Students are expected to bring both the required textbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew*, 2009, and accompanying workbook: Duane Garrett, *A Modern Grammar for Biblical Hebrew Workbook*, 2009 to the first session.

**FALL 2021**

## HB 101 – Introduction to the Hebrew Bible

4 credits

[David Carr](#)

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 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/Sacred Texts requirement. Weekly tutorial required. *Formerly OT 101.*

## HB 111 – Elementary Biblical Hebrew I

3 credits

[Jeremy F. Hultin](#)

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

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

## HB 231 – The Hebrew Bible and the Imperial Imagination

3 credits

[Steed V. Davidson](#)

This course explores the nexus between empire, religion and political discourse. Attention is given to how the Hebrew Bible is featured in the imperial imagination, particularly in the modern period. Also included is a survey of how the Hebrew Bible itself depicts and imagines empire. Finally, we explore select connections of the Hebrew Bible and empire in the Bible's reception history, e.g. in novels, poetry, and music.

**Prerequisite:** BX 101 or HB 101.

### HB 313A – Intermediate Hebrew I: Prose

1.5 credits

[David Carr](#)

An intermediate biblical Hebrew course; 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:** HB 111 and HB 204; or permission of the instructor.

**Notes:** HB 313A and HB 313B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after HB 313A; 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. *Formerly OT 313A.*

### HB 251 – Mobility, Belonging, and Ezra-Nehemiah

3 credits

[Ki-Eun Jang](#)

This course closely examines the books of Ezra and Nehemiah with attention to literary-historical, sociological, and theological issues in the production and reception of these texts in the Second Temple Judaism context. Topics discussed include multilingualism, authorship, migration, diaspora, imperial space, the Jerusalem temple, the status of the Torah, and collective memory. Extra-biblical materials from Elephantine are also consulted.

**Prerequisite:** BX 101 or HB 101.

### HB 265 – Literature of Lamentation

3 credits

[Alan Cooper](#)

A study of the lament genres, both communal and individual, in Israel and the ancient near east. Close reading of the book of Lamentations, as well as related psalms and prophetic writings.

**Prerequisite:** BX 101 or HB 101.

**Notes:** Identical to JTS-BIB 5701. *Formerly OT 265E.*

### HB 370E – Genesis 1-11

3 credits

[David Carr](#)

This course begins by surveying Genesis 1-11, using texts from these chapters to learn and practice methods of historically-informed close reading of biblical texts. We also look at diverse non-historical readings of these texts and touch on New Testament readings of Genesis 1-11.

**Prerequisite:** BX 101 or HB 101.

**Notes:** Fulfills upper-level Bible/Sacred Texts requirement for MDiv students completing option A, pursuing ordination/other ecclesial ministry. Enrollment limited to fifteen students. *Formerly OT 370E.*

### HB 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 OT 401.*



## HB 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 OT 502.*

**SPRING 2022**

## HB 204 – Elementary Biblical Hebrew II

3 credits

[Jeremy F. 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:** HB 111 or equivalent.

**Notes:** HB 111 and HB 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. *Formerly OT 204.*

## HB 240 – Divination in the Bible and Beyond

3 credits

[Esther Hamori](#)

"Divination" refers to types of actions that are, within their own cultural contexts, understood to provide access to divine knowledge. Prophecy is the best-known type of divination in the Bible and the most widely embraced, but there are many more, including astral, birth, and dream divination, necromancy, and lot-casting. In this course, students study prophecy and other types of divination as they appear in the Bible and elsewhere in the ancient Near East.

**Prerequisite:** BX 101 or HB 101.

**Note:** Enrollment limited to twelve students.

## HB 252 – Rewriting the Book of Judges

3 credits

[Ki-Eun Jang](#)

Students study the book of Judges, exploring the text's engagement with the ancient Near Eastern world, literary-historical issues, as well as depictions of masculinity, femininity, and violence. Special attention is given to perusing how the stories of Judges were reconfigured in the Dead Sea Scrolls, Josephus' Antiquities, and Pseudo-Philo's Biblical Antiquities with attention to literary forms and motivations for rewriting the book in antiquity.

**Prerequisite:** BX 101 or HB 101.

**Note:** Enrollment limited to twelve students.

**CANCELLED**

**HB 261E – Job**

3 credits

[Esther Hamori](#)

This course includes an introduction to Job in the context of other Near Eastern wisdom literature, focused study of various literary and theological aspects of the book, and exploration of artistic treatments of Job.

**Prerequisite:** HB 101.

**Notes:** Fulfills upper-level Bible/Sacred Texts requirement for MDiv students completing option A, pursuing ordination/other ecclesial ministry. Enrollment limited to twelve students. *Formerly OT 261E.*

**HB 313B – Intermediate Hebrew II: Poetry**

1.5 credits

[David Carr](#)

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:** HB 313A.

**Notes:** HB 313A and HB 313B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after HB 313A; 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. *Formerly OT 313B.*

**HB 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 OT 401.*

**HB 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 OT 502.*

### NT 111 – Elementary Biblical Greek I

3 credits

[Jeremy F. 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/Sacred Texts requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

### NT 233E – Reading First Corinthians

3 credits

[Aliou C. Niang](#)

Students read Paul's First Epistle to the Corinthians to unearth the making of his theology and praxis under Imperial Rome. We critically engage the epistle's most pressing issues such as the scandal/foolishness of the cross and human wisdom, gender and sexuality, food/knowledge and love, rights and freedom, gifts, power, resurrection, and body with a view to interpreting 1 Corinthians for our time. The question of whether Paul was creating an alternative community is central to this course.

**Prerequisites:** BX 101; or HB 101 and NT 101.

**Notes:** Fulfills upper-level Bible/Sacred Texts requirement for MDiv students completing option A, pursuing ordination/other ecclesial ministry. Enrollment limited to twenty students.

### NT 256 – The Parables of Jesus

3 credits

[Aliou C. Niang](#)

Students read the parables of Jesus in their Roman Palestinian agrarian context in conversation with modern pre- and postcolonial agrarian contexts (e.g., West African). Questions for exploration include imperially enforced agricultural practices, the effects on subsistence-based economies, modes of land fertilization, the resulting ecojustice concerns informed by faith traditions, and the implications for experiencing and exercising God's reign.

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

**Note:** Enrollment limited to twenty students.

### NT 315A – Intermediate Greek I

1.5 credits

[Jeremy F. 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; 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.

**JANUARY 2022**

### **NT 360J – The Gospel of Paul**

3 credits

[Brigitte Kahl](#)

Paul is arguably the most controversial figure in New Testament scholarship right now. Was he a political conservative or a radical? A traitor or faithful follower of Jesus? Should students read Paul as the canonical root-source of Christian antisemitism, patriarchy, pro-slavery, and homophobia – or as the protagonist of a worldwide transformation towards justice and a non-binary messianic (trans)identity built on Other-love? This course is a condensed introduction to Pauline key topics, texts and historical contexts.

**Prerequisite:** BX 101 or NT 101.

**Notes:** Enrollment limited to twenty-five students. *Formerly NT 360E.*

**SPRING 2022**

### **NT 101 – Introduction to the New Testament**

4 credits

[Aliou C. Niang](#)

An 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 students learn how to read "with new eyes?"

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

## NT 204 – Elementary Biblical Greek II

3 credits

[Jeremy F. 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/Sacred Texts requirement. Language courses may not be taken for audit or reading credit except by permission of the instructor.

## 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 examining a variety of ancient sources, taking into account challenging issues raised by feminist and LGBTQ+ scholars. Questions include: Was gender permanent or fluid? What kinds of sexual relationships did early Christians find 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.

**Notes:** Total enrollment limited to twelve students. Generally offered every other spring, odd years. Identical to CH 312.

## NT 315B – Intermediate Greek II

1.5 credits

[Jeremy F. 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; 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 330 – Acts of the Apostles**

3 credits

*David Balch*

This seminar studies the Acts of the Apostles through a postcolonial biblical critical lens focusing on selected speeches. Themes and issues for exploration include contested divinities, images, spaces, faiths, missions, ethnicities, identities, politics, economies, and the role of empire in the making. Students cultivate understanding of the rhetoric of speeches and the stasis they engender as integral dimensions of identity and community construction.

**Prerequisite:** NT 101 or HB 101 or introductory exegesis (“E”) course.

**Note:** Enrollment limited to fifteen students.

**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.

**SUMMER 2022**

**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.

## Sacred Texts

**JANUARY 2022**

### STX 329J – Eihei Dogen Zenji: Writings and Practice

3 credits

[\*Gregory Snyder\*](#)

This course engages in a close reading of a selection of fascicles by Eihei Dogen Zenji, the Japanese Buddhist monk, philosopher, poet, essayist, and founder of the Sōtō school of Zen in Japan. In addition to this course involving considerable reading to provide context, Dogen's writing is often poetically complex and requires time. Also, Dogen is most widely known for his promotion of sitting meditation as a necessary practice for liberation and the metabolization of spiritual thought, making daily meditation a critical component of this course. Students should expect to be fully occupied for three weeks of textual study and practice.

**Prerequisite:** IE 234 or IE 342 or permission of the instructor.

**Note:** Fulfills Bible/Sacred Texts requirement for Buddhism and Interreligious Engagement students. Identical to IE 329.

**SPRING 2022**

### STX 242 – The Qur'ān: Engaging a Sacred Text

3 credits

[\*Jerusha T. Rhodes\*](#)

This course aims to introduce students to the Qur'ān—the central touchstone in Islamic thought and practice—through intensive engagement with the text (in translation) and through exploration of the historical, practical and interpretative traditions surrounding the text. The course surveys historical origins and development, highlights the Qur'ān's pervasive role in the daily lives, rituals and artistic expressions of Muslims, and examines Qur'ānic form, content, and interpretation.

**Notes:** Bible/Sacred Text requirement for Islam and Interreligious Engagement students. Total enrollment limited to fifteen students. Identical to IE 242.

**STX 342 – Zen Buddhist Texts**

3 credits

[Gregory Snyder](#)

This course explores the religious thought and practices of the Buddhist tradition that has come to be popularly known as Zen. Starting with its inception as Chinese Chan, students directly engage formative texts that situate Zen in its broader Mahayana context and go on to hermeneutically wrestle with the rich, unruly and at times opaque array of teachers, poems, koans and religious essays, which make up a tradition that understands itself to be “a special transmission outside the scriptures.” All readings are in English translation.

**Prerequisite:** IE 221 or IE 234 or permission of the instructor.

**Note:** Fulfills Bible/Sacred Texts requirement for Buddhism and Interreligious Engagement students. Identical to IE 342.



*Church History/Historical Studies*FALL 2021**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 Church History/Historical Studies 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 United States, this course instead uses the diversity of U.S. 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 Church History/Historical Studies requirement.

**CH 257 – The Black Social Gospel, 1870-1940**

3 credits

[\*Gary Dorrien\*](#)

This course studies the early black social gospel tradition of theology, ethics, and politics that arose after the Civil War and provided the "new abolition" theology of social justice that undergirded the civil rights movement of the 1950s and '60s. It covers the development of this tradition up to the generation of figures who were role models and mentors for the leaders of the civil rights movement. One of two courses on the black social gospel, featured are such figures as William Simmons, Reverdy Ransom, Ida B. Wells-Barnett, Alexander Walters, W. E. B. Du Bois, Adam Clayton Powell Sr., George W. Woodbey, Nannie Burroughs, Molly Church, Richard R. Wright Jr., Mordecai W. Johnson, Benjamin E. Mays, and Howard Thurman.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Identical to SE 257.

### 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.

**Note:** Enrollment limited to twelve students.

### 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.

**JANUARY 2022**

### CH 485J – Latinx Religious Activism in the 20th Century

3 credits

*Jorge Rodriguez*

This course explores Latinx Religious Activism in the 20th Century with a focus on the 1950s through 1980s. Students explore how religion shaped various social movements in the period including the Farm Workers Movement led by César Chávez and Dolores Huerta, the Land Rights Movement led by Reies López Tijerina, various church occupations in the period including actions by Católicos Por La Raza and the Young Lords Organization, the Sanctuary Movement of the 1970s and 1980s, and more. In each, students use historical methods to contextualize these movements within a broader history, making note of how shifting contexts forced shifting tactics and analyses from Latinx activists. At the conclusion of the course students will draw lessons from this history for a modern audience, especially present-day activists who still negotiate many of the same challenges as the previous generation.

**Notes:** Enrollment limited to five students.

**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 Church History/Historical Studies 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 Church History/Historical Studies requirement.

**CH 209 – Hildegard of Bingen: Life and Work**

3 credits

[\*Jane Huber\*](#)

This course explores the life and work of Hildegard of Bingen, the 12th century Abbess and prolific author. Students read Hildegard's "Scivias" to study how she developed her comprehensive Christian spirituality. Also studied is the illuminations of the "Scivias," and students prepare a performance of Hildegard's liturgical drama "Ordo Virtutum." Readings include additional selections from Hildegard's theological, scientific, musical, and poetic works and related Medieval source materials.

