

# Master of Divinity Program Guide

# UNION

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

**2024 - 2025**

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## MISSION STATEMENT

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

## CORE VALUES

Union Theological Seminary in the City of New York, 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 Divinity (MDiv) is a residential graduate professional degree with a minimum of seventy-eight (78) credits, including core distribution requirements in the fields of Bible/Sacred Texts, Historical Studies, Interreligious Engagement, Practical Theology, and Theology and Ethics. It is designed to be completed in three years for full-time students or five years at a part-time pace.

Upon entry, students designate one of four tracks. Each track has substantially different core requirements, as explained in the degree planners (see appendices). The four tracks are:

- Ministerial Leadership
- Anglican Studies
- Buddhism and Interreligious Engagement
- Islam and Interreligious Engagement

The **Ministerial Leadership** track prepares students for ordination or other credentialed ministry. Those interested in preparing for non-credentialed ministry, non-profit leadership, or vocations in contexts outside of or beyond a church find alternative courses that prepare them for their calling.

The **Anglican Studies (Episcopal and Anglican Studies)** track prepares individuals for diverse leadership roles within the Episcopal and Anglican Church. The curriculum includes coursework on the history, theology, liturgy, and mission of the Episcopal and Anglican Church and core distribution requirements similar to those in the Ministerial Leadership track. For students on an ordination track in the Episcopal Church, see the *Denominational Requirements* section.

The **Buddhism and Interreligious Engagement** track focuses on Buddhist tradition and Buddhist practice, interreligious engagement, and social disparities. The curriculum provides a solid foundation in the Buddhist tradition with at least nine courses on foundational sources, disciplines, practices, diversity, and contextual realities of the Buddhist tradition and Buddhist practice. Students gain sustained exposure to other religious traditions and interreligious engagement. At least five courses on Christianity, another religious tradition, and the theory, methods, and approaches of interreligious engagement are required.

The **Islam and Interreligious Engagement** track focuses on Islamic tradition and Muslim practice, interreligious engagement, and social disparities. A robust foundation requires concentrators to take at least nine courses that focus on foundational sources, disciplines, practices, diversity, and contextual realities of the Islamic tradition and Muslim practice. Students receive sustained exposure to other religious traditions and interreligious engagement. At least five courses on Christianity, another religious tradition, and the theory, methods, and approaches of interreligious engagement are required.

Graduates of the program pursue vocations in diverse settings such as church or faith communities, university, hospital or prison chaplaincies; secondary school or university teaching; social work; business; government or journalism. Some of these vocations may require ordination and/or endorsement. The Seminary endeavors to meet the particular educational needs of the student's vocational goals (*ATS Standards 2.5, 2.6*).

The Seminary's founders envisioned that an education at Union would enable students to complement "enlightened experience" with "solid learning and true piety." The core of the MDiv curriculum engages students in a sustained and probing study of the Bible/Sacred Texts, the history of Christianity and other religious traditions, and systematic and practical theology. The curriculum also provides opportunities for personal, professional, and spiritual development.

Students at Union are expected to integrate theological knowledge with analysis of contemporary issues while developing practical skills for serving the needs of the communities, institutions, and society. Union's curricula intentionally engage social disparities based on gender, race, class, sexuality, and other marginalizing forces. This is both a strength and a challenge of studying in this environment. 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.

### **Master of Divinity and Social Work**

Some students plan careers requiring professional training in theological studies and social work. Many Union graduates have chosen ministry careers in the helping professions outside of a particular denomination. Moreover, many students seeking vocations within traditional church ministries see the distinct advantages accompanying social work training and credentials in addition to a theological education. To provide an opportunity to combine these studies in New York City, Union has collaborative dual degree agreements with Columbia University School of Social Work and Hunter College Silberman School of Social Work, where students can complete both the Master of Divinity and the Master of Social Work (MDSW) in a four-year program. Qualified students may earn the two degrees in less time and at less expense than would ordinarily be possible if the two programs were pursued separately.

To enroll in the dual degree MDSW program, application to and acceptance for admission to both the Seminary and either Columbia School of Social Work or Silberman School of Social Work is required. Students interested in pursuing this program should apply to both schools at the same time and request deferred admission to the Columbia School of Social Work. Application to Columbia should be made, *at the very latest*, in the Fall of the first year of MDiv studies prior to Columbia's deadline. Because classes start at Silberman in August during the first semester, students should apply to both schools at the same time. The academic program is not updated to indicate a dual degree until the student submits the acceptance letter from Columbia to the Registrar.

Students must submit unofficial social work transcripts to Union every semester so that progress can be recorded on their Union transcript. An official transcript from the other institution is required before graduation.

