

# ACADEMIC CATALOGUE



**UNION THEOLOGICAL SEMINARY**

**2024 - 2025**

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

## ACADEMIC CALENDAR

### August 2024

8	Thursday	Welcome session for new DMin students
14-15	Thursday-Friday	Early move-in for new students
19-24	Monday-Saturday	<p>August Pre-Term courses meet</p> <ul style="list-style-type: none"> <li>19-22: UT 101 – Introduction to Theological Studies, 6:00-8:00pm (required for incoming MAR/MDiv students)</li> <li>20-23: DMin Residency</li> <li>24: UT 103 – Social Justice Introductory Colloquium, 10am-6pm (required for incoming MASJ students)</li> </ul>
23	Friday	Final move-in for new students
25	Sunday	Community social - 6:00-8:00pm
26-29	Monday-Thursday	New student orientation for campus-based degree programs (MDiv, MAR, STM, and PhD)
28	Wednesday	Academic advising for new students
29	Thursday	Faculty day of work

### September 2024

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

**October 2024**

1	Tuesday	FAFSA form available for next academic year
3	Thursday	Introduction to clinical pastoral education (CPE)
4	Friday	Final exam schedule published
10-11	Thursday-Friday	Reading days - no classes
11	Friday	Overview forms due for MAR theses, MDiv projects/theses, MASJ projects, and STM extended papers
23	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm
28	Monday	Last day to withdraw from weekly semester-long Fall courses with "W" except for departure from Seminary.
31	Thursday	Last day to adjust Fall financial aid

**November 2024**

1-12	Friday-Tuesday	Academic advisement for January and Spring
5	Tuesday	Return to title IV (R2T4) aid cutoff for Fall
7	Thursday	Adjunct faculty orientation – 5:00-7:00pm
13	Wednesday	Course registration opens for January and Spring
20	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm
22	Friday	Field education mid-year evaluation due
25-27	Monday-Wednesday	Reading days - no classes
28-29	Thursday-Friday	Thanksgiving holiday - no classes & administrative offices closed

**December 2024**

3	Tuesday	Last day of Tuesday classes
4	Wednesday	Last day of Wednesday classes
5	Thursday	Deadline for first-year MDiv field education placement conferences
6	Friday	Proposals due for spring MAR theses and MDiv projects/theses  STM extended papers, MASJ projects, MAR theses, and MDiv projects/theses due (fall submissions)
9	Monday	Last day of Monday classes
12	Thursday	Last day of Thursday classes

**December (continued)**

13	Friday	Last day of Friday classes
16	Monday	Reading day/Make-up classes Last date to submit Fall coursework Course registration closes for January
17-18	Tuesday-Wednesday	Final examinations
18	Wednesday	Fall semester ends; Last day to request extension for Fall coursework
19	Thursday	Semester break begins
24-31	Tuesday-Tuesday	Administrative offices closed

**January 2025**

1	Wednesday	Administrative offices closed
2	Thursday	January intersession begins  Note: Students can drop a course after attending one class session. A grade of "W" is issued if a course is dropped after two class sessions.
3	Friday	Final grades due for Fall  Coursework for Fall extensions due to faculty
8	Wednesday	Final grades due for Fall extensions
14	Tuesday	Committee on Standing - Summer & Fall semesters
20	Monday	Martin Luther King, Jr. Day - no classes & administrative offices closed
21	Tuesday	Last day of class for January intersession
22	Wednesday	Faculty day of work  Outlines and annotated bibliographies due for MAR and MDiv theses  Last date to submit January coursework
23	Thursday	January intersession ends. Last date to request extension for January coursework
26	Sunday	Course registration closes for Spring. Last day to withdraw from the Seminary and receive a full tuition refund
27	Monday	Spring semester begins. Drop/add period opens for Spring.  Bill payments due. Student accounts with remaining balance placed on financial hold preventing Summer/Fall course registration until paid in full.  Coursework for January extensions due to faculty



**February 2025**

2	Sunday	Drop/add period closes for Spring; semester-long courses dropped after today receive a "W." Last day to change enrollment type.
7	Friday	Final grades due for January
10	Monday	FAFSA and financial aid application deadline for new students
13	Thursday	Field education supervisor training
19	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm
28	Friday	Final exam schedule published  MDiv mid-program review (MPR) conferences

**March 2025**

7	Friday	MDiv mid-program review (MPR) conferences
10	Monday	Course registration opens for Summer
14	Friday	MDiv mid-program review (MPR) conferences
17-21	Monday-Friday	Spring recess - no classes
24	Monday	Last day to withdraw from weekly semester-long Spring courses with "W" except for departure from Seminary.
25	Tuesday	Return to Title IV (R2T4) aid cutoff for Spring

**April 2025**

3	Thursday	Last day to adjust Spring financial aid
7-18	Monday-Friday	Academic advisement for Fall
15	Tuesday	Field education learning agreements and contracts due
16	Wednesday	MAR theses and MDiv projects/theses due
23	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00pm
24	Thursday	Field education final evaluations due  Course registration opens for Fall 2025  Course registration closes for Summer
25	Friday	Last date for PhD dissertation defense

**April (continued)**

28	Monday	Last day of Monday classes
29	Tuesday	Last day of Tuesday classes
30	Wednesday	Last day of Wednesday classes Final grades due for MAR theses and MDiv projects/theses

**May 2025**

1	Thursday	Last day of Thursday classes STM extended papers and MASJ projects due (spring submissions)
2	Friday	Last day of Friday classes
5	Monday	Reading day/Make-up classes
6	Tuesday	Reading day/Make-up classes Last day to submit Spring coursework
7-8	Wednesday-Thursday	Final examinations
8	Thursday	PhD dissertations due Spring semester ends Last day to request extensions for Spring coursework
10	Saturday	FAFSA form deadline for returning students
12	Monday	Final grades for Spring due for graduating students at 10:00AM
15	Thursday	Union board meeting & board dinner
16	Friday	187 <sup>th</sup> Commencement
19	Monday	Summer session begins  Note: Students can drop a course after attending one class session <i>except for summer language intensives</i> . A grade of "W" is issued if a course is dropped after two class sessions. For summer language intensive, students can drop after three class sessions and a grade of "W" is issued after four class sessions.
23	Friday	Final grades due for Spring Coursework for Spring extensions due to faculty
26	Monday	Memorial Day - no classes & administrative offices closed
30	Friday	Final grades due for Spring extensions

**June 2025**

3	Tuesday	Committee on Standing - January & Spring semesters
16	Monday	Assessment reports for graduates due from faculty
19	Thursday	Juneteenth holiday - no classes & administrative offices closed
26	Thursday	Last day of class for intensive Summer courses
27	Friday	Last day to submit coursework for intensive Summer courses
30	Monday	End of intensive Summer courses Last day to request extensions for intensive Summer courses

**July 2025**

4	Friday	Independence Day holiday - no classes & administrative offices closed
10	Thursday	Final grades due for intensive Summer courses Coursework for intensive Summer extensions due to faculty
17	Thursday	Final grades due for intensive Summer extensions
31	Thursday	Last day of class for Summer term Last day to submit Summer coursework

**August 2025**

4	Monday	Summer term ends Last day to request extensions for Summer coursework
14	Thursday	Final grades due for Summer Coursework for Summer extensions due to faculty
21	Thursday	Final grades due for Summer extensions

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/>.

### Tuition – MAR, MDiv, STM

Full-Time Tuition for Academic Year	\$23,670
Semester Tuition	
Full-Time (12 or more credits)	\$11,835
Per Credit (less than 12 credits)	\$1,320
Summer Tuition	
Per Credit	\$1,320
Summer tuition is included for students who were full-time the previous semester	

### Tuition – MASJ

Per Credit Tuition	\$1,320
Not charged additional fees for identity verification in distance education.	

### Tuition – PhD

Full-Time Tuition for Academic year	\$35,136
Semester 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 in extended residence must register for UT 400 each semester until degree requirements are fulfilled.	

### Tuition – DMin

Per Credit Tuition	\$1320
Not charged additional fees for identity verification in distance education.	

### Tuition – Advanced Certificate

Per Course (3-credits) Tuition	\$2,500
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### Tuition – 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

### Student Activity Fee

Required each semester	\$100
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### 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.	\$1,388
	\$694 – Fall   \$694 – Spring

### Medical Insurance

Required annually for full-time students. Waived only with comparable insurance coverage. Visit this webpage: <a href="https://utsnyc.edu/life/student-affairs/health/insurance/">https://utsnyc.edu/life/student-affairs/health/insurance/</a> .	
Email questions to <a href="mailto:studentaffairs@uts.columbia.edu">studentaffairs@uts.columbia.edu</a> .	
The Columbia Aetna Plan	\$6,164
	\$2,348 – Fall   \$3,816 – 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 paid directly to U.S. Immigration and Customs.	\$350
Email questions to <a href="mailto:studentaffairs@uts.columbia.edu">studentaffairs@uts.columbia.edu</a> .	

### Housing

Nine months of occupancy during academic year (fall/spring)	
Dormitory Rooms	\$8,400-10,820
Studios-Apartments	\$14,268-26,550
View handbook here: <a href="https://utsnyc.edu/life/union-housing/residence-halls/housing-handbook/">https://utsnyc.edu/life/union-housing/residence-halls/housing-handbook/</a> .	

### Other Fees

Application Fee	\$75
Change of Degree	\$50
Official Transcript	\$10
Degree/Graduation	\$50
Dissertation Deposit	\$200
DMin Residency	\$596
Duplicate Diploma	\$40
Enrollment Deposit	\$250
FE 303-FE 304 Internship	\$500
Visiting Scholar (semesterly)	\$1000
Late Payment	\$50
Replacement ID (assessed by Columbia)	\$20

**Estimated Cost of Attendance**  
Applicable for nine-month academic year

	<b>MAR, MDiv, STM</b>	<b>MDiv PT</b>	<b>MASJ</b>	<b>DMin</b>	<b>PhD</b>
Tuition	\$23,670	\$15,840	\$15,840	\$15,840	\$35,136
Medical Insurance	\$5,820				\$5,820
Health Services Fee	\$1,530				\$1,530
Student Activity Fee	\$200	\$200	\$200	\$200	\$200
<b>Room and Board</b>	<b>\$21,270</b>	<b>\$12,150</b>	<b>\$5,150</b>	<b>\$6,650</b>	<b>\$22,650</b>
Housing	<i>\$14,270</i>	<i>\$5,150</i>	<i>\$5,150</i>	<i>\$6,650</i>	<i>\$15,650</i>
Meals	<i>\$7,000</i>	<i>\$7,000</i>			<i>\$7,000</i>
Books and Supplies	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600
Local Transportation	\$1,200	\$1,200		\$800	\$1,200
Personal Expenses	\$4,000	\$4,000			\$4,000
<b>Total COA</b>	<b>\$59,290</b>	<b>\$34,990</b>	<b>\$22,790</b>	<b>\$25,090</b>	<b>\$72,136</b>
Total COA excluding tuition	\$35,620	\$19,150	\$6,950	\$9,250	\$37,000
Computer Allowance <i>*once per enrollment</i>	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500

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.

## 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 either notify the Registrar's Office in writing or update their information through the student portal 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 a student's 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      |  |

Students may contact the Registrar at any point to update their preferred name in the student information system.

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. alums of Union Theological Seminary **degree** programs or completers of the Encore Program
3. other non-degree-seeking individuals

Auditors who are not 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 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 using the appropriate form:
  - a. For alums and other non-degree-seeking individuals, the *Auditor Application & Registration* form: <https://utsnyc.edu/academics/registrar/course-registration-grades/auditor-application-course-registration/>.
  - b. For current degree-seeking students: use the *Change Enrollment Type* form, indicating enrollment type of audit: <https://utsnyc.edu/academics/registrar/course-registration-grades/add-drop/>.

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 Associate 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 33 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 admission to the Seminary, before registration for the first semester. The Dean or Assistant 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 is generally applied to required courses only if course syllabi or other course materials demonstrate 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.

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

During a transfer credit review the Dean or Assistant Dean will request supporting documentation demonstrating that the courses for which credit transfer is requested meet the requirements listed above. Such documentation will include, at a minimum, an official transcript and course syllabi, and may also include representative samples of the student’s work in the courses.

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. 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 up to 12 additional credits needed 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. 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 up to 12 additional credits of 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 SCHOLARS PROGRAM

The Hispanic Scholars Program (HSP) is an independent ecumenical academic program currently directed by Daisy Machado. HSP offers programming that serves Latinx graduate students, as well as accredited courses in which Latinx faculty members from across the country teach the following subjects from a Latinx perspective: history, biblical studies, pastoral care, sociology, religious studies, and other adjacent fields. While these courses are taught by and focus on the Latinx community, non-Latinx students are also encouraged to apply. Union is one of over forty sponsoring seminaries and departments of theology and currently hosts HSP offices. For more information visit <http://hispanicscholarsprogram.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 Assistant Dean by the student as issued by the ATS school hosting the HSP course.

## 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 degree 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 scholarships 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.

### 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 judgment review. Professional judgment 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](mailto:finaid@utsnyc.edu). Documentation is requested and required to 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 YR program, Union Theological Seminary awards up to \$5,000 as the Seminary's contribution to the program and the U.S. Department of Veterans Affairs matches the Seminary contribution of up to \$5,000. These awards are granted on a first come, first served basis. Union Theological Seminary grants and scholarship are not awarded for any specific portion of a student's educational expenses, so they are not included in the calculation of Yellow Ribbon awards.

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

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

#### Renewal Requirements

Recipients are expected to meet the Satisfactory Academic Progress (SAP) policy standards (see appropriate section) applicable to students participating in all other federal student aid programs.

