

# **Master of Arts in Religion**

## **Program Guide**

# **UNION**

**WHERE FAITH AND SCHOLARSHIP MEET  
TO REIMAGINE THE WORK OF JUSTICE**

**2023-2024**

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## MISSION STATEMENT

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

## CORE VALUES

Union Theological Seminary in the City of New York, founded in 1836, 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.

These commitments have allowed defining of “core values” that 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 and approved by the faculty in academic year 2019-2020*

## OVERVIEW

The Master of Arts in Religion (MAR) is designed as a full-time, residential, two-year academic degree with a minimum completion of fifty-one (51) credits. The purpose of this degree is to prepare students for “graduate study of one or more theologically related disciplines” that enriches work in their chosen professions (*ATS Standard 4.7*). While primarily an academic degree that prepares students for advanced studies and teaching, students are also prepared for a variety of other professional positions in diverse academic and non-academic contexts.

While Union uses the acronym MAR, in alignment with NYSED, the degree issued is a Master of Arts (MA) in Religion; see *ATS Standard 4.7* here: <https://www.ats.edu/files/galleries/standards-of-accreditation.pdf>.

## PROGRAM GOALS AND LEARNING OUTCOMES

In keeping with the vision of Union’s founders that Union graduates should be equipped by their education to “respond to the claims of the world” with “intellectual and academic excellence, social justice, and compassionate wisdom,” Union’s curricula for all degree programs intentionally engage disparities in society based on gender, race, class, sexuality, religion and other divisive or marginalizing forces. Studying in this environment is both a strength and a challenge. The goal is to cultivate the ability to respond to these disparities with analytic rigor, historical consciousness, sensitivity to tradition, and equanimity and compassion. The Seminary’s urban location and university affiliation also help to shape study at Union.

The Master of Arts in Religion (MAR) has clearly articulated student learning outcomes appropriate to a graduate theological degree, and consistent with Union’s mission and resources. The program goals identified reflect the faculty’s general aspirations for student learning. The desired learning outcomes associated with each goal identify the knowledge and skills that students are expected to demonstrate upon successful completion of the program. Graduates of the MAR degree should be well equipped to apply their learning in contemporary contexts both within and beyond academia.

**Goal One:** To develop a broad and critical understanding of the Bible as foundation of the Christian traditions, and for Buddhism and Interreligious Engagement or Islam and Interreligious Engagement concentrators, a broad and critical understanding of their respective sacred texts/interpretations; to engage in and interpret exegetically-informed and contextually-sensitive Bible/sacred texts in historical, literary, contemporary global, and multi-religious contexts; to demonstrate the capacity to establish connections between the Bible and other sacred texts.

**Learning Outcome:** Successful completion of courses in Bible: Cross-Testament (**BX**), Hebrew Bible (**HB**), New Testament (**NT**); and/or Sacred Texts (**STX**); and other relevant evidence (such as sermons, liturgy, or other presentations).

**Goal Two:** To demonstrate the capacity to: understand and reflect on the Christian tradition within the context of one’s own culture through cultural, religious, and moral pluralism, including consideration of relativism and dialogue with science; to identify and describe the concepts involved in the basic doctrines of Christian faith and show connections between them; to understand classic and contemporary methods of moral decision-making.

**Learning Outcome:** Successful completion of courses in Theological Studies (**TS**), Social Ethics (**SE**), Philosophy of Religion (**PR**), and/or Anglican Studies (**AS**); and other relevant evidence.

**Goal Three:** To demonstrate knowledge of historical events and developments that gave rise to diverse forms of Christianity; to use historical techniques to analyze and understand how inherited beliefs and faiths are expressed and lived conditioned by the circumstances of time and place; to demonstrate how cultural context shapes stories that people of faith share about themselves and their communities.

**Learning Outcome:** Successful completion of Historical Studies (HS) courses and other relevant evidence.

**Goal Four:** To demonstrate the capacity to learn about and from diverse religious traditions on their own terms; and the capacity to engage in sustained self-reflection and acknowledgment of one's own assumptions when encountering manifestations of religious diversity.

**Learning Outcome:** Successful completion of Interreligious Engagement (IE) courses and other relevant evidence.

**Goal Five:** To gain knowledge and critical awareness of existing power dynamics and structures in terms of gender, sexuality, race, class, and identities targeted for oppression, and how they shape theology, ethics, history and other forms of theological engagement; to effectively and constructively engage the world's serious issues such as racial and sexual/gender injustice, mass incarceration, and the climate crisis, in ways informed by deep theological, historical, and critical study; to build theological, theoretical, critical, and contextually accountable foundations for the study of religious communities, movements, and societies.

**Learning Outcome:** Successful completion of Social Ethics (SE), Religion and Society (RS), Field Education (FE), and other direct relevant evidence (recognizing that all of Union's curriculum addresses this goal in some way).

**Goal Six:** To attain competency in the student's chosen concentration in preparation for advanced studies, teaching, or for application in non-academic public and organizational contexts.

**Learning Outcome:** Successful completion of a minimum of fifteen credits in a concentration as identified by a field, or combination of fields as an interdisciplinary concentration.

**Goal Seven:** To attain competency in academic research and writing skills.

**Learning Outcome:** Successful completion of a critically and constructively written scholarly thesis.

## DEGREE REQUIREMENTS

The Master of Arts in Religion (MAR) degree requires completion of a minimum of fifty-one credits with two years of full-time study. MAR students acquire broad and basic knowledge and academic skills by taking a common core of courses in the "classical" theological disciplines of *Bible* (BX/HB/NT), *Historical Studies* (HS), and *Theology and Ethics* (PR/SE/TS) and in the interdisciplinary field of *Interreligious Engagement* (IE). Students are required to take a minimum number of credits in each of these fields.

Students are also encouraged to take courses in disciplines within the *Practical Theology* (PT) field, as appropriate to their individual learning goals. The disciplines included in the *Practical Theology* field include *Communication Arts* (CA), *Worship, Preaching, and Arts* (CW), *Psychology and Religion* (PS), *Religion and Education* (RE), *Religion and Society* (RS), and other *Practical Theology* (PT) courses.

Usually offered in August just prior to the start of Fall classes, UT 101-*Introduction to Theological Studies* is required.

In addition to degree requirements, a concentration consisting of a minimum of fifteen credits is required. As an academically-oriented degree, a thesis is required (*ATS Standard 4.9*), and participation of the two-semester thesis seminar is strongly encouraged.

Successful completion of an exam in either French, German, or Spanish is recommended for further academic study, but is not a degree requirement. Courses in French, German, and Spanish are offered each Fall semester. Exams in these languages are offered twice each semester (Fall and Spring). AS 185-*Spanish for Latinx Ministry* is generally offered every other Spring.

