

Academic Catalogue

UNION
THEOLOGICAL
SEMINARY

FOUNDED 1836

UNION

2022 - 2023

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MISSION STATEMENT

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

CORE VALUES

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

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

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

Developed by faculty during academic year 2019-2020

ACCREDITATION

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

Union is accredited by the Commission on Accrediting of the Association of Theological Schools (ATS) in the United States and Canada and by the Middle States Commission on Higher Education (MSCHE). The following degree programs are approved: MAR, MASJ, MDiv, STM, PhD, DMin. The following advanced certificates are also approved: Interreligious Engagement, Religion and Black Experience, Social Justice, and Spirituality.

The Association of Theological Schools in the United States and Canada The Commission on Accrediting 10 Summit Park Drive Pittsburgh, PA 15275 USA Telephone: 412-788-6505 Fax: 412-788-6510 www.ats.edu	Middle States Commission on Higher Education 3624 Market Street Philadelphia, PA 19104 267-284-5000 info@msche.org www.msche.org
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The above academic programs are also authorized by the New York State Education Department (NYSED). Data is also reported as appropriate to the National Council for State Authorization Reciprocity Agreements (NC-SARA). Visit this webpage for more accreditation information: <https://utsnyc.edu/about/institutional-info/>.

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, ableist 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 students cover only about one-fifth of the costs of their education. Most of the remaining costs are met in three ways: (1) gifts from alumni/ae and friends of the Seminary; (2) contributions from churches, corporations, and foundations; and (3) 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, call 212-280-1426 or visit www.utsnyc.edu/give.

ACADEMIC CALENDAR

August 2022

17-18	Wednesday-Thursday	Early move-in for new students
22-26	Monday-Friday	UT 101 – Introduction to Theological Studies – meets online 12:00-1:30pm and 7:00-8:00pm (required for incoming MAR/MDiv students)
26	Friday	UT 103 – Social Justice Colloquium – meets 4:00-9:00pm (required for incoming MASJ students)
27	Saturday	UT 103 – Social Justice Colloquium – meets 10:00am-6:00pm (required for incoming MASJ students)
27	Saturday	Final move-in for new students
28	Sunday	Community social
29-31	Monday-Wednesday	New student orientation for on-campus programs
31	Wednesday	Faculty day of work

September

5	Monday	Labor Day holiday - no classes & administrative offices closed
5	Monday	Last day to withdraw from the Seminary and receive a full tuition refund
6	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.
6	Tuesday	Fall semester begins
7	Wednesday	186 th Convocation – 4:00-5:45pm
12	Monday	Course registration closes for Fall; weekly semester-long courses dropped after today receive a “W.” Last day to change enrollment type for courses. See this webpage for intensive/weekend drop dates: https://utsnyc.edu/academics/registrar/course-registration-grades/ .
13	Tuesday	Field education supervisor orientation
21	Wednesday	Modern Language Exams: French, German, Spanish – 2:00-4:00pm
22	Thursday	Introduction to field education (required for first year MDivs)
30	Friday	Last day to change health insurance plan with Student Affairs

October

1	Saturday	FAFSA form available for next academic year
6	Thursday	Introduction to clinical pastoral education (CPE)

October (continued)

13-14	Thursday-Friday	Reading days – no classes
14	Friday	MAR thesis overview, MDiv project overview (including electives), STM extended paper overview, DMin applied research topic due
31	Monday	Last day to withdraw from weekly semester-long Fall courses with "W" except for departure from Seminary. Last day to change enrollment type. View here for intensive/weekend drop dates: https://utsnyc.edu/academics/registrar/course-registration-grades/ .

November

1-11	Tuesday-Friday	Academic advisement for January and Spring
3	Thursday	Last day to adjust Fall financial aid
3	Thursday	Return to title IV (R2T4) aid cutoff for Fall
14	Monday	Course registration opens via add/drop form for January and via student portal for Spring
21-23	Monday-Wednesday	Reading days - no classes
24-25	Thursday-Friday	Thanksgiving holiday - no classes and administrative offices closed
28	Monday	Field education mid-year evaluation due
29	Tuesday	Last day of Tuesday classes
30	Wednesday	Last day of Wednesday classes
30	Wednesday	Modern Language Exams: French, German, Spanish – 2:00-4:00pm

December

2	Friday	MAR thesis proposals, MDiv project/thesis proposals, STM extended paper proposals, DMin applied research topic proposals due
5	Monday	Last day of Monday classes
6	Tuesday	Last day of Thursday classes *Meets as designated Thursday because of October Reading Days*
7	Wednesday	Last day of Friday classes *Meet as designated Friday because of October Reading Days*
7	Wednesday	Deadline for first-year MDiv field education placement conferences
7	Wednesday	Last day to request extensions for Fall coursework. Deadline for course requirements other than final exams.
8	Thursday	Reading day

December (continued)

9, 12	Friday, Monday	Final exams
12	Monday	Fall semester ends
23-1/2	Friday	Semester break begins - administrative offices closed

January 2023

4	Wednesday	Course registration closes for January; courses dropped after today receive a "W." Last day to change enrollment type for January courses.
4-18	Wednesday-Wednesday	January Intersession
6	Friday	Final grades due for Fall
6	Friday	Coursework for Fall extensions due to faculty
11	Wednesday	Final grades due for Fall extensions
13	Friday	Outlines and annotated bibliographies for MAR and MDiv thesis due
16	Monday	Martin Luther King, Jr. Day - no classes and administrative offices closed
17	Tuesday	New student orientation including academic advisement and course registration for Spring MAR/MDiv/STM admits
19	Thursday	Committee on Standing
25	Wednesday	Faculty day of work
29	Sunday	Last day to withdraw from the Seminary and receive a full tuition refund
30	Monday	Spring semester begins
30	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

3	Friday	Final grades due for January
5	Sunday	Course registration closes for Spring; weekly semester-long courses dropped after today receive a "W." Last day to change enrollment type. View here for intensive/weekend drop dates: https://utsnyc.edu/academics/registrar/course-registration-grades/ .
7	Tuesday	Field education supervisor training
13	Monday	FAFSA and financial aid application deadline for new students
17	Friday	MDiv mid-program review (MPR) conferences

February (continued)

20	Monday	Course registration opens via add/drop form for Summer
22	Wednesday	Modern Language Exams: French, German, Spanish – 2:00-4:00pm
24	Friday	MDiv mid-program review (MPR) conferences

March

3	Friday	MDiv mid-program review (MPR) conferences
13-17	Monday-Friday	Spring recess – no classes
17	Friday	Course registration closes for Summer
27	Monday	Last day to withdraw from weekly semester-long Spring courses with "W" except for departure from Seminary. See this webpage for intensive/weekend withdrawal information: https://utsnyc.edu/academics/registrar/course-registration-grades/ .
29	Wednesday	Return to Title IV (R2T4) aid cutoff for Spring

April

3-14	Monday-Friday	Academic advisement for Fall
6	Thursday	Last day to adjust Spring financial aid
6-10	Thursday-Monday	Easter holiday – no classes and administrative offices closed
14	Friday	MAR theses, MDiv projects/theses, STM extended papers, DMin applied research papers due to readers and academics@utsnyc.edu
14	Friday	Field education learning agreements and contracts due
17	Monday	Course registration opens via student portal for Fall
19	Wednesday	Modern Language Exams: French, German, Spanish – 2:00-4:00pm
21	Friday	Deadline for first-year MAR and second-year MDiv concentration declarations
25	Tuesday	Last day of Tuesday classes
26	Wednesday	Last day of Wednesday classes
28	Friday	Last date for PhD dissertation defense
28	Friday	Field education final evaluations due

May

1	Monday	Last day of Monday classes
3	Wednesday	Final grades due for theses/projects/extended papers

May (continued)

4	Thursday	Last day of Thursday classes
5	Friday	Last day of Friday classes
5	Friday	Last day to request extensions for Spring coursework - (not allowed for graduating students). Deadline for course requirements other than final exams.
8	Monday	Reading day
9-10	Tuesday-Wednesday	Final exams
10	Wednesday	Spring semester ends
10	Wednesday	PhD dissertations due
13	Saturday	FAFSA form deadline for returning students
15	Monday	Final grades for Spring due for graduating students at 10:00AM
19	Friday	185th Commencement
22	Monday	Summer semester begins
26	Friday	Final grades due for Spring
26	Friday	Coursework for Spring extensions due to faculty
29	Monday	Memorial Day - no classes and administrative offices closed

June

2	Monday	Final grades due for Spring extensions
8	Thursday	Committee on Standing
19	Monday	Juneteenth holiday
26	Monday	Assessment reports for graduates due from faculty

July

4	Tuesday	Independence Day holiday
31	Monday	Summer semester ends
Two weeks after class ends		Final grades due for Summer

Also available on this webpage: <https://utsnyc.edu/academics/registrar/academic-calendar/>. Students taking courses at other institutions should be familiar with the host institution's calendar.

TUITION AND FEES

Also available on this webpage: <https://utsnyc.edu/admissions/financial-aid/tuition-fees/>.

Estimated Cost of Attendance – MAR/MDiv/STM

Applicable for nine-month academic year

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

The expenses of individual students may vary considerably. The above provides a reasonable picture of direct & indirect costs, used as the standard for financial aid purposes.

Non-Degree

Per Credit Tuition	\$1,320
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Audit Fee

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.

\$654 – Fall | \$654 – Spring

Tuition – MAR, MDiv, STM

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

Medical Insurance

Required annually for full-time students. Waived only with comparable insurance coverage. Visit this webpage:

<https://utsnyc.edu/life/student-affairs/health/insurance/>.

Email questions to studentaffairs@uts.columbia.edu.

The Columbia Aetna Plan	\$5,207
	\$1,984 – Fall \$3,223 – Spring & Summer

Estimated Cost of Attendance - MASJ

Applicable for twelve-month academic year

Tuition	\$25,080
Books & Supplies	\$800
Fees	\$200

Meal Plan

Required each semester for campus-based programs

Full-time students	\$150
Part-time students	\$75

Tuition – MASJ

Per Credit Tuition	\$1,320
Not charged additional fees for identity verification in distance education.	
Standard length of program: 2-3 years	

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.

Housing

Nine months of occupancy during academic year (fall/spring)

Dormitory Rooms	\$7,880-10,197
Studios-Apartments	\$13,442-25,029

View handbook here: <https://utsnyc.edu/life/union-housing/residence-halls/housing-handbook/>.

Candidates for PhD

Annual Full-Time Tuition	\$35,136
Semester Residency Tuition	\$17,568
Must be registered full-time at 9 or more credits	
Extended Residence	\$2,000
PhD candidates who completed coursework in residency with remaining academic requirements.	
Students must register for UT 400 each semester following term where residency or tuition obligation is satisfied until degree requirements are fulfilled.	

Student Activity Fee

Required each semester	\$100
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Other Fees

Change of Degree	\$50
Official Transcript	\$7
Degree/Graduation	\$106
Dissertation Deposit	\$200
FE 303-FE 304 Internship	\$500
Visiting Scholar (semesterly)	\$600
Late Payment	\$50
Replacement ID	\$25

Candidates for DMin

Per Credit Tuition	\$705
Not charged additional fees for identity verification in distance education.	

Advanced Certificate

Per Course (3-credits) Tuition	\$2,500
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AUDIT POLICY

Union Theological Seminary has three types of auditors:

1. current students enrolled in a **degree** program
2. non-current degree-seeking individuals
3. completers of the Encore Program
4. alumni/ae of Union Theological Seminary and Episcopal Divinity School **degree** programs

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 *Auditor Application & Registration* form: <https://utsnyc.edu/academics/registrar/course-registration-grades/auditor-application-course-registration/> for non-current degree-seeking individuals.
3. Register with either *Add/Drop* form: <https://utsnyc.edu/academics/registrar/course-registration-grades/add-drop/> 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.

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." Academic credit is not awarded for audited courses and does not 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. 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 Union coursework to a degree program, or up to six credits to an advanced certificate program. Admission as a non-degree 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 in Religion degrees. Transfer of previously earned credit is not accepted for the Master of Arts in Social Justice, Master of Sacred Theology, or Doctor of Philosophy degrees, nor for advanced certificate programs.

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 Associate Dean no later than July 15 of the calendar year in which studies begin. It is within the sole discretion of the

Dean/Vice President of Academic Affairs or Associate Dean 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 Associate Dean 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 Associate Dean, 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 MAR 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 in Religion (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 Associate Dean determines 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, 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 in Religion degree must be done at the Seminary, except by permission of the Dean/Vice President 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 differ; 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 are 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 six credits per semester at Union in years three and four with this enrollment status. Students may apply for Union housing for the first two years of the program.

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, even years, that students should take after they have started at Columbia. While taking courses at Columbia, students may also audit or take less than six credits of coursework at Union, 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 the 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 certain number of credits taken both at Columbia and Union, specific to the degree planner based on track (see appendix). 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 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 certain number of credits taken both at Hunter and Union, specific to the degree planner based on track (see appendix). 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

The Hispanic Summer Program (HSP) is an independent ecumenical academic program currently directed by Daisy Machado. In addition to year-round programming that serves Latinx graduate students, the flagship summer session invites six-eight Latinx faculty members from across the country to teach courses in the following subjects, from a Latinx perspective: history, biblical studies, pastoral care, sociology, religious studies, and other adjacent fields. While these accredited courses are taught by and focus on the Latinx community, non-Latinx students are also encouraged to apply. Union is one of over thirty-five sponsoring seminaries and departments of theology and currently hosts HSP offices. For more information visit <http://hispanicsummerprogram.org/>.

Specifics of the HSP are as follows:

- A. Union students may take one three (3) credit HSP summer session course and one three (3) credit HSP course in a January session; those credits may be counted toward elective requirements, provided the student earns a minimum grade of B (or equivalent).

- B. Students who wish to register for HSP courses do so directly through the HSP website. 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.
- C. 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.
- D. 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 Associate Dean 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 a violation of their privacy rights. Students requesting such correction or amendment should follow procedures established by the Dean/Vice President of Academic Affairs or the Dean's designee. Students may **request** access to prior semester course data available in the learning management system (LMS) while enrolled at Union, and for one year following program completion. Requests for LMS data must be submitted in writing to the Academic Office.

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: <https://utsnyc.edu/academics/registrar/ferpa-facts-figures/> 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 a *Withhold Directory Information* 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 here: <https://utsnyc.edu/academics/registrar/ferpa-facts-figures/> containing. 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/Vice President 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 | - Immunization forms |
| - Visa documents | - FAFSA for students requesting federal financial aid | - Student apartment lease |
| - I-9 for student employees | - W-2 and T-2104 tax forms | - Student billing statement |
| - Student information system | - Field education learning agreement/contract | - Identification card issued by Columbia |
| | - ADP (automatic data processing) for payroll/taxes | - Transcripts – official and unofficial |

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

- Housing application
- Student directory
- Class rosters from student information system
- Other places where reasonably possible
- Narrative evaluations written by faculty

After acceptance into a degree program, a student may complete this form:

https://utsnyc.formstack.com/forms/preferred_name 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: <https://utsnyc.edu/academics/registrar/transcripts/> and are advised to submit 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.

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. Students living outside of New York state should follow your state's policy on jury duty and reach out to the Registrar's Office for support with verification.

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 it. If the student and instructor are unable to create a mutually agreed upon plan, the student may appeal to the Dean/Vice President of Academic Affairs.

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. This policy measures the academic efforts students invest in particular courses, and 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 Assistant Dean for Student Affairs can assist students who require additional support to meet their academic requirements.

