



Unification Theological Seminary

uts.edu

Catalog 2018-2019

Bridging Religious and Cultural Divides

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DIRECTORY

INSTITUTIONAL WEBSITE

www.uts.edu

UTS Main Campus

**30 Seminary Drive
Barrytown, NY 12507**

President

Phone: (203) 260-6801
Fax: (845) 752-3014
Email: h.spurgin@uts.edu

Academic Dean

Phone: (845) 752-3000 x244
Fax: (845) 752-3014
Email: k.noda@uts.edu

Vice-President for Administration

Phone: (845) 752-3000 x227
Fax: (845) 758-2156
Email: mm@uts.edu

Finance Office

Phone: (845) 752-3000 x250
Fax: (845) 758-2156
Email: finance.office@uts.edu

Registrar

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

Admissions and Financial Aid

Phone: (212) 563-6647 x105
Fax: (212) 563-6431
Email: h.christopher@uts.edu

Security Office

Phone: (845) 594-8964
Fax : (845) 758-2156
Email: i.tsumagari@uts.edu

New York City Extension Center

**4 West 43rd Street
New York, NY 10036**

President

Phone: (203) 260-6801
Fax: (212) 563-6431
Email: h.spurgin@uts.edu

Academic Dean

Phone: (212) 563-6647 x101
Fax: (212) 563-6431
Email: k.noda@uts.edu

Vice-President

Phone: (845) 752-3000 x235
Fax: (845) 752-3014
Email: mm@uts.edu

Registrar

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

Library

Phone: (212) 563-6647 x106
Fax: (212) 563-6431
Email: r.wagner@uts.edu

Finance Office

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

Admissions and Financial Aid

Phone: (212) 563-6647 x105
Fax: (212) 563-6431
Email: h.christopher@uts.edu

Recruitment

Phone: (718) 690-4988
Fax: (212) 563-6431
Email: j.theriot@uts.edu

Director of Student Life

Phone: (347) 595-5428
Fax: (212) 563-6431
Email : d.kone@uts.edu

Chaplain

Phone: (212) 563-6647 x113
Fax: (212) 563-6431
Email : jacobdavid835@yahoo.com

Maryland Extension Site

**9135 Piscataway Rd. Ste 410
Clinton, MD 20735**

Director of Maryland Extension Site

Phone: (240) 244-1125
Fax: (240) 348-7861
Email: k.winings@uts.edu

FOUNDERS

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

BOARD OF TRUSTEES

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Mose Durst

ADMINISTRATIVE STAFF

Hugh D. Spurgin	President
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Robert Wagner	Librarian
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PRESIDENT'S MESSAGE

The mission of UTS is to provide a quality theological education for a new

generation who will provide leadership in a troubled world.

The value of UTS will be measured by how effective our seminary has been in providing tools for your success in ministry, professional life and interpersonal relationships. During your studies, you will learn that the path to personal integrity consists of practicing what the founders of our seminary call “true love,” which means forming a meaningful relationship with God and all people.

By manifesting “true love”, we can help to create mutual respect, compassion, peace and harmony, so that the world may become “one family under God.” We hope that our students will become leaders who will work to bring that ideal into reality.

UTS graduates are the light of the world. They are the physicians who care for those who are sick – spiritually and physically. Through them, God seeks to realize His will on earth. UTS alumni(ae) are ready to be the people through whom others can know, receive and understand the love, truth and heart of God. That is the vision of our founders.

On July 1, 1977, at the first annual commencement, our founder the Rev. Moon called it “a day for laying a momentous milestone in God’s history of restoration.” The mission of our alumni (ae) is to carry on UTS’s tradition “to bridge religious and cultural divides.” We are the representatives of God who are destined to spread the gospel of love, truth and peace to people throughout the world.

After the passing of Rev. Moon, Dr. HakJa Han Moon, our co-founder, has been providing strong and inspired leadership. She is asking UTS to raise up a new generation of spiritual leaders and to instill in them the motivation and skills to serve God and humanity.

UTS continues on the path of guiding future leaders in a multi-cultural, multi-faith world. At UTS, we are pursuing interfaith peacebuilding and education for students of all faith traditions.

The mission of our graduates is to contribute to peace on earth by educating a new generation of leaders to be people of high moral character who practice goodwill and service to others. The goal is for our alumni to expand

inter-religious cooperation worldwide and pass on a legacy of love, peace and hope to future generations.

We are in the midst of fundamental changes in theological education. A seminary no longer consists of hallowed halls where students separate themselves from the world, commune with God, study Holy Scripture, and prepare to share our knowledge and insights with congregants.

We are called to serve, as well as to pray and study. A UTS education has been designed to help you apply divine principles in the everyday life of those around you. UTS has sought to prepare you to address the issues that we face in the real world.

UTS is an interfaith seminary. UTS stands on Judeo-Christian roots ready to embrace all faiths and all people. The hope is that UTS alumni(ae) will take the lead and light the path for your fellow human beings. Through them, God wants to bless the world as His dwelling place. They are God’s representatives on earth.

Today’s technology liberates our seminary. UTS is an entrepreneurial, urban seminary offering courses in New York City and worldwide through UTS-Online

There are challenges to this method of education, but distance learning is the wave of the future. In the 1990s, our founder indicated that technology has leveled the playing field of education. The Internet allows young students worldwide to participate in our rich, on-site learning community here in the world’s greatest city.

We are encouraged by the worldwide response to UTS Online. We are inspired that our distance learning courses have resulted in breakthroughs for students worldwide.

But we go forward with our eyes open. The advantages of an online education are obvious. However, these benefits do not instantly make us perfect pastors and counselors. To balance high tech intoxication, we need a compassionate heart of love for our neighbors and to seek to bring the love of God into the lives of everyone.

May God’s blessing be with you.

Hugh D. Spurgin, Ph.D.
President

FACULTY

Regular Faculty

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

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

Affiliate Faculty

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

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

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

Adjunct Faculty

Shair Abdul-Mani
Adjunct Assistant Professor of 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

Mark P. Barry
Adjunct Assistant Professor of
Management
M.A., Georgetown University
Ph.D., University of Virginia

Charles Burt
Adjunct Assistant Professor of
Management
Ed.D., Argosy University

Victor Cadette
Adjunct Assistant Professor of Ministry
D.Min., Eastern Baptist Theological
Seminary

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

Charles Chesnavage
Adjunct Assistant Professor of
Religious Education
Ph.D., Fordham University

Betty Clark
Adjunct Assistant Professor of
Counseling and Ministry
D.Min. and M.Div., Erskine Theological
Seminary

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

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

John Paul James
Adjunct Assistant Professor of Ministry
D.Min., Unification Theological
Seminary

Frank Kaufmann
Adjunct Assistant Professor of Interfaith

Ministry
Ph.D., Vanderbilt University

Drissa Kone
Assistant Professor of Pastoral Ministry
D.Min., Unification Theological
Seminary

Lillian Miles
Adjunct Assistant Professor of Pastoral
Ministry
D.Min., United Theological Seminary

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

Drew K. Ross
Adjunct Assistant Professor of Theology
D.Min., Ashland Theological Seminary

M. Salih Sayilgan
Adjunct Assistant Professor of Islamic
and Interreligious Studies
Ph.D., The Catholic University of
America

William Selig
Adjunct Assistant Professor of Pastoral
Ministry
D.Min., Unification Theological
Seminary

Jennifer Tanabe
Adjunct Assistant Professor of
Educational Assessment
Ph.D., University of Edinburgh

Terrance Tarver
Adjunct Assistant Professor of African
American Studies
Ph.D., Howard University

Robert Wagner
Lecturer in Information Literacy
M.A., SUNY Stony Brook
M.L.S., CUNY Queens College

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

Lester Williams
Adjunct Assistant Professor of 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 education for ministry and professional life. It confers five accredited graduate and undergraduate degrees: Doctor of Ministry, Master of Divinity, Master of Religious Education, Master of Arts in Religious Studies, and Bachelor of Arts in World Religions and Philosophy. 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 and Clinton, MD campuses. Located in midtown Manhattan, the New York City location draws students from the New York metropolitan area including New Jersey and Connecticut. The Clinton campus, located minutes from the nation's capital, draws students from Virginia, Maryland and the District of Columbia.