### **ENROLLMENT AND FINANCIAL AID EQUIVALENCIES**

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

#### **Enrollment Status**

Students are considered enrolled as **full-time** status if registered for twelve or more credits in a semester. To be enrolled as **part-time** status, students must register for six to eleven-and-a-half credits per fall/spring semester, and three to five-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	12 or more credits	6 to 11.5 credits	Fewer than 6 credits
Spring	12 or more credits	6 to 11.5 credits	Fewer than 6 credits
Summer	6 or more credits	3 to 5.5 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 twelve 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 Pre-Term Course / January Intersession*

Courses taken in the August Pre-term 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 twelve 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 eleven-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 Aid, in consultation with the Vice President of Admissions and Financial Aid, the Dean/Vice President of Academic Affairs, and the Associate Dean for Academic Administration. Such information is documented through notation in the student's academic file. A student is notified they have not met the SAP milestones via correspondence sent to their Seminary email address.

### *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 the 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.

#### Maximum Time to Completion (all students)

In order to maintain eligibility for federal financial aid, students must be able to complete their degree requirements within the maximum time to completion for their degree program. Once it is determined that it is not mathematically possible for the student to complete their degree requirements within the maximum time to completion, federal regulations require that the Office of Financial Aid suspend their eligibility for federal aid. To review the maximum time to completion for each degree program, please consult the Maximum Time to Completion policy.

#### **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 notifies the student of the decision via email 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: 12 credits or more
- Part-time: 6-11.5 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.

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

- 1) Meet with the faculty advisor for guidance and discussion.
- 2) Meet with the Assistant Dean to review academic progress and degree audit and ensure there is no academic risk in changing degrees. Note: A maximum of twelve (12) applicable credits may transfer from the MASJ to the MAR or MDiv degrees.
- 3) Meet with the Director of Financial Aid to assess eligibility for scholarship and aid, and if shifting to or from the MASJ program, to specifically address the differences between full-time and part-time status.
- 4) Meet with the Director of Integrative and Field-Based Education to review the process and requirements of field education – only if changing to the 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](https://utsnyc.formstack.com/forms/change_degree). The faculty advisor and administrators listed in the previous steps must then approve the request to move forward with the change of 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**.

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. Should the change impact housing eligibility, that will be communicated to the Director of Housing and Campus Services. 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 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**. Following the add/drop period, students who drop a course receive a grade of "W" during the designated **withdrawal period**. 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.
- **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. Course withdrawals are not permitted after 60% of the class sessions have passed.
- **SU 190 Courses:** If dropped during the drop/add period, 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 and MAR students in their final year and doctoral candidates may be allowed to enroll in a course for R (reading) credit, which usually entails reduced requirements in a course and always involves faithful and regular attendance. Students must receive instructor approval, agree to complete whatever requirements may be set by the instructor, and complete this form <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.

MDiv students may enroll for up to six R credits, a maximum of two courses, toward the 78-credit requirement for the degree. MAR students 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 take one 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. 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 previously taken at another school should refer to the transfer credit review policy.
- E. Students must register at Union for every course for which they intend to seek application of credits toward their Union degree. In the case of most partner schools (see section below), the Registrar submits approved registration requests to the host school on the student’s behalf. If the host school requires permission of the instructor to register, it is the student’s responsibility to obtain permission prior to registration and present to the Union Registrar.
- F. Courses taken concurrently at other schools must be taken for full credit. Students may not audit courses or take standard-credit courses in other schools as Pass/Fail or for “R” (reading) credit, except by permission of the Dean/Vice President of Academic Affairs.
- G. Students enrolled in courses at other schools are subject to the rules of Union regarding extensions and other deadlines.

### ***Partner Schools: Concurrently Earned Credit***

- A. Students enrolled in a degree program at Union Theological Seminary may register concurrently for graduate courses at the following partner schools, in accordance with the terms of current cross-registration agreements
  - i. New York Theological Group Schools (a/k/a “Consortium”), including: 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.
  - v. Teachers College, Columbia University
- B. Students who take courses at partner schools listed above with the prior authorization of Union generally 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 for students in the MAR, MDiv, and STM programs, and first **two** courses for students in the PhD program, if the invoice is promptly submitted
  - ii. Students in the MAR, MDiv, and STM programs who take a second course course at Columbia are responsible for 50% of the course fees, and the entirety of the fees thereafter. PhD students are responsible for 50% of each course fee for all courses after the second.
- 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 a 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 Assistant Dean to determine credit equivalencies between Union courses and courses taken concurrently in non-partner schools, and determine how many, if any, credits earned concurrently in a particular course at a non-partner school may be transferred and applied to the Union degree.

## **GUIDED READING AND GUIDED RESEARCH**

Guided readings (master’s students) and guided research (doctoral students) are significant in expanding the range of the Union curriculum. These courses harmonize students’ special interests and faculty expertise in cases where a full-scale class cannot be offered, or offered with 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 & 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.

## **ALTERNATIVE ATTENDANCE**

All students are expected to attend classes in person unless they are registered for an online course. There is no long-term approval process for remote requests for classes that are coded as “in person.” These guidelines refer to alternative means of attendance only when a student cannot temporarily attend class in person due to illness or a family emergency.

**A Note on the Discontinuation of Remote Access:**

For those students who were approved for long-term remote access during the Fall 2021 and/or Spring 2022 semesters due to medical conditions that put them at risk for COVID-19 complications, please note that this was not considered a disability-related accommodation and will no longer apply.

**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 two weekly class sessions, and faculty should report individual student absences of more than two class sessions to the Associate Dean for Student Affairs.
- 3) Students who must be absent for longer than three class sessions due to medical reasons must provide appropriate medical documentation to Sonali Prabhakar.
  - a. Based on medical documentation, a referral may be made to disability services which would then initiate the accommodation process outlined below.
- 4) Faculty are **not required** to accommodate requests for alternative arrangements, including Zoom attendance.
- 5) It is the student’s responsibility to initiate a conversation with the professor about an 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) attend the class virtually via Zoom (see bullet points below) only during this time period
  - c) meet with a classmate after the class session for a particular assignment
  - d) create an assignment that a student could complete on their own to make up missed class or content

**If the instructor permits Zoom attendance:**

- the Zoom link is provided only to the student with the approved alternative attendance. The student must not share the link with other students.
- 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.
- 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 the 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**

Please note that, generally, remote attendance for a class designated as in-person is not a disability-related accommodation as it may not provide equal access in the classroom. Students experiencing disability-related barriers they believe are



preventing them from attending class in person and engaging in a meaningful learning experience should contact Sonali Prabhakar ([sprabhakar@uts.columbia.edu](mailto:sprabhakar@uts.columbia.edu)).

- 1) Determinations regarding remote participation as an accommodation are made on a case-by-case basis and must meet the standards of a “reasonable accommodation,” based on the essential elements of the course and student needs.
- 2) Accommodations for zooming into in-person classes must be considered one course at a time and are not assumed to transfer automatically from one course or semester to another.
- 3) The Zoom link is provided only to the student with the accommodation. The student must not share the link with other students.
- 4) 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.

Occasionally, a faculty member may choose to host an in-person class remotely, or the Seminary may decide to shift an in-person class to remote due to weather emergencies. In either case, the faculty member will be in contact with the class to provide a Zoom link for remote access.

## COURSEWORK EXTENSION POLICY

Faculty have the discretion to set due dates for assignments up until the designated last date to submit coursework for each term, as published in the academic calendar. Faculty may then grant extensions between that date and the published last day of the term without notifying the Academic Office. This provides built-in extended time by universal design for all students.

If a student experiences an acute medical or personal crisis that requires an extension beyond the last day of the term, they must submit a request through the Academic Office for approval by their professor. Documentation may be required to support the request. That form is available online: [https://utsnyc.formstack.com/forms/extension\\_request](https://utsnyc.formstack.com/forms/extension_request). The form must be submitted by **noon on the published last day of the term**. After the form is submitted, it is sent to the instructor for approval. The student will receive an email notification when the professor approves or denies the request. If the professor denies the extension, the student must submit any outstanding coursework by midnight on the last day of the term.

Ordinarily, extensions beyond the last day of the term are between one and seven calendar days. The latest possible date for an approved extension is published on the Academic Calendar and linked in the extension request form for each term. After that date, any missing work will be assigned a 0 and the final grade calculated accordingly. Graduating students in their final semester of coursework are not eligible for extensions beyond the last day of the semester.

## 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.

## 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. *Marginal Credit* (MC) recognizes satisfactory completion of some, but not all, course requirements and learning objectives. The above grading

scheme applies to Union courses. Consortium students enrolled at Union, and Union students enrolled in consortium courses, are normally awarded traditional letter grades.

### **Narrative Evaluations**

The official grade system is supplemented with written narrative evaluations prepared and submitted by faculty at the conclusion of a course. Narrative evaluations are **academic** qualitative assessments. They identify the learning objectives and assessment measures of the course, and provide a detailed evaluation of a student's particular strengths and weaknesses in relation to the objectives and measures.

The narrative evaluation is considered unofficial and not delivered as an official transcript by the Registrar's Office. The student may send the narrative evaluation to third parties at their discretion. Course syllabi and grading rubrics contain additional details from faculty on their assessment process, measures, and course expectations.

### **Faculty Feedback**

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

## **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.

## 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 Assistant Dean for Academic Administration, the Associate 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, Assistant Dean for Academic Administration, Associate 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.

### **COURSE REPEAT POLICY**

Students are expected to earn passing grades (P, MC and CR) in each course. Students who earn NC or F in a course may self-enroll in that course in a subsequent semester. Any further repeat enrollment in a course, i.e. a third time, requires approval of the Committee on Standing. There can be no fourth attempt at a course. All NC or F grades remain on a student's transcript, even if they pass the course in a subsequent attempt.

### **LEAVE OF ABSENCE**

Degree-seeking students are generally required to be enrolled continuously from admission every fall and spring semester to graduation. However, if faced with extraordinary personal circumstances, they may be eligible for a leave of absence for one semester, up to one consecutive year. Students discerning whether to take a leave of absence are encouraged to discuss this with their faculty advisor or the Associate Dean for Student Affairs and are required to consult with the Director of Financial Aid & Business Services before proceeding with required forms.

Non-degree and Advanced Certificate students are not required to be enrolled continuously, and may choose to not register for a fall or spring semester without requesting an official leave of absence from the Seminary. Those not registered for two consecutive fall/spring semesters are withdrawn and must reapply to continue taking classes.

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 maintain health insurance coverage through Columbia University while on leave of absence and are required to pay any associated fees. The Seminary will not cancel health insurance without student consent. Students maintain access to their Union email address and are expected to check it regularly for official communication from the Seminary. Libraries and other facilities normally may be used only by students who are currently registered. Students on leave may not participate in extracurricular activities. If so instructed by the Dean, a student on leave must remain away from the Seminary campus. Students are not permitted to earn credits toward the degree, audit courses at Union, or complete outstanding coursework while on leave from the Seminary. Coursework at other institutions is discouraged and not eligible for transfer back to Union.

Students on an F-1 visa should contact the Office of Student Affairs to discuss their options for voluntary medical leave. Upon approval, F-1 students will be permitted to maintain their F-1 status active and remain legally in the U.S. This does not apply to voluntary personal leaves of absence or involuntary leaves of absence. Please refer to the International Student Handbook for further information.

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. During a leave, students have a six-month grace period before they must begin making payments. 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 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 Associate 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. Refer to the Maximum Time to Completion policy in this catalog.

### **Voluntary Leave of Absence**

Degree-seeking students must request personal or medical leaves of absence by **July 15th** for the upcoming Fall semester or **December 15th** for the upcoming Spring semester. If an acute medical emergency occurs after those dates, refer to the policy below.

After consulting with the Associate Dean for Student Affairs and the Director of Financial Aid & Business Services, students must complete a Leave of Absence Request: [https://utsnyc.formstack.com/forms/leave\\_of\\_absence](https://utsnyc.formstack.com/forms/leave_of_absence). Students requesting a medical leave must also submit documentation from their medical provider to the Associate Dean for Student Affairs.

If the leave is approved by the Associate Dean for Student Affairs and the Dean/Vice President of Academic Affairs, it is then submitted to the Registrar for processing. 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 for a 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.

Students who request a leave of absence due to extraordinary circumstances (ordinarily medical) after the add/drop deadline will have a grade of "W" permanently notated for each course on their transcript. Students are assessed tuition for that term based on the schedule provided in "Withdrawal."

#### *Personal*

A voluntary leave from the Seminary is granted to students who wish to take time away from their studies for a variety of reasons, including employment opportunities, personal or family circumstances, or simply to gain perspective on their academic and career priorities. After a temporary leave from the Seminary, students often return better prepared to make the most of academic opportunities.

#### *Medical*

When students are faced with medical or mental health concerns that may impact study habits, course attendance, or class preparation, they are urged to consult with their advisors and/or the Associate Dean for Student Affairs to discuss taking a medical leave of absence from the seminary. A student who must interrupt study temporarily because of physical or mental health concerns may request a medical leave. The medical or mental health professional who has been providing treatment to the student will, with the student's written consent, confirm in writing that a medical leave is warranted. Students who are hospitalized during an academic term or who miss class for more than two weeks due to health issues are generally advised to take a medical leave from the term in progress.

For any request for a medical leave of absence, Union Theological Seminary reserves the right to consider at the time the leave request is made or at the time the student seeks to return whether it will require the student to be evaluated by Columbia University Health Services.

### **Involuntary Leave of Absence**

Under certain circumstances, a student may be placed on an involuntary leave of absence. An involuntary leave of absence is not a disciplinary sanction. A student who prefers to take a voluntary leave of absence for medical reasons rather than to be placed on an involuntary leave of absence for medical reasons is ordinarily allowed to do so.

Transcripts do not distinguish between voluntary and involuntary leave of absence.

