Unification Theological Seminary

Catalog 2012-2013

"The Interfaith Seminary"

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DIRECTORY

UTS Main Campus
30 Seminary Drive
Barrytown, NY 12507
www.uts.edu

Admissions
Phone: (845) 752-3000
Fax: (845) 752-3014
Email: d.ogunlola@uts.edu

Registrar
Phone: (845) 752-3000 x225
Fax: (845) 752-3014
Email: registrar@uts.edu

Finance Office
Phone: (845) 752-3000
Fax: (845) 758-2156
Email: finance.office@uts.edu

Vice-President for Academic Affairs
Phone: (845) 752-3000 x228
Fax: (845) 752-3014
Email: academics@uts.edu

Business Manager
Phone: (845) 752-3000 x221
Fax : (845) 758-2156
Email: p.stupple@uts.edu

President
Phone: (845) 752-3000 x230
Fax: (845) 752-3014
Email: r.panzer@uts.edu

New York City Extension Center

4 West 43rd Street
New York, NY 10036

Recruitment
Phone: (212) 563-6647 x113
Fax: (212) 563-6431
Email: p.rajan@uts.edu or r.alapo@uts.edu

Admissions
Phone: (212) 563-6647 x105
Fax: (212) 563-6431
Email: d.ogunlola@uts.edu

Registrar
Phone: (212) 563-6647 x103
Fax: (212) 563-6431
Email: registrar@uts.edu

Finance Office
Phone: (212) 563-6647 x109
Fax: (212) 563-6431
Email: finance.office@uts.edu

Vice-President for Academic Affairs
Phone: (212) 563-6647 x101
Fax: (212) 563-6431
Email: academics@uts.edu

Director of Student Life
Phone: (212) 563-6647 x113
Fax: (212) 563-6431
Email: p.rajan@uts.edu

President
Phone: (212) 563-6647 x110
Fax: (212) 563-6431
Email: r.panzer@uts.edu

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ACADEMIC CALENDAR
2012-2013

Fall Semester 2012

August 5	**Financial aid application deadline**
August 6-17	**D.Min. Intensive**
August 29	**Registration Day and Orientation for new students**
August 30	**First day of classes**
September 3	**Labor Day – no classes**
September 30	**Application Deadline for December Graduation**
November 22-23	**Thanksgiving recess**
December 11-17	**Last regular scheduled classes**
December 18-21	**Examination Period**
December 31	**Graduation**

Spring Semester 2013

January 6	**Financial aid application deadline**
January 25	**Registration Day**
January 28	**First day of classes**
February 11-22	**D.Min. Intensive**
March 25-29	**Spring Break (Easter)**
March 30	**Application Deadline for May Graduation**
May 1	**M.Div. Theses due**
May 13-17	**Last regular scheduled classes**
May 20-22	**Examination Period**
May 25	**Graduation Day: 37th Commencement**

FOUNDERS

Rev. Dr. Sun Myung Moon and
Dr. Hak Ja Han Moon

BOARD OF TRUSTEES

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ADMINISTRATIVE STAFF

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PRESIDENT'S MESSAGE

PRESIDENT'S MESSAGE

During the last two centuries, the intelligentsia predicted that religion, the "opiate of the people," would wither away and die. The last decade has opened our eyes, if they were ever closed, to the reality that, far from vanishing, faith and religion are raising their heads once again all over the world.

To be honest, religion is not always a pretty sight. Those of us who believe in the God of Love often find ourselves in the position of having to justify religious faith in a skeptical and even hostile world. In several countries, and sometimes here in the U.S., the free exercise of religion runs into the heavy hand of government, reminding us that practicing our faith may require sacrifices reminiscent of a forgotten past. This may also be an opportunity for those from different faiths to work together to preserve the freedom to worship the Creator in diverse ways.

Another reality that must be faced is that the fastest growing religious affiliation in the U.S. is "no church at all." Many are searching, but not always in the same places they did a generation ago. The younger generation is less interested in religious theories than in seeing a lived faith.

In this context, what shall those who feel called to ministry do? How can we rise to the challenges of our chaotically secular age? How can we reach out to the very people who feel let down in their previous experiences with religious leaders and institutions, or even closer to home, by their own families? How can we be effective when a new generation is more familiar with tweets and facebook than they are with scripture and preaching of the Word of God?

Whether you are a Christian or come from another religious tradition, Unification Theological Seminary seeks to be a resource for your personal spiritual development, where you can ground your faith in its historical roots and position it in the context of the world's great religious traditions. UTS is also a place to develop your skills for effective ministry, whether it be in the area of counseling, church growth and leadership, youth and young adult ministries, or interfaith and social justice.

This year we are expanding course offerings with more continuing online education courses as well as degree-based courses including the area of marriage and family, as well as the use of internet and social networks, in ministry.

Our Barrytown campus is undergoing extensive renovations in preparation for the addition of a new Bachelor of Arts degree program. We will also continue to expand locations for satellite courses in the New York City/Northern New Jersey area as well as internationally, such as in Chennai, India.

I believe this is an auspicious moment in the history of UTS, which will allow it to achieve sharp growth in new programs, offered in innovative ways, so that UTS can fulfill the Founder's dream that it would train future leaders in America and in the world. We are very excited about the future of interfaith ministry, and about UTS' role in equipping its students to be innovative leaders in their communities. 2012-2013 is going to be a great year for UTS, and I hope that you will be part of it.

Richard A. Panzer, Ph.D.
President

FACULTY

Regular Faculty

Jacob David
Assistant Professor in Ministry and Homiletics
Ph.D., Drew University

Mark D. Isaacs
Assistant Professor of Ministry and Management
Ph.D., Trinity Theological Seminary
D.Min., Lutheran Theological Seminary at Philadelphia

Michael L. Mickler
Professor of Church History
Ph.D., Graduate Theological Union

Keisuke Noda
Professor of Philosophy
Ph.D., New School for Social Research

Andrew Wilson
Professor of Scriptural Studies
Ph.D., Harvard University

Kathy Winings
Professor of Religious Education and Ministry
Ed.D., Teachers College, Columbia University

Faculty Emeriti

Joseph McMahon
Professor of Education and Philosophy, Emeritus
Ph.D., St. John's University

Adjunct Faculty

Shair Abdul-Mani
Lecturer in Islamic Studies
S.T.B., Seminary of the Two Martyrs
M.A., Virginia Commonwealth University
M.A., University of Salamanca

Chris Antal
Lecturer in Ministry
M.A., Yonsei University
M.Div., Unification Theological Seminary

David Atkins
Lecturer in Buddhism
B.A., Cornell University

Richard L. Arthur
Associate Professor of New Testament
Th.D., Graduate Theological Union

Michael Balcomb
Adjunct Assistant Professor in Peace and Justice
D.Min., Unification Theological Seminary

Ronald Brown
Adjunct Assistant Professor of World Religions
Ph.D., University of Geneva

Demetrius Carolina
Adjunct Assistant Professor of Ministry
Ed.D., University of Phoenix

Odell Davis
Adjunct Assistant Professor of Ministry
D.Min., Southwest Baptist Theological Seminary

Ute Delaney
Instructor in New Testament Greek
M.R.E., Unification Theological Seminary

Leander W. Hardaway
Lecturer in Ministry
MDiv. Unification Theological Seminary

Tyler O. Hendricks
Associate Professor of Ministry
Ph.D., Vanderbilt University

Jo Anne Hickman
Adjunct Assistant Professor of Church History
D.Min., New York Theological Seminary

Anne Iparraguirre
Adjunct Assistant Professor of Religious Education
Ed.D., University of Bridgeport

Greg Jones
Adjunct Assistant Professor of Theology
D.Min., Drew University

Karen Judd-Smith
Adjunct Assistant Professor in Peace and Justice
D.Min., Unification Theological Seminary

Frank Kaufmann
Adjunct Assistant Professor of Interfaith Ministry
Ph.D., Vanderbilt University

Bento Leal
Lecturer in Marriage and Family
M.R.E., Unification Theological Seminary

Roderick McLean
Adjunct Assistant Professor of Ministry
Ph.D., St. Louis University

Rudyard Morgan
Lecturer in Ministry
M.R.E., Unification Theological Seminary
D.Min. Cand., Unification Theological Seminary

Charles Thomas Phillips
Adjunct Assistant Professor of Management
Ph.D., Moscow State University

Luonne Abram Rouse
Adjunct Assistant Professor of Ministry
D.Min., Lutheran Theological Seminary

Theodore T. Shimmyo
Adjunct Associate Professor of Theology
Ph.D., Drew University

Judith M. Silva
Adjunct Assistant Professor in Pastoral Counseling
D.Min., New York Theological Seminary

Lynn Walsh
Lecturer in Family Counseling
M.S.W., Fordham University

Ruth Wenger
Lecturer in Ministry
M.Ed., Teacher's College, Columbia University

John R. Williams
Lecturer in Family Counseling
M.R.E., Unification Theological Seminary

Lester Williams
Adjunct Assistant Professor in Religious Education
D.Min., Drew University

PROFILE OF UTS

Founded in 1975 by Reverend and Mrs. Sun Myung Moon, the Unification Theological Seminary [UTS] offers professional training in the ministry. It confers four accredited graduate degrees: Doctor of Ministry, Master of Divinity, Master of Religious Education and Master of Arts in Religious Studies.

The Barrytown campus is located 90 miles north of New York City on 250 acres of scenic land overlooking the Hudson River. It is a spiritual community with a strong tradition of piety. Barrytown's extensive grounds are conducive to prayer and reflection.

In addition, UTS serves a broad spectrum of denominations through the New York City campus. Located in midtown Manhattan, the New York City location draws students from the New York metropolitan area including New Jersey and Connecticut.

Interreligious and ecumenical fellowship has been a central component of the seminary's history and vision. Numerous scholars and religious leaders from a wide range of religious backgrounds encountered Unification theology for the first time by participating in its ecumenical conferences. Today UTS is partnering with the Universal Peace Federation, which is working on the international level with people of all faiths to promote world peace based on universal spiritual principles. UTS is also partnering with the American Clergy Leadership Conference, a fellowship of clergy that encompasses all branches of Christianity in the United States. It provides training which broadens students' horizons about working cooperatively with people of all religions to address social problems.

UTS educates men and women of all denominations to be effective leaders who live and communicate the love and truth of God. Religious education, pastoral counseling and internship programs provide opportunities for practical training in skills needed for the ministry. The Doctor of Ministry Program is a non-residential advanced degree program designed for active ministers, which gives them the opportunity to reflect on their ministries, expand their ministerial skills, and enhance their personal theological and spiritual development.

The seminary's more than fifteen hundred graduates serve in a broad array of missions in the U.S. and overseas. They have taken up leadership positions in the church, young adult ministry, social service and family ministries, interfaith organizations and NGOs. Graduates have gone on to distinguished careers in education, journalism, law, medicine, politics and business.

Purpose

Unification Theological Seminary educates people of faith for ministry and professional life by engaging them in personal spiritual formation, equipping them with resources for sound theological and intercultural understanding, and empowering them to serve communities of the Christian and diverse faiths, to the glory of God and benefit of humanity.

– Mission Statement,
revised March 28, 2008

Accreditation

The Unification Theological Seminary is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Academic degree programs of the Seminary are registered by the New York State Education Department at the Office of Higher Education and the Professions Cultural Education Center, Room 5B28, Albany, New York 12230, (518) 474-5851:

Religious Studies - HEGIS 2301.00
Foundation Program, M.Div, M..A. and D.Min.;
Religious Education - HEGIS 2304.00
M.R.E.

History

Less than three years after he began his ministry in the United States in December 1971, Reverend Moon initiated plans for the establishment of his young church's first theological seminary. For this purpose, in 1974 the church purchased the campus of St. Joseph's Normal Institute, a Christian Brothers boarding school located in the Hudson Valley that had recently closed. Dr. David S. C. Kim was appointed to establish the Seminary and lead it as its first president. President Kim assembled a faculty and staff, and on September 20, 1975 UTS welcomed the first class of 56 students, who enrolled in a two-year Religious Education Program. In 1980 the seminary added a three-year Divinity Program to better prepare students for ministerial leadership.

Over its first years, Reverend Moon often visited the campus, sharing with students in the classroom or on long walks around the 250-acre campus. He initiated a tradition of fishing in the Hudson River, personally showing the students how to prepare fishing nets, and guided the creation of a soccer field and scenic pond.

Reflecting Reverend Moon's commitment to bring unity to the whole human family, interreligious encounters have been a central component of the school's history and vision. UTS's first faculty, rich in its own diversity, encompassed the breadth of the Judeo-Christian tradition, hailing from Methodist, Reformed, Roman Catholic, Greek Orthodox and Jewish faiths. Ecumenical conferences, originating in February 1977, attracted scholars and religious leaders from a wide range of denominational backgrounds. Published transcripts of these conferences offered insights into the emergence of a new Christian vision and its encounter with traditional churches and their theologies.

The roster of scholars who visited UTS in the late 1970s and early 1980s was as distinguished as can be found anywhere: Harvey Cox of Harvard University, Lonnie Kleiver of Southern Methodist University, Jewish theologian Richard Rubenstein, Martin Rumscheidt, President of the Karl Barth Society, Father John Meehen, President of Maryknoll Seminary, Notre Dame religious educator James Michael Lee, biblical scholar Simon De Vries of the Methodist Theological School, psychologist Albert Ellis, folklorist Morton Smith from Columbia University, Augustine scholar Ernest Fortin from Boston College, Theodor Gaster from Barnard College, church historian Robert Handy from Union Theological Seminary, *National Review* editor William Rusher, Buddhist scholar David Kalupahana from the University of Hawaii, Islamic scholar and martyr Isma'il al-Faruqi from Temple University, the Hassidic singing rabbi Schlomo Carlebach, and many more.

Building on these early conferences, interfaith initiatives were organized at UTS, including the Global Congress of the World's Religions (1977) and the Youth Seminar on the World's Religions (1982). The most important of these was the New Ecumenical Research Association (New ERA), begun in 1979 and guided by UTS librarian John Maniatis. New ERA developed as an interfaith community of theologians, guided by an interfaith board. Its conferences brought together hundreds of religious scholars for wide-ranging discussions and to study Unification theology. For many, these conferences were catalysts for their own creative advances in ecumenical thinking. Out of New ERA arose several independent interfaith organizations based in New York City, among them the Religious Youth Service (1986) and the Universal Peace Federation (2001). These organizations continue to play significant roles in the world as catalysts for peace and interreligious harmony.

In 1984 the seminary received a provisional charter from the State of New York, and on January 17, 1990 it was granted its Absolute Charter. On November 21, 1996 the Seminary was granted initial accreditation by the Commission of Higher Education of the Middle States Association of Colleges and Schools. This accreditation was reaffirmed in June 2003.

With the retirement of President Kim in May 1994, Dr. Theodore Shimmyo, Associate Professor of Theology and a graduate of the UTS class of 1977, became the school's second president. The themes of his administration were leadership development and the attitude of faithful attendance to God. Under his tenure UTS strengthened its field education program by instituting internships.

Dr. Tyler Owen Hendricks, president of the Unification Church of America from 1995-2000 and a member of the UTS class of 1978, became the school's third president in May of 2000. Under his tenure, UTS gave new emphasis to strengthening professional skills for ministry and renewed its commitment to educate students from all churches. To this end, in September 2000 UTS established an Extension Center in New York City, with an interdenominational faculty and staff serving students of diverse denominations. Graduating classes since 2004 have been well represented by Extension Center students. The Doctor of Ministry program, inaugurated in 2006, is similarly diverse and awarded its first doctorate in May of 2009. In 2008, UTS inaugurated a new interfaith curriculum. The concentration in Interfaith Peacebuilding serves R.E. students who wish to gain the knowledge and skills needed to minister and work effectively in today's religiously and culturally diverse world. In 2009, UTS inaugurated the M.A. in Religious Studies.

In June 2010, Dr. Richard A. Panzer became the newest President of UTS. The Seminary also began development of an undergraduate program based in Barrytown.

FACILITIES AND RESOURCES

Barrytown

The main building for the Barrytown campus was completed in 1930 through a gift by John D. Rockefeller. At its center stands the Chapel, the center of the seminary's spiritual life. It is graced by 16 stained-glass windows, made in France and acquired by the Christian Brothers in 1909, which depict events in the life of Jesus and of St. Jean Baptiste de la Salle, the founder of their order. As remodeled by the Christian Brothers in 1965, the chapel was cited by *The Catholic Encyclopedia* as a model of post-Vatican II architecture. Today it houses banners created by artist Norman Laliberté that were commissioned for the 1985 Assembly of the World's Religions.

The main building houses classrooms, the

library, the dining hall, five large dormitories and a gymnasium, arranged in four wings around the central Chapel. Also located here are administrative and faculty offices, group study areas, the student lounge, a small chapel, a recreation room, and rooms for single students and staff. There are limited accommodations for married students, staff and guests.

The Barrytown Conference Center occupies the northwest wing of the Main Building. Its facilities include an auditorium which seats over 400, a lecture hall which seats over 100, a separate dining area, offices, two dorms and several guestrooms.

Massena House

The Massena House, the oldest building on the property, is a historical landmark. The original building was constructed in 1796 by Major John Livingston, a Revolutionary War officer. Theodore Roosevelt visited in the summer of 1868 as a young boy, and it was here, hiking about the property, that he began his famous collection of insects and animals that would become the nucleus of the American Museum of Natural History. After a fire destroyed the mansion in 1885, the present Massena House was constructed on the site.

Grounds

UTS sits on 250 bucolic acres overlooking the Hudson River with a view of the Catskills. Its grounds include a number of smaller houses and out-buildings.

Hiking trails wind through forests, fields, along a Pond and down to the Lagoon at the southernmost end of Tivoli Bay, where in 1978 Reverend Moon led the students in memorable expeditions fishing for carp. In 2006 UTS joined with the Winnakee Land Trust of Rhinebeck to open Father's Trail to the public as part of the New York State Greenway Heritage Trail, which when complete will run the length of the Hudson River from Albany to New York City.

An eleven-circuit Labyrinth and Peace Garden that is open to the public, can also be found on the property.

New York City

Located in the heart of Manhattan, the New York City campus was founded as a commuter-based campus with an ecumenically rich and diverse student body. Representing Lutheran, Catholic, Evangelical and African-American denominational backgrounds, many of the students already have pastorates and are seeking their academic credentials. Others are exploring the possibility of a new career in the ministry. Still others are looking to enhance their current vocations with a theological/spiritual understanding that affirms them personally and enriches them professionally. The Extension Center offers exciting and enriching field education opportunities in the international, interfaith, and social ministry arenas. Because of the unique opportunities presented by ministry in the metropolitan area, the seminary offers a number of courses that are particularly relevant to students in an urban context.

An additional strength of the New York City campus is the ongoing seminar program aimed at both students and the ministerial and theological community of the New York area. Building on its seminar series, "Conversations in Ministry," the Seminary will continue to host clergy roundtables on a regular basis to address issues of concern to the wider faith community of metropolitan New York City. Open House events introduce interested students and applicants to UTS, where they may sit in on selected classes to see firsthand what UTS has to offer.

As part of its commitment to urban ministry and social action, the New York City campus formed the Urban Church Community Assistance Development Project (UCCDAP) that brings the seminary, students and churches involved in community development together to enhance and expand the community development programs of the urban church. The seminary also partners with the American Clergy Leadership Conference (ACLC) to sponsor prayer breakfasts and other clergy-based programs.

Library

The UTS Library maintains a collection of approximately 55,000 titles (57,000 volumes), which includes books, audio and video media, and periodicals. Holdings of academic titles in Korean and Japanese assist students from these countries. The holdings are distributed between the Barrytown campus at 52,000 volumes and the New York Extension Center at 5,000 volumes.

The library subscribes to several online databases including ProQuest-in-Religion and EBSCO OmniFile Full-text (H. W. Wilson). Students can access thousands of journals and articles that cover a wide range of topics from their personal computers or terminals available in the library. The newest online addition is EBSCO ebook Academic Collection which offers 80,000 books with unlimited access.

In 2007, UTS opened the Information Commons, a computer facility where students can conduct personal research, engage in group projects, and participate in information literacy workshops.

As the New York City campus is home to some of the best libraries in the world, UTS students can utilize the resources of seminary libraries in the New York area through our membership in the New York Area Theological Library Association (NYATLA). The Barrytown campus offers students access to over 1.5 million books and journals in libraries in the Hudson Valley through our membership in the Southeastern New York Library Resource Council.

