

ACADEMIC CATALOGUE



UNION THEOLOGICAL SEMINARY

2023-2024

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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: DMin, MAR, MASJ, MDiv, PhD, STM. 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, caste, 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. View the policy on this webpage: <https://utsnyc.edu/about/institutional-info/non-discrimination-policy/>.

JUSTICE, EQUITY, AND INCLUSION (JEI)

Union Theological Seminary is absolute in its commitment to be an antiracist, anti-oppressive, social justice institution. To this end, the JEI Committee is committed to the unrelenting work of addressing the interpersonal, institutional, and structural dynamics that perpetuate racism and all forms of oppression. For more information, visit <https://utsnyc.edu/justice-equity-and-inclusion-at-union/>.

As a diverse group representing various areas of our community, the JEI Committee was created to be the voice of institutional accountability and self-reflection as it relates to antiracism and oppression in all forms at Union. Our work is centered on the following objectives:

- Identify and address barriers that hinder Union's commitment to antiracism and oppression, and provide guidance and support with strategies that remove these barriers.
- Hold grace-space for institutional reflection, accountability, growth, and healing, as it relates to the dismantling of racism and all forms of oppression. Central to this objective engages the principles of restorative justice:
 - a) repairing harm
 - b) strengthening relationships and understanding through empathy
 - c) rebuilding trust
- Provide ongoing critical assessment of Union's effectiveness to address issues associated with justice, equity, diversity, and inclusion and overcome any barriers.

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 2023

17-18	Thursday-Friday	Early move-in for new students
21-24	Monday-Thursday	UT 101 – Introduction to Theological Studies meets online 6:00-8:00pm (required for incoming MAR/MDiv students)
26	Saturday	UT 103 – Social Justice Introductory Colloquium meets 10:00am-6:00pm (required for incoming MASJ students)
26	Saturday	Final move-in for new students
27	Sunday	Community social - 6:00-8:00pm
28-31	Monday-Thursday	New student orientation
30	Wednesday	New student academic advisement - afternoon
31	Thursday	Faculty day of work

September

4	Monday	Labor Day holiday - no classes & administrative offices closed
4	Monday	Last day to withdraw from the Seminary and receive a full tuition refund
5	Tuesday	Fall semester begins
5	Tuesday	Bill payments due. Student accounts with remaining balance placed on financial hold preventing January/Spring course registration until paid in full.
6	Wednesday	187 th Convocation – 4:00-5:45pm
11	Monday	Course registration closes for Fall; weekly semester-long courses dropped after today receive a “W.” Last day to change enrollment type. View this webpage for intensive/weekend drop dates: https://utsnyc.edu/academics/registrar/course-registration-grades/ .
14	Thursday	Field education supervisor orientation
21	Thursday	Introduction to field education (required for first year MDivs)
30	Saturday	Last day to change health insurance plan with Student Affairs

October

1	Sunday	FAFSA form available for next academic year
5	Thursday	Introduction to clinical pastoral education (CPE)
6	Friday	Final exam schedule published

October (continued)

12-13	Thursday-Friday	Reading days - no classes
13	Friday	MAR thesis overview, MDiv project overview (including electives), STM extended paper overview
14	Saturday	UT 103 – Social Justice Introductory Colloquium meets 10:00am-3:00pm (required for incoming MASJ students)
25	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm
30	Monday	Last day to withdraw from weekly semester-long Fall courses with "W" except for departure from Seminary. View this webpage for intensive/weekend withdrawal dates: https://utsnyc.edu/academics/registrar/course-registration-grades/ .

November

1	Wednesday	Adjunct faculty orientation - 5:00-7:00pm
1-14	Wednesday-Tuesday	Academic advisement for January and Spring
2	Thursday	Last day to adjust Fall financial aid
7	Tuesday	Return to title IV (R2T4) aid cutoff for Fall
15	Wednesday	Course registration opens for January and Spring
20-22	Monday-Wednesday	Reading days - no classes
23-24	Thursday-Friday	Thanksgiving holiday - no classes & administrative offices closed
27	Monday	Field education mid-year evaluation due
29	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm

December

1	Friday	MAR thesis proposals, MDiv project/thesis proposals, STM extended paper proposals due
5	Tuesday	Last day of Tuesday classes
6	Wednesday	Last day of Wednesday classes
8	Friday	Deadline for first-year MDiv field education placement conferences
11	Monday	Last day of Monday classes
11	Monday	Course registration closes for January

December (continued)

14	Thursday	Last day of Thursday classes
15	Friday	Last day of Friday classes
15	Friday	Last day to request extensions for Fall coursework. Deadline for course requirements other than final exams.
18	Monday	Reading day/Make-up classes
19-20	Tuesday-Wednesday	Final examinations
20	Wednesday	Fall semester ends
22-1/1	Friday-Monday	Semester break begins - administrative offices closed

January 2024

3-20	Wednesday-Saturday	January intersession
5	Friday	Final grades due for Fall
5	Friday	Coursework for Fall extensions due to faculty
10	Wednesday	Final grades due for Fall extensions
11	Thursday	New student orientation including academic advisement and course registration for Spring admits
12	Friday	Outlines and annotated bibliographies for MAR and MDiv thesis due
15	Monday	Martin Luther King, Jr. Day - no classes & administrative offices closed
18	Thursday	Committee on Standing - Summer & Fall semesters
24	Wednesday	Faculty day of work
27	Saturday	UT 103 - Social Justice Introductory Colloquium meets 10:00am-6:00pm (required for incoming MASJ students)
28	Sunday	Last day to withdraw from the Seminary and receive a full tuition refund
29	Monday	Spring semester begins
29	Monday	Bill payments due. Student accounts with remaining balance placed on financial hold preventing Summer/Fall course registration until paid in full.

February

3	Saturday	UT 105 - Social Justice Final Colloquium meets 10:00am-6:00pm (required for graduating MASJ students)
4	Sunday	Course registration closes for Spring; weekly semester-long courses dropped after today receive a "W." Last day to change enrollment type. View this webpage for intensive/weekend drop dates: https://utsnyc.edu/academics/registrar/course-registration-grades/ .
8	Thursday	Field education supervisor training
9	Friday	Final grades due for January
12	Monday	FAFSA and financial aid application deadline for new students
19	Monday	Course registration opens for Summer
21	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm

March

1	Friday	Final exam schedule published
1	Friday	MDiv mid-program review (MPR) conferences
8	Friday	MDiv mid-program review (MPR) conferences
15	Friday	MDiv mid-program review (MPR) conferences
16	Saturday	UT 103 – Social Justice Introductory Colloquium meets 10:00am-3:00pm (required for incoming MASJ students)
18-22	Monday-Friday	Spring recess - no classes
25	Monday	Last day to withdraw from weekly semester-long Spring courses with "W" except for departure from Seminary. View this webpage for intensive/weekend withdrawal dates: https://utsnyc.edu/academics/registrar/course-registration-grades/ .
26	Tuesday	Return to Title IV (R2T4) aid cutoff for Spring

April

4	Thursday	Last day to adjust Spring financial aid
8-19	Monday-Friday	Academic advisement for Fall
12	Friday	Course registration closes for Summer
15	Monday	Field education learning agreements and contracts due
17	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm

April (continued)

19	Friday	MAR theses, MDiv projects/theses, STM extended papers due
19	Friday	Deadline for first-year MAR and second-year MDiv concentration declarations
24	Wednesday	Field education final evaluations due
25	Thursday	Course registration opens for Fall
26	Friday	Last date for PhD dissertation defense
29	Monday	Last day of Monday classes
30	Tuesday	Last day of Tuesday classes

May

1	Wednesday	Last day of Wednesday classes
1	Wednesday	Final grades due for theses/projects/extended papers
2	Thursday	Last day of Thursday classes
3	Friday	Last day of Friday classes
3	Friday	Last day to request extensions for Spring coursework - (not allowed for graduating students). Deadline for course requirements other than final exams.
4	Saturday	UT 105 – Social Justice Final Colloquium meets 10:00am-3:00pm (required for graduating MASJ students)
6	Monday	Reading day/Make-up classes
7	Tuesday	Reading day/Make-up classes
8-9	Wednesday-Thursday	Final examinations
9	Thursday	PhD dissertations due
9	Thursday	Spring semester ends
11	Saturday	FAFSA form deadline for returning students
13	Monday	Final grades for Spring due for graduating students at 10:00AM
17	Friday	186 th Commencement
20	Monday	Summer semester begins
24	Friday	Final grades due for Spring

May (continued)

24	Friday	Coursework for Spring extensions due to faculty
27	Monday	Memorial Day - no classes & administrative offices closed
31	Friday	Final grades due for Spring extensions

June

6	Thursday	Committee on Standing - January & Spring semesters
17	Monday	Assessment reports for graduates due from faculty
19	Wednesday	Juneteenth holiday - no classes & administrative offices closed

July

4	Thursday	Independence Day holiday - no classes & administrative offices closed
31	Wednesday	Summer semester ends
Three 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.

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	

Estimated Cost of Attendance - MASJ

Applicable for twelve-month academic year	
Tuition	\$25,080
Books & Supplies	\$800
Fees	\$200

Tuition – MASJ

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

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.	

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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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.	\$1,364
	\$682 – Fall \$682 – Spring

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	\$5,647
	\$2,145 – Fall \$3,502 – Spring & Summer

Meal Plan

Required each semester for campus-based programs	
Full-time students	\$150
Part-time students	\$75

SEVIS Fee

For international students seeking F-1 visa status	\$200
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	\$8,154-10,503
Studios-Apartments	\$13,851-25,776
View handbook here: https://utsnyc.edu/life/union-housing/residence-halls/housing-handbook/ .	

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

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 their 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 in accordance with this policy. Any student may 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.

Definitions are as follows:

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 | - Apartment lease |
| - I-9 for student employees | - W-2 and T-2104 tax forms | - 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>

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 **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.

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).

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. Dual degree students may apply for Union housing for the first two years of the program. After the first two years, 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 are expected to pay relevant fees such as activity fee, housing rent, and meal plan fee as applicable. Students with the dual degree semester (other institution) enrollment status may not take more than six credits per semester at Union in years three and four.

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 up to six (6) credits (summer session, January session, fall semester) 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.

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 missed work.

RELIGIOUS OBSERVANCE

The Seminary honors observance of religious holidays. If a student's religious holiday observance impacts class attendance or engagement in course components, the student is expected to inform the instructor(s) **at least two weeks in advance** of the class session or assignment due date. A student request to the instructor should state the specific religious observance and the plan to complete any impacted coursework. The request is considered approved when the student receives confirmation from the instructor. In the event that the student and instructor do not reach consensus regarding the plan for missed class/assignment(s), the student may appeal to the Dean/Vice President of Academic Affairs.

FINANCIAL AID

Both need-based and merit-based financial aid are offered 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 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 admission application to a relevant 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
- Lenape Scholarship, full tuition scholarship for a student in the MASJ program
- 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 admission application to a relevant 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 MAR or MDiv 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 is conducted). Students are not required to demonstrate financial need to be eligible for this program, and 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.

Professional Judgement Review

Students who have experienced a significant change since submitting the FAFSA or with special circumstances that impact their ability to fund their education can contact the Office of Financial Aid to request a professional judgement review. Professional judgement refers to the discretion that federal regulations give to financial aid administrators to make adjustment, on a case-by-case basis, to a student's expected family contribution, cost of attendance, and/or financial aid dependency status, as determined by federal guidelines. Adjustments submitted for consideration must be documented and reasonable.

