Union Theological Seminary

in the City of New York

Assessment Plans

approved by the Faculty on March 26, 2014

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Faculty Resolutions Regarding Assessment

2012-2014

The faculty of Union Theological Seminary commits itself to the implementation of a comprehensive, organized, and sustained process of assessment of student learning; in particular, the faculty will make assessment its highest priority in the 2012-2013 academic year. The faculty further resolves to collaborate with the Seminary's administration in analyzing and utilizing the data gathered through this assessment process to improve teaching and learning; this collaboration will begin over the course of summer 2013. (April 30, 2012)
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At a faculty meeting of March 26, 2014, the faculty of Union Theological Seminary voted unanimously in favor of the following recommendation submitted by the Academic Office:

1. That the proposed Assessment Plans for Union's five degree programs submitted to the faculty on this date be accepted and approved.

2. That an Assessment Committee be established in furtherance of the faculty's ongoing commitment *"to the implementation of a comprehensive, organized, and sustained process of assessment of student learning"* and to *"collaborate with the Seminary's administration in analyzing and utilizing the data gathered through this assessment process to improve teaching and learning."* (Faculty Resolution approved on April 30, 2012).

3. The Assessment Committee will be comprised of the Academic Dean, Associate Dean for Academic Leadership, three to four additional faculty members, and one or two student representatives. The Associate Dean for Academic Leadership (T. DeLisio) will serve as chair of the committee. The committee will meet twice a semester, as needed, and will collaborate with the Academic Office on accomplishing the following tasks:

Short Term:
    (a) to review and analyze the results of the 2014 Mid-Program Reviews; to report conclusions to the faculty and make recommendations, as warranted, for curricular revision and/or modifications to the MPR process.

    (b) to review, refine, and recommend to the faculty more clear and coherent Program Goals and Learning Outcomes for the M.Div. and other degree programs.

Longer Term
    (c) to develop syllabus templates that will help faculty to orient course design to achievement of Program Goals and Learning Outcomes, and also to simplify the assessment process;

    (d) to work with the five fields in the development of learning goals and outcomes for their respective fields;

    (e) to develop and recommend common rubrics for comprehensive exams, theses, dissertations, and particular types of assignments;
    (f) to participate in ongoing assessment planning, implementation, and data review/analysis; and to make reports and recommendations to faculty as indicated.

Mission

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.

Vision

Education at Union Theological Seminary is deeply rooted in a critical understanding of the breadth of Christian traditions yet significantly instructed by the insights of other faiths. It makes connections between these traditions and the most profoundly challenging issues of our contemporary experience: the realities of suffering and injustice, world religious pluralism, the fragility of our planet, and discoveries of modern science. Union envisions a future in which teaching and learning continues to be ecumenical in spirit, supporting a record of academic excellence and a deep commitment to social justice. Union envisions its graduates changing the world by practicing their vocations with dedication to the mission of the churches and leadership in the academy and society, ever seeking to bring a religiously grounded, critical and compassionate presence to the major personal, social, political, and scientific realities of our time.

The Doctor of Philosophy Degree (Ph.D.)

Assessment Plan

The Union faculty is in the midst of a series of conversations regarding the Union Ph.D. program and curriculum. These conversations include the topic of assessment. This assessment plan reflects, in part, a projection of elements (indicated in italics) that are still in development and that would not be in effect until Academic Year 2015-2016.

Program Purpose

Union Theological Seminary offers the Ph.D. degree for students who want to study aspects of the Christian tradition and Christian thought with a view to teaching in colleges, universities, and seminaries, or to holding positions of leadership in churches or social service and social justice agencies. The Union Ph.D. program prepares students to teach, to do original research, and to write in one of the following five fields: biblical, historical, theological, interreligious engagement, and practical. *The program also attends to the interplay between the theological disciplines and religious studies*; it prepares students to teach and to lead in the diverse, multireligious, and multicultural contexts of today's world. [J.1.1]

Program Description

The program is most accurately described in its six principal elements that also constitute the stages of a student's progress.

The first stage of the program ordinarily consists of two years of advanced-level coursework and the accumulation of 43 credit points. *Ordinarily, the course work is divided between the major and minor fields as follows: Major – 9 courses (27 points); Minor – 4 courses (12 points).* This ratio may be adjusted in consultation with Advisors.

The second stage of the program, concomitant with the first, consists of participation in the doctoral seminar over the two years of coursework. *Entitled "Theological Studies and Religious Studies," the doctoral seminar is meant to function as an ongoing conversation around important texts and positions that engage some aspect of the comparison of normative theological and descriptive religious studies. The doctoral seminar meets bi-weekly (six times) for two-hour sessions over four semesters. (4 points).*

All Ph.D. students must also pass two modern language exams by the end of the third semester. Biblical scholars must also pass exams in ancient and classical languages as prescribed by the field.

The third stage consists of four comprehensive examinations completed in the third year, in accordance with protocols prescribed by the fields. *The exams are distributed according to major and minor as follows: 3 exams in the major and 1 exam in the minor field; or 2 exams in the major, 1 exam in the minor, and 1 exam that integrates major and minor.*

The fourth stage, concomitant with the third, consists of the student working as a teaching fellow who assists a member of the faculty with their classes and teaches under faculty supervision. Students are expected to take a course in the best practices of teaching before becoming teaching fellows.

The fifth stage of the program consists of the design of a prospectus or detailed proposal for the Ph.D. dissertation.

The sixth stage consists of the writing and formal defense of the dissertation under the direction of an advisor and a dissertation committee; it includes the completion of any edits or revisions specified by the committee. *Ordinarily, the dissertation will be written in the major field but may be enhanced by or be in dialogue with the minor. [J.2.1-6]*

Program Goals and Outcomes

The goals of the Ph.D. program are linked to those enumerated for programs described under ATS standard J, *Advanced Programs Oriented Toward Theological Research and Teaching*, and to the mission and vision of the seminary. Learning outcomes are linked directly to the program goals. The outcomes demonstrate advanced and integrated knowledge, skills, and competencies that are considered the professional equipment of a Union Ph.D. graduate *in a specific major and minor field.*

GOAL I. To enable students to acquire comprehensive knowledge of the disciplines of study in a particular field. Students will develop an expert's knowledge of the specific topic of their research and of the subject matter of the dissertation. They will be able to do research at the highest level in that area. [J.1.2.1]

> Outcomes:
>
> 1. Demonstrates comprehensive knowledge in and a general mastery of their major field.
> 2. Demonstrates expertise in the specific area of the major field.

GOAL II. To provide students with the skills needed to engage in original research, writing, learning, and teaching at the university and seminary level in their area of theological expertise; and to contribute to the body of knowledge in the field through research and publications. [J.1.2.1-2]

Outcomes:

1. Demonstrates a capacity to produce original, publication-worthy research and writing that contributes to the knowledge and advancement of the field.
2. Demonstrates an ability to teach effectively at the graduate and undergraduate level.

GOAL III. To engage students in a sustained exploration of the connections and interactions between the objective disciplines of religious studies and the more existentially engaged disciplines generally described as Christian theology. [J.1.2.1]

Outcomes:

1. Demonstrates knowledge of the distinction and relation between the subject matter and methods of theological studies and religious studies.
2 Demonstrates an ability to engage critically in interdisciplinary discourse.

GOAL IV. To equip students with a dual competency that enables them to teach undergraduate courses in a field other than the area of their specific expertise. [J.1.2.1]

Outcomes:

1. Demonstrates advanced knowledge of contents and methods in a field other than their own.
2. Demonstrates an ability to teach effectively at the university level in a field other than their own.

GOAL V. To cultivate in students a commitment to communicate their knowledge and to interpret the subject matter of their discipline with sensitivity to particular academic, religious, and cultural contexts. [J.1.2.1-2]

1. Demonstrates an ability to interpret and to communicate their knowledge for different cultures and publics.

Assessment of Student Learning

The Ph.D. program is designed to offer relatively close oversight of students as they move through the program. The mechanisms of assessment are best seen developmentally and cumulatively as they accompany student advancement through the stages of the program and measure student progress toward and achievement of one or more learning outcomes.

