ACADEMIC CATALOGUE



UNION THEOLOGICAL SEMINARY

2025 - 2026

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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, MPS, PhD, STM. The following advanced certificates are also approved: Interreligious Engagement, Religion and Black Experience, Social Justice, and Spirituality.

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

The above academic programs are also authorized by the New York State Education Department (NYSED). Data is also reported as appropriate to the National Council for State Authorization Reciprocity Agreements (NC-SARA). Visit this webpage for more accreditation information: https://utsnyc.edu/about/institutional-info/.

NON-DISCRIMINATION

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

JUSTICE, EQUITY, AND INCLUSION (JEI)

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

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

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

INCLUSIVE LANGUAGE

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

FINANCIAL SUPPORT FOR THE SEMINARY

Tuition and fees paid by students cover only about one-fifth of the costs of their education. Most of the remaining costs are met in three ways: (1) gifts from alumni/ae and friends of the Seminary; (2) contributions from churches, corporations, and foundations; and (3) income from the Seminary's endowment, comprising gifts and bequests from persons sharing Union's purposes and aspirations. For information on making a gift to Union or providing for the Seminary in your will, call 212-280-1426 or visit www.utsnyc.edu/give.

ACADEMIC CALENDAR

Also available on this webpage: https://utsnyc.edu/academics/registrar/academic-calendar/.

August 2025

18-21	Monday-Thursday	UT 101 – Introduction to Theological Studies – Online 6:00-8:00 pm
19-22	Tuesday-Friday	DMin Residency (All Cohorts)
22-23	Friday-Saturday	Move-in for new students
24	Sunday	Community social - 6:00-8:00 pm
25	Monday	Fall Course Registration closes
25-28	Monday-Thursday	Orientation for new students in campus-based programs (orientation for online-based programs held online in July)
27	Wednesday	Academic advising for new students
28	Thursday	Faculty day of work

September 2025

1	Monday	Labor Day holiday - no classes & administrative offices closed Last day to withdraw from the Seminary and receive a full tuition refund
2	Tuesday	Fall semester begins Drop/add period opens; Bill payments due
3	Wednesday	189th Convocation – 4:00-5:45pm
9	Tuesday	Drop/add period closes at noon; future courses dropped receive a “W.” Last day to change enrollment type. Bursar registration hold placed on student accounts with unpaid balance.
27	Saturday	Last day to change health insurance plan with Student Affairs

October 2025

3	Friday	Final exam schedule published
8-10	Wednesday-Friday	Reading days - no classes
10	Friday	Overview forms due for MAR theses, MDiv projects/theses, MASJ projects, and STM extended papers
21	Tuesday	Union board meeting and board dinner
22	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00 pm
27	Monday	Last day to withdraw from Fall courses with a "W" (except for program withdrawal)
Oct 29	Wednesday	Academic advising begins for January and Spring

November 2025

4	Tuesday	Election Day – no classes & administrative offices closed
11	Tuesday	Last day of academic advising for January and Spring
12	Wednesday	Course registration opens for January and Spring
24-26	Monday-Wednesday	Reading days – no classes
27-28	Thursday-Friday	Thanksgiving holiday - no classes & administrative offices closed

December 2025

3	Wednesday	Modern Language Exams. French, German, Spanish – 2:00 – 4:00 pm
5	Friday	Proposals due for spring MAR theses and MDiv projects/theses Fall STM extended papers, MASJ projects, MAR theses, and MDiv projects/theses due
8-13	Monday-Saturday	Last week of class
15	Monday	Reading Day Last date to submit fall coursework January registration closes Deadline for students on leave of absence to notify school if returning or request a second leave
16-17	Tuesday-Wednesday	Final Examinations
17	Wednesday	Fall Semester Ends Deadline to Request extensions for fall coursework
18	Thursday	Semester break begins
24-31	Wednesday - Wednesday	Administrative offices closed

January 2026

1	Thursday	Administrative offices closed
2	Friday	January Intersession Begins Final grades due for Fall Coursework for fall extensions due to faculty.
7	Wednesday	Final grades due for Fall extensions
13	Tuesday	Committee on standing – Summer and Fall semesters
16	Friday	Spring course registration closes
19	Monday	Martin Luther King Jr. Day – No classes and administrative offices closed
20	Tuesday	Last day of class for January Intersession
21	Wednesday	Faculty day of work Last day to submit January coursework Outlines and annotated bibliographies for MAR and MDiv thesis due
22	Thursday	Last date to request extension for January coursework
25	Sunday	Last day to withdraw from the seminary and receive a full tuition refund
26	Monday	Spring semester begins Bill payments due Drop/add period opens Coursework for January extensions due to faculty

February 2026

1	Sunday	Drop/add period closes at midnight; future-courses dropped receive a “W.” Last day to change enrollment type
2	Monday	Bursar registration hold placed on student accounts with unpaid balance
6	Friday	Final grades due for January 2026
9	Monday	FAFSA and financial aid application deadline for new students
18	Wednesday	Modern Language Exams: French, German, Spanish – 2:00 – 4:00 pm
24	Tuesday	Union board meeting
27	Friday	Final exam schedule published MDiv mid-program review (MPR) conferences

March 2026

6	Friday	MDiv mid-program review (MPR) conferences
9	Monday	Summer course registration opens
13	Friday	MDiv mid-program review (MPR) conferences
16-20	Monday-Friday	Spring recess - no classes
23	Monday	Last day to withdraw from a course with “W” (except for program withdrawal)

April 2026

6-17	Monday-Friday	Academic advisement for Fall
17	Friday	MAR theses and MDiv projects/theses due
20	Monday	Fall course registration opens; Summer course registration closes
22	Wednesday	Modern Language Exams: French, German, Spanish - 2:00-4:00 pm
24	Friday	Last date for PhD dissertation defense
April 27 – May 2	Monday-Saturday	Last week of class
29	Wednesday	Final grades due for MAR theses and MDiv projects/theses

May 2026

1	Friday	STM extended papers and MASJ projects due (spring submissions)
4	Monday	Reading day Last day to submit Spring coursework
6	Wednesday	Final examinations
7	Thursday	Final examinations Last date to deposit PhD dissertation Spring Semester ends Last day to request extensions for Spring coursework
11	Monday	Final grades for Spring due for graduating students at 10:00 am Drop/add opens for Summer
14	Thursday	Union board meeting & board dinner
15	Friday	188th Commencement (Manhattan Campus)
17	Sunday	Last day to withdraw from Summer courses and receive a full tuition regund
18	Monday	Summer sessions A and B begin

May 2026 cont.

22	Friday	Final grades due for Spring Coursework for Spring extensions due to faculty
25	Monday	Holiday – no classes and administrative offices closed Drop/add closes for Summer at midnight. Future courses dropped receive a "W"
29	Friday	Final grades due for Spring extensions
31	Sunday	Fall course registration closes

June 2026

2	Tuesday	Committee on Standing - January and Spring semesters
TBA	TBD	Commencement Ceremonies at Northern Campuses (Bedford Hills and Sing Sing)
15	Monday	Assessment reports for graduates due from faculty
19	Friday	Juneteenth holiday - no classes & administrative offices closed
29	Monday	Last day of class and last day to submit coursework for Summer A courses
30	Tuesday	End of Summer A session Last day to request extensions for Summer A courses

July 2026

3	Friday	Independence Day holiday - no classes & administrative offices closed
10	Friday	Final grades due for Summer A courses Coursework for Summer A extensions due to faculty
17	Friday	Final grades due for Summer A extensions
30	Thursday	Last day of class and last day to submit coursework for Summer B session
31	Friday	End of Summer B session Last day to request extensions for Summer B coursework

August 2026

14	Friday	Final grades due for Summer B Coursework for Sumer B extensions due to faculty
19	Wednesday	Final grades due for Summer B extensions

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	$24,500
Semester Tuition	
Full-Time (12 or more credits)	$12,250
Per Credit (less than 12 credits)	$1,370
Summer Tuition	
Per Credit	$1,370

Summer tuition is included for students who were full-time the previous semester

Tuition – MASJ

Per Credit Tuition	$1,370

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	$1370

Not charged additional fees for identity verification in distance education.

Tuition – Advanced Certificate

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

Not charged additional fees for identity verification in distance education.

Tuition – Non-Degree

Per Credit Tuition	$1,370

Audit Fee

Not applicable to degree candidates

General Auditors	$1000
Alumni/ae	$500

Student Activity Fee

Required each semester	$100

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.	$1,466

$723 – Fall | $723 – Spring

Medical Insurance

Required annually for full-time students. Waived only with comparable insurance coverage. Visit this webpage: https://utsnyc.edu/life/student-affairs/health/insurance/.
Email questions to studentaffairs@uts.columbia.edu.

The Columbia Aetna Plan	$6,678

$2,544 – Fall | $4,134 – 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 studentaffairs@uts.columbia.edu.