**Note:** Identical to PT 209.

**CH 215 – The Importance of History: Learning the Past to Understand Our Present**

3 credits

[\*Daisy L. Machado\*](#)

*Jorge Busone Rodriguez*

This course explores the role of memory, particularly religious memory, in the development of the United States. Using the work of scholars in the area of history and memory, students examine the idea of a "historical past", which historian and philosopher R. G. Collingwood concluded, is "not a remembered past, nor a sum of remembered pasts", but an "ideal past", a "past that has been organized through the workings of a constructive analytical imagination". By studying specific themes such as land, gender, economics, race, sexuality we examine the collective memories of the nation about its "ideal past," to better understand how these were shaped by religious belief and ideals and continue to impact the United States' society today.

## 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 subject of much scrutiny throughout the history of the United States, serving arguments that advocate emancipation and full enfranchisement, but also functioning as evidence to justify even 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.

**Note:** Fulfills concentration requirement for Religion and the Black Experience students.

## CH 258 - The Black Social Gospel, 1940-Present

3 credits

[Gary Dorrien](#)

This course studies the later black social gospel tradition that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement of the 1950s and '60s. The period covered is from the civil rights movement to the present day, featuring Martin Luther King Jr, Pauli Murray, numerous leaders associated with the NAACP, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating, and numerous theologians, political leaders, pastors, and organizers affiliated with Black theology, the womanist tradition, liberation theology, and postcolonial criticism.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Identical to SE 258.

## CH 260 – Bonhoeffer and The Anti-Nazi Resistance

3 credits

[Jutta Koslowski](#)

Dietrich Bonhoeffer is widely known as a kind of "modern saint" in contemporary Protestantism. As one of the most influential theologians of the 20th century, his popularity is still growing. Yet, Bonhoeffer was not only the author of famous works such as "Discipleship" and "Letters and Papers from Prison" but also had a complex personality: pastor, double agent and actively engaged in the resistance movement against the totalitarian regime in Nazi-Germany. Affiliated with Union Theological Seminary, he received major inspiration, as a scholar in 1929/30 and as professor in 1939, just before the beginning of World War II. The covers includes a close look at the historical background of Bonhoeffer's time (both political and ecclesial), specifically his biography and the supporting network which his family provided. Students consider which inspiration can be drawn for resistance movements of our time.

### 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 find acceptable, and why? How did the rise of clerical and ascetic roles bend boundaries and create new ones? What are the risks and benefits of using current categories to study premodern sources? How might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today?

**CANCELLED**

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

**Notes:** Total enrollment limited to twelve students. Generally offered every other spring, odd years. Identical to NT 312.

### CH 330 – Being Christian Otherwise: Heretical Communities in the Middle Ages

3 credits

[Euan Cameron](#)

This course explores different ways in which groups of people lived as Christians, but not fully as part of the official “approved” church, between c. 1000 and c. 1500 in Western Europe. In theory, every Christian baptized at this period entered a lifelong binding obligation of loyalty to the Church led by the Roman Papacy. Yet many were also born into dissenting traditions of various kinds, who supported each other through semi-secret bonds of community. Such people – men, women and children, often of modest means and education – were criminals in the eyes of the institutional church. They left traces of their lives and beliefs because they were, from time to time, brought to trial, interrogated, and for the most part obliged to retract their beliefs, and sentenced to penances. Studying these marginalized, intermittently persecuted people entails interesting challenges of historical method; it also presents a fascinating case study in the nuances of belief, before belief became a voluntary decision.

### 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.

**DTS-WESM 610 – United Methodist Doctrine and Polity**

3 credits

A continuation of WESM 600 focusing on two concerns: 1) 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; 2) a 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](#).

FALL 2021

**DS 203 – The Practice of Presbyterian Ministry: Polity and its Pastoral Foundations**

2 credits

*Gregory Horn*

This course examines the essential elements of Presbyterian polity as they inform, and are informed, by the practices of pastoral ministry; representative leadership; and group discernment in the Reformed tradition. The course focuses on the foundations of Presbyterian Polity, the Form of Government, and the Rules of Discipline sections in Part II of the Constitution of the Presbyterian Church (U.S.A.), also known as The Book of Order, as well as the basic parliamentary and pastoral skills used to provide effective moderatorial leadership to sessions and congregations, and participating in church councils.

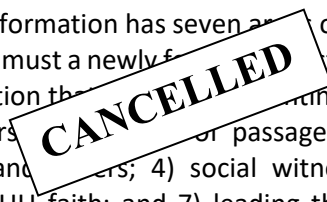
**Notes:** Meets at Auburn Seminary. Recommended for students with professional church leadership experience interested in pastoral ministry. Open to all students. *Formerly CI 203.*

**DS 206 – Our Living Tradition: Unitarian Universalist Ministerial Formation Today**

3 credits

[Sarah Lenzi](#)

Unitarian Universalist (UU) ministerial formation has seven areas of competency as defined by the Ministerial Fellowship Committee (MFC). Not only must a newly formed minister demonstrate these skills at levels from basic to expert, but there is also an expectation that ministers continue to grow and learn, refining their ministerial skills. These seven areas are: 1) words of passage; 2) pastoral care and presence; 3) spiritual development and renewal for self and others; 4) social witness in the public square; 5) leadership and administration; 6) serving the larger UU faith; and 7) leading the faith into the future. The first four of the aforementioned areas of competency are addressed in this course.



**Note:** *Formerly CI 206.*

**DTS-WESM 600 – United Methodist History and Mission**

3 credits

A study of origins, mission, organization, outreach, religious life, and key ideas, issues, events, and figures in the development of United Methodism as an international denomination. Will enable students to understand and evaluate United Methodism in light of its antecedent organizations, the broader historical context of the history of Christianity, and especially its engagement in mission. Will enable students to engage in responsible and articulate participation in the life and leadership of the United Methodist Church, effectively represent the tradition, and perceptively participate in ecumenical and interreligious dialogue.

**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](#).

### **DTS-WESM 615 – Evangelism in the United Methodist Tradition**

3 credits

This course will focus on an articulation of a definition of evangelism, a biblical basis for evangelism and a theology of evangelism. It will provide students with a familiarity and practical tools for helping both individuals and congregations engage in evangelism. This course fulfills the Division of Ordained Ministry requirement in evangelism for United Methodist students.

**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](#).

**SPRING 2022**

### **DS 213 – The Practice of Presbyterian Ministry: Worship & its Reformed Theological Foundations**

2 credits

*Gregory Horn*

This course examines essential elements of the practice of Presbyterian worship in the Reformed theological tradition and in light of the constitutional and the confessional foundations of the Presbyterian Church (U.S.A.). Emphasis is given to the practice of designing and leading worship in the parish setting. A goal of this course is to help prepare Presbyterian students for both the Worship & Sacraments and the Theological Competence examinations required for ordination in the Presbyterian Church (U.S.A.).

**Notes:** Recommended for students with experience leading worship interested in developing their liturgical vision and voice. Open to all students. *Formerly CI 213.*

### **DS 225 - Unitarian Universalist Preaching**

3 credits

[Sarah Lenzi](#)

Unitarian Universalist preaching presents unique challenges and opportunities. Because it is not lectionary based, it requires a different kind of planning and creation. This course explores different methodologies for preaching, offer plenty of opportunities to preach and provide feedback for each other, and readings that deepen each student's understanding of the goal of UU worship, while also preparing them for their encounter with the Ministerial Fellowship Committee.

### *Interreligious Engagement*

**FALL 2021**

#### **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 intention is for students to apply this knowledge to deepen practices appropriate to their lives and circumstances.

**Notes:** Concentration requirement for Buddhism and Interreligious Engagement students.

#### **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.

**Note:** Fulfills upper-level Church History/Historical Studies requirement for Buddhism and Interreligious Engagement students.

#### **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 eighteen students. Identical to TS 230.



### IE 248 – Buddhist Ethics

3 credits

*Bhante Buddharakkhita*

Drawing from the early Buddhist Pāli canon texts and contemporary Buddhist literature, this course introduces the Buddhist Ethics and various levels of morality for both monastic and layman. The themes explored include, but are not limited to: introduction to the concept of ethics from the perspective of the East and West; Buddha's moral philosophy and analysis of virtues with reference to classification and characteristics of Buddhist morality; basic understanding of the Buddhist ethics of intention (kamma), effect (vipaka) and rebirth; Buddhist ethical teachings in the framework of fundamental ethical questions including the Buddhist view of good and bad; Buddhist perspectives on highly controversial issues such as euthanasia and suicide; Buddhist economic ethics; theoretical and practical solution to environmental crisis; comparison between the Buddhist five precepts and the Human Right as set in the Universal Declaration of Human Rights in 1948; Buddhist social ethics: crimes and their prevention on ethical and practical consideration; understanding punishment and justice from a Buddhist perspective.

**Note:** Fulfills upper-level Theology and Ethics requirement for Chaplaincy students. Total enrollment limited to twenty students.

### IE 260 – Antisemitism: Persistent, Protean, and Pernicious

3 credits

*Mary C. Boys*

Learning to oppose racism necessitates countering antisemitism, the “world’s longest hatred.” Antisemitism exists at the crossroads of Christian anti-Jewish teaching, nationalism and white supremacy, xenophobia, fundamentalisms, and conspiracy theories. The course involves analysis of the complex dynamics by which hostility to Jews became embedded in Western culture. Antisemitism is ultimately a global phenomenon. More importantly, the course also explores efforts to confront and combat antisemitism, including building alliances across borders of difference and the efforts of the churches to re-conceptualize their teachings. Case studies constitute one of the major pedagogical modes of the course.

**CANCELLED**

### IE 327 – Double Belonging

3 credits

*John Thatamanil*

Increasingly, persons are taking up practices from more than one religious tradition. Some go so far as to claim “double belonging”. This course explores multiple religious’ participation/double belonging and its implications for theology. After exploring a wide range of such phenomena, we ask the following questions: Can one belong to two (or more) different religious traditions and practices at the same time? Is religious “double-dipping” possible? Is it worthwhile? Is it necessary?

**Note:** Identical to TS 327.

### 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.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. 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.

**JANUARY 2022**

### **IE 257J – Jewish and Christian Pastoral Theologies**

3 credits

[\*Pamela Cooper-White\*](#)

*Mychal Springer*

Jewish and Christian pastoral theologies live in dialogue with one another, but too often that dialogue is not given voice. This course includes pastoral theological approaches to theodicy, suffering, and grief. We explore pastoral praxis in light of multiple covenants and comparative pastoral theologies.

**Prerequisite:** PS 101/110 or equivalent; or one unit of CPE.

**Note:** Identical to PS 257J and JTS-PAS 7435. All students register for waitlist and pending approval, are enrolled in the course. Total enrollment limited to twenty students.

### **IE 261J – The Four Foundations of Mindfulness**

3 credits

*Bhante Buddharakkhita*

Drawing from early Buddhist Pāli canon texts and contemporary Buddhist literature, along with experiential engagement of mindfulness practices and techniques, students study how these practices support spiritual presence and community engagement. Furthermore, some relevant mindfulness practices for interreligious engagement are explored. We thoroughly investigate the role of mindfulness practice in personal life and in a socially engaged environment.

**Note:** Fulfills Bible/Sacred Texts requirement for Buddhism and Interreligious Engagement students.

### **IE 329J – Eihei Dogen Zenji: Writings and Practice**

3 credits

[\*Gregory Snyder\*](#)

This course engages in a close reading of a selection of fascicles by Eihei Dogen Zenji, the Japanese Buddhist monk, philosopher, poet, essayist, and founder of the Sōtō school of Zen in Japan. In addition to involving considerable reading to provide context, Dogen's writing is often poetically complex and requires time. Dogen is most widely known for his promotion of sitting meditation as a necessary practice for liberation and the metabolization of spiritual thought, making daily meditation a critical component of this course. Students are expected to be fully occupied for three weeks of textual study and practice.

**Prerequisite:** IE 234 or IE 342 or permission of the instructor.

**Note:** Identical to STX 329.

**SPRING 2022**

### **IE 227 – Islamophobia**

3 credits

[\*Jerusha T. Rhodes\*](#)

This course examines Islamophobia and anti-Muslim hate in the context of the United States. The course introduces historical, theological, cultural, legal, and institutional aspects of Islamophobia, and probes the ways in which Islamophobia intersects with anti-black racism, sexism and hegemonic feminism, and religious supremacy. The course also focuses on diverse strategies for combatting Islamophobia, and requires students to articulate their own, contextually responsive strategies.

**Notes:** Total enrollment limited to seventeen students.

**Prerequisite:** IE 102 strongly recommended.

### **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 nonreligious 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, students unpack assumptions in the 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 242 – The Qur’ān: Engaging a Sacred Text**

3 credits

[Jerusha T. Rhodes](#)

This course aims to introduce students to the Qur’ān—the central touchstone in Islamic thought and practice—through intensive engagement with the text (in translation) and through exploration of the historical, practical and interpretative traditions surrounding the text. The course surveys historical origins and development, highlights the Qur’ān’s pervasive role in the daily lives, rituals and artistic expressions of Muslims, and examines Qur’ānic form, content, and interpretation.