Assessment Data

Students regularly maintain ePortfolios that provide direct and indirect evidence of their learning and academic success. The ePortfolios contain the following artifacts:

Direct Evidence (performance-based):

1. Admissions Essay (benchmark)
2. Select academic essays
3. Narrative course evaluations/qualitative grades (transcript)
4. Teaching competency evaluations
5. Current comprehensive exam prospectus (even if it is in progress)
6. Comprehensive exams
7. Current dissertation prospectus (even if it is in progress)
8. Final Dissertation

Indirect Evidence (perception based)
9. A biography (400 words), describing personal, professional, and faith experiences)
10.Student Progress Reports (SPR)
11.Current c.v. (including publications, presentations)

The Assessment Process

Moving backwards from the achievement of program goals and outcomes, assessment takes place as follows.

First, the written dissertation and its defense assure that a student has achieved advanced comprehensive knowledge in the field; a board of four experts in the given student's field examines the thesis, hears the defense, and awards a verdict. Comprehensive examinations, approved by the department and written under mentors, and graded and evaluated in prose by two examiners utilizing criteria approved by faculty members in the field, demonstrate that the student possesses a broad knowledge of that field. The final dissertation is deposited by the advisor into the student's ePortfolio.

Second, a course on the best practices of teaching (RE 319) is offered to all Ph.D. students. Ph.D. students who will serve as Teaching Fellows are required to take the course before serving in this role. Their learning is evaluated in accordance with instructor-determined criteria. Also, all Ph.D. students who serve as teaching fellows do so under the mentorship of a faculty member, and the fellow's teaching performance is evaluated by both the faculty member and the fellow's students. The student deposits their teaching competency evaluations into the ePortfolio.

Third, the development of students' advanced knowledge of their own and allied disciplines is proven by their coursework, which is graded based on outcome-focused, instructor-designed criteria, evaluated in narrative form, and given a qualitative grade. The Registrar deposits transcripts that include the course evaluations and grades into the student's ePortfolio.

Advanced knowledge and competency in the student's major *and minor* fields are enhanced by the careful design, subject to field approval, of a package of four comprehensive examinations. The functions of the comprehensive exams are (1) to ensure broad knowledge of the field; (2) to test the student's academic skills in research and writing; and (3) to provide knowledge and resources that will inform the student's dissertation topic and proposal. Comprehensive exams are graded based on these general criteria, as well as specific field-determined criteria. The exams are evaluated in narrative form, graded qualitatively, and the student deposits copies (with examiner's comments) into the ePortfolio.

Fourth, during the course of the first two years, the doctoral seminar helps to build a community of learning among the students who are in residence. *The consistent topic of discussion in the seminar is the relationship between the fields and*

methods of theological studies and religious studies. The grading of this seminar, based on instructor designed criteria, provides adequate assessment of a familiarity with this distinction.

Fifth, throughout the program, ePortfolios are continually updated, reviewed, and assessed. The process begins in the first semester with the deposit into the student's ePortfolio of the c,v, and application essay. The Advisor(s) review these documents in preparation for the Program Planning Conference. The student deposits the Program Plan, signed by the student and advisor(s), into the ePortfolio.

Thereafter, at the end of each academic year, students participate in a Student Progress Conference, during which time the student and advisor(s) review and discuss the current contents of the ePortfolios and assess the student's progress in learning and advancement through the program. They discuss expectations related to future stages. Also assessed is the ability of the student to adapt his/her learning to the various audiences and cultures represented in the student body and its faculty. At the conclusion of the conference, the advisor(s) and student sign the Student Progress Report (SPR) which the Advisor deposits into the ePortfolio.

Sixth, at the beginning of each new academic year of the program, the Ph.D. Program Director will interview the student, review the cumulative SPR and other contents of the student's ePortfolio, and co-sign it with the student and the advisor(s). The Director may add commentary. The Director deposits the updated SPR into the ePortfolio.

Assessment of Program Effectiveness

When the assessment data regarding individual student learning is taken together and used as a lens for examining the program as a whole, it provides concrete evidence of the health of the program and its efficacy in meeting its goals. The Director will prepare an Annual Assessment Report (AAR) that reflects the compilation of qualitative and quantitative data regarding collective student achievement of and/or progress toward the learning outcomes.

Certain Assessments of individual student learning in the course of the program are determinative of a student's continuing advancement through the program. Therefore, advancement through the stages of the program can itself provide a measure of program effectiveness. The Director of the Ph.D. program will annually compile and review the statistics relative to the percentage of students who have completed each stage of the program and the amount of time that they take, especially relative to crucial stages such as comprehensive examinations, development of a prospectus for

the dissertation, completion of the dissertation, and successful defense of the dissertation. This data will be included in the Director's AAR.

Since the grading of Ph.D. coursework is qualitative and based on goal- and outcome-targeted evaluative criteria, the number of students earning CDs (Credit with Distinction) provides another criterion against which to assess program effectiveness.

The number of students reporting, in their exit interviews and Alumni Questionnaires, achievement of learning goals and satisfaction with institutional resources likewise provides an important indirect measure of program effectiveness.

Finally, the number of students who report in the Alumni Questionnaire that they have found appropriate placements is another indicator of program effectiveness.

Closing the Loop

Collective data from the Director's Annual Assessment Reports and other evaluative criteria are gathered, reviewed, and analyzed on an ongoing basis by an Assessment Committee consisting of the Academic Dean, Associate Dean for Academic Leadership, the Director of Field Education, two additional faculty members, and one or two student representatives. Reports are presented at least once annually to the full faculty for discussion and consideration of any recommendations for curricular revision.

DOCTOR OF PHILOSOPHY ASSESSMENT PLAN (Ph.D.)			
Program Purpose: To equip persons for vocations of teaching and research in theological schools, colleges, and universities. [J.1.1.1]			
Program Learning Goals [LG] The goals of the program are as follows:	**Learning Outcomes [LO]** LO are found in graduates who:	**Assessment Data** Learning outcomes are assessed by a review of cumulative Student Progress Reports and:	**Assessment Criteria** The program will be assessed by the following criteria:
II. To enable students to acquire comprehensive knowledge of the disciplines of study in a particular field. Students will develop an expert's knowledge of the specific topic of their research and of the subject matter of the dissertation. They will be able to do research on the highest level in that area. [J.1.2.1]	I.1. Demonstrates comprehensive knowledge in and a general mastery of their major field. I.2. Demonstrates expertise in a specific area of the major field.	I.1.Comprehensive Exams; Narrative course Evaluations and qualitative grades; Select ePortfolio essays I.2. Dissertation	1. Director's Annual Assessment Reports that reflect collective -- achievement/progress toward learning goals -- progress through stages of the program 2. Number of students earning CD's in their coursework and comprehensive exams 3. Number of students and alums reporting satisfaction with academic resources and achievement of program/individual learning goals.
II. To provide students with the skills needed to engage in original research, writing, learning, and teaching at the university and seminary level in their area of theological expertise; and to contribute to the body of knowledge in the field through research and publications. [J.1.2.1-2]	II.1. Demonstrates a capacity to produce original research and writing that is appropriate for scholarly publication and contributes to the knowledge and advancement of the field. II.2. Demonstrates an ability to teach effectively at the graduate and undergraduate level.	II.1. Select ePortfolio essays;; Comprehensive Exams; Dissertation II.2. Teaching competency evaluations; course evaluation and grade in "Teaching Theology and Religion" (RE 319)	4. Number of alums reporting appropriate career placement.