INSTITUTES AT UTS

UTS Institute for Rev. Moon's Teachings

The UTS Institute for Rev. Moon's Teachings supports the creation of Unificationist and related texts in exemplary English. Staffed by UTS faculty and utilizing the resources of its library, the Institute assisted in recent translations of the *Cheon Seong Gyeong*, the Family Pledge, and many of Reverend Moon's recent public speeches.

Another area of the Institute's work is to produce Unificationist commentaries on scriptures, beginning with a joint project with UPF that resulted in the publication of *World Scripture and the Teachings of Sun Myung Moon* (2007).

The Relationship Institute at UTS

Throughout human history, strong families provided the bedrock for transmitting sound cultural values. There is a wealth of evidence attesting to the benefits of the married, two-parent family: more wealth, improved overall health and happiness, longer life expectancy, greater sexual satisfaction, and children who grow up to be more successful, emotionally stable, and optimistic.

The past half-century, however, has seen a steady decline in couples getting married, a persistently high divorce rate and increasing numbers of children growing up in fatherless households. One in three children in the U.S. are being raised in single-parent families or shuttled back and forth between the homes of their divorced parents.

Increasing numbers of children suffer abuse, violence and poverty due to chaotic relationships between their parents. The *Relationship Institute at UTS*, established in 2010, seeks to equip religious and community leaders with the information they need to speak out on behalf of strengthening marriage, and to implement effective programs that help couples to achieve and sustain healthy marriages.

The *Relationship Institute* is a place to learn about cutting-edge strategies to building intimacy in marriage, parenting a troubled teenager, or even selecting a lifelong partner. Courses are both research-based and experiential, incorporating personal reflection, discussion and creative learning.

ACADEMIC PROGRAMS

UTS is an interfaith seminary that seeks to serve students from the world's religions, and an ecumenical seminary that enrolls students from a wide range of Christian churches. It offers four degree programs. The Doctor of Ministry (D.Min.) Program is a non-residential program aimed at developing ministerial leadership at an advanced level. UTS also offers certificate and continuing education programs. The Master of Divinity (M.Div.) Program is a three-year course of study to prepare men and women for pastoral leadership. The Master of Religious Education (M.R.E.) Program is a two-year program with two concentrations—Religious Education and Interfaith Peacebuilding and has the flexibility to prepare students for a variety of lay ministries. The Interfaith Peacebuilding concentration develops educators and peace workers who are equipped to address all the dimensions of peacebuilding: peace within the individual, peace in the family, and peace among the world's peoples, nations, religions and races. The curriculum is rooted in the premise that peacebuilding requires attention first to the spiritual causes of conflict as a basis for effective action. The Master of Arts in Religious Studies (M.A.) is a basic graduate degree that prepares students for diverse positions and ministries as well as for a strong theological and practical knowledge of religions and their impact on today's society. The M.A. in Religious Studies offers students a choice of four concentrations that address life in today's intercultural and interreligious global community. It is also an ideal degree for those students wishing to pursue either doctoral studies or further study in a specific field of theological inquiry.

The Seminary's New York location affords students from a wide array of Christian churches the opportunity to focus on Biblical Studies, Urban Ministry, Peace and Justice Ministry, Interfaith Studies, or whatever they need to succeed in their chosen ministries. The Seminary's interdenominational faculty assures a diversity of faith perspectives. UTS students can also prepare for ordination in their respective denominations by taking any courses required by their denominational bodies to complete their ordination requirements.

Unificationist students also have the opportunity to select courses designed for in-depth study of their faith tradition, including study of the Korean language as the church's language of faith.

Each of UTS's programs strives to balance theological instruction with training in practical skills. Grounding in the basic theological disciplines of Scriptural Studies, Living Traditions and Theology is necessary to understand the complexities and nuances of religious discourse, and to develop an empathetic understanding of the beliefs of others. One pillar of the bridge to interfaith understanding is thorough grounding in one's own faith; the other pillar is familiarity with the other traditions, whether in the Christian family or spanning the world's religions. The theological disciplines address both of these.

Professional courses equip students with practical skills for diverse forms of ministry. Contemporary religious leaders must be equipped with a variety of skills necessary for their multi-faceted role as pastor, teacher, counselor and public figure. The Ministry and Religious Education curricula include a broad range of courses that move from theoretical foundations to develop student abilities through practical experience. Elective courses provide opportunities to concentrate in specific areas of ministry, including pastoral counseling, conflict resolution, church growth, character education and management.

Field Education is an integral part of the UTS programs, enabling students to integrate theoretical knowledge with practical experience in a variety of pastoral and educational roles. Internship placements are in professional settings under the supervision of trained supervisors. They may involve full-time apprenticeship in a church or non-profit setting for a period of up to 3 months. A new feature of the program is Clinical Pastoral Education, where students fulfill internships as chaplains in hospital or prison settings for the purpose of becoming a licensed chaplain.

Given the powerful influence of the American media globally, ministers and church workers around the world are faced with the task of communicating the unchanging truth of God in a world saturated by American culture. For this reason, many international students come to UTS in order to receive theological education within an American cultural milieu.

This catalog reflects the schedule of programs at the start of the academic year. Please check with the Registrar's office for updated information after the year begins.

MASTER OF RELIGIOUS EDUCATION PROGRAM

Religious education—to communicate ideals, beliefs and practice—is a central task of religious leadership. The Master of Religious Education Program is a two-year professional program that provide students with the skills, knowledge and methods necessary for effective educational and ministries.

The program has two concentrations:

(1) Religious Education

(2) Interfaith Peacebuilding.

Graduation Requirements

To be awarded the M.R.E. degree, students must fulfill the following requirements:

- 50 credit hours
- A minimum grade point average of 2.50
- Mid-Program Review
- A Religious Education Project, presented in the Religious Education Colloquium in the term prior to graduation

Concentration in Religious Education

The following competencies are among the goals of the R.E. concentration in Religious Education: to understand the religious message and its varieties of expression; to convey the message of salvation and how it applies in one's life, marriage, family and career; to communicate one's faith so as to enlist commitment from others; to engage in ecumenical dialogue and joint activities with other denominations; to organize age-appropriate classes and train teachers for them; to design and create successful Sunday School programs; to function effectively as a teacher and administrator.

The following course requirements apply to students taking this concentration. Courses listed are for 3 credits unless otherwise noted.

THEOLOGICAL CURRICULUM

Two courses in Scripture / primary texts:

SCR 5131 Hebrew Bible

SCR 5141 New Testament Foundations, SCR 5142 New Testament in Context, SCR 5412 Life and Teachings of Jesus, or SCR 5413 Life and Letters of Paul

THE 5621 Teachings of Sun Myung Moon *or* THE 5631 Divine Principle

THE 5131 Systematic Theology

LTR 5131 Church History I

One Church History elective:

LTR 5132 Church History II
LTR 5301 American Religious Experience
LTR 5302 History of the Black Church
LTR 5311 Parallels of History
LTR 5151 Unification Movement
Any denominational history course

LTR 5141 World Religions

RELIGIOUS EDUCATION CURRICULUM

EDU 5101 Foundations of Religious Education

EDU 5111, 5112 or 5113 Models of Teaching

Two Religious Education electives:

EDU 5301 Educational Planning and Administration
EDU 5302 Programming and Curriculum Design
EDU 5311 Spiritual Development
EDU 5321 Brain Based Teaching and Learning
EDU 5411 Children's Ministry
EDU 5421 Ministry with Youth and Adolescents
EDU 5431 Ministry with Young Adults
EDU 5441 Adult Learning and Development
EDU 5501 Character Education and Development
EDU 5502 Sexual Ethics and the Bible
EDU 5511 Ministry for Marriage Preparation
EDU 5512 Marriage and Family Enrichment
EDU 5601 Practicum in Teaching
EDU 5611 Teaching the Bible as Liberating Word
EDU 5672 Online Ministries
MIN 5431 Foundations of Interfaith Leadership
MIN 5722 Cultural Diversity and Conflict Transformation

EDU 5190 Religious Education Colloquium

FIELD EDUCATION

MIN 5190 Field Education Internship (2 credits)

Concentration in Interfaith Peacebuilding

At UTS, peace education in the religious education context is fundamentally inter-religious, that is, transcending any single religion, race, nation or culture. Furthermore, the knowledge that the religious educator imparts does more than just promote tolerance of the other; it contains within it the impulse towards harmony and peace among all members of the human family.

The curriculum includes components which enable students to: (1) learn universal principles of peacebuilding; (2) examine how religions can either exacerbate or ameliorate conflict; (3) understand the religious "other"; and (4) gain practical skills and experience for peacebuilding and educating for peace.

The following course requirements apply to all students taking this concentration. Courses listed are for 3 credits unless otherwise noted.

THEOLOGICAL CURRICULUM

SCR 5151 World Scriptures and World Peace

THE 5132 Theology of Peacebuilding

THE 5141 Ethics and Social Justice in the Age of Globalization

LTR 5513 World Religions and Global Conflict

One elective course each in two different religious traditions other than the student's own, e.g.:

SCR 5131 Hebrew Bible
SCR 5141 New Testament Foundations
THE 5131 Systematic Theology
LTR 5131 Church History I
LTR 5402 Jewish-Christian relations
LTR 5411 Islam
LTR 5421 Confucianism
LTR 5431 Buddhism
LTR 5151 Unification Movement
THE 5631 Divine Principle

RELIGIOUS EDUCATION CURRICULUM

EDU 5101 Foundations of Religious Education

EDU 5111, EDU 5112 or EDU 5113 Models of Teaching

Two Religious Education electives
(See the list for the Christian Education concentration, above) or

One Religious Education elective plus one Management elective of the following:

MIN 5105 Congregational Development
MGT 5302 Management of Non-Profit Organizations
MGT 5303 Leadership and Organizational Planning
MGT 5304 Leadership in the Social Sector
MGT 5311 Principles of Marketing
MGT 5312 Entrepreneurship
MGT 5331 Human Resource Management
MGT 5401 Financial Management for Non-Profit Organizations
MGT 5501 Public Relations

EDU 5190 Religious Education Colloquium

FIELD EDUCATION

MIN 5190 Field Education Internship (2 credits)

MASTER OF ARTS IN RELIGIOUS STUDIES PROGRAM

The M.A. in Religious Studies is a broad-based degree program for students who seek to integrate their faith with knowledge of religions and their impact on society, and who seek to equip themselves for a variety of ministries, especially for the task of building peace among religions and cultures. The program prepares students for a wide variety of positions and jobs. These include church lay leadership; peace-building and social service ministries in churches, faith communities and non-profits; work in interfaith ministries; as more effective witnesses for their faith in today's multi-faith environment; management positions in churches and non-profit organizations; teaching religion in an academic setting and for those who wish to pursue further graduate work in religion. The MA in Religious Studies is also the base degree for interfaith chaplaincy.

The program's foundation courses provide a theological and intercultural understanding in several religious traditions with focused examination on the nexus of religion and peacebuilding. They are supported by a co-curriculum promoting personal spiritual formation in the context of religious diversity. The program's four concentrations include two professional concentrations: (1) Interfaith Peacebuilding and (2) Non-profit Leadership provide practical skills and experiential learning for ministry, and two academic concentrations: (3) Unification Studies and (4) Theological Studies provide for focused study in a field of theological inquiry.

Graduation Requirements

To be awarded the M.A. degree, students must fulfill the following requirements:

- 48 credit hours
- A minimum grade point average of 2.50
- Mid-Program Review
- A Masters Project or Thesis, presented in the Masters Project Colloquium in the term prior to graduation

FOUNDATION COURSES

SCR 5151 World Scriptures and World Peace

THE 5132 Theology of Peacebuilding

THE 5141 Ethics and Social Justice in the Age of Globalization

LTR 5513 World Religions and Global Conflict

One elective course in the student's own tradition, and one elective course each in two different religious traditions other than the student's own, e.g.:

SCR 5131 Hebrew Bible
SCR 5141 New Testament Foundations
THE 5131 Systematic Theology
LTR 5131 Church History I
LTR 5402 Jewish-Christian relations
LTR 5411 Islam
LTR 5421 Confucianism
LTR 5431 Buddhism
LTR 5151 Unification Movement
THE 5631 Divine Principle

MASTERS PROJECT

Masters Thesis or Project (3 credits)

MIN 5802 Masters Project Colloquium (0 credit)

Concentration in Interfaith Peacebuilding

Similar to the Interfaith Peacebuilding concentration in the MRE degree program, this concentration takes students through a process whereby they gain a valuable understanding of "the other" in today's world with the goal of developing a more harmonious and peaceful world and an identity as a human family. As one of the two professional concentrations, students in this program will undertake both a theoretical and experiential study of interfaith peacebuilding. The curriculum challenges students to: (1) learn universal principles of peacebuilding; (2) examine how religions can either exacerbate or ameliorate conflict; (3) understand the religious "other"; and (4) gain practical skills and experience for peacebuilding and educating for peace.

The following course requirements apply to students taking this concentration. Courses listed are for 3 credits unless otherwise noted.

One course in Theological Communications or Teachings from the following list:

MIN 5104 Homiletics
EDU 5111, EDU 5112 or EDU 5113 Models of Teaching

One course in Pastoral Skills for Reconciliation from the following list:

MIN 5722 Cultural Diversity and Conflict Transformation
PAS 5101 Pastoral Care and Counseling
PAS 5501 Marriage and Family Counseling
PAS 5555 The Healing Journey: Trauma and Restorative Justice

One course in Dialogical Skills from the following list:

MIN 5106 Ecumenism and Interfaith
THE 5321 Theologies and Interfaith Dialogue

One course in Management/Leadership from the following list:

MGT 5302 Management of Non-Profit Organizations
MGT 5303 Leadership and Organizational Planning
MGT 5402 Fundraising and Grant-writing for NPO's
MGT 5331 Human Resource Management
MIN 5105 Congregational Development

MIN 5190 Field Education Internship

Concentration in Non-Profit Leadership

The contribution and impact of non-profit organizations in today's world has increased tremendously. If these non-profits are to continue to grow and contribute effectively to the eradication of the problems they seek to address, they will need a trained and educated leadership. As the second professional concentration in the MA program, students in this concentration will focus on such vital areas as financial management, human resource development and essential leadership skills for the non-profit sector from both the theoretical and experiential perspective. In addition, students will be able to integrate these practical studies with a strong understanding and appreciation of living and working in an intercultural, interreligious society.

The following course requirements apply to all students taking this concentration. Courses listed are for 3 credits unless otherwise noted.

Four courses, including but not limited to:

MGT 5302 Management of Non-Profit Organizations
MGT 5303 Leadership and Organizational Planning
MGT 5311 Marketing
MGT 5312 Entrepreneurship
MGT 5331 Human Resource Management
MGT 5401 Financial Management for NPOs
MGT 5501 Public Relations
MIN 5105 Congregational Development

MIN 5190 Field Education Internship (must be in the management field)

Concentration in Unification Studies

As one of two academic concentrations, Unification Studies guides students to a more focused and in depth understanding of the theology, philosophy, guiding principles and history of the Unification Movement. It particularly allows Unification students to obtain a deeper knowledge of and appreciation for their own faith community. Students will be able to choose from a wide range of courses including History of the Unification Movement, Life and Thought of Sun Myung Moon, and Divine Principle.

The following course requirements apply to all students taking this concentration. Courses listed are for 3 credits unless otherwise noted.

THE 5631 Divine Principle
THE 5601 Unification Theology
LTR 5151 Unification Movement
THE 5611 Unification Philosophy

Concentration in Theological Studies

This is the second academic concentration in the MA program and is the most basic concentration in the degree program. Students will be guided to undertake a more in depth look at Scripture, Theology, Church History and Living Traditions with an eye toward broadening their academic background in Religious Studies. This concentration will prepare students for doctoral studies or further studies in specific world religions.

The following course requirements apply to all students taking this concentration. Courses listed are for 3 credits unless otherwise noted.

Four courses in the area of Scripture, Theology or Church History, including but not limited to:

SCR 5131 Hebrew Bible
SCR 5141 New Testament Foundations,
SCR 5412 Life and Teachings of Jesus
SCR 5413 Life and Letters of Paul
THE 5131 Systematic Theology
LTR 5131 Church History I
LTR 5132 Church History II

One scriptural language course:

LAN 5141 New Testament Greek
or LAN 5131 Biblical Hebrew

MASTER OF DIVINITY PROGRAM

The Divinity Program is a three-year professional program designed for students who are preparing for church leadership or for any number of specialized ministries including youth ministry, campus ministry, interfaith ministry, pastoral care and ministries of social service. In addition to gaining a grasp of the essence of Christian faith and practice from biblical, historical and theological perspectives, Divinity students will gain competencies in the tasks

of ministry, which include preaching, evangelism, pastoral counseling, public relations, management of church resources, and leadership.

Entering students who are preparing for the ministry are encouraged to apply directly into the M.Div. Program. M.R.E. students in good standing may request to transfer and apply credits earned in the R.E. Program toward Divinity program requirements. In granting such requests, the applicant's faith and spiritual maturity may be considered.

Graduation Requirements

To be awarded the M.Div. degree, students must fulfill the following requirements:

- 80 credit hours
- A minimum grade point average of 2.50
- Mid-Program Review

The following course requirements apply to all students in the Divinity Program. Courses listed are for 3 credits unless otherwise noted.

THEOLOGICAL CURRICULUM

SCR 5131 Hebrew Bible
SCR 5141 New Testament Foundations
One Old Testament exegetical course
One New Testament exegetical course
LTR 5131 Church History I
LTR 5132 Church History II
LTR 5141 World Religions
THE 5131 Systematic Theology
THE 5142 Ethics in Postmodern Society
THE 5151 Topics in Apologetics in the 21st Century

MINISTRY CURRICLUM

EDU 5121 Effective Religious Education for Ministry
MIN 5101 Ministerial Leadership
MIN 5102 Worship and Liturgy
MIN 5104 Homiletics
MIN 5105 Congregational Development
MIN 5106 Ecumenism and Interfaith
PAS 5101 Pastoral Counseling
MIN 5502 Marriage and Family Ministry
EDU 5311 Spiritual Formation
MIN 5803 Integration Colloquy (1 credit)

FIELD EDUCATION

MIN 5192 Clinical Pastoral Education (4 credits)

Clinical Pastoral Education

M.Div. students considering professional chaplaincy, pursuing ordination, or seeking an environment in which to develop practical skills in ecumenical and interfaith ministry are required to complete one unit of Clinical Pastoral Education (CPE) during their seminary program. Each unit is 400 hours, usually in a hospital setting. It may be full-time as a summer internship or part-time during the academic year. Students are admitted for their first unit of CPE normally after a minimum of one year of theological education.

Students will consult with the Field Education Director in planning their CPE work. Students can obtain additional information about CPE by visiting the website of the Association for Clinical Pastoral Education at www. acpe.edu.

Field Education

In addition to CPE, students may take other Field Education credits. The Office of Field Education supports the UTS commitment to professional ministry and personal spiritual formation by providing students with diverse supervised field opportunities. These provide an opportunity to further integrate theological heritage with classroom learning and practical experience through a process of action-reflection, to arrive at new insight about themselves and their future vocations.

Field Education in the United States is especially valuable for international students, providing them with unparalleled cultural and language immersion opportunities. Both campuses are in close proximity to Christian churches, Muslim mosques, Hindu and Buddhist temples, Jewish synagogues and Sikh gurdwaras, allowing students easy access to the living faith traditions of the world. The incredible resource of New York City also offers students the opportunity to pursue field education in non-governmental organizations affiliated with the United Nations, interfaith organizations, or mega-churches.

Ordination

UTS provides courses to satisfy the requirements for ordination in various denominations, such as courses in a particular church polity or history. Certain denominations require one unit of CPE. Students pursuing ordination are encouraged to consult with their respective faith groups about specific ordination requirements and work with their academic advisor to plan their seminary program.

Professional Chaplaincy

Professional chaplains are typically endorsed by a denomination or faith group, board certified by the Association of Professional Chaplains (APC), and work in hospitals, prisons or in the military. Employment is usually full-time although part-time positions are available.

Students wishing to pursue careers as professional chaplains are advised to take MIN 5101 Ministerial Leadership during their first year, either PAS 5311 Pastoral Counseling or PAS 5312 Theories and Techniques of Counseling during their second year, and an additional pastoral or family ministry course such as PAS 5315 Practicum in Counseling, PAS 5501 Marriage and Family Counseling, PAS 5316 Dealing with Challenging Relationships, or PAS 5512 Family Therapy Concepts and Methods during the third year.