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. In working with people of all faiths, UTS is able to bridge religious and cultural divides to promote a sustainable peace based on universal spiritual principles.

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 sixteen hundred graduates serve in a broad

array of missions around the world in the church, as well as careers in interfaith organizations, social service agencies, educational contexts, journalism, law, medicine, politics and business.

MISSION STATEMENT

The Unification Theological Seminary offers educational programs in an interfaith context, which cultivate the heart, mind and spirit; bridge religious and cultural divides; promote leadership, service and engagement with the world; and provide tools for success in ministry and professional life. UTS is committed to the Unification vision of one global family under God.

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

Certificates in Unification Leadership, Ecumenical Leadership, and Nonprofit Leadership and Grantwriting, M.Div., M.A. and D.Min.;

Religious Education - HEGIS 2304.00
M.R.E.;

Philosophy and Religion - HEGIS 1599.10

B.A. in World Religions and Philosophy.

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 distinguished scholars who visited UTS in the late 1970s and early 1980s for programs included: 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, 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 then 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 1986 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 Middle States Commission of Higher Education. This accreditation was reaffirmed in 2003, 2010, and 2016.

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, prepared more than thirty missionaries for service in South America, inaugurated *The Journal for Unification Studies* (1997-), and attained regional accreditation

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. UTS obtained approval for its Doctor of Ministry program, inaugurated in 2006, and a M.A. in Religious Studies, begun in 2009.

In June 2010, Dr. Richard A. Panzer, a graduate of the UTS class of 1979, became the fourth President of UTS. Under his leadership, the Seminary began development of an undergraduate program that was approved in 2013 by NYSED, but is currently not taking applications. UTS began its *Applied Unificationism* blog in 2013 and a Clinton, Maryland Instructional Site in 2014 focused on expanding ministry opportunities through a collaborative relationship with Total You Integrative Medical Center.

In May 2015 Dr. Hugh D. Spurgin, a graduate of the first class in 1977, became the fifth UTS President. Under his tenure, UTS observed the 40th year from its founding, reaffirmed its regional accreditation by the Middle States Commission on Higher Education, increased enrollment in its graduate programs, strengthened its relationship with its sponsoring church, placed greater emphasis on its website and social media, and began an online learning initiative.

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. 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, recreation rooms, 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 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.

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.

The Seminary partners with the American Clergy Leadership Conference (ACLC) to sponsor prayer breakfasts and other clergy-based programs. UTS works also with the Ahmadiyya Muslim Community, the Baha'i Community, the New Synagogue of NYC, and the International Gurukula Community as part of its commitment to interfaith dialogue and understanding.

Maryland

The Maryland Campus of the Unification Theological Seminary, classified as an additional location by the Middle States Association of Higher Education, is situated in the southern part of Prince George's County Maryland in Clinton, Maryland. It is housed in a Mind/Body Integrative Medical Arts facility, which provides UTS students with a unique and most effective opportunity to learn and gain unique skills for their ministerial and theological vocations. Students are able to register for internships in holistic counseling and in helping people learn and live more effectively and

appropriately. Located near the heart of the seat of government for the United States, also known as "the beltway", the campus is accessible for students living in the Maryland, District of Columbia, and Virginia region. This area is also home to one of the largest UTS alumni communities.

The Maryland campus was developed out of a need for students to enter the ministerial and religious education fields equipped with the necessary knowledge and practical experiences that enable them to provide a more holistic ministerial and educational approach within their churches and faith communities. The Maryland campus is unique and its program of study integrates the study of Ministry, Religious Education and Theological Studies with today's advances in Neuroscience, Counseling and Psychology, and Entrepreneurship. Students also have the opportunity to expand the boundaries of ministry through the inclusion of holistic health and healing, nutrition, health IT and business and professional certification options - all of which provide students with vital additional skills to be effective in today's multidisciplinary workforce.

Library

The UTS Libraries maintain a collection of approximately 157,000 titles (57,000 volumes), which include books, ebooks audio and video media, and periodicals.

The UTS Information Commons is located in the Seminary Library (NYC Extension). Patrons can avail themselves to computer workstations and ChromeBooks to conduct personal and academic research, engage in group projects and participate in Information Literacy workshops.

Students at the NYC campus are able to access over 50,000 books at the Barrytown campus through an interlibrary loan process. New York City is home to some of the best public and private libraries in the world. As such, 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) and WALDO. Likewise, faculty, students

and staff can access the online services and electronic materials of all three New York Public Libraries.

Patrons can also utilize the full-text, scholarly journals through ProQuest-in-Religion, an online database, and EBSCO ebook collection from their personal computers or terminals available in the library.

Students have access to online bibliographic citations and LibGuide course resources. The UTS Library also offers individualized research support to students. And, to further serve the needs of our patrons, the UTS Library offers extended hours during Exam Weeks.

Security

UTS maintains campus security on the main campus 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 campus or the Extension Center campus in the 2016-17 academic year.

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.

Cost of Attendance

Doctor of Ministry Program

	<i>One Semester</i>	<i>Full Year</i>
Tuition & Fees*	\$3,805	\$7,610
Room & Board (off campus)	8,615	17,230
Room & Board (on campus)	800	1,600
Books/Supplies	800	1,600
Transportation	675	1,350
Loan Fees	109	218
Personal/Misc.	875	1,750
TOTAL	\$15,679	\$31,358

*Based on 7 credits per semester @ \$525 per credit

Master Programs

Tuition & Fees**	\$4,855	....	\$9,710
Room & Board (off campus)			
	8,615	....	17,230
Books/Supplies	800	.....	1,600
Transportation	675	.....	1,350
Loan Fees	109	.....	218
Personal/Misc.	875	.....	1,750
TOTAL	\$15,929	.....	\$31,858

** Based on 9 credits per semester @ \$525 per credit

Tuition and Fees

Tuition Graduate and Doctoral Programs

Tuition per credit per semester..	\$525.00
(including Dissertation Project credits)	
Non-credit continuing education,	
tuition per class hour	165.00
Audit fee per credit	125.00
Continuing Thesis or Project	
Enrollment, per semester	150.00
Continuing Dissertation Enrollment,	
starting with the 5 th year of the program,	
per semester.....	200.00
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 Graduate and Doctoral Programs

Full-time Students (9 or more credits	
Masters, 7 or more credits Doctoral)	
Registration	\$ 130.00
Part-time Students (fewer than 9 credits	
Masters, fewer than 7 credits Doctoral)	
Registration	\$ 105.00

Other Fees

Student Activity Fee (NY Extension	
Center students only).....	\$ 30.00
Application Fee	30.00
Graduation and Binding Fee	100.00
Transcript Fee	10.00
Transfer Credit Evaluation Fee (<i>Master</i>)	
.....	40.00
Deferred Payment Plan (full-time)	
.....	150.00
Deferred Payment Plan (part-time)	70.00
Late Payment Fee, per missed	
installment	35.00

Late Registration Fee	70.00
plus \$15 per day after the first day of	
classes	
Readmission Fee	70.00
Replacement of Student ID	5.00

Room and Board

D.Min. Intensive Meals	360.00
D.Min. Intensive Room, single	
occupancy	440.00
D.Min. Intensive Room, double	
occupancy	340.00

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 67% of deferred tuition must be paid in three equal installments the 3 months following the first day of classes. A fee is assessed for choosing this option. A late fee of \$35.00 will be assessed per missed installment. Students will not be allowed to register if there is a balance on their account.