### Credit Distribution Requirements

The following chart outlines the requirements for the degree including core and concentration distribution:

CREDIT DISTRIBUTION REQUIREMENTS	
	Number of Credits Required
<b>CORE</b>	
Bible/Sacred Texts	7-8
Historical Studies	6
Theology and Ethics	6
Interreligious Engagement	3
<b>CONCENTRATION</b>	
Advanced courses (level 200+)	15
Thesis	6
<b>GENERAL ELECTIVES</b>	7-8
<b>TOTAL CREDITS</b>	51

### Course Load and Planning

First year students are generally limited to four (4) three-credit courses each fall and spring semester. Students are not permitted to take more than fifteen credits in any one semester or more than thirty credits in an academic year (fall/spring) without permission from the Dean/Vice President of Academic Affairs. MAR students are expected to complete the degree in two years.

Students are expected to complete their required core course requirements as early as possible. The early completion of the foundational courses equips the student with the basic vocabulary, data, and concepts necessary for closer or more advanced and specialized study in the core fields, the area of concentration, and/or in other subjects in the curriculum. Early completion of the core field requirements also provides preparation for taking courses at outside schools.

Some legitimate reasons may exist for not being able to complete the degree in two years. Financial or family obligations, or special educational needs, may result in the need to spread the degree over three or four years. Decisions about the duration of the program should be made in consultation with the faculty advisor and director of financial aid. There are federal regulations that Union has a responsibility to follow when administering federal student loans. Additionally, the Satisfactory Academic Progress (SAP) policy, especially the maximum time to completion, should be carefully reviewed as documented in the academic catalogue.

The degree planner (see appendices) lists required courses and credit distribution requirements to facilitate course planning for each semester. Students are expected to use the degree planner to track progress toward completing degree requirements.

## COURSE REQUIREMENTS

The following provides a general overview of course requirements. Students are expected to carefully **read and utilize the appropriate degree planner** for details and comprehensive requirements. Certain concentrations may require additional courses.

### Core Field Requirements

**Bible/Sacred Texts** – minimum of 7-8 credits:

- Introductory requirement of BX 101-*Introduction to the Bible*
- Additional upper-level course in Hebrew Bible (HB), New Testament (NT), or Cross-Testament (BX)
- Bible concentration requires HB 101-*Introduction to the Hebrew Bible* and NT 101-*Introduction to the New Testament* **instead** of BX 101

**Historical Studies** – minimum of 6 credits:

- Introductory requirement of HS 116-*History of Christianity to 1500* or HS 117-*History of Christianity 1500-2000* or approved alternative
- Additional upper-level (or approved introductory) Historical Studies course

**Interreligious Engagement:**

- Minimum of 3 credits with any course in the field

**Theology and Ethics** – minimum of 6 credits:

- Introductory requirement of either TS 101-*Foundations in Christian Theology*, TS 103-*Critical Perspectives in Modern Theology*, or TS 104-*Introduction to Systematic Theology*
- Additional upper-level course in Philosophy of Religion, Social Ethics, or Theological Studies

**Practical Theology:**

- Recommended minimum of 3 credits in the field

A summary of fields and associated course subject codes is as follows:

**Bible/Sacred Texts:** Cross-Testament (BX), Hebrew Bible (HB), New Testament (NT), Sacred Texts (STX)

**Historical Studies:** Historical Studies (HS), Denominational Studies (DS)

**Interreligious Engagement:** Interreligious Engagement (IE)

**Practical Theology:** Communication Arts (CA), Worship, Preaching, and Arts (CW), Psychology and Religion (PS), Practical Theology (PT), Religion and Education (RE), Religion and Society (RS)

**Theology and Ethics:** Philosophy of Religion (PR), Social Ethics (SE), Theological Studies (TS)

### Concentration Requirements

Students are required to take a minimum of fifteen credits in advanced (200-level or above) courses within the area of their concentration. Normally, concentration courses should not be taken in a given field until that field's requirements have been met. A concentration allows students to focus studies in a particular field or in one of the faculty-approved program foci.

Students with specific academic goals may declare an interdisciplinary concentration which must be discussed with the faculty advisor and Associate Dean. A **Declaration** form must be submitted here:

<https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/declare-m-concentration/> by the spring of the first year of study. View the appropriate section for course requirements in these areas of concentration.

## General Electives

The minimum number of required general electives varies depending on the student's choice of courses in the biblical and historical fields. Through general electives, students may exceed the minimum requirements for the degree in order to pursue particular interests and to prepare for the professions they intend to pursue. Students not concentrating in a discipline within the *Practical Theology* field are not required, but are encouraged, to include one or more practical theology (PT) courses among their general electives.

## General/Supplemental Co-Curricular Courses

A variety of *General* (UT) and *Supplemental Co-Curricular* (SU) courses provide opportunities for professional, spiritual, and personal enrichment. Students may take as many SU and UT courses as they wish, **but only three SU courses for credit**. Students must complete and submit the appropriate form found on this webpage: <https://utsnyc.edu/academics/registrar/course-registration-grades/>. View the academic catalogue for offerings.

## Guided Reading

Students may propose a guided reading for one, two, or three credits with approval and under the direction of a member of the faculty. Students must complete and submit a specific *Guided Reading* form found on this webpage: <https://utsnyc.edu/academics/registrar/course-registration-grades/> of the Registrar website. View the full policy, including an established limit and deadlines, in the academic catalogue.

## Cross-Registration

With approval of the faculty advisor and Dean/Vice President for Academic Affairs, students may take up to twelve graduate-level credits in courses offered at other accredited schools. Courses that are listed in the Union catalogue may *not* be taken at other schools. Registration for outside courses is normally limited to one course per semester.

Partner schools are those with which Union has a cross-registration or other credit recognition agreement. Partner schools include *only* the following:

- *New York Theological School Consortium* signatories: Fordham University Graduate School of Arts & Sciences (GSAS) and Graduate School of Religion (GRE), General Theological Seminary, Hebrew Union College, Jewish Theological Seminary, New York Theological Seminary, and St. Vladimir's Orthodox Theological Seminary
- *Columbia University*: Graduate School of Arts & Sciences, School of the Arts, and School of International & Public Affairs
- *Drew University* Theological School

**Note:** *Columbia University Teacher's College* is not a partner school

Approved graduate courses within the *New York Theological Consortium* may be taken at no additional cost to Union students. Approved courses taken at *Columbia University* are subject to semesterly course fees. Students who wish to take courses in *any* outside partner and non-partner school must submit a request first approved by the faculty advisor, then to the Dean/Vice President for Academic Affairs, then submitted to the Registrar. The cost of taking courses at non-partner schools is the student's sole responsibility.