The Dean/Vice President of Academic Affairs at Union Theological Seminary may place a student on involuntary leave of absence for the following reasons:

- Medical circumstances:



1. The student's behavior poses a direct threat to the health or safety of any person, or has seriously disrupted others in the student's residential community or academic environment; and either the student's threatening, self-destructive, or disruptive behavior is determined to be the result of a medical condition, or the student has refused to cooperate with efforts by Columbia University Health Services to determine the cause of the behavior.
2. The student is not cleared to return to enrollment and/or residence at Union Theological Seminary following either: (i) a hospitalization or emergency room visit that raises serious concerns about the student's health or well-being; or (ii) other circumstances that raise serious concerns about the student's health or well-being and reasonably call into question their ability to function as a student in the Union community. The decision to place a student on an involuntary leave of absence for health-related reasons is made in consultation with Columbia University Health Services (which may consider information from the student's current and/or former health care providers, if made available by the student) after an individualized assessment of all the pertinent factors, such as the nature of the student's conduct, the nature, severity, and duration of the risks, the likelihood of potential injury, and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. However, reasonable modifications do not include changes that would fundamentally alter the academic program or unduly burden the resources of staffing capabilities of Union Theological Seminary, or require a level of care or monitoring that would exceed the standard of care that a seminary administrator can be expected to provide.
  - Alleged criminal behavior: the student has been arrested on allegations of serious criminal behavior, or has been formally charged by law enforcement authorities for such behavior.
  - Risk to the community: formal processes confirm that a student has violated a disciplinary rule of the Seminary, and the Dean/Vice President of Academic Affairs concludes that the student poses a risk to the safety or educational environment of the community.
  - Indebtedness: the student's previous term bill is unpaid, and the student has not made arrangements acceptable to the Seminary to address the issue.
  - Failure to provide medical documentation of required immunizations.

Prior to placing a student on involuntary leave of absence, the Dean/Vice President of Academic Affairs will consult with the Associate Dean for Student Affairs, the Assistant Dean for Academic Affairs, and/or with the Committee on Standing and may also consult with other administrators, as appropriate.

Students will be notified in writing that they have been placed on an involuntary leave of absence and may petition the Dean/Vice President of Academic Affairs for reconsideration within 7 calendar days. If the student disputes any of the factual considerations underlying the decision, the Dean/Vice President of Academic Affairs may refer the matter to the Committee on Standing before making a final decision.

### **Returning to the Seminary**

Students hoping to return from a leave of absence should generally make a request during the registration period for the upcoming semester (typically April for the Fall semester and November for the Spring semester) so that they can register for classes. The form to do so is here: [https://utsnyc.formstack.com/forms/return\\_from\\_loa](https://utsnyc.formstack.com/forms/return_from_loa). Students taking a leave in the fall semester are not eligible for January Intersession coursework, and students taking a leave in the spring semester are not eligible for Summer coursework. The latest possible deadlines to notify the Seminary are **July 15th** for the upcoming Fall semester or **December 15th** for the upcoming Spring semester. If a student fails to notify the seminary by the appropriate deadline, they will be withdrawn.

Students who were placed on an involuntary leave of absence must also write to the Dean/Vice President of Academic Affairs to demonstrate that the circumstances that led to their leave have been satisfactorily addressed and that they are ready to resume their studies. The final decision on whether to allow a student to return is made by the Dean/Vice President of Academic Affairs.

If the leave, whether voluntary or involuntary, was for medical reasons, then the student must also provide 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 to the Associate Dean for Student Affairs. In addition, students on medical leave may be required to consult with Columbia University Health Services (and to grant permission to Union and Columbia University Health Services

to obtain their treatment records and communicate with their treatment providers) for a professional assessment of the student's stability and readiness to return. Any student may, of course, refuse to allow consultation between the student's clinician(s), Columbia University Health Services, and Union, but such a refusal will not prevent Union from making a decision regarding a student's return to residence or continued enrollment.

Students returning from a leave of absence are required to satisfy all existing holds on their student account prior to registering, including clearing any outstanding financial balances.

## WITHDRAWAL

### Program Withdrawal

Program withdrawal refers to the ending of a student's enrollment in a degree program. A student is considered withdrawn from their program when the student (1) has filed a withdrawal request with the Registrar using this link: [https://utsnyc.formstack.com/forms/withdrawal\\_request](https://utsnyc.formstack.com/forms/withdrawal_request), (2) has failed to register for courses by the add/drop deadline without an official leave granted, (3) has failed to return from a leave of absence, or (4) has been withdrawn by the Committee on Standing as a result of disciplinary action. Students who fail to register for courses before the drop/add deadline or fail to return from a leave of absence have seven days from the notification of their withdrawal to request a leave of absence from the program.

Students who wish to leave the Seminary in good standing, without the intention of returning, must discuss this with their faculty advisor, the Associate 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](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>	
<b>If withdrawal occurs...</b>	<b>Amount of remaining tuition refunded:</b>	<b>If withdrawal occurs...</b>	<b>Amount of remaining tuition refunded:</b>
<i>1<sup>st</sup> week of classes</i>	90%	<i>Before 2<sup>nd</sup> class session</i>	90%
<i>2<sup>nd</sup> week of classes</i>	80%	<i>After 2<sup>nd</sup> class session</i>	No refund
<i>3<sup>rd</sup> week of classes</i>	70%		
<i>4<sup>th</sup> week of classes</i>	60%		
<i>5<sup>th</sup> or 6<sup>th</sup> week of classes</i>	50%		
<i>7<sup>th</sup> week of classes</i>	40%		
<i>After 7<sup>th</sup> week of classes</i>	No refund		



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**

Any student who has been withdrawn from Union either (1) due to failing to register without being granted a subsequent leave of absence or (2) due to a voluntary withdrawal, failure to return from a leave of absence, or dismissal must apply for readmission if they desire to return to coursework at Union. Students who withdrew 7 or more years prior to their reapplication must restart their program, as prior coursework cannot be counted towards the degree. Unless otherwise specified, a student who is granted a leave of absence may return to the seminary at or before the end of such leave without needing to apply for admission.

Readmission to the program is not guaranteed. Readmission decisions are based on the submitted application materials, as well as the student's academic record at Union. Students may email the Office of Admissions at [admissions@utsnyc.edu](mailto:admissions@utsnyc.edu) for more information.

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

### ***Readmission Policy for Active Duty US Military Service***

A student who withdraws from Union, because they wish to perform voluntary or involuntary uniformed service in the US Armed Forces (including service as a member of the National Guard or Reserve), is eligible to be promptly reinstated so long as the conditions below are met. A new application for admission is not required.

#### Conditions for Reinstatement

1. The student must have performed uniformed service while on active duty, active duty for training, or full-time National Guard duty under Federal authority for a period of more than 30 consecutive days under a call or order to be on active duty for more than 30 days
2. Advance written or verbal notice of the student's withdrawal or leave of absence due to active duty military service was provided to the Registrar, Assistant Dean of Student Affairs, or the Assistant Dean of Academic Administration.
  - a. Notice can be provided either by the student or an appropriate officer or representative of the US military. Advance notice is not required if it is precluded by military necessity. If advance notice was not given and was not precluded by military necessity, the servicemember or appropriate officer may submit an attestation when the student seeks readmission to the program.
3. The cumulative length of all absences for uniformed service (service time only) must not exceed five years.

A student must provide notice of their request to be reinstated within three years of the completion of the period of service. For a student who is hospitalized for or convalescing from an illness or injury incurred in, or aggravated during, the performance of service, notice must be provided not later than two years after the end of the period that is necessary for recovery from such illness or injury.

4. The student cannot have received a dishonorable or bad conduct discharge or have been sentenced in a court-martial.

#### Notification of Intent to be Reinstated

To be reinstated, the student must notify the seminary in writing by following the instructions in the **Returning to Seminary** section of the **Leave of Absence Policy**.

The student is required to provide military obligation documentation to the Office of Student Affairs as part of their notification of an intent to return. Once reinstated, the student will return to the program with the same academic status as when they left the program, which means that they will return to:

1. the same or similar program, unless the student requests or agrees to admission to another program because their program is no longer offered;
2. the same enrollment status (for example, full-time), unless the student requests or agrees to a different enrollment status;
3. the same number of credit hours completed, unless the student is admitted to a different program and the credit hours are not transferable;
4. the same academic standing and satisfactory academic progress status;
5. for *the first academic year*, the same tuition and fee charges as when the student left, unless military benefits will pay the increase, but never more than the tuition charged to other students; and
6. for subsequent academic years or for a different program, the same tuition and fees that are charged to other students.

If Union determines that a returning student is not prepared to reenroll in the same academic program with the same academic status or is unable to complete the program, the seminary must make reasonable efforts to enable the student to resume or complete the program at no additional cost to the student. If such efforts are unsuccessful or place an undue hardship on the seminary, Union is not required to readmit the student.

## MAXIMUM TIME TO COMPLETION

The table below sets forth the Maximum Time to Completion for all Union degree programs. All degree-seeking students, including part-time students, must complete the requirements for their respective programs within the maximum time to completion set forth below. The maximum time to completion remains in effect for students who take a leave of absence.

Degree Program	Published Program Duration	Maximum Time to Completion
MAR	2 years	4 years
MASJ	3 years	5 years
MDiv (full time)	3 years	6 years
MDiv (part time)	5 years	8 years
MDiv/MS(S)W	4 years	6 years
STM	1 year	2 years
DMin	3 years	5 years
PhD	5 years	10 years

### Monitoring and Appeal Process – MAR, MASJ, MDiv, and STM students

After students have passed the published program duration, progress towards degree completion will be tracked through annual (MAR, MASJ, and MDiv students) or semesterly (STM students) degree audits, to be reviewed by the student and their advisor in consultation with the Academic Office. This review should include discussion of any difficulties the student is facing in completing their program.

When a student enters the final year of their maximum time to completion, they may petition the Committee on Standing for an extension of one semester (STM) or year (MAR, MASJ, and MDiv) to complete their degree. To petition the Committee on Standing, a student should submit a written explanation of the factors contributing to their need for more time, as well as their plan for the additional semester/year. The Academic Office will provide a degree audit to accompany the petition. This petition must be submitted one week before the Committee on Standing meets. Students who are granted an extension must follow an academic plan approved by the Assistant Dean for Academic Affairs.

If a student reaches the end of their maximum time to completion and has not been granted an extension, they will be notified in writing that they have been dismissed. The student then has 10 days to appeal their dismissal and petition for an

extension of one semester (STM) or year (MAR, MASJ, and MDiv) to complete their degree. This petition goes to the Committee on Standing, and following the same procedures described above.

For information concerning maximum time to completion as it relates to Satisfactory Academic Progress (SAP) to determine eligibility for federal financial aid programs, consult the policy outlined under “Satisfactory Academic Progress.” For information related to housing eligibility, consult the housing policy.

#### ***Advanced Certificate and Non-Degree Students***

Advanced Certificate students have a maximum of two years to complete the 12 credits of their certificate. Students who do not complete the certificate within two years may petition the Committee on Standing for an extension of one semester, following the same procedures described above for degree-seeking students.

Non-Degree students are admitted for one academic year. Students who wish to take additional classes beyond that year must reapply to Union to continue taking coursework through the non-degree program.

#### ***PhD and DMin Students***

Refer to the PhD and DMin Handbooks for more information regarding policies related to the maximum time to completion.

### **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  
Assistant Dean for Academic Administration  
Vice President of Online Education and Learning Innovation  
Associate Dean for Student Affairs  
Registrar  
Director of Online, Integrative and Field-Based Education  
Director of Online and Part-Time Programs

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212-280-1396  
212-280-1342  
212-280-1340  
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### 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](https://library.columbia.edu/burke)  
212-280-5606  
212-851-5605  
212-851-5611  
[burke@library.columbia.edu](mailto: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](mailto: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](mailto:facilities@uts.columbia.edu)

### Worship Office

Dean of Chapel

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

## FACULTY

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

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

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

<sup>1</sup>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*

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

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

Myron Krys Florence, MA, MDiv, PhD  
*Visiting Assistant Professor of Pastoral Theology*  
*Louisville Institute Fellow*

Willie Dwayne Francois III, MDiv, DMin  
*Associate Professor of Theology*  
*Director of the MPS Program*  
*Co-Director of the DMIN program*

<sup>4</sup>Christopher P. Gillett, AM, PhD  
*Assistant Professor for Reformation and Early Modern Histories*

Karenn Gore, JD, MA  
*Visiting Professor of Practice of Earth Ethics*

<sup>1</sup>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*

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*

Simran Jeet Singh, MTS, MA, PhD  
*Assistant Professor of Interreligious Histories*

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*

<sup>3</sup>Cornel R. West, MA, PhD  
*Dietrich Bonhoeffer Professor of Philosophy & Christian Practice*

<sup>2</sup>Rev. Andrea C. White, MDiv, PhD  
*Associate Professor of Theology & Culture*

## ADJUNCT FACULTY

Mehnaz Afridi, MA, PhD  
*Interreligious Engagement*

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

Onleilove Alston, MDiv/MSW '11, DMin  
*Master of Professional Studies*

Chanmi Byun, MA '16, PhD '24  
*Psychology and Religion*

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

Flora Wilson Bridges, MAR, PhD  
*Master of Professional Studies*

Michael Campos, PhD  
*Practical Theology*

Mark Chapman, MDiv '87, MPhil '90, PhD '93  
*Master of Professional Studies*

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

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

Edgard Francisco Danielsen, PhD  
*Psychology & Religion*

Ian Douglas, MDiv, PhD  
*Anglican Studies*

John Ducksworth, MPS, MPA, DMin  
*Master of Professional Studies*

Kelly Farrow, MBA, MDiv, PhD  
*Master of Professional Studies*

Christian Faul, PhD  
*Hebrew Bible*

Darren Ferguson, MDiv, DMin  
*Master of Professional Studies*

Nancy Fields, MS, MDiv, DMin, PhD  
*Master of Professional Studies*

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

Linda S. Golding, MA, BCC  
*Chaplaincy*

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

Gregory Horn, MDiv '91  
*Denominational Studies (Presbyterian)*

Kwok Pui-Lan, Th.D  
*Anglican Studies, Theology*

Sarah Lenzi, MA, MDiv, PhD  
*Denominational Studies*

Tat-siong Benny Liew, PhD  
*New Testament*

Wanda Lundy, MDiv, DMin  
*Master of Professional Studies*

Amy Meverden, MA, MDiv, PhD '18  
*Director of Writing Center*

Eleanor Moody-Shepherd, MS, MDiv, EdD  
*Master of Professional Studies*

Liz Muñoz, MDiv, DMin  
*Anglican Studies*

Janine Myrick, MDiv '20  
*Field Education*

Charlie Korin Pokorny, MA  
*Buddhism and Interreligious Engagement*

Dawn Ravelle, MSW, PhD  
*Master of Professional Studies*

Demo Rinpoche, MA '18  
*Buddhism and Interreligious Engagement*

Cleotha Robertson, MDiv, MS, DMin, PhD  
*Master of Professional Studies*

Lea Schweitz, PhD  
*Theology*

Charlene Sinclair, PhD '08  
*Field Education, Practical Theology, Social Ethics*

Eric Waters, MPS  
*Master of Professional Studies*

## ADJUNCT FACULTY (continued)

Burton J. Westermeier, PhD cand.  
*Historical Studies*

## 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

## ARTISTS-IN-RESIDENCE

Malcolm Merriweather, DMA

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

Josef Sorett, MDiv, PhD  
*Dean of Columbia College*  
*Vice President of Undergraduate Education*  
*Professor, Departments of Religion and 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



## **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 2024-25 course offerings listed by field and prefix, organized by semester, in the pages to follow.