Minimum credit hours required by program:

- Master of Arts in Religion (MAR) degree requires at least 51 credits (two years of full-time study).
- Master of Arts in Social Justice (MASJ) degree requires at least 36 credits (two to three years of part-time study).
- Master of Divinity (MDiv) degree requires at least 78 credits (three years of full-time study).
- Master of Sacred Theology (STM) degree requires at least 24 credits (one year of full-time study).
- Doctor of Philosophy (PhD) degree requires at least 43 credits in the first two years of study.
- Doctor of Ministry (DMin) degree requires at least 42 credits over three years.
- Advanced Certificate (AC) programs require at least 12 credits (one-two years of part time study).

See following section for maximum credit limitations.

FINANCIAL AID

Union offers both need-based and merit-based financial aid to degree-seeking students. 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 cost of attendance (CoA) for the nine-month academic year (CoA) and the student's estimated family contribution, which is based on personal or other financial resources as calculated by the FAFSA. Financial aid cannot be awarded for courses that do not count towards a degree program or for coursework that exceeds the number of credits required for degree completion. 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 in eligible degree programs. Students in non-degree or certificate programs are not eligible for institutional funding. 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 enrollment at the credit level specified by their scholarship, (2) make satisfactory academic progress, and (3) remain in good academic standing each semester. Scholarship funds are awarded only during 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
- Ecumenical Fellowship, full tuition plus cost of living - for STM students
 - 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
- Social Justice Grant, partial scholarship available to students in the MASJ program

Union Grants

Union grants are need-based awards available to students in the MAR, MDiv, and STM degree programs. 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.

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 only available to full-time students enrolled in either the Master of Arts in Religion or Master of Divinity programs. 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 either (1) be enrolled for at least six credits per semester or (2) eligible to receive a part-time equivalency. 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 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 receipt of 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 a 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 website: <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 (see appropriate section) applicable to students participating in all other federal student aid programs.

ENROLLMENT AND FINANCIAL AID EQUIVALENCIES

Certain statuses related to enrollment may differ from those for financial aid eligibility. This particular policy addresses and explains when equivalency is applicable.

Enrollment Status

Students are considered enrolled as **Full-Time** status if registered for nine or more credits in a term. To be enrolled as **Part-Time** status, students must register for six to eight-and-a-half credits per fall/spring term, and three to eight-and-a-half credits for summer term. Students registered for fewer than three or six credits, depending on the semester, are considered enrolled as **Less than Part-Time**. See following table:

Semester	Full-Time	Part-Time	Less than Part-Time
Fall	9 or more credits	6 to 8.5 credits	Fewer than 6 credits
Spring	9 or more credits	6 to 8.5 credits	Fewer than 6 credits
Summer	9 or more credits	3 to 8.5 credits	Fewer than 3 credits

Financial Aid Equivalency Status

Equivalency is defined as students **eligible to be certified as having a full-time or part-time status for the purpose of determining eligibility for financial aid** during a given semester. This only applies to students with one of the circumstances listed below.

Fall / Spring Semesters

Full-time equivalency for financial aid purposes can be granted to:

- 1) Students in their final semester of study who have fewer than nine credits to meet the total number of credits required to complete their degree program
- 2) MDiv students participating in an approved full-time field education internship who are registered for a minimum of three credits in each semester. Students in this circumstance are not eligible for institutional scholarships or grants, and may require an updated cost of attendance for financial aid purposes
- 3) PHD students in extended residency status who are no longer enrolled in coursework

August Course / January Intersession

Courses taken in the August session are considered part of the Fall financial aid package. Courses taken in the January intersession are considered part of the Spring financial aid package.

Full-time equivalency for financial aid purposes can be granted to students whose total number of credits for any combined terms (either August & Fall/January & Spring) is nine or more credits. Part-time equivalency for financial aid purposes can be granted to students whose total number of credits for any combined terms (either August & Fall/January & Spring) is six to eight-and-a-half credits.

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 Dean/Vice President of Academic Affairs, and the Associate Dean. Such information is documented through notation in the student's academic file. A student is notified of lack of SAP via correspondence sent to their Seminary email address.

Maximum Time to Completion

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

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

Satisfactory Academic Progress Standards – MAR, MASJ, MDiv, 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.

Financial Aid Ineligible

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 an extenuating circumstance, such as injury or illness, the death of a relative, or another special situation 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 (10) business days of the student being notified that their financial aid has been suspended. Aid Eligibility Appeals must be reviewed by a joint review committee composed of the Dean/Vice President of Academic Affairs, Associate Dean, 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 a letter that outlines that extenuating circumstances (see probation section above) that contributed to their failure to meet SAP guidelines. The appeal letter must also include 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 Dean/Vice President of Academic Affairs in order for their appeal to be approved. The academic plan may be finalized after the student's submission of the appeal letter. Once a decision has been reached, the Director of Financial Aid notifies the student of the decision via email within ten (10) business 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 meet the requirements of their approved academic plan. 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, have 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. A student who registers for a term during which their status is Financial Aid Ineligible 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 the 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 institution. 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 scholarships or grants 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: 6 - 8.5 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 (MAR), Master of Social Justice (MASJ), or Master of Divinity (MDiv). Each degree has a distinct curriculum and course sequence, and each degree prepares students for a unique set of professional roles. Therefore, a change of degree is possible only in certain circumstances. Some important pieces to consider:

- Field placement sites are normally determined in the first year as an MDiv student.
- Certain requirements are generally taken in the first two semesters.
- Financial aid is not guaranteed should degree requirements extend past the standard length of the program.
- Financial aid is, in part, dependent upon degree program which means a change may have a significant impact.

Requesting change between MAR and MDiv:

Students are expected to follow the procedure below, but not necessarily in this order.

- 1) Meets with faculty advisor for guidance and discussion.
- 2) After advisor approval, meet with Associate Dean 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 Visiting Director of Integrative and Field-Based Education to review the process and requirements of field education – only if changing from MAR 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 proceed with the change in degree, they are required to complete the *Change of Degree* form on this webpage: https://utsnyc.formstack.com/forms/change_degree. If attempting to change degrees for the first Spring semester, the form must be completed the previous fall, **by November 15**. In rare circumstances, if attempting to change degrees for the second 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:

- Associate Dean – 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
- Assistant Dean for Student Affairs – for students with potential accommodations
- Visiting 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

Requesting change between MAR/MDiv and MASJ:

Students are expected to follow the procedure below, but not necessarily in this order.

- 1) Meets with faculty advisor for guidance and discussion.
- 2) Meets with the Director of Financial Aid to assess eligibility for scholarship and aid – to specifically address the full-time program to part-time status.
- 3) After advisor approval, meet with Associate Dean to review academic progress and degree audit and ensure there is no academic risk in changing degree.
- 4) 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 proceed with a change of degree, they are required to complete the *Change of Degree* form on this webpage: https://utsnyc.formstack.com/forms/change_degree. A maximum of twelve (12) applicable credits may transfer. If attempting to change degrees for the first Spring semester, the form must be completed the previous fall, **by November 15**. In rare circumstances, if attempting to change degrees for the Fall semester, the form must be completed the previous spring, **by April 15**.

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

- Associate Dean – 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
- Assistant Dean for Student Affairs – for students with potential accommodations
- Registrar – for student record overview and processing
- Director of Housing and Campus Services – for housing assignments

After any submitted change of degree is reviewed and approved by appropriate parties, 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

Students are assigned a faculty advisor who provides assistance for students while working through the requirements of their academic program. During the summer prior to students' Fall start, degree advisement is conducted by the Academic Office focusing on first-semester requirements. Subsequent advisement occurs with faculty advisors at new student orientation focusing on vocational and overall academic goals as well as future semester planning. An advisement period then occurs before each course registration period, is required for first-year students in October/November 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. Good communication between advisor and advisee early on is encouraged, 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:

- Understand the appropriate role of faculty advisor—offer assistance about academic life at Union.
- Clear communication with the student about their academic needs.
- Flexibility about available time for advisement (student should be clear about urgency of the problem).
- Preparation, clarity, and specificity regarding the issues the student wishes to discuss.
- Refer student to an appropriate administrator for question/problem beyond scope of advisor's role

DISABILITY ACCOMMODATIONS

Students with a need to request disability accommodations are expected to follow the procedure outlined by the Office of Student Affairs. Faculty have an important role in supporting students with disabilities and are also expected to understand the policy and procedures. View the appropriate section in the Student Handbook here: <https://utsnyc.edu/life/student-affairs/>.

COURSE REGISTRATION

Course registration for continuing students opens as follows: in April for the Fall semester and in November for the Spring semester. Incoming students register for Fall courses during the summer following group advising sessions. Summer course registration opens in February and January course registration opens in November. Course registration dates and deadlines are available in the academic calendar here: <https://utsnyc.edu/academics/registrar/academic-calendar/>. Students with a debt to the Seminary are prevented with a hold from registering for courses.

Students who wish to make changes to their course registration must complete this *Add/Drop* form:

<https://utsnyc.edu/academics/registrar/course-registration-grades/add-drop/> 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 here: <https://utsnyc.edu/academics/registrar/academic-calendar/>. Tuition and fees are 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 to 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 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.

READING CREDIT

MDiv seniors, MAR 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 <https://utsnyc.edu/academics/registrar/course-registration-grades/change-enrollment-type/> **after registering** for the course to be registered 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, a MAR 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 Cross-Registration webpage: <https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/> 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 in Religion (MAR): 12 credits
 - Master of Arts in Social Justice (MASJ): 6 credits
 - Master of Divinity (MDiv): 15 credits
 - Master of Sacred Theology (STM): 6 credits
 - Doctor of Philosophy (PhD): 12 credits [Bible students, 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 Associate Dean. An official transcript directly from the previous institution should be sent to the Associate Dean 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. In the case of most partner schools (see section below), the Registrar submits 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 standard-credit courses in other schools as Pass/Fail or for "R" (reading) credit, except by permission of the Dean/Vice President of Academic Affairs.
- G. Students enrolled in courses at other schools are subject to the rules of Union regarding 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 & Graduate School of Religion and Religious Education), St. Vladimir's Orthodox Theological Seminary, 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.

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; see this webpage for details and information about additional Columbia courses: <https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/>.
- 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 above.
- 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. 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. 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.
- D. 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.
- E. It is within the sole discretion of the Dean or Associate Dean to determine credit equivalencies between Union courses and courses taken concurrently in non-partner schools, and 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 (master's students) and Guided research (doctoral students) are significant 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 *Guided Reading* form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/> including the **agreed-upon topic** which the faculty member then reviews. **Doctoral** students submit this *Guided Research* form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/> including the **agreed-upon topic** which the faculty member then reviews. The above form serves as the registration form submitted to and processed by the Registrar.

Students should not normally* accumulate from guided readings:

- More than 6 elective credits in the Master of Arts in Religion program
- More than 9 elective credits in the Master of Divinity program
- More than 6 elective credits, with advisor permission, in the Master of Sacred Theology program
- Advanced Certificate and Master of Arts in Social Justice students are not eligible

**Islam & Interreligious Engagement concentrators permitted 15 guided reading credits*

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 Dean/Vice President of Academic Affairs.

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 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:

- 1) An appropriately designed reading list, equitable for a one credit weighting, prepared under the guidance of the professor, and demonstrably addressed either through:
 - a. an end-of-semester viva exam OR
 - b. a submitted set of written annotations to the bibliography OR
 - c. an essay or other comparable weighted assessed project as a substantive part of the final grade
- 2) 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:

- 1) An appropriately designed reading list, equitable for a two-credit weighting, prepared under the guidance of the professor, and demonstrably addressed either through:
 - a. an end-of-semester viva exam OR
 - b. a submitted set of written annotations to the bibliography OR
 - c. an essay or other comparable weighted assessed project as a substantive part of the final grade
- 2) 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:

- 1) 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.
- 2) 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.
- 3) An essay or other comparable weighted assessed project which as a substantive part of the final grade.

ALTERNATIVE ATTENDANCE

In-person attendance is normally expected of students in an in-person class. These guidelines refer to temporary alternative means of attendance when a student cannot attend class in person due to illness or a family emergency. Faculty may create a zoom link for a course to be used if necessary, but students will not see a zoom link in course syllabi for in-person classes. Disability accommodations are managed entirely differently - see below.

Temporary Arrangements for Alternative Attendance for In-Person Class

- 1) Such arrangements must be due to illness or a family emergency.
- 2) Alternative attendance should not exceed three class sessions, and faculty should report individual student absences of more than two class sessions to the office of Student Affairs.
- 3) The Assistant Dean of Student Affairs then determines if a meeting with the student and professor is necessary, or other appropriate measures.
- 4) Faculty are **not required** to accommodate requests for alternative arrangements.
- 5) The least distracting option with regard to other students in the class is preferred.
- 6) It is the student's responsibility to initiate a conversation with the professor about appropriate alternative to in-person attendance, with as much advance notice as possible. Examples of alternative arrangements include:
 - a) have a classmate take notes
 - b) have a classmate audio record the class session, with instructor and full class permission
 - c) attend the class virtually via audio/phone call
 - d) attend the class virtually via Zoom (see 1, 2, 3 below)
 - e) meet up with a classmate after the class session for a particular assignment

If instructor permits Zoom attendance:

- 1) the Zoom link is provided **only** to the student with the approved alternative attendance
- 2) the student is expected to give their full attention to class, located in a suitable quiet location without other people in the immediate vicinity (for the sake of class confidentiality). Students should not attend class while driving a car or on public transportation.
- 3) IT staff is not able to create ad hoc/last minute Zoom setup in spaces where a setup does not already exist, and should not be asked to do so. Relocation to another classroom for a particular session may be possible, but not guaranteed (and up to 25 instructor's discretion). Classroom change requests must be made with at least 48 hours' notice to Director of Housing & Campus Services and the Registrar.

Reasonable Disability Accommodations

- 1) If a student has an approved accommodation – disability or medical – and is required to attend an in-person class remotely on a regular basis, the Assistant Dean for Student Affairs communicates the need to the instructor of the course.
- 2) Approval to attend in-person classes via Zoom must meet the standards of a “reasonable accommodation” to be negotiated by the student with the instructor, based on course pedagogy as well as ongoing disability-related needs to attend classes remotely.
- 3) Permission for zooming into in-person classes must be negotiated one course at a time, and is not assumed to transfer automatically from one course or semester to another.
- 4) The Zoom link is provided only to the student with the accommodation.
- 5) IT staff is not able to create ad hoc / last minute Zoom setup in spaces where a setup does not already exist. Relocation to another classroom for a particular session may be possible, but not guaranteed (and up to instructor’s discretion). Classroom change requests must be made with at least 48 hours’ notice to Director of Housing & Campus Services and the Registrar.

COURSE EVALUATIONS

Students are notified towards the end of each semester to complete a final evaluation for each course, 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 course evaluations about two weeks after final grades are submitted. Student evaluation of faculty and courses is an important piece of institutional assessment.

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. Plagiarism should be avoided 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 future academic practice, then no further action need be taken. In all such cases, the instructor shall draw the student’s attention to the Seminary’s policy on the subject and submit a brief written report of the incident to the Dean/Vice President of Academic Affairs.

Where the infraction is serious and substantial, the instructor must report the facts in full to the Dean/Vice President of Academic Affairs, who meets with the student and the instructor separately and/or together. After investigating, the 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 Dean/Vice President of Academic Affairs to the students and to the instructor in writing. These decisions are final and not subject to appeal.

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** 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 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.

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 is 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 Dean/Vice President of Academic Affairs and is made up of faculty members, the Associate Dean, the Assistant Dean for Student Affairs, 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 Associate Dean, the Assistant Dean for Student Affairs, 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 Visiting 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* or *Fail* (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 the situation is remediable, the student must be clearly informed of 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.