A minimum grade of B (or equivalent) must be earned for credit to be counted toward fulfillment of the Union degree. Students are expected to frequent this webpage: <https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/> for **complete cross-registration information including approval and registration process**.

## Thesis Requirement

A formal thesis paper in the area of concentration is required. The thesis process begins at the beginning of the second year of the program with a proposal due in early/middle fall. A two-semester thesis writing seminar (UT 150 and UT 151) is strongly recommended with exemption only by advisor permission (see\* below). Instructions about the thesis including submission forms, are available on the **Thesis & Final Project** portion of this webpage: <https://utsnyc.edu/academics/registrar/academic-resources/>.

The thesis totals six credits over two semesters with one of the following options:

- UT 150 + UT 422 in fall and UT 151 + UT 425 in spring
- UT 423 in fall and UT 426 in spring\*

## ACADEMIC ADVISEMENT

In order to provide adequate academic support and guidance toward completion of the program, and in order to ensure achievement of curricular and individual learning goals, students are assigned a faculty advisor.

***Participation in advisement and assessment is a degree requirement that students are expected to fulfill in order to register for courses, receive grades, and/or receive their diplomas.*** Academic advisement may take place at any time and students are strongly encouraged to seek advisement as needed. However, the Seminary has established specific requirements for each degree program with regard to academic advisement that must occur prior to course registration.

During the summer prior to students' Fall start, degree advisement is conducted by the academic office focusing on first-semester requirements. Outside of course registration preparation as specified below, students are encouraged to develop and maintain a relationship with their faculty advisor.

### Course Registration - Fall

Incoming students are **required** to meet with their assigned faculty advisor in August at new student orientation, focusing on vocational and overall academic goals as well as future semester planning.

Fall course registration for the second year of study normally takes place in April, and academic advisement is **required**. First-year students should complete degree planners with their faculty advisors at both the August advisement and November advisement (for first Spring) sessions. Students are also expected to meet with their advisors to map out the second year of study. The student must deposit their approved degree audit into their ePortfolio (see appendix). Students are responsible for keeping their advisors informed about any changes of plan that may take place along the way, and for seeking advisement as needed.

### Course Registration - Spring

Spring course registration normally takes place in November. First-year students are **required** to meet with their advisor prior to the first Spring's course registration opening. Course registration for the first Spring semester remains blocked by a **hold** until the faculty advisor certifies to the Registrar that there was a meaningful academic advisement session.

Second-year students are **strongly encouraged**, but not required, to consult with their advisors, especially for general advisement purposes *at least once* before the last day of classes in the Fall semester of the final year.

A pre-graduation degree audit is completed with the academic office prior to Spring registration in the final Fall semester. Beyond the required advisement sessions with faculty advisors, *all* faculty members, the Dean/Vice President for Academic Affairs, and Associate Dean, are ready and willing to offer advisement in their areas of expertise and competency.

See the following two-year schedule and timeline for advising throughout the degree.

<i>STUDENT-FACULTY ADVISEMENT SCHEDULE</i>			
	<b>August/September</b>	<b>October/November</b>	<b>April</b>
1 <sup>st</sup> year	☑ curricular/general advisement	☑ advisement for Spring (hold)	√ advisement for Fall
2 <sup>nd</sup> year	√ advisement (if not registered in April)	√ advisement before end of Fall (pre-graduation degree audit)	SSAS due by May 1 FAR due by June 1
☑ = advisement required √ = some meaningful consultation			

## CONCENTRATION

Master of Arts in Religion (MAR) degree program goal six and the corresponding learning outcome relates to a specialized competency. Goal six is designed to enable students “to attain competency in the student’s chosen concentration in preparation for advanced studies, teaching, or for application in non-academic public and organizational contexts.” Information about program concentrations is below.

At the end of the second semester of study, students declare a concentration, even though the majority of advanced electives do not begin until the second year. This early declaration, in the first year, is intended to assist the seminary in curricular development and planning; to maximize from the outset the fruitfulness of individual student advisement, course, and career planning; and to allow sufficient lead-time for students to develop their thesis proposal. Courses counted toward the concentration must be taken for full credit, not as audit or reading credit. The concentration is recorded on the student’s official transcript.

The following concentrations have been approved by the faculty:

Bible: Hebrew Bible	Bible: New Testament	Bible: Cross-Testament
Buddhism & Interreligious Engagement	Historical Studies	Interreligious Engagement
Islam & Interreligious Engagement	Psychology and Religion	Religion and Black Experience
Religion and Society	Social Ethics	Theological Studies
Theology and the Arts	Interdisciplinary	

Concentrations should reflect and contribute to students’ ongoing intellectual, professional, and personal development at Union Theological Seminary. Students complete at least fifteen credits in a concentration. Courses counted toward other requirements cannot be counted again toward a concentration (e.g., TS 103 cannot count both toward the theology core requirement and a theology concentration). Courses counted toward the concentration are at the advanced level (200 and above).

Concentration courses should be taken at Union, with exceptions subject to approval by both the faculty advisor and the Dean/Vice President for Academic Affairs, occasioned by very unusual circumstances. Courses counted toward the concentration must be taken for full credit, not as audit or reading credit. A student’s thesis is normally related to the declared concentration. Students’ concentrations are recorded on their official transcripts. See below for each concentration including a description and specific requirements.

## **Bible**

This concentration is intended for students with a particular interest in deepened study of the Bible, whether in spiritual/religious settings, teaching, preparation for academic study of the Bible, or other interests. Students are provided with initial ancient language skills, introduction to academic study of the Bible, and specialized experience in interpretation needed for doctoral-level study or possible teaching of the Bible in religiously-affiliated secondary schools. Students who choose this concentration normally take a combination of courses in Hebrew Bible and New Testament for a Cross-Testament declaration, although students may specifically elect to have their concentration designated as either Hebrew Bible or New Testament if sufficient courses are taken.

### **Course Requirements**

#### *Bible/Hebrew Bible:*

- HB 101-Introduction to the Hebrew Bible as a core requirement
- NT 101-Introduction to the New Testament as a core requirement
- HB 111-*Elementary Biblical Hebrew I* as a core requirement
- HB 204-*Elementary Biblical Hebrew II* as a core requirement
- Two advanced Bible courses, at least one focused on a book/text in the Hebrew Bible – minimum 6 credits
- Recommended: HB 313A-*Intermediate Hebrew I* and HB 313B-*Intermediate Hebrew II* – 3 credits

#### *Bible/New Testament:*

- HB 101-Introduction to the Hebrew Bible as a core requirement
- NT 101-Introduction to the New Testament as a core requirement
- NT 111-*Elementary Biblical Greek I* as a core requirement
- NT 204-*Elementary Biblical Greek II* as a core requirement
- Two advanced Bible courses focused on book, text(s), or topic in the New Testament – minimum 6 credits
- Recommended: NT 315A-*Intermediate Greek I* and NT 315B-*Intermediate Greek II* – 3 credits

#### *Bible/Cross-Testament:*

- HB 101-Introduction to the Hebrew Bible as a core requirement
- NT 101-Introduction to the New Testament as a core requirement
- Three (or more) semesters of biblical Hebrew and/or or biblical Greek – minimum 9 credits
- Additional advanced courses in Bible (HB/NT/BX) – minimum 6 credits

### **Thesis Requirement**

A thesis on a biblical topic in their subdiscipline (Hebrew Bible; New Testament; Cross-Testament) chosen in consultation with an advisor is required. Theses are graded on the extent to which they develop a compelling and focused argument, integrate language knowledge appropriately, and demonstrate excellent knowledge of and engagement with relevant secondary literature.