**Note:** Total enrollment limited to fifteen students. Identical to STX 242.

### **IE 252 – Peace Building and Conflict Resolution**

3 credits

*Bhante Buddhakkhita*

Drawing from the early Buddhist Pāli canon and contemporary Buddhist literature, this course explores the Buddha’s teaching on peace building and conflict resolution in the current world. The themes explored, but not limited to, are: introduction to the concept of peace and conflict; wars and conflicts (including conflict mediated by Buddha) and their causes; freedom to live and others live; Buddhist approach to social conflict management; the place for a "just war" in Buddhism; inner peace through the Noble Eightfold Path; analysis of the discourse on peace; conflict resolution: effective solutions for conflicts in the current world; resolving personal and interpersonal conflicts through forgiveness practice and anger management techniques; and peace and arahant.

**Notes:** Fulfills concentration requirement for Buddhism and Interreligious Engagement students.

### **IE 321 – The Bible and West African Religions**

3 credits

[Aliou C. Niang](#)

This course addresses biblical texts such as Genesis 12:1-3; 15:1-6; Joshua 1:1- 3:17; 1 Samuel 28:1-25; Romans 1:18-11:36; Acts 8:1-40; 10:1-11:18; 17:16-34; John 1:1-3:18; 14:1-6; Ephesians 6:10-17 in conversation with African traditional religious thought, especially on revelation, tradition, mythmaking, images, scripture, ritual, cosmology.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Identical to BX 321.

### **IE 342 – Zen Buddhist Texts**

3 credits

[Gregory Snyder](#)

This course explores the religious thought and practices of the Buddhist tradition that has come to be popularly known as Zen. Starting with its inception as Chinese Chan, students directly engage formative texts that situate Zen in its broader Mahayana context and go on to hermeneutically wrestle with the rich, unruly and at times opaque array of teachers, poems, koans and religious essays, which make up a tradition that understands itself to be “a special transmission outside the scriptures.” All readings are in English translation.

**Prerequisite:** IE 221 or IE 234 or permission of the instructor.

**Note:** Identical to STX 342.

### **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 350 – Gandhi and King**

3 credits

[\*John Thatamanil\*](#)

*Cornel West*

This course explores the life and teachings of Mohandas K. Gandhi and Martin Luther King, Jr. Recent years have seen a considerable expansion of the literature on both figures. The time is ripe for reconsideration of their legacy with respect to such central questions as the viability of nonviolent resistance in a context of neoliberalism, ecological devastation, the relationship between spirituality and political engagement, and the conflict between religious traditions. What is the meaning and promise of their double legacy for our time? What can both figures teach us about interreligious dialogue and learning? What is the relationship between the work of Gandhi and King and the later emergence of liberation theology? What can we learn from Malcolm X's critique of King, B. R. Ambedkar's critique of Gandhi and feminist critiques of both?

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Enrollment limited to twenty students. Identical to TS 350.

### **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 206Q – Buddhism & Psychoanalysis: A Healing Partnership**

2 credits

*Pilar Jennings*

This course examine how the contrasting traditions of Buddhism and psychoanalysis understand the roots of suffering, and how their divergent methods offer increased opportunities for healing when used in tandem. For clinicians, this course provides an exploration of how the analytic treatment of common psychological struggles including depression and anxiety, as well as more complex forms of trauma, may be supported by Buddhist insights and methods. For meditators, this course offers ways to address the psychological content that can arise in one's spiritual practice through a psychodynamic approach to inner life. With periods of meditation practice, readings, and classroom discussion, together we explore the foundational concepts addressed in both Buddhist and psychoanalytic teachings, including the nature of self, identity, loss, and efforts at healing.

**Notes:** No prior experience with meditation or psychoanalysis required. Identical to PS 206Q.

### *Communication Arts*

SPRING 2022

#### **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 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 2021

#### **FE 206Q – Summer Field Education Internship**

2 credits

[\*Su Yon Pak\*](#)

Independent study in connection with a supervised field placement of at least eight weeks in length.

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

**Notes:** 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.

#### **FE 366Q – Clinical Pastoral Education**

6 credits

[\*Su Yon Pak\*](#)

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE supervisor and a small group of peers. CPE is offered in accredited CPE centers; see [acpe.edu](http://acpe.edu) for a list. Students may request to receive academic credit for up to one unit of CPE.

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

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

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

3 credits

[Su Yon Pak](#)

This course integrates two contexts of learning: supervised work in a field site and facilitated work in a weekly integrative peer-group seminar. Through intentional, sustained practices such as theological reflection, professional and spiritual formation, and weekly supervision, this course engages action-reflection-action model for learning. The first half of a two-semester course, students are concurrently in supervised field placements for a total of 360 hours for the academic year. Offered in a hybrid format, with asynchronous class work and synchronous in-person group work each 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 and pending approval, are enrolled in the course. Students can apply to the hybrid FE-CPE program. Visit <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. 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 an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE supervisor and a small group of peers. CPE is offered in accredited CPE centers. See [acpe.edu](http://acpe.edu) for a list of centers. Students may request to receive academic credits for up to one unit of CPE.

**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. FE 366Q, or FE 363 and FE 364, required for students with concentrations in Chaplaincy and Psychology and Religion. 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 2022**

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

3 credits

[Su Yon Pak](#)

This course integrates two contexts of learning: supervised work in a field site and facilitated work in a weekly integrative peer-group seminar. Through intentional, sustained practices such as theological reflection, professional and spiritual formation, and weekly supervision, this course engages action-reflection-action model for learning. The first half of a two-semester course, students are concurrently in supervised field placements for a total of 360 hours for the academic year. Offered in a hybrid format, with asynchronous class work and synchronous in-person group work each 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 and pending approval, are enrolled in the course. Students can apply to the hybrid FE-CPE program. Visit <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

[\*Su Yon Pak\*](#)

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

[\*Su Yon Pak\*](#)

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. CPE students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE supervisor and a small group of peers. CPE is offered in accredited CPE centers. See [acpe.edu](http://acpe.edu) for a list of centers. Students may request to receive academic credits for up to one unit of CPE. The Senior Director of Integrative and Field-Based Education considers requests to substitute a unit of CPE to fulfill the field education requirement.

**Prerequisites:** PS 110 required. PS 101 recommended. FE 363. Permission of the instructor.

**Notes:** Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year. FE 366Q, or FE 363 and FE 364, required for students with concentrations in Chaplaincy and Psychology and Religion. 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.

**SUMMER 2022**

### **FE 206Q – Summer Field Education Internship**

2 credits

[\*Su Yon Pak\*](#)

Independent study in connection with a supervised field placement of at least eight weeks in length.

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

**Notes:** 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.

## FE 366Q – Clinical Pastoral Education

6 credits

[Su Yon Pak](#)

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE supervisor and a small group of peers. CPE is offered in accredited CPE centers; see [acpe.edu](http://acpe.edu) for a list. Students may request to receive academic credit for up to one unit of CPE.

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

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

## Practical Theology

**FALL 2021**

### AS 201 – Anglican Liturgy (Historical)

3 credits

*R. William Franklin*

This course surveys the history of the development of Anglican liturgies from the Reformation to the present, with specific attention to the influence of theological and social movements on Christian worship. The central theme of the course is the formation and revisions of The Book of Common Prayer in response to social, political, and theological debates, and the link between worship and movements for social justice and evangelism. The focus is on Anglicanism in Great Britain and the United States, but parallel developments of distinct, not just colonial, African, Asian, Oceanic, and Latino expressions of Anglican liturgy are addressed throughout in lectures and in reading assignments.

**Note:** Required for MDiv students with a concentration in Anglican Studies. Open to all students.

### AS 212 – Discernment of Call

3 credits

[Susan Hill](#)

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. Generally offered every fall. Open to all students. *Formerly PT 202.*

### **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 thriving 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:** Fulfills concentration requirement for Religion and the Black Experience students. All students register for waitlist. Spans across three consecutive semesters for a total of three credits. May be repeated with different topics.

### **PT 253 – Professional Ethics for Chaplaincy and Ministry**

3 credits

*Linda S. Golding*

What does it mean to be a spiritual caregiver? As such a caregiver, what is our ethical imperative to care, and where/how do we each set our boundaries? What does it mean to care for ourselves and to care for others? Topics of concern, learning and reflection include the ethics involved with: power dynamics in spiritual care and ministry; racial, gender-related, and cultural trauma; othering and being othered; care for and by Black, Indigenous, People of Color (BIPOC) practitioners; and identity. This interactive course uses values to consider the ethics of care of others and self and includes lecture, small group work, case studies and courage.

**Note:** Concentration requirement for Chaplaincy students.

### **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.

**PT 215J – Healthcare as Sacred Practice**

2 credits

*David Fleenor*

[Su Yon Pak](#)

This experiential course is designed to provide inter-professional formation for spiritual care providers and healthcare providers. Bringing together students from Union and Johns Hopkins School of Medicine, this course explores theological, spiritual, medical, and public health perspectives on topics such as spiritual assessment, death and dying, grief, ritual practices (personal and public), professional and medical ethics. With attention to intersectional realities of race, gender, class, religion, and other markers of difference, students explore different frameworks and goals operating in different professions. Case studies, site visits, walking tour, inter-professional pair study, role play, and reflective writings are employed toward ethical inter-professional practice.

**CANCELLED**

**Prerequisites:** Permission of Dr. Pak. PS 101 and PS 110.

SPRING 2022

**AS 202 – Anglican Missions and Social Justice**

3 credits

*Anderson Jeremiah*

Justice lies at the heart of Church's mission. How have Anglican missions responded to injustices in their mission fields? Was seeking and doing justice part of their work? Were the missionaries interested in bringing justice to the oppressed? When we speak of missions and justice, we also need to acknowledge the close relationship between the Anglican Church and their mission bodies and the British empire. How did they reconcile this fundamental moral and ethical contradiction? This course pays particular attention to the role and responses of the 'colonized Anglicans.' Within the context of colonialism, how did the native, indentured, and enslaved Anglicans, and the Anglican missionaries who were willing to learn from them, seek to redeem the face of the Anglican church and missions? How does this wisdom of/from the subjugated influence the understanding of mission and justice today for the Anglican communion worldwide? The course addresses these questions by listening to voices on/of mission in the global Anglican church that foreground social justice and liberation of the oppressed.

**Note:** Required for MDiv students with a concentration in Anglican Studies.

**AS 203 – Anglican Liturgy (Practical)**

3 credits

*Jeffrey D. Lee*

This course offers students further preparation in leading worship within the Anglican/Episcopal Church, and is comprised of both opportunities for on-site practical instruction and independent reading. Topics include developing liturgies according to context, knowing the rubrics and flexibility within the Book of Common Prayer, and exploring models for worship in alternative worship texts such as *Enriching Our Worship*. In keeping with Union's legacy of social justice, readings engage social disparities such as gender, race, class and sexuality with analytical rigor, historical consciousness, sensitivity to tradition, and compassion.

**Note:** Fulfills upper-level Practical Theology requirement for Anglican Studies students.

**AS 210 - Queer Anglicanism**

3 credits

[Patrick S. Cheng](#)

This course studies the history of same-sex-attracted and gender-variant individuals and movements within the Church of England, the Episcopal Church, and the Anglican Communion from the 16th century to today. Topics include looking at scripture, tradition, reason, and experience from the perspective of LGBTIQ Episcopal and Anglican theologians and their allies, as well as through the lenses of queer theology, queer of color theory, and postcolonial thought.

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

3 credits

[Patrick S. Cheng](#)

*R. William Franklin*

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, and 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 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 209 – Hildegard of Bingen: Life and Work**

3 credits

[Jane Huber](#)

This course explores the life and work of Hildegard of Bingen, the 12th century Abbess and prolific author. Students read Hildegard's "Scivias" to study how she developed her comprehensive Christian spirituality. Also studied is the illuminations of the "Scivias," and students prepare a performance of Hildegard's liturgical drama "Ordo Virtutum." Readings include additional selections from Hildegard's theological, scientific, musical, and poetic works and related Medieval source materials.

**Note:** Identical to CH 209.

### **PT 225 – Ministry with Young People: Healing, Discernment and Transformative Action**

3 credits

*John P. Falcone*

Amid the crises of late capitalist America, what could pastorally and politically empowering ministry with youth and young adults look like? Beginning with social analyses of culture, society, and the church, this course turns to traditions of Christianity and of interfaith, pluralist struggle to identify ministry practices for discernment and renewal. We explore the complex ecology of youth / young adult living; the social construction of adolescence; the pitfalls and possibilities of identity formation; the developmental needs and capacities of young people; and the limitations and affordances that consumer, digital, "religious," and "spiritual" experience offer to youth. Using capacity-building models of community-based ministry, Christian scripture, and interfaith literacy, students develop their own vision for healing, prophetic, and socially transformative work with young people.

**Note:** Identical to RE 225.

### **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 nonreligious 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 IE 231.

### **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.

## ***Worship, Preaching and Arts***

**SUMMER 2021**

### **CW 335Q – Natural Theology: Perspectivism and Performance Theory**

3 credits

[Cláudio Carvalhaes](#)

The ongoing ecological collapse demands us to find new language, new thinking, new gestures, and new ways of understanding relations and subjectivities. This course challenges forms of theology that focus only on humans that dismiss the animal, vegetable and mineral worlds. Students engage theology, anthropology, philosophy, and performance theory in a two-fold exploration: first, by looking at natural theology and its relations with perspectivism/animism/pantheism that engage with other forms of life and subjects; second, by studying performance theory and how ritual structures shift when we consider other forms of life and subjects. Starting from a Christian perspective, this course offers tools for students of different religious traditions to engage their understandings and practices of the sacred and its relation with the earth.