## THE BIBLE/SACRED TEXTS FIELD

### Cross-Testament

FALL 2024

#### **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 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:** Weekly tutorial required. Required for MDiv students completing option B of the Bible/Sacred Texts requirement. Offered yearly.

#### **BX 223 – Reggae Music, Justice, and the Bible**

3 credits

Online

[Aliou C. Niang](#)

The course introduces students to the history, emergence, and global spread of the Rastafari religion from Jamaica to the diaspora, the prophetic, poetic, and apocalyptic messages reggae music communicates, the Rastafari protest against exploitation, the suppression of black persons' agency, and radical advocacy of social justice. In the words of Bob Marley, Reggae music is "a people music. . . is news. . . news about your own self, your own history, things that they wouldn't teach in a school" (Time Will Tell, 1992). Questions for exploration include the Rastafari embrace of Marcus Garvey's call for a return to Africa, the indispensable role of women, belief in Hailie Selassie as messianic figure, appropriation of scriptural passages/themes, and metaphors that underpin Rastafari use of scripture and theology.

**Note:** Fulfills racial/ethnic justice requirement for MASJ students.

#### **BX/TS 330 – Biblical Theology in Interreligious Perspective**

3 credits

In Person

[David Carr](#) and [John Thatamanil](#)

An exploration of how to use the Bible in theology within a framework open to insights from religious traditions outside traditional Christian boundaries. This offering aims to include oral indigenous traditions alongside central biblical texts (e.g. from Genesis, the Gospel of John, and Hebrews) in engaging several central Christian doctrines (e.g. anthropology, sin, atonement) amidst questions surrounding constructions of 'the human' and 'the animal'.

**Prerequisite:** BX 101 or HB 101, and a 100-level TS course. Enrollment limited to 20 students.

**Note:** Fulfills IE requirements for all degree programs.

**BX 201E – Reading Practicum: Text Matters**

3 credits

In Person

[Brigitte Kahl](#)

At a time of deadly divisions in the US and worldwide, many of them scrambling for scriptural proof, a critical biblical hermeneutics of non-violence, trans-binary constructs of Self/Other, and interreligious compatibility is more needed than ever. This course offers an intensive immersion into the matter of texts by exploring a few texts across the Bible that matter as stepping stones towards a biblically grounded theology of the "Other." Basic tools of exegetical work and present-day meaning making will be introduced.

**Prerequisite:** HB 101 and NT 101, or BX 101. Enrollment limited to 15 students.

**BX 103 – The Bible and Social Justice: An Introduction for Beginners**

3 credits

Online

[Jeremy F. Hultin](#)

This course will explore what the Bible says, and how the Bible has been applied, in relation to several major questions of social justice, including historical topics (e.g. debates about slavery) as well as present-day topics (e.g. gender and sexuality). It is specifically designed for learners without prior formal study of the Bible who hope to be more prepared to engage in social justice work given the role that the Bible plays in social justice advocacy, politics, and policy.

**Note:** Fulfills general social justice requirement for MASJ students. Does not count towards the distribution or concentration requirements for the MDiv or MAR program.

**BX 241 – Trauma and the Bible**

3 credits

In Person

[David Carr](#)

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

**Prerequisite:** HB 101, or permission of instructor. Enrollment limited to 20 students.

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

4 credits

In Person

[J. Christiaan Faul](#)

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

**Note:** Weekly tutorial session required. Required for MDiv students completing option A of the Bible/Sacred Texts requirement and MAR students. Offered yearly.

**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.

**Note:** HB 111 and HB 204 must be taken sequentially in one academic year.

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

1.5 credits

In Person

[David Carr](#)

An intermediate biblical Hebrew course; part one of a two-semester course. Students read prose texts in the fall (focus is Genesis 1-11), and diverse poetic texts in the spring. Work includes vocabulary building, issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools.

**Prerequisite:** HB 111 and HB 204 or permission of the instructor. Temporary grade of “IP” is assigned after HB 313A; credit is awarded after successful completion of both courses.

**HB 370E – Genesis 1-11**

3 credits

In Person

[David Carr](#)

An exegetical workshop course focused on texts from Genesis 1-11, using texts from these chapters to learn and practice methods of historically-informed close reading of biblical texts. We also look at ancient sources of these texts and diverse non-historical readings of these texts.

**Prerequisite:** HB 101 or BX 101, with approval/advance consultation with instructor. Enrollment limited to 15 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.

### **HB 236 – Monster Heaven**

3 credits

In Person

[Esther Hamori](#)

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

**Prerequisite:** HB 101 or BX 101. Enrollment limited to 12 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.

### **HB 495 – Methodology in the Study of the Formation of Ancient Texts**

3 credits

In Person

[David Carr](#)

This course provides training to advanced students in Bible in study of the formation of ancient texts, specific background on Pentateuchal theory, practice in disciplines of academic writing and presentation, and a tutorial in reading of academic German (for doctoral students). In addition to basic introduction to questions surrounding use of ancient scroll media (and use of digital imaging tools for scroll research), the course focuses on a combination of review of documented examples of transmission history and review of examples of the study of the transmission history of biblical texts.

**Prerequisite:** HB 313 or the equivalent; permission of instructor. Enrollment limited to 7 students.

**NT 242E – Mark and Healing**

3 credits

In Person

[Aliou C. Niang](#)

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

**Prerequisite:** HB 101 and NT 101, or BX 101

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

**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 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 101 – Introduction to the New Testament**

4 credits

In Person

[Aliou C. Niang](#)

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

**Prerequisite:** HB 101.

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

### **NT 254 – Reading Race and Revelation**

3 credits

In Person

[Tat-siong Benny Liew](#)

After carefully examining if concepts of race and ethnicity are applicable to the ancient Mediterranean world, this course will look at how biblical scholars from racial/ethnic minoritized communities and those of the dominant culture read the Book of Revelation, and what these different readings imply about race and racial relations.

**Prerequisite:** BX 101 or HB 101 and NT 101. Enrollment limited to 20 students.

### **NT 256E – Parables in Agrarian Contexts**

3 credits

In Person

[Aliou C. Niang](#)

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

**Prerequisite:** HB 101 and NT 101, or BX 101. Enrollment limited to 20 students.

### **NT/HS 312 – Genders and Sexualities of Early Christians**

3 credits

Online

[Julia Kelto Lillis](#)

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

**Note:** Fulfills gender/sexuality justice requirement for MASJ students. Fulfills distributional elective for Advanced Certificate-Social Justice students. Enrollment limited to 12 students.

### **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.

**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.

**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.

**Sacred Texts****STX/BU 204 – Bodhisattvas' Path: Introduction**

3 credits

Online

[Demo Rinpoche](#)

Bodhisattvas are often known as Children of Buddha and Bodhi-minded Heroes in Buddhist scriptures because they are considered extraordinarily brave and compassionate, and relentlessly looking for the Total Enlightenment or Buddha-hood for all beings. The ultimate goal of a bodhisattva is to liberate all living beings from their sufferings, and their practices intend to help others to pacify their uneasiness, develop compassion, and subdue selfishness. A great Indian master called Shantideva (7th to 8th century CE) wrote a book called *The Way of Bodhisattva's life*, and it became very well known Buddhist text book to learn about Bodhisattvas's unique practices of mind training, and the Six Perfections; generosity, morality, patience, enthusiasm, concentration and wisdom. This course will introduce the basic spiritual path of bodhisattvas in the journey of benefiting all beings, and build a comprehensive body of Mahayana Buddhist practice and their views.

**STX/IS 242 – Qur'an: Engaging a Sacred Text**

3 credits

In Person

[Jerusha T. Rhodes](#)

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

**Note:** Enrollment limited to 25 students. Fulfills IE requirements for all degree programs except IIE students; fulfills sacred text requirement for IIE students.



## THE HISTORICAL STUDIES FIELD

### Historical Studies

FALL 2024

#### HS 116 – History of Christianity to 1500

3 credits

Online/In Person

[Julia Kelto Lillis](#) and [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 MDiv students completing option A of the Historical Studies requirement. HS 116 or HS 117 required for MAR students and MDiv students completing option B1 of the Historical Studies requirement. Primarily occurs online, with the choice of either in-person or online discussion sections.

#### HS/IS 120 – Muslim Global Histories

3 credits

In Person

[Simran Jeet Singh](#)

This course explores Islam, a religious tradition claimed by more than 1.6 billion practitioners around the globe. Our interdisciplinary approach will trace the historical development and contemporary conditions of the Islamic tradition. Viewing Islam from different perspectives offers an opportunity to experience the richness of this tradition, and interacting with primary and secondary source materials will allow students to engage with various layers of the Islamic experience.

**Note:** Enrollment limited to 15 students. Fulfills Islamic History requirement for IIE MDiv and MAR students.

#### HS/BU 212 – Indo-Tibetan Buddhism

3 credits

In Person

[Simran Jeet Singh](#)

While many Americans may know of the Dalai Lama, they know markedly little about the Indo-Tibetan Buddhist tradition that he actually represents. This course traces the contours of this fascinating tradition, with a primary focus on its historical formation, philosophical underpinnings, primary texts, schools and lineages, and recent political issues. We delve into various forms of literature, from historical treatises and colonial scholarship to contemporary expositions on ethics and technology. We focus on features distinctive to this tradition, including Tantric practices, monastic structures, unique rituals, and artistic practices.

**Note:** Enrollment limited to 15 students. Fulfills IE requirements for all degree programs except BIE students.

### **HS/TS 236 – American Theological Liberalism, 1805-1930**

3 credits

In Person

[Gary Dorrien](#)

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

**Note:** Counts toward concentration requirements for Social Ethics and Philosophy of Religion concentrations.

### **HS/AS 314 – Church, State, and Empire: Anglicanism in Britain and America**

3 credits

Online

[Euan Cameron](#)

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

**Note:** Required for Anglican Studies MDiv students. Offered every other year.

### **HS 325 – Political Thought from the Reformation to the Enlightenment**

3 credits

In Person

[Christopher Gillett](#)

This course will explore the development of political thought from the Reformation through the Enlightenment (ca. 1500-1800 CE), a period scholars describe as "early modernity." In the early modern period, many political ideas that we take for granted began to emerge, such as the notion of individual rights, social contractarianism, representative government, and the separation of church and state. Although ideas such as these are often understood simply as products of the Enlightenment, in view of their secular and secularizing quality, this course aims to show that, in fact, they have their origins in the deeply confessional conflicts of the Reformation. Given that early modernity did much to establish our contemporary political milieu, learning how and why these distinctive ideas came to be is essential for a proper understanding of what it means to live in a world that has been profoundly shaped by the Reformation and the Enlightenment.

### **HS 327 – Turning the World Upside Down: Justice and Religious Radicalism in Seventeenth-Century England**

3 credits

In Person

[Christopher Gillett](#)

Between 1640 and 1660, English Christians undertook a series of radical religious and political projects to create a just society. The creative and destructive potential of this moment was encapsulated in the contemporary observation that the world was turned upside down. This course examines the characters and movements from this period that called for ecological, economic, interreligious, racial, social, and political justice in this period, offering historical context to a range of modern concerns and insight into the practical challenges of dismantling systems of power.

**HS 410 – Rejecting Gender in Early Christianity**

3 credits

Online

[Julia Kelto Lillis](#)

This upper-level seminar examines ancient sources in which Christians disrupt a gender binary, perhaps even disrupting gender in its broadest sense (inclusive of sex or sexual difference). The primary question is: How many sources show an interest in rejecting gender altogether, and why? By asking this question with diverse sources from the second to seventh centuries, and by considering shifts in recent scholarship and present societies, we will seek to understand the range of meanings and functions that gender and its rejection could serve in antiquity and today.