Housing

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

Dormitory Rooms	$8,652-10,820
Studios-Apartments	$14,696-27,346

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

Other Fees

Application Fee	$75
Change of Degree	$50
Official Transcript	$10
Degree/Graduation	$50
DMin Residency	$596
Duplicate Diploma	$40
Enrollment Deposit	$250
FE 303-FE 304 Internship	$500
Visiting Scholar (semesterly)	$1000
Late Payment (assessed monthly)	$50
NSF/Return Check Fee	$35
Stop Payment/Re-issue Check	$15
Replacement ID (assessed by Columbia)	$20

Cost of Attendance by Program (Estimated)					
AY 2025-2026					
	PhD	MAR, MDiv, STM	MDiv PT	MASJ	DMin
Tuition	$ 35,136	$ 24,500	$ 16,440	$ 16,440	$ 16,440
Medical Insurance	$ 6,520	$ 6,520			
Health Services Fee	$ 1,530	$ 1,530			
Student Activity Fee	$ 200	$ 200	$ 200	$ 200	$ 200
Housing and Food	**$ 23,135**	**$ 21,710**	**$ 12,310**	**$ 5,310**	**$ 6,850**
Housing	*$ 16,135*	$ 14,710	$ 5,310	$ 5,310	$ 6,850
Food	*$ 7,000*	$ 7,000	$ 7,000		
Books and Supplies	$ 1,600	$ 1,600	$ 1,600	$ 1,600	$ 1,600
Local Transportation	$ 1,200	$ 1,200	$ 1,200		$ 800
Personal Expenses	$ 4,000	$ 4,000	$ 4,000		
Total COA	**$ 73,321**	**$ 61,260**	**$ 35,750**	**$ 23,550**	**$ 25,890**
Total COA (excluding tuition)	$ 38,185	$ 36,760	$ 19,310	$ 7,110	$ 9,450
Computer Allowance*	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
*once per enrollment					

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
- Visa documents
- I-9 for student employees
- Student information system
- Health insurance enrollment/waiver
- FAFSA for students requesting federal financial aid
- W-2 and T-2104 tax forms
- Field education learning agreement/contract
- ADP (automatic data processing) for payroll/taxes
- Immunization forms
- Apartment lease
- Billing statement
- Identification card issued by Columbia
- Transcripts – official and unofficial

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

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

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

LEGAL NAME CHANGE

When a student legally changes their name, they should contact the registrar to request an update to their student record information. Copies of the following documentation are required:

- government-issued photo ID such as a passport, state ID, or driver's license (not expired) or social security card. Note: students receiving financial aid must produce the social security card with the new name.
- documentation of the name change (marriage certificate, name change paperwork, divorce decree, etc.)

The registrar will then update all academic offices at Union. Name change requests are processed within 7-10 days once all documentation has been provided. Students who are employed by Union should also update Human Resources.

AUDIT POLICY

Union Theological Seminary has four types of auditors:

1. current students enrolled in a **degree** program
2. alums of Union Theological Seminary **degree or certificate** programs
3. Union staff or field education supervisors
4. other non-degree-seeking individuals

Auditors who are not degree-seeking students are generally limited to 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. Degree-seeking students are limited to auditing two courses per semester, and should consult the program guide for their degree for additional auditing parameters.

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. **Auditors are not registered, and therefore not permitted to attend class, until the 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.

ADMISSIONS POLICY

Union recruits and admits individuals on the basis of their qualifications and abilities. Our selection criteria are aimed at admitting a student body that represents a diversity of gifts and talents, academic backgrounds, scholastic and personal experiences, spiritual and ministerial interests, and vocational aspirations; as well as a diverse range of ages, genders, sexual orientations, classes, faith traditions, races, and ethnic backgrounds. Completed applications are reviewed by the Faculty Admissions Committee, who provide a holistic review of all submitted materials. Decisions are not based on any single indicator. Our admissions criteria include a review considering the following factors, among others:

- Academic preparedness
- Vocational clarity
- Institutional fit
- Personal statement, essays, and writing samples
- Letters of reference
- Relevant vocational, ministry, volunteer, and/or work experience
- Candidate interviews, if requested by the Faculty Admissions Committee

Application Procedures

- **Main Campus and Online Programs:** All candidates who are interested in pursuing a degree, non-degree, or advanced certificate program at Union must complete the online application process according to our published deadlines, which are posted annually at the following website: https://utsnyc.edu/admissions/deadlines/. Paper applications are not accepted. More information on the required materials for each degree program can be found on our website: https://utsnyc.edu/admissions/apply-to-union/
- **North Campus Programs:** Incarcerated individuals can apply to the MPS program any time during the year. Applications submitted after August 1 will be considered for the following cohort. Candidates can apply from any DOCCS institution. Candidates must submit their paper application, along with all specified documentation, by mail to the North Campus at: Union Theological Seminary, Bedford Hills Correctional Facility, 247 Harris Road, Bedford Hills, NY 10507-2400. Or the Main Campus at: Union Theological Seminary, Office of Admissions, 3041 Broadway, New York, NY 10027App

Degree Requirements:

- **MDIV/MAR/MASJ/MPS/Nondegree:** Applicants must hold a four-year bachelor's degree or equivalent from an accredited college or university and a record of high achievement. Prior study in religion is not required, but strong preparation in liberal arts studies is expected.
- **STM:** Applicants are required to hold a four-year bachelor's degree and a graduate degree in fields related to religion and theology from an accredited college or university in the U.S. or its equivalent from another country. We expect the applicant to have received at least 2 years of distinguished graduate studies in religion and a thorough grounding in biblical, theological, and historical subjects.
- **PHD:** Applicants are required to hold a four-year bachelor's degree, as well as a graduate degree in fields related to religion and theology, such as a Master of Divinity or Master of Arts in Religion degree from an accredited college or university in the U.S. or an equivalent degree from a foreign country. Strong candidates will have completed at least two years of distinguished graduate studies in religion and obtained a comprehensive grounding in biblical, theological, and historical subjects.
- **DMIN:** Applicants are required to hold a four-year bachelor's degree and a Master of Divinity (MDiv) from an ATS-accredited seminary or its equivalent. Applicants should also have significant ministry experience, consisting of at least three years of experience in a lay or ordained ministry position or a leadership role within a religious community, faith-based organization, or spiritual life setting.

English Language Requirements:

Presently, all classroom lectures are conducted in English. Because we want all students to thrive in such an academic setting, all applicants must demonstrate proficiency in English during the application process. Note: English Language Test scores are waived if you previously attended a school where the primary language of instruction was English. Union accepts the following score reports:

- TOEFL (School Code: 2922)
- IELTS
- Duolingo English Test

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 instructional 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: 51 credits (two years of full-time study).
- Master of Arts in Social Justice (MASJ) degree: 36 credits (two to three years of part-time study).
- Master of Divinity (MDiv) degree: 78 credits (three years of full-time study or five years of part-time study).
- Master of Professional Studies (MPS) degree: 36 credits (one year of full-time study).
- Master of Sacred Theology (STM) degree: 24 credits (one year of full-time study).
- Doctor of Philosophy (PhD) degree: 43 credits in the first two years of study.
- Doctor of Ministry (DMin) degree: 33 credits (three years of part-time study).
- Advanced Certificate (AC): 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 Master of Arts in Religion, or Master of Arts in Social Justice degrees. Transfer of previously earned credit is not accepted for the Master of Sacred Theology, Doctor of Ministry, 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) A maximum of 45% of credits required for the Union Master of Divinity (35 credits), Master of Arts in Religion (23 credits), or Master of Arts in Social Justice (16 credits) degrees may be considered for transfer.
4) A grade of B or higher is requisite for credit to be transferred; credit for courses taken Pass/Fail is not transferable.
5) 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 MDiv or MAR 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.

For the MASJ degree, supporting documentation must demonstrate that a course had a particular emphasis on the MASJ program goals and learning outcomes in order to be transferred.

DUAL DEGREE PROGRAMS IN SOCIAL WORK

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

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

In years one and two, financial aid is managed by Union. In years three and four, financial aid is managed by the social work institution. Throughout the student's program, the two financial aid offices work closely in order to support the student. Students are charged for four semesters of full-time tuition at Union. After the first two years, students are given the status of "dual degree (other institution)," which denotes that a student is paying full-time tuition at another school. Students with the status of "dual degree (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 (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, and taken in a student's third or fourth year. Students generally complete their Union coursework after their second year, but during years three and four they may take up to six credits a semester at Union to complete requirements, or audit courses, for no additional cost. Tuition for years three and four at Columbia is paid directly by the student to Columbia University.
B. Students can stay on the Columbia health insurance plan for years three and four, 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 required integrated seminar (RS 331) is offered at Union every other spring, and taken in a student's third or fourth year.
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. Students may be able to seek a deferment for the period of time they are actively enrolled by providing an enrollment verification letter (produced by the Registrar's Office) 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. 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

Full-time and part-time enrollment status are determined according to the table below:

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 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) Full-time MDiv, MAR, and STM 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. Students must be registered for a minimum of six credits.
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

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

1) Students in the MASJ, part-time MDiv, or DMin programs in their final semester of study who have fewer than six credits to meet the total number of credits required to complete their degree program. Students must be registered for a minimum of three credits.

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
<u>Pacing (Quantitative) Standard</u>
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 relevant, 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. 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 December 1.** If attempting to change degrees after the first spring semester, the form must be completed **by July 1**.

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 elibigility, 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 the Academic Office advises incoming students regarding course selection, and they meet their faculty advisors during new student orientation to discuss vocational and academic goals. In subsequent semesters all students except those in the MPS and DMin programs are required to meet with their advisors during the registration period, before registering for classes. 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**: For all courses except the biblical language intensive, drop/add dates are listed on the academic calendar. 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.