**FALL 2021**

### **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 212 – Dance in Practice/Dance as Practice Exploration**

2 credits

*Jane Alexandre*

What is the place for dance in worship? As worship? As ministry? How can we create, enrich, develop communities and faith through movement practice? How can we develop and foster deep investigation/interchange with oneself, with others, with our communities and societies, and with whatever the individual understands of the Spirit? The urge arises to “be ready”. The goal is to prepare in dance to live and work in a state/spirit of readiness. Incorporating and building on established practices of dance in worship – but also on contemporary forms that challenge, instigate, and commentate – this course explores possibilities for scholars who think in dance and through movement, to work at the intersection of faith, scholarship, social justice and the arts.

**Corequisite:** SU 112.

### **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 103 or CW 104.

### **CW 308 – Let the Church Say Amen: Collaborative Preaching Methodologies**

3 credits

[Timothy Adkins-Jones](#)

Who is the preacher and who does the preacher preach with? What difference would it make to think through a sermon with someone who is homeless? Or a victim of violence? Or in prison? Or someone of a different faith? Or a lay person or persons within the congregation? Or someone from another congregation? Or? Or? Or? Students learn about preaching methods that do not only consider the congregation in sermon construction but those that include the congregation as a partner in the preaching process. We explore and utilize dialogical and collaborative forms of preaching and wrestle with their theological implications.

**Prerequisite:** CW 104.

### **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 2022**

## **CW 301J – Extractivism: A Ritual/Liturgical Response**

3 credits

[Cláudio Carvalhaes](#)

The earth must be the ground zero of our thinking and practice. In this course, we learn about the ways our world is organized around a capitalistic system called extractivism. Extractivism is the ongoing work of coloniality, the turning of the earth and all its forms of life into profit. This system organizes the political, theological, economic and emotional resources of our time, also called the anthropocene. Students learn how to respond to this way of being by creating rituals and liturgies based on readings, discussions and videos.

**SPRING 2022**

## **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:** Introductory exegesis (“E”) course.

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

## **CW 280 – Colloquium in Theology and the Arts**

3 credits

[Cláudio Carvalhaes](#)

This course offers an exploration of the connections between theology and the arts through ecological performances and ritual studies. The goal of the course is to do what Airton Krenack and Bruno Latour call ‘ecologise,’ which is a way of relating fully with everything around us. In this course, students explore the social-ecological history of Manhattan sites and look at ways contemporary performing artists, indigenous voices, and contemplative communities are all disrupting anthropocentrism and entangling concepts of built/natural environment. Structured as a performance practicum, students will explore strategies to ecologize both our learning processes and our urban surroundings. Each class will anchor on a bodily sense: touch, taste, sound, smell, vision and spirit; and be divided in two sessions. Mornings we will explore embodied practices and discuss readings. In the afternoon, students will take off-campus site visits to the areas researched each class and create ritual interventions.

**Note:** Meets on certain Saturdays during the semester: February 5 and 12, March 12 and 19, and April 2 and 23.

### **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 includes attending to Black preaching traditions alongside other forms of proclamation. The course assists students 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.

**Note:** Fulfills concentration requirement for Religion and the Black Experience students.

### **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.

## ***Psychology and Religion***

**SUMMER 2021**

### **PS 210Q – Pastoral Practice in a World of Displaced Persons**

3 credits

*Eunil David Cho*

Whether immigrants, refugees, exiles, or asylum seekers, displaced persons and communities are a fact of national and global movement, an issue of human security, and a part of the mission and ministry of church and faith communities. How can pastors, chaplains, and other faith leaders address the pastoral concerns of those who have been displaced? This course offers students an opportunity to examine the stories of displaced persons, construct theologies based on their lived realities, and pursue pastoral practices necessary for the ministries of care, hospitality, and social justice.

**Prerequisite:** PS 101 recommended.

## **PS 280Q – Contemplative Writing through Challenging Times**

1 credit

*Melina Rudman*

The times we live in can't help but teach and form us as human beings and as ministers and providers of spiritual care. Our particular times; times of pandemic, isolation, racial and social injustice, and climate crisis might become truly and positively formative if we engage these issues with courage and intention. Through readings, group spiritual direction and contemplative journaling, participants will explore their personal and professional reactions and responses to some of the challenges of our times with an eye towards developing increased self-awareness and compassion as ministers and spiritual care givers.

## **PS 366Q – Clinical Pastoral Education**

6 credits

[\*Su Yon Pak\*](#)

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE supervisor and a small group of peers. CPE is offered in accredited CPE centers. See [acpe.edu](http://acpe.edu) for a list of centers. Students may request to receive academic credits for up to one unit of CPE. Students may request to receive academic credits for up to one 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 concentrations in Chaplaincy and Psychology and Religion. Identical to FE 366Q.

**FALL 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 can be taken in either Fall 2021 or Spring 2022.

## **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 companionship 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. Total enrollment limited to twenty-seven students.

## **PS 363 – Clinical Pastoral Education I**

3 credits

[\*Su Yon Pak\*](#)

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE supervisor and a small group of peers. CPE is offered in accredited CPE centers. See [acpe.edu](http://acpe.edu) for a list of centers. Students may request to receive academic credits for up to one unit of CPE.

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

**Notes:** Pass/fail. PS 363 and PS 364, or PS 366Q, are requirement concentrations for Chaplaincy or Psychology and Religion students. 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 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 2022**

### **PS 257J – Jewish and Christian Pastoral Theologies**

3 credits

[Pamela Cooper-White](#)

*Mychal Springer*

Jewish and Christian pastoral theologies live in dialogue with one another, but too often that dialogue is not given voice. This course includes pastoral theological approaches to theodicy, suffering, and grief. We explore pastoral praxis in light of multiple covenants and comparative pastoral theologies.

**Prerequisite:** PS 101/110 or equivalent; or one unit of CPE.

**Note:** Identical to IE 257J and JTS-PAS 7435. All students register for waitlist and pending approval, are enrolled in the course. Total enrollment limited to twenty students.

**SPRING 2022**

### **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. Total enrollment limited to twenty-seven students.

## **PS 250 – Death, Dying and Bereavement**

3 credits

[\*Eileen Campbell-Reed\*](#)

An in-depth exploration of the physical, emotional, sociocultural, and spiritual dimensions of death and dying, and the process of bereavement, through the lenses of pastoral theology, thanatology, and psychology. Students explore the skill and art of ministering to the dying and the bereaved, and develop their own theological framework for understanding and facing terminal illness, life-threatening violence, and death. Topics include pastoral and spiritual care for diverging beliefs about evil, suffering, and life after death, and funerals as pastoral and spiritual care.

**Prerequisite:** PS 101 or equivalent; or permission of instructor.

**Note:** Enrollment limited to twenty-five students.

## **PS 263 – LGBTQ+ Spiritual Care**

3 credits

*Lindsey R. Briggs*

This course provides a deep dive into the spiritual and emotional needs of LGBTQ+ people. Together we identify distinct barriers to care throughout the diverse communities and populations found under the LGBTQ+ umbrella. Students hone their skills of building rapport, assessing distress, and providing culturally effective interventions for LGBTQ+ people in healthcare, religious, and community contexts. The course focuses on increasing students' narrative flexibility by engaging psychosocial, theological, and social media texts. Attention is paid to queer and trans experience at the intersection of race/class/ability and to the particular spiritual needs of LGBTQ+ people throughout the life cycle.

**Prerequisite:** PS 110 recommended.

**Note:** Enrollment limited to twenty students.

## **PS 268 – Chaplaincy**

3 credits

*Joel Berning*

This course critically explores chaplaincy in this new historical context: In addition to theology and pastoral care, what does one need to know in order to be a critically reflective professional chaplain today? What is chaplaincy? What do chaplains do? Where do they work? How are they trained? To whom are they accountable? What assumptions do they embody? What assumptions do they contradict? What are the competencies of effective chaplains? What do the “prophetic” and the “ministry of presence” have to do with one another? How can spiritual care be justly distributed? What power analyses are needed? How do chaplains broker the space between religion and state? What is the evidence base for spiritual care, and why would that matter?

**Prerequisites:** PS 101 and PS 110.

**Note:** Concentration requirement for Chaplaincy students. Generally offered every year.

### PS 272 – Self and Other: Race, Culture and Psychoanalysis

3 credits

*Shari Appollon*

*Sarah Hill*

This course introduces students to psychoanalytic concepts and theories concerning self and other, as they relate to racial and cultural identities that develop through psychic and social interaction at both the individual and group levels. We look at race as a dialectical category, socially constructed as a symbol, while also being a material reality. We consider dynamics of privilege, power, and oppression through psychoanalytic and socio-political lenses. Students are asked to raise critical questions about themselves and others as they become more familiar with psychodynamic and systemic underpinnings of racial and cultural phenomena. The focus is clinical with the objective that students bring greater racial and cultural awareness to their own identities and interactions.

**Note:** Enrollment limited to fifteen students.

### PS 364 – Clinical Pastoral Education II

3 credits

[Su Yon Pak](#)

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE supervisor and a small group of peers. CPE is offered in accredited CPE centers. See [acpe.edu](http://acpe.edu) for a list of centers. Students may request to receive academic credits for up to one unit of CPE.

**Prerequisites:** PS 110 required. PS 101 recommended. PS 363. Permission of the instructor.

**Notes:** Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year. FE 363 and FE 364, or FE 366Q, are requirement concentrations for Chaplaincy or Psychology and Religion students. 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 thinking with Freud and object relations, and into a 20th century flowering of relational approaches, including self-psychology and the intersubjectivity “school”, Sullivan, the object relations school, 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.

**CANCELLED**

## **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.

**SUMMER 2022**

## **PS 206Q – Buddhism & Psychoanalysis: A Healing Partnership**

2 credits

*Pilar Jennings*

This course examines how the contrasting traditions of Buddhism and psychoanalysis understand the roots of suffering, and how their divergent methods offer increased opportunities for healing when used in tandem. For clinicians, this course provides an exploration of how the analytic treatment of common psychological struggles including depression and anxiety, as well as more complex forms of trauma, may be supported by Buddhist insights and methods. For meditators, this course offers ways to address the psychological content that can arise in one's spiritual practice through a psychodynamic approach to inner life. With periods of meditation practice, readings, and classroom discussion, together we explore the foundational concepts addressed in both Buddhist and psychoanalytic teachings, including the nature of self, identity, loss, and efforts at healing.

**Notes:** No prior experience with meditation or psychoanalysis required. Identical to IE 206Q.

## **PS 232Q – Spiritual Care for Mental Health and Illness**

2 credits

*David Saunders*

This course challenges students to think about what makes us mentally and emotionally healthy, and how and why some of us become emotionally unwell. What is the role of faith and of being a member of a faith community – or not – in mental wellness and unwellness? How might these concepts be utilized practically in one's professional work after graduation? Given the stresses of pastoral and organizational work, how is one's spirituality and faith woven into self-care? The major categories of mental illness as currently defined by the DSM 5 in the United States and Europe are presented and discussed. Interacting with such individuals and assessing whether referral for treatment intervention is indicated, or ethically required, are explored. The goal of this course is not diagnostic and treatment oriented but rather understanding, and how to assess for referral if indicated.

**Prerequisites:** PS 101 and PS 110, or one unit of CPE, or equivalent.

## **Religion and Education**

**SUMMER 2021**

## **RE 231Q – Ministry, Embodiment and Theatre of the Oppressed**

1 credit

*John P. Falcone*

Introduces students to the aesthetics, pedagogy, and spirituality of Theatre of the Oppressed. Students learn how to practice kinesthetic theological reflection and social analysis in their own settings, whether in person or online. Projects include creating an interactive, embodied Zoom prayer service; running a performative Bible study session; and staging a critically conscious drama built from the voices and experience of participants themselves. We reflect on themes of "performance," "education," "oppression/sin" and "liberation/salvation," while generating a portfolio of techniques keyed to present or future ministry/teaching environments.

### **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.

**Note:** Identical to DM 412Q.

**FALL 2021**

### **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.



**RE 225 – Ministry with Young People: Healing, Discernment and Transformative Action**

3 credits

*John P. Falcone*

Amid the crises of late capitalist America, what could pastorally and politically empowering ministry with youth and young adults look like? Beginning with social analyses of culture, society, and the church, this course turns to traditions of Christianity and of interfaith, pluralist struggle to identify ministry practices for discernment and renewal. We explore the complex ecology of youth/young adult living; the social construction of adolescence; the pitfalls and possibilities of identity formation; the developmental needs and capacities of young people; and the limitations and affordances that consumer, digital, “religious,” and “spiritual” experience offer to youth. Using capacity-building models of community-based ministry, Christian scripture, and interfaith literacy, students develop their own vision for healing, prophetic, and socially transformative work with young people.