To obtain board certification by APC, a student must complete four units of CPE at an accredited center. Students who successfully complete one unit of CPE during the first two years of their seminary program may apply in their third year for a paid 12-month residency at select CPE sites beginning in the September following their graduation from UTS. Upon completion of a residency program, students will have the four units of CPE required for board certification.

Students who are permanent residents or citizens of the United States, meet military eligibility requirements, and are interested in military chaplaincy may be eligible for the chaplain candidate program in one of the Armed Forces (Army, Navy, Air Force). Chaplain candidates receive tuition reimbursement and many paid training opportunities while completing their seminary degree. Students wishing to pursue this track are advised to take PAS 5722 The Healing Journey: Trauma and Restorative Justice.

Students wishing to pursue a career as a prison chaplain must typically complete one unit of CPE and an additional prison-based placement. For more information on various chaplaincy vocations, visit www. acpe.edu.

Combined Degrees

Students may enroll in any of the Master programs sequentially, but only 24 credits may be transferred to the second degree. Students should, therefore, plan a total of three to four years of study to complete both programs. A student will be awarded only one degree at any one commencement ceremony.

The limit of 24 transferable credits is waived for M.R.E. and M.A. graduates who have worked in the field for at least three years after graduation and who wish to earn the M.Div. degree. These graduates may apply all of their credits from their previous Program towards the M.Div. degree.

DOCTOR OF MINISTRY PROGRAM

The Doctor of Ministry is an advanced theological degree that provides students who are engaged in ministerial leadership the opportunity to enhance and expand their ministerial skills and to reflect on their own theological and spiritual development as men and women of God. It is the capstone professional degree program for individuals who hold the Master of Divinity degree or its equivalent, providing them with the opportunity for further study and reflection and to develop the advanced skills and knowledge required for ministry in the 21st century.

The program challenges students to: 1) assess their ministerial effectiveness and leadership; 2) reflect on their theological and spiritual development in light of their current ministerial responsibilities; 3) develop greater competency in their ministry; 4) pursue a comprehensive research project that leads to a critical examination of some aspect of their ministry in light of congregational needs, societal changes and theological commitments; and 5) become peers and mentors to their colleagues in the program.

In order to accomplish these purposes, the D.Min. Program needs to be integrated with the actual practice of ministry. As a non-residential program, students may remain in their ministries while completing the degree program. All students are expected to be fully engaged in their own ministry—whether it is a congregational ministry, youth ministry, social service ministry or some other form of ministry—while enrolled in the degree program.

Graduation Requirements

To be awarded the degree, a student completes 28 credits of coursework offered in four 2-week Intensive Sessions over two years, plus 6 credits for writing a doctoral-level Dissertation Project utilizing an action-research model. A student must fulfill the following requirements:

- A Learning Contract prepared at the beginning of the program and revised periodically in consultation with his/her Faculty Advisor and Field Supervisor to reflect personal learning goals
- Four Doctor of Ministry Seminars
- Four Research Seminars
- Four doctoral-level courses in a chosen concentration—either Family and Educational Ministry or Peace and Justice Ministry
- A grade-point average of at least 2.50
- An approved Dissertation Project Proposal
- Acquire a Supervisor and develop a Site Team to provide support and mentoring
- The Dissertation Project Defense
- The completed Dissertation and Abstract submitted to the library

D.Min. Course Requirements

Courses listed are for 3 credits unless otherwise noted.

D.MIN. SEMINARS *(4 courses, 12 credits)* The four required courses are:

MIN 8101 Spiritual Formation and Integration
MIN 8102 Theological and Ethical Perspectives of Ministerial Leadership
MIN 8103 The Changing Face of Society: Diversity and Its Impact on Ministry
MIN 8104 Transformational Leadership in a Postmodem World

RESEARCH SEMINARS *(4 courses, 1 credit each)* The four required Research courses are:

MIN 8802 Dissertation Research Seminar I: Formulating the Question
MIN 8801 Dissertation Research Seminar II: Bibliographic Research and Overview of the D.Min. Dissertation
MIN 8803 Dissertation Research Seminar III: Research Design Strategies
MIN 8804 Dissertation Research Seminar IV: Designing the Project Proposal

ELECTIVE COURSES *(4 courses, 12 credits)*
Students select a total of four courses from one of the two concentrations offered: Family and Education Ministry, and Peace and Justice Ministry:

Family and Educational Ministry

MIN 8501 Ministry Among Diverse Lifestyles
MIN 8502 Religious Education and Ministry Needs of the Postmodem Family
MIN 8503 Challenges and Possibilities of the Emerging Global Family
MIN 8504 Faith Formation, Spirituality and Counseling in the Contemporary Family

Peace and Justice Ministry

MIN 8701 Multiculturalism, Diversity and Non-violent Conflict Resolution
MIN 8702 Issues in Ecumenical and Interfaith Relations
MIN 8703 Faith, Spirituality and Social Justice in the Global Market
MIN 8704 Transformational Leadership, Human Resource Development, and Organizational Growth in Ministry

DISTANCE LEARNING

UTS offers a limited number of courses through distance learning. Distance learning courses are designed for self-motivated adult learners whose mission or career responsibilities prevent them from taking courses on campus.

UTS offers two forms of distance learning modes: Course capture (Tegrity) and correspondence based courses. In Tegrity courses, distance students take the course online during the term the course is taught on campus. Students in correspondence based courses study at their own pace, completing assignments and corresponding with the instructor via e-mail, fax or letter.

Matriculated students in a degree program may take up to 25 percent of their credits by distance learning.

Students may register for distance learning courses by coming to campus on Registration days, or by contacting the Registrar for registration materials. Tuition and fees must be paid in full before materials are sent out. Distance learning courses have a one-year time limit from the last day of registration for the term in which the student registers, or July 1 if in summer. At the end of this one-year period, the student may apply for a three-month extension (fee applied). Exceptions are synchronous online courses which run for 10 weeks (2 credit courses) or 15 weeks (3 credit courses).

Students may change from a registered and paid distance-learning course to an on-campus course by paying a conversion fee.

CERTIFICATE PROGRAMS

Certificate in Unification Leadership

The Certificate in Unification Leadership is a graduate-level certificate. It gives those individuals who wish to devote only one year to theological study the opportunity to obtain advanced theological education and specific leadership skills. This Certificate focuses on the theoretical perspective and practical skills for leadership in the Unification movement.

Its program requirements are:

- 18 credits of Seminary courses, distributed between Unification Studies (3-6 credits), Theological Studies (6-9 credits), and Ministry (3-6 credits)

Certificate in Ecumenical Leadership

The Certificate in Ecumenical Leadership is a graduate-level certificate for any student from a faith-based perspective. Students will be equipped with the basic knowledge and skills necessary to work effectively in today's diverse religious landscape.

Its program requirements are:

- 18 credits of Seminary courses as follows: THE 5131 Systematic Theology, one Church History course, one New Testament course, SCR 5131 Hebrew Bible, MIN 5101 Ministerial Leadership and PAS 5722 The Healing Journey.

The Seminary may be able to offer other Certificate Programs tailored to meet specific needs. Each Certificate would be based on a similar format as the Unification Leadership Program with 18 credits of courses distributed between disciplines pertinent to each particular Certificate.

CONTINUING EDUCATION

The Seminary's continuing education programs enable adult students to upgrade their professional skills in ministry or enrich their lives by theological study.

Continuing education courses may be taught off-campus or online. UTS offers Continuing Education Units (CEUs) for specific courses. Please see the UTS website for further information

Intensive Courses

Week-long and weekend intensive courses offer theological enrichment and skill development for clergy, religious workers and laypeople. The intensive format provides opportunities for visiting faculty to add expertise and diverse perspectives to the seminary experience. Among the intensives offered in recent years were:

- EDU 5503 Advocating for Character Education *(Alan Saunders)*
- LTR 5412 Muslim-Christian Relations *(Dr. Clinton Bennett)*
- LTR 5431 Buddhism *(Lama Wangdue)*
- MIN 5103 Church Growth and Evangelism *(Dr. Tyler Hendricks)*
- MIN 5303 Small Group Ministry *(Dr. Jacob David)*
- MIN 5413 Dynamics of Local Church Leadership *(Rev. Mike Yakawich)*
- MIN 5431 Foundations of Interfaith Leadership *(Dr. Frank Kaufmann)*
- PAS 5515 Couple Communication Skills Program *(Bento Leal)*

Partnership with the Universal Peace Federation

UTS partners with the Universal Peace Federation (UPF) to offer intensive courses in conjunction with their conference schedule. Members of the UPF Peace Councils, UPF staff and Ambassadors for Peace have participated in courses taught by UTS faculty, either at UTS or at an international conference venue.

ADMISSIONS

Admission to the Seminary is based upon academic capability and upon spiritual and moral character. Academic qualifications are considered by the Director of Admissions and other members of the Admissions Committee to determine whether the applicant's educational background and ability ensure reasonable chances of success in academic work at the Seminary. An applicant's spiritual and moral character may be evaluated by personal interview, by his/her application essay or by recommendation of church elders or other knowledgeable individuals. Two letters of recommendation, at least one from a church leader, are required.

Applications are normally accepted for entry in the Fall Term.

Applications are welcome from men and women of all religions, nationalities and races. No particular course of undergraduate preparation is required, although a basic knowledge of history, the social and natural sciences, psychology and philosophy is desirable.

In seeking admission, a candidate agrees to abide by the policies, rules and regulations of the Seminary.

Application Procedures

Forms are available on the web at www.uts.edu. Inquiries should be sent to the Office of Admissions, Unification Theological Seminary, 30 Seminary Drive, Barrytown, NY 12507, or to Office of Admissions, 4 West 43rd Street., New York, NY 10036, d.ogunlola@uts.edu.

Application Checklist

Applicants must submit the following:

- A completed application form, including intended degree program, campus, signature and date.
- Official transcripts from all colleges, universities, or seminaries attended. Official transcripts have the official college seal and signature, and must be mailed directly to the UTS Admissions Office from the issuing institution. If the original transcript is in a language other than English, the applicant must also submit the English translation.
- Two recommendation letters, one from the applicant's pastor or church elder.
- TOEFL score (for non-native English speakers).
- One digital and one passport-size photograph OR two passport-size photographs
- Proof of immunization for Measles, Mumps, and Rubella (MMR). Students born before 1/1/1957 are exempted from this requirement.

A Bachelor's degree from an accredited institution, or its recognized equivalent, is the first requirement for admission to UTS. (Exceptions may be made, particularly for students who graduated from foreign post-secondary institutions but who do not have the equivalent of the U.S. Bachelor's degree.)

Determining English Proficiency

Applicants whose native language is other than English are required to take the TOEFL and a Writing Test. A minimum score of 550 is required for full admission to the UTS program. The UTS TOEFL institution code is #2941.

International students who have successfully completed four years of an undergraduate program in the U.S. may waive the TOEFL entrance examination on the condition that they:

- Submit an undergraduate transcript with either courses in Writing or courses that reflect English competence.
- Take the Writing test, to determine if they need further writing instruction.

International Students

UTS is authorized under Federal law to enroll non-immigrant alien students. In addition to the general requirement for admission to UTS programs, international applicants must provide the English translation of all academic records.

International applicants who seek entrance to the U.S. with a student (F-1) visa must certify their capacity to meet the cost of tuition and fees, living expenses, as well as the cost of round-trip travel. The U.S. Immigration and Naturalization Service regulations governing F-1 student status do not permit UTS to send the I-20 form to the admitted student until this financial certification is on file with the Seminary.

Notification of Acceptance

Applications to the Seminary are reviewed by the Admissions Committee. The Admissions Office notifies each applicant in writing regarding the decision made on his/her application.

Admission Status

Full Program Standing

A student is admitted to Full Program Standing if he/she possesses a Bachelor's degree or its equivalent, has provided official, original transcripts of academic studies in post-secondary institutions, has two formal recommendations, and is considered to meet personal qualifications for admission, and, where applicable, has attained a satisfactory TOEFL score.

Provisional Standing

Provisional standing is granted for one term only to applicants whose documents are incomplete at the time of admission. Evidence of capability must be strong enough to justify provisional admission pending receipt of outstanding documents. It is the student's responsibility to submit the missing documentation in a timely manner. In exceptional cases the provisional status may be extended for a second term. Hardcopy of term grades will be withheld until all required documentation is submitted.

The Admissions Committee will review the file of each student on provisional standing for full admission when all documentation is complete.

Conditional Standing

An international student who has earned an undergraduate degree from a foreign institution whose course of study represents the equivalent of three years of undergraduate studies in the U.S. may be admitted with Conditional Standing. After completion of 12 UTS credits his/her academic performance is reviewed by the Admissions Committee. The student may then be admitted to Full Program Standing, directed to pre-Seminary study, or if conditions warrant, have his/her Conditional Standing extended one term.

Special Status

A limited number of applicants who do not hold a Bachelor's degree may be admitted into the Seminary degree programs if they: (a) have substantial experience in ministry or related careers; and (b) can demonstrate the knowledge, academic skill, and ability generally associated with persons who hold a Bachelor's degree. Applicants age 30 and younger will not be considered for Special Status.

Applicants are required to submit, in addition to the documents required for regular admissions, an essay that demonstrates the applicant has the knowledge, academic skill, and ability generally associated with persons holding a Bachelor's degree. Additional documentation that would be helpful includes: experiences of ministry or related careers, diplomas, certificates, GRE scores, and evidence of noncredit theological studies at workshops, seminars and conferences. Applicants may be placed on a waiting list to which priority is given based on merit of the applicants rather than the chronological order in which the applications were received.

Special Status is a privilege, and students on Special Status should be aware of their duty to finish the program expeditiously. They may take no more than one term of leave of absence. Those at the Barrytown campus have a time cap of three years to complete their degree if in the R.E. or M.A. Program and four years if in the Divinity Program.

Non-Matriculated Standing

Non-matriculated students take courses for credit but are not enrolled in a degree program. The maximum number of credits that can be taken with non-matriculated standing is 12. In order to take more than 12 credits, students must be accepted into a program.

ADMISSION TO THE DOCTOR OF MINISTRY PROGRAM

To be considered for admission to the D.Min. Program, a candidate must have received the Master of Divinity degree or its equivalent from an accredited school with a minimum grade-point average of B (3.00). A candidate with a lower grade-point average may be considered on the basis of demonstrated ministerial effectiveness.

A candidate must have completed a minimum of three years in a chosen ministry since completing his or her first graduate theological degree.

For candidates who have completed advanced theological degrees other than the M.Div., equivalency is defined as having fulfilled the core courses that are central to the M.Div. degree as defined by the UTS M.Div. Program. Applicants seeking equivalency will have their transcripts assessed to determine what additional coursework would be required for entry into the Program. Applications are reviewed by the Doctoral Admissions Committee.

Application Procedures

Applicants must submit the following materials:

- A completed Doctor of Ministry application form.
- Official transcripts from all colleges, universities and seminaries attended. These must be mailed directly to the UTS Admissions Office from the issuing institution. If the original transcript is in a language other than English, the applicant must also submit the English translation.
- Two recommendation letters.
- An autobiographical statement in the form of an extended essay. The essay should be 5-7 pages long and include:
  1. A review of past and current ministerial experience
  2. Reasons why the applicant wishes to pursue the D.Min. degree
  3. A theological reflection on the applicant's ministerial goals
- One digital and one passport-size photograph OR two passport-size photographs
- TOEFL score of at least 550 (for non-native English speakers and whose M.Div. degree is from a non-English speaking institution).
- Proof of immunization for Measles, Mumps, and Rubella (MMR). Students born before 1/1/1957 are exempted from this requirement.

Application requests should be sent to the Director of the Doctor of Ministry Program, Dr. Kathy Winings, 30 Seminary Drive, Barrytown, NY 12507, academics@uts.edu. Forms are available on the web at www.uts.edu. Inquiries and questions may be addressed to Dr. Winings.

Admission Status

Students who are accepted into the Doctor of Ministry Program will be given either Full Standing – all required documents have been received, or Provisional Standing – not all required documents have been received. Applicants whose G.P.A. from their first advanced theological degree is less than B (3.00) will be admitted with Conditional Status and re-evaluated after the first term of study.

There is no Special Status in the D. Min. Program.

FINANCIAL INFORMATION

Estimated Expenses

To facilitate adjustment to seminary life,

it is recommended that entering students carefully anticipate tuition, fees, basic living expenses and moving costs, and make provision in advance for these financial obligations.

Total cost for students attending the Seminary will vary according to personal needs, but a minimum of $19,400 per academic year, or $9,700 per semester, is estimated for tuition, fees, room and board for 2012-2013. The yearly cost of books and supplies is about $800.

Tuition and Fees

Tuition

Tuition per credit per semester $460.00
Non-credit continuing education,
tuition per class hour 165.00
Audit fee per class hour 110.00

*Tuition for Field Education taken during the summer or winter breaks will be allotted according to the term in which it is registered.

Registration Fees

Full-time Students (9 or more credits or ESL class hours per term)
Registration ..... $ 74.00
Student Activity Fee..... 15.00
Student Services Fee 15.00
Library Fee..... 30.00
Internet Access Fee 26.00
Total Registration Fees ..... $ 160.00

Part-time Students (fewer than 9 credits in a term)
Total Registration Fees ..... $ 125.00

Distance Learning or Intensive Class
Registration Fee..... $ 40.00

D. Min. Program Tuition and Fees

D.Min. Application Fee ..... $ 30.00
D.Min. tuition per credit 460.00
(including Dissertation Project credits)
D.Min. Intensive Room & Meals
(semi-private room)..... 450.00
D.Min. Intensive Room & Meals
(private room)..... 510.00
Library Fee *(each intensive)*..... 30.00
Graduation and Binding Fee 150.00

Other Fees

Application Fee.....$ 30.00
Graduation Fee 70.00
Late Grade Fee (per term)..... 40.00
Transcript Fee 5.00
Transfer Credit Evaluation Fee..... 40.00
Deferred Payment Plan (full-time)..... 155.00
Deferred Payment Plan (part-time) 75.00
Late Registration Fee 70.00
plus $15 per day after the first day of classes
Distance Learning Extension Fee..... 70.00
Distance Learning to On-Campus
Conversion Fee.....125.00
Readmission Fee 70.00
Graduate Readmission Fee (upgrade)...32.00
Changing Program Fee.....25.00
the first request to change programs is free

Deferred Payment Plan

Students must pay at least 25% of their tuition at registration. All other Seminary fees must be paid in full at time of registration, including any past due balances. The remaining 75% of deferred tuition must be paid by the end of the term. A fee is assessed for choosing this option. A default charge of 1.50% per month on the unpaid balance may be charged after due date.

Student Housing

The Seminary will make every effort to assist single and married students with housing on or off campus. Married student housing is available for students from their second year, although the supply of housing limited.

Married students who live in Seminary-owned properties can expect to pay rent of approximately $480 per month for a single room to $730 per month plus utilities for a 1-bedroom apartment. These rents are below local market rates.

Students at the NYC campus may speak with the Director of Student Life for assistance in finding suitable student housing.

Financial Aid

The Unification Theological Seminary is committed to helping eligible students meet their financial needs. Through scholarships and grants, the Seminary seeks to alleviate the financial burden of both domestic and international students. However, funding for these programs is limited, and they provide only partial coverage of the expenses incurred at UTS. Students are therefore encouraged to seek other sources of funding first. Some local and national churches have set up generous scholarship programs that completely fund students' seminary education.

Deadlines for completed financial aid applications are:

Fall Term: August 5, 2012
Spring Term: January 6, 2013

Forms and information are available through the Admissions Office.

UTS does receive scholarship monies from individual donors and organizations from year-to-year. Students are encouraged to stay in communication with the Financial Aid Officer for updated information.

Family Federation USA Scholarship

The Family Federation of the United States provides a limited number of scholarships to its membership. Students must have the approval of the Family Federation leadership, with whom they make an agreement to serve in their communities after graduation.

Partial Tuition Scholarships

Different partial tuition scholarships are available to qualified applicants. Scholarships are reviewed annually.

Federal Student Financial Aid Program (Title IV)

Under the Title IV Program, UTS students who are U.S. citizens or permanent residents are eligible to apply for Federal Stafford Loans (subsidized and unsubsidized). To qualify for these loans, the student must have documented financial needs as evidenced by completion of the Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov. More information is available through the Admissions Office.

Veterans Benefits

The Seminary is approved for the training of veterans in accordance with the provisions of section 1775, Title 38, U.S. Code. All veterans who believe they may be eligible for benefits should consult the regional Veterans Administration office for application details.