## **Buddhism and Interreligious Engagement**

This concentration prepares students for diverse leadership roles with and in Buddhist communities as well as bringing Buddhist practices and principles to communities that may not identify as Buddhist. These roles include religious and spiritual leadership, teaching, and careers in interreligious/interfaith cooperation, policy-making, social justice advocacy, journalism, non-profits, and government.

### **Course Requirements**

- Core requirements per field as specified on degree planner (see appendix)
- IE 221-*Introduction to Buddhist Meditation Practices*
- IE 240-*Socially Engaged Buddhism*

- Additional advanced Buddhist and interreligious engagement courses – minimum 9 credits
  - IE 228-*Buddhism, Race, Gender and Sexuality* recommended
  - IE 231-*Practice of Self-Inquiry* recommended
  - IE 261-*Four Foundations of Mindfulness* recommended

While a language is not a requirement, based upon student interest and intended vocation, study of certain languages – inclusive of, but not limited to Pali, Sanskrit and Chinese – is advised when possible.

### **Thesis Requirement**

A thesis on a Buddhist and interreligious engagement topic chosen in consultation with an advisor in the field is required. The thesis should demonstrate knowledge of and engagement with relevant theories, methods, and sources in the interreligious engagement discipline, and should develop a compelling and focused argument.

### **Historical Studies**

This concentration is aimed at students who intend to deepen their knowledge of and reflection upon historical processes that have shaped Christian churches and other religious communities. Some students consider doctoral study in history in a context of seminary theological education, religious studies, or religious history as practiced in history departments. Students have the opportunity to acquire skills in evaluation of primary sources, and to compare and contrast of analytical arguments and theories as applied to historical questions.

Historical courses on traditions beyond Christianity are a recent expansion among the curriculum, and long-term faculty expertise has focused on Christian churches of antiquity, Reformation and early modern periods, and modern United States contexts. While many courses foreground Christianity, students may shape their concentration around another tradition or combination of traditions as course offerings allow.

Concentrators acquire both breadth and depth, selecting coursework in consultation with an advisor that includes a primary area of focus (such as a specific historical period, religious tradition, or thematic area) and coursework of other periods, groups, and/or methods.

Students take at least nine (9) credits of historical studies at the 200-level or higher in the primary area, as well as at least three (3) credits of historical studies at the 200-level or higher in another area. A minimum of fifteen credits is needed, therefore a course in an adjacent field (see examples below) is strongly encouraged.

### **Course Requirements**

- HS 116-*History of Christianity to 1500* as a core requirement
- HS 117-*History of Christianity 1500-2000* as a core requirement
- Advanced historical studies courses in a primary area such as a broadly defined historical period, tradition, or thematic area – minimum 9 credits
- Advanced historical studies course in another period/area – minimum 3 credits
- An applicable course in an adjacent field that enriches/complements the primary area is strongly recommended (e.g., focused on a historical span or period of scriptural exegesis, liturgical practice, art and architecture, intellectual thought, or categories of social difference) – minimum 3 credits

### **Thesis Requirement**

A thesis on a historical studies topic chosen in consultation with a faculty member in the field is required. The thesis should demonstrate an effective grasp and deployment of primary sources drawn from records of the period, movement, or historical process being studied. If important to the objective of the thesis, students should include languages besides English in analysis and research. The thesis is graded on the extent to which a compelling and focused argument is developed that discusses primary sources, integrates language knowledge as appropriate, and engages with relevant secondary literature.

## **Interreligious Engagement**

This concentration is intended for students planning to pursue advanced studies, teach, or work in applied contexts that require competency in interreligious engagement. Students in this concentration cultivate:

1. competence in fostering meaningful and ethical interactions amidst religious diversity
2. understanding of and competence in the theories and methods of interreligious engagement
3. substantial knowledge of and familiarity with at least two religious traditions

### **Course Requirements**

- IE 102-*Religions in the City: Introduction to Interreligious Engagement* as a core requirement
- Advanced interreligious engagement course in theories and methods – minimum 3 credits
- Tradition-specific course(s) other than in Christianity (e.g. IE/STX 242-*The Qur'an: Engaging a Sacred Text*, IE 240-*Socially Engaged Buddhism*) – minimum 3 credits
- Advanced interreligious engagement course in comparison (e.g. IE/RE 344-*Studies in Jewish-Christian Relations*, IE/TS 326-*Comparative Feminist Theology: Islam and Christianity*, IE/TS 313-*Hindu-Christian Dialogue*) – minimum 3 credits
- Advanced courses in religious traditions other than one's own – minimum 6 credits

### **Thesis Requirement**

A thesis on an interreligious engagement topic chosen in consultation with an advisor in the field is required. The thesis should demonstrate knowledge of and engagement with relevant theories, methods, and sources in the interreligious engagement discipline, and should develop a compelling and focused argument.

## **Islam and Interreligious Engagement**

This concentration is intended for students planning to pursue advanced studies, teach, or work in professional contexts that require competency in this area. Students in this concentration cultivate:

1. robust and nuanced understanding of the foundational sources, disciplines, practices, diversity, and contextual realities of Islamic traditions and Muslim practice
2. the ability to critically engage Islamic traditions and Muslim practice in relation to social disparities based on gender, race, class, sexuality, and other marginalizing forces
3. substantial knowledge of and familiarity with at least one other religious tradition
4. understanding of and competence in the theories and methods of interreligious engagement

### **Course Requirements**

- Core requirements per field as specified on degree planner (see appendix)
- Advanced Islam-focused courses – minimum 9 credits
- Advanced interreligious engagement courses in theories and methods and/or comparison – minimum 6 credits

While a **language** is not a requirement, based upon student interest and intended vocation, study of certain languages – inclusive of, but not limited to, Arabic – is strongly advised. Arabic may be offered through Hunter College and other summer programs.

### **Thesis Requirement**

A thesis on an Islam and interreligious engagement topic chosen in consultation with an advisor in the field is required. The thesis should demonstrate knowledge of and engagement with relevant theories, methods, and sources in the interreligious engagement discipline, and should develop a compelling and focused argument.