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 PhD students 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.formstack.com/forms/reading_credit_request for the course to be registered for R credit. Courses taken in other institutions may not 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. 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. 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 from the Dean/Vice President of Academic Affairs. 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*

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.

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).

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
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) 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) 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) 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 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. 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. 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, (2) has failed to enroll 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 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.

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 for Student Withdrawal from All Courses During the Semester:

Semester-Long Courses

If withdrawal occurs…	**Amount of remaining tuition refunded:**
1st week of classes	90%
2nd week of classes	80%
3rd week of classes	70%
4th week of classes	60%
5th or 6th week of classes	50%
7th week of classes	40%
After 7th week of classes	No refund

January, Weekend Intensives, or Summer Courses

If withdrawal occurs…	**Amount of remaining tuition refunded:**
Before 2nd class session	90%
After 2nd class session	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

A student who has been withdrawn from Union due to a voluntary withdrawal, failure to return from a leave of absence, or dismissal must reapply for admission 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.
To reapply, the student must complete the regular application for admission and submit all materials, pay the application fee, and provide transcripts for additional coursework taken since starting their degree program at Union (if any). The application must comply with published application deadlines.

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 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

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

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.

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.

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.

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:

the same or similar program, unless the student requests or agrees to admission to another program because their program is no longer offered;

the same enrollment status (for example, full-time), unless the student requests or agrees to a different enrollment status;

the same number of credit hours completed, unless the student is admitted to a different program and the credit hours are not transferable;

the same academic standing and satisfactory academic progress status;

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

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.

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.

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.

ADMINISTRATION

President's Office	212-280-1403
Vice President of Administration	212-280-1404
Senior Strategic Advisor	212-280-1373
Academic Affairs	utsnyc.edu/academics
Dean/Vice President	212-280-1558
Assistant Dean for Academic Administration	212-280-1417
Vice President of Online Education and Learning Innovation	dgastwirth@uts.columbia.edu
Associate Dean for Student Affairs	212-280-1396
Registrar	212-280-1342
Director of Online, Integrative and Field-Based Education	212-280-1340
Admissions and Financial Aid	
Vice President	212-280-1317
Director of Financial Aid and Business Services	212-280-1531
The Burke Library	library.columbia.edu/burke
General Information	212-280-5606
Circulation	212-851-5605
Head Librarian	212-851-5611
Email	burke@library.columbia.edu
Communications and Marketing	
Vice President	212-280-1552
Assistant Director	212-280-1591
Communications and Marketing Specialist	212-280-1591
Development	https://utsnyc.edu/alumni-ae/why-give/
Vice President	212-280-1426
Director of Research	212-280-1429
Assistant Director of Alumni/ae Relations and Individual Giving	212-280-1457
Finance	
Chief Financial Officer	212-280-1402
Accounts Payable	212-280-1355
Payroll	212-280-1356
Bursar/Accounts Receivable	212-280-1354
Human Resources	
Chief Human Resources Officer	212-678-8011
Employee Services Coordinator	212-678-1353
Information Technology	itdept@uts.columbia.edu
Director of Information Services	212-280-1462
Campus Services and Facilities	212-280-1300
Chief Operating Officer	212-280-1357
Director of Housing and Campus Services	212-280-1301
Email	facilities@uts.columbia.edu
Worship Office	https://utsnyc.edu/life/worship/
Dean of Chapel	212-280-1523

FACULTY

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

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Director, Master of Arts in Social Justice

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

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
Co-Director, Doctor of Ministry Program

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

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Johnston Family Professor for Religion & Democracy

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

Benjamin Kamine, PhD
Assistant Teaching Professor of Interreligious Engagement

Kishundra King, PhD
Assistant Professor of Psychology and Religion

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

[1]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

[2]Jerusha T. Rhodes, MA, PhD
Associate Professor of Islam & Interreligious Engagement

Jorge Rodríguez, MA `16, PhD `21
Assistant Teaching Professor of Historical Studies

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

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

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

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

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

1, on sabbatical Fall 2025; 2, on sabbatical Spring 2026

ADJUNCT FACULTY

Liza Anderson, PhD
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Adam Barnes, PhD '16
Practical Theology

Rev. Bhante Buddharakkhita, DHL
Buddhist Studies

Karen Bray, PhD
Theology

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

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

Jawanza Clark, PhD
Master of Professional Studies

Colleen Conway, PhD
Biblical Studies

Rev. Gabby Cudjoe Wilkes, MDiv, DMin
Communication Arts

Rev. Ian Douglas, MDiv, PhD
Anglican Studies

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

Darren Ferguson, MDiv, DMin
Master of Professional Studies

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

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

Linda S. Golding, MA, BCC
Chaplaincy
Rachelle Green, PhD
Practical Theology

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

Hilly Haber, PhD '25
Master of Professional Studies

Pilar Jennings, PhD '09
Buddhist Studies

Jennifer Leath, MDiv '07, PhD
Doctor of Ministry

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Denominational Studies

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Master of Arts in Social Justice

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Master of Professional Studies

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MDiv-MSW

Rev. Derrick McQueen, MDiv '09 PhD '16
Homiletics

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Director of Writing Center

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Master of Professional Studies

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Field Education

Janet Okang, MA '18, PhD Cand.
Biblical Studies

Heike Peckruhn, PhD
Practical Theology

Hussein Rashid, PhD
Interreligious Engagement

Dawn Ravella, MSW, PhD
Master of Professional Studies

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Anglican Studies

Cleotha Robertson, MDiv, MS, DMin, PhD
Rev. Allen Shin, MDiv
Anglican Studies

Charlene Sinclair, MDiv '08, PhD '17
Practical Theology

Rev. Elizabeth Theoharis, MDiv '04, PhD '14
Practical Theology

Eric Waters, MPS
Master of Professional Studies

Master of Professional Studies

Mary Beth Werdel, PhD
Psychology and Religion

Burton J. Westermeier, PhD cand.
Historical Studies

Jess Williams, MDiv '07, PhD
Practical Theology

ARTIST-IN-RESIDENCE
Malcolm Merriweather, DMA

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Elizabeth Castelli, MA, PhD
Professor of Religion
Barnard College

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

Obery Hendricks, MA, MDiv, PhD
Visiting Professor of Bible & Ethics
Visiting Scholar, Departments of Religion and African American & African Diaspora Studies
Columbia University

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

Shuly Rubin Schwartz, MA, PhD
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 Trible, PhD `63, DD
Baldwin Professor Emerita of Sacred Literature

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

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

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

FACULTY EMERITI/AE – Columbia University Affiliates

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

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

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

† *Deceased*

ANNOUNCEMENT OF COURSES

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

Exegesis courses in the biblical field have the letter "E" at the end of the course number.

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

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

See the 2025-26 course offerings listed by field and prefix, organized by semester, in the pages to follow.

THE BIBLE/SACRED TEXTS FIELD

Cross-Testament (BX)

FALL 2025

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

JANUARY 2026

BX 201E – Reading Practicum: The One God and the Other

3 credit
In Person
Brigitte Kahl
This intensive course is a workshop in slow reading and textual mindfulness. It offers an immersion into texts across the Bible that are stepping stones towards a biblical theology of the Other. Learning to use basic tools of exegesis and meaning-making, how can we develop the readings skills and biblical literacy necessary to make a case against toxic anti-Other reading paradigms that claim to be "biblically based"?

Prerequisite: BX 101, HB 101 or NT 101
Note: Enrollment limited to 15 students

Spring 2026

BX 218 – The Bible and Masculinities

3 credits
Online
David Carr and Colleen Conway
An exploration of diverse constructions of masculinity embedded in the Bible, practice in analyzing masculinity in biblical texts and reflection on how such analysis can intersect with contemporary ideas about and expressions of masculinity.

BX 485 – Intertextuality in the Bible

3 credits
In Person
David Carr
This course is designed to provide training in research on various forms of inner-Biblical intertextuality. The main focus will be on method in study of genetic dependence of one text on another, but the course will also include theory and method pertaining to study of non-genetic intertextual relations (including interrogation of the category of 'text'). The course will also include training and practice in basic disciplines of academic writing and presentation and preparation and presentation of an academic paper.

Prerequisite: HB 101 and NT 101; at least one additional course in Bible recommended.
Note: Enrollment limited to 12 students.

Hebrew Bible (HB)

FALL 2025

HB 101 – Introduction to the Hebrew Bible

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

Note: Weekly tutorial required.

HB 248E – Exodus 1-16: Human and Nonhuman Liberation

3 credits
In Person
David Carr
Using a combination of historical-critical, reception critical and animal-studies methods, this exegetical course explores the potentials and liabilities of stories of Israelite liberation, ecological devastation and wilderness wandering in Exodus 1-16.

Prerequisite: HB 101
Note: Enrollment limited to 13 students

HB 261 – Job

3 credits
In Person
Esther Hamori
The book of Job focuses on one man's tragic losses and suffering, the judgment of his friends, his own growing anger, and his final confrontation of the God who brought about his afflictions. In Part One of this course, we will consider the category of "wisdom literature" and study the major characters and episodes in the book. In Part Two, we will explore issues of bodies and disability, artistic treatments of Job, and creative expressions of suffering in relation to the book of Job.

Prerequisite: HB 101 or BX 101.
Note: Enrollment limited to 12 students.