Generally, Union considers a cost of attendance adjustment for the following educational expenses:

- Room & board, except food unless medically necessary, mortgage payments if owning a home, and a spouse or roommate's portion of the rent
- Transportation, except for cabs, rentals, private parking, car note or car insurance
- Medical/dental expenses not covered by insurance except co-pays which are included in the amount budgeted for personal expenses
- Other approved educational expenses except job search related costs

Professional judgement requests must be made by emailing finaid@utsnyc.edu. Documentation is then be requested and required in support of the request for adjustment. The type of documentation requested depends upon the circumstances of the request.

External Funding Programs

Students are strongly encouraged to apply for external funding, and 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 Office, who 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 assessment of late fees, denial of access to classes, libraries or other institutional facilities, or 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 Yellow Ribbon 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 semester. To be enrolled as **part-time** status, students must register for six to eight-and-a-half credits per fall/spring semester, and three to eight-and-a-half credits for summer. Students registered for fewer than three or six credits, depending on the semester, are considered enrolled as **less than part-time**. See following table for explanation of this above paragraph:

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	6 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

Full-time students must successfully complete 70% of cumulative credits attempted at each evaluation period. Part-time students must complete 50% of cumulative credits attempted during their first evaluation period (first semester of study), 67% of cumulative credits during their second evaluation period (second semester of study), and 70% of cumulative credits attempted in each subsequent 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)*, *Extension (EXT)*, *Failure to Withdraw (WF)*, 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. Credits from two-semester courses with an *In Progress (IP)* grade for the first completed semester are excluded from consideration for SAP purposes. Failed and subsequently repeated coursework counts as attempted but not completed credits. Future enrollments of repeated courses count as separate attempts.

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 calculation of a minimum grade equivalent average for financial aid purposes. The minimum Title IV requirement for a student in the second academic year is *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 calculation of a minimum grade equivalent average for financial aid purposes. The minimum Title IV requirement for a student in the second academic year is *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 up to two (2) times. 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, 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**. Students are allowed to submit up to two (2) aid eligibility appeals during their time at Union. 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 describes the factors that prevented them from meeting the SAP standard. Additionally, the appeal letter must describe what has or will change, and what support systems are in place, to allow the student to meet the SAP standard by the end of the subsequent term. The student is also encouraged to provide supporting documentation, if necessary. 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 emails the student of the decision within ten (10) business days.

Maximum Time to Completion Appeal

In most cases, a student 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. As 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 their withdrawal. The Title IV programs 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 their eligibility, if any, for a post-withdrawal disbursement within thirty (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 funds that they earned, they may be eligible for a post-withdrawal disbursement. If post-withdrawal disbursement includes loan funds, the 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.

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 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 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 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 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 semester. 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, complete the *Change of Degree* form on this webpage:

https://utsnyc.formstack.com/forms/change_degree. If attempting to change degrees after the first fall semester, the form must be completed **by November 15**. In rare circumstances, if attempting to change degrees after the first spring semester, the form must be completed **by April 15**.

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

- 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, 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 after the first fall semester, the form must be completed **by November 15**. In rare circumstances, if attempting to change degrees after the first spring semester, the form must be completed **by April 15**.

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

- 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. To maintain compliance with enrollment status regulations in accordance with the National Student Clearinghouse (NSC), **change of degrees are processed only between semesters; students' degrees are not changed mid-semester**. 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, required for first-year students in October/November before spring course registration, and 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:

- Assistance in discerning a vocational direction and in designing a course of study to facilitate this goal.
- Guidance in the choice and sequence of courses 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.

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 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 advisement. Summer course registration is open from mid-February through mid-April. January course registration opens mid-November and closes mid-December. Course registration dates appear in the academic calendar: <https://utsnyc.edu/academics/registrar/academic-calendar/>. Students with a debt to the Seminary are prevented with a hold from registering for courses.

The first week of each fall and spring semester is normally the **add/drop period**. 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 via the student portal is closed. Immediately following the add/drop period, students who drop a course receive a grade of “W” during the designated **withdrawal period**. Weekly semester-long courses have published add/drop and withdrawal dates, in the academic calendar: <https://utsnyc.edu/academics/registrar/academic-calendar/>.

Course registration for other meeting patterns opens at the same time as weekly semester-long courses, with different drop and withdrawal dates as follows:

- **January Intersession:** A course may be dropped without a “W” after attending one class session. Students who drop after two class sessions receive a grade of “W” for a course withdrawal. The withdrawal period ends after three class sessions and courses can no longer be dropped with a “W” grade.
- **Fall / Spring Multiple-Saturday Course:** Students may drop without a “W” after attending one class session. If dropped after two class sessions, students may withdraw with a “W” grade. A course withdrawal is not permitted after three class sessions.
- **Summer Semester:** Students may drop a course without a “W” after attending one class session. If dropped after two class sessions, students may withdraw from the course with a “W” grade. *Summer biblical language courses have a different policy below.* Course withdrawals are not permitted after 60% of the class sessions have passed.
- **Summer Semester Biblical Languages:** Students may drop HB 111, NT 111, HB 204, NT 204 without a “W” after three class sessions. Students who drop any of the above after the fourth class session receive a grade of “W” for a course withdrawal. Students may withdraw from a course with a grade of “W” having attended no more than 60% of the course.
- **SU 150 and SU 190 Single-Weekend Courses:** If dropped before the first session begins, a “W” is not issued; otherwise students receive a course withdrawal with a grade of “W”.

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; see the Withdrawal portion of this catalogue for the refund policy.

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 send 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 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.

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 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 and 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.
- 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.

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 regularity. These courses are not intended as an alternative for pursuing studies normally available in regular academic courses. For this reason, a guided reading/research is not normally permitted 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 3 elective credits in the Master of Arts in Social Justice program
- More than 6 elective credits in the Master of Arts in Religion program
- More than 6 elective credits, with advisor permission, in the Master of Sacred Theology program
- More than 9 elective credits in the Master of Divinity program
- Advanced Certificate and students are not eligible

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

Normally, guided reading/research courses are with full-time Union faculty. A guided reading/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. To receive credit for a guided reading/research, an established minimum amount of contact time is required which comprises more than mere professor/student interactions, such as meetings accompanied by out-of-class work. Due to the fluid nature of course offerings, the below standardizes an equitable learning experience for a guided reading or guided research based on credit value.

Academic credit for *one-credit* courses:

Equates to one fifty-minute session of classroom instruction during each week of the academic semester. When accompanied by out-of-class reading, research, writing, preparation or projects related to the course, an additional two hours of effort for each session is required.

A guided reading/research for *one credit* involves:

- 1) An appropriately designed reading list, equitable for a one credit weighting, prepared under the guidance of the professor, and demonstrably addressed 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:

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* involves:

- 1) An appropriately designed reading list, equitable for a two-credit weighting, prepared under the guidance of the professor, and demonstrably addressed 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 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* involves:

- 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.

COURSE EVALUATIONS

Students are notified towards the end of each semester to complete a final evaluation for each course, open for a few weeks. Evaluations are completely anonymous. With reference to the course's learning goals, students assess their learning experience as well as professors instruction and leadership of the course(s). 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, 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. **Beginning with academic year 2024-25, *Credit with Distinction* (CD) will no longer be issued; the standard scheme will consist of CR, MC, and NC final 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 Seminary.

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, the Vice President for Admissions and Financial Aid, and the Registrar. The Dean and faculty members have voice and vote. Other members of the committee have voice and no vote. The Dean/Vice President of Academic Affairs, Associate Dean, Assistant Dean for Student Affairs, Vice President for Admissions and Financial Aid, and 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 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. 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 ordinarily 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.

In the case of students who receive *No Credit* (NC) or *Fail* (F) for a course, the Committee on Standing may place that student on academic probation for a probationary period of 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 Committee on Standing 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. Students have the right to appeal the suspension of their financial aid; if appeal are approved, student is placed on financial aid probation for one semester and continues 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 placed on academic probation are ineligible to serve in Student Senate and Caucus leadership positions and on governance committees 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 and 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 remains in effect, applicable to both full-time and part-time students. See the Satisfactory Academic Progress policy 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	6 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 spring) and **by December 15** (if on leave during 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 spring) and **by December 15** (if on leave during 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 spring) and **by December 15** (if on leave during 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 spring) and **by December 15** (if on leave during 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 Schedule:

<i>Semester-Long Courses</i>		<i>January, Weekend Intensives, or Summer Courses</i>	
If withdrawal occurs...	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 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 Seminary 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 obtaining 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.

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. Written narrative evaluations submitted with final grades by instructors are not part of the student's official transcript and are not issued with it.

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
Vice President of Online Education and Learning Innovation
Assistant Dean for Student Affairs
Registrar
Visiting Director of Online, Integrative and Field-Based Education
Director of Online and Part-Time Programs

utsnyc.edu/academics
212-280-1550
212-280-1417
dgastwirth@uts.columbia.edu
212-280-1396
212-280-1342
212-280-1340
isharp@uts.columbia.edu

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

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

Campus Services and 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 2023

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 UT 101 - Introduction to Theological Studies - online 6:00-8:00pm	22 UT 101 - Introduction to Theological Studies - online 6:00-8:00pm	23 UT 101 - Introduction to Theological Studies - online 6:00-8:00pm	24 UT 101 - Introduction to Theological Studies - online 6:00-8:00pm	25	26 Final move-in for new students UT 103 - Social Justice Introductory Colloquium - 10:00am- 6:00pm
27 Community social - 6:00- 8:00pm	28 New student orientation	29 New student orientation	30 New student orientation & academic advisement	31 New student orientation Faculty day of work		

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Labor Day holiday Last day to withdraw from the Seminary and receive a full tuition refund	5 Fall semester begins Bill payments due. Student accounts with remaining balance placed on financial hold preventing January/Spring registration until paid in full.	6	7 187 th Convocation – 4:00-5:45pm	8	9
10	11 Course registration closes for Fall; weekly semester- long courses dropped after today receive a “W.” Last day to change enrollment type.	12	13	14 Field education supervisor orientation	15	16
17	18	19	20	21 Introduction to field education	22	23
24	25	26	27	28	29	30 Last day to change health insurance plan with Student Affairs

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 FAFSA form available for next academic year	2	3	4	5 Introduction to clinical pastoral education (CPE)	6 Final exam schedule published	7
8	9	10	11	12 Reading days- no classes	13 Reading days- no classes MAR thesis overview, MDiv project overview (including electives), STM extended paper overview due	14 UT 103 - Social Justice Introductory Colloquium - 10:00am-3:00pm
15	16	17	18	19	20	21
22	23	24	25 Modern Language Exams: French, German, Spanish - 2:00-4:00pm	26	27	28
29	30 Last day to withdraw from weekly semester-long Fall courses with "W" except for departure from Seminary	31				29

November

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

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 MAR thesis proposals, MDiv project/thesis proposals, STM extended paper proposals due	2
3	4	5 Last day of Tuesday classes	6 Last day of Wednesday classes	7	8 Deadline for first-year MDiv field education placement conferences	9
10	11 Last day of Monday classes Course registration closes for January	12	13	14 Last day of Thursday classes	15 Last day of Friday classes. Last day to request extensions for Fall coursework. Deadline for course requirements other than finals exams.	16
17	18 Reading day/make-up classes	19 Final exams	20 Final exams Fall semester ends	21	22 Semester break begins	23
24	25	26	27	28	29	30
31						