## **Psychology and Religion**

This concentration is intended for students with a strong interest in pursuing a deeper understanding of a dialogue/integration between psychoanalytic theory and religion (with Christian and Jewish roots, but also embracing the study of the religious and philosophical roots of a range of spiritual traditions). As a concentration in an academic master's degree, this is neither a clinical training program for counseling licensure, nor an empirical religious studies research program. The focus is theoretical and theological.

Concentrators develop the ability to deploy in their research, writing, and chosen professional or advanced academic contexts the basic content, perspectives, and analytical tools of both psychoanalytic theory and theology, with an accent on the student's own religious tradition, and to bring the disciplines of psychology and theology into fruitful intellectual dialogue. Students become familiar with foundational models for both theory and practice.

Examples of contexts in which this concentration could be deployed include, but are not limited to: spiritual care specialist or consultant (non-ordained) in congregational settings; consultant to faith-based nonprofit and community organizations; further graduate work in pastoral counseling, clinical counseling, social work, or psychoanalytic training; further graduate work toward lay chaplaincy certification; advanced Clinical Pastoral Education training; researcher in faith-based institutions.

Undergraduate coursework in psychology and/or professional experience in mental health services is desirable but not required.

### **Course Requirements**

- PS 110-*Pastoral Listening Practicum* as a core requirement (required in first year)
- PS 101-*Introduction to Pastoral and Spiritual Care* as a core requirement (strongly recommended in first year) especially for students focusing on pastoral practice; a prerequisite for many concentration electives
- One basic unit of Clinical Pastoral Education (CPE) to understand theory and pastoral theology from within a supervised practice experience
- Additional advanced psychology and religion (PS) courses
- PS 415-*Readings in Psychoanalysis: From Object Relations to Relationality* is strongly recommended in the second- or third-year especially for students focusing on psychological theory

Some practical theology and supplemental co-curricular courses with substantial related content may count towards this concentration. Consult the faculty advisor or academic office for review/approval.

### **Thesis Requirement**

A thesis on a psychology and religion topic chosen in consultation with an advisor in the field is required. The thesis should display a strong and equal understanding of the historical foundations, concepts, and methods of both (1) a specific psychological theory and (2) a chosen theology/faith tradition. An argument should be made for a thoughtful integration and critical correlation of both the above in relation to the student's concentration.

## **Religion and Black Experience**

This concentration is for students who intend to deeply engage with and learn more about the religious experience of the people of the African diaspora. As a transdisciplinary concentration, students have the opportunity to study a wide range of religious ideas and practices of the African diaspora. Students are exposed to the transnational, multifaith and gendered dimensions of Black religious practices and theologies of African and African-descended people in the fields of *Bible/Sacred Texts*, *Interreligious Engagement*, *Practical Theology*, *Psychology and Religion*, *Religion and Society*, and *Theology and Ethics*.

### Course Requirements

- Advanced course in African or African diasporic religion (e.g. BX/IE 321-*Bible and West African Religions*, IE/RS 335-*African Religions in the Americas*) outside the Christian tradition – minimum 3 credits
- Advanced course in Black Christian thought or practice (e.g., CH/SE 257-*Black Social Gospel, 1870-1940*, CH/SE-*Black Social Gospel, 1940-Present*, CW 339-*Proclamation and Black Experiences*) – minimum 3 credits
- Advanced course with attention to race, gender and sexuality (e.g., TS 214-*Womanist Theology*, RS 262-*Methods in the Study of Urban Life and Religion*) – minimum 3 credits
- Additional applicable courses as identified in the academic catalogue

### Elective or Final Project Requirement

The norm is six credits of additional electives, but when applicable to specific vocational goals, students may develop a final project on a relevant topic chosen in consultation with the advisor.

### Religion and Society

This concentration focuses on the roles of religion and Christianities in relation to structures of oppression, and potentialities of liberation for individuals and society. Opportunities for engagement with ministries in various contexts in New York City provide praxis-oriented pastoral/ministerial learning for students. Students study churches as social institutions and consider religion from sociological perspectives. Undergraduate coursework in sociology, religious studies and/or professional experience in church/religious work is desirable but not required.

### Course Requirements

- RS 262-*Methods in the Study of Urban Life and Religion*
- RS 325-*Liberation Theologies and Pentecostalism*
- RS 335-*African Religions in the Americas*
- Additional advanced religion and society (RS) courses – minimum 6 credits

### Thesis Requirement

A thesis on a topic relevant to the intersectionality of religion and society (e.g. poverty, gentrification, race/racism, gender, church growth, marginalized religions and immigration) chosen in consultation with an advisor in the field is required. The thesis assists students to make use of sociological theories of religion acquired in their coursework in conjunction with qualitative methodology.

The thesis should deepen student's understanding of current religious beliefs and practices, generating broader awareness of the multifaceted, bidirectional impact of these upon the lived realities of individuals and communities.

### Social Ethics

This concentration equips students to identify multiple sources, methods, and norms for social ethics. Some theological studies courses with substantial ethics content may count towards a social ethics concentration. Consult the faculty advisor or academic office for review/approval.

### Course Requirements

- Foundational social ethics course (e.g. SE 208-*Moral Traditions and Social Ethics*, SE 322-*Social Ethics in the Making*)
- Advanced social ethics courses – minimum 6 credits
- Additional advanced courses as approved by the faculty advisor – minimum 6 credits

### **Thesis Requirement**

A thesis on a social ethics topic chosen in consultation with an advisor in the field is required. The thesis is graded on the extent to which a compelling and focused argument is developed, integrates language appropriately, and demonstrates knowledge or and engagement with relevant secondary literature.

### ***Theological Studies***

This concentration is intended for students planning to pursue advanced studies, teach, or work in applied contexts enriched by critical reflection in theological studies.

### **Course Requirements**

- Two of the following introductory courses as core requirements: TS 101-*Foundations in Christian Theology*, TS 103-*Critical Perspectives in Modern Theology*, TS 104-*Introduction to Systematic Theology*
- Advanced course in either philosophy of religion (PR) or social ethics (SE) – minimum 3 credits
- Advanced course in comparative theology, Islamic theology, or theology outside the Christian tradition – minimum 3 credits
- Advanced theological studies (TS) courses, one recommended on a major theologian or theological loci – minimum 6 credits

### **Thesis Requirement**

A thesis on a theological studies topic chosen in consultation with an advisor in the field is required. The thesis is graded on the extent to which a compelling and focused argument is developed, integrates language appropriately, and demonstrates knowledge or and engagement with relevant secondary literature.