## **PROGRAM GOALS AND LEARNING OUTCOMES**

Union's faculty has identified program goals within four primary learning areas (*ATS Standard 4.3*): **Religious Heritage, Cultural Context, Personal and Spiritual Formation, and Religious and Public Leadership**. The learning outcomes associated with each goal identify the knowledge and skills that students achieve and demonstrate when they successfully complete the program.

### **Religious Heritage**

*understanding of scripture, the theological traditions and history of the school's faith community, and the broader heritage of other relevant religious traditions*

**Goal One:** To develop a broad and critical understanding of the Bible as foundation of the Christian traditions, and for Buddhism and Interreligious Engagement track or Islam and Interreligious Engagement track, 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/or 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/or 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 courses in Historical Studies (**HS**) and Denominational Studies (**DS**); and/or 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/or other relevant evidence.

### **Cultural Context**

*attention to cultural and social issues, to global awareness and engagement, and to the multifaith and multicultural nature of the societies in which students may serve*

**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 courses in Social Ethics (**SE**), Religion and Society (**RS**), Field Education (**FE**); and/or other direct relevant evidence (recognizing that all of Union's curriculum addresses this goal in some way).

### **Personal and Spiritual Formation**

*development in personal faith, emotional maturity, moral integrity, and spirituality*

**Goal Six:** To cultivate critical self-awareness and emotional and spiritual maturity; to engage in spiritual self-reflection with particular attention to interreligious engagement; and to learn to respond to others with empathy and self-awareness.

**Learning Outcome:** Successful completion of courses in Psychology and Religion (**PS**), Field Education (**FE**) including Clinical Pastoral Education (CPE), Interreligious Engagement (**IE**), Anglican Studies (**AS**), Introduction to Spiritual Formation (**SU 125**); and/or other relevant evidence (e.g., academic vocational essay, entrance questionnaire, mid-program self-assessment, final self-assessment, participation in

spiritual formation activities on campus, etc.).

### Religious and Public Leadership

*cultivating capacities for leading in ecclesial and public contexts and reflecting on leadership practices*

**Goal Seven:** To develop pastoral and moral imagination with attention to interreligious engagement and ethical decision-making; to cultivate theological, theoretical, and critical foundations for the practices of preaching and public communication, worship and ritual, effective and safe pastoral and spiritual care, religion and education, and theology and the arts.

**Learning Outcome:** Successful completion of courses in Practical Theology (**PT**), Field Education (**FE**) including Clinical Pastoral Education (**CPE**), Worship, Preaching, and Arts (**CW**), Psychology and Religion (**PS**), Religion and Education (**RE**), Communication Arts (**CA**), Anglican Studies (**AS**), Community Engagement and Social Justice (**SU 150**), Topics in Ministry (**SU 190**); and/or other relevant evidence (e.g., sermons, chapel leadership, etc.).

## DEGREE REQUIREMENTS

The Master of Divinity (MDiv) requires a minimum of seventy-eight (78) credits across required courses, field education requirement, electives, and either an MDiv project or additional electives. Students at Union come to the seminary with diverse religious backgrounds, academic interests, and vocational aspirations. Interests and plans may change as students learn, grow, and progress through the program. Union has designed a flexible MDiv curriculum that provides students with options for satisfying the minimum of 78 credits.

MDiv students in all four tracks choose from a range of courses in five fields of study: *Bible/Sacred Texts (BX/HB/NT/STX)*, *Historical Studies (HS)*, *Interreligious Engagement (IE/BU/IS)*, *Practical Theology (CA/CW/PS/PT/RE/RS)*, and *Theology and Ethics (PR/SE/TS)*. Students are required to take a minimum number of credits in each field.

### Credit Distribution Requirements

Minimum credit requirements for *most* MDiv students are distributed as follows: students are expected to follow the specific degree planner (see appendices).

CREDIT DISTRIBUTION REQUIREMENTS	
	Number of Credits Required
<b>CORE</b>	
Bible/Sacred Texts	10-11
Historical Studies	6
Practical Theology	7
Theology and Ethics	6
Interreligious Engagement	6
Field Education	6
<b>ELECTIVES</b>	
Concentration (Optional)	15
MDiv Project or Additional Electives	6
General Electives	15-31
<b>TOTAL CREDITS</b>	<b>78</b>

## COURSE REQUIREMENTS

The following provides a general overview of course requirements. Students are expected to carefully **read and utilize the appropriate degree planner for their track and (if applicable) concentration** for details and comprehensive requirements.