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.

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.

Forms and information are available through the Admissions Office.

Types of Financial Aid

Financing a college education is a challenge for many families. Recognizing the cost of an education, students should consider the total cost of their education and not just the costs of the initial year. Besides the usual sources—family assistance, personal savings, and summer earnings—there exists a variety of ways to pay college costs. These are generally referred to as student financial aid. They consist of scholarships, grants, loans, and earnings from part-time work while in school.

Loans and scholarships are available at UTS. Most of these forms of financial aid are based on need and are determined by the FAFSA. The amount of the aid offered is determined by calculations from the Department of Education. Scholarship monies are awarded by the graduate Financial Aid Committee.

Please keep in mind:

- All Federal financial aid rules and regulations are set out by the Department of Education. These are federal laws and regulations that the UTS Office of Financial Aid is required to follow.
- UTS does not discriminate on the basis of race, color, national origin, religion, age, or disability.

Scholarships

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

Ecumenical Scholarship

This scholarship offers a 25% discount of tuition costs for students enrolled in any Master's Program.

President's Scholarship

This special scholarship is for students who cannot access federal financial aid.

Federal Direct Loan Program

The Federal Direct Loan program assists students who are enrolled at least

half-time (six credit hours per term) in borrowing directly from the U.S. Department of Education. The loans are insured by the federal government.

Stafford Direct Loans - Unsubsidized Loans

Graduate students in the UTS programs can apply for the unsubsidized Federal Direct Student Loan program. These loans have a set low interest rate of 3.76%, they do begin to accrue interest from the day they are released from the lender. The student must select one of the following two options: to begin making interest payments on the loan immediately or to allow the DOE to capitalize the interest due, resulting in a larger loan repayment

To receive federal aid administered through the UTS Office of Financial Aid, you must:

1. Be admitted to a degree seeking program at UTS.
2. Effective July 1, 2012, new students who enroll for the first time after July 1, 2012 must have a high school diploma, GED or equivalent to receive federal student aid.
3. Be a citizen, permanent resident of the United States, or other eligible non-citizen.
4. Maintain satisfactory academic progress (SAP) according to SAP policy for financial aid recipients.
5. Be in compliance with Selective Service Registration to receive federal funded student aid.
6. Be enrolled at least half-time (6 credits) for federal and state funded financial aid programs.
7. Resolve any drug conviction issues.
8. Not owe a refund to any federal grant or loan or be in default on any federal loan.

Procedure to Apply for Federal Direct Loans

1. **New students:** Fill out your FAFSA application at www.fafsa.gov
Returning students: Update your FAFSA record at www.fafsa.gov This must be done each academic year.
2. **New students:** Login at www.studentloans.gov and click

on Entrance Counseling and Complete your Master Promissory Note (MPN). Both are listed on the webpage after signing in.
Returning students: Go to www.studentloans.gov and check to see if your MPN needs to be updated.

3. It takes about a week for the information to be sent to the UTS Financial Aid Office so that a student's eligibility for a federal loan can be determined, and how much you can receive for the new academic year.
4. Contact the UTS Financial Aid Office for information about an unsubsidized Federal Direct Loan, your eligibility for a loan, and the amount you want to borrow.
5. Manhattan: 212-563-6647 ext. 105
Maryland: 240-244-1125
Email: Henry Christopher at h.christopher@uts.edu
6. The Financial Aid Office will then create an Award Letter for you to sign, showing the cost of attendance for the year and the amount of the loan which you want to borrow.

It generally takes about a week for the loan to be processed through the Federal government. The UTS Bursar will credit your account with your loan amount, deduct the UTS costs, and issue you a check for any remaining amount.

Loan Disbursement and Processing Policy

1. FA Solutions Originates and Disburses Funds:

A private company hired by UTS handles all student Federal loans, including originating and disbursing funds from the DOE for each student. The UTS Financial Aid Office together with FA Solutions determines when a student has met all eligibility requirements for the disbursement of financial aid funds.

2. UTS Finance Office Disburses Funds:

All Loan funds will be disbursed via hard copy check by the UTS Finance Office.

It often takes several days or longer for UTS to receive the funds

after the certification process begins.

Please note, there is a processing time for all funds that come into UTS. UTS will have your funds on your ledger within 3 days of receiving the funds from the DOE. Students will be notified by the Financial Aid Office when to come to receive their loan.

Satisfactory Academic Progress for Financial Aid

Federal Regulations require all UTS students maintain good progress toward receiving a degree in order to continue to have eligibility for Title IV financial aid programs. All semesters will be counted toward this progress regardless if the student did not receive aid in a prior semester.

According to Federal Regulations there are three main measurements reviewed at the end of each semester. See the UTS Financial Aid Handbook for more detailed information.

GPA

Graduate program graduation requires a minimum of a 2.5 cumulative grade point average. To continue studies at UTS, graduate students must maintain a 2.5 cumulative grade point average starting at 12 cumulative credit hours.

Pass Rate

Completion Rate: Students must complete at least 67% of all credits attempted. Credits attempted include transfer credits, withdrawals, "F" and "I" grades.

Maximum Time Frame

Students need to complete their degree within a maximum timeframe, including transfer credits and attempted credits. This timeframe is 150% of the degree program requirements. In other words, 75 credits for the M.R.E., 72 credits for the M.A. and 120 credits for the M.Div. degree. For the D.Min degree the timeframe is 6 years.

Students not in compliance with the minimum GPA, maximum timeframe, and/or completion rate requirement will be put on financial aid probation and may lose their financial aid eligibility.

Repercussions for not meeting the requirements:

Students who do not meet the above listed requirements will first be placed on Financial Aid Warning / Probation. Any student who is placed on Financial Aid Warning will still be eligible for aid for 1 semester in an attempt to repair their progress.

After the Warning or Probationary period has ended, if the student still does not meet all 3 requirements, he/she will be placed on Financial Aid Suspension. Students that are placed on Financial Aid Suspension cannot receive any Title IV Federal (or State) Financial Aid until they repair their Satisfactory Academic Progress status by enrolling for classes at their own expense or successfully appealing their probation.

Appeal Process for Students Who Have Failed to Meet Satisfactory Academic Progress

Students will be notified by the Office of Financial Aid that they have lost their financial aid eligibility.

Students initiate the process by requesting a one-time appeal. Such requests should be forwarded to the Director for Financial Aid within two weeks of aid loss notification.