**Note:** Identical to PT 225.

**RE 230 – Strategic Pedagogies for Confronting Contested and Controversial Issues**

3 credits

*Mary C. Boys*

Skillful, creative, and caring pedagogical approaches are requisite for teaching persons about justice issues; understanding and conviction alone do not suffice. This course involves developing strategies through analysis of relevant literature, collaborative projects, and the design of a course on a specific justice issue in which resistance and opposition are likely.

**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.

### RS 212 – Poverty, God, and Politics

3 credits

*David Beckmann*

Students study lines of action in faith communities to change the politics of poverty. These include legislative advocacy, electoral politics, community organizing, digital communication, religious teaching, and organizing within particular faith communities and networks. The course includes guest presentations by national leaders at the nexus of poverty, faith, and politics.

### 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 weekly synchronous meetings. *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 with 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:** Fulfills concentration requirement for Religion and the Black Experience students. 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 440 – Marxism, Critical Theories, Postmodernism

3 credits

[Jan Rehmann](#)

This course is designed for students in need of a solid background in Marxism, critical theories, and postmodernist approaches. We reflect on the intersections and differences between a Marxist and a theological critique of capitalism. Students compare the “Frankfurt School” (Horkheimer/Adorno) with Antonio Gramsci’s theory of hegemony. Major theories of ideology, subjection, and habitus (Althusser, Stuart Hall, Pierre Bourdieu) are studied and used to discuss symptoms of a current hegemonic crisis of neoliberalism. We get acquainted with some key concepts of postmodernism (Foucault’s “microphysics of power,” Derrida’s “deconstruction,” feminist debates on gender and sex) and of postcolonialism. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation, social analysis, and political strategy? How can we grasp the intersections of different ways of oppression (e.g. race, class, gender, sexual orientation) and overcome the fragmentations of social movements?

**Note:** Identical to PR 440.

## 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 2022**

## RS 220 – Religious Freedom: History and Strategies for Change

3 credits

[Faith Gay](#)

A religious history and modern strategy course on the development and effective use (by progressives) of the increasing zone of protection for the exercise of religious freedom. The course is a combination of a consideration of what is religion, what needs to be protected in the modern universe (Calvin is discussed), does religious freedom require a market economy (as opposed to a command economy), and a consideration of the sophistication in legal rights) and concludes with a substantial unit on the potential for modern activism. Includes a session on how conservatives took over the religious freedom zone in the modern era. Includes a session on how conservatives took over the religious freedom zone in the modern era. Includes a session on how conservatives took over the religious freedom zone in the modern era. Includes a session on how conservatives took over the religious freedom zone in the modern era.

**CANCELLED**

## 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.

**CANCELLED**

**Notes:** Fulfills concentration requirements for students in religion and the Black Experience students. *Formerly CS 262.*

### **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. Students examine the perception 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 331 – Concurrent MDiv/Social Work Integrative Seminar**

3 credits

*Mary Ragan*

A process seminar designed to aid candidates for the dual-degree Master of Divinity/Social Work in drawing together field experience and academic study. The integration of ethics, principles, and theological belief systems present in society are explored and discussed. This seminar assists students in identifying immediate vocational possibilities and long-term aspirations as practitioners in religious institutions and social work settings.

**Prerequisite:** Restricted to dual-degree MDiv/MSW students with either Columbia University School of Social Work or Silberman School of Social Work at Hunter College.

**Notes:** Required for MDiv students with a concentration in Ministry and Social Work. *Formerly CS 331.*

### **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 2021**PR 245 – Dietrich Bonhoeffer and James Baldwin**

3 credits

*Cornel West*

This course examines two prophetic figures of the Twentieth Century. Both are exemplary in their profound thought, moral courage, genuine spirituality, and willingness to confront xenophobic ways of life.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Total enrollment limited to thirty students. Identical to TS 245.

**PR 260 – Race and Modernity: W.E.B. Du Bois, Lorraine Hansberry, Toni Morrison**

3 credits

*Cornel West*

This course examines the classical works of three modern intellectuals: W.E.B. Du Bois, Lorraine Hansberry and Toni Morrison. Students wrestle with the rich formulations, subtle arguments and courageous visions of three Black thinkers who continue to speak with power and passion to our turbulent times.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Enrollment limited to thirty students.

**PR 440 – Marxism, Critical Theories, Postmodernism**

3 credits

*Jan Rehmman*

This course is designed for students in need of a solid background in Marxism, critical theories, and postmodernist approaches. We reflect on the intersections and differences between a Marxist and a theological critique of capitalism. Students compare the “Frankfurt School” (Horkheimer/Adorno) with Antonio Gramsci’s theory of hegemony. Major theories of ideology, subjection, and habitus (Althusser, Stuart Hall, Pierre Bourdieu) are studied and used to discuss symptoms of a current hegemonic crisis of neoliberalism. We get acquainted with some key concepts of postmodernism (Foucault’s “microphysics of power,” Derrida’s “deconstruction,” feminist debates on gender and sex) and of postcolonialism. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation, social analysis, and political strategy? How can we grasp the intersections of different ways of oppression (e.g. race, class, gender, sexual orientation) and overcome the fragmentations of social movements?

**Note:** Identical to RS 440.

**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 2022**

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

3 credits

[John J. Thatamanil](#)

Christian theology has dominantly, almost exclusively, been oriented to time over place. The sacred is disclosed and discovered in time and in acts of history whereas attention to the sacrality of place has been dismissed as pagan and particularistic rather than universal. As a result, much Christian theology has been landless and placeless. In this time of the Anthropocene and climate change, place is taking on a new importance in a variety of fields including Christian theology. This course explores a wide variety of theoretical and theological approaches to place. From indigenous bioregionalism to newly developing theologies of place, included is a sustained consideration of the sacrality of place including, of course, the sacredness of the earth itself, our island home. What must Christian theology become if it is to attend to habitats, ecology, bioregions, and place? What does a theology of place look like?

**Notes:** Enrollment limited to twenty-one students. Part of the five-year Insight Project covering various topics. This year's theme is "The Meaning of Place." May be repeated with different topics. Identical to TS 302.

## PR 353 – Politics of Hope

3 credits

[Andrea White](#)

Certain theologies conceive hope as revolutionary and prerequisite for acts of political resistance, while others view hope as motivating violent projects in colonial adventure and empire building. How is hope used as a tool of political theology? How is hope a form of cultural criticism and ideology critique? In light of the current ecological crisis and humanity's threat to its own existence, is hope only a dangerous form of denialism? Does addressing the planetary emergency entail a nihilistic fatalism? Does antiblack violence make Afropessimism a necessary political standpoint against hope? Readings address the theological relationship between hope and action, eschatology and ethics and key themes, including the apocalyptic, the messianic, alternative queer futures in religious imagination, Afrofuturism, Afropessimism, and ecowomanism, as authors test the intelligibility and viability of hope in light of antiblack violence, environmental racism, our planetary emergency, and other catastrophes.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Identical to TS 353.

## 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.

## **Social Ethics**

**FALL 2021**

### **SE 257 – The Black Social Gospel, 1870-1940**

3 credits

[Gary Dorrien](#)

This course studies the early black social gospel tradition of theology, ethics, and politics that arose after the Civil War and provided the "new abolition" theology of social justice that undergirded the civil rights movement of the 1950s and '60s. It covers the development of this tradition up to the generation of figures who were role models and mentors for the leaders of the civil rights movement. One of two courses on the black social gospel, featured are such figures as William Simmons, Reverdy Ransom, Ida B. Wells-Barnett, Alexander Walters, W. E. B. Du Bois, Adam Clayton Powell Sr., George W. Woodbey, Nannie Burroughs, Molly Church, Richard R. Wright Jr., Mordecai W. Johnson, Benjamin E. Mays, and Howard Thurman.

**Note:** Identical to CH 257.

### **SE 316 – Economics, Ecology and Ecofeminism**

3 credits

[Gary Dorrien](#)

This course brings ecological, economic and ecofeminist perspectives into a conversation that introduces students to leading works in these areas and explores relationships between and among the three "eco" subjects.

### **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.*

**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.

**Notes:** Fulfills upper-level Theology and Ethics requirement for Chaplaincy students. Enrollment limited to twenty students.

**SE 223 – Queering Ethics**

3 credits

[Sarah Azaransky](#)

The course examines how North American and European Christian ethicists have initiated and responded to questions of heterosexism, traces the history of queer and LGBTQI studies, and considers how Christianity has contributed to the construction of categories of sex, gender, and sexuality and whether the tradition constrains and/or encourages sexual freedom and equality. Includes an international focus on how Ghanaian theologians, historians, and activists engage similar questions.

**Notes:** Enrollment limited to sixteen students. *Formerly CE 223.*

**SE 258 – The Black Social Gospel, 1940-Present**

3 credits

[Gary Dorrien](#)

This course studies the later black social gospel tradition that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement of the 1950s and 1960s. The period covered is from the civil rights movement to the present day, featuring Martin Luther King Jr, Pauli Murray, numerous leaders associated with the NAACP, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating, and numerous theologians, political leaders, pastors, and organizers affiliated with Black theology, the womanist tradition, liberation theology, and postcolonial criticism.

**Note:** Identical to CH 258.

**SE 331 – Justice and the World Order**

3 credits

[Gary Dorrien](#)

This seminar focuses on the current social ethical work on social justice and international politics, emphasizing feminist and liberationist criticism, imperial overreach, racial justice, theories of cultural difference, and ecojustice economics. Secondary themes raised with an interdisciplinary approach include the relationships between religion and society, theology and ethics, and social ethics and other disciplines.

**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.*

## Theological Studies

**FALL 2021**

### 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 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 214 – Womanist Theology

3 credits

[Andrea White](#)

A study of three decades of scholarship produced by womanist theologians in the United States, this course privileges African American women's religious experience as a starting point for theological reflection. Interrogating the theological implications of race and gender, students explore what womanists have to say about biblical hermeneutics and revelation, Christology and black women's bodies, atonement and redemption, evil and sin, suffering and death, black humanity and hope.

**Note:** Fulfills concentration requirement for Religion and the Black Experience students.

### **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. A foundation is provided for students focused on Islam, as well as for students seeking a robust introduction to Islam.

**Notes:** Theology and Ethics requirement for Islam and Interreligious Engagement students. Total enrollment limited to eighteen students. Identical to IE 230.

### **TS 245 – Dietrich Bonhoeffer and James Baldwin**

3 credits

*Cornel West*

This course examines two prophetic figures of the Twentieth Century. Both are exemplary in their profound thought, moral courage, genuine spirituality, and willingness to confront xenophobic ways of life.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Total enrollment limited to thirty students. Identical to PR 245.

### **TS 318 – Process Theology**

3 credits

[\*John Thatamanil\*](#)

This course provides an introduction to process philosophy and theology. The primary goal is to enable students to consider critically the ongoing significance of process thought for contemporary constructive theology.

**Notes:** Enrollment limited to twenty students. *Formerly ST 318.*

### **TS 327 – Double Belonging**

3 credits

[\*John Thatamanil\*](#)

Increasingly persons are taking up practices from more than one religious tradition. Some go so far as to claim “double belonging.” This course explores multiple religious’ participation/double belonging and its implications for theology. After exploring a wide range of such phenomena, we ask the following questions: Can one belong to two (or more) different religious traditions and practices at the same time? Is religious “double-dipping” possible? Is it worthwhile? Is it necessary?

**Note:** Identical to IE 327.

### **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.*

**SPRING 2022**

## TS 103 – Critical Perspectives in Modern Theology

3 credits

[Kelly Brown Douglas](#)

[Isaac Sharp](#)

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 United States minorities, and also among women in all groups. A hope is that students not only clarify their own personal stance but also 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 256 – African American Political Thought

3 credits

[Cornel West](#)

This course critically plunges into the rich tradition of Black political thought. Students begin with Phyllis Wheatley, David Walker, and Martin Delaney, through Frederick Douglass, Ida B. Wells, Marcus Garvey, and C. L. James, and on to James Baldwin, Audre Lorde, Stokely Carmichael, and Angela Davis. The textual basis of this class is the instant classic – “African American Political Thought: A Collected History”, edited by Melvin L. Rogers and Jack Turner, University of Chicago Press, 2020.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Enrollment limited to thirty students.

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

3 credits

[John J. Thatamanil](#)

Christian theology has dominantly, almost exclusively, been oriented to time over place. The sacred is disclosed and discovered in time and in acts of history whereas attention to the sacrality of place has been dismissed as pagan and particularistic rather than universal. As a result, much Christian theology has been landless and placeless. In this time of the Anthropocene and climate change, place is taking on a new importance in a variety of fields including Christian theology. This course explores a wide variety of theoretical and theological approaches to place. From indigenous approaches to place to newly developing theologies of place, included is a sustained consideration of place including, of course, the sacredness of the earth itself, our island home. What must Christian theology become if it is to attend to habitats, ecology, bioregions, and place? What does a theology of place look like?