### ***Theology and the Arts***

This concentration is intended for students to relate the fields of theology, ritual theory, and performance and art. Students are expected to have prior knowledge of the arts, and be proficient in some art form (music, visual art, dance, etc.) before beginning the program.

### **Course Requirements**

- CW 280-*Colloquium in Theology and the Arts*
- Advanced courses in worship and the arts – minimum 6 credits
- Advanced courses in ritual performance and criticism – minimum 6 credits
- Additional courses as approved by the faculty advisor

### **Thesis Requirement**

A thesis on a topic related to theology and the arts chosen in consultation with an advisor in the field is required. The thesis is graded on the extent to which a compelling and focused argument is developed, integrates language appropriately, and demonstrates knowledge or and engagement with relevant secondary literature.

### ***Interdisciplinary***

The concentration allows students to focus their research around the history, theology, practices, and concerns of a particular group, community, or sector of society or around a particular issue or problem that affects multiple groups or is of global significance. Examples of possible interdisciplinary topics include, but are not limited to the following: black theology; feminist and womanist theology; ecological ethics; religion, society and the law; LGBTQIA; etc. The topic or combination of subdisciplines should be developed in consultation with the faculty advisor and Associate Dean. Students declaring interdisciplinary this must write a rationale and upload it to their ePortfolio including a description of the concentration, how it relates to their academic and vocational goals, and a list of courses/subject areas relevant to the concentration.

## Course Requirements

- Advanced courses in an agreed-upon topic area or combination of field subdisciplines

## Thesis Requirement

A thesis engaging interdisciplinary study is evaluated based on the clarity of its argument and organization of the argument's development, the ability to demonstrate a connection between theological narratives and religious practices, and a connection to the ongoing study of the work. Interdisciplinary concentrators should deploy in their research, writing, and chosen professional or advanced academic contexts the basic content, perspectives, and analytical tools of their topic.

## ASSESSMENT OF STUDENT LEARNING AND CURRICULAR EFFECTIVENESS

Assessment of student learning at Union is a comprehensive and continuous process that occurs at both the course level and program level (*ATS Standard 2.6*). The purpose of this process is twofold:

1. to provide students with feedback on their progress toward and achievement of personal, course, and program learning goals
2. to provide administration and faculty with a means to continually evaluate program effectiveness so that modifications and improvements to the curriculum can be made.

Students are provided with an ePortfolio where evidence of their fulfillment of degree requirements and learning achievement is collected and periodically reviewed by the student, advisor, and designated administrators in the academic office. The ePortfolio (see appendix) is accessed through Google Drive affiliated with the @utsnyc.edu email. The current assessment plan requires the following documents be deposited into the ePortfolio at specified times (by specified persons) over the course of the student's program.

### **Preliminary Documents – deposited one week before advisement at orientation**

1. Entrance questionnaire – by Academic Office staff
2. Admissions essay – by Academic Office staff
3. Current résumé or CV as available/updated – by Academic Office or student
4. Approved degree planners – by student within one week after required advisement

### **Registrar's Documents – deposited by April 15 of second year**

5. Unofficial transcript with narrative evaluations – by Academic Office

### **Academic Work – deposited by student by May 1 of second year**

6. At least one assignment **with instructor comments** from each of the following fields, to demonstrate learning goals one through five (see above):
  - Bible (BX, OT, NT)
  - Historical Studies (HS)
  - Theology and Ethics (PR, SE, TS)
  - Interreligious Engagement (IE)
  - Practical Theology (CA, CW, PS, PT, RE, RS)
  - CPE evaluation – *Psychology & Religion concentrators*
7. Thesis proposal – by student by November deadline
8. Final thesis – by student by April deadline

### **The above Academic Work documents must be deposited with *this naming convention*:**

Last Name First Name Course # Instructor Name Genre/Title

(Example: McFadden Chris NT101 Niang Exegetical Paper/Revelation Paper)

***Failure to submit required materials may result in a hold on your account, which prevents course registration, transcript requests, and receiving your diploma.***

### **Assessment Surveys and Reports**

9. Student Self-Assessment Survey (SSAS) – deposited by student by May 1 of second year
10. Final Assessment Report (FAR) prepared by advisor – deposited by Academic Office summer after graduation
11. Association of Theological Schools (ATS) Graduating Student Questionnaire – the assessment process *may* conclude with this questionnaire but Union does not participate every year

### **Notes on Assessment Process**

The assessment process begins with the Entrance Questionnaire (EQ) which includes a benchmark measure of a student's current competencies in the outcomes associated with the learning goals in one of the theological disciplines.

The final assessment process again assesses the goals and learning outcomes at the end of the program. In the final semester, students deposit additional materials related to these learning outcomes into their ePortfolios, including the thesis, and complete a Self-Assessment Survey.

Union also participates in the Association of Theological Schools (ATS) Graduating Student Questionnaire (GSQ). Graduating students are notified by email if the school is participating that year. The assessment process is concluded when the student's advisor completes and submits a Final Assessment Report reviewing progression of the student's learning and skills as evidenced by ePortfolio contents.

Assessment is not a credit-bearing process. The Seminary is required by its accreditation agencies to assess all of its programs. Therefore, ***timely participation in and completion of the assessment process is a requirement for advancement through the program and conferral of the degree.***

## APPENDICES

- Appendix A: Degree Planner (most concentrations)
- Appendix B: Degree Planner – Buddhism and Interreligious Engagement
- Appendix C: Degree Planner – Islam and Interreligious Engagement
- Appendix D: Thesis Evaluation Guidelines
- Appendix E: ePortfolio Access Instructions

**APPENDIX A**  
**Master of Arts in Religion (MAR) Degree Planner**

<b>BIBLE/SACRED TEXTS</b> <i>7-8 credits</i>
<input type="checkbox"/> BX 101 – 4 cr. <input type="checkbox"/> BX/HB/NT _____ – 3 cr. (upper level)  <b>Bible Concentrators</b> instead of BX 101 must take: <input type="checkbox"/> HB 101 – 4 cr. <input type="checkbox"/> NT 101 – 4 cr.

<b>HISTORICAL STUDIES</b> <i>6 credits</i>
<input type="checkbox"/> HS 116 – 3 cr. <b>or</b> <input type="checkbox"/> HS 117 – 3 cr. <b>or</b> <input type="checkbox"/> Introductory alternative (w/field approval) <div style="text-align: center;"><b>and</b></div> <input type="checkbox"/> HS _____ – 3 cr. (upper level)  <b>History Concentrators</b> must take: <input type="checkbox"/> HS 116 – 3 cr. <input type="checkbox"/> HS 117 – 3 cr.