**Prerequisite:** Prerequisite: HS 116, HS 310, or HS/NT 312 and/or permission of the instructor. Enrollment limited to 10 students. All students will be waitlisted upon registering and admitted by permission of instructor.

**HS 485 – Latinx Religious Activism in the 20th Century**

3 credits

Online

[Jorge Rodríguez](#)

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

**Note:** Fulfills MASJ racial/ethnic justice requirement.

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

### **HS/BU 129 – Histories of Global Buddhism**

3 credits

In Person

[Simran Jeet Singh](#)

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

**Note:** Enrollment limited to 15 students. Fulfills Buddhist History requirement for BIE MDiv students.

### **HS/IE 233 – Religion, History, and Turtle Island**

3 credits

In Person

[Simran Jeet Singh](#)

This course explores the past 600 years of religion and religious interaction in the United States of America. Students will consider interactions across groups, including indigenous communities, early settlers, and recent immigrants. All of this together will help us go beyond popular narratives and mythologies for the purpose of better understanding the nature of religion in America—especially as we endeavor to center communities and stories that are typically pushed to the margins.

**Note:** Enrollment limited to 15 students.

### **HS/TS 239 – American Theological Liberalism, 1930–Present**

3 credits

In Person

[Gary Dorrien](#)

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

**Note:** Counts toward concentration requirements for Social Ethics and Philosophy of Religion concentrations.

### **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.”

**Prerequisite:** HS 116 or permission of instructor. Enrollment limited to 12 students.

## HS/NT 312 – Genders and Sexualities of Early Christians

3 credits

In Person

[Julia Kelto Lillis](#)

Early Christian texts offer familiar and unfamiliar patterns, norms, and possibilities for the aspects of human life that people today call gender and sexuality. This course examines the pertinent categories and social and theological logic of Christians in distant cultures by exploring a variety of ancient sources, taking into account challenging issues raised by feminist and LGBTQ+ historians. Questions include: Was gender permanent or fluid? What kinds of sexual relationships did Christians consider acceptable, and why? How did the rise of clerical and ascetic roles bend boundaries and create new possibilities? What are the risks and benefits of using current categories to study premodern sources, and how might premodern sources provide fresh perspective or new inspiration for reasoning about gender and sexuality today? *Formerly CH 312.*

**Note:** Fulfills gender/sexuality justice requirement for MASJ students. Fulfills distributional elective for Advanced Certificate-Social Justice students. Enrollment limited to 12 students.

# THE INTERRELIGIOUS ENGAGEMENT FIELD

## *Interreligious Engagement*

**FALL 2024**

### **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 MDiv students.

### **IE/RS 335 – African Religions in the Diaspora**

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 or certificate requirement for Religion and the Black Experience students.

### **IE 275 – Religious Conflict and Violence (Canceled)**

3 credits

Online

[Mehnaz Afridi](#)

In this course, we explore a series of contemporary conflicts in different regions of the world with a special focus on identifying and analyzing the diverse and complex roles that religions play in both promoting and mitigating violence in each context. Students learn a method for recognizing and analyzing how religious ideologies are embedded in all arenas of human agency and not isolated from political, economic, and cultural life as is often assumed. In addition to examining the conflicts themselves, we also explore the religious dimensions of the impacts those conflicts have on civic life in areas such as public health, education, and commerce. We will ask the following questions; What roles do religions play in fostering violence and what roles do they play in promoting peace? How do religious institutions and ideologies function to support and/or thwart public health initiatives? What are the ideological justifications for functional economic policies and how do they reflect and/or challenge diverse religious values? What roles do religions play in advancing or suppressing educational opportunities and for whom? Are media representations of the religious dimensions of conflict accurate? This is a class that invites all of you to take a journey in meaning, definition, and enlightenment.

**IE/HS 233 – Religion, History, and Turtle Island**

3 credits

In Person

[\*Simran Jeet Singh\*](#)

This course explores the past 600 years of religion and religious interaction in the United States of America. Students will consider interactions across groups, including indigenous communities, early settlers, and recent immigrants. All of this together will help us go beyond popular narratives and mythologies for the purpose of better understanding the nature of religion in America—especially as we endeavor to center communities and stories that are typically pushed to the margins.

**Note:** Enrollment limited to 15 students.

**IE/PT 231 – 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. Enrollment limited to 20 students. Generally offered every other spring, odd years.

**IE 260 – Antisemitism at the Crossroads**

3 credits

Online

[\*Mary C. Boys\*](#)

Antisemitism exists at the intersection of Christian anti-Jewish teachings, racism, Islamophobia, nationalism, white supremacy, fundamentalism, and conspiracy theories. This seminar involves analysis of complex dynamics by which hostility to Jews became embedded in the West and ultimately a global phenomenon. Students also explore efforts to confront and combat antisemitism, including building alliances across borders of difference.

**Note:** Fulfills racial/ethnic justice requirement and interreligious engagement requirement for MASJ students.

**IE 323 – Interreligious Engagement for Justice**

3 credits

In Person

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

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

**Prerequisite:** IE 102 or permission of instructor. Enrollment limited to 15 students.

**BU/STX 204 – Bodhisattvas' Path: Introduction**

3 credits

Online

[Demo Rinpoche](#)

Bodhisattvas are often known as Children of Buddha and Bodhi-minded Heroes in Buddhist scriptures because they are considered extraordinarily brave and compassionate, and relentlessly looking for the Total Enlightenment or Buddha-hood for all beings. The ultimate goal of a bodhisattva is to liberate all living beings from their sufferings, and their practices intend to help others to pacify their uneasiness, develop compassion, and subdue selfishness. A great Indian master called Shantideva (7th to 8th century CE) wrote a book called *The Way of Bodhisattva's life*, and it became very well known Buddhist text book to learn about Bodhisattvas's unique practices of mind training, and the Six Perfections; generosity, morality, patience, enthusiasm, concentration and wisdom. This course will introduce the basic spiritual path of bodhisattvas in the journey of benefiting all beings, and build a comprehensive body of Mahayana Buddhist practice and their views.

**BU/HS 212 – Indo-Tibetan Buddhism**

3 credits

In Person

[Simran Jeet Singh](#)

While many Americans may know of the Dalai Lama, they know markedly little about the Indo-Tibetan Buddhist tradition that he actually represents. This course traces the contours of this fascinating tradition, with a primary focus on its historical formation, philosophical underpinnings, primary texts, schools and lineages, and recent political issues. We delve into various forms of literature, from historical treatises and colonial scholarship to contemporary expositions on ethics and technology. We focus on features distinctive to this tradition, including Tantric practices, monastic structures, unique rituals, and artistic practices.

**Note:** Enrollment limited to 15 students. Fulfills IE requirements for all degree programs except BIE students.

**BU 221 – Introduction to Buddhist Meditation Practices**

3 credits

In Person

[Gregory Snyder](#)

Through reading Buddhist sutras and contemporary teachings, along with engagement with meditative practices, we will explore how meditation supports spiritual presence and community engagement. We will investigate the relationship between embodiment, behavioral discipline, and the cultivation of mind within Buddhist moral praxis and how this informs our capacities for spiritual guidance.

**Note:** Enrollment limited to 20 students. Required for first-year Buddhism and Interreligious Engagement Students. All returning students will be placed on a wait list until late August and added in order of enrollment.



### **BU 234 – Buddhist Religious Thought**

3 credits

In Person

[Gregory Snyder](#)

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

**Note:** Required for Buddhism and Interreligious Engagement Students. All other students will be placed on a wait list until late August and admitted then in order of enrollment. Theology & Ethics requirement for BIE students. Concentration requirement for Chaplaincy students in the Islam and Interreligious Engagement track.

**SPRING 2025**

### **BU/HS 129 – Histories of Global Buddhism**

3 credits

In Person

[Simran Jeet Singh](#)

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

**Note:** Enrollment limited to 15 students. Fulfills Buddhist History requirement for BIE MDiv students.

### **BU 240 – Socially Engaged Buddhism**

3 credits

In Person

[Gregory Snyder](#)

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

**Prerequisite:** Familiarity with Buddhist thought recommended. Enrollment limited to 20 students.

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

### **BU/CW 253 – Ritual Practice in East Asian Buddhism**

3 credits

In Person

[Charles Pokorny](#)

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

**Prerequisite:** Previous study of Buddhism is helpful

**IS/HS 120 – Muslim Global Histories**

3 credits

In Person

[\*Simran Jeet Singh\*](#)

This course explores Islam, a religious tradition claimed by more than 1.6 billion practitioners around the globe. Our interdisciplinary approach will trace the historical development and contemporary conditions of the Islamic tradition. Viewing Islam from different perspectives offers an opportunity to experience the richness of this tradition, and interacting with primary and secondary source materials will allow students to engage with various layers of the Islamic experience.

**Note:** Enrollment limited to 15 students. Fulfills Islamic History requirement for IIE MDiv and MAR students.

**IS/STX 242 – Qur'an: Engaging a Sacred Text**

3 credits

In Person

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

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

**Note:** Enrollment limited to 25 students. Fulfills IE requirements for all degree programs except IIE students; fulfills sacred text requirement for IIE students.

**IS/TS 320 – Never Wholly Other: Religious Diversity in Islamic Theology and Exegesis**

3 credits

In Person

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

This course examines Islamic perspectives on religious diversity, other religious and non-religious traditions, and interreligious engagement. It involves exploration of primary Islamic sources (including the Qur'an and Hadith) and traditional and contemporary interpretations drawn from exegetical, legal, polemical, and theological discourses. Emphasis is placed on theological, exegetical, and contextual assumptions; interpretative methodologies; and on the relevance of the Islam-specific conversation to broader discussions of religious diversity and interreligious engagement.

**Note:** Enrollment limited to 25 students. Fulfills IE requirements for all degree programs except IIE students.

## THE PRACTICAL THEOLOGY FIELD

### Anglican Studies

FALL 2024

#### AS 185 – Ministry for and with the Latiné Community

3 credits

Online

[Liz Muñoz](#)

This course provides a foundation for ministry in Latiné communities. Students will analyze cultural, contextual, and spiritual factors that are essential for effective ministry. Develop Spanish-language liturgical skills and examine strategies for addressing challenges unique to mainline ministry within Latiné communities. These include evangelism, congregational vitality, leadership models, and resource development. The course will enhance students' ability to minister effectively in diverse cultural settings.

**Note:** Required for Anglican Studies MDiv students. Offered every other year.

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

3 credits

Online

[Euan Cameron](#)

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

**Note:** Required for Anglican Studies MDiv students. Offered every other year.

SPRING 2025

#### AS/TS 216 –Anglican Theology and Spirituality

3 credits

Online

[Kwok Pui Lan](#)

This course will introduce the multiple strands of Anglican theology and spirituality as they shape the Anglican Communion today. It will discuss representative theological figures from different centuries in light of their social and political contexts and theological debates of their times. As Anglican demographics have shifted to the Global South, the course will also pay attention to theologies emerging from the Global South.

#### AS 302 – Capstone in Anglican Studies

3 credits

In Person

[Mary Foulke](#) and [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.

**Note:** Restricted to Anglican Studies MDiv students in their final semester, or by permission of the instructor.

## Communication Arts

SPRING 2025

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

3 credits

In Person

[Ann L. Colley](#)

Our ability to impact communities is wholly dependent on our facility as live communicators. Students gain appreciation for how live communication helps communities grow and thrive. Students practice in varied contexts, receive feedback, and gain awareness as live communicators. Upon completion, students are better able to engage with others consciously, meaningfully, and deliberately—regardless of circumstances or setting.

**Note:** Required for MDiv students completing option B of the Practical Theology requirement. Enrollment limited to 18 students.

## Worship, Preaching and Arts

FALL 2024

### CW 103 – Introduction to Worship/Ritual

3 credits

In Person

[Cláudio Carvalhaes](#)

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

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

### CW 212 – Dance 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 225 – Liberation Theologies and Worship**

3 credits

Online

[Cláudio Carvalhaes](#)

In this course we will read basic texts of various liberation theologies across the globe and find ways that they inform rituals from the perspective of marginalized people. Along with reading texts, the class will create ritual services throughout the semester and at the end be able to articulate liturgical liberation theologies in practice and theory.

**Note:** Fulfills general social justice requirement for MASJ students.

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

3 credits

In Person

[Timothy Adkins-Jones](#)

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

### **CW 339 – Preaching and Black Experiences**

3 credits

In Person

[Timothy Adkins-Jones](#)

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

**Prerequisite:** CW 104.

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

**JANUARY 2025**

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

3 credits

In Person

[Cláudio Carvalhaes](#)

This intensive course will be divided in two different themes: the first week we will talk about theater and religion and go see a play together. For that week we will have the presence of professor David Mason, Associate Professor of Media Studies at Rhodes College. The second week we will visit four-five museums in New York City and delve into the artistic world of the city.

**CW 104 – Fundamentals of Preaching**

3 credits

In Person

[\*Timothy Adkins-Jones\*](#)

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

**Prerequisite:** BX 101 or HB 101 and NT 101. Introductory exegesis (“E”) course as a prerequisite or corequisite. Enrollment limited to 28 students.

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

**CW 223 – Sacraments, Ecology, Hospitality and Globalization**

3 credits

Online

[\*Cláudio Carvalhaes\*](#)

What are the markers of the sacraments? What does its theologies and ritual structures say of ecological relations, especially around land/food? Or hospitality and hostility around the notion of habitation? Or to health systems and its forms of inclusion and exclusion? Or to international power, world migration and undocumented immigrants in the US? Or to race and the history of racism in the United States? Or to sex and its heterosexual norms? Or to its Christian specificities and the possibilities of interreligious relation? This course seeks to connect the theological thinking and the liturgical practices to the ecological, philosophical, social, political, racial, class, and sexual references that mark the Christian sacraments of baptism and eucharist.