**Notes:** Enrollment limited to twenty-one students. Part of the five-year Insight Project covering various topics. This year's theme is “The Meaning of Place.” May be repeated with different topics. Identical to PR 302. *Formerly ST 302.*

### **TS 345 – Theology, Ethics and Spirituality**

3 credits

[Roger Haight](#)

*Jane Huber*

This course explores the connections between theology, ethical theory, and moral practice in Christian spirituality in the broad sense of being in relationship with God. The course includes classic texts of Aquinas, Eckhart, à Kempis, Luther, Calvin, Ignatius of Loyola, and Kant; contemporary authors such as Rauschenbusch, Bonhoeffer, Rahner, Segundo, Johnson, Metz, Soelle, Gutiérrez, Sobrino, Cone and Copeland; and classic themes such as sin and grace, faith and love, imitation of Christ, love of God and love of neighbor, prayer, contemplation in action, option for the poor, vocation.

### **TS 350 – Gandhi and King**

3 credits

[John Thatamanil](#)

*Cornel West*

This course seeks to explore the life and teachings of Mohandas K. Gandhi and Martin Luther King, Jr. Recent years have seen a considerable expansion of the literature on both figures. The time is ripe for a reconsideration of their legacy with respect to such central questions as the viability of nonviolent resistance in a context of neoliberalism, ecological devastation, the relationship between spirituality and political engagement, and the conflict between religious traditions. What is the meaning and promise of their double legacy for our time? What can both figures teach us about interreligious dialogue and learning? What is the relationship between the work of Gandhi and King and the later emergence of liberation theology? What can we learn from Malcolm X's critique of King, B. R. Ambedkar's critique of Gandhi and feminist critiques of both?

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Enrollment limited to twenty students. Identical to IE 350. *Formerly ST 350.*

### **TS 353 – Politics of Hope**

3 credits

[Andrea White](#)

Certain theologies conceive hope as revolutionary and prerequisite for acts of political resistance, while others view hope as motivating violent projects in colonial adventure and empire building. How is hope used as a tool of political theology? How is hope a form of cultural criticism and ideology critique? In light of the current ecological crisis and humanity's threat to its own existence, is hope only a dangerous form of denialism? Does addressing the planetary emergency entail a nihilistic fatalism? Does antiblack violence make Afropessimism a necessary political standpoint against hope? Readings address the theological relationship between hope and action, eschatology and ethics and key themes, including the apocalyptic, the messianic, alternative queer futures in religious imagination, Afrofuturism, Afropessimism, and ecowomanism, as authors test the intelligibility and viability of hope in light of antiblack violence, environmental racism, our planetary emergency, and other catastrophes.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Identical to PR 353.

### **TS 362 - Theological Anthropology in Womanist Thought**

3 credits

[Andrea White](#)

A theological treatment of the human person through a womanist lens, this course studies ways in which power, discourse, representation and productions of black subjectivity emerge in relation to the mystery of incarnation. Womanist theology insists that race, gender and sexuality shape the modern idea of the human. The question of humanity has always been a principal matter for black life. What if blackness is a heuristic for imagining the human otherwise and for probing the relationship between the human and the divine? Course readings in womanist and black feminist thought consider blackness as a resource for the theological and a vantage point for the human. The course examines how blackness sets the stage for practices of being human and confronts anew the provisional, precarious and unfinished question that is the human.

**Notes:** Fulfills concentration requirement for Religion and the Black Experience students. Formerly ST 362.

### **TS 382 – Trauma and Grace**

3 credits

[Serene Jones](#)

This course covers a wide range of literature related to trauma, including fiction, philosophy, theology and popular culture. Students explore the importance of understanding trauma – both personal and collective trauma – from a theological perspective.

### **TS 383 – “All About Love”: Social and Theological Reflection on Meaning of Love**

3 credits

[Tara Hyun Kyung Chung](#)

This course reflects on social and theological meaning of "love" with deep and critical readings of monumental texts created by many theologians and thinkers who have provided intellectual roots for the 20th and 21st centuries. Special focus is given to Union's intellectual ancestor's lives and works. We find a compass of love to navigate today's many life challenges through our rigorous engagement with an interactive learning process.

### **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 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 2022.

**Notes:** Meets from August 16-27. 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 2019 entrance year.

**Notes:** Meets from August 16-27. Additional fees not charged for identity verification in distance education programs. Identical to RE 312Q.

**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 2022.

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

**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 2022.

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

**CX 801 – Doctoral Comprehensive Examination I**

0 credits

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

**CX 802 – Doctoral Comprehensive Examination II**

0 credits

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

**CX 803 – Doctoral Comprehensive Examination III**

0 credits

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

**CX 804 – Doctoral Comprehensive Examination IV**

0 credits

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

**UT 101 – Introduction to Theological Studies**

2 credit

[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.

**Note:** Required for incoming first-year MDiv and MA students.

**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 established theses deadlines and are based on milestones in the process of completing a master's thesis.

**Corequisite:** UT 420 (02).

**Notes:** Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Strongly recommended for second-year MA students writing a thesis, except by advisor exemption.

**UT 400 – Extended Residence**

0 credits

Doctor of Philosophy 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 (02) – Thesis**

2 credits

A thesis in the Master of Arts candidate's field of study usually in the final year of the program. A total of six credits in a fall-spring sequence over one academic year.

**Corequisite:** UT 150.

**Notes:** Required for MA students. Temporary grade of "IP" is assigned after the first semester; credit is awarded after successful completion of both courses. Consult the academic calendar regarding due dates for submissions of topic overview, proposal, preliminary outline and bibliography, and final thesis.

**UT 420 (03) – Thesis**

3 credits

A thesis in the Master of Arts candidate's field of study usually in the final year of the program. A total of six credits taken sequentially in one academic year.

**Prerequisite:** Permission of the advisor for UT 150 exemption.

**Notes:** Required for MA students. Temporary grade of "IP" is assigned after the first semester; credit is awarded after successful completion of both courses. Consult the academic calendar regarding due dates for submissions of topic overview, proposal, preliminary outline and bibliography, and final thesis.

**UT 421 – Final Project**

3 credits

In the final year, Master of Divinity students select one of the following options (a) six credits for a senior project, or (b) six credits from elective courses. Students submit the proposal and topic overview form by the deadlines specified in the academic calendar.

**Note:** Temporary grade of "IP" is assigned after the first semester; credit is awarded after successful completion of both courses. Consult the academic calendar regarding due dates for submissions of final project.

**UT 433 – STM Extended Paper**

0 credits

The Master of Sacred Theology 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 Doctor of Philosophy 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.

**Notes:** 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.

**Notes:** 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.

**Notes:** 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 Master of Philosophy requirements, students are eligible for the Doctor of Philosophy degree 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.

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

**UT 700 – Doctoral Dissertation Defense**

0 credits

Doctor of Philosophy 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 deposit of the Doctor of Philosophy dissertation.

**Prerequisite:** UT 700.

**SPRING 2022**

**CX 801 – Doctoral Comprehensive Examination I**

0 credits

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

**CX 802 – Doctoral Comprehensive Examination II**

0 credits

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

**CX 803 – Doctoral Comprehensive Examination III**

30 credits

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

**CX 804 – Doctoral Comprehensive Examination IV**

0 credits

Doctor of Philosophy 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.

**Prerequisite:** UT 150.

**Corequisite:** UT 420 (02).

**Notes:** Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Strongly recommended for second-year MA students writing a thesis, except by advisor exemption.

**UT 400 – Extended Residence**

0 credits

Doctor of Philosophy 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 (02) – Thesis**

2 credits

A thesis in the Master of Arts candidate's field of study usually in the final year of the program. A total of six credits in a fall-spring sequence over one academic year.

**Corequisite:** UT 151.

**Notes:** Required for MA students. Temporary grade of "IP" is assigned after the first semester; credit is awarded after successful completion of both courses. Consult the academic calendar regarding due dates for submissions of topic overview, proposal, preliminary outline and bibliography, and final thesis.

**UT 420 (03) - Thesis**

3 credits

A thesis in the Master of Arts candidate's field of study usually in the final year of the program. A total of six credits taken sequentially in one academic year.

**Prerequisite:** Permission of the advisor for UT 151 exemption.

**Notes:** Required for MA students. Temporary grade of "IP" is assigned after the first semester; credit is awarded after successful completion of both courses. Consult the academic calendar regarding due dates for submissions of topic overview, proposal, preliminary outline and bibliography, and final thesis.

**UT 421 – Final Project**

3 credits

In the final year, Master of Divinity students select one of the following options (a) six credits for a senior project, or (b) six credits from elective courses. Students submit the proposal and topic overview form by the deadlines specified in the academic calendar.

**Note:** Temporary grade of "IP" is assigned after the first semester; credit is awarded after successful completion of both courses. Consult the academic calendar regarding due dates for submissions of the senior project.

**UT 433 – STM Extended Paper**

0 credits

The Master of Sacred Theology 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 Doctor of Philosophy program by inviting faculty (and other scholars) from different fields to attend to the ongoing dialogue among the different disciplines.

**Prerequisite:** UT 550.

**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 Master of Philosophy requirements, students are eligible for the Doctor of Philosophy degree 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.

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

**UT 700 – Doctoral Dissertation Defense**

0 credits

Doctor of Philosophy 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 deposit of the Doctor of Philosophy 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.

FALL 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 as audit, but taken only once for credit.

### **SU 112 – Dance in Practice/Dance as Practice Practicum**

1 credit

*Jane Alexandre*

A contemporary dance technique class framed within the investigation of dance in the context of worship. The course consists of warm up, technique development, and movement/exploration.

**Notes:** Pass/fail. May be repeated as audit, but taken only once for credit. All levels of experience welcome, with the goal of advancing individual student development.

### **SU 150 KB1 – Center for Community Engagement and Social Justice: On James Cone’s The Cross and the Lynching Tree**

1 credit

[Kelly Brown Douglas](#)

Students explore one of the most provocative and awarding winning books by Dr. James Cone on the relationship between the cross and the lynching tree. This book looks at how “the cross and lynching tree interpret each other,” throughout the black struggle for freedom—even today. This class will incorporate short lectures, panel discussions, and one-on-one interviews with scholars across the field of Black Theology and African American history. Students are expected to read Cone’s *The Cross and the Lynching Tree* in advance of the course.

**Notes:** Pass/fail. Fulfills concentration requirement for Religion and the Black Experience students.

## **SU 150 LT1 – Center for Community Engagement and Social Justice: The Battle for the Bible: What Jesus Really Said About the Poor**

1 credit

[\*Liz Theoharis\*](#)

The Bible is often interpreted in ways that justify inaction in the face of poverty, state that poverty is eternal, and claim that if God wanted to end poverty, God would do so. Rarely in our public discussion or our congregations is there reference to the truly radical economic teachings of the Bible and the call for abundant life for absolutely all. Students explore what the Bible really says about the poor, prosperity, and justice and what we are called to do in this moment in history about it. Attention will be paid to passages like “the poor will be with you always”, “if you do not work, you shall not eat”, “render unto Caesar what is Caesar’s” and other biblical roadblocks for a more just society.

**Note:** Pass/fail.

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

0 credits

[\*Jan Rehmman\*](#)

Designed to prepare students for the German language exam, starting with basic elements of grammar and vocabulary, the course requires no prior knowledge of German, but requires intensive commitment. Students are introduced to main problems of reading German. Corresponding to exam requirements, focus is on 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 Rehmman\*](#)

Designed to prepare students for the French language exam, starting with basic elements of grammar and vocabulary, the course requires no prior knowledge of French, but requires intensive commitment. Students are introduced to main problems of reading French. Corresponding to exam requirements, focus is on 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 TB1 – Topics in Ministry: Chaplaincy and Systems Change**

1 credit

*Tara Bedeau*

As a profession whose purpose is to provide spiritual care, inclusive of responding to spiritual and emotional distress, it is understandable that Chaplaincy has been considered a marginalized entity within the organizational systems it operates and serves. And yet, as the constitution of "distress" has been expanding to mirror and include the intersectional and pressing concerns of the day, the Chaplaincy function has a renewed opportunity to influence organizational frameworks and operations. Using a practicum approach, this course addresses elements of systems change management and their practical applications in furtherance of the increased effectivity, impact and value add of Chaplaincy care.

**Note:** Pass/fail.

### SU 190 RL1 – Topics in Ministry: Spiritual Practice: Clear Awareness of Invisible Group Dynamics through Chan Practice

1 credit

*Rebecca Li*

Are we aware that we may be perpetuating invisible group dynamics that cause suffering to ourselves and others? When we work with others for the social good, are we aware of the subtle beliefs being developed in the group and how perpetuating them blindly may cause suffering despite our good intentions? Chan Buddhism emphasizes cultivating clear total awareness of constantly changing causes and conditions to live in accordance with wisdom and compassion. Yet, powerful but invisible group dynamics often compel us to act in contradiction to our bodhisattva vows. Understanding and awareness of these dynamics needs to be an integral part of our practice. We discuss sociological insights on subtle dynamics of solidarity, conflict, power and culture and how to integrate conceptual understanding of these social processes into our spiritual practice for the social good. Discussion occurs in the context of Chan meditation practice.

**Note:** Pass/fail.

**SPRING 2022**

### 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 112 – Dance in Practice/Dance as Practice Practicum

1 credit

*Jane Alexandre*

A contemporary dance technique class framed within the investigation of dance in the context of worship. The course consists of warm up, technique development, and movement/exploration.

**Notes:** Pass/fail. May be repeated as audit, but taken only once for credit. All levels of experience welcome, with the goal of advancing individual student development.