<b>THEOLOGY AND ETHICS</b> <i>6 credits</i>
<input type="checkbox"/> TS 101 <b>or</b> TS 103 <b>or</b> TS 104 – 3 cr. <input type="checkbox"/> PR/SE/TS _____ – 3 cr. (upper level)  <b>Theological Studies Concentrators</b> must take two of the three introductory courses

<b>INTERRELIGIOUS ENGAGEMENT</b> <i>3 credits</i>
<input type="checkbox"/> IE _____ <i>(IE 102 recommended)</i>

<b>PRACTICAL THEOLOGY &amp; MODERN LANGUAGE</b> <i>0-3 credits recommended</i>
<input type="checkbox"/> CA/CW/PS/PT/RE/RS _____ – 3 cr. (upper level) <input type="checkbox"/> modern language exam – 0 cr.

<b>THESIS</b> <i>6 credits</i>						
<table style="width: 100%;"> <tr> <th style="text-align: left; width: 50%;"><i>Fall</i></th> <th style="text-align: left; width: 50%;"><i>Spring</i></th> </tr> <tr> <td><input type="checkbox"/> UT 150 – 1 cr.</td> <td><input type="checkbox"/> UT 151 – 1 cr.</td> </tr> <tr> <td><input type="checkbox"/> UT 422 – 2 cr.</td> <td><input type="checkbox"/> UT 425 – 2 cr.</td> </tr> </table>	<i>Fall</i>	<i>Spring</i>	<input type="checkbox"/> UT 150 – 1 cr.	<input type="checkbox"/> UT 151 – 1 cr.	<input type="checkbox"/> UT 422 – 2 cr.	<input type="checkbox"/> UT 425 – 2 cr.
<i>Fall</i>	<i>Spring</i>					
<input type="checkbox"/> UT 150 – 1 cr.	<input type="checkbox"/> UT 151 – 1 cr.					
<input type="checkbox"/> UT 422 – 2 cr.	<input type="checkbox"/> UT 425 – 2 cr.					

<b>CONCENTRATION</b> <i>15 credits</i>						
<table style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> _____</td> <td style="width: 50%;"><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> </tr> </table> <p><i>Psychology &amp; Religion concentrators must also take CPE</i></p>	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____					
<input type="checkbox"/> _____	<input type="checkbox"/> _____					
<input type="checkbox"/> _____	<input type="checkbox"/> _____					

<b>ELECTIVES</b> <i>7-8 credits</i>						
<table style="width: 100%;"> <tr> <td style="width: 50%;"><input type="checkbox"/> _____</td> <td style="width: 50%;"><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> </tr> <tr> <td><input type="checkbox"/> _____</td> <td><input type="checkbox"/> _____</td> </tr> </table>	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____					
<input type="checkbox"/> _____	<input type="checkbox"/> _____					
<input type="checkbox"/> _____	<input type="checkbox"/> _____					

<b>CREDITS BY SEMESTER/YEAR</b> <i>51 credits</i>			
<b>YEAR ONE</b>		<b>YEAR TWO</b>	
Fall:	<input type="checkbox"/> _____	Summer/Fall:	<input type="checkbox"/> _____
January/Spring:	<input type="checkbox"/> _____	January/Spring:	<input type="checkbox"/> _____
<b>TOTAL:</b> _____			

**APPENDIX B**  
**Master of Arts in Religion (MAR) Degree Planner**  
*Buddhism and Interreligious Engagement*

<b>BIBLE/SACRED TEXTS</b> <i>7 credits</i>
<input type="checkbox"/> BX 101 – 4 cr. <input type="checkbox"/> Buddhism-focused STX (e.g. STX 210, STX 329, STX 342, IE 261) _____ – 3 cr.

<b>HISTORICAL STUDIES</b> <i>6 credits</i>
<input type="checkbox"/> Buddhist history (e.g. IE 212, IE 229) _____ – 3 cr. ( <i>selected with advisor</i> ) <p style="text-align: center;"><b>and either</b></p> <input type="checkbox"/> HS 116 <b>or</b> <input type="checkbox"/> HS 117 <b>or</b> <input type="checkbox"/> HS _____ – 3 cr. (upper level)

<b>THEOLOGY AND ETHICS</b> <i>6 credits</i>
<input type="checkbox"/> TS 101 <b>or</b> TS 103 <b>or</b> TS 104 – 3 cr. <input type="checkbox"/> IE 234 – 3 cr. <i>(should be taken as early as possible)</i>

<b>INTERRELIGIOUS ENGAGEMENT</b> <i>3 credits</i>
<input type="checkbox"/> IE _____ <i>(IE 102 recommended)</i>

<b>CONCENTRATION</b> <i>15 credits</i>	
<b>Required:</b> <input type="checkbox"/> IE 221 – 3 cr. <input type="checkbox"/> IE 240 – 3 cr.	<b>Recommended:</b> <input type="checkbox"/> IE 228 – 3 cr. <input type="checkbox"/> _____ <input type="checkbox"/> IE 231 – 3 cr. <input type="checkbox"/> _____ <input type="checkbox"/> IE 261 – 3 cr. <input type="checkbox"/> _____

<b>THESIS</b> <i>6 credits</i>	
<i>Fall</i> <input type="checkbox"/> UT 150 – 1 cr. <input type="checkbox"/> UT 422 – 2 cr.	<i>Spring</i> <input type="checkbox"/> UT 151 – 1 cr. <input type="checkbox"/> UT 425 – 2 cr.

<b>ELECTIVES</b> <i>8 credits</i>	
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____

<b>CREDITS BY SEMESTER/YEAR</b> <i>51 credits</i>	
<b>YEAR ONE</b>	<b>YEAR TWO</b>
Fall: <input type="checkbox"/> _____	Summer/Fall: <input type="checkbox"/> _____
January/Spring: <input type="checkbox"/> _____	January/Spring: <input type="checkbox"/> _____
<b>TOTAL:</b> _____	

**APPENDIX C**  
**Master of Arts (MA) Degree Planner**  
*Islam and Interreligious Engagement*

<b>BIBLE/SACRED TEXTS</b> <i>7 credits</i>
<input type="checkbox"/> BX 101 – 4 cr. <div style="text-align: center; padding: 5px 0;"><b>and</b></div> <input type="checkbox"/> STX 242 <b>OR</b> <input type="checkbox"/> Islam-focused STX _____ – 3 cr.

<b>HISTORICAL STUDIES</b> <i>6 credits</i>
<input type="checkbox"/> Islamic history (e.g. IE 238) _____ - 3 cr. (selected with advisor) <div style="text-align: center; padding: 5px 0;"><b>and either</b></div> <input type="checkbox"/> HS 116 <b>or</b> <input type="checkbox"/> HS 117 <b>or</b> <input type="checkbox"/> HS _____ – 3 cr. (upper level)

<b>THEOLOGY AND ETHICS</b> <i>6 credits</i>
<input type="checkbox"/> TS 101 <b>or</b> TS 103 <b>or</b> TS 104 – 3 cr. <input type="checkbox"/> SE 217 <b>or</b> TS 230 – 3 cr.