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 final grade of *No Credit* (NC) or Fail (F), the following process of appeal should be used to resolve the matter. Other grades are not subject to appeal.

Step One. Discussion and Request for Review

The student is expected to bring their complaint to the instructor's attention in writing, with a copy to the Dean/Vice President of Academic Affairs, email acceptable. Following the written request for review, a conference occurs with the student, instructor, and Dean to discuss the grade and the evaluation. The written request must be made no later than seven (7) days after the final grade is posted and made available to the student. The instructor normally provides the student and the Registrar with an additional written explanation of the grade within ten (10) days following the conference. The student may continue to step two 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 Two. Petition to the Committee on Standing

The student's petition may only be made if the terms in step one are met, which must be submitted in writing no more than seven (7) business days following the instructor's additional explanation, or conference, whichever occurs latest. 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 is also 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 February 28 if a fall semester grade, or September 30 if a spring semester grade. The Dean/Vice President of Academic Affairs normally informs the student and the instructor of the result within ten (10) business days of the Committee on Standing meeting. During the entire appeal process, the grade issued by the instructor continues 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 submit a written petition to the Dean/Vice President of Academic Affairs within ten (10) business 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 (10) business days. The Dean's decision is not subject to appeal.

LEAVE OF ABSENCE

Degree-seeking 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. Only advanced certificate students may choose to not register for a fall or spring semester without requesting a leave from the Seminary. Students discerning whether to take a leave of absence are encouraged to discuss this with their faculty advisor or the Assistant Dean for Student Affairs, and are required to consult financial aid before proceeding with required forms.

Enrollment status is not considered active while 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 sent is relevant to potential return semesters. Master of Divinity (MDiv) students on leave of absence their first Spring semester are not necessarily able to complete the 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 are recalculated in light of the student’s latest financial information. While the Seminary tries to renew scholarship support for the duration of the degree, 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 Dean/Vice President of Academic Affairs and the Director of Housing & Campus Services in consultation with the Assistant Dean for Student Affairs. If the request is granted, rent is charged at the non-Union student rate.

The maximum time to completion per academic program remains in effect, applicable to both full-time and part-time students. See the full Satisfactory Academic Progress policy listed in this catalogue.

Degree Program	Published Program Duration	Maximum Time to Completion
Master of Arts in Religion (MAR)	2 years	4 years
Master of Arts in Social Justice (MASJ)	2 years	4 years
Master of Divinity (MDiv)	3 years	5 years
Master of Sacred Theology (STM)	1 year	2 years
Doctor of Philosophy (PhD)	5 years	10 years

After submission of the *Leave of Absence Request*, it is first reviewed by the Assistant Dean for Student Affairs, then by the Dean/Vice President of Academic Affairs, 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

Degree-seeking students must complete a *Leave of Absence Request* after deciding to depart temporarily from Union: https://utsnyc.formstack.com/forms/leave_of_absence. **A letter of recommendation must be submitted to the Assistant Dean for Student Affairs 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 Dean/Vice President of Academic Affairs **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 Assistant Dean for Student Affairs.

General Leave of Absence

Degree-seeking students must complete a *Leave of Absence Request* after deciding to depart temporarily from Union: https://utsnyc.formstack.com/forms/leave_of_absence. If approved, the student is granted one semester on leave 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 Dean/Vice President of Academic Affairs **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 Assistant Dean for Student Affairs.

WITHDRAWAL

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

Students are considered enrolled 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.

Refund Policies:

<i>Semester-Long Courses</i>		<i>January, Weekend Intensives, or Summer Courses</i>	
If withdrawal occurs in the...	Amount of remaining tuition refunded:	If withdrawal occurs...	Amount of remaining tuition refunded:
<i>1st week of classes</i>	90%	<i>Before 2nd class session</i>	90%
<i>2nd week of classes</i>	80%	<i>After 2nd class session</i>	No refund
<i>3rd week of classes</i>	70%		
<i>4th week of classes</i>	60%		
<i>5th or 6th week of classes</i>	50%		
<i>7th week of classes</i>	40%		
<i>After 7th week of classes</i>	No refund		

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. View the Housing Handbook here: <https://utsnyc.edu/life/union-housing/residence-halls/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. Identification cards are deactivated prohibiting automatic access to campus.

READMISSION

Students who have been approved by the Dean/Vice President of Academic Affairs 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 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 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 Dean

Students must follow standard admissions application procedures, 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 return and comply with published application deadlines.

Students dismissed from their degree program for any reason must wait at least one academic year from their term of dismissal before they are eligible to reapply. 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. Email admissions@utsnyc.edu for more information.

ADMINISTRATION

President's Office

Vice President of Administration
Senior Strategic Advisor

212-280-1403
212-280-1404
212-280-1373

Academic Affairs

Dean/Vice President
Associate Dean
Assistant Dean for Student Affairs
Registrar
Visiting Director of Integrative and Field-Based Education

utsnyc.edu/academics
212-280-1550
212-280-1417
212-280-1396
212-280-1342
212-280-1340

Admissions and Financial Aid

Vice President
Director of Financial Aid and Business Services

212-280-1317
212-280-1531

The Burke Library

General Information
Circulation
Head Librarian
Email

library.columbia.edu/burke
212-280-5606
212-851-5605
212-851-5611
burke@library.columbia.edu

Communications and Marketing

Vice President
Assistant Director
Communications and Marketing Specialist

212-280-1552
212-280-1591
212-280-1591

Development

Vice President
Director of Research
Assistant Director of Alumni/ae Relations and Individual Giving

<https://utsnyc.edu/alumni-ae/why-give/>
212-280-1426
212-280-1429
212-280-1457

Finance

Chief Financial Officer
Accounts Payable
Payroll
Bursar/Accounts Receivable

212-280-1402
212-280-1355
212-280-1356
212-280-1354

Human Resources

Chief Human Resources Officer
Employee Services Coordinator

212-678-8011
212-678-1353

Information Technology

Director of Information Services
Email

212-280-1462
itdept@uts.columbia.edu

Campus Services and Facilities

Facilities
Chief Operating Officer
Director of Housing and Campus Services
Email

212-280-1300
212-280-1357
212-280-1301
facilities@uts.columbia.edu

Worship Office

Dean of Chapel

<https://utsnyc.edu/life/worship/>
212-280-1523

ACADEMIC CALENDAR

August 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17 Early move-in for new students	18 Early move-in for new students	19	20
21	22 UT 101 – Introduction to Theological Studies – online 12:00-1:30pm & 7:00-8:00pm	23 UT 101 – Introduction to Theological Studies – online 12:00-1:30pm & 7:00-8:00pm	24 UT 101 – Introduction to Theological Studies – online 12:00-1:30pm & 7:00-8:00pm	25 UT 101 – Introduction to Theological Studies – online 12:00-1:30pm & 7:00-8:00pm	26 UT 101 – Introduction to Theological Studies – online 12:00-1:30pm & 7:00-8:00pm UT 103 – Social Justice Colloquium – 4:00-9:00pm	27 Final move-in for new students UT 103 – Social Justice Colloquium – 10:00am- 6:00pm
28 Community social	29 New student orientation for on-campus programs	30 New student orientation for on-campus programs	31 New student orientation for on-campus programs Faculty day of work			

September 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 Labor Day holiday Last day to withdraw from the Seminary and receive a full tuition refund	6 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.	7 186 th Convocation – 4:00-5:45pm	8	9	10
11	12 Course registration closes for Fall; weekly semester-long courses dropped after today receive a “W.” Last day to change enrollment type.	13 Field education supervisor orientation	14	15	16	17
18	19	20	21 Modern Language Exams: French, German, Spanish – 2:00-4:00pm	22 Introduction to field education (required for first year MDivs)	23	24
25	26	27	28	29	30 Last day to change health insurance plan with Student Affairs	

October 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 FAFSA form available for next academic year
2	3	4	5	6 Introduction to clinical pastoral education (CPE)	7	8
9	10	11	12	13 Reading days- no classes	14 Reading days- no classes MAR thesis overview, MDiv project overview (including electives), STM extended paper overview, Dmin applied research topic due	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31 Last day to withdraw from weekly semester-long Fall courses with "W" except for departure from Seminary					

November 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Academic advisement for January and Spring	2 Academic advisement for January and Spring	3 Academic advisement for January and Spring Last day to adjust financial aid Return to title IV (R2T4) aid cutoff for Fall	4 Academic advisement for January and Spring	5
6	7 Academic advisement for January & Spring	8 Academic advisement for January & Spring	9 Academic advisement for January & Spring	10 Academic advisement for January & Spring	11 Academic advisement for January & Spring	12
13	14 Course registration opens via add/drop form for January and via student portal for Spring	15	16	17	18	19
20	21 Reading days- no classes	22 Reading days- no classes	23 Reading days- no classes	24 Thanksgiving holiday	25 Thanksgiving holiday	26
27	28 Field education mid-year evaluations due	29 Last day of Tuesday classes	30 Last day of Wednesday classes Modern Language Exams: French, German, Spanish – 2:00-4:00pm			

December 2022

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 MAR thesis proposals, MDiv project/thesis proposals, STM extended paper proposals, DMin applied research topic proposals due	3
4	5 Last day of Monday classes	6 Last day of Thursday classes. Designated Thursday because of October reading days.	7 Last day of Friday classes. Designated Friday because of October reading days. Deadline for first-year MDiv field education placement conferences. Last day to request extensions for Fall coursework. Deadline for course requirements other than finals.	8 Reading day	9 Final exams	10
11	12 Final exams Fall semester ends	13	14	15	16	17
18	19	20	21	22	23 Semester break- no classes & administrative offices closed	24
25	26 Semester break- no classes & administrative offices closed	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

January 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Semester break- no classes & administrative offices closed	3	4 Course registration closes for January. Last day to change enrollment type. January intersession	5 January intersession	6 January intersession Final grades due for Fall Coursework for Fall extensions due to faculty	7 January intersession
8	9 January intersession	10 January intersession	11 Final grades due for Fall extensions January intersession	12 January intersession	13 January intersession Outlines and annotated bibliographies for MAR and MDiv thesis due	14 January intersession
15	16 Martin Luther King, Jr. Day – no classes & administrative offices closed	17 January intersession New student orientation for Spring MAR/MDiv/ STM admits	18 January intersession	19 Committee on Standing	20	21
22	23	24	25 Faculty day of work	26	27	28
29 Last date to withdraw from the Seminary and receive a full tuition refund	30 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.	31				

February 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 Final grades due for January	4
5 Course registration closes for Spring; weekly semester-long courses dropped after today receive a “W.” Last day to change enrollment type.	6	7 Field education supervisor training	8	9	10	11
12	13 FAFSA & financial aid application deadline for new students	14	15	16	17 MDiv mid- program review conferences	18
19	20 Course registration opens via add/drop form for Summer	21	22 Modern Language Exams: French, German, Spanish – 2:00- 4:00pm	23	24 MDiv mid- program review conferences	25
26	27	28				

March 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3 MDiv mid-program review conferences	4
5	6	7	8	9	10	11
12	13 Spring recess – no classes	14 Spring recess – no classes	15 Spring recess – no classes	16 Spring recess – no classes	17 Spring recess – no classes Course registration closes for Summer	18
19	20	21	22	23	24	25
26	27 Last day to withdraw from weekly semester-long Spring courses with "W" except for departure from Seminary.	28	29 Return to Title IV (R2T4) aid cutoff for Spring	30	31	

April 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3 Academic Advisement for Fall	4 Academic Advisement for Fall	5 Academic Advisement for Fall	6 Academic Advisement for Fall Last day to adjust Spring financial aid Easter- no classes & administrative offices closed	7 Academic Advisement for Fall Easter- no classes & administrative offices closed	8
9	10 Academic Advisement for Fall Easter- no classes & administrative offices closed	11 Academic Advisement for Fall	12 Academic Advisement for Fall	13 Academic Advisement for Fall	14 Academic Advisement for Fall MAR theses, MDiv projects/theses, STM extended papers, DMin applied research papers due Field education learning agreements and contracts due	15
16	17 Course registration opens via student portal for Fall	18	19 Modern Language Exams: French, German, Spanish – 2:00-4:00pm	20	Deadline for first-year MAR and second-year MDiv concentration declarations	22
23	24	25 Last day of Tuesday classes	26 Last day of Wednesday classes	27	28 Last date for PhD dissertation defense Field education final evaluations due	29
30						

May 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Last day of Monday classes	2	3 Final grades due for theses/projects/extended papers	4 Last day of Thursday classes	5 Last day of Friday classes Last day to request extensions for Spring coursework - not allowed for graduating students. Deadline for course requirements other than final exams.	6
7	8 Reading day	9 Final exams	10 PhD dissertations due Final exams Spring semester ends	11	12	13 FAFSA form deadline for returning students
14	15 Final grades for Spring due for graduating students at 10:00am	16	17	18	19 185th Commencement	20
21	22 Summer semester begins	23	24	25	26 Final grades due for Spring Coursework for Spring extensions due to faculty	27
28	29 Memorial Day - no classes and administrative offices closed	30	31			

June 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Final grades due for Spring extensions	3
	5	6	7	8 Committee on Standing	9	10
11	12	13	14	15	16	17
18	19 Juneteenth holiday	20	21	22	23	24
25	26 Assessment reports for graduates due from faculty	27	28	29	30	

July 2023

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4 Independence Day holiday	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 Summer semester ends					

FACULTY

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

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

Sarah Azaransky, MTS, PhD
Associate Professor of Social Ethics

¹ 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

Rev. Euan K. Cameron, MA, DPhil
Henry Luce III Professor of Reformation Church History

^{1,2} David M. Carr, MTS, MA, PhD
Professor of Hebrew Bible

² Rev. Cláudio Carvalhaes, MA, MDiv, PhD '07
Professor of Worship

¹ Tara Hyun Kyung Chung, MA, MDiv, PhD '89
Associate Professor of Ecumenical Studies

¹ Rev. Pamela Cooper-White, PhD, MDiv, MA, PhD, LCPC
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

Esther J. Hamori, MDiv, PhD
Professor of Hebrew Bible

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

¹ Jeremy F. Hultin, MA, PhD
Associate Professor of Biblical Languages

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

Rev. Brigitte Kahl, ThD, DrSc Theol
Professor of New Testament

¹ Julia Kelto Lillis, MDiv, ThM, PhD
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Amy E. Meverden, MA, MDiv, PhD '18
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Director, Writing Center

² Aliou C. Niang, MA, PhD
Associate Professor of New Testament

Su Yon Pak, MA, EdD '99
Vice President of Academic Affairs & Dean
Associate Professor of Integrative & Field-Based Education

Jan Rehmann, Dr Phil Habil
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Director, Doctor of Philosophy Program

¹ Jerusha T. Rhodes, MA, PhD
Associate Professor of Islam & Interreligious Engagement

Jorge Rodríguez, MA '16, PhD '21
Visiting Assistant Professor of Historical Studies

Isaac B. Sharp, MDiv, PhD '19
Visiting Assistant Professor of Theological Studies
Director, Online & Part-Time Programs

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

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

Rima Vesely-Flad, MDiv '02, MIA, PhD '13
Visiting Assistant Professor of Buddhism & Black Studies