Possible reasons for appeal: serious personal problems, family tragedy, illness, employment and/or difficult adjustment to school, and other unusual circumstances that could reasonably contribute to a lack of academic progress. Appeals should include supporting documentation.

A committee comprised of the Director for Financial Aid, the Registrar, and others as needed will review the appeal request.

Please note, only one appeal will be granted, whether based on qualitative and/or quantitative standards. Students who are not granted an appeal, or those who have already used the appeal, but do not have a cumulative GPA of 2.00 or meet quantitative standards, will regain eligibility once the cumulative GPA and quantitative standards are met.

INSTITUTES AT UTS

UTS Institute for True Parents's Teachings

The UTS Institute for True Parents'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 has assisted in translations of the *Chambumo Gyeong*, *Cheon Seong Gyeong*, *Pyeonghwa Gyeong*, the Family Pledge, and many of Reverend Moon's public speeches.

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

Unification Theological Seminary

Graduate Programs

ACADEMIC CALENDAR 2018-2019

Fall Semester 2018

July 1	Start of D.Min. Fall Semester
August 6-17	D.Min. Fall Intensive in session
August 24	Registration Day and Orientation for new students
August 27	First day of classes (Master level programs)
September 3	Labor Day - no classes
September 4	Last day to add/drop classes
October 19	End of D.Min. Fall Semester
October 31	Application Deadline for December Graduation
November 20-23	Thanksgiving recess
December 10	Last day to withdraw from classes
December 14	Last day of regular scheduled classes
December 17-20	Examination Period
December 31	Graduation

Spring Semester 2019

January 1	Start of D.Min. Spring Semester
January 25	Registration Day
January 28	First day of classes
February 4	Last day to add/drop classes
February 25-March 8	D.Min. Spring Intensive in session
April 6	Application Deadline for May Graduation
April 15-19	Spring Break (Easter)
April 19	End of D.Min. Spring Semester
May 3	Theses and Projects due for May Graduation
May 10	Last day to withdraw from classes
May 17	Last day of regular scheduled classes
May 20-23	Examination Period
May 25	Graduation Day: 43rd Commencement

ACADEMIC PROGRAMS

UTS is an interfaith seminary that seeks to serve students from the world's religions as well as students from a wide range of Christian denominational families. It offers four graduate degree programs. UTS also offers certificate and continuing education programs.

The Doctor of Ministry (D.Min.) Program is a non-residential program aimed at developing ministerial leadership at an advanced level. Courses are taught over four two-week intensives over a two year period. Students then take one to three years to complete their dissertation project. Student have a choice of two concentrations.

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 Religious Education concentration prepares students for educational ministries and work within their faith community and emphasizes sound principles of religious educational programming.

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. The concentrations are Interfaith Peacebuilding, Non-Profit Leadership,

Unification Studies and Theological Studies. 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 and faith communities 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 and interfaith 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 Unification Theology and Philosophy as well as History and Unification Ministry.

Each UTS program 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 pillars.

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 develop student abilities both theoretically and practically, through practical experience. Elective courses provide opportunities to concentrate in specific areas of interest and 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 adds to the rich diversity of the UTS community.

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

Concentration in Religious Education

Religious education is a vital component of the life of any church or faith community. An effective religious education program will support the ongoing religious development and spiritual growth of its members as well as its guests. The concentration in Religious Education focuses on this need as it prepares students to be effective religious educators. The concentration will allow students to develop appropriate and effective strategies for teaching and designing educational programs that will also take into consideration the diverse contextual needs of the learners in the congregation. Students will also study important theological and scriptural concepts together with an appreciation of the leading figures, events and institutions of the Christian Church. In addition, students in this concentration will also acquire a basic familiarity with the practices, texts and beliefs of the world's religions.

The following course requirements apply to all 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 *or* SCR 5142 New Testament in Context

THE 5622 Life and Thought of Sun Myung Moon and Hak Ja Han Moon *or* THE 5631 Divine Principle in Depth

THE 5131 Systematic Theology

LTR 5131 Church History I

LTR 5141 World Religions

One Church History elective:

LTR 5132 Church History II

LTR 5301 American Religious Experience

LTR 5302 History of the Black Church

in America
 LTR 5311 Parallels of History
 LTR 5151 The Unification Movement
 LTR 5305 African-American Religious History of Harlem
 Any denominational history course

RELIGIOUS EDUCATION CURRICULUM

EDU 5101 Foundations of Religious Education

EDU 5111 or EDU 5112 Models of Teaching

Two Religious Education electives, including but not limited to:

EDU 5121 Effective Religious Education for Ministry

EDU 5301 Educational Planning and Administration

EDU 5311 Spiritual Formation

EDU 5313 Spiritual Mentoring

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 5511 Ministry for Marriage Preparation

EDU 5512 Marriage and Family Enrichment

EDU 5601 Practicum in Teaching

EDU 5672 Online Ministries

MIN 5431 Foundations of Interfaith Leadership

MIN 5722 Cultural Diversity and Conflict Transformation

MIN 5724 Interreligious Prayer in Ministry

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 within this concentration includes components, which enable the students to examine critical opportunities and challenges, both generally and within their tradition, for interfaith encounters. The curriculum also includes courses that will allow students to recognize the impact faith communities have had on ecumenical and interfaith activities and to understand the central principles of peace building within their own faith tradition and in other traditions in moving forward in this work. A unique dynamic of this concentration is that students will become literate in a faith tradition beyond their own. The ability to communicate and implement guidelines for peace and justice will also be emphasized.

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 5141 World Religions

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 5441 Hinduism

LTR 5151 Unification Movement

THE 5631 Divine Principle in Depth

RELIGIOUS EDUCATION CURRICULUM

EDU 5101 Foundations of Religious Education

EDU 5111 or EDU 5112 Models of Teaching

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

One Religious Education elective plus one Management elective, including but not limited to:

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 Entrepreneurial Ministry

MGT 5331 Human Resource

Management

MGT 5401 Financial Management for Non-Profit Organizations

MGT 5501 Brand Management

MIN 5107 Leadership and

Congregational Development

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 and career options, 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 optional concentrations include two professional concentrations: (1) Interfaith Peacebuilding and (2) Non-profit Leadership that provide practical skills and experiential learning for ministry, and two academic concentrations: (3) Unification Studies and (4) Theological Studies that 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

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 5141 World Religions

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 5441 Hinduism

LTR 5151 Unification Movement

THE 5631 Divine Principle in Depth

MASTERS PROJECT

Masters Thesis or Project (3 credits)

MIN 5804A & MIN 5804B Masters 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 or EDU 5112 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, including but not limited to the following list:

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 Entrepreneurial Ministry
MGT 5331 Human Resource Management
MGT 5401 Financial Management for Non-Profit Organizations
MGT 5501 Brand Management
MIN 5107 Leadership and 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 Entrepreneurial Ministry
MGT 5331 Human Resource Management
MGT 5401 Financial Management for NPOs

MGT 5501 Brand Management
MIN 5107 Leadership and 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 Hak Ja Han 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 in Depth
THE 5601 Unification Theology
LTR 5151 Unification Movement
THE 5611 Unification Philosophy
One additional elective in Unification Studies.

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

Any one course cannot satisfy both a Master of Arts in Religious Studies foundation course and the concentration requirement.

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 social justice ministries. 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.