III. To engage students in a sustained exploration of the connections and interactions between the objective disciplines of religious studies and the more existentially engaged disciplines generally described as Christian theology. [J.1.2.1]	III.1. Demonstrates knowledge of the distinction and relation between the subject matter and methods of theological studies and religious studies. III.2. Demonstrates an ability to engage critically in interdisciplinary discourse.	III.1-2. Doctoral Seminar course evaluations	
IV. To equip students with a dual competency that enables them to teach undergraduate courses in a field other than the area of their specific expertise.[J.1.2.1]	IV.1. Demonstrates advanced knowledge of contents and methods in a field other than their own. IV.2. Demonstrates an ability to teach effectively at the University level in a field other than their own.	IV. 1. Course evaluations; Selected ePortfolio Essays; Comprehensive Exams IV. 2. Doctoral Seminar course evaluations; Teaching competency evaluations; Evaluation and grade in RE 319	
V. To cultivate in students a commitment to communicate their knowledge and interpret the subject matter of their discipline sensitivity to particular academic, religious, and cultural contexts. [J.1.2.1-2]	V.1. Demonstrates an ability to interpret and communicate their knowledge to different cultures and publics.	V. Comprehensive exams (especially the public lecture exam); Doctoral seminar course evaluations ePortfolio items applicable to all goals/outcomes: * Application Essay * Program Plan * Student Progress Reports * Final Assessment Report * Alumni Questionnaire	

Master of Sacred Theology Degree (S.T.M.)
Assessment Plan

Program Purpose

To provide a fuller mastery of one area or discipline of theological study than is normally attained at the M.Div. or M.A. level. "The program may serve a variety of aims, including further graduate study at the doctoral level, preparation for some forms of teaching, the scholarly enhancement of ministerial practice, or disciplined reflection on a specialized function of ministry." [I.1.1.1]

Program Description

The Master of Sacred Theology (S.T.M.) degree offers an opportunity for a relatively open structure of advanced theological study for those who already have theological degrees. The M.Div. or the M.A. in theological studies is a prerequisite for admission to the Master of Sacred Theology (S.T.M.) program. At Union this degree has been particularly valuable in bringing a wide range of international students to the campus. The S.T.M. does not necessarily lead to admission to the Union doctoral program. However, credits earned toward a Union S.T.M. degree may be applied toward the Ph.D. requirements should a student be accepted into that program.

Program Content [I.2]

The S.T.M. degree normally takes a minimum of one year to complete and requires satisfactory completion of 24 points taken for credit in advanced courses (200 level and higher) and in faculty-directed independent study. The student writes an extended research or thesis-driven paper on a special research topic of the student's choice as an extra assignment in one of the student's courses, under faculty supervision. This extended paper carries no additional credit. Students must also pass a UTS translation exam in a modern language (typically German, French, or Spanish) or provide documentary evidence of having passed Hebrew or Greek in Seminary.[1]

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[1] Historically, since the early 20th century, Union offered two tracks for the M.Th. Degree, the name of which was changed to S.T.M. in the 1980s. The Research Program required greater competence in languages and was designed for students who wished to devote a larger proportion of their time to research in a limited area and to the writing of an original thesis. The General Program was intended for those who would profit from more advanced course work and seminary study. Instead of a thesis, the General S.T.M. student was required to prepare a significant extended paper of 30-40 pages on some limited topic in his or her chosen field of major study. Most students were admitted to the General Program. Today, and for at least the past decade, all students have been admitted to the General Program. As a matter of practice, the Research S.T.M. has not been advertised to prospective students since 2007 and, effectively, no longer exists.

Program Goals, Learning Outcomes, and Assessment

The goals of the S.T.M. program are linked to those enumerated for programs described under ATS standard I, *Advanced Programs Oriented Toward Theological Research and Teaching*, and to the mission and vision of the seminary. Learning outcomes are linked directly to the program goals. The outcomes demonstrate "advanced competency in one area or discipline of theological study and the capacity to conduct original research in that area." [I.1.3.1] Assessment of student learning is based on a review of direct and indirect evidence demonstrating that the student has successfully achieved the learning outcomes. [I.1.3.2] This evidence, contained in the student's ePortfolio, consists of the following:

1. Admissions Essay
2. Program Plan
3. Student Progress Report (SPR)
4. Extended Essay with instructor's comments
5. Final Assessment Report

Coherence and integrity of the S.T.M. curriculum for a particular student is assured by the student's Advisor with whom the student meets at a curriculum planning conference at the beginning of the academic year.[I.1.3.3] The student meets again with the Advisor at the beginning of the second semester to discuss progress toward curricular and individual learning goals and status of completion of degree requirements. The student deposits the Program Plan, Student Progress Report (SPR), and Extended essay into the student's ePortfolio. Finally, the student meets with the Advisor for a Final Assessment Conference and exit interview prior to commencement. The Advisor deposits the Final Assessment Report into the student's ePortfolio.

Closing the Loop

Data from the Final Assessment Reports and all other evaluative criteria is gathered, reviewed, and analyzed on an ongoing basis by an Assessment Committee consisting of the Academic Dean, Associate Dean for Academic Leadership, the Director of Field Eduction, two additional faculty members, and one or two student representatives. Reports are presented at least once annually to the full faculty for discussion and consideration of any recommendations for curricular revision.

MASTER OF SACRED THEOLOGY ASSESSMENT PLAN [S.T.M.]

Program Purpose: To provide a fuller mastery of one area or discipline of theological study than is normally provided at the M.Div. level. [I.1.1.1.1]

Program Learning Goals [LG]	Learning Outcomes [LO]	Assessment Data	Program Assessment Criteria
I. To acquire advanced mastery of a focused area or discipline in the context of general theological study [I.1.1.1]	I. Demonstrates knowledge and understanding of a focused area or discipline within the context of advanced courses and independent study in a specialized field.	Student ePortfolio contents: 1. Admissions Essay 2. Program Plan and Progress Report 3. Transcript with advanced-level course evaluations (narrative) and grades (qualitative) 4. Extended thesis-driven research paper with instructor's comments 5. Final Assessment Report	1. Degree of student progress toward curricular and individual learning outcomes. 2. Number of students successfully passing courses and earning CDs based on outcome-oriented instructor- established course criteria 3. Number of students passing language exam(s) where required.
II. To develop an ability to formulate productive research questions and to use research resources and methods in the chosen area or discipline	II. Demonstrates a capacity to conduct original research on a chosen topic of interest with appropriate resources and scholarly research and writing competence. [I.1.3.1]	Advanced-level course evaluations and grades Extended Research paper Exit interview/Questionnaire Final Assessment Report Alumni Questionnaire	4. Number of students and alums reporting satisfaction with academic resources and achievement of program/individual learning goals
III. To improve language proficiency	III Demonstrates reading proficiency in a modern language (German, French, of Spanish) and/or a biblical language	Modern language exam and/or seminary transcript	

Master of Divinity [M.Div.]
Assessment Plan

Program Purpose

The purpose of the Master of Divinity (M.Div.) degree is "to prepare persons for ordained ministry and for general pastoral and religious leadership." [A.1.1] Many graduates of the Master of Divinity program enter the parish ministry, but a significant proportion pursue vocations in diverse settings, such as university, hospital and prison chaplaincies; professional counseling; secondary school or university teaching; social service and social justice ministries; community organizing; business, government, and journalism. The Seminary endeavors to meet the particular educational needs of the student's individual learning and vocational goals.

Program Description [A.2]

The Seminary's founders envisioned students complementing "enlightened experience" with "solid learning and true piety" within the socially diverse and culturally rich learning environment of New York City. To that end, the M.Div. curriculum:

- Provides guidance and opportunity for personal, professional, and spiritual development.
- Requires students to integrate theological knowledge with analysis of contemporary issues, while developing practical skills for serving the needs of the churches and society.
- Equips students with the intellectual and practical tools needed to respond "to the claims of the world" with both analytic rigor and ministerial compassion.
- Intentionally engages disparities in society based on gender, race, class, sexuality and other marginalizing forces.