**CW/BU 253 – Ritual Practice in East Asian Buddhism**

3 credits

In Person

[\*Charles Pokorny\*](#)

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

**Prerequisite:** Previous study of Buddhism is helpful.

### **CW 304 – Preaching and Protest: Selma**

3 credits

Online/Travel Seminar

[Timothy Adkins-Jones](#)

This course looks specifically at the sermons and speeches that surrounded the march for voting rights in Selma, AL, which became known as “Bloody Sunday.” Students will analyze the sermons preached before the march and significant sermons and speeches that have been given since that fateful day. We will use the specific example of Selma as a way of thinking about how preaching galvanizes and sustains social movements, shapes the public discourse of pressing social issues, and serves as a practice of protest. In addition, this class will travel to Selma for the Annual Jubilee Celebration held in commemoration of Bloody Sunday. The first weekend of every March, thousands gather at the Edmund Pettus Bridge in honor of those who bravely marched for our freedoms on “Bloody Sunday.” Every year, this gathering serves as a time of remembrance and renewal for those committed to seeing justice. In addition to marching yet again across the bridge, this Jubilee weekend contains various programs and church services to inspire justice seekers. Students will gain invaluable experience on the ground in Selma and will get to experience sermons and speeches firsthand.

**Prerequisite:** Permission of instructor. Enrollment limited to 10 students.

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

## **Denominational Studies**

**FALL 2024**

### **CVG-DS202 – United Church of Christ History and Polity**

2 credits

Online

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**

3 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.*

### **DS 206 – The Practical Arts of Liberal Religious Ministry Part 1**

3 credits

In Person

[Sarah Lenzi](#)

The work of a congregational minister takes many forms and asks those who serve to develop skill in many areas. This course, geared toward those in formation with UU, UCC, and other liberal faiths, will provide a solid foundation in the arts of ministry. Part 1 covers the role of the minister in pastoral care and presence, lifespan religious education, the pursuit of justice, and more. Through varied source material and practical assignments, this class ensures that students arrive prepared for credentialing and for serving not only in the parish but in other contexts as well.

**CVG-DS202 – United Church of Christ History and Polity**

2 credits

Online

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**

3 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.

**Note:** Generally offered every spring.

**DS 222 – The Practical Arts of Liberal Religious Ministry Part 2**

3 credits

In Person

[Sarah Lenzi](#)

The work of a congregational minister takes many forms and asks those who serve to develop skill in many areas. This course, geared toward those in formation with UU, UCC, and other liberal faiths, will provide a solid foundation in the arts of ministry. Part 2 covers the role of the minister in organizational administration, budget management, staff supervision, and more. Through varied source material and practical assignments, this class ensures that students arrive prepared for credentialing and for serving not only in the parish but in other contexts as well.



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

3 credits

In Person

[Su Yon Pak](#)

This course integrates two contexts of learning: 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 an action-reflection-action model for learning. This course is the first half of a two-semester course. Students are concurrently interning in supervised field placements for 360 hours for the academic year. This class will be in a dual format consisting of asynchronous class work online and synchronous in-person work.

**Note:** Required for and restricted to MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to 15 students in section one and 20 students in section two. Students register for waitlist pending approval by the Office of Integrative and Field-Based Education 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 One.

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

3 credits

Online

[Charlene Sinclair](#)

This course is 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 to 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. Restricted to MDiv students. Permission of instructor and the Office of Integrative and Field-Based Education. FE 203 and FE 204 must be taken sequentially in one academic year.

**FE 303 – Full-Time Internship I**

3 credits

In Person

[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 the instructor are required. Proposals must be submitted for approval to the Office of Integrative and Field-Based Education by April 1, prior to enrollment.

**Prerequisite:** Restricted to MDiv 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 are required to enroll in medical insurance unless they have comparable coverage.

### **FE 363 – Extended Part-time Clinical Pastoral Education I**

3 credits

In Person

[\*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. CPE is offered in accredited centers; visit [acpe.edu](http://acpe.edu) for a list. Students may request academic credit for up to one unit of CPE.

**SPRING 2025**

### **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.

**Note:** Required for and restricted to MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to 15 students in section one and 20 students in section two. Students register for waitlist pending approval by the Office of Integrative and Field-Based Education to enroll. Hybrid FE-CPE students must register for Section One.

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

3 credits

Online

[\*Charlene Sinclair\*](#)

This course is 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 to 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 203. Restricted to MDiv students. Permission of instructor and the Office of Integrative and Field-Based Education. FE 203 and FE 204 must be taken sequentially in one academic year.

### **FE 304 – Full-Time Internship II**

3 credits

In Person

[\*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 the instructor are required. Proposals must be submitted for approval to the Office of Integrative and Field-Based Education by April 1, prior to enrollment.

**Prerequisite:** Restricted to MDiv 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 are required to subscribe to medical insurance unless they have comparable coverage.

### **FE/PS 364 – Extended Part-time Clinical Pastoral Education II**

3 credits

In Person

[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](http://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. Clinical Pastoral Education required for Chaplaincy and Psychology & Religion students.

**SUMMER 2025**

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

2 credits

In Person/Online

[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 Office of Integrative and Field-Based Education prior to course registration by April 1.

### **FE/PS 366 – Full-time Clinical Pastoral Education**

6 credits

In Person/Online

[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. CPE is offered at accredited centers; visit [acpe.edu](http://acpe.edu) for a list. Students may request academic credit for up to one unit of CPE.

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

**Note:** Pass/fail. Clinical Pastoral Education required for Chaplaincy and Psychology & Religion students.

**PT 237 – Introduction to Earth Ethics**

3 credits

Online

[\*Karenna Gore\*](#)

Earth Ethics is a collection of concepts and framing questions that help us discern how to live in relationship with the living planet. This course will explore different aspects of Earth Ethics - climate, biodiversity, water, food, energy— with attention to connections between social justice and the health of the biosphere. It will provide history and context for the development of this field of thought, with an emphasis on the role of Indigenous and environmental justice communities and cross-disciplinary insights, including science, religion, law, literature and the arts.

**Note:** Fulfills eco-justice requirement for MASJ students.

**PT 243 – Between Queer Embodiment and the Posthuman: Rethinking Theological Anthropology for our Times**

3 credits

Online

[\*Michael Sepidoza Campos\*](#)

In this course, co-learners will draw on their professional and personal contexts to interrogate normative language around theological anthropology. Two case studies will open our conversations: the United Methodist Church's debate on same-sex marriage and the ordination of "self-avowed practicing homosexuals" and the Roman Catholic Church's contested decision to bless couples in "irregular relationships," including same-sex couples. Through a survey of theological sources addressing the question of personhood, the course invites participants to critique and reimagine new ways of speaking about the human condition for our times.

**Note:** Fulfills gender/sexuality justice requirement for MASJ students.

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

3 credits

In Person

[\*Linda S. Golding\*](#)

What does it mean to be a spiritual caregiver? What is our ethical imperative to care, and where/how do we each set our boundaries? What does it mean to care for ourselves and to care for others? Topics of concern, learning and reflection include the ethics involved with: power dynamics in spiritual care and ministry; racial, gender-related, and cultural trauma; othering and being othered; care for and by Black, Indigenous, People of Color (BIPOC) practitioners; and identity. Students use values to consider the ethics of care of self and others.

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

**PT/TS 275 – Ecowomanism for Urban Ecologies**

3 credits

Online

[Lea F. Schweitz](#)

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

**Note:** Fulfills concentration or certificate requirement for Religion and the Black Experience students. Fulfills MASJ eco-justice and gender/sexuality justice requirements. Enrollment limited to 25 students.

**PT/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. Enrollment limited to 20 students. Generally offered every other spring, odd years.

**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 MASJ students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

**PT/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 MASJ students and elective requirement for Advanced Certificate-Social Justice students.

**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.

**Corequisite:** PS 110.

**PS 110 – Pastoral Listening Practicum**

1 credit

In Person

[\*Chanmi Byun\*](#)

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

**Note:** Required for MDiv students. Cannot be audited. Prerequisite for FE/PS 363, FE/PS 364, FE/PS 366.

**PS 204 – The Journey of Development: Psychological and Religious**

3 credits

In Person

[\*Myron Krys Florence\*](#)

This course examines how the human psyche and soul develop over the course of the life cycle. Making use of a range of materials from the fields of developmental psychology and faith development, students explore how the journey of psyche and soul from birth to death is shaped by the inner life, family, gender, and race, as well as the influences of both sacred and secular communities.

### **PS 237 – Power, Gender, and Sexuality**

3 credits

Online

[Edgard Francisco Danielson](#)

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 MASJ students. Fulfills distributional elective requirement for Advanced Certificate-Social Justice students.

### **PS 263 – LGBTQ+ Spiritual Care**

3 credits

In Person

[Myron Kryz Florence](#)

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

**Prerequisite:** PS 110 recommended. Enrollment limited to 15 students.

**SPRING 2025**

### **PS 255 – Addiction and Spiritual Care**

3 credits

In Person

[Myron Kryz Florence](#)

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

**Note:** Enrollment limited to 20 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 282 – Decolonial Spiritual Care**

3 credits

In Person

[Chanmi Byun](#)

Students will be introduced to an overview of decolonial theory, the development of postcolonial and decolonial pastoral theology with the aim of decolonizing practices of spiritual care. The course will explore the colonial legacy of the category of religion, and how genealogies of religion and decolonial theory reveal coloniality and the way it impacts pastoral and/or spiritual care. Students will gain a theoretical understanding of decoloniality and develop practical skills to implement decoloniality in providing spiritual care.

**Prerequisite:** PS 110 or permission of the instructor required; PS 101 recommended. Enrollment limited to 15 students.

### **PS 311 – Trauma Informed Pastoral and Spiritual Care**

3 credits

Online

[Eileen Campbell-Reed](#)

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

**Prerequisite:** PS 101 and PS 110.

**Note:** Concentration requirement for Chaplaincy students. Generally offered every spring. Enrollment limited to 20 students.



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

3 credits

In Person

[Myron Krys Florence](#)

"Who am I?" is an age-old question that many have grappled with since the dawning of humanity. Each psychological school broaches this question differently. Relational models posit that who we are stems from our relationships with others, particularly our primary caregivers during our infancy. This seminar explores the development of self, using relational thought beginning with object relations, and into a 20th century- including self-psychology and intersubjectivity. Contemporary gender and race critique within psychoanalysis will also be included.

**Note:** Enrollment limited to 11 students

## ***Clinical Pastoral Education (CPE)***

**FALL 2024**

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

3 credits

[Su Yon Pak](#)

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE educator and a small group of peers. See [acpe.edu](http://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.

**SPRING 2025**

### **PS/FE 364 – Extended Part-time Clinical Pastoral Education II**

3 credits

In Person

[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](http://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.

**PS 366 – Full-time Clinical Pastoral Education**

6 credits

In Person/Online

[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. CPE is offered accredited centers; visit [acpe.edu](http://acpe.edu) for a list. Students may request academic credit for up to one unit of CPE.

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

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

**Religion and Education****RE 504 – Theology and the Educational Process**

3 credits

In Person/Online

[Mary C. Boys](#)

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

**Note:** Restricted to doctoral students, or by permission of instructor for advanced master's or STM students. Required for teaching fellows normally before or during their first year as a teaching fellow.

**Religion and Society****RS/PR 303 – Critical Theories and Ecological Crisis**

3 credits

In Person

[Jan Rehmann](#)

The course focuses on approaches that connect social theories and the critique of ecological destruction. We look at the contributions of some "classic" critical theories (e.g. Marx, Horkheimer/Adorno, Bloch); we get familiar with the research on the Anthropocene and the eco-socialist criticisms of capitalism's destruction of the environment (Capitalocene). We study eco-feminist analyses of an ecocidal patriarchy and learn about "new-materialist" approaches that highlight the "agency" of matter. We will also explore different strategies of resisting the ecological catastrophe.

### **RS 325 – Liberation Theologies and Pentecostalism**

3 credits

In Person

[Samuel Cruz](#)

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

### **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.

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

**SPRING 2025**

### **RS 210 – Evangelicalism**

3 credits

Online

[Isaac B. Sharp](#)

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

## THE THEOLOGY AND ETHICS FIELD

### *Philosophy of Religion*

**FALL 2024**

#### **PR/RS 303 – Critical Theories and Ecological Crisis**

3 credits

In Person

[Jan Rehmann](#)

The course focuses on approaches that connect social theories and the critique of ecological destruction. We look at the contributions of some "classic" critical theories (e.g. Marx, Horkheimer/Adorno, Bloch); we get familiar with the research on the Anthropocene and the eco-socialist criticisms of capitalism's destruction of the environment (Capitalocene). We study eco-feminist analyses of an ecocidal patriarchy and learn about "new-materialist" approaches that highlight the "agency" of matter. We will also explore different strategies of resisting the ecological catastrophe.

#### **PR/TS 351 – Paul Tillich in Public Context**

3 credits

Online

[John Thatamanil](#)

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

**Prerequisite:** Prerequisite: Introductory (100-level) Theology course recommended; comfort with philosophical reflection is encouraged. Fulfills general social justice requirement for MASJ.

#### **PR/TS 378 – Phenomenology of Violence**

3 credits

In Person

[Andrea C. White](#)

This course considers a phenomenological analysis of violence from the perspective of lived experience and as it is mediated by the body. Such analysis takes account of violence as it is culturally constituted, but never independent of its agents, recipients, and observers—violence must be considered as it is inflicted, suffered, and witnessed. The course probes the brute fact of physical violence as well as its invisible effects, and the symbolic and material forms of violence that defy articulation. Studies will address violence as it pertains to biopolitics, black subjectivity, disability, religion and violence, sexuality, and surveillance. Readings include works in Afropessimism, black studies, critical theory, cultural studies, queer theory, and political theology.