Refunds

Students officially withdrawing from courses up until the end of the first week of classes are entitled to a complete refund of tuition. Those withdrawing from the second week through the end of the seventh week of the term may receive a 50 percent refund of tuition. No refund will be given to students who withdraw after the end of the seventh week of the term. A student is responsible to pay whatever balance remains after withdrawing.

All fees are non-refundable. Room fees are not refundable after the seventh week. Board is charged on a pro rata basis.

ACADEMIC POLICIES AND PROCEDURES

Registration Procedures

Course Scheduling

An official schedule of courses is issued each semester before registration. Students should consult this schedule for information regarding credit hours, class times, classroom assignments and instructors. Course prerequisites and other enrollment limitations are noted under course listings in the Catalog and/or in registration materials.

Doctor of Ministry Courses

Courses for the D.Min. Program are taught during four Intensive Sessions, each two weeks in duration, conducted over two years in August and in February. Students in the program are expected to stay together as a cohort through the four Intensive Sessions, to facilitate peer learning and group reflection. For this reason also, R.E. and M.Div. students are not permitted to enroll in D.Min. courses. Procedures for registration, orientation, developing the learning contract, leaves of absence and other policies are described in the D.Min. Handbook.

Registration

Registration occurs at stated times prior to the first day of classes. Registration requires the signature of the academic advisor, as well as the payment of tuition. Continuing students may register online through the Student Information System after their academic advisor removed the advising hold.

Students may add and drop courses up to seven days following the first day of classes in any term. Registration forms and add/drop forms are available through the Registrar's Office.

Worksheets

In addition to transcripts, the Registrar keeps a record of each student's fulfillment of program requirements on a personal worksheet. Copies are given to students to help them in their program planning.

Auditing

Students may enroll in a course as auditors with permission of the professor. Auditors are expected to attend classes on a regular basis.

Transfer of Credit

A student may request transfer of a limited number of credits for courses taken in graduate programs at other accredited institutions. The maximum number of transfer credits that can be accepted are:

- For the M.Div. Program: 24
- For the M.R.E. Program: 15
- For the M.A. Program: 12

Credit from academic courses will be accepted if:

- The course covered the same material as a course offered at the Seminary; and
- The student has earned a minimum grade of C with full credit.

Transfer credits normally apply to credit earned prior to attending UTS. Students enrolled at UTS who interrupt their studies to attend another school may not transfer those credits without prior approval from the Vice-President for Academic Affairs. Transfer credits should be considered upon entry into a degree program. Transfer credit request forms and additional information are available from the Registrar.

Transfer credit will not be accepted for the Doctor of Ministry Program.

Waiving a Required Course

Under certain conditions a required course may be waived. For further information inquire at the Registrar's Office.

Withdrawal from Courses

Withdrawal from a course after the add-drop period requires the approval of the instructor and the Academic Advisor. Course withdrawals are permitted up to but not including the last week of the term. Failure to withdraw from a course results in a grade of F for the course.

Students will be considered to have withdrawn from a course if they miss 4 weeks of classes during the first 7 weeks without giving written notification.

Academic Policies

Academic Year

The academic year is comprised of Fall and Spring semesters of approximately equal length. Terms include fifteen weeks of instruction and a final examination period. The January intersession provides an opportunity for intensive courses.

Graduation

Although commencement exercises take place only in May, students may graduate either in May or December. Students who graduate in December may participate in the commencement the following May.

Students preparing to graduate must fill out a Graduation Application when they register for their last term of study and pay the Graduation Fee. Application deadlines for graduation are September 30 for December graduation and March 30 for May graduation. The Registrar will prepare a degree audit, which will advise the student about remaining courses needed for graduation.

Students intending to graduate are expected to complete all program requirements, including ESL program requirements, the Mid-Program Review and RE Project, by the last day of examination period of the term they intend to graduate. Incompletes from previous terms must be cleared and the Divinity Thesis completed three weeks before graduation.

Students with incompletes on Graduation Day may still be counted as graduates for that day if their late work is completed by Registration Day of the following term.

Academic Advisement

At the beginning of their Seminary study, students are assigned an Academic Advisor from the faculty. They may continue with the advisor or select another during their time at the Seminary. Academic advisors check student advisees' progress based upon their worksheets and transcripts. They approve their student advisees' plans of study at registration each term.

Faculty members post their office hours at the beginning of each term and are available for student conferences at those times or by appointment.

Student Responsibility

The Academic Advisor will assist the student in proper course selection to meet degree requirements. Each student should keep in mind, however, that he or she alone is ultimately responsible for understanding and fulfilling all graduation requirements. Students are responsible for their own degree plans and for the completion of all requirements for the degrees that they seek. Any questions about graduation requirements should be brought to the Registrar.

Academic Integrity

Each student's work shall be the product of his or her own effort. Plagiarism and other acts of academic dishonesty are serious violations of academic integrity. The penalty for a violation of this nature is disciplinary probation, suspension or dismissal.

Class Attendance

Given the expectation that students will attend all sessions of the courses for which they are registered, faculty members may establish attendance requirements in their courses and take this into account in evaluating the work of a student. Whenever unusual circumstances make regular

attendance impossible, special arrangements should be made with the instructor.

Course Load

A full course load in a given semester consists of 9 to 12 credits or participation in a full-time field education internship. Registration for more than 16 credits requires approval of the Vice-President for Academic Affairs.

Field Education

One credit is awarded for each 120 hours of field education internships. Students who are employed in a full-time internship normally work 40 hours per week, and thus they earn 1 credit for every 3 weeks of work. Students who spend an entire semester in a full-time field-education placement will ordinarily earn 5 credits; nevertheless they are considered by UTS to be enrolled full-time in the program.

Students enrolled in classes can also work part-time at a local placement; by working 15 hours per week a student can complete 2 credits over the course of a 16-week semester.

Religious Education students may take a maximum 8 credits of field education. Divinity students may take a maximum of 11 credits. Students in one of the two academic concentrations in the M.A. program may take a maximum of 3 credits if their placement is directly relevant to their concentration; students in the two professional concentrations may take up to 6 credits.

Mid-Program Review

The Mid-Program Review is an important assessment tool for UTS students, affording them an opportunity to reflect on their learning goals, vocational plans, vision and calling. Students normally take the MPR in the term after they complete 24 credits, or for transfer students, after completing their first 12 credits at UTS.

Students assemble a portfolio consisting of 3-4 items that best represent their learning at UTS. They prepare a written statement assessing their life goals and learning goals, progress towards attaining those goals, and future plans. Each student then meets for an individual interview with a committee of one faculty member and two students, and discusses with them issues raised by the portfolio and written statement. While the primary purpose of the MPR is to help students assess their progress, satisfactory completion of the MPR is a requirement for graduation.

Independent Study

Independent study is intended for students who wish to explore aspects of a program area that are not part of the current curriculum. Students who have completed 24 credits may register for Independent Study by submitting to the Registrar a written proposal approved by the instructor and the Vice-President for Academic Affairs. Students are expected to meet with the instructor at least three times during the Independent Study. Students may undertake one Independent Study per term and not more than two per year unless approved by the Academic Affairs Committee.

Directed Study

A course may be offered as Directed Study when there is insufficient enrollment for a class. Normally Directed Study is offered only for courses required to complete degree requirements or for ordination. Students are expected to follow the course syllabus and meet with the faculty member at least once a week. Due to reduced contact hours, a course taught as Directed Study may require more work outside the classroom than a normal course.

The Religious Education Project

The Religious Education Project is the capstone of the R.E. Program, integrating knowledge gained from other Seminary courses with the skills and knowledge gained from Religious Education courses, and applying this knowledge to address a specific issue, problem or interest in the field of Religious Education. Students work on their R.E. Project under the guidance of the Religious Education Program Director.

Students begin preparing for the R.E. Project two semesters before their intended date of graduation by submitting a proposal to the Religious Education Program Director for approval. Students may propose a research paper or to develop a project, such as designing an educational resource tool, curriculum or similar activities, that contributes to the field of Religious Education. The timeline for the Religious Education Project requires that the students have a draft of their paper or project ready for presentation at the R. E. Colloquium during their final semester at UTS. Based on comments received at the presentation, students prepare their final draft.

Students are required to submit two copies and a CD (MS Word format) of their R.E. Project plus an abstract to the Library, making it available to future students.

The Master of Arts Thesis or Project

The Masters Project or Thesis is an in-depth field project or research paper. Students taking one of the academic concentrations will write a traditional academic research paper. Students taking one of the professional concentrations may either write a paper or pursue alternatives such as video and web-based projects or work products useful to the organization where they have been serving as interns in the context of their field education.

Students are guided in the preparation of their Masters Project through enrollment in the year-long Masters Project Colloquium during their senior year of study—similar to the Divinity Colloquium. In the first semester, the colloquium provides guidance on formulating the project proposal, deciding on a research methodology, and helping in the initial stages of research. In the second semester, students present excerpts of their project to the class and bring it to completion.

The steps involved in writing the Master Project or Thesis are: (1) Select a Thesis Advisor who will guide the preparation of the Project/Thesis – the student will meet with this Advisor regularly to prepare the proposal and review drafts; (2) Prepare a Project/Thesis Proposal, which defines the topic and outlines the content of the project/thesis – requiring approval by the Director of the Master of Arts Program, the Project/Thesis Advisor and the Vice-President for Academic Affairs – due by mid-October (mid-March for December graduation candidates); (3) Research and write the first draft, due by mid-February (mid-September); (4) Complete the Project/Thesis by the end of April (November) and submit it to the Advisor for approval; and (5) Submit two clean paper copies, a CD (MS Word format), plus an abstract to the Library prior to graduation.

Doctor of Ministry Dissertation Project

A complete description of this project and the steps to prepare it from the initial proposal to the final defense are described in the Doctor of Ministry Handbook.

Grading

Grading is a professor's attempt to evaluate objectively a student's achievement in relation to the stated aim of a course. Evaluation is based on papers, examinations, class participation, and completion of other stated assignments or course objectives. Grades are recorded by letter, and are understood as follows:

A	Excellent
B	Good
C	Acceptable
D	Acceptable, but below expectations
F	Failure

In computing the cumulative grade point average (G.P.A.) the following quality point

scale is used:

A	4.00	A-	3.67	B+	3.33
B	3.00	B-	2.67	C+	2.33
C	2.00	C-	1.67	D+	1.33
D	1.00	D-	0.67	F	0.00

F's assigned to pass/fail courses do not compute into the G.P.A..

Other symbols used on the transcript are:

W Withdrawal

I Incomplete. Not computed into the G.P.A.

IP In Progress

P Pass. Assigned only in selected courses (e.g. Field Education). A "P" denotes a grade of "C" or better. Instructors may, at their discretion, grade Independent Study on a pass/fail basis. Not computed into the G.P.A.

R Repeat

The Master of Arts Thesis is graded Pass/Fail. An exceptional thesis may receive Honors.

The Doctor of Ministry Dissertation is not graded, but leads to a Dissertation Defense.

Incompletes

Incompletes are given only when there are compelling medical or personal reasons. Students who fail to turn in assignments will be awarded an appropriate grade.

Students who receive an Incomplete have one term to make up the course work. At the end of the following term, if the Incomplete has not been resolved, the student is assigned a grade of "F," which is irrevocable. If the course is a core requirement, the student will then be required to retake the course. Students with more than 12 credits of incompletes cannot register for another term.

Incompletes are also assigned if a course or project is expected to last longer than a semester. Students have a reasonable time to complete the work, however, the Incomplete grade will be changed administratively to an F either after two years of registering for the course or after the student has been inactive for two semesters due to withdrawal, leave of absence or attending commencement.

In Progress Grades

In Progress grades are given for courses in which a student is enrolled, but the term has not yet ended and/or final grades have not yet been submitted.

Academic Probation

A minimum grade point average of 2.50 is required for satisfactory academic standing. If a student's G.P.A. falls below the minimum after completing 12 credits, the Vice-President for Academic Affairs will place the student on academic probation. If during this probation period the student fails to lift his or her G.P.A. to 2.50, he/she may be dismissed.

Dean's List

The Dean's List is published at the end of each term. It lists the names of students who have achieved a grade point average of 3.75 or above (for at least 9 graded credits) and who have completed all work for the term.

Transcripts and Student Records

UTS maintains records concerning vocational interests and academic accomplishments of its students. The school recognizes the student's right of privacy and maintains a policy of confidentiality regarding the information, which becomes a part of the student's permanent record. Copies of the official policy are available from the Registrar.

Students are able to print student copies of their transcript through the online Student Information System. Official transcripts are issued for a fee upon the student's written request to the Registrar's Office. Transcript service will be withheld for those with outstanding debts or other obligations to the Seminary.

Leaves of Absence, Withdrawal and Readmission

Leave of Absence

Students may interrupt their program of study for a leave of absence by filing a request with the Registrar. Normally a leave of absence is granted for one term only. Unreported leaves of absence may be taken as evidence of a withdrawal from the Seminary. The D. Min. Handbook describes the policy for a leave of absence for doctoral students.

Withdrawal from the Seminary

A student withdrawing from UTS is asked to notify in writing the Director of Admissions and/or the Vice-President for Academic Affairs. Students may be asked to consult with the Vice-President for Academic Affairs in person. If a student extends his/her leave of absence for more than 2 terms, it is considered to be withdrawal from the Seminary.

Readmission

Students who have withdrawn must apply to the Admissions Office for readmission. Readmission is processed through the Admissions Committee. Final approval is granted by the President.

COMMUNITY LIFE AND SPIRITUAL FORMATION

Community life within the Seminary reflects the varied backgrounds of students, staff and faculty, all sharing a common commitment to and a quest for true love and authentic discipleship.

Developing a rich personal relationship with God through prayer and worship is the most important dimension of life at UTS. At both locations, students organize daily worship. A vibrant Sunday worship service welcomes students, staff and guests from the community. The chapel services bring noted speakers and serve as a venue for student groups to lead worship.

Students may also attend services at other local houses of worship to broaden their understanding of worship traditions and to add to their spirituality.

Personal spiritual formation at UTS is fostered through participation in chapel. Students are encouraged to attend when they are on campus. Spiritual formation is also enriched by service. Extra-curricular responsibilities on campus and service projects in the local area offer many opportunities to serve.

The student body is comprised of people from diverse nations and religious backgrounds with a rich variety of perspectives and life experiences. Sharing out of their diverse cultures, student fellowship offers opportunities to broaden cultural horizons and develop facility in intercultural communication.

Seminars and conferences organized by students and faculty on both campuses focus on issues and topics of great value for seminary students. These programs bring students and faculty together in dialogue to enrich each student's spiritual and ministerial life.

Student Code of Conduct

All students are expected to conduct themselves with dignity, courtesy, responsibility and integrity and with due respect for the rights of others. Purity, sobriety and morality are not only characteristics of a mature and responsible person, but are essential to the maintenance of a free and orderly community. Students are required to sign the Student Code as a pledge of their willingness to uphold the ethical and moral standards of UTS.

Unification Theological Seminary Student Code

I commit myself before God:

1. To develop my relationship with God through regular spiritual practices with full devotion of heart, mind and body;
2. To uphold and live according to the highest moral and ethical standards in my personal life and relations with others;
3. To respect the campus as a smoke-free, alcohol-free and drug-free environment, and to maintain my body at all times as a temple of God;
4. To refrain from premarital and extra-marital relationships, sexual harassment and pornography;
5. To respect the diversity of cultural and religious traditions;
6. To attend enrolled classes and fulfill academic responsibilities with honesty and integrity;
7. To pursue my religious vocation with integrity upon graduation.

I recognize that admission to UTS is a privilege, and hereby make my sincere commitment in heart and action to the provisions of this code, and to all standards of the Seminary as described in the Student Handbook.

The Unification Theological Seminary reserves the right to place on probation, suspend or dismiss at its discretion, any student who fails to maintain a satisfactory academic record, acceptable personal behavior, sufficient standard of health, or who fails to comply with the Student Code. However, every student is guaranteed due process as outlined in the Student Handbook.

Student Life

Admission to UTS guarantees the student the right to pursue the course of study to which he or she is admitted. Each student will be treated with the dignity appropriate to an adult person in all matters relating to the seminary. In the same spirit, the student shall comply with all the policies, rules and regulations of the seminary.

New Student Orientation

An orientation program is held for new students at the beginning of each term. The program acquaints students with the mission and purpose of UTS, its organizational structure, curriculum, library and other facilities, daily routine, student services and activities, and student rights and responsibilities.

Orientation is deepened through the Discovery class offered to new students every Fall.

Interfaith Community Life

UTS is building a multi-faith teaching and learning community of faculty, staff and students united in a vision for world peace through ideal families, or "one family under God." It is open to the schools, religious bodies and individuals of faiths other than Unificationism, in particular in the local area. The Director of Interfaith Relations provides spiritual resources for students of different faiths, facilitating their connection to local houses of worship.

Student Government

A Student Advocacy Council, consisting of student officers, student representatives, and the Vice-President for Academic Affairs supervises student life at the Seminary in order to maintain a cohesive and healthy community. The Student Advocacy Council meets once a week to discuss and deal with issues of concern. The Student Advocacy Council President chairs the meetings. Students volunteer for the Advocacy Council, who in turn elects the officers for the year.

The student officers and representatives function as the major link between the administration and the student body, coordinating activities and assisting in advising and organizing tasks to be accomplished. The Student Advocacy Council President participates in the Seminary President's Cabinet meetings.

Students also participate in student committees and serve as representatives on certain faculty and administrative committees. Ad hoc student groups form to meet specific needs.

Student Activities and Clubs

The Seminary offers a wide scope of student activities through which each student can grow in leadership ability and explore non-academic areas while developing his/her personal potential. Students are encouraged to participate in these non- academic programs as part of their seminary training.

Guest lecturers representing varied interests supplement the scheduled courses. Occasionally the Seminary sponsors cultural affairs programs that bring noted ministers, musicians and writers to the campus. Field trips to museums, churches and religious communities are integral to some courses. Students may participate in Seminary-sponsored conferences and conferences offered by other schools.

Students have opportunities to develop and test their skills in annual oratorical contests and other events and activities.

The Barrytown campus's athletic facilities include a gymnasium, soccer and baseball fields, tennis courts, and a *dojang* for martial arts training. The wooded grounds extending to the banks of the Hudson River include nature trails, a pond, a labyrinth, gardens and picnic area, and offer ample opportunities for walks, picnics, fishing, bird-watching, ice-skating and cross-country skiing.

Over the years, students have lent their efforts to improving the campus environment. Their efforts at landscaping and maintaining the nature trails have aesthetically enhanced the campus property. The gazebo area is now a popular place for student groups to enjoy cook-outs and fellowship.

Security

UTS maintains campus security through a schedule of closing hours and a night patrol. The campus buildings meet local fire-safety codes, and there are regular fire inspections and fire drills. No crimes or instances of sexual harassment were reported on either the Barrytown or Extension Center campus in the 2011-12 academic year.

Student Services

Vocational Advisement

Vocational advisement at UTS is an ongoing process. The UTS experience deepens the student's commitment to serve and expands the student's skills.

The Mid-Program Review, conducted midway through the program, provides a second occasion for students to articulate their learning goals and their vision for ministry. Students prepare a portfolio through which to assess their progress and better define their interests.

The President advises all students concerning their personal and vocational goals, and explore their chosen ministry path. Advisement at UTS is predicated on the understanding that each student is ultimately responsible to find his or her own placement or, in the case of those who have made a prior commitment, to fulfilling that commitment with integrity.

Counseling

The Seminary seeks to assist students working through problems of a personal and interpersonal nature. Student body officers, members of the faculty and administrative staff may act as counselors. Another resource for students is their church pastor. Students may also be given referrals can be made to counselors outside of the Seminary

community.

Medical Care

Students are solely responsible for their medical and dental expenses while at UTS. In case of a medical emergency, students at the Barrytown campus can expect to go for treatment to the emergency room at Northern Dutchess Hospital or other area hospitals. Students in New York City can expect to go to the emergency room near where they live. Students with long-term medical issues are encouraged to obtain the services of a local physician.

Medical care in the United States can be expensive. Therefore, students, in particular married students with families, are strongly encouraged to enroll in a health insurance plan upon registration and to maintain their health insurance while students at UTS.

Laundry

A laundry room located in the main building of the Barrytown campus has six coin-operated washers, four dryers, and ironing facilities.

Student Life and Services at the Extension Center

Students at the New York City Extension Center enjoy a wide selection of activities and events. The Extension Center offers seminars and workshops for students, as well as clergy and laity from the wider metropolitan area, on such issues as family-based ministries, youth ministerial leadership and urban church growth.