The M.Div. is a graduate professional degree requiring a minimum of 78 credits of course work. The degree is normally completed in three years. The core of the student's work is chosen from a range of foundational courses in four classical fields of study: *Bible* (9 credits), *Church History* (6 credits), *Systematic Theology/Ethics* (6 credits), and *Practical Theology* (6 credits). Recently, the faculty has added a fifth field, *Interreligious Engagement* (3 credits).[2]

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[2] First-year students who entered the M.Div. program in 2012 were required to take the "Christianities in the City" (CT 101) and "Religions in the City" (CT 102) courses in order to begin the practice of engaging the seminary's urban and interreligious context in their theological reflection. By faculty decision of March 26, 2014, the CT 101 course is no longer required and students may request exemption from the CT 102 requirement if they have taken at least two prior courses in non-Christian religions in which they have earned a minimum grade of "B."

Students are expected to accomplish the work of the required foundational courses in their program of study as early as possible. First-year students normally complete at least 24 points in the first year by taking four courses each semester. The study of biblical Hebrew or biblical Greek early in the program enables the student to use these linguistic skills in subsequent courses; these language courses, however, are not required.

Normally, after the completion of the first year or its equivalent, the student will be involved in a supervised, evaluated Field Education experience in a church or some other institutional setting appropriate to the candidate's vocational aim. Students are required to take the Integrative Seminar (FE 103/104, 6 credits) in conjunction with their field experience in order to fulfill the Field Education requirement (See the Field Education Handbook.)

Also during the second year, M.Div. students normally take a course in Biblical Exegesis in tandem with a course in Worship and Preaching. (CW101/BX201)

By the end of the second year of study, students are expected to declare a program focus from one of the following areas: *Pastoral Ministry and Theology; Bible; Historical Studies and Church History; Theology; Theology and the Arts; Psychiatry and Religion; Christian Social Ethics; Religious and Theological Education of Adults; Ecumenical Theology; Preaching and Worship; Church and Society, Interreligious Engagement; Interdisciplinary Studies*. (See the summary of focus requirements in the course catalog that typically account for 15 of the elective credits).

In the latter part of their program, students have considerable freedom to choose elective courses appropriate to their vocational plans and particular interests (42-45 credits). In the first semester of their senior year, M.Div. candidates, whose course work and writing skills are of sufficient quality, may apply to enroll for writing a thesis or doing a senior project (6 credits). Those students who do not write a thesis may take an additional 6 credits of electives instead.

Program Goals and Learning Outcomes

The goals of the M.Div. program are linked to those enumerated for programs described under ATS standard A*, Basic Programs Oriented Toward Ministerial Leadership:* Religious Heritage, Cultural Context, Personal and Spiritual Formation, and Capacity for Ministerial and Public Leadership (A.2.2-5). The Program Goals within these areas have been articulated by the faculty with special attention to the particular mission and vision of the Seminary. (A.1.3.1) Specific performance-based learning outcomes are linked directly to the program goals.[3] Assessment of student learning is based on a review

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[3] The Program Goals for the Union M.Div., approved by the faculty in January 2012, are generally worded in outcome-oriented language. They were sufficient for purposes of implementing the first cycle of Mid-Program reviews in the Seminary's new assessment process. However, we quickly learned as a consequence of our implementation experience that separate learning outcomes for each of the program goals were necessary to lend clarity to the MPR process and to help to facilitate more effective outcome-oriented course design and assignment-level

of direct and indirect evidence demonstrating that the student is progressing toward and has achieved the learning goals and outcomes. [A.1.3] See the chart attached for a schematic summary of the M.Div. Assessment Plan.

The M.Div. Mid-Program Review (MPR) process, together with regular individual faculty advisement at least once each semester, assures coherence and integrity of the M.Div. curriculum for each individual student. The MPR process is also an integral component of Union's assessment of overall student learning and program effectiveness.

Assessment of Student Learning

Union's assessment of M.Div. student learning and program effectiveness is a continuing, comprehensive, and systematic process of reviewing learning achievements during each year of the M.Div. program.

The assessment process requires students to maintain and regularly to update an ePortfolio. The contents include the following artifacts that provide direct and indirect evidence of the achievement of student learning:

Direct Evidence: (performance-based)

1. Admissions Essay
2. Degree Audit
3. Transcript containing narrative course evaluations and grades
4. Academic Vocational Essay, submitted as a final paper for FE 103, with professor's comments
5. Field Placement Learning Agreement
6. Final essays from two courses that have contributed significantly to achievement of learning goals (from different fields), including the professors' comments[4]
7. Optional essays/sermons
8. The thesis/senior project with evaluation (if any)

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assessment. Accordingly, learning outcomes associated with the program goals have been created and incorporated into our assessment strategy for the M.Div. program going forward. Further reflection on the first MPR process and results will likely prompt further revision of both the goals and the outcomes as we "close the loop" and continue to work toward the design and implementation of improved curricular and assessment strategies.

[4] Based on the 2014 MPR experience, a recommendation to modify this requirement is currently under consideration. The recommendation of the Academic Office is that students be required to upload to their portfolios an exegesis paper and student-selected essays from courses taken in the fields of Theology/Christian Ethics, Church History, Interreligious Engagement, and Practical Theology. Student will deposit at least two of those essays into the ePortfolio prior to the MPR conference.

<u>Indirect Evidence</u>: (perception-based)
9. Current c.v. (where available)
10.   Entrance Questionnaire (benchmark)
11.   Field Education Self and Supervisor Evaluations (both mid-year and final)
12.   A Mid-Program Self-Assessment Survey
13.   Exit Questionnaire

Students deposit artifacts #1 to 10 into their ePortfolios during the first two years of study in the M.Div. program. They deposit artifacts #11 to 13 in the final year.

At the mid-point of the degree program, when students have completed approximately half of their degree credits and have taken one semester of field education, a comprehensive Mid-Program Review (MPR) is conducted. The purpose of the MPR is three-fold. First, it is an opportunity for the student to reflect on, to track, and to evaluate her/his learning progress and achievements. Second, it allows Union systematically to gather, to analyze, and to interpret information on how well students are progressing toward achievement of their curricular and individual learning and vocational goals. Third, it provides data that can inform curricular revision and course design while students are still in the M.Div. program.

Early in the fifth semester of study, the Mid-Program Review process requires students to participate in a 30- to 45-minute conference with his/her Advisor and a senior representative of the Academic Office. Prior to the MPR conference, the assessors review the contents of the students' ePortfolios and fill out a preliminary MPR Report. The students also fill out and deposit into their ePortfolios a Self-Assessment Survey prior to the conference. Following the conference, the faculty Advisor and Academic Office representative jointly prepare a final MPR Report that includes a consensus assessment of student progress toward each of the M.Div. learning outcomes.

The student's Advisor and a senior representative of the Academic Office perform a final review of the student's e-Portfolio prior to and during the exit interview. At that time, the student's achievement of learning outcomes is assessed, and the results are recorded in a Final Assessment Report.

Assessment of Program Effectiveness

When the Mid-Program and Final Assessment data regarding individual student learning is taken together and used as a lens for examining the program as a whole, it provides concrete evidence of the health of the program and its efficacy in meeting program goals.

Since the grading of coursework is qualitative and based on goal- and outcome-targeted evaluative criteria, the number of students earning CDs (Credit with Distinction) and CRs (Credit) provides another criterion against which to assess program effectiveness.

The number of students and alums who report achievement of learning goals and satisfaction with institutional resources likewise provides further indirect evidence of program effectiveness.

Finally, the number of students who find appropriate placements is a practical criterion for assessment of the program.

Closing the Loop

Data from the MPR and Final Assessment Reports and all other evaluative criteria is gathered, reviewed, and analyzed on an ongoing basis by an Assessment Committee consisting of the Academic Dean, Associate Dean for Academic Leadership, the Director of Field Eduction, two additional faculty members, and one or two student representatives. Reports are presented at least once annually to the full faculty for discussion and consideration of any recommendations for curricular revision.