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

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

¹, absent on sabbatical Fall 2022

², absent on sabbatical Spring 2023

ADJUNCT FACULTY

Jane Alexandre, MA, MS, PhD
Theology & the Arts

Joel N. Berning, MDiv `10, BCC
Chaplaincy

Bhante Buddharakkhita
Buddhism & Interreligious Engagement

Patrick S. Cheng, JD, MA `01, PhD `10
Anglican Studies
Theological Studies

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

Colleen Conway, MDiv, PhD
Bible: New Testament

Edgard Francisco Danielsen, PhD
Psychology & Religion

Zachary Domach, MA, MSt, PhD cand.
Historical Studies

Christopher Fici, MA `14, STM `15,
PhD `20
Theological Studies

Vicki Flippin, MDiv
Field Education

R. William Franklin, PhD, DD
Anglican Studies

Daniel Golde, PhD cand.
Bible: New Testament

Linda S. Golding, MA, BCC
Chaplaincy

Carla Roland Guzmán, MA, MDiv, PhD
Theological Spanish

Ryan Harper, MA, MTS, PhD
Historical Studies

Susan Hill, MBA, MDiv `08, STM
Anglican Studies

Gregory Horn, MDiv `91
Denominational Studies (Presbyterian)

Benjamin Kamine, MA, PhD cand.
Bible: Hebrew Bible
Interreligious Engagement

Carolyn Klaasen, MA `13, PhD `22
Bible: Hebrew Bible

Jennifer Leath, MDiv `07, PhD
Practical Theology
Social Ethics

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

Masaki Matsubara, MA, PhD
Buddhism & Interreligious Engagement

Maria Elizabeth Muñoz, MDiv, DMin cand.
Anglican Studies

Janine Myrick, MDiv `20
Field Education

Kenneth Ngwa, PhD
Bible: Hebrew Bible

Charlie Korin Pokorny, MA
Interreligious Engagement
Worship, Preaching, & Arts

Hussein Rashid, MTS, PhD
Interreligious Engagement

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

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

Stephen Sas, PhD
Interreligious Engagement

Lea F. Schweitz, MA, PhD
Practical Theology
Theological Studies

CB Stewart, MDiv `13, STM cand.
Psychology & Religion

Irene Elizabeth Stroud, MDiv `96, STM,
MA, PhD
Historical Studies

Kathleen T. Talvacchia, MEd, EdD `92
Practical Theology

Leslie Virnelson, MDiv, PhD cand.
Bible: Hebrew Bible

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Samuel Kuffuor Afriyie
Malcolm Merriweather, DMA

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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

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

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

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

FACULTY EMERITI/AE

† James H. Cone, BD, PhD, LLD, LHD
*Bill & Judith Moyers Distinguished Professor Emeritus
of Systematic Theology*

Ana María Díaz-Stevens, MA, PhD
Professor Emerita of Church & Society

† Rev. Tom Faw Driver, BD, MDiv `53, PhD, LittD
Paul Tillich Professor Emeritus of Theology & Culture

James A. Forbes, Jr., MDiv `62, DMin, STD, DD
Harry Emerson Fosdick Distinguished Professor

Rev. Milton McCormick Gatch, Jr., MA, BD, PhD
*Professor Emeritus of Church History
Director Emeritus of the Burke Library*

James A. Hayes
Recorder Emeritus

Rev. Joseph C. Hough, Jr., BD, MA, PhD
*William E. Dodge Professor Emeritus of Social Ethics
President Emeritus of the Faculty*

Paul F. Knitter, LTh, ThD
*Paul Tillich Professor Emeritus of Theology,
World Religions & Culture*

Rev. David Walter Lotz, MA, BD, STM, ThD
Washburn Professor Emeritus of Church History

Rev. Barbara K. Lundblad, MDiv, DD
Joe R. Engle Professor Emerita of Preaching

Rev. Daisy L. Machado, MSW, MDiv `81, PhD
Professor Emerita of Church History

Very Rev. John Anthony McGuckin, BD, MA (ED), PhD
*Ane Marie & Bent Emil Nielsen Professor Emeritus
in Late Antique & Byzantine Christian History*

Rev. Troy W. Messenger, MAR, MDiv, PhD
Director of Worship Emeritus

Rev. Christopher Ludwig Morse, BD, STM `68,
PhD `76, HHD
*Dietrich Bonhoeffer Professor Emeritus of Theology
& Ethics*

Larry L. Rasmussen, BD, PhD `70, ThD
Reinhold Niebuhr Professor Emeritus of Social Ethics

† Rev. Donald W. Shriver, Jr., BD, STM, PhD, LHD, DD
*William E. Dodge Professor Emeritus of Applied
Christianity
President Emeritus of the Faculty*

Phyllis Tribble, PhD `63, DD
Baldwin Professor Emerita of Sacred Literature

Ann Belford Ulanov, MDiv `62, PhD `67, LHD
*Christiane Brooks Johnson Memorial Professor
Emerita of Psychiatry & Religion*

Janet R. Walton, MM, EdD `79
Professor Emerita of Worship

Delores S. Williams, MA, PhD `91
Paul Tillich Professor Emerita of Theology & Culture

FACULTY EMERITI/AE – Columbia University Affiliates

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

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

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

† Deceased

ANNOUNCEMENT OF COURSES

Students are responsible for acquainting themselves fully with the Seminary's rules and policies published in this catalogue 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. Additional information about classes and other academic matters are posted on the Registrar's website 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" indicates a Summer semester course. 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.

See the 2022-23 course offerings listed by field and prefix, organized by semester, in the pages to follow.

THE BIBLE/SACRED TEXTS FIELD

Cross-Testament

FALL 2022

BX 101 – Introduction to the Bible

4 credits

In Person

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.

Note: Required for MAR students. Required for MDiv students completing option B of the Bible/Sacred Texts requirement. Weekly tutorial required.

BX 316 – Bible and Ecology

3 credits

Online

Brigitte Kahl

Un"earthing" the figure of Adama/Gaia/Earth as an active player within the narrative web of scripture, students explore foundational stories and core topics of both Testaments crucial for an ecological re-reading of the Bible between Genesis and apocalypticism.

Note: Fulfills MASJ eco-justice requirement. ACIE-TC. ACSJ-BHT.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

BX 105J – Introduction to Biblical Languages

1 credit

Online

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.

Note: Pass/fail. Intended for students with no prior Greek/Hebrew instruction.

Hebrew Bible**HB 101 – Introduction to the Hebrew Bible**

4 credits

In Person

Esther Hamori

The Hebrew Bible is a complex collection of texts written over many centuries in socioculturally distinct settings, reflecting a wide range of religious, political, historical, and ethical perspectives. Students engage in academic and critical study of the Hebrew Bible, seeking to understand diverse texts within their historical and cultural contexts. *Formerly OT 101.*

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

HB 111 – Elementary Biblical Hebrew I

3 credits

In Person

Leslie Virnelson

An introduction to the basic grammar and vocabulary of biblical Hebrew. This language course also focuses on skills in reading and writing Hebrew. *Formerly OT 111.*

Note: 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 instructor.

HB 248E – Exodus 1-15: Human and Non-Human Liberation

3 credits

Online

Kenneth Ngwa

Using narrative critical methods in dialogue with theories in postcolonial necropolitics, eco-criticism, and memory studies, this exegetical course wrestles with theological and hermeneutical meanings around identity formation, survival, and future-making in the book of Exodus, chapters 1-15. *Formerly OT 248E.*

Prerequisite: HB 101 or equivalent.

HB 313A – Intermediate Hebrew I: Prose

1.5 credits

Online

Esther Hamori

An intermediate biblical Hebrew course; part one of a two-semester language 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. *Formerly OT 313A.*

Prerequisite: HB 111 and HB 204; or permission of instructor.

Note: 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 instructor.

HB 360E – The Psalms

3 credits

In Person

Alan Cooper

This course provides an introduction to the poetry of the Psalter, with attention to both its original context and later use. Coursework includes segments on key features of Hebrew poetry, comparison to ancient Near Eastern religious poetry, the origin and use of the Psalms in early Israel, the history of Jewish and Christian interpretation, and modern use of the Psalms in different contexts and communities. *Formerly OT 360E.*

Prerequisite: HB 101 or equivalent recommended.

Note: Same course as JTS-BIB 5766.

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. *Formerly OT 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly OT 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

HB 204 – Elementary Biblical Hebrew II

3 credits

In Person

Leslie Virnelson

A continuation of the basic grammar and vocabulary of biblical Hebrew. This language course focuses on the translation of selected portions of biblical texts. *Formerly OT 204.*

Prerequisite: HB 111 or equivalent.

Note: 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 instructor.

HB 236 – Monster Heaven

3 credits

In Person

Esther Hamori

The biblical universe is filled with monsters: hybrid creatures in heaven, giants on earth, ghosts beneath, and sea monsters out in the deep. This course explores the many monsters of the Bible, with particular attention to the battery of divine hitmen in God's employ. What on earth is the reader to do with the violence of heaven? *Formerly OT 236.*

Prerequisite: HB 101.

Note: Enrollment limited to twelve students.

HB 313B – Intermediate Hebrew II: Poetry

1.5 credits

Online

Esther Hamori

Students read poetry as part two of this two-semester language 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.

Note: 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 instructor. *Formerly OT 313B.*

HB 353E – Constructing Genders in the Hebrew Bible

3 credits

In Person

Carolyn Klaasen

This course employs the resources of queer and feminist theory and masculinity studies to critically examine constructions of gender within biblical texts. Key questions include: How are these texts drawing upon, reinforcing, and/or challenging notions about what is "masculine" or "feminine"? What are they communicating about gender and power? How do we unpack these gender dynamics honestly and responsibly?

Prerequisite: BX 101 or HB 101.

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. *Formerly OT 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly OT 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

SUMMER 2023

HB 111Q – Elementary Biblical Hebrew I

3 credits

Online

Amy E. Meverden

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

Note: Language courses may not be taken for audit or reading credit except by permission of 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. *Formerly OT 111Q.*

HB 204Q – Elementary Biblical Hebrew II

3 credits

Online

Amy E. Meverden

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

Prerequisite: HB 111Q.

Note: Language courses may not be taken for audit or reading credit except by permission of 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.

HB 237QE – Peace and Reconciliation in Jewish Exegesis

3 credits

Online

Benjamin Kamine

An introduction to Rabbinic methods of reading Scripture in the first millennium with a focus on peacebuilding. Students read primary sources in English translation, tracking the Rabbinic exegetical techniques used to elevate the Bible as a manual for reconciliation and healing at both the individual and communal level.

Note: Fulfills MASJ interreligious engagement justice requirement. ACSJ-BHT. Identical to IE 237Q.

New Testament

FALL 2022

NT 111 – Elementary Biblical Greek I

3 credits

In Person

Daniel Golde

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

Note: 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 instructor.

NT 242E – Mark and Healing

3 credits

In Person

Aliou C. Niang

This course explores the nature of Jesus' healing stories in the Gospel of Mark under Imperial Rome – the sociopolitical, religious and economic context of Jesus' ministry. Topics for discussion include cultural constructions of illness and disease and the effects of colonization on the occupied people in Roman Palestine and French West Africa, including the role of Mark's Jesus and Graeco-Roman and African healers.

Prerequisite: BX 101; or HB 101 and NT 101.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Enrollment limited to fifteen students.

NT 315A – Intermediate Greek I

1.5 credits

In Person

Aliou C. Niang

Part one of a two-part language 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 111 and NT 204.

Note: 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 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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly OT 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

SPRING 2023

NT 101 – Introduction to the New Testament

4 credits

In Person

Colleen Conway

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?"

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

NT 204 – Elementary Biblical Greek II

3 credits

In Person

Daniel Golde

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

Prerequisite: NT 111.

Note: 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 instructor.

NT 257E – Romans

3 credits

In Person

Jeremy F. Hultin

This course investigates Paul's Epistle to the Romans, considering it in the light of Paul's other letters as well as in the broader historical and religious context of the first century. Topics include Paul's reinterpretation of Jewish traditions; reflections on Roman political authority; theological anthropology and theories of moral progress; the relationship between Gentiles and Jews; and the way Paul revisits, and modifies, topics addressed in other letters.

Prerequisite: NT 101.

Note: Enrollment limited to twelve students.

NT 312 – Genders and Sexualities of Early Christians

3 credits

Online

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

Prerequisite: BX 101 or NT 101 recommended.

Note: Fulfills MASJ gender/sexuality justice requirement. Identical to HS 312.

NT 315B – Intermediate Greek II

1.5 credits

In Person

Jeremy F. Hultin

Part two of a two-part language 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.

Note: 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 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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. See Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

Sacred Texts

JANUARY 2023

STX 218J – Reading Mahāyāna Buddhist Scriptures: The Lotus Sūtra

3 credits

Online

Masaki Matsubara

This course explores the teaching and practice of the Lotus Sūtra. Students closely read the Sūtra so as to better understand a new spiritual orientation known as the Great Vehicle or Mahāyāna. Topics of discussion include the career of the bodhisattva, the lay/monk distinction, attitudes toward women and other Buddhists, and the development of Buddhist utopias and transcendent buddhas.

Note: Fulfills Bible/Sacred Texts requirement for Buddhism & Interreligious Engagement students. ACSJ-BHT. Identical to IE 218J.

THE HISTORICAL STUDIES FIELD

Historical Studies

FALL 2022

HS 109 – History of Christianity Since Reformation

2 credits

In Person

Jorge Rodríguez

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 Christianity and the variety of its expressions as a key lens of analysis without forgetting the shared common heritage.

Prerequisite: Restricted to returning MDiv students who have taken CH 107 and CH 108.

Note: Required for returning MDiv students who have taken CH 107 and CH 108. *Formerly CH 109.*

HS 116 – History of Christianity to 1500

3 credits

Online

Euan Cameron

Zachary Domach

An introductory survey of premodern Christian life and thought, from the proliferation of diverse forms of Christianity in the second century to the end of the Byzantine empire in the fifteenth century. Issues discussed are the development of Christian faith and practice in changing political circumstances (persecuted minority or powerful majority); Christian expansion and interreligious relationships, in 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; the rise of a unitary, clerical, persecuting Latin Christian tradition in Western Europe in the Middle Ages and the forces that helped to question it, diversify it, and eventually break it apart.

Note: Required for MDiv students completing option A of the Historical Studies requirement. HS 116 or HS 117 required for MAR and MDiv students completing option B1 of the Historical Studies requirement.

HS 244 – Modern Anglican Religious Thought

3 credits

In Person

Gary Dorrien

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

Note: ACSJ-BHT. Identical to TS 244.

HS 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. *Formerly CH 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

HS 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. *Formerly CH 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

JANUARY 2023

HS 308J – Environmentalism and American Spirituality: A History

3 credits

Online

Ryan Harper

This course examines past and present connections between spirituality and environmental ethics in American culture. Students explore how Americans have understood the relationship between their inner and outer worlds—between mind, body, heart, and the world around them; between their own health and that of the earth.

Note: Fulfills MASJ eco-justice requirement. ACSJ-BHT. Enrollment limited to twenty students.

HS 485J – Latinx Religious Activism in the Twentieth Century

3 credits

Online

Jorge Rodríguez

This course explores Latinx Religious Activism in the twentieth 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 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. *Formerly CH 485J.*

Note: Fulfills MASJ racial/ethnic justice requirement. ACSJ-BHT.

HS 117 – History of Christianity 1500-2000

3 credits

Online

Euan Cameron

Irene Elizabeth Stroud

An introductory survey of Christian life and thought in Europe and the Americas between 1500 - 2000. Developments examined in the course include a changed relationship between individuals, faith communities, and the world as the European Reformation divided Catholic Christianity into competing, often conflicting traditions and personal choice in religious commitment gradually became possible; how American colonies reflected European religious diversity, how Christianity was forcibly introduced to indigenous peoples, and how communities of enslaved peoples from Africa adopted Christianity and made it their own; progressive diversifications of modern Christianity and how they were influenced by cultural, social, and political developments on both sides of the Atlantic.