The center has its own library with a trained library staff, and provides access to several other public and private library collections in Manhattan, the other boroughs of New York City and in New Jersey. Students can study in the library, or fellowship and relax in the student lounge.

COURSE LISTINGS

The Courses described on the following pages will be taught in 2012-2013 or within a three-year period. The Seminary reserves the right to cancel a course in case of low enrollment or other extenuating circumstances. Courses may also be added, and the number of credits adjusted. Check with the Registrar's office, the posted Master Schedule and term schedules for the latest information.

Courses are classified into the following areas of study:

Scriptural Studies
Living Traditions
Theology and Philosophy
Religious Education
Ministry
Doctor of Ministry Courses
Pastoral Ministry
Management
Theological Languages

SCRIPTURAL STUDIES

SCR 5131 Hebrew Bible

This course is an introduction to the Hebrew Bible from a theological and exegetical perspective. Students will: (1) familiarize themselves with God's word as revealed to Israel; (2) understand how contemporary Jews and Christians have appropriated the Hebrew Bible's teachings and interpret it today; (3) become familiar with various approaches to biblical study, including critical methodologies; (4) gain beginner's competence in biblical exegesis. *3 credits. Dr. Wilson.*

SCR 5141 New Testament Foundations

This course will study the New Testament from theological, hermeneutical, historical and critical perspectives. Topics include: the teachings Jesus, efforts to identify the Jesus of history, the life and teachings of Paul, the theological perspectives of the New Testament writers, and the historical contexts that shaped their message. Attention will be given to contemporary interpretations of New Testament texts based upon an informed understanding of the ancient context for these writings, and some attention will be given to developing exegetical skills. *3 credits. Dr. Arthur or Dr. David.*

SCR 5142 New Testament in Context

Offers fresh and in-depth insights into New Testament writings and theology by responding to contemporary issues and challenges to traditional faith beliefs. Students will study the historical and cultural contexts of the biblical text and examine the role that the New Testament played in shaping Christian thought and western history. We will also look at contemporary challenges to New Testament teachings on Jesus, ethics, the role of women, and the gay heresy. *3 credits. Dr. Isaacs.*

SCR 5151 World Scriptures and World Peace

This course studies the major world religions by focusing on their sacred texts as primary sources for belief and practice. Students will become familiar with key scriptural texts and through them explore various points of conflict and convergence between religions. Attention will be given to the hard texts as well as the golden texts that have become meeting-points for peace. The main focus of this course will be on the Abrahamic religions and their scriptures: the Hebrew Bible, the New Testament, and the Qur'an. *3 credits. Dr. Wilson.*

SCR 5302 The Prophets

This reading of the prophets will emphasize exegesis of prophetic texts, the prophets' call for social justice, and what these texts reveal about God's providential expectation for Israel and the coming Messiah. Students will study the human side of the prophets—their religious experience, theological outlook, political activities, persecution and struggle. Students will explore the modern relevance of the prophetic message. *Prerequisite: SCR 5131. 3 credits. Dr. Wilson.*

SCR 5303 The Writings

Job, the Psalms, Proverbs, Ecclesiastes, Song of Songs, Ruth, Esther, Daniel, Lamentations, Ezra, Nehemiah, and 1 and 2 Chronicles are among the books that constitute the third section of the Hebrew Bible known as The Writings. Students will concentrate their attention on a book of their interest. Selected topics may include: the role of the Psalms in shaping liturgy and personal spirituality; the outlook of wisdom literature and its lessons for leading the good life; the feminine side of faith as seen through Ruth, Esther and the Song of Solomon; apocalyptic visions in Daniel and expectations for the return of Christ. *Prerequisite: SCR 5131. 3 credits. Dr. Williams.*

SCR 5311 Genesis

This seminar will do a close reading of the Book of Genesis, examining theological issues raised by the text. A selection of modern, traditional Christian and Jewish commentaries will be studied in order to gain deeper insights into the stories of Creation, the Fall, Cain and Abel, the Flood and the patriarchal narratives. *Prerequisite: SCR 5131. 3 credits. Dr. Wilson.*

SCR 5312 Isaiah

More than any other book of the Old Testament, the prophet Isaiah gives voice to God's sovereignty and man's dependence on Him, to the ideal of God's Kingdom and God's plan of salvation through Christ. This course is an in-depth study of the book of Isaiah, read in English translation. We will look at the message of Isaiah in its historical context, in the context of the message of the whole Bible, and in light of contemporary events. *Prerequisite: SCR 5131. 3 credits. Dr. Wilson.*

SCR 5390 Independent Study in Old Testament

1-3 credits. Faculty.

SCR 5412 Life and Teachings of Jesus

The possibility of historical biography of Jesus has been generally denied since the days of Albert Schweitzer, but attempts continue in film and literature. This course will examine the historical data that can be assembled for a life of Jesus, including material from apocryphal gospels. The teachings of Jesus will be examined from a critical reconstruction of the *logia* tradition. *3 credits. Dr. Arthur or Dr. Jones.*

SCR 5413 Life and Letters of Paul

This course is an investigation of Paul's life, his writing, and his role in the development of Christianity. It will present interpretations of Paul as a Hellenist, a rabbi, a mystic sectarian, a clever rhetorician and more, of Paul defined against his Jewish background or by light shed from his opponents. Contemporary research into Paul's attitudes to the Law and Judaism as well as the sociological context of his missions and letters will be discussed. Claims about Gnostic influences on Paul and his standing in Gnostic communities is also important for evaluating his role in history. The class will discuss Paul's effects upon modern theologians and some trenchant criticisms of his influence. *3 credits. Dr. Arthur or Dr. Jones.*

SCR 5421 The Gospel of Matthew

We will investigate the Gospel of Matthew as the teaching of Jewish-Christianity that suffered through the destruction of Jerusalem in 70 A.D., and as a window into the historical Jesus. Topics include the Sermon on the Mount as a peace teaching at a time of war and rebellion, and the earliest Christian kerygma in relation to

Jewish Messianism. *3 credits. Dr. Wilson or Dr. Jones.*

SCR 5422 Mark and the Kingdom of God

The objectives of this course will be to provide an analysis of and consideration of the Gospel of Mark as the primary source by which to understand the term "kingdom of God." Students will examine what this term means for the Gospel writers, for modern Christian interpreters, and consider how the ways in which it is defined affect the ministry of the contemporary Christian church. *3 credits. Dr. Jones or Dr. Williams.*

SCR 5423 Biblical Practical Theology from the Book of James

This course examines the theological basis which will allow a student to have a useful appreciation about the history and teachings of the New Testament book called James. The primary focus for this course is the call for ethical and morally transparent contacts in the life of the student in practical and loving relationships in a much fractured and often disturbing world. This course will also enable the student to delve into and have an exposure to the heart of a key early church personality – the apostle James. *3 credits. Mr. Morgan.*

SCR 5424 The Gospel of John

The Gospel of John will be studied within the context of questions of authorship, community and sources. Johannine "perfectionism" will be defined and affiliations with the Gnostic writings explored. *3 credits. Dr. Arthur.*

SCR 5435 Gender Issues and the Bible

This course will explore issues around biblical women from Eve to Esther, from Mary and Mary Magdalene to the women of Paul's letters. We will examine gender roles as laid out in scripture, especially in Genesis and in New Testament passages such as Matthew 19 and Ephesians 5. A second theme in this course will be gender and God-talk. We will explore Bible passages where God speaks in a feminine voice and the problems that come with our masculinized scripture that frames most God-talk in patriarchal terms. Why does Jesus consistently call God Father? Must that be normative? What would it mean for one's spiritual life to relate to God as Heavenly Mother? We may also devote several classes to the issue of homosexuality, especially as it relates to the Bible. *3 credits. Dr. Wilson.*

SCR 5490 Independent Study in New Testament

1-3 credits. Faculty.

SCR 5501 Biblical Hermeneutics and Preaching

This course introduces students to issues encountered in the interpretation of a biblical text. The goal is for students to develop competency in exegetical method. Issues to be explored include the history of biblical interpretation, the qualifications of a biblical interpreter, the role of pre-understanding, and interpretation as application to contemporary contexts. Students sharpen their hermeneutical skills through analysis of selected passages. *3 credits. Dr. David.*

SCR 5503 The Other Scriptures

The Dead Sea Scrolls; the so-called "*Lost* Gospels;" the Gnostic Scriptures; *The Nag Hammadi Library* [codices]; the Deuterocanonical Scriptures [*The Apocrypha*] and *The Old Testament Pseudepigrapha*. Why were some ancient Near East religious texts elevated to canonical status while other ancient texts were apparently suppressed and rejected? Students of *The Holy Bible* need to be able to "give an answer" when asked to explain issues such as canonicity, and the authenticity and transmission of various biblical and quasi-biblical texts. Are all ancient religious texts "equally valid?" Is there a hierarchy of theological value? How do these accepted and rejected texts inform our understanding of the theological development of the first four centuries of Christianity? This course will present a systematic and historical analysis of "the other Scriptures" that are of perennial interest to both scripture scholars and inquiring laypeople. *3 credits. Dr. Isaacs.*

SCR 5701 The Qur'an

An introduction to the Qur'an in English translation, this course will familiarize students with the entire Qur'an, focusing on major themes and doctrines of the Muslim faith. *3 credits. Faculty.*

THE 5621 Teachings of Sun Myung Moon

See the Theology listings.

THE 5631 Divine Principle

See the Theology listings.

SCR 6390 Thesis/Project in Scriptural Studies

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

SCR 6391 Thesis/Project in Scriptural Studies

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.

SCR 6490 Thesis/Project in New Testament

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

LIVING TRADITIONS

LTR 5131 Church History I

A study of the development of the Christian Church from the beginning of the Christian era until 1054. Emphasis is upon the leading personalities, basic events and trends of thought that have helped to shape the life, faith and institutions of the Church. Topics include: the Greco-Roman and Jewish influences on Christianity; the early heresies and ecumenical councils, reform movements and crises of early Medieval Christianity; the rise of Islam and Byzantine Christianity; and the Christianization of Eastern and Western Europe. *3 credits. Dr. Mickler.*

LTR 5132 Church History II

A continuation of Church History I, studying the development of Western Christian History from the Gregorian Reform in the 11th Century, covering Medieval Christendom, the Reformation, and Modern Christianity until the present time. Emphasis is placed on the leading personalities, events and trends of thought, which have helped to shape the life, faith and institutions of the Western Church. In-class activity is designed to prepare the participants to think historico-theologically and aid them in communicating ecumenically with representatives of diverse Christian traditions. *3 credits. Dr. Mickler.*

LTR 5141 World Religions (Paths of Faith)

An introduction to the world's religions that acquaints the student with the various Paths that are presently being lived by human beings in the global society. Study is made of origins, development, basic beliefs and contemporary expressions. *3 credits. Dr. Brown.*

LTR 5151 The Unification Movement

This seminar examines the history of the worldwide Unification Church from its establishment in 1954 to the present. Emphasis is placed on the leading personalities, events and thought which have helped shape the Church and its practices in its various geographical and national settings including Korea, Japan, the United States, Europe, Africa, South America, South Asia and Oceania. *3 credits. Dr. Mickler.*

LTR 5301 The American Religious Experience

This course examines key features of the American religious experience. It notes the interplay between culture and religion in the formation of distinctively American attitudes; and considers the public role of religion in American life. Beyond this, the course explores regional differences of religious expression as well as the religious experiences of the Native Americans, Protestants, Catholics, the Black Church, Jews, Hispanics, women, and new religious movements. An important purpose of the course is to prepare students for the practice of ministry in the United States. *3 credits. Dr. Brown.*

LTR 5302 History of the Black Church in America

Through a descriptive and evaluative study of its history, beginning with its African roots, students will arrive at a clear understanding of the dynamics of the Black Church in America. The influence of mainline denominations on the Black Church will be studied. Students will then have the opportunity to further explore the development of their local church in light of the understandings developed in the course. *3 credits. Dr. Hickman, Dr. Jones or Dr. Rouse.*

LTR 5305 African-American Religious History of Harlem

This course traces the rise and flowering of Harlem as the leading African-American city in the United States, and one of the leading world centers of African culture. From the arrival of the first African-Americans in the late 1800s, through the Harlem Renaissance, and until today, Harlem has exerted and continues to exert a powerful influence on the African-American and world African culture and religions. The course is intended to help students explore the religious history of this fascinating neighborhood. *3 credits. Dr. Brown.*

LTR 5311 Parallels of History

While the Scriptures reveal God's plan in history, God's providence did not end with the early Christians of the Apostolic Age. That Christian history continues to display God's handiwork becomes evident when seen in the light of Bible parallels. This course investigates the biblical history of Israel and the course of Christian history from New Testament times until today, with an eye to discerning parallels between these two histories. Topics include the nature of history itself and the relationship between God's predetermined providence and human free will. A central concern will be to elucidate lessons of history for understanding God's providence today. *Prerequisite: SCR 5131, LTR 5131 or LTR 5132. 3 credits. Dr. Wilson.*

LTR 5321 New and Alternative Religions in America

This course examines churches, religious organizations and movements which fall outside the American religious mainstream. Often labeled "cults" or "sects," these groups have been subject to ridicule and controversy. Nevertheless, they are a prominent feature of the American religious landscape. Groups covered in the course include the Latter Day Saints (Mormons), Seventh Day Adventists, Jehovah's Witnesses, Christian Science, Ba'hai, the Nation of Islam, Rastafarianism, the Unification Church, Hare Krishna, and Scientology. Students will consider these and other groups' history, beliefs, practices, controversies, and future. There will be the opportunity for field research and interaction with practitioners. The course is interreligious in orientation, designed to assist students in communicating with representatives of non-mainstream and mainstream faith communities *3 credits. Dr. Mickler.*

LTR 5390 Independent Study in Church History

1-3 credits. Faculty.

LTR 6390 Thesis/Project in Church History

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

LTR 5402 Jewish-Christian Relations

This course has the objective of raising awareness of the complex and potentially rewarding relationship between Judaism and Christianity. It surveys the dark history of Christian anti-Semitism as well as recent attempts to heal this breach within the family of God. Jewish attitudes towards Jesus and Paul will be investigated, for example, why Jews do not believe Jesus is the Messiah. One purpose is to dispel Christian misconceptions that cast Jews as though their religion were unchanged since New Testament times. We should also understand Jewish misconceptions of Christians, e.g., distrust of the religious right that has shaped Jewish politics in America. Current issues include: limits on proselytizing, doctrines of election, Zionism and Palestinian rights. Finally, the class will look at ways to build common ground between the two faiths. *3 credits. Dr. Wilson.*

LTR 5411 Islam

This course introduces the tradition of Islam from the authentic perspective of an active Muslim imam. The life of Muhammad, the Qur'an, central beliefs and traditions, schools of jurisprudence and the Shari'ah, the history of Islam, the social impact of Islam, and Islam's theory of war and peace are among the topics. *3 credits. Imam Abdul-Mani.*

LTR 5412 Muslim-Christian Relations

Christian-Muslim encounter began early in the life of Muhammad and has continued ever since. As well as theological disputation, wars have been fought (such as the Crusades) and each has colonized the other's territory at various times. Today, Christians in post 9/11 America represent an influential body of opinion that largely perceives Islam as a threat. Improved understanding between Christians and Muslims is crucial and a prerequisite for universal peace and justice. This course challenges students to consider the range of theological, religious, social and political dynamics and implications for effective and healthy interfaith relationships and dialogue. *3 credits. Imam Abdul-Mani.*

LTR 5413 Islam and Protestant African-American Churches

The critical challenge facing the Protestant African-American churches is the growing Islamic missionary activity in an increasingly pluralistic society. This course provides students with knowledge of Islam as a missionary religion. It focuses on the Islamic leadership to understand their worldview, motives and means of mission, and approaches to contextualization. Students will also look at the response of African-American churches and study how to better respond to the Islamic missionary challenge. *3 credits. Dr. Jones.*

LTR 5421 Confucianism

This course is an examination of major themes in the social philosophy and lifestyle of Confucianism, wherein filial piety is the way to the Way. The life of Confucius and his teachings, including the five relationships, will be studied and compared with Unificationism. Neo-Confucianism, key figures such as Mencius, the important texts, and the impact of Confucianism on China, Korea, and Japan will be considered. *3 credits. Faculty.*

LTR 5431 Buddhism

The major themes of Buddhism and the heart of Buddhist practice are the subject of this course. Both Theravada and Mahayana traditions will be considered. Topics include

the life of Shakyamuni, the Buddhist vision of reality encapsulated in the Four Noble Truths, monastic discipline and the order of the Sangha, and the state of enlightenment or Nirvana. 3 *credits. Mr. Atkins.*

LTR 5441 Hinduism

This course introduces students to the fundamentals of this complex and intricate faith that is practiced by a large percentage of the world's population. Students will delve into Hinduism's rich theology and numerous texts as well as the intricate rituals and traditions of this faith from the perspective of a practicing swami. *3 credits. Faculty.*

LTR 5490 Independent Study in World Religions

1-3 credits. Faculty.

LTR 5502 Church-State Relations

A seminar covering the historical development, theoretical underpinnings, key issues, landmark cases, present circumstances and likely prospects of church-state relations. The first part of the seminar will examine various models and theories of church-state relations. The second part will investigate major areas of church-state debate, including relevant court decisions, regarding the privileged status of churches in democratic societies, legislation affecting the family, education, and public funding of faith-based social services. The third part of the seminar will examine litigation involving the Unification Church and other minority religions. Students are encouraged to think through these matters from the standpoint of their future ministries. *3 credits. Faculty.*

LTR 5512 World Religions and Social Justice

This course examines seven of the most troublesome and complex social issues facing society today: human rights, the environment, new religious movements, women's rights, poverty, technology, and racism. While governments, corporations and wealthy elites approach these issues from their own perspectives, the religions of the world have a special contribution to make. Students will examine the religious, historical, political, economic, cultural and social dimensions of the problem, and seek to understand the positions of various denominations. *3 credits. Dr. Brown.*

LTR 5513 World Religions and Global Conflict

Utilizing a case-study approach, this course examines conflicts around the world and the role of religion in causing, exacerbating or ameliorating them. In seeking to understand religion's role, students will examine comprehensively the religious, historical, political, economic, cultural and social background of the crises. Particular effort will be made to spotlight religiously grounded activists and leaders who have made a positive difference. *3 credits. Dr. Mickler or Dr. Brown.*

LTR 5515 Interfaith Peace-building and the United Nations

A natural component of religions' aspirations for world peace will mean, at some point, engagement at the international level. This course is designed to acquaint students with an understanding of international peacebuilding and peacemaking today as well as to help students prepare to be effective interfaith peace builders. In addition to surveying the current state of interfaith peacebuilding, how the UN's focus on development has shaped peacebuilding and the evolution of the UN's own Peacebuilding Commission, the course will look at the particular aspects of interfaith peacebuilding, peacemaking and diplomacy and the interfaith that remain urgently needed yet unaddressed. *3 credits. Dr. Judd-Smith.*

LTR 5521 Religious Themes in Cinema

This course examines film as medium for communicating religious themes and spirituality. Students will view and discuss a variety of feature-length films, some on overtly religious subjects and others that evoke reflection on the theological dimensions of human experience. The course is intended to help students enter into a theological conversation with film. Students will develop the skills of movie watching and film criticism. The course is an opportunity to broaden the student's theological sensibilities and open up new avenues for ministry. Interfaith topics will be a particular focus this year. *3 credits. Dr. Mickler or Dr. Brown.*

LTR 5523 Victims or Masters? Religion and the Media

This course will chronicle the contemporary gradual decline of military warfare and the corresponding rise of the mass media as the primary instrument in religious competition. The course has three goals: First, to make students aware of the tremendous power of the mass media in determining how people perceive religions, second, to provide religious workers with the tools to influence and even use the mass media for their own purposes, and third, to introduce students to the media resources that abound in New York City. *3 credits. Dr. Brown.*

LTR 5531 Sociology of New Religious Movements

A sociological understanding of the Unification Movement is enhanced by understanding new religious movements. Topics include: typologies of cult, sect and church, deprivation theories, models of conversion and apostasy, the role and function of the charismatic prophet, the historical development after the founder's passing, and the role of new religious movements and social change. The course will examine various new religions and review the sociological literature on the Unification movement in particular, e.g. Lofland, Barker, Shupe and Bromely, Robbins and Anthony, Melton. *3 credits. Dr. Mickler.*

LTR 5551 Modern Spirituality and Mysticism

The modern world presents us with a seemingly daunting array of spiritual traditions and practices. Sorting through these various expressions of faith in search of a universal experience of the divine can appear daunting at first - where to even begin? In this course we will examine the roots of several modern-day spiritual movements, focusing on their current beliefs and methods of worship. Guest speakers from some of these traditions will be invited to the class. Everything from Transcendental Meditation to Native American sweat lodges, modern Christian sects, Kabbalah, and the so-called New Religious Movements will be covered, as part of our exploration of the modem-day human religious experience. In this course we will have a chance to directly examine some of these methods of worship ourselves, and by the end will hopefully have a broader perspective on modern spirituality as it is practiced today. *3 credits. Mr. Atkins.*

5590 Independent Study in Religion and Society

1-3 credits. Faculty.