UNION MASTER OF DIVINITY DEGREE [M.Div.]
ASSESSMENT PLAN

Program Purpose: To prepare persons for ordained ministry and for general pastoral and religious leadership responsibilities in congregations and other settings.[ES.1.2.2; A.1.1.1][5]

Program Learning Goals [LG] [A.1.2; A.2.1]	Learning Outcomes [LO] [A.1.3; A.2]	Assessment Data [ES.6; A.1.4; A.2.1]	Assessment Criteria [A.1.4.2]

I.   Religious Heritage
 	
I.1. To develop a broad, critical inter-religious awareness and an understanding of Christian traditions in their scriptural foundations and historical developments.
 	
I.2. To cultivate an ability to imagine and articulate engaged theological perspectives that address contemporary issues.
	
	I.1.1. Demonstrates a foundational knowledge of the literature and genres of the New and Old Testaments in their historical and multi-religious contexts.
	
	I.1.2. Demonstrates an ability to apply contemporary interpretive principles and methods to biblical and other sacred texts.
	
	I.2. Demonstrates an ability to critically and constructively apply the resources of the Christian heritage to contemporary issues.
		Student ePortfolio contents, including but not limited to:[6]
		  1. Admissions Essay
		  2. Entrance Questionnaire
		  3. Academic Vocational Essay
		  4. FE 103 Learning Agreement
		  5. FE 103 Supervisor's Evaluation
		  6. FE103 Self-Evaluation
		  7. Transcript with narrative course Evaluations/qualitative grades
		  8. Registrar's Degree Audit
		  9. Current c.v. *(if available)*
		  10. Mid-Program Self- Assessment Survey
		  11. Two final essays from different fields
		  12. Optional essays/sermons
		  13. Thesis (or comparable project) with evaluation (if any)
		
		Student comments in Mid-Program Self-Assessment Survey regarding
		(a) curricular components that have helped them to achieve learning goals;
		(b) future needs assessment; and
			1. Degree of student progress toward curricular and individual learning outcomes.
			
			2. Number of students successfully passing (CR= credit) and earning credit with distinction (CD) based on instructor established course criteria.
			
			3. Number of students and alums reporting satisfaction with academic resources and achievement of program/individual learning goals.
			
			4. Number of alums reporting appropriate placement.

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[5] References are to ATS Standards.

[6] See MPR Correlation Chart and Curriculum Map for correlation of specific courses with learning goals. Modifications to the contents of ePortfolios will be made in light of MPR results and other curricular changes that grow, in part, out of the assessment process.

		(c) open-ended feedback. Mid Program Review Conference Mid Program Review Report Exit Interview/Questionnaire Alumni Questionnaire	
II. **Cultural Context** II.1. To develop an ability to analyze issues of social and environmental injustice from a Christian perspective.	II.1. Demonstrates an ability to analyze the causes of and remedies for social and environmental injustice by utilizing biblical, theological, and historical resources.	*as above*	*as above*
II.2. To incorporate the cultural vibrancy of New York City into theological work.	II.2. Demonstrates an ability to bring the artistic resources and socio-cultural realities of New York City into theological reflection.		
II.3. To develop the capacity to offer critical (and) constructive interpretations of scripture, tradition, and society by using resources from the contemporary cultural context as shaped by religious diversity, the arts, and by the social-structural (ethnic, racial, environmental, socio-economic and psychological) realities of our time.	II.3. Demonstrates an ability to offer critical and constructive interpretations of the Christian tradition informed by contemporary cultural, socio-structural, and environmental realities.		
III. **Personal and Spiritual Formation** III.1. To enable students to clarify and deepen their own spiritual life and practice and develop an ability to guide others, individually and communally, in their spiritual journeys through engagement with biblical, spiritual, and liturgical resources of the Christian and other faith traditions.	Demonstrates an ability to III.1. Draw on biblical and historical resources for spiritual enrichment and growth. III.2. Recognize and utilize traditional and current forms of prayer and spiritual practices from the Christian and/or other faith	*as above*	*as above*

	traditions.		
	III.3. Appreciate and incorporate the psychological dimensions of spiritual maturity.		
	III.4. Recognize and adapt a variety of liturgical practices for communal spiritual formation.		
IV. Capacity for Ministerial and Public Leadership IV.1. Develop the capacity to interpret, articulate, and/or critique aspirations of congregation/community in the public and communal contexts of ministry IV.2. Develop the capacity to identify and evaluate models of leadership to inform a style of ministry grounded in theological and professional disciplines IV.3. Value and engage in careful and life-giving interpretation of sacred text as a means to enrich their practice of leadership.	IV.1. Demonstrates the ability to represent and lead a congregation/community in worship, preaching, advocacy, public prayer, and public speaking. IV.2. Demonstrates the capacity to engage in a theologically and professionally informed model and style of ministry. IV.3. Demonstrates leadership practices that are enriched by an ability to engage in careful and life-giving interpretations of sacred text.	*as above*	*as above*

Master of Divinity/Master of Social Work Degree (M.Div./M.S.S.W.)
Assessment Plan

Program Purpose

To prepare graduates for various forms of ministry and service in which they need knowledge and skills in the fields of theology and in the theories and practices of social work.

Program Description

The M.Div./M.S.S.W. program is pursued by those students who plan to seek vocations within traditional church ministries, or those students who are considering careers in the helping professions outside of the church. Candidates can complete requirements for both degrees in one four-year program. Candidates are required to apply and to gain admission to both the Seminary and an accredited School of Social Work. The requirements for the M.Div. are set by the Seminary, and the requirements for the Master of Science in Social Work are set by the School of Social Work. In effect, some of the electives normally necessary in each program are satisfied by the whole body of work completed in the other program. Continuous registration at the Seminary is required until the two degrees are conferred. The two degrees are awarded concurrently by the Seminary and the School of Social Work after the requirements of both programs have been met.

This joint degree is currently offered in conjunction with the Columbia University School of Social Work. The degree requires satisfactory completion of 104 credits (59 Seminary credits; 45 Columbia School of Social Work credits). Students begin their studies at the Seminary by concentrating on fulfilling the basic distribution requirements of the M.Div. degree. Beginning in the third year, the student's work is mainly at the Columbia School of Social Work, with some courses taken at the Seminary.

The M.Div. degree requirements are modified for this joint degree only as follows:

- The candidate must complete the regular core course requirements of the M.Div. program. (36 points).
- The Field Education requirement is reduced to two points, to be earned in the *Concurrent Integrative Seminar* [CS 331], a seminar connecting the student's field work in the social work program (15 points) with the candidate's theological studies. This seminar is taken after the student has completed one semester of social work internship in a specialized area of that field.

- The electives requirement is reduced to 21 points, in recognition of the 45 points of work required by the School of Social Work. The 21 elective points, along with the social work courses, will constitute the Ministry and Social Work M.Div. program focus.
- There is no thesis requirement. There is a capstone project requirement in the Columbia School of Social Work.
- A candidate in this special program may not enroll for R credit (reading only) in courses taken at the Seminary to meet the M.Div. requirements.

Program Goals, Learning Outcomes, and Assessment

The program goals, course requirements, and learning outcomes of the joint M.Div./M.S.S.W. are identical to those in the Union M.Div. degree program with respect to *Religious Heritage; Cultural Context; Personal and Spiritual Formation; and Capacity for Ministerial and Public Leadership.* A fourth learning area distinctive to this joint degree program is *Interdisciplinary Integration,* the goals and outcomes of which are as follows:

Learning Area V: Interdisciplinary Integration			
Program Goals	**Learning Outcomes**	**Assessment Data**	**Program Assessment Criteria**
V. Cultivates the ability to integrate the following into ministerial and/or other professional practice: 1. Biblical, theological, ethical, and spiritual knowledge and understanding; 2. Practical ministerial skills; 3. The theories, skills and practices of social work (clinical, organizational, and administrative).	Demonstrates the ability to integrate theory, knowledge, and skills from the disciplines of theology and social work into ministerial and/or professional practice.	The following additional materials will be included in the student's Union ePortfolio: Course Evaluation for CS 331 (Integrative Seminar) Integrative Essay (CS331) Select documents from Columbia School of Social Work, including:[7] (1) Field Education Plan (2) Field Supervisor Evaluations for each semester of internship (measuring core competencies: essential abilities, skills, ability to incorporate ethical norms) (3) Individual Integrative Capstone case study (4) Transcript	Degree of student progress toward curricular and individual learning goals. Number of students successfully earning credit with Distinction (CD/A) based on instructor-established course criteria. Number of students and alums reporting satisfaction with academic resources and achievement of program/individual learning goals. Number of alums reporting appropriate placement.