Note: Required for MDiv students completing option A of the Historical Studies requirement. HS 116 or HS 117 required for MAR and MDiv students completing option B1 of the Historical Studies requirement.

HS 239 – American Theological Liberalism, 1930-Present

3 credits

In Person

Gary Dorrien

Study of the continuing development of American liberal theology in the twentieth century, focusing on neoliberalism, evangelical liberalism, personalism, empirical theology, process theology, religious naturalism, liberal perspectives on feminism, Black theology, and postmodernism. Acquainting students with the modern historical, ethical, and theological tradition, that is Union's tradition, in the second of two courses on the topic. *Formerly CH 239.*

Note: ACSJ-BHT. Identical to SE 239.

HS 312 – Genders and Sexualities of Early Christians

3 credits

Online

Julia Kelto Lillis

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

Note: Fulfills MASJ gender/sexuality justice requirement. ACSJ-BHT. Identical to NT 312. *Formerly CH 312.*

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

3 credits

Online

Euan Cameron

This course introduces students to the history of the Anglican tradition from its origins in sixteenth century England to its development in the United States after the American Revolution. Students explore how the distinctive polity and worship of the church, as well as some ambivalences and diversity inherent in its teaching, can be traced to its early history. *Formerly CH 314.*

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

HS 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. *Formerly CH 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

HS 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. *Formerly CH 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

SUMMER 2023

HS 307Q – Eugenics, Race, Gender and Nation: A Brief History

3 credits

Online

Irene Elizabeth Stroud

The word "eugenics," first used in the 1880s means "well born" and was used to describe a great variety of pedigree studies aimed at improving "the breed of man." In the United States, eugenics represented a way to respond to the racial and ethnic diversity that was becoming a great concern to those who held power in the nation. This course examines the eugenics movement and its legacy in the United States from the late nineteenth century to the present, focusing on the role of Protestant theology and practice. *Formerly CH 307Q.*

Note: Fulfills MASJ gender/sexuality justice, and racial/ethnic justice requirements. ACSJ-BHT.

Denominational Studies

FALL 2022

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

2 credits

In Person

Gregory Horn

This course examines essential elements of Presbyterian polity in light of the confessional and constitutional foundations of the Reformed/Presbyterian tradition, particularly the Book of Order's Form of Government. Students explore ways Presbyterian polity shapes and informs the practice of pastoral ministry in a congregational setting.

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

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

2 credits

In Person

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 forming minister demonstrate these skills at levels from basic to expert, but there is also an expectation that all ministers continue to grow and learn, refining their ministerial skills. These seven areas are: 1) worship and rites 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. *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. Students learn 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. Students 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.

Note: Offered by Drew Theological School. Navigate to *Complete Theological Listing* to view offerings:

https://selfservice.drew.edu/prod/bwkschd.p_disp_dyn_sched. Register with a Cross-Registration form on this webpage: <https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/>.

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.

Note: Offered by Drew Theological School. Navigate to *Complete Theological Listing* to view offerings:

https://selfservice.drew.edu/prod/bwkschd.p_disp_dyn_sched. Register with a Cross-Registration form on this webpage: <https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/>.

DTS-WESM 630 – United Methodist Book of Discipline

3 credits

A detailed study of the current Book of Discipline, helping students understand its conceptual design, purpose, efficient use, and content.

Note: Offered by Drew Theological School. Navigate to *Complete Theological Listing* to view offerings:

https://selfservice.drew.edu/prod/bwkschd.p_disp_dyn_sched. Register with a Cross-Registration form on this webpage: <https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/>.

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

2 credits

In Person

Gregory Horn

This course engages students in the design and practice of Christian worship in light of the Reformed/Protestant theological foundations of the Presbyterian Church (U.S.A). Emphasis is given to the development of voice and vision in worship leadership in community, liturgical, and pastoral contexts. *Formerly CI 213.*

Note: Recommended for second- or third-year MDiv students or those with experience leading worship. Open to all students. Generally offered every spring.

DS 222 – Forming our Faith: Articulating Unitarian Universalist Identities

2 credits

In Person

Sarah Lenzi

Unitarian Universalist (UU) ministerial formation has seven areas of competency as defined by the Ministerial Fellowship Committee (MFC). A newly forming minister must demonstrate these skills at levels from basic to expert, and are also expected to grow and learn, refining their ministerial skills. These seven areas are: worship and rites of passage; pastoral care and presence; spiritual development and renewal for self and others; social witness in the public square; leadership and administration; serving the larger UU faith; and leading the faith into the future. This course addresses the last three competencies, paying particular attention to polity and history, as grounded in our shared theology, and to the future of Unitarian Universalism. *Formerly CI 222.*

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

3 credits

Online

Euan Cameron

This course introduces students to the history of the Anglican tradition from its origins in sixteenth century England to its development in the United States after the American Revolution. Students explore how the distinctive polity and worship of the church, as well as some ambivalences and diversity inherent in its teaching, can be traced to its early history. *Formerly CI 314.*

Note: Generally offered every other spring, odd years. Identical to HS 314.

THE INTERRELIGIOUS ENGAGEMENT FIELD

Interreligious Engagement

FALL 2022

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

3 credits

In Person

John Thatamanil

The field of interreligious engagement is introduced through readings, site visits, spiritual practices, and self-reflection. Students aim to cultivate understanding of the phenomenon of religious diversity, central questions and concerns that arise in relation to religious diversity, and prominent approaches to this field.

Note: Required for first-semester MDiv students.

IE 221 – Introduction to Buddhist Meditation Practices

3 credits

In Person

Gregory Snyder

This course supports students of any faith tradition, or none at all, in learning the fundamentals of Buddhist meditation. Students learn 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 community support roles. Students apply this knowledge to deepen practices appropriate to their lives and circumstances.

Note: Concentration requirement for first-year Buddhism & Interreligious Engagement students. ACIE-TC. Enrollment limited to twenty-two students. Generally offered every fall.

IE 224 – The Dharma of James Baldwin and Audre Lorde

3 credits

Online

Rima Vesely-Flad

Writers James Baldwin and Audre Lorde are approached as ancestors who offer an embodied dharma of resilience, fortitude, presence, and joy in a racist, patriarchal context. Students read Baldwin's nonfiction essays and novels, and Lorde's essays and poetry, along with Buddhist discourses, to explore and understand classical Buddhist teachings in a contemporary era.

Note: Recommended for Buddhism & Interreligious Engagement students. Fulfills concentration requirement for Religion and the Black Experience students. Fulfills MASJ interreligious engagement justice requirement. ACIE-TC. ACSJ-IE.

IE 225 – Buddhist Pastoral Care

3 credits

Online

Bhante Buddharakkhita

Drawing from the early Buddhist Pāli canon and Buddhist literature, some questions explored include: What is the basic psychology underlying the Buddhist techniques of pastoral care? What are the qualities of a good counsellor? What case studies and Buddha's stories that depict effective techniques?

Prerequisite: IE 221.

Note: Fulfills Practical Theology requirement for Buddhism & Interreligious Engagement students. ACIE-TC. Enrollment limited to fifteen students.

CANCELLED

IE 234 – Buddhist Religious Thought

3 credits

In Person

Gregory Snyder

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

Prerequisite: Restricted to first-year Buddhism & Interreligious Engagement students.

Note: Theology and Ethics requirement for first-year Buddhism & Interreligious Engagement students. Concentration requirement for Chaplaincy students in the Buddhism & Interreligious Engagement track. Enrollment limited to twenty-two students. All students register for waitlist.

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

3 credits

In Person

Hussein Rashid

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

Note: Fulfills History requirement for Islam and Interreligious Engagement students. Fulfills Historical Studies requirement for students completing option B1. ACIE-TC. ACSJ-IE.

IE 335 – African Religions in the Americas

3 credits

In Person

Samuel Cruz

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

Note: Fulfills concentration requirement for Religion and the Black Experience students. ACIE-TC. ACSJ-IE. Identical to RS 335.

IE 364 – Imagine No Religion: Theological Engagements with Genealogies and Theories of Religion

3 credits

Online

John Thatamanil

This course explores new literature (from postcolonial theory and theory of religion), which attempts to deconstruct the category "religion" and ask about the meaning of this literature for theology. Do theologians need the category "religion" and if so, for what purposes?

Note: Fulfills MASJ interreligious engagement justice requirement. ACIE-TM. ACSJ-IE. Identical to TS 364.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

JANUARY 2023

IE 218J – Reading Mahāyāna Buddhist Scriptures: The Lotus Sūtra

3 credits

Online

Masaki Matsubara

This course explores the teaching and practice of the Lotus Sūtra. Students closely read the Sūtra so as to better understand a new spiritual orientation known as the Great Vehicle or Mahāyāna. Topics of discussion include the career of the bodhisattva, the lay/monk distinction, attitudes toward women and other Buddhists, and the development of Buddhist utopias and transcendent buddhas.

Note: Recommended for Buddhism & Interreligious Engagement students. ACIE-TC. Identical to STX 218J.

IE 261J – The Four Foundations of Mindfulness

3 credits

In Person

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. Some relevant mindfulness practices for interreligious engagement are explored. The role of mindfulness practice in personal life and in a socially engaged environment is thoroughly investigated.

Note: Fulfills Bible/Sacred Texts requirement for Buddhism & Interreligious Engagement students. Recommended for Buddhism & Interreligious Engagement students. ACIE-TC.

SPRING 2023

IE 209 – Shi'ism: Faith, Love and Justice

3 credits

In Person

Hussein Rashid

This course explores the history, theology, ritual, performance, and literature of various Shi'i communities. Emphasis is placed on the Imami Shi'ah, especially Ithna'ashari and Nizari Isma'ili communities.

Note: ACIE-TC. ACSJ-IE.

IE 220 – Introduction to Judaism

3 credits

In Person

Alan Cooper

This graduate-level introduction to Judaism begins with a survey of the key moments in Jewish history, the essential elements of Jewish belief and practice, and the principal artifacts of Jewish culture. For the remainder of the course, we focus on modern varieties of Judaism, especially as practiced by the diverse Jewish communities in New York City. Throughout the course, students explore the complex problem of Jewish identity, including issues of nationality and ethnicity, denominational division, and interfaith relations.

IE 228 – Buddhism, Race, Gender and Sexuality

3 credits

Online

Rima Vesely-Flad

Central themes within the lived experience of Buddhism in racially diverse communities in the United States are examined. Students investigate the textual and social history of Buddhism alongside contemporary testimonies of Buddhist practitioners of color, many of whom self-identify as queer. This course finally explores critical perspectives of whiteness in American Buddhism.

Note: Recommended for Buddhism & Interreligious Engagement students. Fulfills MASJ gender/sexuality justice, interreligious engagement justice, and racial/ethnic justice requirements. ACIE-TC. ACSJ-IE.

IE 231 – The Practice of Self-Inquiry

3 credits

In Person

Gregory Snyder

Exploring a shared intention to clarify and expand personal capacities and methodologies for self-inquiry, this course engages religious traditions as well as non-religious phenomena. Philosophical, and critical thinkers. Toward this end, students unpack assumptions around subjective experience, knowledge, mind and world, and theories of body and perception. Some course materials are philosophical.

Note: Required for Chaplaincy students. Recommended for Buddhism & Interreligious Engagement students. ACIE-TC. Total enrollment limited to thirty students. Generally offered every other spring, odd years. Identical to PT 231.

IE 240 – Socially Engaged Buddhism

3 credits

Online

Alan Senauke

This course introduces a number of primarily Asian social movements referred to as Engaged Buddhism. Students explore both historical accounts and the hermeneutic strategies used by socially engaged thinkers to refocus Buddhist teachings on social and political issues while constructively contextualizing these movements within the Buddhist tradition.

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

Note: Concentration requirement for Buddhism & Interreligious Engagement students. Fulfills MASJ interreligious engagement justice requirement. ACIE-TC. ACSJ-IE. Generally offered every other spring, odd years.

IE 253 – Ritual Practice in East Asian Buddhism

3 credits

In Person

Charlie Korin Pokorny

This course examines ritual practice in East Asian Buddhism, including theoretical orientations of Buddhist ritual practice, dynamics of ritual transformation in East Asian contexts, ritual criticism, devotion and ritualization, as well as major forms of ritual including consecration, repentance, ordination, funerals, daily liturgies, festivals, esoteric practices and healing rituals.

Prerequisite: Prior study of Buddhism recommended.

Note: Identical to CW 253. ACIE-TC.

IE 260 – Contemporary Antisemitism at the Intersection of Racism, Xenophobia, Islamophobia, and White Supremacy

3 credits

Online

Mary C. Boys

Learning to oppose racism necessitates countering antisemitism, the “world’s longest hatred”. Antisemitism exists at the crossroads of Christian anti-Jewish teachings, white nationalism and white supremacy, xenophobia, fundamentalisms, and conspiracy theories. This seminar involves analysis of complex dynamics by which hostility to Jews became embedded in the West and ultimately a global phenomenon. Students also explore 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.

Note: Fulfills concentration requirement for Chaplaincy students. Fulfills MASJ interreligious engagement justice requirement. ACIE-TC. ACIE-TM. ACSJ-IE.

IE 323 – Interreligious Engagement for Justice

3 credits

In Person

Jerusha T. Rhodes

This seminar examines the historical contexts, central approaches, and contemporary possibilities of interreligious engagement. Students explore major historical events, organizations, and trends; contemporary approaches (including religious literacy, interfaith leadership, and interfaith/interreligious studies); and new models of interreligious engagement that challenge existing paradigms and focus primarily on fostering justice. Critical attention is paid to how race, gender, and religious supremacy shape interreligious engagement.

Prerequisite: IE 102 or permission of instructor.

Note: ACIE-TC. ACIE-TM. ACSJ-IE. Enrollment limited to sixteen students.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

SUMMER 2023

IE 111Q – Introduction to Pāli

3 credits

In Person

Stephen Sas

This introductory course explores the Pāli language in three aspects: study of the basics of pronunciation, vocabulary, and grammar, chanting of traditional Pāli texts with discussion of their relevance, and in depth analysis of key doctrinal terms used in Pāli suttas. By the end of the course, students are equipped to recite Pāli texts freely, to begin reading texts in the Pāli language, and use them as inspiration for contemporary practice.

Prerequisite: Familiarity with basic English language grammatical terms and general concept of Pāli recommended.

Note: Recommended for Buddhism & Interreligious Engagement students.

IE 237Q – Peace and Reconciliation in Jewish Exegesis

3 credits

Online

Benjamin Kamine

An introduction to Rabbinic methods of reading Scripture in the first millennium with a focus on peacebuilding. Students read primary sources in English translation, tracking the Rabbinic exegetical techniques used to elevate the Bible as a manual for reconciliation and healing at both the individual and communal level.

Note: Fulfills MASJ interreligious engagement justice requirement. ACIE-TC. ACSJ-IE. Identical to HB 237E.

THE PRACTICAL THEOLOGY FIELD

Anglican Studies

FALL 2022

AS 212 – Discernment of Call

3 credits

In Person

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 explores 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. *Formerly PT 202.*

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

SPRING 2023

AS 185 – Spanish for Latinx Ministry

3 credits

Online

Maria Elizabeth Muñoz

Latinas/os constitute the fastest growing segment of many mainline denominations and are rapidly becoming an important part of most congregational ministries, including in the Episcopal Church. This course assists students in gaining working knowledge of liturgical Spanish and addresses particular challenges ministerial leaders face including the importance of understanding cultural context in congregational development; structuring effective bilingual worship services; leadership models for multilingual congregations; and cultural differences in stewardship and fundraising. Students explore denominational networks and resources to help support them in their long-term development of Spanish language skills and abilities in Latinx ministry. *Formerly SU 185.*

Note: Elective requirement for MDiv students with a concentration in Anglican Studies. Generally offered every other spring, odd years.