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
- One unit Clinical Pastoral Education

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 5141 Ethics and Social Justice in the Age of Globalization
THE 5151 Topics in Apologetics in the 21st Century

MINISTRY CURRICULUM

EDU 5101, EDU 5111, EDU 5112 or EDU 5121 a Religious Education core course
MIN 5102 Worship and Liturgy
MIN 5104 Homiletics
MIN 5107 Leadership and Congregational Development
MIN 5106 Ecumenism and Interfaith
PAS 5101 Pastoral Care and Counseling
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 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. CPE may be taken in the summer or during the semester. Students are admitted for their first unit of CPE normally after a minimum of one year of theological education. Students seeking to become a licensed chaplain will find CPE to be a key element of their experience.

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.

Ordination

UTS provides courses to satisfy the requirements for ordination in various denominations, such as courses in church polity or history of a specific denomination. 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 often available.

Students wishing to pursue careers as professional chaplains are advised to take MIN 5107 Leadership and Congregational Development during their first year, either PAS 5101 Pastoral Care and 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 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 and PAS 5723 Moral Injury and War.

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.

FIELD EDUCATION

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.

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 48 of their M.A. or 50 of their M.R.E. credits 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. 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 the 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 elective courses
- A grade-point average of at least 2.50
- An approved Dissertation Project Proposal
- Acquire a Field Advisor and develop a Site Team to provide support and mentoring
- The Dissertation Project Defense
- The completed Dissertation Project 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 Postmodern 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 in the Midst of Diverse Lifestyles
- MIN 8502 Religious Education and Ministry Needs of the Postmodern 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 Change Management for Faith Leaders

The concentrations are an option. Students may focus their elective studies within one of the two concentrations or they may take courses from both concentrations.

DISTANCE LEARNING

The Seminary offers a number of courses for distance learners. Courses designated as distance may have a variety of delivery methods.

Some courses are given exclusively through a learning management system (Canvas), where students sign into the course online and work through the prescribed content and activities. The content and activities may involve viewing videos, reading articles, taking quizzes, participating in threaded discussions, or writing short essays. These courses are intensive, usually of 8 weeks' duration, rather than the traditional length 15-week courses on campus.

Other courses for distance learners are given through UTS's course capture system, Adobe Connect. These are courses that are currently being taught on campus in which the course is recorded with full audio and video

output. All course interactions and shared documents, such as PowerPoints, videos, and other prepared materials, are recorded along with the faculty member's content. Adobe Connect allows students at a distance to take a course in real time, as it is being taught, and asynchronously, while the student is off-line. Students are responsible for the full course requirements and timeline as if they were physically in the classroom. Distance students can access these courses through links provided in the Student Information System.

The Seminary may also offer a limited number of courses through the Adobe Connect system that are recorded specifically as distance courses. Such distance learning courses are designed for self-motivated adult learners and are offered specifically as an alternative to a class offered for students who are physically present on campus. These distance-only courses may be taught over the normal 15-week term or may be taught more intensively. That information will be duly noted at time of registration.

As UTS is not registered to offer more than 50% of any degree program through distance learning, students are limited as to how many courses they may take through this format.

Students wanting to register for distance learning courses may do so during the normal registration process. Tuition for distance learning courses is the same as for all credit-based courses.

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)

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 offers courses that enable adult students to upgrade their professional skills in ministry or enrich their lives by theological study. UTS offers credit courses as well as non-credit based courses as part of its lifelong learning support.

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.

Non-Credit Courses

UTS occasionally provides non-credit based continuing education courses. Go to the UTS website for a listing of courses and times they are offered.

Partnership with the Family Federation for World Peace and Unification

UTS partners with the Family Federation for World Peace and Unification (FFWPU) to offer continuing education courses for its pastoral and lay leadership and its general membership.

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, though students may apply to begin in the Spring 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

Prospective students may apply online through UTS's student information system. An applicant can begin the application process at this web address:

<https://uts.edu/admissions/begin-application>.

Inquiries and questions may be directed to Mrs. Theriot, j.theriot@uts.edu or to Office of Admissions, 4 West 43rd Street, New York, NY 10036.

Application Checklist

Applicants must submit the following:

- A completed application form, including intended degree program, 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, church elder or faith community leader. Recommendation letters by persons related by blood or marriage to the

applicant are not acceptable.

- TOEFL score (for non-native English speakers).
- One digital photograph.
- Proof of immunization for Measles, Mumps, and Rubella (MMR). Students born before 1/1/1957 are exempted from this requirement.
- A completed "Meningococcal Meningitis Response Form".
- Application fee of \$30.00.

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 (iBT of 83) 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 and has submitted all application materials, 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. 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.

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

Conditional Standing

Conditional standing is given to applicants for whom there is a question as to their ability to succeed academically based on the applicant's undergraduate degree, GPA, and/or English language proficiency. 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.

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 specific ministry courses that are central to the M.Div. program and which distinguish the M. Div. degree from other theologically advanced degrees. Applicants seeking equivalency will have their transcripts assessed to determine the additional coursework that would be required for entry into the Program. The Doctoral Admissions Committee makes all decisions.

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 of which one must attest to the applicant's ministry. Recommendation letters by persons related by blood or marriage to the applicant are not acceptable.
- 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 photograph
- 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.
 - A completed "Meningococcal Meningitis Response Form".
 - Application fee of \$30.00.
- Prospective students may apply online at this web address: <https://uts.edu/admissions/begin-application>.

Inquiries and questions may be addressed to the Director of the Doctor of Ministry Program, Dr. Winings, k.winings@uts.edu.

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. Conditional Status may also be given to students with a theological Master's degree from a non-accredited institution, and those with missing equivalency courses.

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

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 two-week Intensive Sessions, conducted over two years in August and in February. Students in the program are encouraged 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 during the first week the course is offered without penalty. 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 institutions accredited by an agency that is recognized by the United States Department of Education, or in the case of international institutions, by an agency that is recognized by its national government or equivalent. 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.
- The maximum number of credits for a course transferred is the number of credits UTS awards for the corresponding course.

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 Academic Dean. 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 30 days after graduation.

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 request 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

Students are required to attend all class sessions for the courses they are registered. Students are considered to be present at an on-campus class in one of the following ways: (1) by being physically present in class, (2) by being present in class synchronously via Adobe Connect, or (3) by presenting evidence of course engagement through a written document as defined by the instructor within one week of the class session as evidence of having viewed the class session asynchronously. For students registered in a Canvas online course, a student will be counted as present in class after presenting the required assignment to the instructor within one week of the class session. Whenever unusual circumstances make regular attendance impossible, special arrangements should be made with the instructor.

Students missing more than three weeks of class in a given semester may be subject to withdrawal at the discretion of the course instructor.

Students missing four out of the first seven weeks without giving a formal written notification of an emergency are given an automatic administrative withdrawal.

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 Academic Dean.

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. It assesses, at the mid-point in the course of study, the student's progress towards fulfilling the learning outcomes of the program in which he or she is enrolled. For this purpose, students submit a portfolio containing samples of their best work, so they can be assessed in light of the overall learning outcomes of the program as well as the student's own personal goals.

At the same time, the Mid-Program Review provides students with the opportunity to reflect on their learning goals—both the program's stated learning outcomes and their own personal goals—to assess their progress in preparing for their vocation. It helps students to gain more clarity about their goals and plans for their future, and about how God is guiding them to accomplish these goals. For this purpose, students prepare an MPR Essay and then meet with their Faculty Advisor and two other students. This interview provides an opportunity for the student to reflect within a collegial structure without the onus or burden of feeling judged or evaluated.