### 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. The annual conference is an opportunity for students 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.

**Prerequisite:** Permission of the instructor.

**Notes:** Pass/fail. May be repeated as audit, but taken only once for credit. Enrollment limited to fifteen students. Fulfills concentration requirement for Religion and the Black Experience students. 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. Short daily exercises in meditation follow the logic of Ignatius's design and are guided through the weekly meetings. The goal is to learn about the Ignatian Exercises and then to experience them in practice.

**Note:** Pass/fail.

**SU 150 KB1 – Center for Community Engagement and Social Justice: On Audre Lorde's Sister Outsider**

1 credit

[Kelly Brown Douglas](#)

Students explore Audre Lorde's landmark book addressing the intersecting and interactive realities of oppression with special concern with issues surrounding race, gender and sexuality. Audre Lorde's work continues to speak to today as a people as we still struggle to create a world where all of God's people can thrive and be whole. Heeding Lorde's words, "Our silence won't protect us," this class will include short lectures, panel discussions, and one-on-one interviews with scholars across the field of Womanist Theology and African American history to discuss some of the most pressing issues of injustice. Students are expected to read *Lorde's Sister Outsider: Essays and Speeches*.

**Notes:** Pass/fail. Fulfills concentration requirement for Religion and the Black Experience students.

**SU 150 JH1 – Center for Community Engagement and Social Justice: Gospel of Luke**

1 credit

[Jeremy F. Hultin](#)

This course explores the Gospel of Luke, focusing on the themes it sets forth programmatically in Jesus' inaugural sermon: "good news for the poor"; "release for the captives"; "freedom for the oppressed"; and "the Favorable Year of the Lord." Students examine how these topics recur throughout Luke's narrative, looking closely at the complexities of Jesus' teachings on economic and societal injustices. The goal is to gain a fuller understanding of what categories like "poor," "oppressed," and "captive" meant in Jesus' time, and how he and his followers envisioned the reversal, renewal, and revolution that might usher in the kingdom of God. This historical and literary analysis can enrich the ways we draw on Luke to inform and inspire our contemporary application and activism.

**Note:** Pass/fail.

**SU 150 JS1 – Center for Community Engagement and Social Justice: African American Religious History**

1 credit

[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 2-day public/intensive 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.

**Note:** pass/fail.

### **SU 190 SS1 – Topics in Ministry: Skillful Means: Working with Interpersonal and Structural Conflict**

1 credit

*Shanté Paradigm Smalls*

In Tibetan Buddhism, especially in the Nyingma and Kagyu Schools, there is a great deal of emphasis on working with the environment, the elements, and the phenomenal world. As a practice, philosophy, or religious practice, the Four Karmas (Pacifying, Enriching, Magnetizing, and Destroying) refer both to esoteric elemental practices and practical ways of working with our own minds, as well as with difficult interpersonal, individual, and structural challenges. How do we apply that to our contemporary moment when we are dealing with a resurgence and intensification of antiblack violence and racism, the continuance of Indigenous dispossession, and the stronghold of patriarchy and misogyny finally being challenged in a genuine way? This introductory course combines tantric Buddhist wisdom with undoing interlocking structural oppressions. Students focus on sitting meditation instruction (shamatha), walking meditation, discussion groups, short readings, and light physical movement.

**Note:** Pass/fail.

### **SU 190 DS1 – Topics in Ministry: Deep Time, Climate Change, and Universe Story: Implications for Theology and Ministry**

1 credit

*Daniel Spencer*

This course explores the implications of the geological discoveries of “deep time” and Earth’s history of climate change for contemporary Theology and Ministry. Using insights from Marcia Bjornerud’s *Timefulness: How Thinking Like a Geologist Can Help Save the World*, we explore environmental and social problems aggravated by pervasive “time illiteracy” in contemporary culture and thought. Students connect biblical and geological notions of time by setting the Earth’s story and the biblical story within the larger context of the contemporary scientific story of an evolving Universe Story. Using the work of Thomas Berry and “the New Story,” we explore biblical themes of Wonder, Joy, Brokenness and Healing to offer new insights and approaches to contemporary theology and ministry.

**Note:** Pass/fail.

### **SU 190 LB1 – Topics in Ministry: Tantric Buddhist Spiritual Formation: Chaplaincy in Hospice and Correctional Settings**

1 credit

*Lama Justin von Bujdoss*

Much work has been done to engage the way that spiritual formation impacts ministry work through chaplaincy. In Buddhist chaplaincy, much of the conversation has been advanced through various Zen based lineages. But what of vajrayana, or tantric Buddhism? How do the unique expressions of this rich and dynamic Buddhist tradition inform chaplaincy and care-giving? This course offers the ground through which students explore how tantric Buddhist spiritual formation and practice narratives provide a powerful basis and point of departure for chaplaincy work in hospice settings as well as within the context of working with a variety of populations in correctional settings. We also explore and unpack a model for approaching the end-of-life and the transition into post-death experiences of consciousness attributed to the great Tibetan yogi, Milarepa through the lens of engaged meaning-making.

**Note:** Pass/fail.

## **SU 190 MR1 – Topics in Ministry: The Trans Sounds of Black Freedom**

1 credit

*Michael Roberson*

Africa-American Harlem Renaissance writer and poet, Zora Neal Hurston wrote “black women are the mules of the earth.” For some, black trans women are historically and theologically situated somewhere between Howard Thurman’s notion of “the disinherited” and Franz Fanon’s notion of “the wretched of the earth.” In a contemporary context, transgender, lesbian, bisexual, and gay African-American persons must overcome complex challenges to establish and secure welcoming and nourishing communities. Constant marginalization sustains the community’s burdens of stigma, violence, housing insecurity, and extremely high HIV infection rates. One response to marginalization has been the formation of self-sustaining social networks and cultural groups. Students explore the history of the House | Ballroom community as a Black Trans-Womanist theological discourse, a freedom movement, and its spiritual formation responses to race, class, sexuality, and gender oppression. The use of the art of performance as a hermeneutics of the body is explored, then discussed is its history in mobilizing as a resistance, while placing this resistance in conversation with other historical struggles.

**Notes:** Pass/fail. Fulfills concentration requirement for Religion and the Black Experience students.

## FACULTY

*Biographies and bibliographies available at: <https://utsnyc.edu/academics/faculty/>*

Rev. Timothy Adkins-Jones, MDiv, PhD  
*Assistant Professor of Homiletics*

<sup>1</sup> Sarah Azaransky, MTS, PhD  
*Associate Professor of Social Ethics*

Mary C. Boys, MA '75, EdD '78, DHL, Dr Theol, DLitt  
*Skinner & McAlpin Professor of Practical Theology*

Rev. Eileen Campbell-Reed, MA, MDiv, PhD  
*Visiting Associate Professor of Pastoral Theology & Care*

<sup>1</sup> Rev. Euan K. Cameron, MA, DPhil  
*Henry Luce III Professor of Reformation Church History*

David M. Carr, MTS, MA, PhD  
*Professor of Hebrew Bible*

Rev. Cláudio Carvalhaes, MA, MDiv, PhD '07  
*Associate Professor of Worship*

<sup>1</sup> Tara Hyun Kyung Chung, MA, MDiv, PhD '89  
*Associate Professor of Ecumenical Studies*

Rev. Pamela Cooper-White, PhD, MDiv, MA, PhD, LCPC  
*Dean & Vice President of Academic Affairs*  
*Christiane Brooks Johnson Professor of*  
*Psychology & Religion*

Rev. Samuel Cruz, MA, PhD  
*Associate Professor of Religion & Society*

Rev. Gary Dorrien, MDiv '78, MA, ThM, PhD,  
DLitt, DD, LHD, DD  
*Reinhold Niebuhr Professor of Social Ethics*

Very Rev. Kelly Brown Douglas, MDiv '82, PhD '88  
*Dean of Episcopal Divinity School at Union*  
*Bill & Judith Moyers Professor of Theology*

Rev. Roger Haight, MA, PhD  
*Visiting Professor of Theology*

<sup>1</sup> Esther J. Hamori, MDiv, PhD  
*Associate Professor of Hebrew Bible*

Rev. Jane Huber, MDiv '03, PhD '13  
*Director & Visiting Professor, Ministerial Practices*  
*& Vocational Development*

Jeremy F. Hultin, MA, PhD  
*Associate Professor of Biblical Languages*

Ki-Eun Jang, MA, PhD  
*Louisville Institute Postdoctoral Fellow*  
*Visiting Assistant Professor of Hebrew Bible*  
*& Near Eastern Studies*

Rev. Serene Jones, MDiv, PhD  
*President*  
*Johnston Family Professor for Religion & Democracy*

<sup>2</sup> Rev. Brigitte Kahl, ThD, DrSc Theol  
*Professor of New Testament*

Julia Kelto Lillis, MDiv, ThM, PhD  
*Assistant Professor of Early Church History*

Rev. Daisy L. Machado, MSW, MDiv '81, PhD  
*Professor of Church History*

Amy E. Meverden, MA, MDiv, PhD '18  
*Visiting Assistant Professor of New Testament*  
*Director, Writing Center*

Aliou C. Niang, MA, PhD  
*Associate Professor of New Testament*

Su Yon Pak, MA, EdD '99  
*Senior Director & Associate Professor of Integrative*  
*& Field-Based Education*

Jan Rehmann, Dr Phil Habil  
*Visiting Professor of Critical Theory & Social Analysis*  
*Director, Doctor of Philosophy Program*

Jerusha T. Rhodes, MA, PhD  
*Associate Professor of Islam & Interreligious Engagement*

Rev. Kosen Greg Snyder, Osho  
*Senior Director & Assistant Professor of Buddhist Studies*

John J. Thatamanil, MDiv, PhD  
*Associate Professor of Theology & World Religions*  
*Director, Insight Project: Theology & Natural World*

Cornel R. West, MA, PhD  
*Dietrich Bonhoeffer Professor of Philosophy*  
*& Christian Practice*

Rev. Andrea C. White, MDiv, PhD  
*Associate Professor of Theology & Culture*

<sup>1</sup> Absent on leave, Fall 2021

<sup>2</sup> Absent on leave, Spring 2022

## ADJUNCT FACULTY/LECTURERS

Jane Alexandre, PhD  
*Theology & the Arts*

Shari Appollon, LCSW-R  
*Psychology & Religion*

David L. Balch, PhD  
*New Testament*

David Beckmann, MDiv, MSc, DD, DCL  
*Religion & Society*

Joel N. Berning, MDiv '10, BCC  
*Chaplaincy*

Rev. Lindsey R. Briggs, MDiv '13, BCC  
*Psychology & Religion*

Ven. Bhante Buddharakkhita  
*Buddhism & Interreligious Engagement*

Rev. Patrick S. Cheng, JD, MA '01, PhD '10  
*Visiting Professor of Anglican Studies*

Rev. Eunil David Cho, MDiv, PhD  
*Psychology & Religion*

Rev. Ann L. Colley, MDiv, MBA, LMFT  
*Communication Arts*

Steed V. Davidson, MA, STM, PhD '05  
*Hebrew Bible*

John Falcone, MDiv '98, PhD  
*Doctor of Ministry*  
*Religion & Education*  
*Practical Theology*

Rev. David Fleenor, MDiv, STM, BCC  
*Chaplaincy*

Rt. Rev. R. William Franklin, PhD, DD  
*Anglican Studies*

Faith Gay, MDiv, JD  
*Religion & Society*

Linda S. Golding, MA, BCC  
*Chaplaincy*

Rev. Carla Roland Guzmán, MA, MDiv, PhD  
*Theological Spanish*

Sarah M. Hill, LCSW  
*Psychology & Religion*

Rev. Susan Hill, MBA, MDiv '08, STM  
*Anglican Studies*

Rev. Greg Horn  
*Denominational Studies (Presbyterian)*

Anderson Jeremiah, MA, MPhil, PhD  
*Anglican Studies*

Jutta Koslowski, PhD  
*Dietrich Bonhoeffer Visiting Professor of Church History*

Rt. Rev. Jeffrey D. Lee, MDiv  
*Anglican Studies*

Rev. Sarah Lenzi, MA, MDiv, PhD  
*Denominational Studies (Unitarian Universalist)*

Brian Linnane, SJ  
*Visiting Scholar, Ethics*

Klara Naszkowska, PhD  
*Visiting Scholar, History of Psychoanalysis*

Mary Ragan, PhD, LCSW  
*Religion & Society*

Rev. Lisa Rhodes, MSW, MDiv, DMin  
*Practical Theology*  
*Director, RISE Together: Women of Color in Ministry*

Luis R. Rivera, PhD  
*Visiting Scholar of US Latinx Protestant Theology*

Jorge Rodriguez, MA '16, MPhil '19, PhD '21  
*Church History*

A. Meigs Ross, MDiv '83, LCSW, BCC  
*Visiting Professor of Field Education*

Melina Rudman, MFA  
*Psychology & Religion*  
*Coordinator, Doctor of Ministry Program*

Isaac B. Sharp, MDiv, PhD '19  
*Visiting Assistant Professor of Theological Studies*  
*Director, Certificate Programming*