HB 313A – Intermediate Hebrew I: Prose

1.5 credits
Online
Esther Hamori
Intermediate Hebrew meets twelve times over the full academic year. We will read prose texts in the fall and poetry in the spring. Work will include issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools.

Prerequisite: HB 111 and HB 204 or permission of instructor.
Note: HB 313A and HB 313B must be taken sequentially in one academic year. Temporary grade of “IP” is assigned after HB 313A and credit is awarded after successful completion of both courses.

JANUARY 2026

HB 343E – Biblical Short Stories

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

Prerequisite: HB 101
Note: Enrollment limited to 11 students

SPRING 2026

HB 313B – Intermediate Hebrew II: Poetry

3 credits
Online
Esther Hamori
Intermediate Hebrew meets twelve times over the full academic year. We will read prose texts in the fall and poetry in the spring. Work will include issues of grammar, syntax, vocabulary, reading aloud, and use of critical tools.

Prerequisite: HB 313A
Note: HB 313A and HB 313B must be taken sequentially in one academic year.

HB 360 – The Art of Biblical Poetry

3 credits
In Person
Esther Hamori
This course offers, as in the title of a book we will read by Elaine T. James, "an invitation to biblical poetry." We will consider major elements of poetry (such as voices and figures) with attention to poems' aesthetic dimensions, at times reading poems from ancient Israel alongside other ancient, medieval, or modern poems. Students will have the opportunity to explore use of biblical poetry in different contexts and communities. Independent work can include Hebrew for students who have completed HB111 (but no Hebrew background is required).

Prerequisite: HB 101 or BX 101
Note: Enrollment limited to 12 students.

SUMMER 2026

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 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

New Testament (NT)

FALL 2025

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 239E – The Gospel of Luke

3 credits
In Person
Jeremy F. Hultin
The goal of this course is to acquire a greater knowledge of the Gospel of Luke and to become familiar with a variety of literary, historical-critical, and theological approaches to the book. We situate Luke within the emerging traditions about Jesus (both canonical and non-canonical). Students also compare Luke to ancient Greco-Roman and Jewish "biographies" of holy teachers and wonderworkers. Special attention is given to important Lukan themes, including: Luke's emphasis on the women in the Jesus movement; attitudes toward wealth; and the relationship of Jesus to Jewish institutions.

Prerequisite: BX 101 or NT 101

NT 315 – Intermediate Greek I

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

Prerequisite: NT 111 and NT 204 or equivalent

SPRING 2026

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?"

Note: Weekly tutorial required.

NT 204 – Elementary Biblical Greek II

3 credits
In Person
Janet Okang
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.

NT 233E – Reading Corinthians

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

Prerequisite: HB 101 and NT 101 or BX 101
Note: Enrollment limited to 15 students

Sacred Texts (STX)

JANUARY 2026

BU/STX 265 – The Four Sublime States Retreat

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

Note: Enrollment limited to 15 students.

BU/STX 342 – Zen Buddhist Texts

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

Prerequisite: BU 234 or permission by instructor.
Note: Enrollment limited to 20 students.

IS/STX 312 – The Medieval Jewish-Muslim Textual Encounter

3 credits
In Person
Benjamin Kamine
This comparative seminar will introduce students to some of the narrative and exegetical genres produced by Medieval Islamic and Rabbinic thinkers and the mutually illuminating conversation between them. Students will gain an understanding of each community of interpreters on their own terms, as well an understanding of the relationships between these two communities. They will do so through careful analysis of translated primary sources and critical discussion of scholarly efforts to clarify the nature of textual commonalities and differences.

THE HISTORICAL STUDIES FIELD

Historical Studies (HS)

FALL 2025

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

3 credits
Online
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.

HS/IS 120 – Global Muslim Histories

3 credits
In Person
Simran 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.

SE/HS 257 – The Black Social Gospel, 1870-1940

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

Notes: Fulfills Religion and the Black Experience concentration requirement.

HS 326 – A Global History of the Reformation

3 credits
In Person
Christopher Gillett
The Reformation is often treated as predominantly, or even solely, a European phenomenon. In this course, we will explore the successes and failures of various Protestant and Catholic attempts at reform in relation to Europeans' increasingly transnational outlook and experience of non-European religious cultures. We will examine how the interaction of people from Europe, Asia, Africa, and the Americas from the late Middle Ages to the eighteenth century shaped both contemporary theological and political debates, as well as their enduring legacies. Bound up in Catholic and Protestant controversies about how humanity should interact with the divine were fundamental reappraisals of how to define who counted as human, the desirability and possibility of cultural pluralism, and religion's place in public life.

HS 327 – Turning the World Upside Down: Justice & Religious Radicalism

3 credits
Online
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 332 – Fat: A Religious History

3 credits
In Person
Jorge Rodríguez
As a system of power, anti-Fatness governs bodies through laws, policies, beliefs, and ideologies that presume Fat people to be diseased, immoral, and lacking in self-discipline. Yet such a view of Fatness did not arrive ex-nihilo, rather it was constructed over time through an intricate theo-ideological formation. By centering the religious history of Fatness from the 1st through the 21st century, this course explores how "Fat" became a site of struggle, oppression, as well as activism and liberation in the West.

Prerequisite: HS 116 and 117 preferred but not required.

JANUARY 2026

HS/IE 316 – Remembering Guru Nanak

3 credits
In Person
Simran Singh
Guru Nanak is one of the most consequential religious figures in history. He is the founder of the world's fifth largest religion. And yet, most people know little about him or the tradition he founded. This course explores the life and teachings of Guru Nanak by engaging the earliest available sources-his own compositions preserved in the Guru Granth Sahib, and the Puratan Janamsakhi, which is the earliest account of his life. The course also examines and contends with modern historiography to understand how historians have understood Guru Nanak's life and teachings, the assumptions underlyin

Note: Enrollment limited to 20 students.

HS 320 – **Healthcare and Disability in Early Christian Worlds**

3 credits
Online
Julia Kelto Lillis
What is illness? What is medicine? What makes a disability disabling? Studying ancient sources helps us rethink present-day categories, experiences, and approaches to healthcare and disability justice. This course will examine diverse ways people in ancient Mediterranean societies sought healthcare or healing, and will analyze diverse early Christian views on bodily abilities and on health. We will juxtapose ancient possibilities and today's struggle to make medical, religious, and social systems allow for wellness -- broadly defined -- for all who seek it.

Note: Enrollment limited to 10 students. Instructor permission required.

HS 117 – **History of Christianity 1500-2000**

3 credits
In Person
Christopher Gillett
An introductory survey of Christian life and thought in global perspective 1500-2000. This course examines how medieval Catholic Christianity in Europe splintered into a range of competing, and often conflicting, traditions during the Reformations. This occurred at roughly the same time that European states undertook overseas colonial and economic expansion into Africa, Asia, the Americas, and Australasia, transforming Christianity into a global religion. But it will also explore how non-European cultures participated in Christian developments in what might broadly be described as "modernity."

HS/BU 129 – Global Buddhist Histories

3 credits
In Person
Simran 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.

HS/IS 220 – Islam in the Americas

3 credits
In Person
Simran Singh
This course explores the history of Islam in the Americas. This includes the earliest moments of contact, its transmission and diverse expressions, and contemporary concerns. While a large proportion of this course will attend to Islam in the United States, we will also consider Muslim communities in Canada, Mexico, the Caribbean, and South and Central America.

Note: Enrollment limited to 15 students.

SE/HS 258 – The Black Social Gospel, 1940-Present

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

Note: Religion and the Black Experience concentration course.

HS 318 – **Revolution and Catholicism**

3 credits

In Person

Christopher Gillett

This course examines the relationship between Catholicism and Revolution in the seventeenth-century English world - places that were ruled from, or economically dominated by, England. Catholics of various ethnicities resident in the English world (British, Irish, European, African, and Indigenous American) agitated for radical understandings of liberty of conscience to be enshrined in England's imperial constitution. This course also examines the unintended consequences of this clandestine Catholic activism, which inspired a competing, revolutionary agenda among Protestants who uncovered it.

Note: Enrollment limited to 15 students.

THE INTERRELIGIOUS ENGAGEMENT FIELD

Interreligious Engagement (IE)

FALL 2025

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

3 credits
Online
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. Fulfills MASJ Interreligious Engagement requirement.

IE 213 – Interreligious Dialogue Methods and Practices

3 credits
In Person
Benjamin Kamine
This workshop seminar will introduce students to common methods of interreligious dialogue and bring them together to practice those methods. As part of preparing to participate in dialogue work, students will read methodological descriptions, case studies, and theoretical underpinnings for several common dialogue methods in pursuit of understanding general principles of dialogue practice and the design of dialogue programs. Students will learn about the history of such methods and how they have evolved over time to meet the needs of particular circumstances. They will then engage those methods in class through facilitated groups.

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

3 credits
Online
Karenna Gore, Tiokasin Ghosthorse, Betty Lyons
This course will explore Indigenous perspectives within the intersections of ecology, colonization and spirituality. We will study the work and words of Indigenous scholars, elders, philosophers and activists on topics including: worldviews and ways of knowing; traditional ecological knowledge and Native/Indigneous science; the Doctrine of Discovery; freedom of religion for Indigenous peoples; and Indigenous-led movements for sovereignty and environmental and climate justice. This course has a global scope but is primarily focused on the continent where we are based.