LTR 5601 United Methodist Doctrine and Polity

This course is to prepare students for full ministerial membership in an Annual Conference of the United Methodist Church. It will examine the nature and history of the church as the institutional expression of its theological postulates. Topics include: the theology of connectionalism with its implications for collegiality, accountability and responsibility; ordination; and ecumenism. *3 credits. Faculty.*

LTR 5602 The Wesleyan Tradition and

Church Renewal

To acquaint the student with the development of Methodism and its abiding influence on many Protestant denominations, this course examines the history, theology and doctrines of Methodism. Special attention will be given to the Wesleyan Quadrilateral, Wesley's concept of perfection, his emphasis on small group ministry, the Sunday School, and his view of the role of parents and home life in the spiritual formation of children. *3 credits. Faculty.*

LTR 5611 History of the Church of God in Christ

This course will explore the roots and doctrines of the Church of God in Christ, one of the fastest-growing Black churches, that showcases the rise of Pentecostal spirituality in the twentieth century. Students will study the reasons for Pentecostalism's phenomenal growth. They will also learn the folklore and rich legacy of this important denomination. *3 credits. Dr. Hickman.*

LTR 5622 Life and Thought of Sun Myung Moon

This seminar seeks an integrated understanding of Reverend Moon's life and thought. The first half examines the historical events surrounding Reverend Moon's life. In particular, the context in which he developed his vision, conducted his ministry and established core traditions will be studied. The second half undertakes a careful, systematic analysis of significant themes in his thought, from core theological concepts to their application in practical life. Attention is given to the manner in which Reverend Moon's thought and life has developed in interaction with each other. *3 credits. Dr. Mickler.*

LTR 5690 Independent Study in Denominational Studies

1-3 credits. Faculty.

LTR 6391 Thesis/Project in Living Traditions

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.

LTR 6490 Thesis/Project in World Religions

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

LTR 6590 Thesis/Project in Religion and Society

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

LTR 6690 Thesis/Project in Denominational Studies

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

THEOLOGY AND PHILOSOPHY

THE 5131 Systematic Theology

The course provides a comprehensive overview of Christian beliefs from both a classical as well as a contemporary perspective. Topics treated: faith, revelation, doctrinal development and theological exploration; God, creation, sin, salvation, Christ and Spirit, church, sacraments, and the last things. *3 credits. Dr. Shimmyo.*

THE 5132 Theology of Peacebuilding

This course examines the theological basis for building peaceful individuals, families, societies and world. We take as our ground and starting-point first, words in Scripture about peace and second, Sun Myung Moon's peace teachings. These together provide a broad framework for examining the most important theological conceptions that guide contemporary peace workers, among them the Sermon on the Mount (as applied to politics), Christian pacifism, Just War theory, globalization and its discontents, interfaith cooperation, Mahatma Gandhi's satyagraha, Martin Luther King's principles of non-violent resistance, and contemporary religion-based efforts at peacebuilding in practice. Along the way, this course will introduce students to the large and growing fields of Peacebuilding and Conflict Transformation. *3 credits. Dr. Wilson.*

THE 5141 Ethics and Social Justice in the Age of Globalization

This course in applied theology examines various theoretical frameworks, assumptions, and approaches to salient social issues in this age of globalization. It covers issues of ethics and social justice including: the environment, women's rights, poverty, AIDS, role of the UN, intra-state violence and refugees, and globalization. The course will flesh out the ideals of interdependence, mutual prosperity and universal values among nations and communities of people with different social, cultural and historical backgrounds. *3 credits. Dr. Noda.*

THE 5142 Ethics in Postmodern Society

This course examines major ethical and meta-ethical positions, theories, and perspectives in light of modernist and postmodernist critique. The course first introduces major normative ethics such as virtue ethics, utilitarianism, and deontological ethics, as well as meta-ethical positions such as cultural relativism, subjective relativism, divine command ethics, social contract theories, and emotivism. After surveying these diverse positions, the course presents actual cases from education, business, media, law, medicine, religion, and others, to examine the application of these theories. By doing so, this course sheds light on key issues in moral reasoning, such as happiness, duty, freedom, responsibility, reason, emotion, and faith, with a particular emphasis on the relevance of ethics in religious discourse. *3 credits. Dr. Noda.*

THE 5151 Topics in Apologetics in the 21st Century

The faith tradition especially in Christianity is still faced with many theological and social challenges in the 21st century to such a degree that many adherents of that tradition either doubt or lose their faith because of these challenges. The most notable among the challenges today are Derrida's deconstructionism and other similar widespread trends such as relativism, secularism, and sexual promiscuity. Also, issues from the previous centuries such as atheism, evolution, excessive scientism, and the problem of evil are still challenging us. Furthermore, Christianity still encounters criticisms about its historical connection with violence, colonialism, and slavery. This course addresses these challenges in defense of one's faith. *3 credits. Dr. Shimmyo.*

THE 5302 Trinity and Christology

This course will clarify the contemporary meaning and significance of Jesus the Christ as the definitive agent of human salvation. We will seek to understand the person of Jesus, his solidarity with God and his solidarity with the human community in its suffering and search for healing and transformation. We will focus on recent Christological discussion in relation to the classical development of Christology in formulations by Irenaeus, Anselm, the Council of Chalcedon, Aquinas, Luther, and more. Special attention will be given to doctrines of the cross. It will address the doctrine of Trinity and understand the meaning and significance of the statement that God is triune. Interpretations of the Trinity by Tertullian, the Councils of Nicaea and Constantinople, Augustine, Joachim of Fiore, Barth, Rahner, Moltman will be studied. *3 credits. Dr. Shimmyo.*

THE 5311 Modern Theology

This is a seminar course on 19th and 20th century modern theology with its prominent

representatives and their distinctive schools and teachings. Among those to be studied are Kant, Schleiermacher, Hegel, Kierkegaard, Rauschenbusch, Barth, Brunner, the Niebuhr brothers, Bultmann, Tillich, Whitehead, Bonhoeffer, Rahner and Moltmann. *3 credits. Dr. Shimmyo.*

THE 5312 Radical Theologies

Radical theologies, whether conservative, liberal, or post liberal, are those theologies in the 20th century that radically challenged accepted theological norms in Christendom. Despite their radical and deconstructive character they open new avenues of the Christian message. This course will deal with such radical theologies as Neo-Orthodoxy, fundamentalism, "death of God" theology, black theology, Latin American liberation theology, feminist theology, gay theology, the theology of married priesthood, radical orthodoxy, and post liberalism. *3 credits. Dr. Shimmyo.*

THE 5313 Black Theology

This course examines Black Theology—its origin in the 1960s, its relationship to the Black church, its dialogues with other theologies, and the rise of Womanist theology. In so doing, it introduces students to the relevant conditions, primary issues and themes of African and African-American history that contributed to the formation of religion, theological thought and moral reflection. *3 credits. Dr. Jones.*

THE 5314 Theologies of Martin Luther King, Jr., and Malcolm X

This course will examine critically the life and thought of Martin Luther King, Jr. and Malcolm X, identifying similarities and differences and evaluating their contributions in religion and politics for their time and for our own. *3 credits. Dr. Jones.*

THE 5321 Theologies and Interfaith Dialogue

Authentic dialogue necessitates that each dialogue partner come to terms with her/his theology of the religious "other", a field known as "Theologies of Religion." In this course students will learn the prevailing Christian Theologies of Religion, reflect critically on their own presuppositions, demonstrate the ability to articulate a theology of the religious other, and become better prepared to engage in authentic interfaith encounters. *3 credits. Mr. Antal.*

THE 5390 Independent Study in Theology

1-3 credits. Faculty.

THE 5531 Religion and Science

This seminar introduces the student to contemporary developments in the natural sciences with the aim of exploring their implications for a religious worldview. The course will focus on five major areas in which scientific discoveries have provided impetus for theological reflection: Quantum Physics, Cosmology, the Anthropic Principle, Evolutionary Biology and the Mind-Body Problem. Scientific issues will be evaluated in terms of their relevance to the religious life and with regard to the pastoral task of explaining Christian and Unification teachings. *3 credits. Faculty.*

THE 5533 Spirituality

Spirituality can take many forms because of the variety of human types, as well as familial, cultural and religious predispositions. Student will investigate various styles of spirituality, including Christian, Unificationist, Jewish and "New Age" – although it is not quite correct to speak of them as distinct styles these days, when people find value in multiple ways of being spiritual. Experiential learning, where students work on and report on their own spiritual development, is central to the course. *3 credits. Dr. Wilson.*

THE 5532 Spirit World

This course studies the afterlife from the viewpoints of philosophy, revelation, phenomenology of spiritual experience, technology, psychology and ministerial practice. Topics include: speculation on the nature of the spirit world and its the laws, descriptions of the afterlife, spiritual influences on earthly life, angels, ghosts, electronic voice phenomena, channeling, spiritual deception, spiritual possession and exorcism, spiritual healing, reincarnation, and gaining spiritual help. Readings are taken from comparative religion, spiritual testimonies, experimental studies and Unificationist sources. Personal experiences with the spirit world are reported through journal writing. *3 credits. Dr. Wilson.*

THE 5590 Independent Study in Philosophy

1-3 credits. Faculty.

THE 5601 Unification Theology

This course explores theological expressions of the Unification message in the context of Christian theology, presenting Unification theology as a systematic theology. This course enhances the ability to explain and defend Unification Theology in dialogue with Christian clergy and lay people. Prerequisite: *THE 5131. 3 credits. Dr. Shimmyo.*

THE 5611 Unification Philosophy

This course is a study of Unification Thought, primarily through the work of the late Dr. Sang Hun Lee to develop a philosophical expression of the teachings of the Reverend Sun Myung Moon and its application to life and culture. His writings and the work of his followers will be studied against the background of the history of philosophy. Particular attention is given to the challenges Unification Thought poses to the contemporary philosophical environment. *3 credits. Dr. Noda.*

THE 5621 Teachings of Sun Myung Moon

Effective Unification ministry requires a clear and deep understanding of the teachings of the Rev. Sun Myung Moon, which are accessible in the 400+ volumes of collected sermons and anthologies of selected passages as the *Cheon Seong Gyeong*. In studying this large body of texts, the course focuses on significant theological concepts and their application to practical life. Conducted as a seminar, students utilize these texts to develop new insights that can be applicable to their ministries. The course will not focus on a 'providential' understanding of these texts; students interested in pursuing that aspect of the material are referred to the course History of the Unification Movement. *3 credits. Dr. Wilson.*

THE 5631 Divine Principle

This course offers a close study of the text of *Exposition of the Divine Principle* and its theological relevance for today. After an introduction addressing problems of translation, sources, and cultural-historical background, primary attention will be given to the text itself. Students will discuss theological issues in the text and draw comparisons to other Unificationist materials, the Rev. Moon's sermons in particular. The intent is to make the Divine Principle a living source of God's word and to encourage its continued study as a foundation for a life of faith. *3 credits. Dr. Wilson.*

THE 5641 Studies in Divine Principle 1

The first of a three-part series of courses, offering students an in-depth understanding of Exposition of the Divine Principle through careful study of selected passages. The course will consider the text's foundation in the Bible, its meeting points with the Judeo-Christian tradition and connections to other religious and secular teachings. Students will better understand the Divine Principle as a living resource for knowledge of God's word and as a textbook for their walk of faith. Part 1 covers the Principle of Creation through Eschatology.

Prerequisite: a basic knowledge of the Divine Principle. This is an online course. 2 credits. Dr. Wilson.

THE 5642 Studies in Divine Principle 2

The second of a three-part series of courses offering students an in-depth understanding of Exposition of the Divine Principle. Part 2 covers Advent of the Messiah through Foundation for Restoration (Abraham's family). *Prerequisite: a basic knowledge of the Divine Principle. This is an online course. 2 credits. Dr. Wilson.*

THE 5643 Studies in Divine Principle 3

The third of a three-part series of courses offering students an in-depth understanding of Exposition of the Divine Principle. Part 3 covers Moses and Jesus through the Second Advent. *Prerequisite: a basic knowledge of the Divine Principle. This is an online course. 2 credits. Dr. Wilson.*

THE 5651 Unification Studies Seminar

This course will examine in depth selected topics in the Divine Principle. Students will have the opportunity to prepare and present an in-depth study on a topic of their choice. This year we will examine selections from Rev. Moon's first manuscript of the Principle, *Wolli Wonbon*, which presents such unique topics such as the Theory of the Ideal, the Principle of the Object Partner, knowing God as Heavenly Father and Mother, and a critique of Newton's Laws of gravitation and motion based on Universal Prime Force. *1-3 credits. Dr. Wilson or Dr. Mickler.*

THE 6390 Thesis/Project in Theology

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

THE 6391 Thesis/Project in Theology/ Philosophy

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.

THE 6590 Thesis/Project in Philosophy

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

RELIGIOUS EDUCATION

EDU 5101 Foundations of Religious Education

Religious Education encompasses both the educational ministries of the church and interfaith education for the sake of building peace and mutual understanding. The course surveys the Religious Education movement and seeks to apply its original vision to the contemporary church and to a pluralistic society. It investigates various models of religious education in terms of their conceptual frameworks and foundational operating principles. Students will investigate what it means for their own faith communities to educate religiously in today's complex interreligious world, and also explore ways for people of faith to cross over in sympathetic understanding to the religious other and gain insight into how to be religious interreligiously. *3 credits. Dr. Winings or Dr. Hickman.*

EDU 5111 Models of Teaching: Children and Adolescents

This course is designed to offer an overview of the variety of models, strategies, and theories that are utilized to enhance the effectiveness of teachers and educators entering the ministry. Identifying and understanding these models and the theories which support them, along with assessing student needs, will advance the student's instructional competence in selecting the model(s) most appropriate for learning in the given context, as well as in formulating models specific for religious education in the student's denomination. This course will focus on the methods and issues relevant to children and adolescents. *3 credits. Dr. Winings or Dr. Iparraguirre.*

EDU 5112 Models of Teaching: Young Adults and Adults

This course offers an overview of models, strategies, and theories that are utilized to enhance the effectiveness of teachers and educators entering the ministry. Identifying and understanding these models and the theories which support them, along with assessing student needs, will advance the student's instructional competence in selecting the model(s) most appropriate for learning in the given context, as well as in formulating models specific for religious education in the students' denomination. This course will focus on the methods and issues relevant to teaching young adults and adults. *3 credits. Dr. Winings.*

EDU 5113 Models of Teaching for Peace and Justice

This is a methods and models course that covers various educational techniques and practices appropriate for children, youth, adolescents, and adults. Practical skills and techniques are developed, especially those applicable to challenge of interreligious, multicultural and dialogical forms of education. *3 credits. Dr. Winings.*

EDU 5121 Effective Religious Education for Ministry

The recovery of the teaching ministry of the church is important for today's global community. Today's pastors need to be equipped with diverse resources and tools to minister effectively and that includes religious education. Religious education enriches pastors as they seek to encourage and support the spiritual growth of their congregants. This course focuses on how to plan, organize and implement an effective and dynamic religious education program utilizing the latest research in religious educational theory. *3 credits. Dr. Winings.*

EDU 5190 Religious Education Colloquium

The Religious Education Colloquium provides graduating students with the opportunity to present and discuss their culminating Religious Education projects. Throughout the term, students will not only have an opportunity to refine their projects, but will also be able to continue their efforts to integrate their Seminary coursework and activities. The Colloquium will thus provide the means for the students to refine their R.E. Project as well as recognize the role played by Religious Education throughout the many diverse areas of personal and public life. *3 credits. Dr. Winings.*

EDU 5301 Educational Planning and Administration

This course addresses how to develop effective programs that educate faithfully. Students will study existing educational ministries and programs with an eye toward evaluating these programs for effectiveness and relevance for today's society. Students will then investigate the components of what makes a successful educational program suitable to specific age groups within a congregation. Students will also consider issues of curriculum and program design for faith-based contexts. *3 credits. Rev. Carolina.*

EDU 5302 Programming and Curriculum Design

Understanding the basics behind the curriculum that one teaches from is essential in any faith community. It is one thing to know diverse methods of teaching. It is another, however, to be able to design an educational program that appropriately challenges and motivates students to learn. This is the purpose of this course. Students will explore the principles of curriculum design including how does one decide what needs to be learned, in what order should one learn a certain set of ideas, and what should be avoided in planning for learning religiously. Curriculum design is a vital

course in any religious education program. *3 credits. Dr. Iparraguirre.*

EDU 5311 Spiritual Formation

This course examines various meanings of spirituality in the context of a suffering pluralistic world and the potential of developing a spirituality that is grounded in the ordinary, everyday world. Students will look at the spirituality of the pastor and reflect on the value of spiritual formation as they reflect on their own spiritual practices and discipline as well as ministerial strengths and limitations. Particular attention is given to the topics of human destiny after death, eternal life, the transforming power of spiritual experience, and spiritual discipline. *3 credits. Faculty.*

EDU 5312 Psychology of Religious Development

This course examines the stages of faith development, the search for meaning and the psychology of religious experience as it relates to spiritual formation through the life span. Topics include: the search for meaning among young adults, the psychology of guilt and redemption, and issues in facing the end of life. *3 credits. Faculty.*

EDU 5321 Brain Based Teaching and Learning

Brain-based learning is a set of principles and a base of knowledge and skills upon which we can make better decisions about the learning process. In this course, students will analyze current research and discourse about brain-based learning. The class will then go about the most important part of education theory – the application. Learning experiences in this class are intentionally varied so as to reflect the content of the material itself. Teaching and learning activities include students presentations, jigsaw discussions of current brain-based learning articles, field trips, case studies, role playing, movies and film clips, guest presenters, lectures, 3D and multi media presentations and opportunities to apply what is being learned in a teaching setting. *3 credits. Dr. Iparraguirre.*

EDU 5411 Children's Ministry

This course will explore how children learn and develop—intellectually, emotionally and religiously—referring to the developmental work of Erikson, Piaget and Goldman. Study of learning environments in families and churches will lead consideration of how to nurture the learning process. *3 credits. Dr. Winings or Dr. Hickman.*

EDU 5421 Ministry with Youth and Adolescents

This course is designed to explore the critical area of ministry with youth and adolescents. Recognizing that most teens begin to formulate their own faith choice during this turbulent time of their lives, future ministers and religious educators need to be aware both of the dynamics of the adolescent years and of how to design an effective ministry for that age group. Through this course, therefore, students will be able to assess the period of adolescence in depth and explore effective and non-effective means of youth ministry and teen outreach. The course will allow students to further integrate religious education, theology, unification studies, teaching and counseling into their ministerial designs. Students will focus on development issues, spirituality of adolescents, and current forms of youth ministry in order to design their own youth ministry curriculum. *3 credits. Dr. Winings.*

EDU 5431 Ministry with Young Adults / Campus Ministry

This course paints the postmodern young adult landscape and the distinct needs of young adults to embrace their own faith in an unstable world. The course prepares young adult ministers to create dynamic ministries that can spark, spur, and most importantly, empathize with and secure young adult faith. Campus ministry will be a particular focus. *3 credits. Dr. Winings.*

EDU 5441 Adult Learning and Development

This is an overview of theories of adult development for an understanding of adult education issues and practices and for enhancing the effectiveness of educators and ministers. The implications of the developmental literature are applied to three core areas of concern in adult education: how to acknowledge the experience of learners, how to promote autonomy and self-directedness, and how to establish an adult teacher-learner relationship. *3 credits. Faculty.*

EDU 5501 Character Education and Development

This course explores the meaning and forms of character education and its potential for use in public education. Topics include: pluralism and the possibility of delineating universal values, abstinence and sex education, and theories of moral development and their applicability to educational methodologies and goals. Students will review character education curricula for different age levels to understand methodologies, goals and pedagogical issues. Strategies and tools for students who wish to start a character education initiative in their community's schools will be discussed. *3 credits. Mr. Williams.*