**Note:** Fulfills concentration or certificate requirement for Religion and Black Experience; gender/sexuality justice, and racial/ethnic justice requirements for MASJ; and distributional elective for Advanced Certificate-Social Justice.

**PR/TS 350 – Gandhi and King: Nonviolence and Political Theology**

3 credits

Online

[John Thatamanil](#)

[Cornel West](#)

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

**Note:** Fulfills IE requirements for all degree programs. Fulfills racial/ethnic justice requirement and interreligious engagement requirement for MASJ students.

**Social Ethics**

**SE 218 – Social and Political Thought**

3 credits

In Person

[Sarah Azaransky](#)

This course explores the way a select group of contemporary thinkers consider the meanings, and the limits, of freedom and justice in theological and moral terms. In so doing, students will also necessarily investigate issues of racial and sexual & gender identities and their intersections, formation of self, cultural devastation, radical hope, and democratic practices.

**SE 322 – Social Ethics in the Making**

3 credits

Online

[Gary Dorrien](#)

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

**Note:** Fulfills general social justice requirement for MASJ students.

**SE 340 – Women in the Black Freedom Movement**

3 credits

In Person

[Sarah Azaransky](#)

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

**Note:** Fulfills concentration or certificate requirement for Religion and the Black Experience students. Enrollment limited to 20 students.

**SE 208 – Moral Traditions and Social Ethics**

3 credits

In Person

[Sarah Azaransky](#)

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

**Note:** Fulfills Theology and Ethics requirement for Chaplaincy students. Enrollment limited to 20 students.

**SE 228 – Sexual Ethics in NYC**

3 credits

In Person

[Sarah Azaransky](#)

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

**Note:** Enrollment limited to 18 students.

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

3 credits

Online

[Gary Dorrien](#)

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

**Note:** Fulfills general social justice requirement for MASJ students.

**SE/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 or certificate requirement for Religion and the Black Experience students. Fulfills racial/ethnic justice requirement for MASJ students and elective requirement for Advanced Certificate-Social Justice students.

**TS 104 – Introduction to Systematic Theology**

3 credits

In Person

[Andrea C. White](#)

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

**TS/HS 236 – American Theological Liberalism, 1805-1930**

3 credits

In Person

[Gary Dorrien](#)

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

**Note:** Counts toward concentration requirements for Social Ethics and Philosophy of Religion concentrations.

**TS/BX 330 – Biblical Theology in Interreligious Perspective**

3 credits

In Person

[David Carr](#)[John Thatamanil](#)

An exploration of how to use the Bible in theology within a framework open to insights from religious traditions outside traditional Christian boundaries. This offering aims to include oral indigenous traditions alongside central biblical texts (e.g. from Genesis, the Gospel of John, and Hebrews) in engaging several central Christian doctrines (e.g. anthropology, sin, atonement) amidst questions surrounding constructions of 'the human' and 'the animal'.

**Prerequisite:** BX 101 or HB 101 and a 100-level TS course.

**Note:** Fulfills IE requirements for all degree programs.

**TS/PR 351 – Paul Tillich in Public Context**

3 credits

In Person

[John Thatamanil](#)

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

**Prerequisite:** Prerequisite: Introductory (100-level) Theology course recommended; comfort with philosophical reflection is encouraged. Fulfills general social justice requirement for MASJ students.

### TS/PR 378 – Phenomenology of Violence

3 credits

In Person

[Andrea C. White](#)

This course considers a phenomenological analysis of violence from the perspective of lived experience and as it is mediated by the body. Such analysis takes account of violence as it is culturally constituted, but never independent of its agents, recipients, and observers—violence must be considered as it is inflicted, suffered, and witnessed. The course probes the brute fact of physical violence as well as its invisible effects, and the symbolic and material forms of violence that defy articulation. Studies will address violence as it pertains to biopolitics, black subjectivity, disability, religion and violence, sexuality, and surveillance. Readings include works in Afropessimism, black studies, critical theory, cultural studies, queer theory, and political theology.

**Note:** Fulfills concentration or certificate requirement for Religion and Black Experience; gender/sexuality justice, and racial/ethnic justice requirements for MASJ; and distributional elective for Advanced Certificate-Social Justice.

JANUARY 2025

### TS/PT 275 – Ecowomanism for Urban Ecologies

3 credits

Online

[Lea F. Schweitz](#)

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

**Note:** Fulfills concentration or certificate requirement for Religion and the Black Experience students. Fulfills MASJ eco-justice and gender/sexuality justice requirements.

SPRING 2025

### TS 102 – Theological Thinking Across Traditions

3 credits

In Person

[John Thatamanil](#)

This course explores normative reflection across three traditions, Buddhism, Hinduism, and Christianity. In Christian traditions, such reflection comes to be called "theology." This course will explore the following questions: How does normative thinking proceed in these three traditions? What similarities are there if any? What are the major differences in what counts as "theology" or its analogs in other traditions? Is it possible to do theological thinking across traditions? How might we learn from comparative reflection that moves across religious boundaries?

### TS 215 – Queer Theology

3 credits

Online

[Patrick S. Cheng](#)

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

**Note:** Fulfills MASJ gender/sexuality justice requirement.



**TS/AS 216 – Anglican Theology and Spirituality**

3 credits

Online

[Kwok Pui Lan](#)

This course will introduce the multiple strands of Anglican theology and spirituality as they shape the Anglican Communion today. It will discuss representative theological figures from different centuries in light of their social and political contexts and theological debates of their times. As Anglican demographics have shifted to the Global South, the course will also pay attention to theologies emerging from the Global South.

**TS/HS 239 – American Theological Liberalism, 1930–Present**

3 credits

In Person

[Gary Dorrien](#)

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

**Note:** Counts toward concentration requirements for Social Ethics and Philosophy of Religion concentrations.

**TS 256 – African American Political Thought**

3 credits

In Person

[Cornel West](#)

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

**Note:** Fulfills concentration requirement for Religion and the Black Experience students. ACSJ-BHT. Enrollment limited to 30 students.

**TS/IE 320 – Never Wholly Other: Religious Diversity in Islamic Theology and Exegesis**

3 credits

In Person

[Jerusha T. Rhodes](#)

This course examines Islamic perspectives on religious diversity, other religious and non-religious traditions, and interreligious engagement. It involves exploration of primary Islamic sources (including the Qur'an and Hadith) and traditional and contemporary interpretations drawn from exegetical, legal, polemical, and theological discourses. Emphasis is placed on theological, exegetical, and contextual assumptions; interpretative methodologies; and on the relevance of the Islam-specific conversation to broader discussions of religious diversity and interreligious engagement.

**Note:** Enrollment limited to 25 students.

## **TS/PR 350 – Gandhi and King: Nonviolence and Political Theology**

3 credits

Online

[John Thatamanil](#)

[Cornel West](#)

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

**Note:** Fulfills IE requirements for all degree programs. Fulfills racial/ethnic justice requirement and interreligious engagement requirement for MASJ students.

## DOCTOR OF MINISTRY COURSES

*All Doctor of Ministry (DMin) courses are open only to students in the DMin program.*

**FALL 2024**

### **DMN 401 – Leadership for Revolutionary Ministry in Diverse Cultural Contexts**

3 credits

In-Person Intensive/Online

[Wanda Lundy](#)

This course focuses on the exploration and application of leadership theories and cultural understanding in relation to public policy and social justice issues identified by students. It emphasizes competency assessment, enabling each student to define personal growth areas while forming a Site Team. This culturally attuned working group will mentor students in personal and leadership growth, assisting in the development and implementation of ministry projects.

### **DMN 403 – Theory, Theology, and the Practice of Research I**

3 credits

Online

[Willie Francois](#)

In this course, the learner will mine and practice several modes of theological reflection and qualitative research methods, applying them specifically to justice issues and a context of ministry praxis. The learner will think theologically, critically, and constructively about systemic inequalities that dispense and deny power to persons according to social categorizations endowed with meanings consciously and unconsciously agreed upon by a public. Theological meaning-making and social analysis are two sides of the same puzzle of faith leadership eyeing and driving public discourse, movement-building, freedom-dreaming, and political repair. Now more than ever, leadership is not just about leading institutions; it is also about leading ideas with the propensity to transform public practice and perception. Likewise, this course will orient the learner to critical elements of the doctoral project proposal.

**SPRING 2025**

### **DMN 410 – Interpretation and Methods in/and the Pursuit of Social Justice**

3 credits

Online

[Samuel Cruz](#)

This seminar is focused on developing critical analytical skills necessary for the interpretation and reinterpretation of biblical, theological, socio-political realities, through a social and theological lens. An examination of liberationist hermeneutics will be explored including as it pertains to economic, gay, lesbian, queer, feminist, gender racial and religious oppressions. This exploration will lead students towards unravelling obstacles encountered in the pursuit of justice. The course will include reading religious-theological urban qualitative research and will offer students opportunities to begin to explore a methodology as they pursue their final doctoral projects. Students' final papers should reflect their initial formulation of their research in this program.

### **DMN 412 – Religion and Social Movements (Then and Now)**

3 credits

Online

Taureen Webb

Required course for Doctor of Ministry students.

## MASTER OF PROFESSIONAL STUDIES COURSES

*All Master of Professional Studies (MPS) courses are open only to students in the MPS program.*

**FALL 2024**

### **MPS 107 – Foundations of Ministry**

3 credits

Bedford Hills – Wanda Lundy

Sing Sing – Nancy Fields

This course will demonstrate the importance of a holistic approach to ministries. Foundation of Ministry is designed to assist students in deepening and expanding their understanding of the nature and challenge of ministry and the mission of the church in an increasingly urban and global world. Attention will be given to develop analytical skills in relationship to the nature of ministry, the nature of systemic evil, and the nature and function of prophetic ministry. The student is invited to attend to his personal narrative and formation and track their own vocational exploration and discernment. Focus will be on “imagining” a new vision of church and ministry for the 21<sup>st</sup> Century in US prisons and communities historically vulnerable to incarceration.

### **MPS 108 – Introduction to Theology**

3 credits

Bedford Hills – Flora Wilson Bridges

Sing Sing – Mark Chapman

This foundational course offers an introduction to the nature, methods, and basic themes of Christian theology. Central doctrines are explored both in their classical formulations and contemporary reconstructions in the context of global Christianity. Special attention will be given to the emergence of different types of liberation theologies in the United States, including Black/African-American, feminist/womanist, Hispanic/Latino (a), and ecological theologies.

### **MPS 111 – Hebrew Bible and Prophetic Witness**

3 credits

Bedford Hills – Eleanor Moody-Shepherd

Sing Sing – Cleotha Robertson

This course presents an overview of the First Testament/Hebrew Bible commonly known as the Old Testament with a particular emphasis on the formation of the biblical literature and the background of the culture and history of ancient Israel. The course includes group sessions in which students will develop exegetical skills necessary to extract meanings out of the biblical text in a sober and responsible manner. Alongside liberationist interpretative traditions, special attention will be paid to the Hebrew Prophetic tradition and themes of Justice as a Biblical theme. Implications for theological reflection, ministry, and the prison context will also be explored.

### **MPS 114 – History of Christianity, Islam, Judaism, and the Marginalized**

3 credits

Bedford Hills – Onleilove Alston

Sing Sing – Darren Ferguson

This course provides an introductory survey to the histories of Judaism, Islam, and Christianity in their global context and varied expressions. The USA has long been a land of religious diversity, a place of religious strangers and neighbors living together. Attention is paid to the relationship between Abrahamic religions and marginalized peoples in a variety of contexts, the wider social and political context in which communities of faith live out their ministries, the role of women and others who have been socially marginalized through history, and the development of theological ideas in diverse cultural locations. The course mines the co-mingled histories of violence and justice-centered work of these religions, profiling persons and people groups associated with these histories. The student will identify and explore resources for building religious community committed to social change, equity, and human sacredness.

### **MPS 201 – Leadership, Mentorship, and Prison Ministry**

3 credits

Bedford Hills – Dawn Ravella

Sing Sing – Eric Waters

This course will explore selected issues and topics in leadership formation, contexts, and personalities. Exploring classic and contemporary leadership theories, students assess the strengths and weaknesses leadership theories as well as the challenges associated with each. Other social disciplines such as organizational behavior, ethics, sociology, history and political science will be examined to show their relationship to the development of leadership and mentorship practices in urban communities and the prison setting respectively. The class offers theoretical understanding and professional skills needed for effective, ethical leadership of a group of any size. The learner will engage strategies for building consensus and mobilizing constituents to achieve specific ends.

### **MPS 205 – Supervised Ministry I**

2 credits

Bedford Hills – Wanda Lundy

Sing Sing – Nancy Fields

Supervised Ministry is intended to deepen students' learning in ministry in the prison context. Students will choose a ministry setting in which they can work with a qualified on-site advisor. This course will focus on an action project designed, implemented, and evaluated by ministry/advisement groups. In addition, in the second semester of this course, students submit a 30-40-page paper (Capstone Project). During both semesters, designated time will be given to the nature, requirements, design, and completion of the Capstone Thesis.

### **MPS 208 – Public Communication and Transformative Justice**

3 credits

Bedford Hills – Kelly Farrow

Sing Sing – John Ducksworth

This course will explore paradigms of highly celebrated and effective written and oral communication aimed at shaping public opinion and opening the political window on issues of justice in American history, giving the student opportunity to engage multiple theories of communication. From sermons to essays, public communication continues to appeal to shared values and identity concerning questions of public policy, political practices, and organizational mission. During this class, students will explore the arts of public speaking, persuasive writing, and professional presentations to advance a specific issue that impacts their communities. The class will take inventory and analyze one's own strengths and weaknesses as a public communicator as well as those of the other students.