Note: Fulfills MASJ Ecojustice requirement

CW/IE 273 – Performance of Humor and Laughter Across Religious Traditions

3 credits
In Person
Cláudio Carvalhaes
To be able to laugh and be humorous are fundamental ways to live through the crisis of our time when fascism, social instability, depression, anger, sadness are so present and climate catastrophes and disasters of all kinds are piling up. In this class we will learn how various peoples from various religions from various parts of the world laugh and make laugh.

IE/RE 352 – Spiritual Journeys: Spiritualities for Religious Pluralism

3 credits
Online
Mary C. Boys
This course revolves around reading and discussion of memoirs by Buddhist, Christian, Jewish, and Muslim practitioners. Emphasis on implications for enhancing spiritualities for living inland contributing to a religiously pluralistic world.

JANUARY 2026

HS/IE 316 – Remembering Guru Nanak

3 credits
In Person
Simran Singh
Guru Nanak is one of the most consequential religious figures in history. He is the founder of the world's fifth largest religion. And yet, most people know little about him or the tradition he founded. This course explores the life and teachings of Guru Nanak by engaging the earliest available sources-his own compositions preserved in the Guru Granth Sahib, and the Puratan Janamsakhi, which is the earliest account of his life. The course also examines and contends with modern historiography to understand how historians have understood Guru Nanak's life and teachings, the assumptions underlyin

Note: Enrollment limited to 20 students.

SPRING 2026

IE/PT 231 – The Practice of Self-Inquiry

3 credits
In Person
Gregory Snyder
Exploring a shared intention to clarify and expand personal capacities and methodologies for self-inquiry, this course engages religious traditions as well as non-religious phenomenological, ethical, and critical thinkers. Toward this end, students unpack assumptions around subjective experience, reliable knowledge, mind and world, and theories of body and perception. Some course material is densely philosophical.

Note: Enrollment limited to 25 students.

IE/RE 344 – Deepening Relations Between Jews and Christians: Creating a New History Together

3 credits
In Person
Mary C. Boys
The history between Jews and Christians has been largely conflictual and tragic. Yet the past 60 years have witnessed dramatic developments that challenge both to revisit this history with a new eye for relating more justly and profoundly to one another and enhancing possibilities for religious pluralism.

RS/IE 335 – Contextual Perspectives in Culture, Race, Gender and Religion

3 credits
Online
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: Religion and the Black Experience concentration course; fulfills MASJ Racial/Ethnic justice requirement.

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

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

Prerequisite: IE 102

Buddhism-Focused Courses (BU)

FALL 2025

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/PR 412 – Critical Phenomenology and Collective Karma

3 credits
In Person
Gregory Snyder
This upper-level seminar examines the intersection of critical phenomenology and Buddhist concepts of karma, with a focus on understanding and disrupting patterns of social violence. Students will explore how critical phenomenological methods can be a useful lens for religious and moral thought in identifying shared spaces of social violence, while also analyzing how karma as a moral theory can offer a framework for understanding the perpetuation and interruption of cycles of socialized intentionality and harm. The course format is a seminar-style discussion with substantial required reading.

Prerequisite: BU 234 and IE 231 recommended but not required.
Note: Enrollment limited to 12 students.

JANUARY 2026

BU/STX 265 – The Four Sublime States Retreat

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

Note: Enrollment limited to 15 students

SPRING 2026

HS/BU 129 – Global Buddhist Histories

3 credits
In Person
Simran 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

PS/BU 206 – Psychoanalysis and Buddhism: A Healing Partnership

3 credits
Online
Pilar Jennings
For more than half a century there's been a growing interest in the relevance of Buddhist psychology and meditation to psychodynamic treatment. Carl Jung, along with Karen Horney, Nina Coltart, and many other clinicians, have made efforts to explore how a traditional psychoanalytic approach to healing might be enhanced by a Buddhist understanding of suffering and its end. This course will examine how these contrasting traditions understand the roots of personal and collective suffering, and how their complementary though divergent methods offer increased opportunities for healing.

BU/STX 342 – Zen Buddhist Texts

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

Prerequisite: BU 234 or instructor permission
Note: Enrollment limited to 20 students

Islam-Focused Courses (IS)

FALL 2025

HS/IS 120 – Global Muslim Histories

3 credits
In Person
Simran 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 20 students.

IS/TS 230 – Islamic Religious Thought: Continuity and Change

3 credits
In Person
Jerusha T. Rhodes
Islamic religious thought designates a cluster of interrelated 'religious sciences' or 'methodologies' (usul), including theology/kalam, tafsir, fiqh, and ethics. This course introduces the traditional usul, their sources, and related debates through engagement with historical and contemporary scholarship. The course emphasizes intra-Muslim diversity and the interplay between authority, tradition, and change. It also engages contemporary Islamic Studies applications to topics such as race, gender, freedom, sexuality, and ability. The course provides both an integrated foundation for students focused on Islam, and a robust introduction for other students.

Note: Enrollment limited to 18 students.

SPRING 2026

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

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

HS/IS 220 – Islam in the Americas

3 credits
In Person
Simran Singh
This course explores the history of Islam in the Americas. This includes the earliest moments of contact, its transmission and diverse expressions, and contemporary concerns. While a large proportion of this course will attend to Islam in the United States, we will also consider Muslim communities in Canada, Mexico, the Caribbean, and South and Central America.

Note: Enrollment limited to 15 students.

IS/STX 312 – The Medieval Jewish-Muslim Textual Encounter

3 credits

In Person

Benjamin Kamine

This comparative seminar will introduce students to some of the narrative and exegetical genres produced by Medieval Islamic and Rabbinic thinkers and the mutually illuminating conversation between them. Students will gain an understanding of each community of interpreters on their own terms, as well an understanding of the relationships between these two communities. They will do so through careful analysis of translated primary sources and critical discussion of scholarly efforts to clarify the nature of textual commonalities and differences.

THE PRACTICAL THEOLOGY FIELD

Anglican Studies (AS)

FALL 2025

AS 201 – Anglican Liturgy (Historical)

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

Note: Generally offered every other fall, odd years.

AS 202 – Anglican Missions and Social Justice

3 credits
Online
Liza Anderson
This course examines the history of Anglican missions and the development of the Anglican Communion through a postcolonial lens. How did Anglican missions transform structures of injustice and oppression, and how were they complicit in forging new ones? How did missionaries reconcile the tension between inculturating the gospel and spreading empire? How did indigenous, enslaved, and socially marginalized Anglicans, and the missionaries who were willing to learn from them, seek to transform what it means to be an Anglican, and how can their wisdom inform the understanding of mission and justice in the Anglican Communion today?

Note: Generally offered every other fall, odd years.

AS/PT 212 – **Discernment of Call**

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

SPRING 2026

AS 203 – Anglican Liturgy - Practical

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

Note: Generally offered every other spring, even years.

AS 302 – Leadership in Ministry

3 credits
In Person
Mary Foulke
This culminating experience provides students an opportunity to reflect on and integrate prior seminary learning and ministry experience. Explorations include what is leadership? leadership and difference, leadership and hierarchy, urban ministry, and rural/small town ministry. Emphasis is placed on understanding challenges, exploring options and developing one's own ministerial leadership model/vision. The course provides students with opportunities to engage readings, past experiences, and seminar discussion with peers with a focus on the tools and skills needed for effective leadership in local ministry settings.

Prerequisite: Restricted to third-year MDiv students. Required for Anglican Studies students but open to students on any track.

Communication Arts (CA)

SPRING 2026

CA 102 – **Communication Arts: Persuasian, Emotional Intelligence & Leadership Communication**

3 credits
In Person
Gabby Cudjoe Wilkes
This course seeks to help students learn methods of connection and effective live communication, by freeing students to identify and unleash their authentic self and to help others do the same. When a student leaves Union, that individual's ability to make a difference is dependent on the fluency and facility with which they are able to express themself as an effective communicator with emotional intelligence. This will be an interactive, immersive experience in which students refine awareness about, and improve skills pertaining to, communication.

Denominational Studies (DS)

FALL 2025

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 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.

SPRING 2025

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.

Integrative and Field-Based Education (FE)

FALL 2025

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.

Prerequisite: Restricted to MDiv students. Permission of the Office of Integrative and Field-Based Education.
Note: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. Students register for waitlist and pending approval, are enrolled. Apply to hybrid FE-CPE program here: https://utsnyc.edu/academics/field-ed/hybrid-field-education-opportunities/; if accepted, students must register for section 01.

FE 303 – Full-Time Internship I

3 credits

Janine Myrick

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

Prerequisite: Restricted to 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 must enroll in student health insurance or provide proof of comparable coverage..

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 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/FE 363 and PS/FE 364 must be taken sequentially in one academic year.

SPRING 2026

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

3 credits

In Person

Su Yon Pak

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

Prerequisite: FE 103. Restricted to MDiv students. Permission of the Office of Integrative and Field-Based Education.
Note: Required for MDiv students. FE 103 and FE 104 must be taken sequentially in one academic year. Enrollment limited to thirty students per section. Students register for waitlist and pending approval, are enrolled. Students accepted to hybrid program must register for section 01.

FE 304 – Full-Time Internship II

3 credits

Janine Myrick

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

Prerequisite: 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 must enroll in student health insurance or provide proof of comparable coverage.