Students complete the Mid-Program

Review at the mid-point in their course of study. For MA and MRE students, it is the term in which they reach 25 credits. For M.Div. students, it is the term in which they reach 37 credits. Early in the term, the Registrar will notify students that they should prepare for their Mid-Program Review.

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 Academic Dean. Students are expected to meet with the instructor at least four 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 PDF copy on a flashdrive 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 Colloquium during their senior year of study. 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 their work in progress 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 Academic Dean – 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 PDF copy on a flashdrive, 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 Pass/Fail based on the 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 two years after 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.

Continuing Project Enrollment

Students who are working on completing their Religious Education Project or Master of Arts Thesis/Project and are not otherwise registered for courses are required to register for the "Continuing Thesis/Project Enrollment". This course enables them to continue to use the Seminary resources and will be counted as half-time enrollment. "Continuing Project Enrollment" is limited to two semesters

maximum.

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 Academic Dean 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.

F1 students must speak with the Primary Designated SEVIS Officer

(PDSO) if they are considering a leave of absence as special conditions apply.

Withdrawal from the Seminary

A student withdrawing from UTS is asked to notify in writing the Director of Student Life and the Registrar. Students may be asked to consult with the Academic Dean 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.

Students who withdrew or who were withdrawn and subsequently re-apply are required to follow the curriculum in effect at the time of their readmission. There is an exception for students who have only to complete their thesis/project. Those students may graduate under the curriculum in effect when they previously were enrolled.

Assessment

An important dynamic at UTS is the continual assessment program on campus. All phases and areas of the program is subject to rigorous and continual assessment. From the moment students arrive on campus to life as an alumni of the institution, students will experience a wide array of assessment instruments and activities. The catchphrase for life on campus is "creating a culture of evidence."

In order for UTS as an institution to continually improve and support students in achieving their learning goals, assessment must be central. The Seminary seeks student support in this effort through their honest and clear responses on assessment surveys and instruments. In this way, not only will they benefit, but all future students who attend UTS will benefit.

Academic Support Services

Students at the NYC Campus have access to the information commons in the Library, which offers computer support and printing support. Students

are also able to check out Chrome Books while on campus. In addition, students may request research support from the Library staff.

All schools are required by law to provide reasonable accommodations in the form of auxiliary aids and services for students with disabilities. These accommodations may include, for example, taped texts, note takers, interpreters, readers, Braille books, large print materials, talking calculators, television enlargers, assistive listening devices, video text displays, and test accommodations. UTS will determine on a case-by-case and course-by-course basis whether a need exists, based on documentation, and what accommodation is appropriate.

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.

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.

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.

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.

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. Effort is made to provide 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 Director of Student Life supervises student life at the Seminary in order to maintain a

cohesive and healthy community. The Student Advocacy Council meets regularly to discuss and deal with issues of concern. The Student Advocacy Council President chairs the meetings. Elections are held each year to elect the officers of the Council.

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.

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

Seminary students are encouraged to organize student clubs and activities through which each student can grow in leadership ability and explore non-academic areas while developing his/her personal potential. 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.

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.

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.

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. Students may also schedule an appointment with the Seminary’s chaplain. 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 southwest wing of the main building of the Barrytown campus has washers, dryers, and ironing facilities.

Library Services

Seminary students have access to both the Barrytown campus library and the Extension center library and its trained staff. In addition, students have limited access to other local libraries throughout Metropolitan New York.

The New York Extension Center library provides students access to computers, photocopying and scanning facilities. The library staff also offers mini workshops on software use, writing, presentation, and the use of library resources. Students may check out Chromebooks for use while on campus to support their research needs.

Between classes students may relax, fellowship or study in the student lounge.

Students at the Maryland extension site have access to the digital resources through the library's webpage.

COURSE LISTINGS

The Courses described on the following pages will be taught in 2018-2019 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 Old Testament 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. A. 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. J. David, J. James or L. Williams.*

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. The course will also look at contemporary challenges to New Testament teachings on Jesus, ethics, the role of women, homosexuality and other issues. *3 credits. J. David or L. Williams.*

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. A. 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. A. Wilson.*

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. A. 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. L. Williams or A. 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. J. David.*

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. Faculty.*

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. A. Wilson.*

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. L. Williams.*

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. L. Williams.*

SCR 5432 Parables of Jesus

The Parables of Jesus remain the vehicle of choice by modern scholars for arriving at the clearest view of Jesus' teaching. They remain relatively unaffected by quests for the historical Jesus and controversies over putative rabbinic, gnostic or Hellenistic sources for the message of the kingdom of God. At the same time, important changes have taken place in the art of parabolic interpretation. Instead of rural scenes of timeless agricultural routines – planting and harvesting – the critic now mines

the stories for angles on bureaucrats, bankers, and imperial corruption. Jesus' social commentary manages to combine the highest spiritual values with the lives of born-losers. Instead of clarifying Jesus, the parables have been described by one writer as designed to focus light on the inmost thought of the reader. *3 credits. L. Williams.*

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. A. 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. J. David.*

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. S. Abdul-Mani.*

THE 5631 Divine Principle in Depth

See the Theology listings.

SCR 6390 Thesis/Project in Scriptural Studies

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

SCR 6391 Thesis/Project in Scriptural Studies

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

SCR 6490 Thesis/Project in New Testament

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. 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. M. Mickler or J. James.*

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. M. 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, founders, development, and basic beliefs with special emphasis on the diverse contemporary expressions of each world religion. *3 credits. R. 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. M. 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. R. 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. J. Hickman or L. 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. R. Brown.*

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. M. Mickler.*

LTR 5390 Independent Study in Church History

1-3 credits. 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. A. 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. S. 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. S. Abdul-Mani or M. Sayilgan.*

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. Faculty.*

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 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. C. Chesnavage, M. Mickler or T. Tarver.*

LTR 5521 Religious Themes in Contemporary Films

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. M. Mickler.*

LTR 5590 Independent Study in Religion and Society

1-3 credits. Faculty.

LTR 5622 Life and Thought of Sun Myung Moon and Hak Ja Han Moon

This seminar seeks an integrated understanding of Reverend and Mrs. Moon's life and thought. The course works from the Divine Principle analysis of providence as a path of restoration through indemnity, in particular, the three stage map of Moses' and Jesus' courses and the eight stages of development. Into this template we examine Rev. and Mrs. Moon's words, deeds and outcomes. *3 credits. T. Hendricks or M. Mickler.*

LTR 5690 Independent Study in Denominational Studies

1-3 credits. Faculty.