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

3 credits

In Person

Miguel Escobar

R. William Franklin

This culminating experience provides students an opportunity to reflect on and integrate prior learning and ministerial experiences. 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.

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

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

3 credits

In Person

Ann L. Colley

Our ability to impact communities is wholly dependent on our facility as live communicators. Students gain appreciation for how live communication helps 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.

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

Integrative and Field-Based Education**FALL 2022****FE 103 – Field Education Seminar I: Part-Time Concurrent Internship**

3 credits

In Person

Su Yon Pak

Two contexts of learning are integrated: supervised work in field site and facilitated work in weekly integrative peer-group seminar. Through intentional, sustained practices such as theological reflection, professional and spiritual formation, and weekly supervision, students engage in 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. Hybrid format with asynchronous class work and synchronous in-person work.

Prerequisite: Restricted to MDiv students. Permission of Dean of Integrative and Field-Based Education.

Note: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. Students register for waitlist and pending approval, are enrolled. Apply to hybrid FE-CPE program here: <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/>; if accepted, students must register for section 02.

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

3 credits

In Person

Vicki Flippin

The first half of a two-semester independent study with a supervised field placement. Students meet monthly to deepen theological reflection, leadership and professional skills, and the discern their vocation. Through selected readings, online discussions, and synchronous remote peer group seminars, students cultivate professional and spiritual care skills to support their growth in ministry. Proposals must be submitted to Dean of Integrative and Field-Based Education prior to course registration.

Prerequisite: FE 103 and FE 104. Restricted to MDiv students. Permission of instructor and Dean 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

First half of a two-semester independent study with a minimum of eight consecutive months of full-time supervised field experience in out-of-seminary setting. Regular meetings with instructor occur. Proposals must be submitted for approval to Dean of Integrative and Field-Based Education by March 1 prior to enrollment.

Prerequisite: Restricted to MDiv students. Permission of Dean of Integrative and Field-Based Education.

Note: 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 medical insurance if no 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 educator and a small group of peers. See acpe.edu for a list of CPE-accredited centers. Students may request academic credit for up to one unit of CPE.

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

Note: 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 Chaplaincy and Psychology & Religion students. 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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

SPRING 2023

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

3 credits

In Person

Su Yon Pak

Two contexts of learning are integrated: supervised work in field site and facilitated work in weekly integrative peer-group seminar. Through intentional, sustained practices such as theological reflection, professional and spiritual formation, and weekly supervision, students engage in action-reflection-action model for learning. The second half of a two-semester course, students are concurrently in supervised field placements for a total of 360 hours for the academic year. Hybrid format with asynchronous class work and synchronous in-person work.

Prerequisite: FE 103. Restricted to MDiv students. Permission of Dean of Integrative and Field-Based Education.

Note: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. Students register for waitlist and pending approval, are enrolled. Students accepted to hybrid program must register for section 02.

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

3 credits

In Person

Vicki Flippin

The second half of a two-semester independent study with a supervised field placement. Students meet monthly to deepen theological reflection, leadership and professional skills, and the discern their vocation. Through selected readings, online discussions, and synchronous remote peer group seminars, students cultivate professional and spiritual care skills to support their growth in ministry.

Prerequisite: FE 203. Restricted to MDiv students. Permission of instructor and Dean 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

Second half of a two-semester independent study with minimum of eight consecutive months of full-time supervised field experience in out-of-seminary setting. Regular meetings with instructor occur.

Prerequisite: FE 303. Restricted to MDiv students. Permission of Dean of Integrative and Field-Based education.

Note: 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 medical insurance if no 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 educator and a small group of peers. See acpe.edu for a list of CPE-accredited centers. Students may request academic credit for up to one unit of CPE.

Prerequisite: PS 110 required. PS 101 recommended. FE 363. Permission of instructor.

Note: 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 Chaplaincy and Psychology & Religion students. 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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

FE 206Q – Field Education Internship

2 credits

Janine Myrick

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

Prerequisite: FE 103 and FE 104. Permission of instructor.**Note:** Required meetings with field education staff are arranged. Proposals must be submitted to Dean of Integrative and Field-Based Education prior to course 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 educator and a small group of peers. See acpe.edu for a list of CPE-accredited centers. Students may request academic credit for up to one unit of CPE.**Prerequisite:** PS 110 required. PS 101 recommended. Permission of instructor.**Note:** Pass/fail. FE 366Q, or FE 363 and FE 364, required for Chaplaincy and Psychology & Religion students. Identical to PS 366Q.**Practical Theology****PT 204 – RISE Together Mentorship for Women of Color**

1 credit

Online

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, a safe and sacred community learning space is created for theological and ethical reflection.

Prerequisite: Restricted to first- or second-year students. Permission of instructor. Acceptance into RISE program.**Note:** Fulfills concentration requirement for Religion and the Black Experience students. 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

In Person

Linda S. Golding

What does it mean to be a spiritual 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. Students use values to consider the ethics of care of self and others.

Note: Concentration requirement for Chaplaincy students.

PT 305 – Ignatian Spirituality and Social Justice Work

3 credits

Online

Roger Haight

This course defines Ignatian spirituality, describes the problems it addresses, considers forms of spirituality corresponding to social problems, and discusses ultimate existential issues.

Note: ACIE-TC. ACSJ-PWR. Total enrollment limited to fifteen students. Identical to TS 305.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

SPRING 2023

PT 204 – RISE Together Mentorship for Women of Color

1 credit

Online

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, a safe and sacred community learning space is created for theological and ethical reflection.

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

Note: Fulfills concentration requirement for Religion and the Black Experience students. Spans across three consecutive semesters for a total of three credits. May be repeated with different topics.

PT 231 – The Practice of Self-Inquiry

3 credits

In Person

Gregory Snyder

Exploring a shared intention to clarify and expand personal capacities, methodologies for self-inquiry, this course engages religious traditions as well as non-religious spiritual, ethical, and critical thinkers. Toward this end, students unpack assumptions around subjective knowledge, mind and world, and theories of body and perception. Some course topics are highly philosophical.

Note: Total enrollment limited to thirty students. Generally offered every other spring, odd years. Identical to IE 231.

PT 233 – Engaging the Powers: A Theo-Ethical Framework for Racial Justice and Black Liberation

3 credits

Online

Jennifer Leath

In the United States, blackness has historically functioned as a structuring mechanism for the dis-humanization, commodification control of bodies. Using James Cone's framework of black theology, which takes seriously the anti imperial and anti-capitalist underpinnings of the Black Power movement, students discuss strategies for moral, ethical, and political responses.

Note: Fulfills MASJ racial/ethnic justice requirement. ACSJ-PWR. Identical to SE 233.

PT 275 – Ecowomanism for Urban Ecologies

3 credits

Online

Lea F. Schweitz

Our planet is increasingly fragile and urban. With ecowomanist methods, students explore ecomemory, spatial profiling, and the healing, revolutionary power of nature play. This course reimagines Christian theologies of nature and ecojustice strategies to construct spiritual practices, land theo-ethics, and theological imaginations for a just climate-crisis future in urban ecologies.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills MASJ eco-justice, and gender/sexuality justice requirements. ACSJ-PWR. Identical to TS 275.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

PT 261Q – Living Practices of Gender and Sexuality Justice

3 credits

Online

Kathleen T. Talvacchia

This course considers several theological and spiritual practices that can contribute to advocacy for greater justice for LGBTQI+ communities. Students examine significant themes in the practices of embodiment, hospitality, testimony, discernment, and stewardship of creation to create new theological interpretations and expressions of these practices for greater inclusivity and justice.

Note: Fulfills MASJ gender/sexuality justice requirement. ACSJ-PWR.

PT 241Q – Disability and/in Theology

3 credits

Online

Heike Peckruhn

This course introduces students to the fields of disability studies and disability theologies. Students examine “disability” as a historical and social construction with embodied material consequences and explore theological imaginations and practical ethical dimensions at the intersections with other bodily and social markers, such as gender, race, sexuality, class, and nationality. Themes and issues engage students’ professional and personal communal contexts, and consider practical applications for inclusion and justice.

PT 316Q – Proctor Institute for Child Advocacy

3 credits

Online

Timothy Adkins-Jones

This intensive course offers an immersion experience for students who wish to engage and cultivate necessary prophetic voices with communities on the margins - communities contending against systemic injustices that directly impact children and youth. Theological education in collaboration with public theology and contextual practice allow for direct engagement in communal struggles for social justice.

Note: Requires attendance at the week-long annual gathering of the Proctor Institute at the Dale P. Andrews Freedom Seminary in addition to two synchronous class sessions both before and after the intensive. Fulfills MASJ general social justice requirement.

Psychology and Religion**PS 101 – Introduction to Pastoral and Spiritual Care**

2 credits

Online

Eileen Campbell-Reed

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

Corequisite: PS 110.

PS 110 – Pastoral Listening Practicum

1 credit

In Person

Kei Okada

CB Stewart

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

Note: Required for first-semester MDiv students. Cannot be taken as audit. Prerequisite for CPE courses.

PS 237 – Power, Gender and Sexuality

3 credits

Online

Edgard Francisco Danielsen

This course focuses on gender and sexuality as two of the many threads woven into the tapestry of the human subjective experience and its relational dimensions. Students explore the complexities of gender and sexuality, and their evolving conceptions, through various lenses: 1) psychoanalysis, from the classical position to the elaborations and revisions of feminist, relational, and queer practitioners, 2) contemporary discourses in the areas of gender, sexuality, and cross-cultural studies, and 3) queer theology as a locus on which we may inscribe human desire for one self and for others. In addition, the course addresses how power is implicated in the theorizing about gender and sexuality, and their actualization.

Prerequisite: PS 101 or PS 110 recommended.

Note: Fulfills MASJ gender/sexuality justice requirement. ACSJ-PWR.

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 educator and a small group of peers. See acpe.edu for a list of CPE-accredited centers. Students may request academic credit for up to one unit of CPE.

Prerequisite: PS 110 required. PS 101 recommended. Permission of instructor.

Note: Pass/fail. PS 363 and PS 364, or PS 366Q, are concentration requirements for Chaplaincy and Psychology & 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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>

SPRING 2023

PS 268 – Chaplaincy

3 credits

In Person

Joel Berning

Chaplaincy is an expanding field. By asking several critical questions about chaplaincy, and exploring certain historical, sociological, psychological, legal, communication and clinical-research resources, this course equips students who are discerning or have discerned a vocation in chaplaincy to become more incisive chaplain leaders.

Prerequisite: PS 101 and PS 110.

Note: Concentration requirement for Chaplaincy students. Generally offered every spring.

PS 284 – The Psychology of Christian Nationalism

3 credits

Online

Pamela Cooper-White

What is Christian nationalism in the United States, how did it evolve historically, and how does it function today as both a cover and an engine for white supremacy and patriarchy? Who are Christian nationalists, and what are the conscious and unconscious psychological motivations that draw people in? Is it ever possible to engage in constructive dialogue across the current political divide, and if so, how?

Note: Fulfills MASJ general social justice requirement. ACSJ-PWR. Identical to RS 284.

PS 311 – Trauma Informed Pastoral and Spiritual Care

3 credits

Online

Eileen Campbell-Reed

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

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

Note: Concentration requirement for Chaplaincy 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 educator and a small group of peers. See acpe.edu for a list of CPE-accredited centers. Students may request academic credit for up to one unit of CPE.

Prerequisite: PS 110 required. PS 101 recommended. PS 363. Permission of instructor.

Note: Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year. FE 363 and FE 364, or FE 366Q, are concentration requirements for Chaplaincy and Psychology & 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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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

3 credits

In Person

Pamela Cooper-White

This seminar explores the development of relational thought beginning with Freud and object relations, and into a twentieth century flowering of relational approaches broadly defined-including self-psychology and the intersubjectivity “school”, Sullivan, the interpersonalists and feminist relational-cultural theory, relational psychoanalysis, and contemporary gender and race critique within psychoanalysis.

Note: Enrollment limited to eleven students.

PS 502 – Guided Research

1-6 credits

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

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

PS 280Q – Contemplative Writing through Challenging Times

1 credit

Online

Melina Rudman

The times we live in cannot 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, students explore their personal and professional reactions and responses to some of these challenges with an eye towards developing increased self-awareness and compassion.

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 educator and a small group of peers. See acpe.edu for a list of CPE-accredited centers. Students may request academic credit for up to one unit of CPE.

Prerequisite: PS 110 required. PS 101 recommended. Permission of instructor.

Note: Pass/fail. PS 366Q, or PS 363 and PS 364, required for Chaplaincy and Psychology & Religion students. Identical to FE 366Q.

Religion and Education**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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

RE 504J – Theology and the Educational Process

3 credits

In Person

Mary C. Boys

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

Prerequisite: Restricted to PhD students.

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

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

Religion and Society**RS 301 – Theories of Social Justice**

3 credits

Online

Jan Rehmann

The course explores some major theoretical concepts of social justice and relates them to the current systems of exploitation, oppression and marginalization. We investigate the structures of global capitalism, the causes of ecological destruction, the functioning of racism, sexism and homophobia. How can we grasp the intersections of different ways of oppression and of resistance?

Note: Fulfills MASJ general social justice requirement. Identical to PR 301.

RS 321 – Contextual Perspectives on Culture and Race

3 credits

Online

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. 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, is also addressed. *Formerly CS 321.*

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills MASJ racial/ethnic justice requirement.

RS 335 – African Religions in the Americas

3 credits

In Person

Samuel Cruz

A critical analysis of the socio-historical settings of development 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. Explored are how these religious movements have been impacted by North and South American cultural and political conditions, and their impact on cultural and political realities. Transformations made by these religious practices in diasporic communities are an underlying focus. *Formerly CS 335.*

Note: Fulfills concentration requirement for Religion and the Black Experience students. Identical to IE 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. *Formerly CS 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly CS 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

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

3 credits

In Person

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. *Formerly CS 262.*

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

RS 284 – The Psychology of Christian Nationalism

3 credits

Online

Pamela Cooper-White

What is Christian nationalism in the United States, how did it evolve historically, and how does it function today as both a cover and an engine for white supremacy and patriarchy? Who are Christian nationalists, and what are the conscious and unconscious psychological motivations that draw people in? Is it ever possible to engage in constructive dialogue across the current political divide, and if so, how?

Note: Fulfills MASJ general social justice requirement. Identical to PS 284.

RS 325 – Liberation Theologies and Pentecostalism

3 credits

In Person

Samuel Cruz

Theologies of liberation-be they Latin American, Feminist, Black, Latina or Asian-and the "Pentecostalization" of Christian denominations and independent churches have influenced the Christian religious landscape in the United States. Liberation theologies are often described as having lost ground and faded away. 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 liberation theologies and Pentecostalism have been transformed, mutated, and revitalized by conservative and progressive churches. Commonalities, differences, conflicts, and potentialities for social and political action found in liberation theologies and Pentecostalism are discovered. *Formerly CS 325.*

RS 401 – Guided Reading

1-3 credits

Independent study for master-level students under the guidance of a member of the faculty. A topic/title is established in collaboration with the sponsoring faculty. *Formerly CS 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly CS 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

CW 103 – Introduction to Worship

3 credits

In Person

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

In Person

Jane Alexandre

What is the place for dance in/as worship and/or 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 communities and societies, and with understanding of the Spirit? Students learn to use dance to live and work in a spirit of readiness. Incorporating and building on established practices of dance in worship, but also on contemporary forms that challenge, instigate, and commentate. Scholars who think in dance and through movement at the intersection of faith, scholarship, social justice and the arts are explored.