PS/FE 364 – Clinical Pastoral Education II

3 credits

Su Yon Pak

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

Prerequisite: PS 110 and permission of instructor. PS 101 recommended.
Note: Pass/fail. PS/FE 363 and PS/FE 364 must be taken sequentially in one academic year.

SUMMER 2026

FE 206 – Field Education Internship

2 credits

Janine Myrick

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

Prerequisite: FE 103 and FE 104. Permission of instructor.
Note: Required meetings with field education staff are arranged. Proposals must be submitted to the Office of Integrative and Field-Based Education prior to course registration by April 1.

PS/FE 366 – Full-time Clinical Pastoral Education

6 credits

Su Yon Pak

Clinical Pastoral Education (CPE) is an experiential learning program that provides chaplaincy education and spiritual care training for ministry, normally in a clinical setting. Students learn the art and skills of spiritual care and reflect on their experiences with a certified CPE educator and a small group of peers. CPE is offered accredited centers; visit 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. Pass/fail.

Clinical Pastoral Education (CPE)

FALL 2025

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 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 must be taken sequentially in one academic year.

SPRING 2026

PS/FE 364 – Clinical Pastoral Education II

3 credits

Su Yon Pak

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

Prerequisite: PS 110 and permission of instructor. PS 101 recommended.
Note: Pass/fail. FE 363 and FE 364 must be taken sequentially in one academic year.

SUMMER 2026

PS/FE 366 – Clinical Pastoral Education

6 credits

Su Yon Pak

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

Prerequisite: PS 110 and permission of instructor. PS 101 recommended.
Note: Pass/fail.

Psychology and Religion (PS)

FALL 2023

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: Prerequisite for receiving academic credit for CPE.

PS 228 – Spiritual Care in Crises

3 credit

In Person

Kishundra King

This course introduces students to theories, dimensions, models/methods, and spiritual care practices related to crises. Crises include, but are not limited to, cultural and political events, sudden loss, death of a loved one(s), sexual assault and abuse, domestic violence, community tragedies, and other pastoral emergencies. Together, we will explore the psychosocial and theological dimensions of crises, impacts of crises (interpersonally & communally), and spiritual practices of crisis intervention, management, and care.

Prerequisite: PS 101 is highly recommended but not required
Note: Enrollment limtied to 20 students.

PS 229 – Womanist Approaches to Spiritual Care

3 credit
In Person
Kishundra King
This course introduces students to foundational and emerging theories, models, and approaches in Womanist pastoral theology, spiritual care, and counseling. As a specialized discipline within pastoral theology, Womanist pastoral theology describes and implements theologies and frameworks of care that attend to the lived experiences of Black women and girls by emphasizing the intersections of race, class, gender, and sexuality. Students will be exposed to the various theological & psychological perspectives, insights, and practices of Womanist pastoral theologians and practitioners.

Prerequisite: PS 101 is highly recommended but not required
Note: Enrollment limtied to 20 students.

SPRING 2026

PS 101 – Introduction to Pastoral and Spiritual Care

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

PS/BU 206 – Psychoanalysis and Buddhism: A Healing Partnership

3 credits
Online
Pilar Jennings
For more than half a century there's been a growing interest in the relevance of Buddhist psychology and meditation to psychodynamic treatment. Carl Jung, along with Karen Horney, Nina Coltart, and many other clinicians, have made efforts to explore how a traditional psychoanalytic approach to healing might be enhanced by a Buddhist understanding of suffering and its end. This course will examine how these contrasting traditions understand the roots of personal and collective suffering, and how their complementary though divergent methods offer increased opportunities for healing.

PS 250 – Death, Dying, and Bereavement

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

Prerequisite: PS 110 and PS 101.
Note: Concentration requirement for Chaplaincy students. 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.

Note: Concentration requirement for Chaplaincy students.

PS 417 – Theories of Self in Pastoral Theology

In Person
Kishundra King
This advanced course introduces students to psychological concepts and theories of the self that are operative in pastoral and spiritual care and counseling. Toward that end, this course traces understandings of the self within the works of pastoral theologians, psychologists of religion(s), and practitioners in pastoral and spiritual care. Particular attention will be given to identity formation, relationality, self-psychological perspectives, development, and psychic-injury.

Prerequisite: PS 101.
Note: Enrollment limited to 12 students.

Practical Theology (PT)

FALL 2025

PT 204 – RISE Together Mentorship for Women of Color

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

Prerequisite: Acceptance into RISE Together Mentorship program.
Note: Religion and the Black Experience concentration course. Spans three semesters for three credits total.

AS/PT 212 – **Discernment of Call**

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

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.

SPRING 2026

PT 204 – RISE Together Mentorship for Women of Color

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

Prerequisite: Acceptance into RISE Together Mentorship program.
Note: Religion and the Black Experience concentration course. Spans three semesters for three credits total.

PT 220 – Peacemaking and Social Movements

3 credits
Online
Liz Theoharis, Adam Barnes, lara lopez, and Ciara Taylor
In Jesus' time the Roman Empire was guided by a belief that peace was achieved through conquest, war, violence, and domination. The same posture persists among leaders in our world today. This course explores the way that social movements, including the early Jesus movement, challenge achieving peace through force and assert a broad understanding of violence that includes not only war, but also poverty, systemic racism, and environmental degradation, and a vision of peace that is rooted not in control, exclusion, and concentration of wealth, but in shared abundance and the dignity and value of all life. Students will learn from and engage with policy experts, social movement leaders, and religious and faith leaders. Together we will discuss the interlocking crises and forms of violence we face today and how social movements are emerging to challenge these systems and establish a peaceful and just world where all can thrive.

Note: Fulfills MASJ Social Movements requirement

IE/PT 231 – The Practice of Self-Inquiry

3 credits
In Person
Gregory Snyder
Exploring a shared intention to clarify and expand personal capacities and methodologies for self-inquiry, this course engages religious traditions as well as non-religious phenomenological, ethical, and critical thinkers. Toward this end, students unpack assumptions around subjective experience, reliable knowledge, mind and world, and theories of body and perception. Some course material is densely philosophical.

Note: Concentration requirement for Chaplaincy students. Enrollment limited to 25 students.

SUMMER 2026

PT 241 – Disability Justice and/in Theology

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

Religion and Education (RE)

FALL 2025

IE/RE 352 – Spiritual Journeys: Spiritualities for Religious Pluralism

3 credits
Online
Mary C. Boys
This course revolves around reading and discussion of memoirs by Buddhist, Christian, Jewish, and Muslim practitioners. Emphasis on implications fo enhancing spiritualities for living inland contributing to a religiously pluralistic world.

SPRING 2026

IE/RE 344 – Deepening Relations Between Jews and Christians: Creating a New History Together

3 credits
In Person
Mary C. Boys
The history between Jews and Christians has been largely conflictual and tragic. Yet the past 60 years have witnessed dramatic developments that challenge both to revisit this history with a new eye for relating more justly and profoundly to one another and enhancing possibilities for religious pluralism.

Religion and Society (RS)

FALL 2025

RS 325 – Liberation Theologies and Pentecostalism

3 credits
In Person
Samuel Cruz
Theologies of liberation-be they Latin American, Feminist, Black, Latina or Asian-and the Pentecostalization of Christian denominations and independent churches have influenced the Christian religious landscape in the United States. Liberation theologies are often described as having lost ground and faded away. Pentecostal and Neo-Pentecostal churches seem to be the fastest growing religious movements across the globe. Students examine the perception that Pentecostalism is an alternative to liberation theologies and/or its diametrical opposite. Students explore how liberation theologies and Pentecostalism have been transformed, mutated, and revitalized by conservative and progressive churches. Commonalities, differences, conflicts, and potentialities for social and political action found in liberation theologies and Pentecostalism are discovered. Formerly CS 325.

PR/RS 440 – Critical Theories, Fascism, Religious Resistance

3 credits
In Person
Jan Rehmann
The course combines critical theories and analyses of fascism. We get acquainted with Marx' critique of alienation and exploitation, compare the "Frankfurt School" with Antonio Gramsci's theory of hegemony, and study major theories of ideology, subjection, and habitus. How can critical theories contribute to a better understanding of (neo-)fascism and effective strategies of religious resistance?

SPRING 2026

RS/IE 335 – Contextual Perspectives in Culture, Race, Gender and Religion

3 credits
Online
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: Religion and the Black Experience concentration course.

RS 331 – Concurrent Master of Divinity/Social Work Integrative Seminar

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

Prerequisite: Restricted to and required for dual-degree Master of Divinity /Social Work students in their third or fourth year.

Worship, Preaching and Arts (CW)

FALL 2025

CW 103 – Introduction to Worship/Ritual

3 credits
In Person
Cláudio Carvalhaes
How do we imagine public, collective worship and ritual practices in the face of urgent climate disasters? This course offers an introduction to ways of thinking/feeling/doing worship and rituals from the perspective of our relation to the earth. We will engage earthly, human and more than human patterns, kin relations, justice, healing, restorative issues, liturgical and theological themes, sounds, sacraments, community formations, rites of passage and so on.

CW/IE 273 – Performance of Humor and Laughter Across Religious Traditions

3 credits
In Person
Claudio Carvalhaes
To be able to laugh and be humorous are fundamental ways to live through the crisis of our time when fascism, social instability, depression, anger, sadness are so present and climate catastrophes and disasters of all kinds are piling up. In this class we will learn how various peoples from various religions from various parts of the world laugh and make laugh.