### Core Field Requirements

**Bible/Sacred Texts** – minimum of 10-11 credits:

- HB 101-*Introduction to Hebrew Bible* and NT 101-*Introduction to New Testament*, or BX 101-*Introduction to Bible*
- Additional upper-level Bible/Sacred Texts courses
- Study of at least one biblical language is strongly encouraged

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

- Introductory course(s); depending on track, may be fulfilled through HS 116-*History of Christianity to 1500 and/or* HS 117-*History of Christianity 1500-2000*; HS 129-*Histories of Global Buddhism*; or HS 120-*Muslim Global Histories*
- Additional upper-level (or approved introductory) Historical Studies course

**Interreligious Engagement** – minimum of 6 credits:

- IE 102-*Religions in the City* required in the first year
- An additional upper-level Interreligious Engagement course

**Field Education** – minimum of 6 credits:

- A year-long sequence of FE 103 (fall) and FE 104 (spring) taken concurrently with a supervised placement of 360 hours for the academic year
- Consult the Field Education website here: <https://utsnyc.edu/academics/field-ed/> for information about requirements, electives, and processes.

**Practical Theology** – minimum of 7 credits:

- CA 102-*Communication Arts*, CW 103-*Introduction to Worship*, or CW 104-*Fundamentals of Preaching*
- PS 110-*Pastoral Listening Practicum*
- PS 101 or additional course in Practical Theology, Religion & Education, Religion & Society, Psychology & Religion, Worship, Preaching and the Arts, Communication Arts

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

- Introductory requirement of either TS 102-*Theological Thinking Across Traditions* or TS 104-*Introduction to Systematic Theology*, depending on track
- An additional upper-level course in Philosophy of Religion, Social Ethics, or Theological Studies

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),

**Interreligious Engagement:** Interreligious Engagement (IE), Buddhism-focused courses (BU), Islam-focused courses (IS)

**Practical Theology:** Communication Arts (CA), Worship, Preaching, & Arts (CW), Integrative & Field-Based Education (FE), Psychology & Religion (PS), Practical Theology (PT), Religion & Education (RE), Religion & Society (RS)

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



## Optional Concentration

Students in some tracks have the option to declare a concentration, which allows them to focus their studies in a particular field or one of the faculty-approved program foci. Requirements for specific concentrations vary, but all include a minimum of fifteen (15) credits in advanced (200-level or above) courses within the area of the concentration. Students with specific academic goals may declare an interdisciplinary concentration, which must be discussed with the faculty advisor. Students declare a concentration by submitting an online form: <https://utsnyc.edu/academics/registrar/course-catalog-academic-policies/declare-m-concentration/> by the spring of their second year for full-time students. A full list of concentrations and requirements is available in this Program Guide.

## General Electives

The minimum number of required general electives varies depending on the student's curriculum choices. Through general electives, students may exceed the minimum requirements for the degree to pursue particular interests and prepare for their vocations.

## General/Supplemental Co-Curricular/Denominational Studies Courses

A variety of *General* (UT), *Supplemental Co-Curricular* (SU), and *Denominational Studies* (DS) courses provide opportunities for professional, spiritual, and personal enrichment. Students may take as many SU courses as they wish, **but only three SU credits count toward the general elective requirements**. To register for SU courses, students complete an online form: <https://utsnyc.edu/academics/registrar/course-registration-grades/> on the Registrar website. Consult the academic catalog for the complete UT, SU, and DS courses list.

## Guided Reading

Students may propose a guided reading for one, two, or three credits with approval and under the direction of a faculty member. View the full policy in the academic catalog. To register, students submit the online *Guided Reading* form: <https://utsnyc.edu/academics/registrar/course-registration-grades/>.

## Cross-Registration

With the approval of the faculty advisor and Dean/Vice President for Academic Affairs, MDiv students may take up to fifteen graduate-level credits in courses offered at other accredited schools. In the absence of exceptional circumstances, courses available at Union must be taken at Union, and students may not substitute courses taken at other schools for courses fulfilling field distribution requirements. Registration for outside courses is normally limited to one course per semester and is not recommended for the first semester. Students should refer to the Academic Catalogue and website (<https://utsnyc.edu/academics/registrar/course-registration-grades/cross-registration/>) for complete information regarding the conditions, limitations, and procedures for cross-registration.

## Project/Additional Electives Requirement

Typically, MDiv students take two additional electives for a total of six credits to complete their degree requirements. However, students may instead complete an MDiv project if they demonstrate their qualifications and obtain the approval of their faculty advisor. The project totals six credits over two semesters: UT 421 (03) in the fall and UT 424 (03) in the spring.

In rare circumstances, MDiv students may write a formal thesis but are encouraged to do so only if pursuing more advanced degrees. The two-semester thesis writing seminar (UT 150 and UT 151) is highly recommended. The thesis totals six credits over two semesters with one of the following options:

- UT 150 (1) + UT 422 (02) in the fall and UT 151 (1) + UT 425 (02) in the spring
- UT 423 (03) in the fall and UT 426 (03) in the spring

View **Thesis & Project** portion of this webpage: <https://utsnyc.edu/academics/registrar/academic-resources/>.