Corequisite: SU 112.

CW 224 – Thinking Theologically About Worship

3 credits

In Person

Cláudio Carvalhaes

This course explores theologies that arise from worship/ritual spaces (churches/social movement) and how these theologies in liturgical/ritual format shape the ways people worship and live. Through close readings of selected texts, practices of rituals, writings of prayers, litanies and blessings, students learn the following liturgical theologies: how life is understood, what is sacred, what ritual practices are avowed/forbidden, who participates (human and more-than-human), function and gifts of worship for specific communities, and how worship/liturgy of religious groups fully relate to the land they inhabit.

Note: ACSJ-PWR.

CW 303 – Preaching and Protest

3 credits

Online

Timothy Adkins-Jones

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

Prerequisite: CW 103 or CW 104 recommended.

Note: Fulfills MASJ general social justice requirement. ACSJ-PWR.

CW 339 – Proclamation and Black Experiences

3 credits

In Person

Timothy Adkins-Jones

Examined are the history of norms, socio-cultural contexts, hermeneutics, and theologies that inform proclamation at the intersection of Black lived experiences in North America. This includes attending to Black preaching traditions alongside other forms of proclamation. Students develop a critical appreciation of proclamation as connected to its contexts, while learning what may further shape one's own ministry practice.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

SPRING 2023

CW 104 – Fundamentals of Preaching

3 credits

In Person

Timothy Adkins-Jones

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

Prerequisite: BX 101; or HB 101 and NT 101. Introductory exegesis ("E") course may be taken concurrently.

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

CW 253 – Ritual Practice in East Asian Buddhism

3 credits

In Person

Charlie Korin Pokorny

Students examine ritual practice in East Asian Buddhism, including theoretical orientations of Buddhist ritual practice, dynamics of ritual transformation in East Asian contexts, ritual criticism, devotion and ritualization, as well as major forms of ritual including consecration, repentance, ordination, funerals, daily liturgies, festivals, esoteric practices and healing rituals.

Note: Identical to IE 253.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

THE THEOLOGY AND ETHICS FIELD

Philosophy of Religion

FALL 2022

PR 245 – Dietrich Bonhoeffer and James Baldwin

3 credits

In Person

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.

Note: Fulfills concentration requirement for Religion and the Black Experience students. ACSJ-BHT. 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

In Person

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.

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

PR 301 – Theories of Social Justice

3 credits

Online

Jan Rehmann

The course explores some major theoretical concepts of social justice and relates them to the current systems of exploitation, oppression and marginalization. We will investigate the structures of global capitalism, the causes of ecological destruction, the functioning of racism, sexism and homophobia. How can we grasp the intersections of different ways of oppression and of resistance?

Note: Fulfills MASJ general social justice requirement. Identical to RS 301.

PR 366 – Otherness of God

3 credits

In Person

Andrea White

Students study historical and contemporary works in theology and philosophy of religion that challenge traditional doctrines of God and the Western metaphysical understanding of divine being. The otherness of God is an historically ubiquitous problem found in medieval Christian thought, negative theology, Reformation thought, German idealism, dialectical theology, deconstruction, critical theory, postcolonial theology, and phenomenology. Selected texts wrestle with the problem of God-as-other and raise the question of radical alterity as an intelligible category, the theological implications of knowing and speaking about divine transcendence, and the ethical meaning of theology's turn to the other.

Note: Identical to TS 366.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

JANUARY 2023

PR 367J – Womanist Theology and Critical Race Theory

3 credits

Online

Andrea White

At the convergence of womanist theology, Black feminist thought, and critical race theory, this course interrogates race and gender as theological problems. How do our theological questions change when Black women's experience is privileged? How does Black critical theory grapple with the paradox of race as both material reality and ideological illusion? How do womanist perspectives on the divine-human relation complicate hegemonic visions of liberation, freedom, and ethical relation? What does Black feminist discourse have to say about the erotic? Readings cover the politics of radical Black subjectivity, the aesthetics of blackness, Black sexual politics, and theories and theologies of justice.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills MASJ gender/sexuality justice, and racial/ethnic justice requirements. ACSJ-BHT. Identical to TS 367J.

SPRING 2023

PR 302 – Theology and the Natural World: The Meaning of Place

3 credits

In Person

John Thatamanil

Christian theologies have traditionally focused on time: creation, incarnation, second coming have all been plotted on a temporal axis. Place has received secondary importance and reduced to the status of backdrop/stage for what is truly important, namely history. This course examines a range of resources, Christian and indigenous, to grant to place to a new centrality in theology.

Note: 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 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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

Social Ethics

FALL 2022

SE 322 – Social Ethics in the Making

3 credits

Online

Gary Dorrien

Study of the origins and development of social ethics as a discipline, focusing on methodological, contextual, and "framing" issues. Chief historical paradigms include social gospel ethics, Christian realism, liberationist and feminist ethics, and Roman Catholic, Black church, and evangelical social ethics. *Formerly CE 322.*

Note: Fulfills MASJ general social justice requirement.

SE 340 – Women in the Black Freedom Movement

3 credits

In Person

Sarah Azaransky

The course traces women's participation and leadership in the Black freedom movement from the nation's founding until today, including women's resistance to enslavement, petitioning for reparations, organizing against lynching, and developing legal frameworks for equal rights. *Formerly CE 340.*

Note: Fulfills concentration requirement for Religion and the Black Experience students. Enrollment limited to twenty students.

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. *Formerly CE 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly CE 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

SPRING 2023

SE 208 – Moral Traditions and Social Ethics

3 credits

In Person

Sarah Azaransky

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

Note: Fulfills Theology and Ethics requirement for Chaplaincy students. Enrollment limited to twenty students.

SE 233 – Engaging the Powers: A Theo-ethical Framework for Racial Justice and Black Liberation

3 credits

Online

Jennifer Leath

In the United States, blackness has historically functioned as a structuring mechanism for the dis-humanization, commodification control of bodies. Using James Cone's framework of black theology, which takes seriously the anti-imperial and anti-capitalist underpinnings of the Black Power movement, students discuss strategies for moral, ethical, and political responses.

Note: Fulfills MASJ racial/ethnic justice requirement. ACSJ-PWR. Identical to PT 233.

SE 238 – Religion in the United States Crisis

3 credits

Online

Gary Dorrien

Serene Jones

Cornel West

This course combines theological, philosophical, and social ethical perspectives on the multiple intersecting crises of contemporary American society. It is framed by the history and methods of social ethics, focusing especially on the intersecting crises of white supremacy and racism, capitalism, gender and sexuality, climate change, and international politics. *Formerly CE 238.*

Note: Fulfills MASJ general social justice requirement. Identical to TS 238.

SE 239 – American Theological Liberalism, 1930-Present

3 credits

In Person

Gary Dorrien

Study of the continuing development of American liberal theology in the twentieth century, focusing on neoliberalism, evangelical liberalism, personalism, empirical theology, process theology, religious naturalism, liberal perspectives on feminism, Black theology, and postmodernism. Acquainting students with the modern historical, ethical, and theological tradition, that is Union's tradition, in the second of two courses on the topic.

Note: Identical to HS 239. *Formerly CE 239.*

SE 306 – Murray and Rustin: Expanding Moral and Theological Imaginaries

3 credits

In Person

Sarah Azaransky

Kelly Brown Douglas

Bayard Rustin (1912-1987) and Pauli Murray (1910-1985) were at the heart of United States justice movements in the twentieth century, even as their significance has been long overlooked. This course helps to interpret Bayard Rustin's and Pauli Murray's life through the prism of their religious affiliations and values, spiritual and theological commitments and ethical practices.

Prerequisite: A 100-level or 200-level Social Ethics course.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Identical to TS 306.

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. *Formerly CE 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly CE 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

TS 104 – Introduction to Systematic Theology

3 credits

In Person

Andrea White

An introduction to systematic theology, students study Christian theologies of the twentieth and twenty-first 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. *Formerly ST 104.*

Note: TS 101 or TS 103 or TS 104 required for MAR and MDiv students.

TS 244 – Modern Anglican Religious Thought

3 credits

In Person

Gary Dorrien

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

Note: Required for MDiv students with a concentration in Anglican Studies. ACSJ-BHT. Identical to HS 244.

TS 245 – Dietrich Bonhoeffer and James Baldwin

3 credits

In Person

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.

Note: Fulfills concentration requirement for Religion and the Black Experience students. ACSJ-BHT. Total enrollment limited to thirty students. Identical to PR 245.

TS 305 – Ignatian Spirituality and Social Justice Work

3 credits

Online

Roger Haight

This course defines Ignatian spirituality, describes the problems it addresses, considers forms of spirituality corresponding to social problems, and discusses ultimate existential issues.

Note: Fulfills MASJ general social justice requirement. ACIE-TC. ACSJ-BHT. Total enrollment limited to fifteen students. Identical to PT 305.

TS 364 – Imagine No Religion: Theological Engagements with Genealogies and Theories of Religion

3 credits

Online

John Thatamanil

This course explores new literature (from postcolonial theory and theory of religion), which attempts to deconstruct the category "religion" and ask about the meaning of this literature for theology. Do theologians need the category "religion" and if so, for what purposes?

Note: Fulfills MASJ interreligious engagement justice requirement. ACSJ-BHT. Identical to IE 364.

TS 366 – Otherness of God

3 credits

In Person

Andrea White

Students study historical and contemporary works in theology and philosophy of religion that challenge traditional doctrines of God and the Western metaphysical understanding of divine being. The otherness of God is an historically ubiquitous problem found in medieval Christian thought, negative theology, Reformation thought, German idealism, dialectical theology, deconstruction, critical theory, postcolonial theology, and phenomenology. Selected texts wrestle with the problem of God-as-other and raise the question of radical alterity as an intelligible category, the theological implications of knowing and speaking about divine transcendence, and the ethical meaning of theology's turn to the other.

Note: Identical to PR 366.

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. *Formerly ST 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

TS 409 – The Yoga of Ecology for Urban Ecologies

3 credits

Online

Christopher Fici

This seminar asks how one experience Divine presence, personality, energy, and creativity through the living fabric of cosmic and Earthly creation? Students draw primarily from the wisdom traditions of India to illuminate our study through the frame of yoga. How does the frame of yoga enhance our capacities for creation care and climate justice?

Note: Fulfills MASJ eco-justice requirement. ACIE-TC. ACSJ-BHT.

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. *Formerly ST 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

TS 367J – Womanist Theology and Critical Race Theory

3 credits

Online

Andrea White

At the convergence of womanist theology, Black feminist thought, and critical race theory, this course interrogates race and gender as theological problems. How do our theological questions change when Black women's experience is privileged? How does Black critical theory grapple with the paradox of race as both material reality and ideological illusion? How do womanist perspectives on the divine-human relation complicate hegemonic visions of liberation, freedom, and ethical relation? What does Black feminist discourse have to say about the erotic? Readings cover the politics of radical Black subjectivity, the aesthetics of blackness, Black sexual politics, and theories and theologies of justice.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills MASJ gender/sexuality justice, and racial/ethnic justice requirements. ACIE-BHT. Identical to PR 367J.

TS 101 – Foundations in Christian Theology

3 credits

In Person

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. *Formerly ST 101.*

Note: TS 101 or TS 103 or TS 104 required for MAR and MDiv students.

TS 103 – Critical Perspectives in Modern Theology

3 credits

In Person

Jason Wyman

The aim of this course is to provide a basic understanding of the nature of systematic theology as related 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. *Formerly ST 103.*

Note: TS 101 or TS 103 or TS 104 required for MAR and MDiv students.

TS 215 – Queer Theology

3 credits

Online

Patrick S. Cheng

This course is an introduction to LGBTQ+ and queer theologies, including an overview of key works and voices since the 1950s. Topics covered include: the relationship between queer theory and queer theology; a review and assessment of recent surveys of queer theology; and possible future directions for the discipline, including queer temporality, queer interfaith, queer of color, and queer postcolonial theologies.

Note: Fulfills MASJ gender/sexuality justice requirement. ACSJ-BHT.

TS 238 – Religion in the United States Crisis

3 credits

Online

Gary Dorrien

Serene Jones

Cornel West

This course combines theological, philosophical, and social ethical perspectives on the multiple intersecting crises of contemporary American society. It is framed by the history and methods of social ethics, focusing especially on the intersecting crises of white supremacy and racism, capitalism, gender and sexuality, climate change, and international politics.

Note: Fulfills MASJ general social justice requirement. ACSJ-BHT. Identical to SE 238.

TS 256 – African American Political Thought

3 credits

In Person

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.

Note: Fulfills concentration requirement for Religion and the Black Experience students. ACSJ-BHT. Enrollment limited to thirty students.

TS 275 – Ecowomanism for Urban Ecologies

3 credits

Online

Lea F. Schweitz

Our planet is increasingly fragile and urban. With ecowomanist methods, students explore ecomemory, spatial profiling, and the healing, revolutionary power of nature play. This course reimagines Christian theologies of nature and ecojustice strategies to construct spiritual practices, land theo-ethics, and theological imaginations for a just climate-crisis future in urban ecologies.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills MASJ eco-justice, and gender/sexuality justice requirements. ACSJ-BHT. Identical to PT 275.

TS 302 – Theology and the Natural World: The Meaning of Place

3 credits

In Person

John Thatamanil

Christian theologies have traditionally focused on time: creation, incarnation, second coming have all been plotted on a temporal axis. Place has received secondary importance and reduced to the status of backdrop/stage for what is truly important, namely history. This course examines a range of resources, Christian and indigenous, to grant to place to a new centrality in theology. *Formerly ST 302.*

Note: 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.

TS 306 – Murray and Rustin: Expanding Moral and Theological Imaginaries

3 credits

In Person

Sarah Azaransky

Kelly Brown Douglas

Bayard Rustin (1912-1987) and Pauli Murray (1910-1985) were at the heart of United States justice movements in the twentieth century, even as their significance has been long overlooked. This course helps to interpret Bayard Rustin's and Pauli Murray's life through the prism of their religious affiliations and values, spiritual and theological commitments and ethical practices.

Prerequisite: A 100-level or 200-level Theological Studies course.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Identical to SE 306.

TS 310 – Death: Knowledge and the Effect on Our Lives

3 credits

Online

Hyun Kyung Chung

What is death? Is there life after death? What is the meaning of death in the life of the living? This course explores the intimate narratives of people who experienced death, social and historical meaning of death, and philosophical and religious/spiritual reflections on death. Students examine the meaning of death from multiple traditions for our theology, spirituality and ministry.

Note: Enrollment limited to sixteen students.

TS 351 – Paul Tillich in Public Context

3 credits

In Person

John Thatamanil

This course introduces Tillich's intellectual legacy and theological system. Attention is given to Tillich's early work on religious socialism as well as his mature system. Students examine Tillich's understanding of theological method, God, Christ, Spirit, Church, and eschatology. A goal is to understand Tillich as theologian of culture as well as Tillich's late contributions to theology's conversation with religious diversity. *Formerly ST 351.*

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

Note: Fulfills MASJ general social justice requirement. ACSJ-BHT.

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. *Formerly ST 401.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Reading form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-reading-401-approval/>.

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. *Formerly ST 502.*

Prerequisite: Permission of instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

DOCTOR OF MINISTRY

FALL 2022

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

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 2023.

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

SPRING 2023

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 instructor.

Note: Cannot be taken for reading credit. View and submit Guided Research form: <https://utsnyc.edu/academics/registrar/course-registration-grades/guided-research-phd-students/>.