January 2024

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 New Year's Day holiday - administrative offices closed	2	3 January intersession begins	4	5 Final grades due for Fall Coursework for Fall extensions due to faculty	6
7	8	9	10 Final grades due for Fall extensions	11 New student orientation for Spring admits	12 Outlines and annotated bibliographies for MAR and MDiv thesis due	13
14	15 Martin Luther King, Jr. Day - no classes & administrative offices closed	16	17	18 Committee on Standing - Summer & Fall semesters	19	20
21	22	23	24 Faculty day of work	25	26	27 UT 103 - Social Justice Introductory Colloquium - 10:00am-6:00pm
28 Last date to withdraw from the Seminary and receive a full tuition refund	29 Spring semester begins Bill payments due. Student accounts with remaining balance placed on financial hold preventing Summer/Fall course registration until paid in full.	30	31			

February

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3 UT 105 - Social Justice Final Colloquium - 10:00am- 6:00pm
4 Course registration closes for Spring; weekly semester-long courses dropped after today receive a "W." Last day to change enrollment type.	5	6	7	8 Field education supervisor training	9 Final grades due for January	10
11	12 FAFSA & financial aid application deadline for new students	13	14	15	16	17
18	19 Course registration opens for Summer	20	21 Modern Language Exams: French, German, Spanish - 2:00- 4:00pm	22	23	24
25	26	27	28	29		

March

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 Final exam schedule published MDiv mid- program review (MPR) conferences	2
3	4	5	6	7	8 MDiv mid- program review (MPR) conferences	9
10	11	12	13	14	15 MDiv mid- program review (MPR) conferences	16 UT 103 - Social Justice Introductory Colloquium - 10:00am- 3:00pm
17	18 Spring recess – no classes	19 Spring recess – no classes	20 Spring recess – no classes	21 Spring recess – no classes	22 Spring recess – no classes	23
24	25 Last day to withdraw from weekly semester- long Spring courses with "W" except for departure from Seminary.	26 Return to Title IV (R2T4) aid cutoff for Spring	27	28	29	30
31						

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Last day to adjust Spring financial aid	5	6
7	8 Academic advisement begins for Fall	9	10	11	12 Course registration closes for Summer	13
14	15 Field education learning agreements and contracts due	16	17 Modern Language Exams: French, German, Spanish - 2:00- 4:00pm	18	19 Academic advisement ends for Fall MAR theses, MDiv projects/theses, STM extended papers due Deadline for first- year MAR and second-year MDiv concentration declarations	20
21	22	23	24 Field education final evaluations due	25 Course registration opens for Fall	26 Last date for PhD dissertation defense	27
28	29 Last day of Monday classes	30 Last day of Tuesday classes				

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<p>1 Last day of Wednesday classes</p> <p>Final grades due for theses/ projects/ extended papers</p>	<p>2 Last day of Thursday classes</p>	<p>3 Last day of Friday classes</p> <p>Last day to request extensions for Spring coursework - not allowed for graduating students. Deadline for course requirements other than final exams.</p>	<p>4 UT 105 - Social Justice Final Colloquium - 10:00am-3:00pm</p>
5	<p>6 Reading day/Make-up classes</p>	<p>7 Reading day/Make-up classes</p>	<p>8 Final exams</p>	<p>9 Final exams</p> <p>PhD dissertations due</p> <p>Spring semester ends</p>	10	<p>11 FAFSA form deadline for returning students</p>
12	<p>13 Final grades for Spring due for graduating students at 10:00am</p>	14	15	16	<p>17 186th Commencement</p>	18
19	<p>20 Summer semester begins</p>	21	22	23	<p>24 Final grades due for Spring</p> <p>Coursework for Spring extensions due to faculty</p>	25
26	<p>27 Memorial Day - no classes & administrative offices closed</p>	28	29	30	<p>31 Final grades due for Spring extensions</p>	

June

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6 Committee on Standing - January & Spring semesters	7	8
9	10	11	12	13	14	15
16	17 Assessment reports for graduates due from faculty	18	19 Juneteenth holiday - no classes & administrative offices closed	20	21	22
23	24	25	26	27	28	29
30						

July

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 Independence Day holiday - no classes & administrative offices closed	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31 Summer semester ends			

FACULTY

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

¹ Rev. Timothy Adkins-Jones, MDiv, PhD
Assistant Professor of Homiletics

² Sarah Azaransky, MTS, PhD
Associate Professor of Social Ethics

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

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

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

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

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

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

¹ Rev. Gary Dorrien, MDiv '78, MA, ThM, PhD, DLitt, DD, LHD, DD
Reinhold Niebuhr Professor of Social Ethics

Myron Krys Florence
*Visiting Assistant Professor of Pastoral Theology
Louisville Institute Fellow*

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

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

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

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

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

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

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

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

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

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*

¹ 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

^{1,2} 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 2023
2, absent on sabbatical Spring 2024

ADJUNCT FACULTY

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

Cheryl B. Anderson, MDiv, PhD
Bible: Hebrew Bible

Joel N. Berning, MDiv `10, BCC
Chaplaincy

Bhante Buddharakkhita
Buddhism & Interreligious Engagement

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

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

Edgard Francisco Danielsen, PhD
Psychology & Religion

R. William Franklin, PhD, DD
Anglican Studies

Tiokasin Ghosthorse
Interreligious Engagement

Linda S. Golding, MA, BCC
Chaplaincy

Karena Gore, MA `11
Interreligious Engagement

Carla Roland Guzmán, MA, MDiv, PhD
Historical Studies
Religion & Society
Theological Spanish

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

Gregory Horn, MDiv `91
Denominational Studies (Presbyterian)

Karla Jackson-Brewer, MS
Sacred Texts
Interreligious Engagement

Anderson Jeremiah
Anglican Studies

Rebecca O. Johnson, MScEd, MFA
Interreligious Engagement
Practical Theology

Jeffrey D. Lee
Anglican Studies

Betty Lyons
Interreligious Engagement

Sarah McCaslin, MS, MDiv
Religion & Society

Janine Myrick, MDiv `20
Field Education

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

Mona Siddiqui, MA, PhD
Interreligious Engagement

Charlene Sinclair, PhD `08
Field Education
Practical Theology
Social Ethics

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

Peace Twesigye, MM, MScEd
Director of Buddhist Studies
Interreligious Engagement

Liz Theoharis, MDiv `04, PhD `14
Practical Theology

Burton J. Westermeier, PhD cand.
Historical Studies

Jessica C. Williams, MDiv, MSSW, PhD
Practical Theology

ARTISTS-IN-RESIDENCE

Malcolm Merriweather, DMA

AFFILIATE FACULTY

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

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

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

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

Rev. Euan K. Cameron, MA, DPhil
*Dean and Vice President Emeritus of Academic Affairs
Henry Luce III Professor Emeritus of Reformation
Church History*

† 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.

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 2023-24 course offerings listed by field and prefix, organized by semester, in the pages to follow.

THE BIBLE/SACRED TEXTS FIELD

Cross-Testament

FALL 2023

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 Master of Arts in Religion students. Required for Master of Divinity students completing option B of the Bible/Sacred Texts requirement. Weekly tutorial required.

BX 228 – The Bible and Nature

3 credits

Online

[Aliou C. Niang](#)

In light of current pressing concerns about global warming and its effects on the environment and alternative eco-sensitive ways humans may consider, this course focuses on selective texts such as Genesis 1-3, Leviticus 25, Deuteronomy 11:10-12, 15:1-11, Psalm 90:3-5, Mark 1:26-29, Matthew 13:24-30, Romans 8:19-23, and Revelation 21-22, and oral Diola Faith Traditions with a view to joining the conversation and rethinking alternative ways for a sustainable future.

Note: Fulfills eco-justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

BX 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of 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 105 – 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. 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 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.

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

3 credits

Online

[David Carr](#)

Domestication has become the main way that humans relate to their life world, and the Bible is a major script for this, even as some of its texts provide potential resources for resistance. This course uses the Bible as a pathway to explore diverse ways that humans have built a way of life around domesticating diverse animal and plant species, and ways that the Bible has inculcated ways of humans themselves becoming faithful domesticates to the ultimate domesticator, God (and God's contemporary late capitalist equivalents).

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

BX 244 – Bible and Blackness

3 credits

In Person

[Aliou C. Niang](#)

In light of the persistence of othering based on skin color, this course reexamines some interpretations of biblical texts often used to justify the enslavement of people of darker skin pigmentation. Students read selective Hebrew Bible (Genesis, Amos) and New Testament texts (Galatians, Mark, Philemon) in conversation with African and colonial literature on slavery and colonization, to interrogate how their renderings might have affected and still shape the relationship among New diaspora Africans, African Americans, and people of European descent. What African ontology(ies) and epistemology(ies) might emerge?

Prerequisite: BX 101 or HB 101 or NT 101.

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

HB 101 – Introduction to the Hebrew Bible

4 credits

In Person

[David Carr](#)

This course introduces students to the Hebrew Bible (or Old Testament) as a text forged amidst multiple traumas experienced by the people of Israel. Going beyond biblical logocentrism, students learn about the diversity of perspectives within the Bible itself and also explore the diversity of contemporary reading perspectives and methodological approaches used to interpret key texts. *Formerly OT 101.*

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

HB 111 – Elementary Biblical Hebrew I

3 credits

In Person

[Jeremy F. Hultin](#)

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 Master of Divinity students completing option B of the Bible/Sacred Texts requirement.

HB 313A – Intermediate Hebrew I: Prose

1.5 credits

Online

[David Carr](#)

This two-semester intermediate-level course focuses on reading practice of prose texts (with a focus on Genesis 1-11) along with vocabulary building, reinforcement of verbal analysis and syntax, and learning to enrich interpretation with Hebrew reference 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.

HB 339E – The Book of Isaiah

3 credits

In Person

[David Carr](#)

A detailed exegetical exploration of the poetry, literary shape, background, and development of the book of Isaiah, including attention to the different ways Jews and Christians have used the book. *Formerly OT 339E.*

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

Note: Enrollment limited to eighteen students.

HB 354 – Modes of Revelation

3 credits

In Person

[Esther Hamori](#)

The Hebrew Bible reflects belief in a wide variety of modes of divine revelation to human beings, such as Torah, prophecy, dreams, communication through angels, use of images, and more. In this seminar, students study each mode of revelation individually and examine what attitudes and beliefs run throughout the various modes. Significant emphasis is placed on careful reading of primary texts.

Prerequisite: HB 101 or equivalent.

Note: Enrollment limited to twelve students.

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/>.

JANUARY 2024

HB 343E – Biblical Short Stories

3 credits

Online

[Esther Hamori](#)

The Hebrew Bible and other early Jewish literature includes many short stories, including Ruth, Esther, Jonah, the Joseph novella, the tales of Daniel, Susanna, Bel and the Dragon, Tobit, and Judith. We read to appreciate these as literary works, and with attention to issues of gender, ethnicity, and religious difference. Students practice use of key exegetical methods. *Formerly OT 316E.*

Prerequisite: HB 101 or equivalent.

Note: Enrollment limited to twelve students.

HB 204 – Elementary Biblical Hebrew II

3 credits

In Person

[Jeremy F. Hultin](#)

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

Prerequisite: HB 111 or equivalent.