## Denominational Requirements

Union Theological Seminary does not ordain, license, or certify candidates for ordination. Those who seek ordination must consult closely with the ecclesiastical authorities of the churches and religious institutions to which they belong. Certain denominations require that candidates for ordination study biblical languages or take courses in that denomination's doctrine, polity, and worship. Additionally, specific specialized ministries (such as the pastorate, religious education, campus ministry, college teaching, prison chaplaincy, pastoral counseling, and social service) carry distinctive vocational training requirements.

The requirements of each student's denomination or chosen vocation affect a student's choice of courses, so the student needs to discuss the particularities of the vocational call with the faculty advisor. Students should also consult the Union website for more detailed information concerning particular ministry/career paths and denominational requirements on this webpage: <https://myunion.utsnyc.edu/myunion/career-resources>.

## COURSE LOAD AND PROGRAM PLANNING FOR FULL-TIME STUDENTS

The normal course load is twenty-six credits per year for full-time candidates. Students cannot take more than fifteen credits in any semester without permission from the Dean/Vice President of Academic Affairs. MDiv students are expected to complete the degree in three years of full-time study.

### First Year

First-year students are generally limited to four (4) three-credit courses each fall and spring semester. Students are expected to complete the Bible field's sequence of foundational courses and begin the foundational historical studies and/or theology and ethics courses as early as possible. IE 102-*Religions in the City: Introduction to Interreligious Engagement* is required in the first semester to enrich interpretation of the Christian heritage in light of other religious traditions, and vice versa.

A Psychology and Religion (PS) course is also highly recommended within the first three semesters to prepare students to reflect on the complex interactions they experience at their field education sites in the second year. PS 110 is required in the first year and is a prerequisite to receiving academic credit for clinical pastoral education (CPE). PS 101 is highly recommended prior to CPE. Consult the CPE webpage here: <https://utsnyc.edu/academics/field-ed/cpe/> for more details.

The early completion of foundational work in these fields equips the student with basic vocabulary, data, and concepts necessary for closer or more advanced and specialized study in the five fields and/or in other subjects in the curriculum.

UT 101-*Introduction to Theological Studies* is required and offered during the August pre-term.

### Second Year

During the second year, MDiv students take required courses focusing on practical theology, ministerial skills development, and integrative learning. For instance, Ministerial Leadership students who choose option A in the biblical and practical fields take an exegesis ("E") course before or concurrently with CW 104. Students who choose option B in the Practical Theology field take CA 102.

FE 103 and FE 104 provide an opportunity to apply ministerial skills, integrative learning, and vocational discernment through theological reflection on ministerial experience. View the Field Education website here: <https://utsnyc.edu/academics/field-ed/> for more details.

### **Third Year**

In the second half of the program, especially the third year (or equivalent), students who have met most of the distribution requirements have the freedom to choose electives in accordance with their particular interests or vocational plans or take courses toward a concentration. In the first semester of the senior year, MDiv candidates whose coursework and writing skills are of sufficient quality may apply to complete an MDiv project in satisfaction of six elective course credits that are otherwise required.

## **COURSE LOAD AND PROGRAM PLANNING FOR PART-TIME STUDENTS**

Union offers a part-time pathway to the MDiv degree that allows students to complete the degree over a longer period, generally five years.

Upon acceptance to the program, students declare their intention to pursue either full or part-time study. Occasionally, a student's circumstances may change such that there is a compelling reason to request to switch between the full and part-time paths. These decisions should be made in consultation with the faculty advisor, Director of Financial Aid, and the Academic Office. There are federal regulations that Union has a responsibility to follow when administering federal student loans. Additionally, students should review the Satisfactory Academic Progress policy (available in the academic catalog), especially the maximum time to completion.

### **First and Second Year**

During the first two years of the program, part-time students complete most of their distribution requirements in Bible/Sacred Texts, History, Interreligious Engagement, Practical Theology, and Theology. The required introductory courses in these fields for the Ministerial Leadership track are offered in the evening on alternating years to accommodate part-time students' work schedules. UT 101-*Introduction to Theological Studies* is required and offered during the August pre-term.

During this period, students generally take six to seven credits each semester, with an additional three credits during either the January intersession or Summer term. The required UT 101-*Introduction to Theological Studies* is taken during the August pre-term of the student's first year, adding two credits.

### **Third Year**

Students generally complete their Field Education (FE 103 and FE 104) during their third year while completing the last of their distribution requirements. For students moving at a slower pace or not yet ready for Field Education, this can be delayed until their fourth year.