<b>INTERRELIGIOUS ENGAGEMENT</b> <i>3 credits</i>
<input type="checkbox"/> IE _____ <i>(IE 102 strongly recommended)</i>

<b>CONCENTRATION</b> <i>15 credits</i>
<div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> _____           <input type="checkbox"/> _____         </div> <div style="text-align: center; padding: 5px 0;">6 cr. in theories &amp; methods and/or comparison</div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <input type="checkbox"/> _____           <input type="checkbox"/> _____         </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <input type="checkbox"/> _____           <input type="checkbox"/> _____         </div> <div style="text-align: center; padding-top: 5px;">9-12 cr. in additional Islam-focused courses</div>

<b>THESIS</b> <i>6 credits</i>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <i>Fall</i>  <input type="checkbox"/> UT 150 – 1 cr.  <input type="checkbox"/> UT 422 – 2 cr.           </div> <div style="width: 45%;"> <i>Spring</i>  <input type="checkbox"/> UT 151 – 1 cr.  <input type="checkbox"/> UT 425 – 2 cr.           </div> </div>

<b>LANGUAGE</b> <i>0-6 credits strongly recommended</i>
<input type="checkbox"/> Arabic or another relevant language with affiliated institutions

<b>ELECTIVES</b> <i>8 credits</i>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____           </div> <div style="width: 45%;"> <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____  <input type="checkbox"/> _____           </div> </div>

<b>CREDITS BY SEMESTER/YEAR</b> <i>51 credits</i>			
<b>YEAR ONE</b>		<b>YEAR TWO</b>	
Fall: <input type="checkbox"/> _____		Summer/Fall: <input type="checkbox"/> _____	
January/Spring: <input type="checkbox"/> _____		January/Spring: <input type="checkbox"/> _____	
<b>TOTAL:</b> _____			

## APPENDIX D

### Thesis Evaluation Guidelines

*This document is meant to serve as a general guide for components of a thesis.  
Faculty may use their own discretion in adapting this rubric to the assignment.*

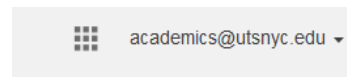
	<b>Credit with Distinction (CD)</b>	<b>High Credit (CR)</b>	<b>Low Credit (CR)</b>	<b>Marginal Credit (MC) /No Credit (NC)</b>
<b>Thesis Question/Topic</b>	Clearly stated; addresses a new question/important problem within area of study	Clearly stated; addresses a question/problem of some significance within area of study	Identifiable; addresses a question relevant to area of study	Missing, unclear, or irrelevant
<b>Research</b>	Thorough with highly relevant data from multiple sources; footnotes are informative and in proper form	Well researched with relevant data from multiple sources; footnotes are mostly in proper form	Adequate with data from most important sources; footnotes may contain errors but sufficiently identify sources	Poor; fails to include most important sources of data with inadequate citation of sources
<b>Analysis</b>	Demonstrates focused, logical, sharp, critical, and creative thinking	Demonstrates clear, coherent, critical, and often creative thinking	Demonstrates mostly coherent, critical thinking	Displays significant incoherence and a lack of critical thinking
<b>Argument</b>	Very well organized, clear, concise, flows seamlessly; persuasively supports the thesis	Well organized and persuasive; little repetition or inclusion of unnecessary material	Discernible structure generally supporting the thesis; unnecessary or repetitious material diminishes clarity and persuasiveness	Unclear; has little or no discernible structure; is unpersuasive
<b>Writing</b>	Extremely well written in terms of clarity, engaging style and vocabulary; perfect grammar and spelling	Well written in terms of clarity, style, and vocabulary; few errors in grammar and spelling	Adequate with some lack of clarity and style; more than a few grammatical or spelling errors	Poor due to lack of clarity and style; multiple errors in vocabulary, grammar, or spelling
<b>Overall Mastery of Subject Matter/Topic</b>	Very advanced, comprehensive knowledge and understanding of research topic	Advanced knowledge and understanding of research topic	Somewhat more than basic knowledge and understanding of research topic	Little knowledge or understanding of research topic
<b>Theological/Spiritual/Ethical Integration</b>	Appropriately substantive and sophisticated	Reasonably substantive	Some attention given	Minimal, inadequate or irrelevant
<b>Significance</b>	Highly original contribution to the field; raises important questions for further research	Some original ideas, or insights that raise some questions for further research	Interesting results but of limited originality and of limited value for further research	Unoriginal results and of little value

## APPENDIX E

### How to Access Your ePortfolio

Every Union student has an ePortfolio: a folder created by the Academic Office. That folder lives in the student's Google Drive associated with their @utsnyc.edu email address (not the Drive connected to a personal Gmail account). If you cannot access your ePortfolio after following these instructions, email Chris McFadden at [cmcfadden@utsnyc.edu](mailto:cmcfadden@utsnyc.edu) or [academics@utsnyc.edu](mailto:academics@utsnyc.edu) for assistance. Access to your ePortfolio is available any time.

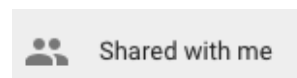
1. To access your Google Drive, log into your utsnyc.edu email inbox. In the upper right corner of the screen, there is an icon of nine small squares. Float your mouse over the icon to see "Google Apps" icon.



2. Select the "Google Apps" icon. A menu of apps appears including the **Google Drive** icon. Select the **Drive** icon to display your list of Google Drive folders.



3. On the left side of the screen, select the folder "Shared with me".



4. Look for **your ePortfolio** in the "Shared with me" folder, named like:  
[Degree] ePortfolio - (2023) LastName, FirstName - ab1234

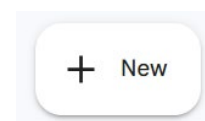
(your entrance year)

(your UNI)

5. Select the folder to open the contents of your ePortfolio.

#### How to Upload a Document to Your ePortfolio

1. Follow the above to access your ePortfolio
2. In the upper-left corner of the screen, select the "**NEW**" button
3. Select "**File upload**". Browse for your file on your computer and select it your file. In a few moments, an upload status box reads "1 upload complete"
4. Your uploaded file is shared automatically with your Assessment team



#### Follow this *Naming Convention* for Academic Work to Upload Files:

Last Name First Name Course # Instructor Name Genre/title

(example): *Mirando Nicole NT101 Niang Exegetical Paper (or Revelation Paper)*

#### Device Warning:

- If you are using Gmail in a web browser on a device such as a smartphone or tablet, you may not have access to Google Apps (you won't see the Google Apps square icon in your inbox).
- If you download the free Google Drive app for your device and sign in to your UNI Gmail account, you can access your Drive and ePortfolio directly.