Note: HB 111 and HB 204 must be taken sequentially in one academic year. Recommended for Master of Divinity students completing option B of the Bible requirement. *Formerly OT 204.*

HB 210 – African American Biblical Interpretation

3 credits

Online

[Cheryl B. Anderson](#)

An introduction to the approaches to biblical interpretation found in the work of African-descended biblical scholars. With focus on the African American experience, the course also includes Afro-Caribbean and African perspectives. Students practice critical analysis of the Bible from a specific social location and foster discussions about implications for general biblical interpretation.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills racial/ethnic justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

HB 240 – Divination in the Bible and Beyond

3 credits

In Person

[Esther Hamori](#)

"Divination" refers to types of actions that are, within their own cultural contexts, understood to provide access to divine knowledge. Prophecy is the best-known type of divination in the Bible and the most widely embraced, but there are many more, including astral, birth, and dream divination, necromancy, and lot-casting. In this course, students study prophecy and other types of divination as they appear in the Bible and other literature from the region. *Formerly OT 240.*

Prerequisite: HB 101 or equivalent.

Note: Enrollment limited to twelve students.

HB 313B – Intermediate Hebrew II: Poetry

1.5 credits

In Person

[David Carr](#)

This two-semester intermediate-level course focuses on reading practice of poetic texts (with a focus on Isaiah). 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. *Formerly OT 313B.*

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.

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/>.

New Testament

FALL 2023

NT 111 – Elementary Biblical Greek I

3 credits

In Person

[Jeremy F. Hultin](#)

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 Master of Divinity students completing option B of the Bible/Sacred Texts requirement.

NT 315A – Intermediate Greek I

1.5 credits

In Person

[Jeremy F. Hultin](#)

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; or equivalent.

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.

NT 327E – The Gospel of John and the Margins

3 credits

In Person

[Aliou C. Niang](#)

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

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

NT 351 – Galatians: Queering Gender and Other Binaries

3 credits

Online

[Brigitte Kahl](#)

Among Christian progressives, Paul has a bad reputation as misogynist and homophobe. Students learn how to read him differently, focusing on Galatians as his most radical subversion of hierarchical binaries between male and female, free and slave, Jew and Gentile. But what does a new trans-binary community for Paul look like? What gender-specific conflicts arise if One/Self embraces the Other in the "body of Christ?"

Note: Fulfills gender/sexuality justice requirement for Master of Arts in Social Justice. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

NT 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of 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/>.

NT 101 – Introduction to the New Testament

4 credits

In Person

[Aliou C. Niang](#)

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 Master of Divinity students completing option A of the Bible/Sacred Texts requirement. Weekly tutorial required.

NT 204 – Elementary Biblical Greek II

3 credits

In Person

[Jeremy F. Hultin](#)

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 or equivalent.

Note: NT 111 and NT 204 must be taken sequentially in one academic year. Recommended for Master of Divinity students completing option B of the Bible/Sacred Texts requirement.

NT 254E – Revelation: Ecology, Identity, and Power

3 credits

Online

[Amy E. Meverden](#)

Revelation is one of the least understood books of the Bible. Given its violent warfare, natural disasters, beasts, and ominous portents, readers are perplexed by its symbolism and have difficulty understanding its contemporary relevance. Students decode Revelation's Roman imperial context and visual imagery, reading closely to produce transformational contextual interpretations.

Prerequisite: Familiarity with biblical texts strongly encouraged.

Note: Fulfills eco-justice and general social justice requirements for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice 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 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 considering 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 risks and benefits of using current categories to study premodern sources? How might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today?

Note: Fulfills gender/sexuality justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. 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.

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/>.

NT 111 – Elementary Biblical Greek I

3 credits

Online

[Amy E. Meverden](#)

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

Note: May be repeated, but taken only once for credit. Students are expected to bring the required textbook to the first session: *A Primer of Biblical Greek*, N. Clayton Croy, 2011.

NT 204 – Elementary Biblical Greek 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. NT 111Q and NT 204Q should be taken sequentially in one academic year.

Prerequisite: NT 111.

Note: May be repeated, but taken only once for credit. Students are expected to bring the required textbook to the first session: *A Primer of Biblical Greek*, N. Clayton Croy, 2011.

Sacred Texts**STX 202 – Tantra, Embodiment, and the Sacred Feminine in Vajrayana Buddhism**

3 credits

In Person

[Karla Jackson-Brewer](#)

Students explore the presence of the Sacred Feminine in Vajrayana Buddhism. Vajrayana Buddhism is considered a path of transformation, experiencing life through the practice of 'one taste', thereby taking all experience onto the Path of Dharma. Vajrayana is also referred to as the adamantine path, the path of Buddhism which can enable the practitioner to achieve enlightenment in one lifetime. This course offers a foundation in Tantra and Vajrayana Buddhism, highlighting the history and evolution of Buddhism in Tibet, the eight to twelfth centuries' eruption of the presence of the Feminine Principle in Vajrayana Buddhism, and teachings/practices applicable to a twenty-first century life. Students read biographies of Tibetan women practitioners to explore further the manifestation, obstacles, and support of the Feminine Principle.

Prerequisite: Introductory knowledge of the Buddhist tradition.

Note: Fulfills Bible/Sacred Texts requirement for Buddhism and Interreligious Engagement students. Identical to IE 202.

STX 265 – The Four Sublime States

3 credits

In Person

[Bhante Buddharakkhita](#)

Drawing from early Buddhist Pāli canon texts and contemporary Buddhist literature, along with experiential engagement of the Four Sublime States or Divine Abidings or Brahma Viharas (Loving-kindness, Compassion, Appreciative joy and Equanimity) practices and techniques, this course addresses how these practices support spiritual presence and community engagement. Students explore the relevance of the Four Sublime States practices in interreligious engagement. Also thoroughly investigated is the role of Four Sublime States practice in personal life and in a socially engaged environment.

Note: Fulfills Bible/Sacred Texts requirement for Buddhism and Interreligious Engagement students. Identical to IE 265.

STX 342 – Zen Buddhist Texts

3 credits

In Person

[Gregory Snyder](#)

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

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

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

THE HISTORICAL STUDIES FIELD

Historical Studies

FALL 2023

HS 116 – History of Christianity to 1500

3 credits

In Person/Online

[Julia Kelto Lillis](#)

Burton Westermeier

A survey of Christian life and thought from the second to fifteenth centuries, with attention to the following areas: Christian expansion and interreligious relationships on multiple continents; changing political circumstances as persecuted minority or powerful majority; major theological contributors and controversies; the interplay of Christian faith and social dynamics of slavery, gender, sexuality, and ethnicity.

Note: Required for Master of Divinity students completing option A of the Historical Studies requirement. HS 116 or HS 117 required for Master of Arts in Religion and Master of Divinity students completing option B1 of the Historical Studies requirement. Primarily occurs online; students register for either an online section or, if needed, an in-person section for discussion and support.

HS 311 – Witchcraft in the Early Modern West

3 credits

Online

[Euan Cameron](#)

This course offers an exploration of the phenomenon of witch-theory and witch-hunting in the European West, including colonial North America, from the year 1430 to the eighteenth-century.

HS 323 – Fat: A Religious History

3 credits

In Person

[Jorge Rodríguez](#)

As a system of power, fatphobia governs bodies through laws, policies, beliefs, and ideologies that presume fat people to be diseased and immoral. This seminar explores the resistance to, and historic construction of, this system of power in the West from the sixteenth through twenty-first centuries with special attention to the intersections of religion (especially Christianity), race, gender, and (anti)colonialism.

Prerequisite: CH 109 or HS 109 or HS 117 or permission of instructor.

Note: Enrollment limited to sixteen students.

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 2024

HS 305 – Race, Racialization, and Religion in Historical Process

3 credits

Online

[Carla Roland Guzmán](#)

Processes of racialization in the United States are intricately connected to modernity. These constructions need to be recognized and decolonized through new epistemologies. Nevertheless, the long history of religion in racialization is not always discussed or understood as being integral to the historical process. Leaders in religious settings and beyond need to understand these connections to present a decolonized epistemology that avoids the perpetuation of the constructions of race and systemic consequences.

Note: Fulfills racial/ethnic justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to RS 305.

SPRING 2024

HS 117 – History of Christianity 1500-2000

3 credits

In Person

[Jorge Rodríguez](#)

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 Master of Divinity students completing option A of the Historical Studies requirement. HS 116 or HS 117 required for Master of Arts in Religion and Master of Divinity students completing option B1 of the Historical Studies requirement.

HS 258 – The Black Social Gospel, 1940-Present

3 credits

Online

[Gary Dorrien](#)

This course studies the later Black social gospel tradition that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement of the 1950s and '60s. The period covered is from the civil rights movement to the present day, featuring Martin Luther King Jr, Pauli Murray, numerous leaders associated with the NAACP, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating, and numerous theologians, political leaders, pastors, and organizers affiliated with Black theology, the womanist tradition, liberation theology, and postcolonial criticism. *Formerly CH 258.*

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills racial/ethnic justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to SE 258.

HS 310 – Mary in the First Millennium

3 credits

Online

[Julia Kelto Lillis](#)

This seminar explores the significance of Mary of Nazareth, the mother of Jesus, in the first millennium of Christianity. Early Christians assigned Mary various roles and qualities that expressed their theological concepts, their hopes as believers, their social and political interests, and the challenges of living in a multi-religious world. We examine ancient, Byzantine, and medieval sources, including gospels and biographies, theological treatises, sermons, hymns, prayers, and works of art. This investigation helps students understand the changing character of Christianity in its first several centuries and how a monotheistic faith creates room for a human being to become the "Mother of God" and "Queen of Heaven." *Formerly CH 310.*

Prerequisite: CH 101 or CH 107 or HS 116 or permission of instructor.

Note: Enrollment limited to fifteen students.

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 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 considering 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 risks and benefits of using current categories to study premodern sources? How might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today? *Formerly CH 312.*

Note: Fulfills gender/sexuality justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to NT 312.

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/>.

Denominational Studies

FALL 2023

CVG-DS202 – United Church of Christ History and Polity

2 credits

Online

Jim Keat

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

Note: Offered by Convergence.

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 constitutional foundations of the Presbyterian Church (USA). Students explore ways Presbyterian polity shapes and informs the practice of pastoral and congregational leadership in the Reformed/Presbyterian tradition. *Formerly CI 203.*

Note: Meets at Auburn Seminary. Designed for seminarians with some professional church experience. Generally offered every fall.

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. Enables students to understand and evaluate United Methodism in light of its antecedent organizations, the broader historical context of the history of Christianity, and especially its engagement in mission. Also enables students to engage in responsible and articulate participation in the life and leadership of the United Methodist Church, effectively represent the tradition, and perceptively participate in ecumenical and interreligious dialogue.

Note: Offered by Drew Theological School. Navigate to Complete Theological Listing to view offerings: https://selfservice.drew.edu/prod/bwckschd.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

Focuses on an articulation of a definition of evangelism, a biblical basis for evangelism and a theology of evangelism. Provides students with a familiarity and practical tools for helping both individuals and congregations engage in evangelism. Fulfills the Division of Ordained Ministry requirement in evangelism for United Methodist students.

DTS-WESM 615 – Evangelism in the United Methodist Tradition

1 credit

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

SPRING 2024

CVG-DS202 – United Church of Christ History and Polity

2 credits

Online

Jim Keat

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

Note: Offered by Convergence.