### **Fourth and Fifth Year**

In the final years of the program, students have the freedom to choose electives in accordance with their particular interests or vocational plans. In rare circumstances, a part-time student may add a concentration to their degree if they can work the appropriate courses into their schedule. In the first semester of the senior year, MDiv candidates whose coursework and writing skills are of sufficient quality may apply to complete an MDiv project in satisfaction of six elective course credits that are otherwise required.

## ACADEMIC ADVISEMENT

Each student is assigned a faculty advisor to provide academic support, guidance toward program completion, and assistance in achieving curricular and individual learning goals. Academic advisement may occur at any time, and students are strongly encouraged to seek advisement as needed and to develop and maintain a relationship with their faculty advisor. However, the Seminary has established specific requirements for academic advisement regarding course registration, as specified below.

Students are encouraged to regularly update their degree audits with their advisors using the appropriate degree planner and deposit the 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. Beyond the required advisement sessions with faculty advisors, all faculty members, the Dean/Vice President for Academic Affairs, and the Assistant Dean for Academic Administration are ready and willing to offer advisement in their areas of expertise and competency.

### Course Registration - Fall

Incoming students receive advising from the academic office the summer before their degree program begins regarding first-semester course selection and registration. They are then **required** to meet with their assigned faculty advisor in August at new student orientation, and the initial conversation focuses on vocational and overall academic goals.

Fall course registration for the second year of study usually takes place in April, and academic advisement is **required**. Students are **strongly encouraged** to consult with their advisors to plan for the third (or subsequent) years of study. When planning for the fall semester of their final year, students and advisors should review any remaining degree or concentration requirements and discuss any plans to complete an MDiv project.

### Course Registration - Spring

Spring course registration normally takes place in November. First-year students must meet with their advisor before the first spring semester's course registration opening. Course registration for the first spring semester remains blocked by a **hold** until the advisement session has taken place and the advisor removes the hold.

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.

The Academic Office completes a pre-graduation degree audit before spring registration in the final Fall semester and shares it with the student and advisor for their review.

## CONCENTRATIONS

Students in some tracks have the option to add a concentration to their degree. A concentration permits students to choose an area within the theological disciplines for concentrated study or to organize studies with particular professional requirements in mind.

Students interested in adding a concentration should begin planning as early as their first semester, as some concentrations require students to take specific introductory courses. Students generally declare a concentration by the end of the second year at the latest.

Concentrations divide along the lines of professional preparation for a particular vocation, on the one hand, and deeper study in a particular academic discipline, on the other. A concentration ideally combines thorough vocational preparation with rigorous intellectual engagement in a particular academic discipline. Students also have the option to work with their faculty advisor to design an interdisciplinary concentration around some organizing principle or idea.

The faculty have approved the following concentrations for each track of the MDiv program. Students in the dual-degree program and the Anglican Studies track may not add a concentration.

<b>MINISTERIAL LEADERSHIP</b>		
Bible: Hebrew Bible Chaplaincy Pastoral Ministry and Theology Religion and Black Experience Theological Studies	Bible: New Testament Historical Studies Philosophy of Religion Religion and Society Worship, Preaching, and the Arts	Bible: Cross-Testament Interreligious Engagement Psychology and Religion Social Ethics Interdisciplinary
<b>BUDDHISM AND INTERRELIGIOUS ENGAGEMENT</b>		
Chaplaincy		
<b>ISLAM AND INTERRELIGIOUS ENGAGEMENT</b>		
Chaplaincy		

Students complete at least fifteen credits at the advanced level (200 and above) in a concentration. Courses counted toward other requirements cannot be counted again toward a concentration. Concentration courses should be taken at Union, with exceptions subject to approval by the faculty advisor and the Dean/Vice President for Academic Affairs. Courses counted toward the concentration must be taken for full credit, not as audit or reading credit. A student’s MDiv project (if applicable) is usually related to the declared concentration. The concentration is recorded on the student’s official transcript.

See below for a description of and specific requirements for each concentration.

**Bible**

This concentration is intended for students with a particular interest in deepened study of the Bible, in spiritual/religious settings, teaching, preparation for academic study of the Bible, or other interests. Students learn initial ancient language skills, introduction to the 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.