LTR 6390 Thesis/Project in Church History

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

LTR 6391 Thesis/Project in Living Traditions

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

LTR 6490 Thesis/Project in World Religions

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

LTR 6590 Thesis/Project in Religion and Society

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

LTR 6690 Thesis/Project in Denominational Studies

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

THEOLOGY AND PHILOSOPHY

THE 5131 Systematic Theology

Primarily through the instructor's lectures, the course provides a comprehensive and systematic overview of Christian beliefs such as God, revelation, providence, creation, human fall, Christ, salvation, Trinity, church, and the last things. And it explores a feasibility of theological universality to address some of the unresolved gaps that still exist among various traditions within Christianity. *3 credits. J. James or T. 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. D. Ross or A. Wilson.*

THE 5141 Ethics and Social Justice in the Age of Globalization

This course covers major approaches to ethics (normative ethics): utilitarianism (Bentham and John Stuart Mill), deontological ethics (Kant), and virtue ethics including Aristotelianism, biblical ethics, Confucianism, and Care ethics. The first half of the course examines each ethical theory in relation to moral and ethical dilemmas. The course examines the strength and weakness of each theory as well philosophical issues underlying moral discourses. The second half of the course examines a range of social justice questions related to wealth and poverty, gender, race, the environment, human rights, religion, and others. Throughout the course, students will examine the intersection of religious beliefs and ethical reasoning. The course combines instructor presentations, in-class discussion and case-study work. *3 credits. M. Mickler or K. 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. T. 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. T. 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. T. Shimmyo.*

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. C. Antal.*

THE 5390 Independent Study in Theology

1-3 credits. Faculty.

THE 5513 Philosophy of Religion

The philosophy of religion is the

philosophical examination of central themes, concepts, and practices of religion. Topics include the concept of God or ultimate reality, the relationship between faith and reason, the problem of evil, the existence of God and the afterlife, religious language and experience, ritual, and others. The course surveys major arguments for and against religious beliefs and examines their underlying assumptions, justification criteria, and plausibility. The course takes into account religious diversity and contemporary developments in the philosophy of science. *3 credits. K. Noda.*

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. A. Wilson.*

THE 5534 The Meaning of Life

The meaning of life is one of the most intimate and yet elusive inquiries in one's life. The course applies the principles of philosophical hermeneutics to the question and explores how a spiritual understanding affects the

interpretation of the meaning of life. The course consists of two parts: the first part focuses on methodology and explicates basic principles of hermeneutics; the second part focuses on the spiritual dimension as articulated in Viktor Frankl's meaning-based psychotherapy. The course makes a brief reference to the religious frameworks of Carl Jung and Joseph Campbell in contrast to Freud's non-religious approach. Students will conduct self-analyses in order to discover the role of spirituality in the interpretation of their own meaning of life. *3 credits. K. Noda.*

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, not only addressing various theological issues and problems in the Christian tradition, but also benefiting from Christian theology for the self-clarification and self-understanding of Unification theology. This course enhances the ability to explain and defend the Unification message in dialogue with Christian clergy and lay people. Prerequisite: *THE 5131*. *3 credits. T. Shimmyo.*

THE 5611 Unification Philosophy

Unification Philosophy is the philosophy and thought of Rev. Sun Myung Moon; this philosophy was then systematized by the late Dr. Sang Hun Lee as Unification Thought. This course will explore the central perspectives of Unification Thought and its key concepts by examining them against the background of the history of philosophy, other disciplines, and contemporary social cultural contexts. Through the dialogical study of Unification Thought and the philosophic tradition, students will see both the philosophic implications of Unification Thought and the challenges it faces. The course is seminar style. Students are required to do a series of presentations. *3 credits. K. Noda.*

THE 5631 Divine Principle in Depth

Divine Principle provides the formula for our life with God and with one another. It illuminates the path that Rev. Moon walked. It reveals the heart of God and God's painful course through history. It is a resource for ecumenical relations. To study the Divine Principle in depth, this course starts with *Exposition of the Divine Principle*, adds insights from True Parents' words, from OSDP, and from *Wolli Wonbon*, the manuscript Rev. Moon wrote in Pusan in 1951-52 that has been a particular focus of the instructor's research. We will give particular attention to issues of relevance to living in the Cheon Il Guk Era. Since this is an advanced course, students should already be well versed in the basic content of the Principle and be trying to live by its precepts. *3 credits. A. 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. A. Wilson or M. Mickler.*

THE 6390 Thesis/Project in Theology

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

THE 6391 Thesis/Project in Theology/Philosophy

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

THE 6590 Thesis/Project in Philosophy

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804.

Faculty.

RELIGIOUS EDUCATION

EDU 5101 Foundations of Religious Education

Religious education encompasses both the educational work and educational ministries of churches and faith communities as well as how we as individuals develop religiously, spiritually and within our faith. The course will look at how to define the purpose and concept of religious education, how we develop meaning, and what role content, context and method play in educating religiously. It will look reflectively at the religious education movement and seek to apply its insights to our contemporary church and faith communities and our diverse global world. Students will evaluate the differences between education within the church, education as outreach to others and education in the wider social spectrum. Students will investigate various models of Religious Education in terms of their conceptual frameworks and their founding principles. Finally students will consider what it means for their own faith communities to educate religiously in today's diverse world, and explore ways to cross over in sympathetic understanding to the religious other and how to be religious inter-religiously. *3 credits. J. Hickman or K. Winings.*

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 engaged in teaching or a teaching 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. C.*

Chesnavage, J. Hickman or K. Winings.

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 engaged in teaching or a teaching 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. C. Chesnavage or K. 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. K. 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. K. 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. Carolina.*

EDU 5302 Programming and Curriculum Design

Understanding the basics behind the curriculum that guides the educational program that one is teaching in, is essential. 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. Faculty.*

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. J. Hickman or L. Miles.*

EDU 5313 Spiritual Mentoring

Religious and cultural diversity characterize the postmodern world. This has important implications for mentoring which has been commonly defined in secular, business-related terms. How does religious or cultural identity impact leadership and mentorship? In the context of relationships, how does one's own belief, life experiences, character play a role in mentoring others? These questions are fundamental to becoming an effective mentor in today's world. Students will be challenged to develop the skills, abilities, and confidence to advise, guide, counsel and mentor others. Effective listening is a focal point. The course includes instruction on a variety of topics relevant to spiritual mentoring as well as group discussion and exposure to mentoring practice. The course is intended to enhance students' leadership skills in the context of diversity. *3 credits. D. Kone.*

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 multimedia presentations and opportunities to apply what is being learned in a teaching setting. *3 credits. K. Winings.*

EDU 5411 Children's Ministry

This course will explore how children learn and develop – intellectually, emotionally, spiritually and religiously. Students will consider diverse developmental theorists to gain a solid foundation in children's thinking

and growth. More importantly, though, the course will investigate diverse models of children's ministry programs utilized in churches and faith communities in order to see what components are essential for effective spiritual and religious growth of children. The course will focus on how to nurture faith formation for children ages 4 to 11. *3 credits. K. Winings or J. 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. K. Winings.*

EDU 5431 Ministry with Young Adults / Campus Ministry

This course paints the postmodern young adult landscape and the distinct needs of young adults living in the 21st Century so that they may embrace their own faith in an increasingly complex 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. K. Winings.*

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. L. 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. L. Walsh.*

EDU 5541 Concepts of Nutrition Counseling in Holistic Ministry

Our brain and our body were designed by God to work harmoniously and holistically. An important aspect of this holistic focus is the role nutrition plays in our life. Nutrition not only provides us with physical nutrients to survive but nutrition plays a role in our behavior, our attitude, and our spiritual life as well. When we are not aware of the impact of nutrition on our life, we may experience greater challenges in our ministerial outcome. To prevent this, today's ministry needs a more holistic perspective of our congregants that includes nutrition. This course provides a foundation for understanding the science of how foods impact mood, behavior, and emotions. Students will learn which food groups contain the nutrients that synthesize mood-stabilizing neurotransmitters in the brain, and how a deficiency in these nutrients can lead to depression, fatigue, insomnia, moodiness, obesity and carbohydrate cravings. This course will

introduce ministry and counseling professionals to the most common sub-clinical physiological states the body experiences in response to the typical American dietary pattern. Knowledge of nutrition will also become increasingly necessary as counselors and ministers work in conjunction with integrative healthcare professionals to solve dietary-related behavioral problems and facilitate behavioral change through a more holistic concept of ministry and counseling. *3 credits. J. James.*