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[7] For Columbia School of Social Work documents (1) and (2), see http://socialwork.columbia.edu/student-resources/forms-documents-library#?Field-Evaluation-Forms.

The Union assessment process for the M.Div./M.S.S.W. degree will apply to students who entered the joint degree program in September, 2012 or later. The process is the same as that for the M.Div. degree, with the following modifications:

- Instead of the documents associated with Union Field Education (learning agreement, supervisor's evaluation, Academic Vocational Essay, and student's Field Ed. Self-Evaluation required in FE 103), the student will upload comparable documents associated with the Columbia School of Social Work Field Education course, as specified above.
- The Mid-Program Review Conference will be conducted in the fifth semester (Spring of the first year of study at the Columbia School of Social Work), following a Fall semester of Social Work Field Education.

Assessment of student learning outcomes and program effectiveness of the concurrently awarded Columbia University School of Social Work degree is conducted solely by Columbia University, which meets all accreditation standards applicable to that program. Union assessment pertains only to the M.Div. curriculum which, in the case of this joint degree program, includes the Interdisciplinary Integration learning goal.

Closing the Loop

Data from the MPR, Final Assessment Reports and all other evaluative criteria is gathered, reviewed, and analyzed on an ongoing basis by the Assessment Committee consisting of the Academic Dean, Associate Dean for Academic Leadership, the Director of Field Eduction, two additional faculty members, and one or two student representatives, in collaboratin with the facuty director of the joint degree program. Reports are presented at least once annually to the full faculty for discussion and consideration of any recommendations for curricular revision.

Master of Arts Degree (M.A.)
Assessment Plan

Program Purpose

The Master of Arts (M.A.) degree provides a "basic understanding of theological disciplines for further graduate study or for general educational purposes." While the M.A. is primarily an academic degree, it prepares students for a variety of professional positions. [D.1.1]

Program Description

The M.A. is a two-year degree program. In addition to completing specific requirements common to all students in the program, the Master of Arts (M.A.) candidate pursues studies in an area of concentration that is normally declared at the time of application. The concentration may be in one of the following fields: Bible, Theology/Ethics, Church History, Practical Theology, Interreligious Engagement.

The program exposes students to a broad range of theological disciplines with focused study of a particular discipline in greater depth. [D.2.1] Students are required to take a total of 51 credits distributed as follows:

- Old Testament or New Testament and a second biblical course (6 points)
- Foundations in Christian Theology I or II (ST 103 or ST 104) and another course in Systematic Theology, Christian Ethics, Ecumenical Studies, or Philosophy of Religion (6 points)
- Two out of the three foundational courses in Church History (CH 107, 108, 109) and another course in Church History (4-5 points)
- A course in Interreligious Engagement (3 points)
- Electives (10-11 points)
- Advanced-level courses in the chosen field (15 points)
- Thesis or summative project (6 points) [D.2.2]

Additionally, students must take and pass two modern language reading proficiency exams (normally French, German, or Spanish). [D.2.3]

Program Goals, Learning Outcomes, and Assessment

The goals of the M.A. program are linked to those enumerated for programs described under ATS standard D, *Basic Programs Oriented toward General Theological Studies*, and to the mission and vision of the seminary. The first two learning areas are the same as those for the M.Div. degree; Religious Heritage and Cultural Context. The program learning goals articulated for these learning areas focus on basic knowledge and academic skills in the theological disciplines. The third learning area, particular to the Union M.A., focuses on "specialized preparation for teaching or for advanced graduate studies in Theology/Religion." The goals associated with this learning area reflect focused knowledge and academic skills competency in the student's chosen discipline. [ES 1.3.1; D.1.2]

The learning outcomes are linked directly to the program goals. The outcomes demonstrate growth in "survey knowledge of various theological disciplines and focused knowledge in a particular discipline" as a result of having completed the degree. [D.1.2- 3]

The assessment process requires students to maintain and to update regularly an ePortfolio. The contents include the following artifacts that provide direct and indirect evidence of the achievement of student learning: [D.1.4.1]

Direct Evidence: (performance-based)

1. Admissions Essay
2. Program Plan
3. Degree Audit
4. Transcript containing narrative course evaluations and grades
5. Select essays from at least one required and one advanced course that have contributed significantly to achievement of learning goals (from different fields), including the professors' comments.
6. The Thesis/summative project with evaluation

Indirect Evidence: (perception-based)
7. Current c.v. (where available)
8. Student Progress Report
9. Final Assessment Report

Assessment of student learning begins when the student meets with his/her Advisor at the beginning of the first year of M.A. studies. The Advisor reviews the admissions essay (and c.v.) in the ePortfolio and prepares a Program Plan that is signed by the Advisor and the student. The student deposits the plan into the ePortfolio. During the first year, the student

deposits at least one essay from a required course into the ePortfolio. The student meets again with the Advisor at the end of the first year (or equivalent) to review portfolio contents, to discuss progress toward curricular and individual learning goals, and to make plans for completion of degree requirements. The student deposits the SPR into his or her ePortfolio.

A final review of the student's e-Portfolio is conducted at and prior to the Exit Interview with the student's Advisor and a representative of the Academic Office. At that time, the student's ePortfolio is reviewed, achievement of learning outcomes is assessed, and the results are recorded in a Final Assessment Report.

Assessment of Program Effectiveness

When the Mid-Program and Final Assessment data regarding individual student learning is taken together and used as a lens for examining the program as a whole, it provides concrete evidence of the health of the program and its efficacy in meeting program goals.

Since the grading of coursework is qualitative and based on goal- and outcome-targeted evaluative criteria, the number of students earning CDs (Credit with Distinction) and CRs (Credit) provides another criterion against which to assess program effectiveness.

The number of students and alums who report achievement of learning goals and satisfaction with institutional resources likewise provides further indirect evidence of program effectiveness.

Finally, the number of students who find appropriate placements is a practical criterion for assessment of the program.

Closing the Loop

Collective data from the Final Assessment Reports and other evaluative criteria are gathered, reviewed, and analyzed on an ongoing basis by an Assessment Committee consisting of the Academic Dean, Associate Dean for Academic Leadership, the Director of Field Education, two additional faculty members, and one or two student representatives. Reports are presented at least once annually to the full faculty for discussion and consideration of any recommendations for curricular revision.

UNION MASTER OF ARTS DEGREE [M.A.] ASSESSMENT PLAN			
Program Purpose: To provide a basic understanding of theological disciplines for further graduate study or for general education purposes. [ES.1.3.1; D.1.1.1]			
Program Learning Goals [LG] [D.1.2]	**Learning Outcomes [LO]** [D.1.3]	**Assessment Data** [ES.6; D.1.4.1; D.2.1]	**Assessment Criteria** [D.1.4.2]
I. Religious Heritage I.1. To develop a broad, critical interreligious awareness and an understanding of Christian traditions in their scriptural foundations and historical developments. I.2. To cultivate an ability to imagine and articulate engaged theological perspectives that address contemporary issues.	I.1.1. Demonstrates a foundational knowledge of the literature and genres of the New and Old Testaments in their historical and multi-religious contexts. I.1.2. Demonstrates an ability to apply contemporary interpretive principles and methods to biblical and other sacred texts. I.2. Demonstrates an ability to critically and constructively apply the resources of the Christian heritage to contemporary issues.	ePortfolio contents including: 1. Admissions essay 2. Current c.v. 3. Program Plan 4. Progress Report 5. Degree audit 6. Transcript with narrative course evaluations and qualitative grades[8] 7. Two select essays 8. Thesis 9. Final Assessment Report Exit Interview/Questionnaire Alumni Questionnaire	Degree of student progress toward individual and curricular learning outcomes. Number of students successfully passing (CR= credit) and earning credit with distinction (CD) based on outcome-oriented instructor established course criteria. Number of students and alums reporting satisfaction with academic resources and achievement of program/individual learning goals. Number of alums reporting appropriate placement.
II. Cultural Context II.1. To develop an ability to analyze issues of social and environmental injustice from a Christian perspective.	II.1. Demonstrates an ability to analyze the causes of and remedies for social and environmental by utilizing biblical, theological, and historical resources.	*as above*	

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[8] See Curricular Map for a correlation of courses to specific learning goals.