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 worship in the Presbyterian Church (USA) and the Reformed Protestant theological tradition. Emphasis is given to the development of one's voice and vision in all aspects of leading worship in specific community, liturgical, and pastoral contexts. *Formerly CI 213.*

Note: Designed for students with some professional experience leading worship. Generally offered every spring.

Drew Theological School at Drew University–Spring 2024 United Methodist Courses available in October 2023

THE INTERRELIGIOUS ENGAGEMENT FIELD

Interreligious Engagement

FALL 2023

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

3 credits

In Person

[Jerusha T. Rhodes](#)

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 Master of Divinity students. Enrollment limited to fifty-five students.

IE 202 – Tantra, Embodiment, and the Sacred Feminine in Vajrayana Buddhism

3 credits

In Person

[Karla Jackson-Brewer](#)

Students explore the presence of the Sacred Feminine in Vajrayana Buddhism. Vajrayana Buddhism is considered a path of transformation, experiencing life through the practice of 'one taste', thereby taking all experience onto the Path of Dharma. Vajrayana is also referred to as the adamant path, the path of Buddhism which can enable the practitioner to achieve enlightenment in one lifetime. This course offers a foundation in Tantra and Vajrayana Buddhism, highlighting the history and evolution of Buddhism in Tibet, the eight to twelfth centuries' eruption of the presence of the Feminine Principle in Vajrayana Buddhism, and teachings/practices applicable to a twenty-first century life. Students read biographies of Tibetan women practitioners to explore further the manifestation, obstacles, and support of the Feminine Principle.

Prerequisite: Introductory knowledge of the Buddhist tradition.

Note: Fulfills concentration requirement for Buddhism and Interreligious Engagement students. Fulfills concentration elective for Chaplaincy students in the Buddhism and Interreligious Engagement track. Identical to STX 202.

IE 221 – Introduction to Buddhist Meditation Practices

3 credits

In Person

[Peace Twesiqye](#)

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

Note: Concentration requirement for first-year Buddhism and Interreligious Engagement students. Enrollment limited to twenty 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.

Prerequisite: Familiarity with tenets of Buddhism is strongly recommended.

Note: Recommended for Buddhism and Interreligious Engagement students. Fulfills concentration requirement for Religion and the Black Experience students. Fulfills interreligious engagement justice requirement for Master of Arts in Social Justice students. Fulfills requirement of religious tradition or comparison of traditions course for Advanced Certificate-Interreligious Engagement students. Enrollment limited to twenty-four students.

IE 245 – Community Engaged Buddhism: Organizing for an Alternate Housing Future

3 credits

In Person

[Rebecca O. Johnson](#)

This seminar introduces students to the concept and practices of community engaged Buddhism with New York City housing as a lens for practice, analysis and reflection. Using participatory methodologies related to the work of Paulo Freire, emerging Buddhist social analysis and ethics, traditional scriptures from across the Buddhist spiritual landscape and the frame of the Community Land Trust model, students engage such questions as: What meaning do the precepts have in Buddhism(s) social justice/community engagement thinking and theorizing? Does Buddhism have inherent communal/societal responsibilities? As practitioners with aspiration to serve in ministry, how do social/economic/cultural conditions inform personal, communal and societal spiritual practices? How might one interpret early/original sources within contemporary social and political conditions?

Note: Fulfills concentration requirement for Buddhism and Interreligious Engagement students. Fulfills concentration elective for Chaplaincy students in the Buddhism and Interreligious Engagement track. Total enrollment limited to fifteen students. Identical to PT 245.

IE 263 – Indigenous Voices with Ecology, Colonization, and Spirituality

3 credits

Online

[Karenn Gore](#)

Tiokasin Ghosthorse

Betty Lyons

This course explores indigenous perspectives within the intersections of ecology, colonization and spirituality. Students study the work and words of Indigenous scholars, authors, elders, philosophers and activists on topics including: cultural worldviews and ways of knowing; indigenous ecological perspectives and principles; traditional ecological knowledge and indigenous science; European colonization, land theft and extractivism; Christian imperialism and the Doctrine of Discovery; religious and spiritual persecution and the struggle for religious freedom; and indigenous-led sovereignty, environmental and climate justice work.

Note: Fulfills eco-justice and interreligious engagement justice requirements for Master of Arts in Social Justice students. Fulfills requirement of religious tradition or comparison of traditions course for Advanced Certificate-Interreligious Engagement students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

IE 316 – Women, Islam, and Interpretation

3 credits

In Person

[Jerusha T. Rhodes](#)

This course focuses on the complexity and diversity of Muslim women's attempts to assert agency and authority within Muslim communities. Great emphasis is placed on hermeneutical strategies, competing discourses, and identity and power negotiations. This course is relevant to students interested in Islam, in sex and gender, and/or in developing transformative interpretative strategies.

Note: Concentration requirement for Master of Divinity students in the Islam and Interreligious Engagement track. Enrollment limited to eighteen students.

IE 324 – Contextual Perspectives on Culture, Race, Gender, and Religion

3 credits

Online

[Samuel Cruz](#)

This course introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, religion, and physical differences. 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.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills gender/sexuality justice and racial/ethnic justice requirements for Master of Arts in Social Justice students. Identical to RS 324.

IE 327 – Double Belonging

3 credits

Online

[John Thatamanil](#)

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

Note: Fulfills interreligious engagement justice requirement for Master of Arts in Social Justice students. Fulfills religious tradition or comparison of traditions and theory and methods requirements for Advanced Certificate-Interreligious Engagement students. Identical to TS 327.

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 how 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.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Identical to RS 335.

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

3 credits

Online

[Mary C. Boys](#)

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

Note: Fulfills interreligious engagement justice requirement for Master of Arts in Social Justice students. Fulfills religious tradition or comparison of traditions and theory and methods requirements for Advanced Certificate-Interreligious Engagement students. Identical to RE 352.

IE 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of 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 2024

IE 265 – The Four Sublime States

3 credits

In Person

[Bhante Buddharakkhita](#)

Drawing from early Buddhist Pāli canon texts and contemporary Buddhist literature, along with experiential engagement of the Four Sublime States or Divine Abidings or Brahma Viharas (Loving-kindness, Compassion, Appreciative joy and Equanimity) practices and techniques, this course addresses how these practices support spiritual presence and community engagement. Students explore the relevance of the Four Sublime States practices in interreligious engagement. Also thoroughly investigated is the role of Four Sublime States practice in \ personal life and in a socially engaged environment.

Note: Fulfills concentration requirement for Buddhism and Interreligious Engagement students. Fulfills concentration elective for Chaplaincy students in the Buddhism and Interreligious Engagement track. Identical to STX 265.

IE 273 – Performance of Humor and Laughter Across Religious Traditions

3 credits

In Person

[Cláudio Carvalhaes](#)

To be able to listen and laugh, be humorous and silly are tremendous ways to resist, show love/compassion, and affirm life at a time when depression, anger, sadness, climate catastrophes and disasters of all kinds exist. This course focuses on: Russian Christian tradition of the Holy Fools, Indigenous traditions of Coyote and the Clown of the Hotxué people, Afrodiasporic oralities present in sacred Itan of Ifá, and multiple presences of Exu and recognition of the coexistence of positive and negative forces. A theoretical-practical introduction to sensitivity, humor, laughter, deceit, foolishness and listening through performance, musical improvisation, sonic sculpture, dance and play, the course concludes with a play called *When Wajcha Meets Pachamama*.

Prerequisite: Permission of instructor.

Note: Guest instructors include performers and religious people with foundations crossed by religious traditions of Christianity and Ifá. Identical to CW 273.

SPRING 2024

IE 217 – Islamic Ethics

3 credits

In Person

[Jerusha T. Rhodes](#)

This course introduces central concerns, sources, and debates in Islamic ethics, and surveys a variety of subfields, including Qur'anic, prophetic, sexual, environmental, and medical ethics. Emphasis is placed on understanding the methods of Islamic ethics; connections between conceptions of the Divine, human person, and society; and how diversity, identity, and context shape ethical perspectives.

Note: Total enrollment limited to eighteen students. Identical to SE 217.

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 phenomenological, ethical, and critical thinkers. Toward this end, students unpack assumptions around subjective experience, reliable knowledge, mind and world, and theories of body and perception. Some course material is densely philosophical.

Note: Concentration requirement for Chaplaincy students in the Buddhism and Interreligious Engagement and Ministerial Leadership tracks. Required for Chaplaincy students in the Islam and Interreligious Engagement track. Recommended for Buddhism and Interreligious Engagement students. Total enrollment limited to thirty students. Generally offered every other spring, odd years. Identical to PT 231.

IE 232 – Hindu Religious Thought and Practice

3 credits

In Person

[John Thatamanil](#)

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

IE 243 – Literature of the Islamic World: From Qur'anic Verses to Palestinian Short Stories

3 credits

In Person

[Mona Siddiqui](#)

The course explores a wide variety of literature from the Islamic world from both the classical and modern periods. Students study primary sources from a selection of texts in English translation, covering several literary genres- scriptural, biographical, mystical, belle-lettres, prose and the modern short story. Each text has been selected to give students an insight into the rich variety of literature which emerged from the Muslim world and resonates today in different cultural norms in the east and west. The interdisciplinary nature of the course appeals to anyone with interest in theology, religious studies, English and comparative literature.

IE 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.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Identical to RS 262.

IE 312 – Mysticism and Revolutionary Social Change

3 credits

Online

[Hyun Kyung Chung](#)

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

IE 342 – Zen Buddhist Texts

3 credits

In Person

[Gregory Snyder](#)

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

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

Note: Fulfills concentration requirement for Buddhism and Interreligious Engagement students. Fulfills concentration elective for Chaplaincy students in the Buddhism and Interreligious Engagement track. Identical to STX 342.

IE 344 – Jewish-Christian Relations: From Confrontation to Engagement

3 credits

In Person

[Mary C. Boys](#)

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

Note: Identical to RE 344.

IE 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of 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/>.

IE 220 – Introduction to Judaism

3 credits

Online

[Benjamin Kamine](#)

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.

Note: Fulfills interreligious engagement justice requirement for Master of Arts in Social Justice students. Fulfills requirement of religious tradition or comparison of traditions course for Advanced Certificate-Interreligious Engagement students.

THE PRACTICAL THEOLOGY FIELD

Communication Arts

SPRING 2024

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 Master of Divinity students completing option B of the Practical Theology requirement. Enrollment limited to eighteen students.

Integrative and Field-Based Education

FALL 2023

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. This course includes asynchronous work online and synchronous in-person work.

Prerequisite: Restricted to Master of Divinity students. Permission of the Office of Integrative and Field-Based Education.

Note: Required for Master of Divinity students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to fifteen students in section one and twenty students in section two. Students register for waitlist pending approval to enroll. Apply to hybrid FE-CPE program here: <https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/>; if accepted, students must register for section two.

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

3 credits

Online

[Charlene Sinclair](#)

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 discern their vocation. Through selected readings, online discussions, and synchronous peer group seminars, students cultivate professional and spiritual care skills to support their growth in ministry. Proposals must be submitted to the Office of Integrative and Field-Based Education prior to course registration.