SPRING 2026

CW 104 – Fundamentals of Preaching

3 credits
In Person
Derrick McQueen
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. Students hone the skills involved in effective sermon design and delivery.

Prerequisite: HB 101 and NT 101 or BX 101.

CW 350– Learning from the Earth – Eco-Rituals

3 credits
Online
Cláudio Carvalhaes
If Christian theology and worship entail definitions of what is to be human, this course will engage the question: what is to be (the) earth? In this interdisciplinary course, we will read works from philosophical, anthropological, political, and indigenous perspectives on the earth. From these expansive forms of knowledges, we will engage in learning and dialoguing, recognizing challenges, correcting and expanding notions of Christian theologies, liturgical theologies, worship and rituals in order to respond to the current climate catastrophe of our time.

THE THEOLOGY AND ETHICS FIELD

Philosophy of Religion (PR)

FALL 2023

TS/PR 245 – Dietrich Bonhoeffer and James Baldwin

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

Notes: Religion and the Black Experience concentration course. Enrollment limited to 35 students.

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

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

Note: Religion and the Black Experience concentration course. Enrollment limited to 35 students.

TS/PR 353 – Politics of Hope

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

Notes: Religion and the Black Experience concentration course.

BU/PR 412 – Critical Phenomenology and Collective Karma

3 credits
In Person
Gregory Snyder
This upper-level seminar examines the intersection of critical phenomenology and Buddhist concepts of karma, with a focus on understanding and disrupting patterns of social violence. Students will explore how critical phenomenological methods can be a useful lens for religious and moral thought in identifying shared spaces of social violence, while also analyzing how karma as a moral theory can offer a framework for understanding the perpetuation and interruption of cycles of socialized intentionality and harm. The course format is a seminar-style discussion with substantial required reading.

Prerequisite: BU 234 and IE 231 recommended but not required. Enrollment limited to 12 students.

PR/RS 440 – Critical Theories, Fascism, Religious Resistance

3 credits
In Person
Jan Rehmann
The course combines critical theories and analyses of fascism. We get acquainted with Marx' critique of alienation and exploitation, compare the "Frankfurt School" with Antonio Gramsci's theory of hegemony, and study major theories of ideology, subjection, and habitus. How can critical theories contribute to a better understanding of (neo-)fascism and effective strategies of religious resistance?

SPRING 2026

PR 316 – The Historical Philosophy of W.E.B. Du Bois

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

Notes: Religion and the Black Experience concentration course. Enrollment limited to 35 students.

Social Ethics (SE)

FALL 2025

SE 223 – Queering Ethics

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

Note: Enrollment limited to 20 students.

SE 230 – Catholic Moral Tradition

3 credits
In Person
Sarah Azaransky
This course provides an overview of Catholic moral theology and Catholic Social Teaching. It will introduce students to contemporary Catholic approaches to such topics as migration, climate, labor, war, peace, and medical ethics, among others.

SE/HS 257 – The Black Social Gospel, 1870-1940

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

Notes: Religion and the Black Experience concentration course.

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 MASJ General Social Justice requirement

SPRING 2026

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.

SE/HS 258 – The Black Social Gospel, 1940-Present

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

Note: Religion and the Black Experience concentration course.

SE 340 – Women in the Black Freedom Movement

3 credits
Online
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: Religion and the Black Experience concentration course.

Theological Studies (TS)

FALL 2025

TS 104 – Introduction to Systematic Theology

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

IS/TS 230 – Islamic Religious Thought: Continuity and Change

3 credits
In Person
Jerusha T. Rhodes
Islamic religious thought designates a cluster of interrelated 'religious sciences' or 'methodologies' (usul), including theology/kalam, tafsir, fiqh, and ethics. This course introduces the traditional usul, their sources, and related debates through engagement with historical and contemporary scholarship. The course emphasizes intra-Muslim diversity and the interplay between authority, tradition, and change. It also engages contemporary Islamic Studies applications to topics such as race, gender, freedom, sexuality, and ability.

The course provides both an integrated foundation for students focused on Islam, and a robust introduction for other students.

Note: Enrollment limited to 18 students.

TS/PR 245 – Dietrich Bonhoeffer and James Baldwin

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

Notes: Religion and the Black Experience concentration course. Enrollment limited to 35 students.

TS/PR 353 – Politics of Hope

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

Notes: Religion and the Black Experience concentration course.

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
Karen Bray
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 240 – Womanist Theology and Narrative

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

Note: Religion and the Black Experience concentration course.

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: Religion and the Black Experience concentration course. Enrollment limited to 35 students.

TS 360 – Barth, Niebuhr, Cone

3 credits
In Person
Andrea White and *Gary Dorrien*
This course puts three major theologians of the twentieth century, Karl Barth (1886-1968), Reinhold Niebuhr (1892-1971) and James H. Cone (1938-2018) in conversation with each other, emphasizing how each profoundly redirected the course of twentieth-century Christian theology and ethics.

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

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

Prerequisite: IE 102

DOCTOR OF MINISTRY COURSES

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

FALL 2025

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.

Note: Enrollment restricted to Doctor of Ministry students in the first-year cohort

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.

Note: Enrollment restricted to Doctor of Ministry students in the first-year cohort

DMN 421 – Moral Leadership, Public Advocacy, and Local Exegesis

3 credits
In-Person Intensive/Online
Samuel Cruz
This course explores the intersection of local leadership, theological imagination, and justice-oriented community engagement, framing leadership as both a response to and a reflection of global justice imperatives. Grounded in the role of theology and faith-based organizations, the course examines how spiritual and moral frameworks shape leadership, community organizing, and the pursuit of justice. Emphasizing place-making, moral meaning-making, and faith-informed activism, it fosters introspection, discipline, and actionable impact, beginning with personal leadership development and expanding to organizational and civic ecosystems. The interfacing of local issues and global injustice summons a moral leadership praxis that inspires local conscientization, actionable solidarity, and public advocacy. By bridging theological reflection with systemic injustices, particularly those affecting Black and brown communities, students will cultivate the skills and vision necessary for transformative civic engagement. This course aims to provide the framework for faith-rooted civic creativity and public engagement, equipping participants to lead with clarity, conviction, and a commitment to justice in their communities. The course will feature a variety of guest speakers and site visits in New York City.

Note: Enrollment restricted to Doctor of Ministry students in the second-year cohort

DMN 423 – Decoding Power and Intersectionality

3 credits
Online
Jennifer Leath
Intersectionality is an analytical framework through which the impact of intersecting social constructs can be described, defined, and critiqued. Because of the disruptive epistemological possibilities intersectional analysis reveals and the ways intersectionality contextualizes race, class, gender, sexuality, age, ability, and religion with one another, intersectionality as a term, a concept, and an analytical starting point has become a sociopolitical lightning rod in U.S. contemporary public discourse. Through this course, learners will learn and e able to effectively communicate what Kimberlé Crenshaw's intersectionality is, how it has been applied, how it has been expanded upon, how it has been misapplied, and how it can still be a valuable tool for dismantling injustice, and how to apply intersectional analysis in more sophisticated ways for engagement in public plural spheres.

Note: Enrollment restricted to Doctor of Ministry students in the second-year cohort

SPRING 2026

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 initial formulation of their research in this program.

Note: Enrollment restricted to Doctor of Ministry students in the first-year cohort

DMN 412 – Religion and Social Movements

3 credits
Online
Jorge Rodríguez
Religion and Social Movements equips students to articulate the moral positions, theories, and tactics of key social movements from the 1950s to the present. The course examines leftist, liberal, and conservative movements globally including the Cuban Revolution, Black Nationalism and Black Power, movements for Puerto Rican and Palestinian Liberation, and the rise of the Religious Right. By examining the international and interreligious linkages of and within these movements, students will gain analytic tools for understanding the role of religion in social movements today.

Note: Enrollment restricted to Doctor of Ministry students in the first-year cohort

DMN 430 – Spirituality and Social Justice Work

3 credits
Online
Cláudio Carvalhaes
Spirituality and Social Justice examines how religion and spiritual practice connect with efforts for justice, highlighting how spirituality can sustain and inspire social change. We will read a range of historic and contemporary texts, including but not limited to, Howard Thurman, Rosemary Freeney Harding, Cassidy Hall, and Dorothy Day.

Note: Enrollment restricted to Doctor of Ministry students in the second-year cohort

DMN 432 – Theory, Theology, and the Practice of Research II

3 credits

Online

Willie Francois

Building on Theory, Theology, and the Practice of Research 1, this course deepens Doctor of Ministry students' engagement with interdisciplinary research methods, contextual analysis, and spiritual praxis while logistically advancing their Doctoral Projects. Through a structured assessment and planning process, learners will refine their doctoral project focus, mixed methodologies, and theological framework, culminating in a well-developed and approved project proposal. With guidance from faculty, site team members, and cohort members, learners will receive critical feedback to strengthen the synergy of theoretical rigor and practical applicability of their work. In addition to project development, the course fosters personal and professional growth by providing a collaborative environment for theological inquiry and leadership formation. The learner will demonstrate the generative relationship between elements in a proposal including research question, the problem statement, methodology, literature review, and research design. By the end of the course, learners will have a clear and actionable plan for their doctoral project, positioning them for meaningful contributions to their faith communities, ministry studies and justice movements.