II.2. To incorporate the cultural vibrancy of New York City into theological work. II.3. To develop the capacity to offer critical (and) constructive interpretations of scripture, tradition, and society by using resources from the contemporary cultural context as shaped by religious diversity, the arts, and by the social- structural (ethnic, racial, environmental, socio-economic and psychological) realities of our time.	II.2. Demonstrates an ability to bring the artistic resources and socio-cultural realities of New York City into theological reflection. II.3. Demonstrates an ability to offer critical and constructive interpretations of the Christian tradition informed by contemporary cultural, socio-structural, and environmental realities.		
III. Specialized Preparation for Teaching or for Advanced Graduate Studies in Theology/Religion III.1. To attain competency in the student's chosen discipline: Biblical Studies, Theology & Ethics, Church History, Practical Theology; Interreligious Engagement. III.2. To attain competency in academic research and writing skills. III.3. To attain proficiency in a modern language (and, in the case of biblical concentration, a working knowledge of Hebrew or Greek).	III.1. Demonstrates focused knowledge, understanding, and communication competency in the sources, norms, methods, and content of the chosen discipline. III.2.1. Demonstrates competency utilizing relevant primary and secondary sources for critical and constructive work in the chosen field. III.2.2. Demonstrates the ability to write a cogently argued thesis. III.3. Demonstrates reading proficiency in French, German, or Spanish (and Hebrew or Greek).	Course Evaluations for Advanced courses (level 200 and above) in the chosen field (15 pts) MA thesis evaluation (6 pts) [D.2.2] Modern Language Exam (course evaluations : OT or NT 101 and another biblical course)[9]	*as above and* Number of students passing thesis with CD/CR Number of students passing Modern Language exam

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[9] Students may, by petition, seek to demonstrate proficiency in another modern language.

Curriculum Map: 2012-2013 Catalogue

	Religious Heritage	Cultural Context	Spiritual Formation	Ministerial Leadership
1	**WR 230** Islam: Origins, Religious Thought and Practice	**UT 203** Introduction to Western Philosophy: From Plato to Marx	**WR 327** Double Belonging: Christian/Buddhist	**WR 348** Paul and Buddha: Modeling Inter-religious Dialogue
2	**WR 242** The Qur'an: Engaging a Sacred Text	**WR 316** Women, Islam and Interpretation	**WR 203** Zen Meditation and Dialogue with Zen Masters	**CI 213** Practice of Presbyterian Ministry: Worship and Its Theological Foundations
3	**WR 420** Islam and Religious Diversity	**CT 101** Christianities in the City	**ST 209J** The Liberative Spirituality of Archbishop Oscar Romero: His Challenge for Today	**CI 274J** Foundations of Lutheran Worship
4	**CT 101** Christianities in the City	**CT 102** Religions in the City	**ST 348** Paul and Buddha: Modeling Inter-religious Dialogue	**CI 206** Unitarian Universalism: Our Living Tradition
5	**CT 102** Religions in the City	**OT 217** Biblical Ecology	**ST 487** Seminar: God, Suffering, and the Human Being	**CI 203Q** Practice of Presbyterian Ministry: Polity and Its Theological Foundations
6	**BS 241** Trauma and the Bible	**NT 251E** Galatians-a feminist reading	**CE 326** Sexuality and Sexual Ethics	**PT 301** Pastoral Care with LGBTQ Persons

7	**BX 201** The Arts of Reading: Exegetical Practicum	**NT 257E** Romans: A Postcolonial Biblical Inquiry	**EC 264** Love Meets Wisdom: Buddhist-Christian Dialogue with Women's Eyes	**CW 101** Introduction to Preaching and Worship
8	**BS 105J** Introduction to Biblical Languages	**PR 415** The Socratic, The Prophetic and the Democratic	**EC 203** Zen Meditation and Dialogue with Zen Masters	**CW 105** Communicating Live-Fall Semester
9	**OT 101** Introduction to the Old Testament	**PR 226** Kant, Hegel, and Modern Theology	**EC 336** Eco-Feminism and Earth Spirituality Around the World	**CW 207** Patterns of Preaching
10	**OT 101A** Contents of the Old Testament	**PR 316** The Historical Philosophy of W.E. B. Du Bois	**CW 280** Colloquium in Theology and the Arts	**CW 319** The Foolishness of Preaching: Preaching in the Black Idiom
11	**OT 111** Elementary Biblical Hebrew I	**PR 324** The Philosophical Theology of Abraham Joshua Heschel	**CW 108** Awareness Through Movement	**CW 261** Ritual Performance and Criticism
12	**OT 217** Biblical Ecology	**ST 334** African Sexualities, Religions, and HIV/AIDS	**PS 237** Power, Gender, and Sexuality	**CW 310** Teaching and Preaching the Cross
13	**OT 261E** Job	**ST 365** The Life and Thought of James Baldwin	**PS 238** Archetypal Transformation in Ritual Space	**CW 375** Preaching for Social Transformation

14	**OT 265E** Literature of Lamentation	**ST 371** Christian Dogmatics and American Politics	**PS 204** The Journey of Development: Psychological and Religious	**PS 363** Clinical Pastoral Education
15	**OT 313A** Biblical Hebrew Reading: Scenes from the Life of David	**ST 226** Kant, Hegel, and Modern Theology	**PS 242** The Depth Psychological Dimension of Interreligious Dialogue and Double Belonging	**PS 211B** Double Indemnity: Seeking the Secret Couples' Contract-Couples Counseling
16	**OT 204** Elementary Biblical Hebrew II	**ST 252** Black Theology	**PS 372** Death and Dying	**PS 366Q** Summer Clinical Pastoral Education
17	**OT 236** Monster Heaven	**CE 316** Social Ethics as Social Criticism	**RE 350** Faith Journeys and the Religious Education of Adults	**RE 319** Teaching Theology and Religion
18	**OT 248E** Entrances to Exodus	**CE 342** Intersectional Texts: Black Women's Fiction as a Resource for Christian Social Ethics	**RE 263** Jewish and Christian Women in the American Historical Experience: A Comparative Perspective	**RE 310** Teaching and Preaching the Cross
19	**OT 313B** Biblical Hebrew Reading: Israel's Poetic Heritage	**CS 348** A Political Reading of the Bible: A View from the Field	**SU 102** Choir	**CS 348** A Political Reading of the Bible: A View from the Field
20	**OT 360E** The Psalms	**CS 230** Contemporary Theories of the Sociology of Religion	**SU 104** Gospel Choir	**FE 103-104** Field Education Seminar: Part-Time Concurrent Internship I