Prerequisite: FE 103 and FE 104 and permission of instructor. Restricted to Master of Divinity students. Permission of the Office 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

[Janine Myrick](#)

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

Prerequisite: Restricted to Master of Divinity students. Permission of the Office 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 without comparable coverage are required to subscribe to medical insurance.

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 2024

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. This course includes asynchronous work online and synchronous in-person work.

Prerequisite: FE 103. Restricted to Master of Divinity students. Permission of the Office of Integrative and Field-Based Education.

Note: Required for Master of Divinity students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to fifteen students in section one and twenty students in section two. Students accepted to hybrid program must register for section two.

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

3 credits

Online

[Charlene Sinclair](#)

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 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 and permission of instructor. Restricted to Master of Divinity students. Permission of the Office 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

[Janine Myrick](#)

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

Prerequisite: FE 303. Restricted to Master of Divinity students. Permission of the Office 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 without comparable coverage are required to subscribe to medical insurance.

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/>.

SUMMER 2024

FE 206 – 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 and 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.

AS 201 – Anglican Liturgy (Historical)

3 credits

In Person

[R. William Franklin](#)

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

Note: Required for Master of Divinity students with a concentration in Anglican Studies. Generally offered every other fall, odd years.

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 Master of Divinity students with a concentration in Anglican Studies. Generally offered every fall.

AS 202 – Anglican Missions and Social Justice

3 credits

Online

[Anderson Jeremiah](#)

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

Note: Required for Master of Divinity students with a concentration in Anglican Studies. Generally offered every other spring, even years.

AS 203 – Anglican Liturgy (Practical)

3 credits

In Person

[Jeffrey D. Lee](#)

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

Note: Fulfills upper-level Practical Theology requirement for Anglican Studies students. Generally offered every other spring, even years.

AS 210 – Queer Anglicanism

3 credits

Online

[Patrick S. Cheng](#)

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

Note: Fulfills concentration elective for Anglican Studies students. Generally offered every other spring, even years.

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

3 credits

In Person

[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 Master of Divinity students with a concentration in Anglican Studies.

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

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 245 – Community Engaged Buddhism: Organizing for an Alternate Housing Future

3 credits

In Person

[Rebecca O. Johnson](#)

This seminar introduces students to the concept and practices of community engaged Buddhism with New York City housing as a lens for practice, analysis and reflection. Using participatory methodologies related to the work of Paulo Freire, emerging Buddhist social analysis and ethics, traditional scriptures from across the Buddhist spiritual landscape and the frame of the Community Land Trust model, students engage such questions as: What meaning do the precepts have in Buddhism(s) social justice/community engagement thinking and theorizing? Does Buddhism have inherent communal/societal responsibilities? As practitioners with aspiration to serve in ministry, how do social/economic/cultural conditions inform personal, communal and societal spiritual practices? How might one interpret early/original sources within contemporary social and political conditions?

Note: Total enrollment limited to fifteen students. Identical to IE 245.

PT 253 – Professional Ethics for Chaplaincy and Ministry

3 credits

In Person

[Linda S. Golding](#)

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

Note: Concentration requirement for Chaplaincy students.

PT 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of 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/>.

JANUARY 2024

PT 261 – Living Practices of Gender and Sexuality Justice: Embodying Queer Theology

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 gender/sexuality justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

SPRING 2024

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 215 – Moral Leadership in Times of Crisis: Theory and Practice for Organizing a Moral Movement

3 credits

Online

[Liz Theoharis](#)

[Jessica C. Williams](#)

The ongoing crises of poverty, systemic racism, the war economy and militarism, ecological devastation, and the distorted theology of white Christian nationalism demand moral leadership to organize a movement from the bottom up. Through praxis and critical reflection, students examine the theory and practice of the biblical, theological, spiritual, and moral framework of the movement to end poverty led by the poor. Students engage in actions and activities of this movement while applying principles of the poor organizing the poor, and the battle for the Bible to their own congregations, organizations, communities, or contexts, equipping faith and moral leaders for ongoing engagement in ministries of social justice.

Note: Fulfills general social justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

PT 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 phenomenological, ethical, and critical thinkers. Toward this end, students unpack assumptions around subjective experience, reliable knowledge, mind and world, and theories of body and perception. Some course material is densely philosophical.

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

PT 401 – Guided Reading

1-3 credits

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

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

3 credits

Online

[Charlene Sinclair](#)

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 concentration requirement for Religion and the Black Experience students. Fulfills racial/ethnic justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to SE 233.

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

3 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.

PS 110 – Pastoral Listening Practicum

1 credit

In Person

[Myron Krys Florence](#)

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 Master of Divinity students. Enrollment limited to twenty-five students. Cannot be taken as audit. Prerequisite for FE/PS 363, FE/PS 364, FE/PS 366.

PS 225 – Psychology and Theology of Religious Fundamentalism

3 credits

In Person

[Myron Krys Florence](#)

Religious fundamentalism is growing exponentially locally and globally. This course provides a deep understanding of religious fundamentalism from both a psychological and theological lens. Focusing on four major religions (Islam, Judaism, Buddhism, and Christianity), students explore what religious fundamentalism is and how it converges and diverges in these four religions. Throughout the course, we discuss the following overarching questions: What is religious fundamentalism? What is its aim? What draws people to religious fundamentalism? What are historical and contemporary examples?

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 gender/sexuality justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

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 2024

PS 110 – Pastoral Listening Practicum

1 credit

In Person

[Myron Kryz Florence](#)

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 Master of Divinity students. Enrollment limited to twenty-five students. Cannot be taken as audit. Prerequisite for FE/PS 363, FE/PS 364, FE/PS 366.

PS 250 – Death, Dying, and Bereavement

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 101 and PS 110.

Note: Concentration requirement for Chaplaincy students. Enrollment limited to twenty-five students.

PS 268 – Introduction to 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 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/>.

PS 280 – 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 the challenges of our times with an eye towards developing increased self-awareness and compassion as ministers and spiritual care givers.

Clinical Pastoral Education (CPE)**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 accredited CPE centers. Students may request academic credit for up to one unit of CPE.

Prerequisite: PS 110 and permission of instructor. PS 101 recommended.

Note: Pass/fail. PS 363 and PS 364, or PS 366, 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 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 accredited CPE centers. Students may request academic credit for up to one unit of CPE.

Prerequisite: PS 110 and permission of instructor. PS 101 recommended.

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

PS 366 – 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 accredited CPE centers. Students may request academic credit for up to one unit of CPE.

Prerequisite: PS 110 and permission of instructor. PS 101 recommended.

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

Religion and Education**RE 230 – Strategic Pedagogies for Teaching Controversial Issues**

3 credits

In Person

[Mary C. Boys](#)

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

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

3 credits

Online

[Mary C. Boys](#)

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

Note: Identical to IE 352.

RE 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of 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/>.

SPRING 2024

RE 344 – Jewish-Christian Relations: From Confrontation to Engagement

3 credits

In Person

[*Mary C. Boys*](#)

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

Note: Identical to IE 344.

RE 401 – Guided Reading

1-3 credits

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

Prerequisite: Permission of 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/>.

RS 324 – Contextual Perspectives on Culture, Race, Gender, and Religion

3 credits

Online

[Samuel Cruz](#)

This course introduces a range of diverse populations by race, ethnicity, gender, sexual orientation, religion, and physical differences. 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 RS 321 (CS 321).*

Note: Fulfills concentration requirement for Religion and the Black Experience students. Identical to IE 324.

RS 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 how 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. *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 440 – Marxism, Critical Theories, New Materialism

3 credits

Online

[Jan Rehmann](#)

This course provides a solid background in Marxism, critical theories, and "New Materialism". Students become acquainted with Marx' critique of alienation and exploitation, we compare the "Frankfurt School" with Antonio Gramsci's theory of hegemony, and major theories of ideology and habitus. We explore approaches of "New Materialism" that challenge the dichotomy of "man" and "nature".

Note: Fulfills general social justice requirements for Master of Arts in Social Justice students. Identical to PR 440.

RS 502 – Guided Research

1-6 credits

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

JANUARY 2024

RS 305 – Race, Racialization, and Religion in Historical Process

3 credits

Online

[Carla Roland Guzmán](#)

Processes of racialization in the United States are intricately connected to modernity. These constructions need to be recognized and decolonized through new epistemologies. Nevertheless, the long history of religion in racialization is not always discussed or understood as being integral to the historical process. Leaders in religious settings and beyond need to understand these connections to present a decolonized epistemology that avoids the perpetuation of the constructions of race and systemic consequences.

Note: Fulfills racial/ethnic justice requirement for Master of Arts in Social Justice students. Identical to HS 305.

SPRING 2024

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. Identical to IE 262.

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 331 – Concurrent Master of Divinity/Social Work Integrative Seminar

3 credits

In Person

[Sarah McCaslin](#)

An interactive seminar designed to aid students in the dual-degree Master of Divinity/Social Work program in synthesizing field experience and academic study, with an eye toward vocational possibility. The course reviews ethics, principles and various systems of meaning-making (oftentimes, but not exclusively, religious in nature) as they overlap, intersect and collide in the 'lived reality' of communities. The course includes a balance of deep reflection with the real-world puzzle of finding meaningful employment. *Formerly CS 331.*

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

Note: Required for third- or fourth-year Master of Divinity /Social Work students.

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/>.

Worship, Preaching and Arts

FALL 2023

CW 103 – Introduction to Worship

3 credits

In Person

[Cláudio Carvalhaes](#)

How do we imagine public, collective worship and ritual practices in the face of urgent climate disasters? This course offers an introduction to ways of thinking, worship, and rituals from the perspective of our relation to the earth. Students explore their relation to the earth through earth patterns, other species, liturgical and theological themes, music, sacraments, community formations, rites of passage, etc.

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

CW 212 – Dance and Movement in/as Practice: Exploration

2 credits

In Person

[Jane Alexandre](#)

What is the place for dance and movement in/as practice, 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? Incorporating and building on established practices of dance in worship, but also on contemporary movement forms that challenge, instigate, and commentate, students explore ways to live and work in a spirit of readiness through dance and movement. Scholars who think in dance and through movement at the intersection of faith, scholarship, social justice and the arts are consulted and invoked.

Corequisite: SU 112.

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/>.

JANUARY 2024

CW 273 – Performance of Humor and Laughter Across Religious Traditions

3 credits

In Person

[Cláudio Carvalhaes](#)

To be able to listen and laugh, be humorous and silly are tremendous ways to resist, show love/compassion, and affirm life at a time when depression, anger, sadness, climate catastrophes and disasters of all kinds exist. This course focuses on: Russian Christian tradition of the Holy Fools, Indigenous traditions of Coyote and the Clown of the Hotxué people, Afrodiasporic oralities present in sacred Itan of Ifá, and multiple presences of Exu and recognition of the coexistence of positive and negative forces. A theoretical-practical introduction to sensitivity, humor, laughter, deceit, foolishness and listening through performance, musical improvisation, sonic sculpture, dance and play, the course concludes with a play called *When Wajcha Meets Pachamama*.

Prerequisite: Permission of instructor.

Note: Guest instructors include performers and religious people with foundations crossed by religious traditions of Christianity and Ifá. Identical to IE 273.

CW 104 – Fundamentals of Preaching

3 credits

In Person

[Timothy Adkins-Jones](#)

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 Master of Divinity students completing option A of the Practical Theology requirement.

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 general social justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

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

3 credits

Online

[Cláudio Carvalhaes](#)

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

Note: Fulfills eco-justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice 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/>.