**Course Requirements**

*Bible: Hebrew Bible:*

- Core requirements in either option A or option B of the Bible/Sacred Texts field (see degree planner)
- HB 204-*Elementary Biblical Hebrew II* – 3 credits
- Additional advanced Bible courses, at least two specifically in Hebrew Bible (HB) – 12 credits
  - Recommended: HB 313A-*Intermediate Hebrew I* and HB 313B-*Intermediate Hebrew II* – 3 credits

*Bible: New Testament:*

- Core requirements in either option A or option B of the Bible/Sacred Texts field (see degree planner)
- NT 204-*Elementary Biblical Greek II* – 3 credits
- Additional advanced Bible courses focused on a book, text(s), or topic in the New Testament – 12 credits
  - Recommended: NT 315A-*Intermediate Greek I* and NT 315B-*Intermediate Greek II* – 3 credits

### *Bible: Cross-Testament:*

- Core requirements in either option A or option B of the Bible/Sacred Texts field (see degree planner)
- Three (or more) semesters of biblical Hebrew and/or biblical Greek – 9 credits
  - (Note: HB 111-Elementary Biblical Hebrew I and NT 111-Elementary Biblical Greek I do not count towards the 15 credits of advanced coursework required for the concentration)
- Additional advanced Bible (HB/NT/BX) courses – minimum 6 credits

### **Chaplaincy**

This concentration is intended for students who wish to pursue a vocation in chaplaincy in healthcare, prison, military, education, first-responder, and various other contexts. This interdisciplinary study combines courses in the fields of Interreligious Engagement and Psychology and Religion. Students in the Ministerial Leadership, Buddhism and Interreligious Engagement (BIE), or Islam and Interreligious Engagement (IIE) tracks can concentrate in chaplaincy.

Board certification as a chaplain is a separate process with additional requirements, including four units of CPE and endorsement (or equivalent) from an organization or religious community. Students should check with the Association of Professional Chaplains (<https://www.professionalchaplains.org/>) for the certification process and their endorsing body for specific requirements. Chaplaincy Innovation Lab (<https://chaplaincyinnovation.org/>) is an excellent resource for chaplaincy certification.

Below is a list of courses required for all students across the three tracks. **Consult the appropriate Chaplaincy degree planner for each track to view the complete requirements**, as each track has additional requirements for the concentration.

### **Course Requirements**

- PS 101-*Introduction to Pastoral and Spiritual Care* and PS 110-*Pastoral Listening Practicum* (Practical Theology), and SE 208-*Moral Traditions and Social Ethics* or SE 217-*Islamic Ethics* (Theology and Ethics) as core requirements
- PT/IE 231-*Practice of Self-Inquiry*
- IE 227-*Islamophobia* or IE 260-*Contemporary Antisemitism*
- PS 250-*Death, Dying and Bereavement* or PS 311-*Trauma Informed Pastoral and Spiritual Care*
- PS 268-*Introduction to Chaplaincy*
- PS 366-*Clinical Pastoral Education (CPE)*
- PT 253-*Professional Ethics for Chaplaincy and Ministry*

### **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 the context of seminary theological education, religious studies, or religious history as practiced in history departments. Students have the opportunity to acquire skills in the evaluation of primary sources and in comparing and contrasting analytical arguments and theories as applied to historical questions.

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. Courses should consist of at least nine (9) credits of Historical Studies at the 200-level or higher in the primary area and 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, students are strongly encouraged to take a course in an adjacent field (see examples below).

Historical courses on traditions beyond Christianity are a recent expansion in the curriculum, and long-term faculty expertise has focused on Christian churches of antiquity, Reformation, and early modern periods, as well as 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.

### **Course Requirements**

- HS 116-*History of Christianity to 1500* and HS 117-*History of Christianity 1500-2000* as core requirements
- 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
- Strongly recommended: An applicable course in an adjacent field that enriches/complements the primary area (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

### **Interreligious Engagement**

This concentration is intended for students planning to serve as leaders in multi-religious contexts preparing to navigate diverse forms of engagement (theological, ritual, social cooperation, etc.) and foster meaningful and ethical interactions amidst religious diversity. 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 advanced course other than in Christianity (IS/STX 242-*The Qur'an: Engaging a Sacred Text*, BU 240-*Socially Engaged Buddhism*) – minimum 3 credits
- Advanced Interreligious Engagement course in comparison (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

The field site associated with FE 103 and FE 104 must have an interreligious engagement focus (e.g., an interfaith organization, multi-religious institution, placement in a tradition other than one's own)

### **Pastoral Ministry and Theology**

This concentration is intended to prepare a student for a career in Christian ministry as a church pastor or a leader in some other faith community. It entails specialized engagement in several subject areas of the curriculum that build upon knowledge achieved through the core requirements of the degree.

### **Course Requirements**

- Advanced course in biblical exegesis – minimum 3 credits
- Advanced course in preaching – minimum 3 credits
- Advanced course in liturgy and public worship – minimum 3 credits
- Advanced course in pastoral care – minimum 3 credits
- Advanced course in religion and education – minimum 3 credits

Clinical Pastoral Education (CPE) is strongly recommended.

### ***Philosophy of Religion***

This concentration equips students to analyze theological traditions and trends from the standpoint of philosophy. Course offerings use philosophical arguments and methods to engage a variety of discourses and thinkers in both philosophical theology and philosophy of religion.