21	**NT 111** Elementary Biblical Greek I	**CS 336** U.S. Evangelicalism and Pentecostalism in their Sociological and Theological Settings	**SU 125** Introduction to Spiritual Formation	**FE 203-204** Part-Time Concurrent Internship II
22	**NT 315** Advanced Greek Reading	**EC 270** "She touches and She Changes!": Feminist Theologies of Asia, Africa, and the Americas	**PS 209** Theories of Depth Psychology	**FE 300-301** Full-Time Internship
23	**NT 550** Seminar: New Testament and Christian Origins	**CE 503** Doctoral Seminar: Doctoral Examination Prospectus	**PS 471** Seminar: Freud and Jung	**SU 190** Topics in Ministry
24	**NT 101** Introduction to the New Testament	**CE 550** Doctoral Seminar: Pro-Seminar in Christian Ethics	**PS 310** Depth Psychology and Theology	**SU 101** Graduate Writing for Seminary Students
25	**NT 101A** Contents of the New Testament	**CE 220J** DNA, Evolution and the Soul	**PS 211B** Double Indemnity: Seeking the Secret Couples' Contract - Couples Counseling	**SU 120** Samuel DeWitt Proctor Conference and Course
26	**NT 204** Elementary Biblical Greek II	**FE 215J** Abolition, Civil War, and Social Movements: A Poverty Initiative Immersion	**SU 110** Holistic Approaches to Theological Learning and Research	**SU 181** Spanish for Ministry
27	**NT 220E** The Gospel According To Matthew	**ST 232** Dealing With Diversity: Evangelical/Pentecostal and Mainline Perspectives on Religious Pluralism	**EC 333J** Travel Seminary to Myanmar	**CI 202** UCC History, Theology, and Polity

28	**NT 377** Healing Stories in the Synoptic Gospels	**CH 370** Inventing and Discovering 'Popular Religion'	**CW 451** Seminar: Women's Experience as a Resource for Worship	**CW 326J** Music in the Church
29	**NT 550-51** Seminar: New Testament and Christian Origins	**ST 311** God and the Other in Relational Theologies	**PS 304** Anxiety	**EC 405** Seminar: Critical Issues in Contemporary Ecumenical Thought: "Peace is Possible" - Interfaith Peacemaking
30	**CH 107** The History of Christianity Part 1: The Church of the First Millennium (100-1000)	**CW 280** Colloquim in Theology and the Arts		**PS 475** Spiritual Aspects of Clinical Work
31	**CH 108** The History of Christianity Part 2: Western European Church History (c. 1000-c. 2000)	**PS 272** Self and Other: Race, Culture and Psychoanalysis		**RE 286** Interpreting and Teaching the Bible in Local Communities
32	**CH 109** The History of Christianity Part 3: Christianity Since the Reformation	**CH 333** Movements from the Margins: A Look at the Prosperity Gospel in the U.S.		
33	**CH/CE 236** American Theological Liberalism, 1805-1930	**CH 254J** Travel Seminar: the U.S. Borderlands: Theology and Context		
34	**CH 304** Readings in Early East-Christian Spirituality	**ST 436** Jesus and Buddha: An Exploratory Seminar		

35	**CH 342** Theologies of History	**CE 331** Justice and the World Order		
36	**ST 103** Foundations in Christian Theology I	**CE 349** Feminist, Queer, and Early Christian Critiques of Family		
37	**ST 316** Dietrich Bonhoeffer's Theological Legacy	**CE 220J** DNA, Evolution and the Soul		
38	**ST 318** Process Theology	**CE 243** Sexual Ethics		
39	**ST 511** Theologies of Religion	**CE 255** Feminist Ethics		
40	**ST 104** Foundations in Christian Theology II			
41	**ST 332** Theology of Karl Rahner			

42	**ST 364** Interrogating "Religion": A Theological Engagement with Theories of Religion			
43	**ST 441** Seminar: John Calvin's *Institutes of the Christian Religion*			
44	**CE 236** American Theological Liberalism, 1805-1930			
45	**CE 239** American Theological Liberalism, 1930-2005			
46	**CH 385** Catholicism in the Early Modern Era			
47	**CH 332** Themes and Issues in the Protestant Reformation			
48	**CH 402** The Christian Doctrine of the Trinity: From Origen to Augustine			

49	**CH 403** Seminar: Readings in Greek and Latin Christian Poetry			
50	**CH 239** American Theological Liberalism, 1930-2005			
51	**CH 412** Biblical Interpretation in the Ancient Church			
52	**CH 412** Biblical Interpretation in the Ancient Church			
53	**ST 363** Tillich and the Future of Theology			
54	**ST 390** Reinhold Niebuhr			
55	**ST 344** Beauty, Body, and Desire in Contemporary Theology			

56	**ST 361** Karl Barth's Church Dogmatics			
57	**ST 393** Martin Luther King, Jr. and Malcolm X			

Addendum: 2013-2014 Courses Added			
Religious Heritage	**Cultural Context**	**Personal and Spiritual Formation**	**Ministerial Leadership**
1 **BX 205A** Exodus: Connecting Text and Song	**IE 235** Sufism	**ST 401** Guided Reading: Theology, Ethics, and Spirituality	**CW 354/NT354** Seminar: Ritual and Early Christian Meals
2 **BX486** Methodologies for Academic Study of the Jewish and Christian Bibles	**IE 315/RE 315** Judaism & Christianity: Comparativist & Phenomenological Perspectives	**PS 234** Disability: Theological and Clinical Perspectives	**CI 213** Practice of Presbyterian Ministry: Worship and its Theological Foundations
3 **OT 263** Jewish Biblical Interpretation	**IE 335/CS 335** African Religions in the Americas	**PS 308** Aggression	**CW 235** Preaching in Multi-cultural Congregations
4 **OT 313A** Biblical Hebrew Reading: Israel's Prophets	**IE 313/ST 313** Hindu Christian Dialogue	**PS 453** Seminar: Madness and Creativity: Winnicot and Klein	**CW 215J** The Broad Jump Towards the Other
5 **OT368E** Archeology and the Bible: Ancient Israel Meets Biblical Israel	**IE/ST 326** Comparative Feminist Theology: Islam & Christianity	**PS 211A** Introduction to Pastoral Care and Counseling	**CW 460** Seminar: Imagination and Improvisation: The Holy Play of Congregational Worship
6 **OT 220** David's Story: From the bible to Rembrandt to Faulkner	**IE 345** Violence and Pacifism in IslamicThought	**PS 373** Facing Death	**FE 215J** MLK Jr. and the Movement to end Poverty
7 **NT 121** Continuing Greek: Revelation	**CH 249** The U.S. Latino Church: Borderlands and History	**PS 463** Splitting and Healing	**FE 206 Q** Summer Ministries

8	**NT 254E** Revelation of John: Earth, Economy, and Empire	**CH 383** Gender,Sexuality and the Soul in Early Modern Europe	**PS 364/FE 364** Clinical Pastoral Education	**FE 366Q/PS 366Q** Summer CPE
9	**NT 233E** 1 Corinthians	**CH/CI 317** Pastoral, Spiritual and Devotional Prose and Poetry in the English Language 1560-1660	**SU 104** Gospel Choir	**SU 104** Gospel Choir
10	**NT 315** Advanced Greek Readings: the Gospel of Luke	**PR 301/CS 301** Social Justice-Philosophical Foundations, Religious History, Current Struggles	**CH/CI 317** Pastoral, Spiritual and Devotional Prose and Poetry in the English Language 1560-1660	
11	**NT 331** Reading Ancient Sources and Images	**ST 230** In My Mother's House: a Literary Womanist Theology		
12	**NT 354** Seminar: Ritual and Early Christian Meals	**ST 329** Economics and Theology		
13	**CH 302** The Byzantine Christian Tradition	**ST 347** Reading Bonhoeffer with Gender, Post-Colonial, and Post-Secular Critique		
14	**CI 208** United Methodist History	**ST 314** Womanist Thought, Theory, and Praxis		
15	**CI 201** Baptist History, Principles and Polity	**CE 223** LGBTQ Sexual Ethics		
16	**CI 209** United Methodist Doctrine and Polity	**CE 340** Women and the Black Freedom Movement		
17	**ST 401** Guided Reading, Issues in Christology	**CW 235** Preaching in Multi-cultural Congregations		

18	**ST 401** Guided Reading: Theology, Ethics, and Spirituality	**CS 343** Major Theories in the Sociology of Religion: Marx, Engels, Weber, Durkheim, and duBois		
19	**SU 161** Theological German	**CS 262** Methods in the Study of Urban Life and Religion		
20	**SU 171** Theological French			
21	**SU 183** Theological Spanish			