SUMMER 2024

CW 247 – Liturgies From Below: Prayers In Defiance Of Empire

3 credits

Online

[*Cláudio Carvalhaes*](#)

Prayer is said to be the grammar of faith and this course delves into the heart of liturgy: prayer. Students visit safe places near their homes to pray. By visiting such places, we learn how to pray from where we are. Attending to the various layers of presences at each place: human, animal, vegetal and mineral, students learn a new grammar of faith for theologies and spiritualities. With this new vocabulary, a narrative/action and word/performance can be created to help define the structures of Empire.

Note: Fulfills eco-justice and general social justice requirements for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

THE THEOLOGY AND ETHICS FIELD

Philosophy of Religion

FALL 2023

PR 318 – Process Theology

3 credits

In Person

[John Thatamanil](#)

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

Note: Total enrollment limited to twenty students. Identical to TS 318.

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 440 – Marxism, Critical Theories, New Materialism

3 credits

Online

[Jan Rehmann](#)

This course provides a solid background in Marxism, critical theories, and "New Materialism". Students become acquainted with Marx' critique of alienation and exploitation, we compare the "Frankfurt School" with Antonio Gramsci's theory of hegemony, and major theories of ideology and habitus. We explore approaches of "New Materialism" that challenge the dichotomy of "man" and "nature".

Note: Fulfills general social justice requirements for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to RS 440.

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/>.

PR 377 – Womanist Theology and the Arts

3 credits

Online

[Andrea White](#)

This course considers black women's artistic expression as theological utterance and explores the aesthetic imaginary in black thought. Through the intersection of womanist theology and theological aesthetics, course material engages creative works of black women as both counter movement to antiblackness and black death and as sites for wonder and grace. Exceeding practices of resistance and struggle, black art is an occasion for worldmaking.

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills gender/sexuality justice, and racial/ethnic justice requirements for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to TS 377.

PR 226 – Kant, Hegel, and Modern Theology

3 credits

In Person

[Gary Dorrien](#)

This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich. *Formerly ST 226.*

Note: Identical to SE 226 and TS 226.

PR 302 – Theology and the Natural World: Enchantment and Ecotheology

3 credits

Online

[John Thatamanil](#)

This course explores cutting edge work on how nature itself is being reimagined across a range of fields: science studies, philosophy, ecology, literature and theology. How can and must we reimagine "nature" in the anthropocene? Central to this course is the work of reimagining nature as living, animated, and enchanted. What are the implications of this reimagination for how we study theology?

Note: Fulfills eco-justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Part of the five-year Insight Project covering various topics/themes. 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 2023

SE 208 – Moral Traditions and Social Ethics

3 credits

Online

[Isaac B. Sharp](#)

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. Fulfills general social justice requirement for Master of Arts in Social Justice students.

SE 223 – Queering Ethics

3 credits

In Person

[Sarah Azaransky](#)

The course examines how North American and European Christian ethicists have initiated and responded to questions of heterosexism, traces the history of queer and LGBTQI studies, and considers how Christianity has contributed to the construction of categories of sex, gender, and sexuality and whether the tradition constrains and/or encourages sexual freedom and equality. *Formerly CE 223.*

Note: 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/>.

SUMMER 2024

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

3 credits

Online

[Charlene Sinclair](#)

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 concentration requirement for Religion and the Black Experience students. Fulfills racial/ethnic justice requirement for Master of Arts in Social Justice students. Identical to PT 233.

SPRING 2024

SE 217 – Islamic Ethics

3 credits

In Person

[Jerusha T. Rhodes](#)

This course introduces central concerns, sources, and debates in Islamic ethics, and surveys a variety of subfields, including Qur'anic, prophetic, sexual, environmental, and medical ethics. Emphasis is placed on understanding the methods of Islamic ethics; connections between conceptions of the Divine, human person, and society; and how diversity, identity, and context shape ethical perspectives.

Note: Fulfills Theology and Ethics requirement for Chaplaincy students. Fulfills Theology and Ethics requirement for Master of Arts in Religion students with a concentration in Islam and Interreligious Engagement. Total enrollment limited to eighteen students. Identical to IE 217.

SE 226 – Kant, Hegel, and Modern Theology

3 credits

In Person

[Gary Dorrien](#)

This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich. *Formerly CE 226.*

Note: Identical to PR 226 and TS 226.

SE 258 – The Black Social Gospel, 1940-Present

3 credits

Online

[Gary Dorrien](#)

This course studies the later Black social gospel tradition that arose in the 1870s and provided the "new abolition" theology of social justice that undergirded the civil rights movement of the 1950s and '60s. The period covered is from the civil rights movement to the present day, featuring Martin Luther King Jr, Pauli Murray, numerous leaders associated with the NAACP, the Southern Christian Leadership Conference, and the Student Nonviolent Coordinating, and numerous theologians, political leaders, pastors, and organizers affiliated with Black theology, the womanist tradition, liberation theology, and postcolonial criticism. *Formerly CE 258.*

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills racial/ethnic justice requirement for Master of Arts in Social Justice students. Identical to HS 258.

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/>.

Theological Studies

FALL 2023

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 Master of Arts in Religion and Master of Divinity students.

TS 318 – Process Theology

3 credits

In Person

[John Thatamanil](#)

This course provides an introduction to process philosophy and theology. The primary goal is to enable students to critically consider the ongoing significance of process thought for contemporary constructive theology. *Formerly ST 318.*

Note: Total enrollment limited to twenty students. Identical to TS 318.

TS 327 – Double Belonging

3 credits

Online

[John Thatamanil](#)

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

Note: Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to IE 327.

TS 345 – Theology, Ethics, and Spirituality

3 credits

In Person

[Roger Haight](#)

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

TS 374 – Womanist Theology and Black Theology

3 credits

In Person

[Andrea White](#)

This course provides an introduction to womanist and black theologies through a study of five decades of scholarship. Womanist theologians and scholars of black theology are presented as interlocutors on four major topics: 1) biblical revelation and biblical hermeneutics; 2) the cross and redemption (Christology, soteriology, evil, sin and suffering); 3) genealogies of race and the co-constitutive relation between race and theology; 4) theologies of embodiment, theological anthropology and gender violence. In honor of their legacies, the course features readings of James H. Cone and Delores Williams and concludes with interpretations of their work by preeminent scholars now leading the field. *Formerly ST 374.*

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

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/>.

JANUARY 2024

TS 377 – Womanist Theology and the Arts

3 credits

Online

[Andrea White](#)

This course considers black women's artistic expression as theological utterance and explores the aesthetic imaginary in black thought. Through the intersection of womanist theology and theological aesthetics, course material engages creative works of black women as both counter movement to antiblackness and black death and as sites for wonder and grace. Exceeding practices of resistance and struggle, black art is an occasion for worldmaking. *Formerly ST 377.*

Note: Fulfills concentration requirement for Religion and the Black Experience students. Fulfills gender/sexuality justice, and racial/ethnic justice requirements for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Identical to PR 377.

SPRING 2024

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 Master of Arts in Religion and Master of Divinity students.

TS 226 – Kant, Hegel, and Modern Theology

3 credits

In Person

[Gary Dorrien](#)

This course studies the thought of Immanuel Kant and G.W.F. Hegel within their social and historical contexts and the influence of Kantian and Hegelian idealism in modern theology. Focus is on the epistemology, metaphysics, ethics, and philosophy of religion of Kant and Hegel and the impact of their thought on Schleiermacher, Schelling, Kierkegaard, Troeltsch, Whitehead, Barth and Tillich. *Formerly ST 226.*

Note: Identical to PR 226 and SE 226.

TS 302 – Theology and the Natural World: Enchantment and Ecotheology

3 credits

Online

[John Thatamanil](#)

This course explores cutting edge work on how nature itself is being reimagined across a range of fields: science studies, philosophy, ecology, literature and theology. How can and must we reimagine "nature" in the anthropocene? Central to this course is the work of reimagining nature as living, animated, and enchanted. What are the implications of this reimagination for how we study theology? *Formerly ST 302.*

Note: Fulfills eco-justice requirement for Master of Arts in Social Justice students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students. Part of the five-year Insight Project covering various topics/themes. May be repeated with different topics. Identical to PR 302.

TS 319 – Science Fiction and Theology

3 credits

Online

[Serene Jones](#)

This course explores contemporary science fiction novels and films that highlight central political and social issues of the present. With each work, students explore theological, religious, and spiritual issues of these works including the questions they ask, and the challenges they raise for our collective reflection. We discuss themes and questions such as the nature of apocalyptic genres; notions of "the end" and "the future"; time and space reimagined; practices of hope and despair; rethinking community and humanity in alternate realities; the relation of the imagined to the real; the character of love, justice, anarchy, and law; the nature of joy; the role of beauty; understandings of transcendent reality; and the challenge of mass trauma and its legacies. Authors and material covered ranges from Octavia Butler's magnificent works to Robinson's recent, "The Ministry for the Future". Students are expected to share their own favored sci-fi and cli-fi materials, particularly materials with deep questions about human and planetary existence in a compelling and serious fashion.

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/>.

GENERAL COURSES

FALL 2023

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](#)

This course is primarily designed for entering students as an introduction to the major themes, concepts, and controversies within the fields of theological study, including Christian theology, social ethics, biblical studies and the study of sacred texts, 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: Required for incoming first-year Master of Divinity and Master of Arts in Religion students.

UT 103 – Social Justice Introductory Colloquium

1 credit

Online

[Isaac B. Sharp](#)

Part one of a two-part course for students in the Master of Arts in Social Justice program to learn foundational approaches to social justice from major fields of theological study. Students explore and discuss their ideas of the meaning of social justice while developing their goals and program of study.

Prerequisite: Restricted to Master of Arts in Social Justice students.

Note: Required for incoming first-semester Master of Arts in Social Justice 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. The specific objectives for this half of the course include: 1) helping students formulate manageable research questions and 2) identifying resources for addressing those questions. Students craft a satisfactory thesis proposal and a working resource list. Assignments for the course align with established thesis deadlines and are based on milestones in the process of completing a master's thesis.

Corequisite: UT 422.

Note: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Strongly recommended for second-year Master of Arts in Religion 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 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 421 – Final Project I

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. The senior project is completed in their field of study normally as a fall-spring sequence over one academic year.

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 422 – Master's Thesis I (with Seminar)

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 normally as a fall-spring sequence over one academic year.

Corequisite: UT 150.

Note: Required for Master of Arts in Religion 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 423 – Master’s Thesis I

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 normally as a fall-spring sequence over one academic year.

Prerequisite: Permission of the advisor for UT 150 exemption.

Note: Required for Master of Arts in Religion 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 433 – Extended Paper

0 credits

The Master of Sacred Theology extended paper (thirty-forty pages) is completed as an extended or enlarged adaptation of requirements of a seminar or advanced-level course. 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 as 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 as 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 as 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 – Doctoral Dissertation Proposal

0 credits

Following completion of the Master of Philosophy requirements, students are eligible for the Doctor of Philosophy degree and prepare a dissertation proposal that must be approved by the faculty, normally submitted six months to one year following completion of the comprehensive examinations. When the principal advisers believe the student's proposal is ready for formal review, a hearing is set up with the student and at least three faculty members of the dissertation committee.

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

UT 700 – Doctoral Dissertation Defense

0 credits

Doctor of Philosophy candidates register for this course in the semester when the dissertation is to be defended.