DM 521 – Applied Research Project II

3 credits

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

Prerequisite: DM 520. Restricted to DMin students planning to graduate in May 2023.

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

GENERAL COURSES

FALL 2022

CX 801 – Doctoral Comprehensive Examination I

0 credits

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

CX 802 – Doctoral Comprehensive Examination II

0 credits

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

CX 803 – Doctoral Comprehensive Examination III

0 credits

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

CX 804 – Doctoral Comprehensive Examination IV

0 credits

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

UT 101 – Introduction to Theological Studies

2 credits

Online

Serene Jones

Su Yon Pak

Primarily designed for entering students as an introduction to major themes, concepts, and controversies within fields of theological study, including Christian theology, social ethics, biblical studies and study of sacred texts, historical studies, practical theology (including worship, preaching, & arts, religion & education, religion & 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: Pass/fail. Required for incoming first-year MDiv and MAR students.

UT 103 – Social Justice Colloquium

1 credit

Online

Isaac Sharp

Part one of a two-part course for students in the Master of Arts in Social Justice program to deeply engage with foundational approaches to social justice from major fields of theological study.

Prerequisite: Restricted to MASJ students.

Note: Pass/fail. Required for incoming first-semester MASJ students. May be repeated, but taken only once for credit.

UT 150 – Thesis Seminar I

1 credit

Online

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. Specific objectives include: 1) formulate manageable research questions and 2) identify resources for addressing those questions. Students craft a satisfactory thesis proposal and a working resource list.

Corequisite: UT 420 (02).

Note: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Strongly recommended for second-year MAR students writing a thesis, exempt only with advisor permission.

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.

Prerequisite: Completion of PhD coursework.

UT 420 (02) – Thesis

2 credits

A thesis is required for Master of Arts in Religion candidates usually in the final year of the program. A total of six credits in their field of study completed as a fall-spring sequence over one academic year.

Corequisite: UT 150.

Note: Required for MAR 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. View and submit Thesis Overview form: <https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/m-a-thesis-approval-form/>.

UT 420 (03) – Thesis

3 credits

A thesis is required for Master of Arts in Religion candidates usually in the final year of the program. A total of six credits in their field of study completed as a fall-spring sequence over one academic year.

Prerequisite: Permission of the advisor for UT 150 exemption.

Note: Required for MAR 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. View and submit Thesis Overview form: <https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/m-a-thesis-approval-form/>.

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. View and submit Project Overview form: <https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/m-div-project-approval-form/>.

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 instructor. Students must also register for the course in which the paper is completed.

Note: Required for STM students. View and submit Extended Paper Overview form: <https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/s-t-m-extended-paper-application/>

UT 550 – Doctoral Seminar I

1 credit

In Person

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.

Note: 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. See dates listed in the academic calendar. View and submit Language Exam Registration form: https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/.

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

UT 570 – Modern Language Examination in French

0 credits

Given two times each semester - fall and spring. See dates listed in the academic calendar. View and submit Language Exam Registration form: https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/.

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

UT 580 – Modern Language Examination in Spanish

0 credits

Given two times each semester - fall and spring. See dates listed in the academic calendar. View and submit Language Exam Registration form: https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/.

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

CX 801 – Doctoral Comprehensive Examination I

0 credits

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

CX 802 – Doctoral Comprehensive Examination II

0 credits

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

CX 803 – Doctoral Comprehensive Examination III

0 credits

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

CX 804 – Doctoral Comprehensive Examination IV

0 credits

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

UT 103 – Social Justice Colloquium

1 credit

Online

Isaac Sharp

Part one of a two-part course for students in the Master of Arts in Social Justice program to deeply engage with foundational approaches to social justice from major fields of theological study.

Prerequisite: Restricted to MASJ students.

Note: Pass/fail. Required for incoming first-semester MASJ students. May be repeated, but taken only once for credit.

UT 151 – Thesis Seminar II

1 credit

Online

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. Specific objectives include: 1) writing a thesis and 2) participating in larger scholarly discussions about the work. Students craft an outline, first draft and final draft.

Prerequisite: UT 150.

Corequisite: UT 420 (02).

Note: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Strongly recommended for second-year MAR students writing a thesis, exempt only with advisor permission.

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.

Prerequisite: Completion of PhD coursework.

UT 420 (02) – Thesis

2 credits

A thesis is required for Master of Arts in Religion candidates usually in the final year of the program. A total of six credits in their field of study completed as a fall-spring sequence over one academic year.

Corequisite: UT 151.

Note: Required for MAR 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.

UT 420 (03) – Thesis

3 credits

A thesis is required for Master of Arts in Religion candidates usually in the final year of the program. A total of six credits in their field of study completed as a fall-spring sequence over one academic year.

Prerequisite: Permission of the advisor for UT 151 exemption.

Note: Required for MAR 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.

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. View and submit Project Overview form: <https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/m-div-project-approval-form/>.

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 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. View and submit Extended Paper Overview form: <https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/s-t-m-extended-paper-application/>.

UT 551 – Doctoral Seminar II

1 credit

Online

Jan Rehmman

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.

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

UT 560 – Modern Language Examination in German

0 credits

107: General Courses

Given two times each semester - fall and spring. See dates listed in the academic calendar. View and submit Language Exam Registration form: https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/.

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

UT 570 – Modern Language Examination in French

0 credits

Given two times each semester - fall and spring. See dates listed in the academic calendar. View and submit Language Exam Registration form: https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/.

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

UT 580 – Modern Language Examination in Spanish

0 credits

Given two times each semester - fall and spring. See dates listed in the academic calendar. View and submit Language Exam Registration form: https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/.

Note: Passing of one modern language exam required for STM students. Passing of two modern language exams 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 credits count towards MAR/MASJ/MDiv degrees;
not permitted toward program requirements for STM/PhD/DMin/AC students.

FALL 2022

SU 101 – Graduate Writing Seminar

1 credit

Online

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 in current courses, this course seeks to illuminate the writing process in ways immediately applicable to students.

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

SU 102 – Seminary Choir

1 credit

In Person

Malcolm Merriweather

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

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

SU 104 – Gospel Choir

1 credit

In Person

Samuel Kuffuor Afriyie

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

Note: Pass/fail. May be repeated as audit, but taken only once for credit. Fulfills concentration requirement for Religion and the Black Experience students.

SU 112 – Dance in Practice/Dance as Practice Practicum

1 credit

In Person

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.

Note: Pass/fail. May be repeated as audit, but taken only once for credit. All levels of experience welcome.

SU 150 BD1 – Center for Community Engagement: Gustavo Gutierrez and the Problem of Human Suffering

1 credit

Online

Kelly Brown Douglas

How do you speak of the justice of God amidst unjust human suffering and oppression? This core dilemma in the book of Job is also the central theme of liberation theology. Gustavo Gutierrez, the pioneer of Latin American liberation theology, writes that “the innocence that Job vigorously claims for himself helps [us] to understand the innocence of an oppressed and believing people amid the situation of suffering and death that has been forced upon it.” Through careful examination of Gutierrez’s “On Job: God-Talk the Suffering of the Innocent”, written by Gustavo Gutierrez, the pioneer of Latin American liberation theology, this course examines how Latin American liberation theology responds to the predicament of speaking of a just God in the face of human suffering with special attention to the practice of ministry in an unjust world.

Note: Pass/fail.

SU 150 MS1 – Faith and Human Struggle: Christian and Muslim Perspectives

1 credit

Online

Mona Siddiqui

Struggle is both a personal and universal reality of human life and always present in theological, philosophical and sociological literature. Human beings often wish to avoid struggle and yet it is during times of struggle that we become, we grow and we find deeper purpose in life. This course explores the topic of struggle through the writings of celebrated Christian and Muslim scholars, including Dietrich Bonhoeffer, Syed Qutb, Abu Hamid al-Ghazali and Rainer Maria Rilke. Their writings reflect how their faith inspired them to rethink the universal themes of love, loss, the crisis of faith and personal salvation. They suffered from doubts and adversity but their faith and quest for God gave their lives hope and meaning.

Note: Pass/fail.**SU 150 SM1 – Center for Community Engagement: Chaplaincy and Building a Movement in Poor Communities**

1 credit

Online

Sarah Monroe

As the religious landscape in the United States shifts with growing speed, chaplaincy has grown in importance across institutions and disciplines. This course explores how chaplains could be a vital presence in poor communities, as poverty grows with equal speed. Taking lessons from The Poor People's Campaign, grassroots movement building around the country, and hospital and jail chaplaincy, students discuss how chaplains could lead a movement to end poverty.

Note: Pass/fail.**SU 161 – Theological German: From Beginning to Taking the Exam**

0 credits

In Person

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, historical studies, Christian ethics and philosophy.

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

0 credits

In Person

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 includes understanding and translation of scholarly theological texts; i.e. exegesis, historical studies, Christian ethics and philosophy.

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

0 credits

In person

Carla Roland Guzman

This course is designed for students 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, historical studies, Christian ethics and philosophy.

SU 190 BC1 – Topics in Ministry: Imagination, Interdependence and Liberation: Practicing Yogacara's Three Natures

1 credit

In Person

Ben Connelly

How can we harness imagination in traditions that radically emphasize present moment awareness? How can teachings of interdependence provide basis for deep sense of support while constantly challenging us to be aware of oppressive systems and harmful patterns in which we live? Vasubandhu's seminal Yogacara Buddhist text, "Treatise on Three Natures" shows how the path to liberation from collective causes of suffering such as patriarchy, racism, and climate change, are inseparable from the personal, momentary, experience of our lives. Structured around this text, students balance teaching, dialogue, and meditation to make space for integrated learning and transformation.

Note: Pass/fail.

SU 190 DS1 – Topics in Ministry: Bricks and Mortals

1 credit

In Person

Donna Schaper

Before COVID-19, there was another pandemic, much slower moving and involving bricks and their mortals. Multiple congregations, of all flavors, going slowly out of business. Deferred maintenance joined membership declines to create enormous need to creatively adapt religious buildings to mission central and mission consistent purposes. This course addresses this challenge, considering it more of an opportunity than a problem. It helps the stewards of these buildings to concretely and spiritually address the shifts in economics and purpose, and guides them to develop productive plans in order to survive and thrive on their site. The course provides an introduction for community members who see under-used often beautiful buildings as assets, and for artists, architects and urban planners who enjoy painting urban landscapes using existing visual context to support love of public place and space.

Note: Pass/fail.

SU 190 KL1 – Topics in Ministry: Lead with a Story: How to Change the World through Public Narrative

1 credit

In Person

Khalid Latif

In the context of an increasingly polarized global society, this course seeks to train students to mobilize diverse communities together for the greater good. Through the art of storytelling, students articulate their values and explore ways they can be shared. Case studies of historical and contemporary leaders who have achieved success in creating sustainable change as relevant current affairs as they arise, viewing storytelling through a global lens. Skills learned include how to understand the power of stories more profoundly, how to use them in their own lives and within the networks of organizations. A goal is to better identify social change strategies and the importance of storytelling to enhance effectiveness and emotional connection.

Note: Pass/fail.

SU 190 PT1 – Topics in Ministry: Thunder Exercises for Contemporary Spiritual Life

1 credit

In Person

Su Yon Pak

Hal Taussig

In a retreat-like format, this course explores Thunder: Perfect Mind as a resource for spiritual and contemplative practice. Thunder, ancient Nag Hamadi text, is a non-dual self-proclamation of identities written and performed primarily in a divine mostly female and queer voice. Making space for prayer, meditation, silence, chanting, text study, spiritual reflection, spiritual guidance, and performance, students engage spiritual exercises with Thunder as a way to deepen their spiritual contemplative practice.

Note: Pass/fail.

SU 101 – Graduate Writing Seminar

1 credit

Online

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 in current courses, this course seeks to illuminate the writing process in ways immediately applicable to students.

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

SU 102 – Seminary Choir

1 credit

In Person

Malcolm Merriweather

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

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

SU 104 – Gospel Choir

1 credit

In Person

Samuel Kuffuor Afriyie

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

Note: Pass/fail. May be repeated as audit, but taken only once for credit. Fulfills concentration requirement for Religion and the Black Experience students.

SU 112 – Dance in Practice/Dance as Practice Practicum

1 credit

In Person

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.

Note: 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

In Person

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. 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.

Prerequisite: Permission of instructor.

Note: Pass/fail. May be repeated as audit, but taken only once for credit. Fulfills concentration requirement for Religion and the Black Experience students. Enrollment limited to fifteen 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

In Person

Roger Haight

Fran Thiessen

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 DGT1 – Center for Community Engagement: Gender and Race in Ecological and Economic Justice

1 credit

Online

Kelly Brown Douglas

Karenn Gore

Liz Theoharis

This course critically explores the biblical and theological traditions that have helped to cause economic and ecological injustice as well as biblical, theological and ethical mandates for addressing it. It highlights the intersecting and interlocking realities of racial, economic and ecological injustice as well as the impact and implications of binary ways of viewing human and non-human creation.

Note: Pass/fail.

SU 150 LS1 – Center for Community Engagement: Place-Making as Ecojustice

1 credit

Online

Lea F. Schweitz

Each of us are rooted in landscapes that have shaped us spiritually and theologically, but many of us find ourselves disconnected and dislocated from these formative places and by extension the places we inhabit every day. This course invites a deeper look into our ecomemories and a reconnection with our spiritual landscapes past and present. Students gain a new set of spiritual practices to cultivate both a more rooted spiritual awareness of the places they call home, and the resources for renewing a theologically robust land ethic to build a more ecojust future for a climate crisis world.

Note: Pass/fail.

SU 190 KG1 – Topics in Ministry: Dharma + Justice + Abolition

1 credit

Karen G. Williams

In the wake of protests confronting racial injustice and anti-Black racism in the summer of 2020, a newfound attentiveness towards abolition has reemerged. This course explores how the dharma informs our understanding of abolition and what is the role of dharma in justice? Drawing on contemporary writings from QTBIPOC Buddhist practitioners, feminist scholars, and social justice movements as a way to ground our view, students collectively imagine a just world. Students engage in intimate conversations about what is at stake, and what do we need to undo and unlearn for liberation.

Note: Pass/fail.

SU 190 MS1 – Topics in Ministry: Death and Dying in Islam: How Best to Care for Muslim Patients

1 credit

Maryam Sharrieff

This course covers death and dying from an Islamic perspective, focusing on how to care for a Muslim patient at the time of their transition and all consequent matters. Muslims place great importance on the preparation for death, dying and the afterlife. Students learn how best to support and serve a deceased Muslim, their family and community members. This course prepares chaplains, religious leaders, and community members on how to perform the Islamic rites and rituals of death. The following is addressed: actions to take when death is imminent; actions to take at the time of death and who to contact; rights of the deceased; ghusl (ritual washing for the deceased) and shrouding of the body; janaza (Muslim funeral prayer); etiquette of mourning the deceased; will writing and debt satisfaction; and cultural traditions vs. religious obligations.

Note: Pass/fail.

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

1 credit

Rebecca Li

Are we aware that we may be perpetuating group dynamics that cause suffering to ourselves and others? 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. In this course, students 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 is conducted in the context of Chan meditation practice.

Note: Pass/fail.

SU 190 TB1 – Topics in Ministry: Organizational GPS

1 credit

Online

Tara Bedeau

All our work in organizations is grounded in an operational structure. This course focuses on the most common operational structure under which chaplains and other religious professionals operate. Students learn the basic operational components of an organization: budget, organizational charts, strategic relationships, etc., which enable them to navigate their role more effectively as an agent of change within the system.

Note: Pass/fail.