Note: Enrollment restricted to Doctor of Ministry students in the second-year cohort

MASTER OF PROFESSIONAL STUDIES COURSES

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

FALL 2025

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 21st 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 109 – Bible and Hermeneutics of Justice

3 credits
Bedford Hills – Cleotha Robertson
Sing Sing – Cleotha Robertson
This course presents an overview of the Bible with a particular emphasis on the formation of biblical literature and the historical and cultural contexts in which biblical texts were written. 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 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 – Christianity, Islam, Judaism, and the Marginalized

3 credits
Bedford Hills – Darren Ferguson
Sing Sing – Darren Ferguson
This course provides an introductory survey to 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 these 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 401 – MPS Capstone Project I

3 credits
Bedford Hills – Eleanor 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.

SPRING 2026

MPS 206 – Practice of Ministry

3 credits
Bedford Hills – Wanda Lundy
Sing Sing – Nancy Fields
This course is intended to build on Foundations of Ministry and deepen students' learning in ministry in the prison context.

MPS 208 – Theories of Justice and Public Leadership

3 credits
Bedford Hills – Hilly Haber
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 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 – TBA

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, Justice, and the Public Square

3 credits

Bedford Hills – Flora Wilson Bridges

Sing Sing – Jawanza Clark

This course is an overview of methods of theological reflection as a practice of justice-centered and culturally responsive leadership in the public square. It 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 402 – MPS Capstone Project II

3 credits

Bedford Hills – Eleanor 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. It is a culminating paper of 30 to 40 pages, which systematically mines the student's own proposals for improving society and/or the carceral realities. The student will analyze, integrate, and evaluate their 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. The student will 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 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 101 – Introduction to Theological Studies

2 credits

Online

Serene Jones and Su Yon Pak

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

Note: Required for incoming Master of Divinity and Master of Arts in Religion students.

UT 103 – Social Justice Introductory Colloquium

3 credits

Online

Tony Tian-Ren Lin

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.

Note: Pass/Fail. Required for and restricted to incoming first-semester Master of Arts in Social Justice students.

UT 105 – Social Justice Final Colloquium

2 credits

Online

Jessica Williams

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

Corequisite: UT 422
Note: Pass/fail. Required for 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 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 thesis, or (b) six credits from elective courses. The project is normally a fall-spring sequence.

Note: Temporary grade of "IP" is assigned after the first semester; credit is awarded after project submission. Consult the academic calendar regarding due dates. 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 and an option for Master of Divinity Students. The thesis is a total of 6 credits, normally completed 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" assigned after the first semester; credit awarded after thesis submission. Consult the academic calendar for due dates. 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 and an option for Master of Divinity Students. The thesis is a total of 6 credits, normally completed 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" assigned after the first semester; credit awarded after thesis submission. Consult the academic calendar for due dates. 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/.

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/.

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/.

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.

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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

Jessica Williams

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 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.

Corequisite: UT 425

Note: Pass/fail. Required for 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

Part two of the two-semester Final Project sequence for Master of Divinity students.

Prerequisite: UT 421.
Note: Temporary grade of "IP" is assigned after the first semester; credit is awarded after project submission. Consult the academic calendar regarding due dates.

UT 425 – Master's Thesis II (with Seminar)

2 credits

Part two of the Thesis sequence for Master of Arts or Master of Divinity students

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 thesis submission. Consult the academic calendar for due dates.

UT 426 – Master's Thesis II

3 credits

Part two of the two-semester Thesis sequence for Master of Arts or Master of Divinity students.

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 thesis submission. Consult the academic calendar for due dates.

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.

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/.

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/.

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/.

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/MDiv degrees;
Cannot be taken for credit by STM/MASJ/PhD/DMin/AC students.

FALL 2025

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
Online
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 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

0 credits
In Person
Carla Guzmán
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 – Climate Ethics

1 credit
Online
Karenna Gore
Climate Ethics is a framework for examining the moral issues that have arisen within the global climate crisis, and the implications for what to do about it. This course will provide basic literacy in climate science and case studies of impacts, but it focuses on an understanding of the drivers of human behavior that are shaping our shared biosphere. Recognizing that the climate crisis is about more than data, science, and technology (as important as they are), Climate Ethics explores how to draw from values, culture and spirituality to heal and protect the life-support system of the Earth.

SU 190 B – Eco-Islam

1 credit
Online
Nana Firman
This course will explore environmental stewardship within the Islamic tradition, emphasizing on faith-inspired ecological ethics. It begins by introducing the context of the Qur'anic verses, the Prophetic Sunnah (tradition), and scholarly interpretations of humanity's role as global steward. We will examine local and international Muslim-led initiatives to water conservation, forest protection, sustainable agriculture, waste reduction, and renewable energy. Students will develop practical ways to apply principles of Eco-Islam in a comprehensive understanding of sustainability.

SU 190 C – The Flower Garland Sutra: Huayan Buddhism and the Modern World

1 credit
In-Person
Ben Connelly
The Flower Garland (Huayan) tradition arose in the sixth century in China rooted in the Flower Garland Sutra and made an indelible mark on East Asian Buddhism, notably Zen, and was a deep well of inspiration for Thich Nhat Hanh's vision of engaged Buddhism. We will lay out the practical implications of this sutra and the Huayan Buddhist tradition: interdependence, positivity, celebration of the sensuous, collective liberation, and social action. This course will balance teaching, dialogue, reflection, and meditation to make space for integrated learning and transformation.

SU 190 D – Moral Injury in Historical Legacies, Current Carceral Systems, and Violent Extremism

1 credit
Online
Kristine Chong & Rita Nakashima Brock
This course will provide an overview of moral injury, what can lead to moral injury; how to recognize it; how it differs from but is related to post-traumatic stress; and the theological, social, and spiritual implications of recognizing moral injury in diverse populations. We will focus on moral injury within two contexts – carceral systems and extremist groups. – connecting the histories of colonization, war, and violence. Pathways to recovery will be examined, including peer support strategies, the arts and ritual technologies, and the role of communities and collective action.

SU 190 E – Learning With The Laws of Belief, Prayer, Ethics and Nature

1 credit
Online
Claudio Carvalhaes
Where do our belief systems and spiritual practices come from? Taking the trajectories of the Christian churches following three historic laws: Belief, Prayer, and Ethics, and given the climate disasters already upon us, we add one more fundamentally necessary law: Nature. How can these laws join together to heal a brutally attacked planet? Students will critically learn about their own religious backgrounds, wrestle with the ways we engage our traditions, and find ways to live in closer relation with the earth. We will ask these questions: Where do we start? With whom? For whom? What for?

SPRING 2026

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 190 A – Let the Earth Say Amen: Preaching with Creation

1 credit
Online
Tim Adkins-Jones
Most classic definitions of a sermon in Christian context include both people who preach the message and the congregation that receives that message. This construction ignores both the role of congregants in creating the message and the ways that all of Creation contributes to the revelation of a sermon. This course will guide us to think about both the congregation and creation's role in creating the sermon before, during, and after it is preached. We will cover communal preaching methodologies, how creation speaks with us, and think theologically about the implications of these methods.

SU 190 B – Buddhism and Marxism

1 credit
Online
Adriana DiFazio and Mike Slott
We will explore the convergence of two transformative worldviews: Buddhism and Marxism. While both perspectives offer resources to alleviate suffering and promote human flourishing, they offer distinct paths to the shared goals. We will delve into the philosophical foundations of both Buddhist and Marxist perspectives on suffering, justice, and human well-being. We will explore practical strategies for integrating Buddhist mindfulness practices into political activism. By engaging deeply with both traditions, we examine their relevance in addressing current social and political challenges.

SU 190 C – Spiritual Activism and Abolition

1 credit
In-Person
Lama Rod Owens
Saints, spiritual warriors, bodhisattvas, zaddikim —all share a profound wish to free others from suffering. New Saints embody spiritual abolition which is the work of abolishing any system and institution that prevents people from experiencing full agency to determine the quality of their lives and restricts resources needed to experience joy and care. Spiritual abolitionism means that the entire ecology must be liberated, we must labor to get ourselves free. We abolish anything that prevents us from being in direct, honest, and compassionate relationships with ourselves and our communities.

SU 190 D – Campus Chaplaincy: Spiritual Care and Community Belonging

1 credit
Online
Khalil Abdullah
In higher education, chaplains bring expertise in ethics, faith development, religious practices, spiritual care, and interreligious engagement. They advocate for the needs of their communities, build relationships with campus partners, and provide leadership in times of conflict and crisis. We will explore the theory, practices, and contexts of campus chaplaincy, as well as past and ongoing challenges. Studying successful models of chaplaincy through reflection, group discussions, and dialogue with campus chaplains, we will gain a better understanding of chaplaincy in higher education.

SU 190 E – Latino Muslims in America; Faith, Identity, and Decolonial PRaxis

1 credit
Online
Hazel Gómez
Exploring the religious, cultural, and historical experiences of Latino Muslims in the U.S. through a decolonial and theological lens, we engage with personal narratives, ethnographic studies, and scholarly works to examine themes of conversion, cultural hybridity, racialization, anti-Muslim bias, and the legacy of Islam in Latin America. We highlight the spiritual and social contributions of Latino Muslims while challenging dominant communal narratives. Rooted in critical pedagogy and community-engaged learning, we will reflect on the intersections of faith, race, language, and migration.