#### **Course Requirements**

- Advanced courses in Philosophy of Religion (PR) – 15 credits

### ***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 (CPE) 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* and PS 101-*Introduction to Pastoral and Spiritual Care* as core requirements (required in the first year)
- One basic unit of Clinical Pastoral Education (CPE) to understand theory and pastoral theology from within a supervised practice experience
- Advanced Psychology and Religion courses – 15 credits
- PS 415-*Readings in Psychoanalysis: From Object Relations to Relationality* is strongly recommended in the second or third year (full-time program), especially for students focusing on psychoanalysis

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.

### ***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 258-*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 catalog

### 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, not required.

### Course Requirements

- RS 262-*Methods in the Study of Urban Life and Religion* – 3 credits
- RS 325-*Liberation Theologies and Pentecostalism* – 3 credits
- RS 335-*African Religions in the Americas* – 3 credits
- Additional advanced Religion and Society (RS) courses – minimum 6 credits

### 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*) – 3 credits
- Advanced Social Ethics courses – minimum 6 credits
- Additional advanced courses as approved by the faculty advisor – minimum 6 credits

### 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

- TS 104-*Introduction to Systematic Theology* as a core requirement
- Advanced course in comparative theology, Islamic theology, or theology outside the Christian tradition (TS/IE) – 3 credits
- Advanced courses in Theological Studies (TS) – 12 credits

### ***Worship, Preaching, and the Arts***

This concentration is intended for students pursuing work related to the practices of religion and worship. The concentration prepares individuals for professions involving public religious leadership. This study emphasizes theological frameworks and methods related to worship and ritual practices, preaching and other forms of public interpretive discourse, and the role of the creative arts in these practices.

Concentrators are expected to have an interest in vocations involving public religious leadership or an interest in future academic studies related to worship, preaching, and the arts.

#### **Course Requirements**

- CW 103-*Introduction to Worship* and CW 104-*Fundamentals of Preaching* as core requirements
- Advanced course(s) in preaching – minimum 3 credits
- Advanced course(s) in worship – minimum 3 credits
- Advanced course in either preaching or worship – minimum 3 credits
- Advanced courses in other relevant field as approved by the faculty advisor – minimum 6 credits

### ***Interdisciplinary***

The Interdisciplinary concentration is intended to support MDiv students in broadly approaching their studies and vocational goals. It allows students to cluster their study around either:

- An issue, problem, or movement that deploys the perspectives and tools of multiple disciplines and fields (e.g., feminisms and feminist theologies; eco-justice; poverty) or
- the histories, practices, challenges, and concerns of ministry with a specific community in mind, again informed by multiple disciplines (e.g., Latinx ministry; ministry in the LGBTQIA community; ministries with immigrants, incarcerated, etc.)

#### **Course Requirements**

- Advanced courses chosen in consultation with the faculty advisor

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.

## **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 and program levels (*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 and is affiliated with the @utsnyc.edu email. The current assessment plan requires the following documents to be deposited into the ePortfolio at specified times (by specified persons) throughout the student's program.

<b>Preliminary Documents - deposited one week before orientation advisement</b>	
<b>DOCUMENT</b>	<b>DEPOSITED BY</b>
Admissions Essay	Academic Office
Entrance Questionnaire (EQ)	Academic Office
Current Resume	Student as periodically updated

<b>Field Education Documents - deposited by December 15 the semester FE 103 is taken</b>	
<b>DOCUMENT</b>	<b>DEPOSITED BY</b>
Learning Agreement	Field Education Office
Self-Evaluation	Field Education Office
Supervisor Evaluation	Field Education Office
CPE Evaluation (Psychology and Religion concentrators)	Student