EDU 5502 Sexual Ethics and the Bible

This course examines sexual ethics derived from the Old and New Testament and their application to ministry and counseling. Topics include: God's purpose for sexuality, review of relevant research in specific areas of sexuality, the role of sex in marriage, among singles, and postmodern challenges to sexual morality including homosexuality, feminism and alternative sexual mores. *3 credits. Mr. Williams.*

EDU 5511 Ministry for Marriage Preparation

The aspiration to lifelong marriage has lost its grip in the contemporary world. This course assumes a need to reach religious people who nevertheless are influenced by a secular society. Though referring to religious teaching, the course will investigate arguments from science and common sense. Students will learn the components of effective marriage preparation and explore their own ideas for an effective singles and engaged couples ministry. *3 credits. Mrs. Walsh.*

EDU 5512 Marriage and Family Enrichment

The course offers practical and pastoral approaches to enriching marriage and family life. Teachings on marriage and family within the Christian tradition, including the Unification perspective, will be examined, drawing upon historical and contemporary resources, Christian and interreligious perspectives, and insights from the social sciences. However, the focus of this course will be on skills and strategies for healing and improving dimensions of the marriage relationship, with a lesser emphasis on parenting and other family-related issues. *3 credits. Mrs. Walsh or Mr. Williams.*

EDU 5521 Perspectives on Family and Peace-building

This course considers the conjunction between the private and public spheres and the wisdom of regarding healthy family life as a resource for peacebuilding. The course also examines changing family values and controversies surrounding abstinence and sex education, interfaith marriage and gay marriage—both in themselves and as causes for strife in the larger culture. By examining best practices in marriage preparation, counseling marital problems, parenting, caring for the elderly, and ministering to

families, the course will empower students to deal with this important but often neglected dimension of peacebuilding. *3 credits. Mrs. Walsh.*

EDU 5601 Practicum in Teaching Divine Principle

The purpose of this course is to develop fundamental methods and skills necessary to teach the Divine Principle. Students will outline and present the essential content of the Divine Principle in lecture format. They will investigate various teaching methods and develop teaching skills through supervised practice. *2 credits. Dr. Noda.*

EDU 5611 Teaching the Bible as Liberating Word

Through this course, students will study the place and role of the Bible with regard to issues of oppression and liberation from oppression. In this light, they will assess their own use of Scripture and recognize ways that Scripture can motivate a liberating life and examine how to effectively teach the Bible as liberating word. *3 credits. Dr. Jones.*

EDU 5671 Introduction to Website Development

Designing and developing a website presents new and difficult challenges. Typography, images, sound and video must all be incorporated into a user friendly environment. Navigation must be intuitive and quick. Technical issues, such as bandwidth, file size and format are important considerations during the design process. This course will introduce these topics for their basic understanding, through the exploration of Websites and a series of assignments. Students will create their own Websites and refine them through group critique. *1 credit. Faculty.*

EDU 5672 Online Ministries

This course is a comprehensive exploration of the internet as a new frontier for ministry and will examine many of the existing technologies. The course offers a hands-on approach in using the tools and online software. Students will develop a clear understanding of and confidence in the use of such basic tools as building a website, email newsletters, online video presentations, flash presentations from PowerPoint shows, and podcasts. Each student will build a basic website and set up tools needed to communicate with their congregation/community. *3 credits. Faculty.*

EDU 5811 Research Methods

This course is designed to develop competency in information literacy, including skills in formulating questions; finding, accessing, retrieving, and evaluating information in print and electronic sources. Topics include: classification of information; indexing and controlled vocabularies; Library of Congress subject headings; search engines and search techniques; introduction to databases including ProQuest and WilsonWeb; search aids such as indexes and book reviews; general and special references; introduction to research papers. *1 credit. Dr. Noda.*

EDU 5390 Independent Study in Religious Education

1-3 credits. Faculty.

EDU 6390 Thesis/Project in Religious Education

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

EDU 6391 Thesis/Project in Religious Education

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.

MINISTRY

MIN 5101 Ministerial Leadership (Pastoral Theology)

Explores Ministerial Leadership as a constructive practical theological enterprise focused on the religious care of persons, families and communities. As such, the course draws on interdisciplinary methods growing out of classical and contemporary theological traditions. It will draw and learn from theological conversation throughout the academy in order to enhance the students' future practice of ministry in both congregational and specialized settings, such as chaplaincies or counseling contexts. The role of the minister as pastor will be a central focus. As well as considering such activities as visitation, such issues as advising on marriage, parenthood and dealing with crises such as death or illness, the pastoral dimension of preaching, worship, leadership and of congregational development will be discussed. It will be assumed that all of a minister's tasks have a pastoral, that is, care of souls and of the community, dimension. *3 credits. Dr David or Dr. Isaacs.*

MIN 5102 Worship and Liturgy

The course explores the role of liturgy and worship in the life of the congregation, as a tool for pastoral care, for spiritual growth, for invoking God's mystery, and also as a pedagogical activity. The history of the development of Christian worship will be surveyed. Variety of style and content across a range of contemporary denominations will be discussed. The role of Eucharistic worship in some traditions will be explored. Unification specific ceremonies will also be studied. The role of culture will also be noted, using case studies of different places where Christianity has spread, moving initially from its base in the Jerusalem Temple and in the Synagogue into numerous cultural contexts. What attracts and repels people will be identified. There will be an opportunity for students to create and present their own liturgies. *3 credits. Dr. David or Dr. Isaacs.*

MIN 5103 Church Growth and Evangelism

The missionary commission, Matt. 28:19-20, mandates Christians to teach and to baptize, with the result that churches grow in numerical size. Beginning with a survey of how the Christian movement did in fact grow, the course will examine how the Church Growth movement uses case study and social scientific analysis of why particular congregations grow while others do not, to develop strategies and tactics for ministers and evangelists to adapt for their own contexts. The contribution of the movements' founder, Donald McGavran, and of other contemporary and significant Church Growth theorists and leaders, such as Rick Warren, will be discussed alongside case studies of churches that have grown. Church Growth as inner spiritual development will also be considered, and some of the assumptions of the church growth movement will also be critiqued. A major concern will be the tension between the cultural concepts of church growth and the vision of a multi-cultural, multi-racial community of believers. *3 credits. Dr. Carolina or Dr. Hendricks.*

MIN 5104 Homiletics

Homiletics is the art of preaching and theological communication. A primary duty of ministers is to proclaim God's word, and by doing so, to motivate, inspire, and educate members of their congregation and the wider society. Emphasis is placed on the preparation and delivery of sermons for a variety of audiences and occasions (weddings, funerals, children's sermons, etc.). Theories as well as the art of homiletics are studied, along with the role of preaching in worship. Students study the sermons of well-known preachers and critically reflect on their own sermons and those of their classmates. Various denominational patterns will be examined. *Prerequisite: SCR 5131,*

SCR 5141 or SCR 5142. 3 credits. Dr. David or Dr. Isaacs.

MIN 5105 Congregational Development

This course explores the minister's role as a servant leader (Mark 10:43-44). As the church's mission belongs to all its members, ministers are called to equip people for service within and outside the congregation. The minister is most successful when he or she enables others to lead, to serve and to be God's priests. This is how God's people grow spiritually and how the local congregation develops its own potential both for the nurture of its members and for mission to and in the world. One of the main ministerial tasks is to help members identify their gifts, and to organize the life and work of the church so that members can exercise these, through participation in such tasks as leading worship, teaching, preaching administration and evangelism. This liberates ministers to focus on their own strongest gifts. *Dr. David or Dr. Isaacs.*

MIN 5106 Ecumenism and Interfaith

This course explores issues and themes in the field of contemporary ecumenism and seeks to equip students with the skills necessary to dialogue ecumenically. The course will cover not only ecumenism within the Christian family, but also the 'wider ecumenism'—dialogue and cooperation among the world's religions. Students will explore historical and current ecumenical documents, statements of contemporary faith and order commissions, and on-going dialogues sponsored by ecumenical councils and organizations. Students will learn how to organize inter-Christian and interfaith meetings with denominational leaders and ministers. *Prerequisite: LTR 5131 Church History I. 3 credits. Dr. David.*

MIN 5190 Field Education Internship

The Field Education Internship offers the student an opportunity to experience ministry in a given community or location. Through a prolonged immersion in the particular ministry chosen by the student, he/she comes to see the real needs, challenges, issues, and components of an effective and fulfilling ministry. For non-native English speakers, the course provides a rich environment in which to develop their English language skills and understanding of American culture. Supervisors skilled or focused on the particular ministry are a critical component of all Internships because students develop a mentor-apprentice type of relationship with their supervisor. A 3-hour orientation class is required before commencing the internship. Students are encouraged to wait to take their Internships until at least their second or third semester on campus. *1-5 credits @ 120 hours per credit. Dr. David.*

MIN 5192 Clinical Pastoral Education

Clinical Pastoral Education is interfaith professional education for ministry. It brings theological students and ministers of all faiths (pastors, priests, rabbis, imams and others) into supervised encounter with persons in crisis. Out of an intense involvement with persons in need, and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister. From theological reflection on specific human situations, they gain a new understanding of ministry. Within the interdisciplinary team process of helping persons, they develop skills in interpersonal and inter-professional relationships. 4 *credits. Dr. David.*

MIN 5303 Small Group Ministry

This course explores ministerial group development theory and its appropriate application to small groups in the church and other organizations. It provides an opportunity for students to discern their gifts and styles of faith based ministering through groups and to enhance their communication and leadership skills in small group ministry. Information and practice about starting, facilitating and completing group processes and tasks will be included. *3 credits. Dr. David.*

MIN 5311 Ministry in a Postmodern World

The purpose of the course will be to prepare students to identify and familiarize themselves with the major shifts in Ministry in a Postmodern World. These shifts do not simply represent a short-term threat to churches in ministry, but also represent the boundary lines that separate two very different religious worlds. The course will cover the paradigm shift in religious and church mission, its structures, leadership emergence, mentoring, worship, spirituality and evangelism. Students will also examine how one builds capacity and establishes organizational leadership to include vision, mission, goals and futuristic objectives suitable to thinking in the postmodern era. *3 credits. Faculty.*

EDU 5311 Spiritual Formation

See Religious Education listings.

MIN 5322 Women's Voices in Ministry

Ministry has traditionally been the arena of men. However, over the past two decades, women have not only sought ordination, but have become involved in diverse forms of ministry. Through this course, students will have the opportunity to not only research the women who have pioneered ministry but also to look at the impact of gender in ministry. Students will investigate the unique contributions and gifts that women bring to contemporary global ministry. Finally, this course will allow students to investigate some of the controversies and issues involved in opening ministry to women. *3 credits. Dr. Hickman.*

MIN 5331 Clergy Assessment and Career Development

Clergy assessment is needed to inform both personal and institutional decision making regarding personnel. Students will study assessment procedures, comparing and contrasting the ways various denominations prepare aspiring clergy and evaluate practicing clergy. Clergy assessment will be set in the context of a career development perspective. Clergy development refers broadly to all the career-related changes a pastor makes across his life, from preparation through retirement. Fitness, competence, readiness and effectiveness will be examined through the course of a pastor's development. The diversity of clergy types and the culture, gender, age and other biases that may influence assessment will also be examined. *3 credits. Dr. David.*

MIN 5332 Analysis and Assessment of Ministry

In an era of assessment, learning how to analyze and assess one's ministry is important. What determines an effective ministry? We study the development and assessment of clergy. So how does that differ from assessment of ministry itself? These are a few of the questions that will be investigated through this course. Students will study possible methods and tools that can be utilized and develop the means to apply these methods to their own ministerial contexts. *3 credits. Dr. Carolina.*

MIN 5341 Eco-Justice Ministy

Can the Christian tradition provide a rationale that will persuade human beings from destroying other species, their habitats and the greater biosphere of our planet? Widespread ecological degradation has prompted biblical scholars, systematic theologians and ethicists to explore ways of thinking about and acting more compatibly within the community of diverse beings which constitute Earth. This course has been designed to bring students into this ongoing dialogue by examining systematically some notions in Christian texts and discerning the

extent to which they provide promising foundations for environmental theology. *3 credits. Dr. David.*

MIN 5342 Living Justly in an Unjust World

This course will challenge students to assess their views of social justice, social ministry and our role in bringing about a more just world as one step toward God's Kingdom. While each of the world's faiths teach that care and compassion for the poor or unfortunate is central to a faithful life, we need to determine what is justice and genuine compassion. What really is the beloved community all about? What is the nature of power? Why are we, as religious people, afraid to talk about power? We will ask these and other thought-provoking questions as each of us begin to shape our definition and perspective of justice. The course will also explore some of the roots of justice issues, become acquainted with the range of diverse expressions of social justice programs and activities. Finally, students will be challenged to fully reflect on their current ministries and life with an eye to seeing how they can be part of the development of a socially just world – a beloved community. *3 credits. Dr. Winings.*

MIN 5390 Independent Study in General Ministry

1-3 credits. Faculty.

MIN 5412 Missions in Contemporary Context

The course examines missionary activity in light both of its inherent purpose and its cultural contexts. It encourages students to identify the essential elements of their 'gospel' and to evaluate whether the missionary's activities overlay or obscure it with non-essential elements. Through doing case studies in seminar-style format, students identify cultural features in America and overseas that need to be addressed by their 'gospel' and they consider how best to address them. Theological depth is provided through study of historically representative thinkers as well as of contemporary missiological reflection and action. The course also includes cultural studies of local communities to ascertain the most effective means of evangelizing them. *3 credits. Faculty.*

MIN 5421 Servant Leadership

This course is an examination of the principles essential to preparation for Christian leadership and the difference between kingdom leadership and world leadership concepts. As members of the body of Christ, students will discover their role as leaders and mentors of future church leaders as they study Jesus' teachings and modeling of servant leadership as a foundation. *3 credits. Dr. Davis.*

MIN 5431 Foundations of Interfaith Leadership

The course aims to provide the theoretical and applied foundations necessary for the successful management of interreligious activities, and the creation of informed strategies for the advancement of interreligious ideals. Students learn both the internal dynamic of interreligious relations as well as how they relate to other areas of life including politics, media, science, the academy, and arts and leisure, from both domestic and international perspectives. Through lectures and off-campus interfaith experiences, students move beyond their pre-existing ideas to see new possibilities for religion, society and human flourishing. 2 *credits. Dr. Kaufmann or Dr. Brown.*

MIN 5490 Independent Study in Church Growth and Evangelism

1-3 credits. Faculty.

MIN 5502 Marriage and Family Ministry

This course examines the polity of the church and community in relation to families and family life. It will not deal with counseling but with the ministerial dynamics involved between the family unit and the larger church. Utilizing case studies, the course will look at family education, family worship, the family and youth ministry, the family in small group ministry, and ways that families can buttress the work of the church. *3 credits. Dr. Carolina or Dr. Hendricks.*

MIN 5590 Independent Study in Marriage and Family

1-3 credits. Faculty.

MIN 5701 The Urban Church and Community Development

Churches in the urban context can thrive through offering community development programs that address problems in the community while at the same time attracting socially committed people to the congregation. This course will introduce students to community development strategies that lead to church growth and health while investigating how these strategies interface with social justice issues, racial/cultural/religious diversity and inter-agency cooperation. These are strategies to build a caring, compassionate and prophetic ministry. *3 credits. Dr. Winings or Rev. Hardaway.*

MIN 5702 Ministry of Social Service

This course allows students to study the importance of current ministries of compassion and service as they seek to fill real needs in today's global communities. Students will investigate the history and development of diverse ministries committed to social service as well as how these ministries fulfill the biblical command to love and serve one another. The course will consider the issues faced by social service ministries and help students develop their own ministries of service and compassion. *3 credits. Dr. Winings.*

MIN 5722 Cultural Diversity and Conflict Transformation

The intent of this course is to understand how people of different cultures manage conflict by communicating and building relationships. The course examines scriptural principles and case studies drawn from Asian, Islamic and Western cultures to highlight practical models for conflict management. Themes are examined such as forgiveness, reconciliation, restorative justice, and religion and statecraft. The aim is to increase awareness of the range of appropriate conflict strategies and their appropriate use, and to clarify the students' own preferred styles. *3 credits. Dr. McLean.*

MIN 5771 Ocean Ministry and Global Justice

This course explores the nexus between environmentalism and man's activities on the ocean, through the prism of Rev. Moon's oceanic activities and outreach. The Unificationist ideals of interdependence, mutual prosperity, and universally shared values are examined against the background of current environmental philosophy, including deep ecology, land ethics, and ecofeminism. Particular attention is given to marine environmental philosophy. The course offers students limited experience in oceanic activities. *3 credits. Dr. Noda.*

MIN 5801 Divinity Colloquium

The Divinity Colloquium provides guidance for students writing the Divinity Thesis, from formulating the initial proposal to presenting the results of research to peers. *Taught over the two semesters prior to graduation. 0 credit. Dr. Isaacs.*

MIN 5802 Masters Project Colloquium

The Masters Project Colloquium provides guidance for students writing the Master of Arts Thesis or Project, from formulating the initial proposal to presenting the results of research to peers. *Taught over the two semesters prior to graduation. 0 credit. Faculty.*

MIN 5803 Integration Colloquy

The Integration Colloquy is a monthly, peer small group reflection seminar designed to facilitate learning from each other. Time will be spent on prayer and reflection on their journey together as members of the faith community. It is a unique opportunity to integrate study and practice. To facilitate this process, accounts of actual events in which the seminarian has been involved provide the basis for developing the practice of theological reflection. *1 credit. Faculty.*

MIN 6390 Thesis/Project in Ministry

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

MIN 6391 Thesis/Project in Ministry

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.