Prerequisite: UT 600.

UT 900 – Doctoral Dissertation Deposit

0 credits

This course is reflected on student transcripts following deposit of the Doctor of Philosophy dissertation.

Prerequisite: UT 700.

SPRING 2024

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 Introductory Colloquium

1 credit

Online

[*Isaac B. Sharp*](#)

Part one of a two-part course for students in the Master of Arts in Social Justice program to learn foundational approaches to social justice from major fields of theological study. Students explore and discuss their ideas of the meaning of social justice while developing their goals and program of study.

Prerequisite: Restricted to Master of Arts in Social Justice students.

Note: Required for incoming first-semester Master of Arts in Social Justice students. May be repeated, but taken only once for credit.

UT 105 – Social Justice Final Colloquium

2 credits

Online

[Isaac B. Sharp](#)

Part two 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. Students complete a culminating project to integrate their coursework, including ideas and insights taken from both colloquia, that represents an integrative, applied work.

Prerequisite: UT 103. Restricted to Master of Arts in Social Justice students who have completed at least twenty-seven credits.

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. The specific objectives for this half of the course include: 1) writing a thesis and 2) participating in larger scholarly discussions about the work. Students craft an outline, first draft and final draft. Assignments for the course align with the established deadlines for Union theses and are based on milestones in the process of completing a master's thesis.

Prerequisite: UT 150.

Corequisite: UT 425.

Note: Pass/fail. UT 150 and UT 151 must be taken sequentially in one academic year. Strongly recommended for second-year Master of Arts in Religion 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 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 424 – Final Project II

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. The senior project is completed in their field of study normally as a fall-spring sequence over one academic year.

Prerequisite: UT 421.

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 425 – Master’s Thesis II (with Seminar)

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 normally completed as a fall-spring sequence over one academic year.

Prerequisite: UT 422.

Corequisite: UT 151.

Note: Required for Master of Arts in Religion 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 426 – Master’s Thesis II

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: UT 423.

Note: Required for Master of Arts in Religion 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 433 – STM Extended Paper

0 credits

The Master of Sacred Theology extended paper (thirty-forty pages) is completed as an extended or enlarged adaptation of requirements of a seminar or advanced-level course. 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 551 – Doctoral Seminar II

1 credit

Online

[*Jan Rehmann*](#)

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

Prerequisite: UT 550.

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 as 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 as 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 as 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 – Doctoral Dissertation Proposal

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 2023

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 chapel services.

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

SU 112 – Dance and Movement in/as Practice: Practicum

1 credit

In Person

[Jane Alexandre](#)

A contemporary dance and movement course designed to help students develop tools and techniques for bringing movement arts to all forms of practice. Through warm up exercises, strength and technique development, and movement exploration, students begin to discover possibilities for fully embodied practice.

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

SU 150 – Community Engagement: Global Anglicanism: Struggle for Communion

1 credit

Online

[Anderson Jeremiah](#)

The Anglican Communion is a gathering of independent and self-governing churches spread across forty-two geographical provinces across one hundred and eighty countries. The key instrument of communion is the Archbishop of Canterbury. However, the communion has come under significant strain over the last decade. Issues ranging from colonialism, racism and ordination of women has exasperated the goodwill among the churches despite its shared history. More recently the debate around human sexuality and the decision by some provinces has almost signaled the end of the third largest communion of churches in the world in its current state. In such a context, this course carefully examines the mission history, theology, and ecclesiology of Anglican communion through the critical lenses of post-colonialism and justice perspective, especially issues around racism, misogyny and homophobia. Through diverse voices from the global communion, students explore what it means to be an Anglican today.

Note: Pass/fail.

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

0 credits

In Person

[Jan Rehmann](#)

Designed to prepare students for the German language exam, starting with basic elements of grammar and vocabulary, the course requires no prior knowledge of German, but requires intensive commitment. Students are introduced to main problems of reading German. Corresponding to exam requirements, focus is on understanding and translation of scholarly theological texts; i.e. exegesis, church history, Christian ethics and philosophy.

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

0 credits

In Person

[Jan Rehmann](#)

Designed to prepare students for the French language exam, starting with basic elements of grammar and vocabulary, the course requires no prior knowledge of French, but requires intensive commitment. Students are introduced to main problems of reading French. Corresponding to exam requirements, focus is on understanding and translation of scholarly theological texts; i.e. exegesis, church history, Christian ethics and philosophy.

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

0 credits

In person

[Carla Roland Guzman](#)

Designed to prepare students for the Spanish language exam. Prior knowledge of Spanish is not required as students are introduced to 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 (exegesis, church history, Christian ethics and philosophy).

SU 190 – Topics in Ministry: Black and Spanish Harlem: Music, Religion, Politics, and Culture

1 credit

In person

[Samuel Cruz](#)

This course consists of a historical walking tour of Black and Spanish Harlem, integral neighborhoods of New York City. Since the turn of the twentieth-century, a fascinating coalition of art, culture, politics and religion has emerged out of these neighborhoods, leaving an enduring vibrant and influential legacy. This intensive explores how African Americans have greatly influenced the formation of the Puerto Rican Pentecostal movement, as well as social justice and resistance movements. We explore the fertile artistic, cultural, musical, religious and political contributions made by African American and Puerto Rican communities to the United States and the world.

Note: Pass/fail.

SU 190 – Topics in Ministry: Bible and Body: Exploring the Food Conflict in Romans 14-15

1 credit

In person

[Briqitte Kahl](#)

This course offers an experimental body-centered approach to Romans 14-15 that employs Biblical storytelling and Bibliodrama to gain a deeper understanding of a food-based community crisis among Christ-followers in first-century Rome. Using the body as a tool of exegesis, students enter more fully into the world of the text and its flesh- and- blood actors. As we reactivate traditional Bible study, new dimensions of Paul's conflict resolution strategy at Rome and its relevance for today emerge.

Note: Enrollment limited to twelve students. Pass/fail.

SU 190 – Topics in Ministry: The Journey from Diatribe to Dialogue in Christian Muslim Relations

1 credit

In person

[Mona Siddiqui](#)

The rich theological history of Christians and Muslims has been one of both polemics and pluralism. This course focuses on the variety of theological themes and approaches which occupied Christians who wrote about Islam and Muslims and Christianity. We study the earliest views of Eastern Christians who saw Islam mainly as a Christian heresy to medieval polemics in Latin Christianity as well as Muslim writings refuting Christian claims and creeds, namely the divinity of Jesus. The postcolonial encounters between the two faiths saw the emergence of different approaches which resulted in a gradual shift towards more eirenic dialogue. Since 9/11, there has been a new impetus for mutual engagement and understanding in lay and scholarly settings. While fundamentalisms and evangelical ideologies on both sides still create political and social tensions, students gain a far more nuanced appreciation of why this particular history of the world's two largest faiths still matters.

Note: Pass/fail.

SU 190 – Topics in Ministry: Icons Workshop

1 credit

In person

Manny Vega

This course is offered in workshop format for students to design and create their own personal icons as spiritual expression and devotion. Students create their own icons over the two-day workshop, with design and construction materials available. The artist/instructor provides guidance throughout the creative process. Final results provide insight, planning, craftsmanship, and a completed work, that reflects the student's spirituality.

Note: Pass/fail.

SU 190 – Topics in Ministry: The Union of Ati Yoga and Chaplaincy

1 credit

In person

Justin von Bujdoss

This course introduces students to the importance of development of a ministry rooted in open non-judgemental presence as well as a distilled practical introduction to Ati Yoga meditation practice as a supportive technique for chaplains, spiritual caregivers, or anyone interested in releasing themselves from the hardness of our biases, assumptions and projections. The Vajrayana Buddhist practice of Ati Yoga or Dzogchen offers simple, direct instructions for resting into a 'pure being' state that allows for the natural and authentic way of simply letting everything we experience, arise as it does, without the need to judge, ascertain or react.

Note: Pass/fail.

SPRING 2024

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. 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 chapel services.

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

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. The SDPC was created to continue the rich legacy of the faith community's engagement in issues of social justice. The annual conference is an opportunity for students to focus on education, advocacy and activism. Students gain practical skills on how to promote justice by resourcing and organizing partner churches, clergy and lay leaders to address the diverse concerns of communities. Requirements include a three-page reflection paper as well as planning and participating in a Union chapel service.

Prerequisite: Permission of instructor.

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

SU 150 – Community Engagement: Ecological Restoration and Environmental Justice

1 credit

Online

[Karenna Gore](#)

Communities around the world work on ecological restoration projects to restore health and balance to damaged ecosystems. With physical and biological aspects, ecological restoration is also spiritual and cultural work, addressing the wounds inflicted on people as well as land. Students learn from restoration projects that rely on complex "ways of knowing," where ceremony, prayer, community, and longstanding and attentive relationships with the natural world are fundamental. Topics explored are: approaches and examples of restoration work around the world; restoration work to build community and relationship with place; ceremony and ritual; commodification and monetization of nature; and ethical questions and dilemmas in restoration.

Note: Pass/fail. Offered in conjunction with the Center for Earth Ethics: <https://centerforearthethics.org/>.

SU 150 – Community Engagement: Repairing Worlds: Theological Responses to Climate Crisis

1 credit

Online

[Willis Jenkins](#)

As the climate crisis intensifies injustices, it stresses commitments to justice, love, and solidarity. As it diminishes biocultural relations and exposes people to unforeseen vulnerabilities, it fosters anxieties and new kinds of spiritual needs. This course examines responses to climate change from multiple theological worlds, especially how pathways of repair are envisioned. How are communities attempting to turn inherited damage and injustice toward healing and hope?

Note: Pass/fail.

SU 190 – Topics in Ministry: Mass Incarceration and Reimagining Public Safety

1 credit

In person

Judy Clark

This course examines advocacy efforts in the New York state prison system that warehouses thirty-thousand people in which a person dies every three days. These advocacy efforts include bail, parole and sentencing reform, the fight to close Rikers Island, and the call for treatment over jails and efforts to prioritize stabilizing families. Students analyze how the opposition to these reform efforts draws on the public fear of rising crime rates, and also examine alternative approaches to public safety.

Note: Pass/fail.

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

1 credit

In person

Michael Roberson

This course explores the history of the House | Ballroom community as a Black Trans-Womanist theological discourse, a freedom movement, and its spiritual formation responses to race, class, sexuality, and gender oppression. Students further examine the community's ability to use the art of performance as a hermeneutics of the body and situate its history in mobilizing as a resistance to these oppressions and place it in conversation with other historical struggles.

Note: Pass/fail.

SU 190 – Topics in Ministry: Sadhana of Araminta Ross: Harriet Tubman Freedom Practice

1 credit

In person

Shanté Paradigm Smalls

This course offers how we might manifest the qualities of healer, liberator, companion, and visionary for ourselves, others, and the planet? Students discuss Harriet Tubman's legacy, the efficacy of using Western bodhisattvas (awakened beings). There are typically three main practice components of a Sadhana: 1) Mudras (sacred gestures); 2) Mantra (sacred speech); 3) visualization. Each session begins with shamatha meditation (peaceful abiding) and ends with simply resting in space (Dzogrim). Students practice the Sadhana practice and read short excerpts from Spring Washam's "The Spirit of Harriet Tubman". The course also includes small discussion groups, writing exercises including directed writing, and walks.

Note: Pass/fail.