David Saunders, MD, PhD  
*Psychology & Religion*

Simran Jeet Singh, MA, MTS, PhD  
*Buddhism & Interreligious Engagement*

Rabbi Mychal B. Springer, MA, BCC  
*Psychology & Religion*

Kelsey White, MDiv '09, MSc, PhD, BCC  
*Doctor of Ministry*

### ARTIST-IN-RESIDENCE

Malcolm Merriweather, DMA

## AFFILIATE FACULTY

[Rev. William J. Barber II, MDiv, DMin](#)

*Visiting Professor of Public Theology & Activism*  
President, Repairers of the Breach  
Co-chair, Poor People's Campaign

Elizabeth Castelli, MA, PhD  
Professor of Religion  
Barnard College

Alan Cooper, PhD  
*Visiting Professor of Bible & Jewish Interpretation*  
Elaine Ravich Professor of Jewish Studies  
Jewish Theological Seminary

[Rev. Michael Cooper-White, MDiv, DD](#)

*Director of Lutheran Formation;*  
President Emeritus,  
United Lutheran Seminary

[Obery Hendricks, MA, MDiv, PhD](#)

*Visiting Professor of Bible & Ethics*  
Visiting Scholar, Departments of Religion and  
African American & African Diaspora Studies  
Columbia University

Robert Pollack, PhD  
Professor of Biological Sciences  
Director of University Seminars, Center for  
the Study of Science & Religion (Earth Institute)  
Director of Research Cluster on Science & Subjectivity  
Columbia University

Wayne Proudfoot, ThM, PhD  
Professor of Religion Emeritus  
Columbia University

Shuly Rubin Schwartz, MA, PhD  
Chancellor & Irving Lehrman Research Professor of  
American Jewish History  
Jewish Theological Seminary

Robert Somerville, MA, PhD  
Ada Byron Bampton Tremaine Professor Emeritus of  
Religion & Professor Emeritus of History  
Columbia University

[Josef Sorett, MDiv, PhD](#)

*Visiting Professor of African American Religious History*  
Professor & Chair, Department of Religion  
Visiting Professor of African American &  
Africana Diaspora Studies  
Columbia University

Mark C. Taylor, PhD, Doktorgrad (Philosophy)  
Professor of Religion  
Columbia University

Robert A. F. Thurman, MA, PhD  
Jey Tsong Khapa Professor Emeritus of Indo-Tibetan  
Buddhist Studies  
Columbia University

Burton L. Visotzky, EdM, MA, PhD, DHL  
Nathan & Janet Appleman Professor of Midrash &  
Interreligious Studies  
Jewish Theological Seminary

## ADMINISTRATION

<b>President's Office</b>	212-280-1403
Executive Vice President	212-280-1404
Chief of Staff	212-280-1373
<b>Academic Affairs</b>	<a href="https://utsnyc.edu/academics">utsnyc.edu/academics</a>
Dean/Vice President for Academic Affairs	212-280-1550
Dean of Students	212-280-1555
Assistant Dean for Academic Administration	212-280-1417
Registrar	212-280-1342
Senior Director of Integrative and Field-Based Education	212-280-1340
<b>Admissions and Financial Aid</b>	
Vice President of Admissions and Financial Aid	212-280-1317
Director of Financial Aid and Business Services	212-280-1531
<b>The Burke Library</b>	<a href="https://library.columbia.edu/burke">library.columbia.edu/burke</a>
General Information	212-851-5606
Circulation	212-851-5605
Head Librarian	212-851-5611
Email	<a href="mailto:burke@library.columbia.edu">burke@library.columbia.edu</a>
<b>Communications and Marketing</b>	
Vice President	212-280-1552
Deputy Director	212-280-1591
<b>Development</b>	<a href="https://utsnyc.edu/alumni-ae/why-give/">https://utsnyc.edu/alumni-ae/why-give/</a>
Vice President of Development and Alumni Relations	212-280-1426
Events Coordinator	212-280-1453
<b>Finance and Operations</b>	
Vice President	212-280-1402
Accounts Payable/Payroll	212-280-1418
Bursar/Accounts Receivable	212-280-1354
<b>Human Resources</b>	
Chief Human Resources Officer	212-678-8011
Employee Services Coordinator	212-678-1353
<b>Information Technology</b>	
Director of Information Services	212-280-1460
Email	<a href="mailto:itdept@uts.columbia.edu">itdept@uts.columbia.edu</a>
<b>Facilities</b>	212-280-1300
Deputy Vice President of Buildings and Grounds	212-280-1534
Email	<a href="mailto:facilities@uts.columbia.edu">facilities@uts.columbia.edu</a>
<b>Housing</b>	<a href="https://utsnyc.edu/students/housing">utsnyc.edu/students/housing</a>
Director of Housing and Campus Services	212-280-1301
<b>Worship Office</b>	<a href="https://utsnyc.edu/life/worship/">https://utsnyc.edu/life/worship/</a>
Director of Worship	212-280-1523

# ACADEMIC CALENDAR

## 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 Summer courses	17 DMin Summer courses	18 DMin Summer courses	19 DMin Summer courses	20 DMin Summer courses	21
22	23 DMin Summer courses	24 DMin Summer courses	25 DMin Summer courses	26 DMin Summer courses	27 DMin Summer courses	28 International Student move-in
29 International Student Move-in	30 Housing opens for new student move-in	31 Housing opens for new student move-in  Residential orientation (for new students living on campus)				



**September 2021**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
			1 Faculty Day of Work  Orientation, academic advisement, course registration – mandatory for all new students	2 Orientation, academic advisement, course registration – mandatory for all new students	3 Orientation, academic advisement, course registration – mandatory for all new students	4
5	6 Labor Day holiday  Last day to withdraw from the Seminary and receive a full tuition refund	7 Fall semester begins  Last day to pay remaining balances. Student accounts with remaining balance placed on financial hold preventing January/Spring registration until paid in full.	8	9	10	11
12 185 <sup>th</sup> Convocation	13 Course registration closes for Fall; courses dropped after today receive a grade of "W." Last day to change enrollment type.	14 Field Education supervisor orientation	15	16 Final grades due for DMin Summer courses	17	18
19	20	21	22 Modern language examinations: French, German, Spanish	23 Introduction to Field Education (required for first-year MDivs)	24	25
26	27	28	29	30 Last day to change health insurance plan with Student Affairs		

**October 2021**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
					1 FAFSA form available for next academic year	2
3	4	5	6	7	8	9
10	11	12 Introduction to Clinical Pastoral Education (all students welcome)	13	14 Reading days- no classes	15 Reading days- no classes	16
17	18  MA thesis overview, MDiv project overview (including electives), STM extended paper overview, Dmin applied research topic due	19	20	21	22	23
24	25	26	27	28	29	30
31						

**November 2021**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
	<p>1 Last day to withdraw from Fall courses with "W" grade except for departure from Seminary</p> <p>Academic advisement for January and Spring</p>	<p>2 Academic advisement for January and Spring</p>	<p>3 Academic advisement for January and Spring</p>	<p>4 Return to title IV (R2T4) aid cutoff at 60% completion of the semester</p> <p>Last day to adjust financial aid</p> <p>Academic advisement for January and Spring</p>	<p>5 Academic advisement for January and Spring</p>	<p>6</p>
7	<p>8 Academic advisement for January &amp; Spring</p>	<p>9 Academic advisement for January &amp; Spring</p>	<p>10 Academic advisement for January &amp; Spring</p>	<p>11 Academic advisement for January &amp; Spring</p>	<p>12 Academic advisement for January &amp; Spring</p>	<p>13</p>
14	<p>15 Course registration opens via add/drop form for January and via SSO for Spring</p>	<p>16</p>	<p>17</p>	<p>18</p>	<p>19</p>	<p>20</p>
21	<p>22 Reading days- no classes</p>	<p>23 Reading days- no classes</p>	<p>24 Reading days- no classes</p>	<p>25 Thanksgiving holiday</p>	<p>26 Thanksgiving holiday</p>	<p>27</p>
28	<p>29 Field Education mid-year evaluations due</p>	<p>30 Last day of Tuesday classes</p>				

**December 2021**

<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>
			<p>1 Last day of Wednesday classes</p> <p>Modern language examinations: French, German, Spanish</p>	2	<p>3 MA thesis overview, MDiv project overview (including electives), STM extended paper overview, DMin applied research topic due</p>	4
5	<p>6 Last day of Monday classes</p>	<p>7 Last day of Thursday classes. Meets as designated Thursday because of October reading days.</p>	<p>8 Last day of Friday classes. Meets as designated Friday because of October reading days.</p> <p>Last day to submit request for extensions for Fall coursework. Deadline for course requirements other than final examinations.</p> <p>Deadline for first-year MDiv field education placement conferences.</p>	9 Reading day	10 Final examinations	11
12	<p>13 Final examinations</p> <p>Fall semester ends</p>	14	15	16	17	18
19	20	21	22	23 Semester break- no classes & administrative offices closed	24 Semester break- no classes & administrative offices closed	25
26	27 Semester break- no classes & administrative offices closed	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 2022**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5 January intersession  Course registration closes for January. Last day to change enrollment type.  Final grades due for Fall	6 January intersession	7 January intersession  Coursework for Fall extensions due to faculty	8
9	10 January intersession	11 January intersession	12 January intersession  Final grades due for Fall extensions	13 January intersession	14 January intersession  Outlines and bibliographies for MDiv and MA theses due to academics@utsnyc.edu	15
16	17 Martin Luther King, Jr. Day – no classes & administrative offices closed	18 January intersession  New student orientation-academic advisement and course registration for Spring	19 January intersession	20 Committee on Standing	21	22
23	24	25	26 Faculty day of work	27	28 Final grades due for January	29
30 Last date to withdraw from the Seminary and receive a full tuition refund	31 Spring semester begins  Last day to pay remaining balances. Student accounts with remaining balance placed on financial hold preventing Summer/Fall course registration until paid in full.					

## February 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6 Course registration closes for Spring; courses dropped after today receive "W" grade. Last day to change enrollment type for courses.	7	8 Field education supervisor training	9	10	11	12
13	14 FAFSA & financial aid application deadline for new students	15	16	17	18 MDiv mid-program review conferences	19
20	21 Course registration opens via add/drop form for Summer	22	23 Modern language examination: French, German, Spanish	24	25 MDiv mid-program review conferences	26
27	28					

## March 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 MDiv mid-program review (MPR) conferences	5
6	7	8	9	10	11	12
13	14 Spring recess – no classes	15 Spring recess – no classes	16 Spring recess – no classes	17 Spring recess – no classes	18 Spring recess – no classes  Course registration closes for Summer	19
20	21	22	23	24	25	26
27 Academic Advisement for Fall	28 Academic Advisement for Fall	29 Academic Advisement for Fall	30 Academic Advisement for Fall	31 Academic Advisement for Fall		

	Last day to withdraw from Spring courses with "W" grade except for departure from Seminary					
--	--	--	--	--	--	--

**April 2022**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Return to title IV (R2T4) aid cutoff for Spring  Academic Advisement for Fall	2
3	4 Academic Advisement for Fall	5 Academic Advisement for Fall	6 Academic Advisement for Fall	7 Last day to adjust Spring financial aid  Academic Advisement for Fall	8 MA thesis, MDiv project, STM extended paper, DMin applied research due to readers and <a href="mailto:academics@utsnyc.edu">academics@utsnyc.edu</a>  Academic Advisement for Fall	9
10	11 Course registration opens via SSO for Fall	12	13	14 Easter- no classes & administrative offices closed	15 Easter- no classes & administrative offices closed  Field Education learning agreements and contracts due	16
17	18 Easter – no classes & administrative offices closed	19	20 Modern language examinations: French, German, Spanish	21	22	23
24	25	26 Last day of Tuesday classes	27 Last day of Wednesday classes	28	29 Field education final evaluations due  Last date for PhD dissertation defense  Deadline for first-year MA and second-year MDiv concentration declaration form	



**May 2022**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Last day of Monday classes	3	4 Final grades due for theses/projects/extended papers	5 Last day of Thursday classes	6 Last day of Friday classes  Last day to request extensions for Spring coursework - not allowed for graduating students. Deadline for all course requirements other than final exams.	7
8	9 Reading day	10 Final examinations	11 Final examinations  Spring semester ends	12	13 PhD dissertations due (see assistant dean)	14 FAFSA form deadline for returning students
15	16 Final grades for Spring due for graduating students (10 am)	17	18	19	20 184 <sup>th</sup> Commencement	21
22	23 Start of Summer Session	24	25	26	27 Final grades due for Spring	28
29	30 Memorial Day - no classes and administrative offices closed	31				

**June 2022**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8 Coursework for Spring extensions due to faculty	9	10 Summer Semester ends	11
12	13 Final grades due for Spring extensions	14	15	16	17	18
19	20 Assessment reports for MDiv and MA due from faculty	21	22	23	24 Final grades due for Summer (except for DMin)	25
26	27	28	29	30		

**July 2021**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Independence Day - administrative offices closed	5	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 DMin Residency	16 DMin Residency	17 DMin Residency	18 DMin Residency	19 DMin Residency	20
21	22 DMin Residency	23 DMin Residency	24 DMin Residency	25 DMin Residency	26 DMin Residency	27
28	29	30	31			