DOCTOR OF MINISTRY COURSES

D.Min. Seminars

MIN 8101 D.Min. Seminar I: Spiritual Formation and Integration

This seminar provides entering students the opportunity to reflect on their past and current ministerial leadership experiences in order to assess what they have learned and where they wish to go pastorally and spiritually. Students will look at the spirituality of the pastor and delve into the area of spiritual formation as they self-reflect on their own spirituality, spiritual discipline and ministerial strengths and limitations. This course will also provide an introductory look at how the D. Min. Program will be of benefit to them as they work on their Learning Contract. Students will be required to write a spiritual autobiography. *3 credits. Open only to D.Min. students. Dr. McLean.*

MIN 8102 D.Min. Seminar II: Theological and Ethical Perspectives of Ministerial Leadership

The second D. Min. Seminar challenges students to reflect more deeply on the theological and ethical arena of religious and pastoral leadership. As a continuation of the first Seminar, students in this course will assess the theological and ethical issues of contemporary pastoral leadership with specific attention to their relevancy to the students' own ministerial context. Utilizing case studies and ministry models, students will delve more deeply into the theory and practice of ministry to assist them in defining and shaping their continuing and future philosophy of ministry and their chosen model of ministerial leadership. Students will also begin to assess and discuss who should serve as their Supervisor and potential members of their Ministerial Team. In addition, students will begin to think about possible topics for their Dissertation Project. *3 credits. Open only to D.Min. students. Dr. David.*

MIN 8103 D.Min. Seminar III: The Changing Face of Society: Diversity and Its Impact on Ministry

This Seminar will focus on the contextualization of ministry and the changing face of our congregations, communities, and society. As ministry is not done in a vacuum, today's minister and religious leader must understand not only the ever-changing nature of our diverse community, but also how this impacts interpersonal relationships and group dynamics within one's ministerial context. Students will also reflect on the socio-economic changes within our society generally as well as within their own communities specifically and assess the affect of these changes on both the individual and the community as a whole and the impact of all this on ministry. Using their own congregations and communities as their context, students will learn how to assess the needs of today's congregations and develop effective modes of ministry within such diversity. *3 credits. Open only to D.Min. students. Dr. Winings.*

MIN 8104 D.Min. Seminar IV: Transformational Leadership for a Postmodern World

This Seminar challenges students to integrate key issues discovered in Seminar II and Seminar III as they search for types and models of leadership that are necessary to do ministry in our postmodern society. Society today is keen to find those who can facilitate the transformation of individuals, communities, and society. Students will then consider the role of the minister as transformer, guide, and facilitator of healthy spiritual growth and development. Key questions concerning the development of an empowered laity, the dynamics of pastoral care and counseling, personal transformation, and the leadership needs of a postmodern, multicultural world will be addressed. *3 credits. Open only to D.Min. students. Dr. Rouse.*

Family and Educational Ministry Courses

MIN 8501 Ministry in the Midst of Diverse Lifestyles

In our postmodern world, new definitions and meanings have caused complications and confusion in relationships. The term postmodern signals the end of a familiar pattern of activity and the emergence of new areas of endeavor whose activities are unclear and whose meanings and implications are not yet well understood. In this course, students will examine the challenges presented by these diverse lifestyles and discuss how these diverse lifestyles impact how they do ministry so as to continue aiding their congregation in developing a lifestyle and worldview that is consistent with being a disciple of Jesus. *3 credits. Open only to D.Min. students. Dr. David.*

MIN 8502 Religious Education and Ministry Needs of the Postmodern Family

Students will examine the postmodern family from many angles – sociology, psychology, anthropology and theology – what makes it different, what are its real needs, and how Religious Education can help fulfill some of those needs as we work toward greater wholeness of the family unit. Students will then develop a family-centered ministry better suited to the diverse families in their community/congregation. *3 credits. Open only to D.Min. students. Dr. Winings.*

MIN 8503 Challenges and Possibilities of the Emerging Global Family

The purpose of this course is explore the origins and recent trends in globalization and its impact on the family. The emphasis will be on a creative approach to viewing the family in the 21st century. Students will study general definitions and theories of globalization and will focus on the connecting and building of relations on the global stage. This study will involve technological, social, cultural and religious dynamics as they relate to the contemporary family. Students will probe world citizenship as a phenomenon in an age of diminishing borders. They will study the evolving formal and informal networks that link the global community, as well as how migration impacts the family. Students will be provided with an opportunity to observe the challenges involved in influencing the diplomatic community with a religious dimension and effecting targeted global change. *3 credits. Open only to D.Min. students. Dr. McLean.*

MIN 8504 Faith Formation, Spirituality and Counseling within the Contemporary Family

Students will focus on families as they seek to serve and witness in deeds and words that heal and free – in the role of counselors. Attention will be given to the brokenness

and wholeness of life as they seek to minister to the hurts and hopes of those they will encounter in their ministry. Through readings and reflections students will assess, evaluate and envision their calling for the healing contemporary families. Emphasis will be placed on identifying skills and talents, and explore options through a process of illuminating, clarifying, and opening to all the possibilities of God's call. Students will submit a Spiritual Inventory consisting of goals, objectives, skills, talents, strategies, tools and mobilization of resources and assets for involvement in a contemporary family ministry. *3 credits. Open only to D.Min. students. Dr. McLean.*

Peace and Justice Ministry Courses

MIN 8701 Multiculturalism, Diversity and Non-violent Conflict Resolution

The intent of this course is to understand how people of different cultures handle conflict by communicating and building relationships. The focus is Asian, Hispanic and African/African-American cultures. Through the use of stories, sayings, proverbs and examples we will provide models for conflict transformation, and how we can choose our responses to conflict situations. We will cover a range of diverse approaches to work within the workplace with different people, and seek to understand where others are coming from as the key to harmonious interaction. The course will also examine a variety of biblical principles and stories to highlight practical skills for conflict resolution. *3 credits. Open only to D.Min. students. Dr. McLean.*

MIN 8702 Issues in Ecumenical and Interfaith Relations

A course designed to produce creative and effective theoreticians and activists in the arena of religion and peace in the contemporary world. After finishing this course, students should be able to analyze and implement effective designs and applications for bilateral and multi-religious encounter with an eye to resolving conflict and realizing reconciliation and collaboration. *3 credits. Open only to D.Min. students. Dr. Balcomb.*

MIN 8703 Faith, Spirituality and Social Justice in the Global Market

This course will challenge students to re-evaluate their views of social justice, social ministry and the minister's role in bringing about a more just world. Students will evaluate diverse expressions of social justice and social service in Christianity and the world's faiths order to come to their own definition of social justice ministry. They will learn to develop and conduct a ministry that is compassionate and just, while faithful to the basics of their faith. In addition, students will examine the components of effective social justice programs including funding and grant writing. Finally, students will be challenged to fully reflect on their current ministries with an eye to how they can foster a socially just world where all people live for the sake of others. *3 credits. Open only to D.Min. students. Dr. Winings.*

MIN 8704 Transformational Leadership, Human Resource Development, and Organizational Growth in Contemporary Ministry

This course introduces the basic principles of leadership, with emphasis on transformational and servant leadership, as well as of organizational behavior. It presents the tasks and roles of management in achieving successful results in the planning, production and delivery of services particularly in non-profit and religious organizations. The course also discusses the international dimensions of organizational behavior, such as cross-cultural management, and introduces ethical issues in the professional world. It provides an understanding of how the basic human resource management (HRM) functions of planning, staffing, training and development, performance management, compensation and benefits, and employee and labor relations are applied in private sector organizations. Key concepts will be illustrated and applied via case studies as well as personal experience. *3 credits. Open only to D.Min. students. Dr. Phillips.*

Dissertation Research Seminars

MIN 8802 Dissertation Research Seminar I: Formulating the Question

Students will define a problem or thesis from within their own ministry, develop the hypothesis and how it can be assessed, and consider possible research strategies and methodologies to carry out their dissertation project. *1 credit. Open only to D.Min. students. Dr. Wilson.*

MIN 8801 Dissertation Research Seminar II: Bibliographic Research and Overview of the D. Min. Dissertation

Students will learn bibliographic research methods and the principles and practices of contemporary information environments. They will learn how to find, access, retrieve, and evaluate information stored both in electronic and print formats. Students also survey the varieties of D. Min. dissertations and methodologies involved. Students will work on a team project and conduct bibliographic research on a hypothetical dissertation topic during the intensive period. *1 credit. Open only to D.Min. students. Dr. Noda.*

MIN 8803 Dissertation Research Seminar III: Research Design Strategies

Students will experientially learn the general principles and flow of conducting educational research by working on team project to be completed during the 2-week intensive. In preparation for the course, students will advance their research designs by interacting with web based learning resources and by engaging the professor and fellow classmates through an online learning portal. *1 credit. Open only to D.Min. students. Dr. Phillips.*

MIN 8804 Dissertation Research Seminar IV: Designing the Project Proposal

Students will build upon their work in the first three Research Seminars to reflect about models for writing Doctor of Ministry theses, to integrate their proposed ministry project within a thesis framework, and to develop a draft dissertation project proposal. *1 credit. Open only to D.Min. students. Dr. Mickler.*

MIN 8390 Dissertation in Family & Education Ministries

MIN 8690 Dissertation in Peace & Justice Ministries

PASTORAL MINISTRY

PAS 5101 Pastoral Care and Counseling

Explores the role of the minister in the area of pastoral care and counseling. Students will be introduced to Biblical concepts and to the relationship between Christian counseling and psychological theory based on the integrated model. Instances when counseling is appropriate will be identified, such as when members of a congregation experience bereavement, illness or when they are preparing for marriage or for the birth of a child. Case studies will be used. The focus, however, will be on the care of whole communities rather than on one-to-one counseling, following Charles V Gerkin's approach. Students will also undertake a short Practicum. Professional limits will also be discussed to help students identify whether intervention or referral to other professionals is the best response. *3 credits. Dr. Rouse or Dr. Silva.*

PAS 5102 Pastoral Care and Counseling II

The aim of the course is to equip students with specialized knowledge and skills needed for a ministry of care to parishioners who present with a variety of pastoral issues including: death and dying, bereavement, child abuse, domestic violence, sexual abuse, rape, drug and alcohol addiction and marital and family dysfunction. Learning takes place through classroom instruction, role playing, case studies, and reflection on students' own ministerial experience. *Prerequisite: PAS 5101.3 credits. Dr. Rouse or Dr. Silva.*

PAS 5311 Theories of Personality

The course is a presentation and critical examination of the assumptions, methodology and basic ideas of the major personality theorists with a view toward understanding what constitutes a well-functioning person. *3 credits. Dr. Rouse or Dr. Silva*

PAS 5312 Theories and Techniques of Counseling

This course is a study of the following theories in counseling: client-centered behavior therapy, rational emotive therapy, reality therapy, transactional analysis, and existential counseling. Students will be expected to demonstrate counseling competencies in the use of one theory in two audio sessions with a student client and in classroom presentations. *3 credits. Dr. Rouse or Dr. Silva.*

PAS 5314 Working with Small Groups

The dynamics of a group counseling and small group work will be studied. Students will be expected to participate in a group during class. Topics to be studied are: stages in the development of a group; how to lead a group; how to develop spiritual intimacy in the group; how to define boundaries between genders; how to use different counseling approaches in group work. Diverse psychological approaches will be studied. *3 credits. Faculty.*

PAS 5315 Practicum in Counseling

The objective of this course is to help the student develop his/her personal style of counseling within the theoretical framework chosen by the student. Eight taped counseling sessions accompanied by written reports will be required of each student. Two of these will be videotapes. In each class section, the tapes will be discussed. *Prerequisite: PAS 5101 or PAS 5312. 3 credits. Dr. Rouse or Dr. Silva.*

PAS 5316 Dealing with Challenging Relationships

This pastoral course addresses how to apply Jesus' most profound teaching—love your enemy—in common, everyday situations. Using spiritual and psychological insights, it shows how to help people "take apart" the mental and emotional structures they build within themselves that hinder them from embracing one another in forgiveness and reconciliation. Students will address at least one difficult relationship in their own lives and learn tools to counsel others in resolving conflicts. *3 credits. Faculty.*

PAS 5501 Marriage and Family Counseling

Family relationships give meaning to most people's lives and are central to their understanding of God and His love, as well as the catalyst for spiritual and moral growth. Their challenges, however, can be great and many marital and family issues are brought to pastors for their wisdom and guidance. Given the complexity of interpersonal relationships, pastors who lack professional training in marriage and family counseling often wonder if they can help their church members in a significant way. Yet, relatively simple interventions of an educational and coaching nature can be quite helpful, and these can be facilitated without extensive training. This course emphasizes classic techniques that can be effective yet are not widely known. It also focuses on basic coaching skills. *3 credits. Mr. Williams or Dr. Rouse.*

PAS 5512 Family Therapy Concepts and Methods

Students will study the major theoretical approaches to family therapy, identify the root causes of difficulties in marriage, and examine treatment methods. In practicum units, students will conduct a marriage enrichment workshop and practice some techniques of family therapy in a controlled setting. *3 credits. Mr. Williams.*

PAS 5513 Structural Family Therapy

This course equips students to provide pre-marital counseling to couples in their ministry, utilizing principles derived from structural family therapy. They include: honoring boundaries in marriage, setting up and respecting personal boundaries, recognizing the integrity of structure in a marriage, protecting a marriage from intruders, and supporting the values of a marriage. The course also covers how to work with a spouse who values boundaries when the other spouse does not. *Prerequisite: PAS 5501 or 5512, or by permission. 3 credits. Faculty.*

PAS 5515 Couple Communications Skill Program

This course is designed to train and certify the student as an authorized program leader of Mastering the Mysteries of Love, Relationship Enhancement® Program for Couples, a highly-respected, well-researched couple communication skills program which teaches 10 key communication skills. Students will learn what the skills are and how to effectively teach them in diverse contexts and settings. *1 credit. Mr. Leal.*

EDU 5511 Ministry for Marriage Preparation

See Religious Education listings

EDU 5512 Marriage and Family Enrichment

See Religious Education listings

PAS 5701 Multicultural Counseling

The following topics will be studied: the relationship between culture and mental well-being, the influence of culture on establishing personal identity, the dynamics of acculturation, the effects of culture on personality assessment, choosing the fitting counseling approaches that suit clients of diverse cultures and ethnic groups, and an examination of selected disorders as they appear in different cultures *Prerequisite: PAS 5101 or PAS 5312. 3 credits. Faculty.*

PAS 5721 Issues in Urban-Based Pastoral Counseling

Pastors often counsel individuals who have problems coping with the challenges of life, particularly in the contexts of poverty and the pain caused by social inequality, racism and the criminal justice system. Students will study resources for pastoral care counseling as well as the limitations of these caregivers in such contexts. Students will identify resources for healing and shalom. *3 credits. Dr. Hickman.*

PAS 5722 The Healing Journey: Trauma and Restorative Justice

The course addresses the psycho-social-spiritual impact of trauma and explores responses and interventions that affect the body, mind, heart and spirit of individuals, communities and societies. It also addresses social, economic and political structures and considers how root causes may be addressed for healing to occur. Students will look at how spirituality and peacebuilding are integral to addressing the results of trauma and will also consider the role of restorative justice on the interpersonal and structural levels in addressing trauma. *3 credits. Rev. Wenger.*

PAS 5390 Independent Study in Pastoral Ministry

1-3 credits. Faculty.

PAS 6390 Thesis/Project in Pastoral Ministry

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

PAS 6391 Thesis/Project in Pastoral Ministry

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.

MANAGEMENT

MGT 5302 Management of Non-Profit Organizations

This course helps the student to comprehend the basic concepts and general principles of management in the context of churches and other non-profit organizations. Topics include the general background of modern management techniques and practices, cultural and social dimensions of managerial functions, leadership and decision-making, marketing, planning, and policy formulation. The course will explain the fundamental principles of managing a nonprofit, including creating a board of directors, staffing, fundraising and relationship with stakeholders. Emphasis is given to creative, real-life approaches to the development and practice of management and administrative skills. *3 credits. Dr. Barry, Dr. Isaacs or Dr. Carolina.*

MGT 5303 Leadership and Organizational Planning

This course introduces the basic principles of organizational leadership and organizational planning. It investigates the tasks and role of top management in achieving successful results in the planning, production and delivery of goods and services. It also examines the skills needed to manage and motivate employees, emphasizing the leadership skills required to deliver quality services in a nonprofit organization. Finally, this course discusses special topics related to international dimensions of organizational behavior and cross-cultural management. *3 credits. Dr. Isaacs or Dr. Carolina.*

MGT 5304 Leadership in the Social Sector: Part 1

The first in a two-course sequence to prepare students for effective social action in their communities and leadership in the social sector. It focuses on leadership (including executive leadership, organizational culture and the strategic planning process). Students will gain an understanding of service and leadership for "the common good," analyze the setting in which service takes place, actively participate in a community service setting and gain hands-on knowledge, skills and experience about a specific non-profit organization. *3 credits. Dr. Phillips.*

MGT 5305 Leadership in the Social Sector: Part 2

The second course in a two-part sequence, this course explores the effectiveness (marketing and program evaluation) and efficiency (financial management, revenue generation and volunteer management) of non-profit organizations. Students will apply an area of concentration in marketing, volunteer management or revenue generation to a community service setting and gain hands on knowledge, skills and experience about applying these concepts to a nonprofit organization. *3 credits. Dr. Phillips.*

MGT 5311 Principles of Marketing

An introductory course designed to acquaint students with general marketing principles and practices. Marketing is much more than advertising and sales; it includes understanding the environment, consumer needs and behavior, assessing the value of the product, promotion, place and price. Emphasis is placed on developing marketing skills and understanding the role of marketing in the strategic orientation of the business and non-profit organization. We will also discuss, adapt and apply marketing methods to the realm of church growth. *3 credits. Dr. Isaacs or Dr. Carolina.*

MGT 5312 Entrepreneurship

This course explores the challenges of starting one's own business and looks at the best practices of successful entrepreneurs. Many of the principles studied in this course can also be applied to church planting or starting a non-profit ministry. *3 credits. Dr. Isaacs.*

MGT 5331 Human Resource Management

This course covers the knowledge and practical skills necessary to manage the staff of a non-profit organization. Primary focus will be the impact of human resource management on the effectiveness of organizational and individual performance. The course studies the interactions between managers, organizational staff, and specialists. It covers planning, compensation, job analysis and design, recruitment, selection, and performance evaluation. Key concepts will be illustrated and applied via case studies, as well as personal experience. *3 credits. Dr. Barry or Dr. Isaacs.*

MGT 5341 Christian Economics I

Explores the theory and practice of Christian economics and its application to developing funding campaigns for churches and charities. This course will begin with a study of God's economic plan as derived from the Scriptures and continue to explore biblically-based praxis as exemplified in the economic life of Israel and the early Christian church. *3 credits. Faculty.*

MGT 5345 Religion and Economics

What is the ideal economic system? What does religious teaching say about capitalism, socialism, the free market, and government economic policy? Is capitalism essentially selfish? How can economic opportunity best be distributed to poor nations? In this course, students will study great economic thinkers and religious voices, from Adam Smith to Pope John Paul II, to help them better understand how economic systems work and the religious and moral issues at stake. *3 credits. Dr. Isaacs.*

MGT 5401 Financial Management for Non-Profit Organizations

This course will focus on finance and budgeting aspects of leading a non-profit organization, addressing the specific concerns of religious leaders with little background in business and finance who desire to be good stewards of what God has entrusted to them. Topics include: reading financial statements, creating and managing budgets, supervising investments and endowments, measuring performance, identifying fraud, and other accounting issues. *3 credits. Mr. Holt.*

MGT 5402 Fundraising and Grant-Writing for Non-Profit Organizations

This course provides a hands-on approach to developing grant writing skills for not-for-profit professionals. It includes some examination of the similarities and differences between grant-writing and fundraising. All aspects of proposal development will be examined: idea generation, identification of potential funding sources, writing letters of inquiry, and working on the proposal itself. In this practical "how-to" course students will actually write and apply for grants. *3 credits. Dr. Isaacs.*

MGT 5501 Public Relations

Public relations is a vital mission for any organization as it seeks to make its message known to an indifferent or even hostile public. Public relations includes efforts at

improving and managing an organization's reputation, communicating the message, and engaging in efforts to change public policy. It also includes efforts to better understand the public through analyzing trends, market research, etc. In addition to understanding the role of public relations, students will learn various public relation strategies and skills, including how to write a press release, do a TV interview, attract media attention to an event, manage a hostile press, and influence legislation. *3 credits. Faculty.*

MGT 5390 Independent Study in Management

1-3 credits. Faculty.

MGT 6390 Thesis/Project in Management

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

MGT 6391 Thesis/Project in Non-Profit Leadership

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.

THEOLOGICAL LANGUAGES

In addition to courses in Biblical Hebrew and New Testament Greek, UTS offers courses in Korean as the theological language of the Unification Church. Its study offers students a door into a deeper understanding of Unification beliefs. Proficiency in spoken Korean is a considerable asset for leadership in the church, enabling direct communication with the Founder and his elder disciples. Korean language courses are offered in English and in Japanese. Placement exams are available at the beginning of each term for students who seek to qualify for an upper-level course. *Korean language courses do not fulfill the Scriptural Studies elective requirement for the Divinity Program.*

LAN 5131 Biblical Hebrew

A first course in Biblical Hebrew, covering the alphabet, nouns, pronouns, the verb system, construct chains, and simple sentences. Students will become familiar with the basic structure of the language and learn to use a lexicon. By the end of the course students will have had exposure to reading from the Bible itself. *3 credits. Dr. Wilson.*

LAN 5141 New Testament Greek

Koine Greek, the language of the Greek New Testament, will be studied according to its grammatical forms and idioms as printed in the modern critical texts. *2-3 credits. Dr. Arthur or Mrs. Delaney.*

LAN 5161 Korean 1

The course focuses on familiarization with the spoken language using the vocabulary and expressions appropriate to the basic level and covering relevant grammar. Concurrent labs improve students' speaking and listening ability. This level is for the students with no knowledge of Korean. *3 credits. Faculty.*

LAN 5162 Korean 2

In addition to grammar and the spoken language, an added component is an introduction to Rev. Moon's teachings from *The Way of God's Will*. Students are introduced to using the Korean dictionary and to typing on the Korean keyboard for electronic communication. *Prerequisite: Korean 1. 3 credits. Faculty.*

LAN 5163 Korean 3

Comprehension of the theological language from *The Way of God's Will* is the focus of this level. Students develop skills in translation and comprehension. *Prerequisite: Korean 2. 3 credits. Faculty.*

LAN 5164 Korean 4

Translating skills are further developed through study of Rev. Moon's published speeches in the original language. Students will practice the translator's art of comprehending the speaker's intention beyond his expressions. *Prerequisite: Korean 3. 3 credits. Faculty.*

LAN 5190 Independent Study in Scriptural Languages

1-3 credits. Faculty.

LAN 6290 Thesis/Project in Scriptural Languages

4 credits. Must be accompanied by the Divinity Colloquium, MIN 5801. Faculty.

LAN 6391 Thesis/Project in Scriptural Languages

3 credits. Must be accompanied by the Masters Project Colloquium, MIN 5802. Faculty.