**MPS 112 – New Testament and Hermeneutics**

3 credits

Bedford Hills – Jeremy Hultin

Sing Sing – Cleotha Robertson

This course explores the text and context of the Christian scriptures. The class will engage in a study of the sociopolitical world of the early Christian Church and the events that provided the framework for the writing of the sacred texts. The discussions, debates and differences regarding the communities' relationship to power and empire are evidenced in the writings of the canon, as well as in non-canonical literature. We will study the emergence of social justice traditions of Christianity through the eyes of the gospels, church history, letters and apocalyptic writings, and their interpreters from the patristic period to the present. Alongside liberationist interpretative traditions, special attention will be paid to the Gospels and a historical invocation of Jesus for causes of justice. Implications for theological reflection, ministry, and the prison context will also be explored.

**MPS 206 – Supervised Ministry II**

2 credits

Bedford Hills – Wanda Lundy

Sing Sing – Nancy Fields

Supervised Ministry is intended to deepen students' learning in ministry in the prison context. Students will choose a ministry setting in which they can work with a qualified on-site advisor. This course will focus on an action project designed, implemented, and evaluated by ministry/advisement groups. In addition, in the second semester of this course, students submit a 30-40-page paper (Capstone Project). During both semesters, designated time will be given to the nature, requirements, design, and completion of the Capstone Thesis.

**MPS 209 – Pastoral Care, Counseling, and the Self**

3 credits

Bedford Hills – Chanmi Byun

Sing Sing – Nancy Fields

This course is being offered to introduce you to theories and methods of pastoral care. As an introductory course in pastoral theology, care and counseling, emphasis is on the learner's pastoral identity, critical self-reflection and self-awareness as care giver and leader in communities of incarcerated persons and broader communities of faith. This course will examine how such community work of care can take place by examining the role of a pastoral caregiver in prison, a congregation and in a community. A critical task will be to clarify how one balances Pastoral Ministry (congregational leadership), Pastoral Care (giving advice and care), and Pastoral Counseling (structured counseling) into one's ministry. The student is invited to attend to his personal narrative and formation and track their own healing and transformations. The praxes explored in this course provides foundational practices for students to assist in chaplaincy and peer-to-peer spiritual guidance.

### **MPS 312 – Religious Ethics and Contemporary Social Issues**

3 credits

Bedford Hills – Willie Francois

Sing Sing – Willie Francois

This course is an overview of the field social ethics with special attention paid to social issues in the US context. This survey necessitates a brief examination of western philosophical thought and moral theory alongside major themes and schools of thought in religious ethics. Our task is to discover how people, past and present, engage (d) in ethical reflection, moral reasoning, social critical analysis, and ethical action for the just resolution of social conflict. The readings are designed to challenge participants to rethink their understanding of moral community life and sources of moral formation. Giving targeted attention to current political, economic and social crises, and their respective historical development, the learner will mine approaches to developing moral arguments and public actions and their relationality to religion practices, experiences, and theologies.

### **MPS 314 – Theological Reflection and Justice**

3 credits

Bedford Hills – Wanda Lundy

Sing Sing – Mark Chapman

This course is an overview of methods of theological reflection as a practice of justice-centered and culturally responsive leadership in the public square. Likewise, this course provides an interpretative framework for learners to build a working knowledge of classical and contemporary theories of justice and commence a development and articulation of one's person definition of justice. Creating space for present-day application, the theo-political inquiries centered in the course press learners to mine public discourse on race, class, gender, sexuality, citizenship, and the like, raising concerns related to duty and rights. The student is invited to practice a model of theological reflection germane to one's own experiential and ministerial context. Moreover, the learner forms a theological language to address the social crises of racism, sexism, heterosexism and homophobia, xenophobia, and economic exploitation with an eye toward creating communities of faith and advocacy.

### **MPS 401 – MPS Capstone**

2 credits

Bedford Hills – Emily Moody-Shepherd

Sing Sing – John Ducksworth

The MPS Capstone Project is an integrated theoretical and practical assignment that represents the student's theological and applied knowledge. The project is a culminating paper of 30 to 40 pages, which systematically mines the student's own beliefs and proposals for improving society and/or the carceral realities. The student will seek to analyze, integrate, and evaluate his experience of theological education as it relates to the contemporary practice of prophetic ministry in urban communities and prison contexts with an eye toward anti-incarceration advocacy and social justice leadership practice. In essence, grounded in the theories from course work, the students identify a problem, define a program or ministry intervention or innovation, and critically articulate its potential to change said problem and contribute to the public good.

## GENERAL COURSES

FALL 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:** Pass/Fail. 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.

**Note:** Restricted to and required for Master of Arts in Social Justice students who are in their final semester.

### **UT 150 – Thesis Seminar I**

1 credit

In Person

[\*Amy E. Meverden\*](#)

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



#### **UT 400 – Extended Residence**

0 credits

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

**Prerequisite:** Completion of PhD coursework.

#### **UT 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. See dates listed in the academic calendar. View and submit Language Exam Registration form: [https://utsnyc.edu/academics/registrar/course-registration-grades/language\\_exam/](https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/).

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

**UT 570 – Modern Language Examination in French**

0 credits

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

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

**UT 580 – Modern Language Examination in Spanish**

0 credits

Given two times each semester - fall and spring. See dates listed in the academic calendar. View and submit Language Exam Registration form: [https://utsnyc.edu/academics/registrar/course-registration-grades/language\\_exam/](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 2025**

**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 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 and required for Master of Arts in Social Justice students who are in their final semester.

**UT 151 - Thesis Seminar II**

1 credit

In Person

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

**Prerequisite:** Completion of PhD coursework.

**UT 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. Does not carry curricular points of credit apart from the points assigned to the course in which it is written. View and submit Extended Paper Overview form:

<https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/s-t-m-extended-paper-application/>.

### **UT 551 – Doctoral Seminar II**

1 credit

Online

[Gary Dorrien](#)

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. See dates listed in the academic calendar. View and submit Language Exam Registration form: [https://utsnyc.edu/academics/registrar/course-registration-grades/language\\_exam/](https://utsnyc.edu/academics/registrar/course-registration-grades/language_exam/).

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

### **UT 570 – Modern Language Examination in French**

0 credits

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

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

### **UT 580 – Modern Language Examination in Spanish**

0 credits

Given two times each semester - fall and spring. See dates listed in the academic calendar. View and submit Language Exam Registration form: [https://utsnyc.edu/academics/registrar/course-registration-grades/language\\_exam/](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 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. 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:** Note: Pass/Fail. May be taken only once for credit, but can be audited repeatedly.

### **SU 107 - Episcopal Canon Law and Polity**

1 credit

In Person

[Ian Douglas](#)

This one-credit course, offered online, will cover the basics of the canon law and polity of the Episcopal Church, which is a fundamental part of formation for all postulants in the Episcopal Church.

### **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. This course is a corequisite for CW 212.

### **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](#)

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

**SU 190 A - AI, Ethics, and Social Justice**

1 credit

Online

[Isaac B. Sharp](#)

Artificial Intelligence is booming. For non-specialists, the dizzying array of technological developments, computational processes, and philosophical problems associated with AI can also be incredibly confusing. In this course, we will demystify some of the current hype to begin uncovering some of the most pressing social-ethical implications associated with the various technologies proliferating under the umbrella of Artificial Intelligence.

**SU 190 B - Bricks and Mortals: The Dash Between the Nitty and the Gritty in Parish Ministry**

1 credit

In Person

[Donna Schaper](#)

Religious institutions have changed extensively in recent decades- and so have their buildings. This course will develop, test and assess your relationship as a leader and stake holder, one who has some responsibility for stewarding a sacred site. Most Seminarians and many lay leaders wish someone had taught them how to be a plumber in a holy way. You will leave the course with a plan of how best to adapt your sacred context – its communities and its buildings – to its future, short and long term. You will learn how to be a holy businessperson and a business savvy spiritual person, capable of thinking anew about your sacred places and about sacred places in general.

**SU 190 C - Organizing for Freedom**

1 credit

Online

[Michael Robeson](#)

Using community organizing and collective art practice as a central methodology, students will explore LGBT organizing and the ability to use the public sphere as sites of resistance. Participants will dialogue with Freedom Movements, such as Black lives matter, House lives Matters National Leadership initiative, Vogue'ology and the Ballroom Scene of New York. This will include historical and archival research, with a specific framework at the intersection of both public health and theology.



**SU 190 A – You, You, You**

1 credit

Online

[\*Pádraig Ó Tuama\*](#)

In both prayer and poetry, the lyric address of *you* constitutes an intimate communication. From Paul Celan's "Blessed are you, No One" to Lorna Goodison's "This is a hymn / may it renew / what passes for your heart" the address of speech makes a line of desire between a speaker and a spoken-to. Doubt, rage, devotion, accusation, eros, lament and yearning can all be encapsulated in this simple word. Education too: James Baldwin's untitled poem states "Lord / when you said the rain / think about it, please/ a little?" And Mahmoud Darwish employs the "you" as a way to bring complexity to the question of identity "You are you and not you at the same time." Poetry and prayer share territory in this realm of address. This course will explore how "you" can be employed, with explorations of poems, prayers of the Christian and Jewish traditions, creative writing exercises and group discussion.

**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 taken only once for credit, but can be audited repeatedly.

**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. May be repeated as audit, but taken only once for credit. Enrollment limited to 15 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 190 B – Fundraising Fundamentals – for (Current & Future) Faith and Non-profit Leaders**

1 credit

Online

*Maura Smith*

In today's world, there's no escaping it. Learning the basics of fundraising is essential if you want to effectively serve your mission and create the change you wish to see in the world. Join members of Union's Development team who will share best practices and insider tips on how to connect donors' passions and philanthropy to your organization's goals. This course will focus on a fundraiser's basic roles and responsibilities, including how to execute a successful annual fund, build a pipeline for major gifts, steward donors to keep giving, and write winning grant proposals.

### **SU 190 C – Engaged Buddhism as Ecodharma— Caring Deeply for Ourselves and Our World**

1 credit

In-Person

*Kaira Jewel Lingo*

Learn about and practice key elements of engaged Buddhism with a particular emphasis on how we can meet this moment of climate collapse and polycrisis. We will experience how a spiritual discipline grounded in compassion and the wisdom of interbeing can support us to take meaningful action and avoid burnout as we respond to the cry of the Earth and all her children. We will look deeply into the ways we reinforce—and can also learn to challenge and shift—patterns of hierarchy in thought, word and deed, among humans of different genders, races, economic backgrounds, cultures, and other identities as well as between humans and the more than human world. This is the movement from othering to belonging, releasing the idea that others are our enemies. Even as we speak out against injustice and oppression we keep our hearts open to the humanity inherent in us all and our fundamental capacity to transform. The course will be experiential with a focus on embodied practices of relaxation, nurturing joy and resilience, calling in the ancestors, relational mindfulness, movement and song, inviting in the imaginal and unseen realms, and leaning into the group body. We will ground in ceremony, creating a sacred space that allows us to grieve, forgive, connect with our deepest intentions and grow fierce compassion to engage with the full scope of our hearts in our world.

### **SU 190 D – Innovation and Faith Communities**

1 credit

Online

*Gabby Cudjoe Wilkes*

Faith communities, congregations and faith-based non-profits are on the front lines of doing good. They are beacons of communal trust in an ever-evolving landscape of community leaders. These spaces are worthy of our innovative ideas. Innovation doesn't just happen. It has to be stewarded and given space to grow and evolve. In this course we will make the case for why innovation matters and employ tools & strategies pertinent to faith communities to discover how one might spark a sustainable culture of innovation within a faith community. Innovation isn't just one ah-ha moment of brilliance, it is a systematic commitment to the exploration of ideas and possibilities. Join us in this exploration. **Note: This course is an “online-by-design” course which includes both live class sessions and required assignments/activities outside of class.**

### SU 190 E – Moral Injury

1 credit

Online

Kristine Chong

This course we will explore precipitating experiences and coercive contexts that can lead to moral injury and how to recognize it, including how it differs, but is related to, post-traumatic stress. We will examine various pathways to recovery and soul repair for diverse populations, including peer support strategies, the power of the arts and ritual, the role of communities and bystanders, and theological, ritual, and spiritual implications of understanding it. Finally, we will explore community moral responsibility for the aftermath of colonization, war, and violence. The goal of the seminar will be to study these aspects of moral injury as they assist in helping professionals and communities in the work of recovery and repair after war, violence, pandemics, mass shootings, and other high-stakes conditions. **Note: This course is an “online-by-design” course which includes both live class sessions and required assignments/activities outside of class.**

### SU 190 F – Urban Ecologies, Environmental Justice and Basic Human Needs

1 credit

In-Person

Karenn Gore

This course will examine environmental justice through the lens of air, water, food, shelter and community/culture. It will include an overview of the Environmental Justice movement in the United States and case studies of contemporary concerns in the New York City. We will study bioregional climate-related issues such as current and projected increases in heat, storm surge, and sea level rise. We will also look into the sources and effects of pollution and seek to understand aspects of access to healthy food, water and air. We plan to include an optional walking tour and visit with communities who are on the frontlines of these issues.

**SUMMER 2025**

### SU 190 G – Tools of Narrative Theology

1 credit

Online

Pádraig Ó Tuama

The gospels are, to put it frankly, works of art. Someone (or some people) took themselves to writing, and chose what the first words would be? How can we learn to appreciate their final craft through the lens of literary criticism? This course will consider matters such as narratorial voice, plot, characterization, foil, location and style. Designed for anyone who wishes to learn some new tools of story analysis, matters of surprise, conflict and defamiliarization will be explored. Less theology, and more literature this course will consider what it means to pay close attention to overfamiliar texts. **Note: This course is an “online-by-design” course which includes both live class sessions and required assignments/activities outside of class.**