<b>Academic Work - deposited at least two weeks before mid-program review</b>	
<b>DOCUMENT</b>	<b>DEPOSITED BY</b>
<ul style="list-style-type: none"> <li>BX 101, HB 101, and/or NT 101 paper with instructor comments <b>AND</b></li> <li>Assignment with instructor comments from Exegesis or other STX/HB/NT/BX course(s) <i>This artifact should demonstrate achievement of religious heritage goal one</i></li> </ul>	Student
<ul style="list-style-type: none"> <li>TS 102 or TS 104 final paper with instructor comments <b>AND</b></li> <li>Assignment with instructor comments from other PR/SE/TS course(s) <i>This artifact should demonstrate achievement of religious heritage goal two</i></li> </ul>	Student
<ul style="list-style-type: none"> <li>HS 116, HS 117, HS 120, and/or HS 129 final paper with instructor comments <b>AND/OR</b></li> <li>Assignment with instructor comments from other HS (and DS) course(s) <i>This artifact should demonstrate achievement of religious heritage goal three</i></li> </ul>	Student
<ul style="list-style-type: none"> <li>IE 102 final paper with instructor comments <b>AND</b></li> <li>Assignment with instructor comments from other IE course(s) <i>This artifact should demonstrate achievement of religious heritage goal four</i></li> </ul>	Student
<ul style="list-style-type: none"> <li>Assignment with instructor comments from SE/RS course(s) <i>This artifact should demonstrate achievement of cultural context goal five</i></li> </ul>	Student
<ul style="list-style-type: none"> <li>PS 110 final evaluation <b>AND</b></li> <li>Assignment with instructor comments from PS/IE/AS/SU course(s) <i>This artifact should demonstrate achievement of personal and spiritual formation goal six</i></li> </ul>	Student
<ul style="list-style-type: none"> <li>CA 102 and/or CW 103 and/or CW 104 assignment with instructor comments <b>AND</b></li> <li>Assignment with instructor comments from other PT/CW/PS/RE/CA/AS/SU course(s) <i>This artifact should demonstrate achievement of religious and public leadership goal seven</i></li> </ul>	Student

<b>Registrar Documents - deposited one week before mid-program review</b>	
<b>DOCUMENT</b>	<b>DEPOSITED BY</b>
Degree audit	Academic Office
Unofficial transcript with narrative evaluations	Academic Office

<b>Final Academic Work - deposited by May 15 of third year</b>	
<b>DOCUMENT</b>	<b>DEPOSITED BY</b>
Final project (or thesis) with comments	Student
Assignments from BX/HB/NT courses, HS courses, IE courses, PR/SE/TS courses, CA/CW/PS/PT/RE/RS courses <i>This artifact should demonstrate achievement of any learning goal not already assessed</i>	Student

Assessment Surveys & Reports		
DOCUMENT	DEPOSITED BY	DEPOSITED WHEN
Mid-Program Review Student Self-Assessment Survey	Academic Office	two weeks before MPR
Mid-Program Review Advisor Final Report	Academic Office	two weeks after MPR
Final Student Self-Assessment Survey	Academic Office	by May 1 of graduating year
Final Assessment Advisor Report	Academic Office	by June 1 of graduating year

The above Academic Work documents must be deposited with *this naming convention*:  
 Course # Instructor Name Genre/Title

**Failure to submit the required materials may result in a hold on your diploma.**

### Entrance Questionnaire

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

### Mid-Program Review

The Mid-Program Review (MPR) process focuses on degree program goals and learning outcomes, as explained at the beginning of this document. At the midpoint 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) conference is conducted in February or March of the second year.

The purpose of the MPR conference is three-fold:

1. It is an opportunity for students to reflect on, track, and evaluate their learning progress and achievements.
2. It allows Union to systematically gather, analyze, and interpret information on how well students are progressing toward achievement of their curricular and individual learning and vocational goals.
3. It provides data that can inform curricular revision and course design while students are still in the program.

The mid-program review process requires students to participate in a 30- to 45-minute conference with their advisor and a senior administrator of the academic office. Prior to the MPR conference, the assessors review the contents of the students’ ePortfolios. Students are also required to submit a self-assessment survey before the conference. The academic office deposits the survey into the ePortfolios. Following the conference, the faculty advisor and academic office representative jointly prepare a final report that includes a consensus assessment of student progress toward each of the learning outcomes. Consult the Assistant Dean for Academic Administration for more information or questions about this assessment process.

### Final Assessment

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 optional MDiv project, 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 the 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.***

### **Dual Degree Assessment**

The assessment process for the dual degree is the same as that for the MDiv degree. Instead of the documents associated with Union field education (learning agreement, supervisor's evaluation, and student's field education self-evaluation), the student uploads comparable documents related to the Social Work field education requirements to their ePortfolio.

Assessment of student learning outcomes and program effectiveness of the concurrently but separately awarded Columbia University School of Social Work degree or Silberman School of Social Work degree is conducted solely by those schools and meets all accreditation standards applicable to that program. Union assessment pertains only to the MDiv curriculum, which, in the case of this dual degree program, includes the interdisciplinary integration learning goal.

## **APPENDICES**

Appendix O: ePortfolio Access Instructions

## APPENDIX O

### 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.

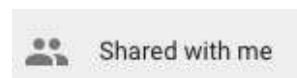
1. To access your Google Drive, log into your utsnyc.edu email inbox. In the upper right corner of the screen, there is an icon of nine small squares. Float your mouse over the icon to see "Google Apps" icon.



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

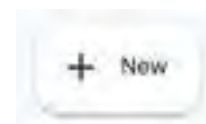
(your entrance year)

(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.