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 learn to apply diverse teaching methodologies as they outline and practice teaching the essential content of the Divine Principle through supervised practice. *3 credits. Faculty.*

EDU 5604 Unification Apologetics in Practical Contexts

Apologetics is the defense or vindication of a religion, cause, or organization that is being criticized, that respects the critic's perspective, learns from it, answers in their language, and leads to continued engagement. An apologist needs to have thorough knowledge of that for which s/he is apologizing. With this in mind, this class draws from Unification teachings and history in dialogue with the major criticisms and accusations the church movement has faced. We identify possible answers to accusations or objections, and provide students an opportunity to engage personally in the apologetic enterprise. The purpose is to lay a groundwork for Unification apologetics, train students to do apologetics, and assist students in developing their own answers to criticisms of Unificationism. *3 credits. T. Hendricks.*

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. R. Wagner.*

EDU 5390 Independent Study in Religious Education

1-3 credits. Faculty.

EDU 6190 Continuing Thesis/Project Enrollment

EDU 6390 Thesis/Project in Religious Education

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

EDU 6391 Thesis/Project in Religious Education

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

MINISTRY

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. J. David.*

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. D. Carolin, or T. 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. J. David.*

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. J. David.*

MIN 5107 Leadership and Congregational Development

This course 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. Different roles of a minister – pastor, counselor, Preacher, teacher, spiritual adviser and administrator will be discussed. Five possible models and strategies will be explored; revitalization, new church starts, cooperative parishes, mergers and closures. Students will be given tools for doing need/capacity assessment, economic development and stewardship, conflict mediation. This course will focus on the vitality of a congregation in the areas stewardship and participation in the various

activities of the congregation. *3 credits. J. David or D. Kone.*

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. J. 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. J. 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. J. David.*

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. J. 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. J. David or D. Kone.*

MIN 5341 Eco-Justice Ministry

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. J. 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. K. 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 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. *3 credits. F. Kaufmann.*

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. L. Rouse.*

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 interagency cooperation. These are strategies to build a caring, compassionate and prophetic ministry. *3 credits. K. Winings.*

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. K. 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. D. Kone.*

MIN 5724 Interreligious Prayer in Ministry

This course will situate interreligious, interfaith, or multi-faith prayer within the context of the curriculum form of religious education known as liturgy. The course will make a distinction between the official forms of prayer within the various religious traditions of the world and what is known as creative prayer or paraliturgies. The course will explore the historical background for interreligious prayer, the increasing number of interreligious families, the official prayer of several of the world religions, an understanding of revelation that is conducive for a bridge and not a barrier to this prayer, and how principles of inculturation could help with the planning and understanding of interreligious prayer within the United States. Students will have opportunities to experience and observe the official prayer of at least three world's religions and plan an interreligious prayer service of their own. *3 credits. C. Chesnavage.*

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. K. Noda.*

MIN 5803 Integration Colloquy

The Integration Colloquy is designed for Master of Divinity students in their final two semesters. The purpose of the Colloquy is to support students in their transition from being a student to their life and work after graduation. Led by two faculty members representing the Theological program and the Ministry program, students will theologically reflect on their experience in the Divinity degree program including what

they gained from their course work, their CPE experience and their student life experience. Students will then be challenged to reflect on and discuss how to integrate these experiences with their practice of ministry. Students will be encouraged to examine their calling and ministry work in order to strengthen their ministry skills and personal life of faith after graduation. The Colloquy will enable students to also look at the practical needs of their ministry and career. An emphasis will be placed on how to maintain a life of theological reflection, lifelong learning and personal spiritual formation after graduation. *Taught over the two semesters prior to graduation. 1 credit. Faculty.*

MIN 5804A Masters Colloquium

The Masters Colloquium provides guidance for students writing a Master Thesis or Project, from formulating the initial proposal to presenting the results of research to peers. Section A focuses on preparing the proposal. *Taught over the two semesters prior to graduation. 0 credit. A. Wilson.*

MIN 5804B Masters Colloquium

The Masters Colloquium provides guidance for students writing a Master Thesis or Project, from formulating the initial proposal to presenting the results of research to peers. Section B focuses on the draft of thesis or project and its content. *Prerequisite: MIN 5804A. Taught over the two semesters prior to graduation. 0 credit. K. Noda or K. Winings.*

MIN 6390 Thesis/Project in Ministry

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

MIN 6391 Thesis/Project in Ministry

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. 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. B. Clark, L. Rouse or W. Selig.*

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. J. 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 effect 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. K. 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. L. 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. J. 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. K. 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. Faculty.*

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. B. Clark.*

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. D. Kone.

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. F. Kaufmann.*

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. K. Winings.*

MIN 8704 Change Management for Faith Leaders

This course introduces a comprehensive, practical approach to change management for faith leaders. Today faith leaders are often required to make drastic, rapid changes in response to cultural shifts, sudden compelling needs, decreasing revenues and increased pressure for results. Change management is an ordered approach to transitioning from a current state that requires adjustment to reach a desired alternative future. We will focus on unlocking individual and or faith communities potential through learning

to identify and overcome resistance to change in our faith communities and ourselves. Key concepts will be illustrated and applied via case studies, as well as personal experience. *3 credits. Open only to D.Min. students. C. Phillips.*

Dissertation Research Seminars

MIN 8802 Dissertation Research Seminar I: Formulating the Question

Students will identify a problem within their own ministry, examine its context, and clarify their underlying theological viewpoints from which they plan to address the problem. They will also be introduced to research strategies for assessing the outcomes of their efforts to carry out their dissertation project. *1 credit. Open only to D.Min. students. A. 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. K. Noda.*

MIN 8803 Dissertation Research Seminar III: Research Design Strategies

This is the third part of the 4-part Dissertation Research Seminar, which is taught over two years in four 2-week intensives. The overall purpose of the Dissertation Research Seminar is to allow students to understand research methodology and how to design a doctoral dissertation project proposal. The Doctor of Ministry Dissertation provides an opportunity for students to utilize action research to objectively measure the effectiveness of a program in their ministry and establish clear

goals and target to improve the program to positively change the lives of participants and impact the community. This third part of this research seminar will equip students with the basic knowledge about action research design and methods so that students will be able to identify the variables to be measured in an action research project as well as how to determine the most appropriate tool for gathering data. This course is subtitled “Identifying and Implementing Variables in Action Research” in order to emphasize the focus of this course. Students are expected to gain the ability to identify the variables in their dissertation project and then begin to design their dissertation project proposal by implementing the variables in an action research design. *1 credit. Open only to D.Min. students. C. Phillips or J. Tanabe..*

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. M. Mickler.*

MIN 8190 Dissertation Continuing Enrollment

0 credit.

MIN 8390 Dissertation in Family & Education Ministries

6 credits.

MIN 8690 Dissertation in Peace & Justice Ministries

6 credits.

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. L. Rouse*

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. L. Rouse*

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. L. Rouse*

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. L. Rouse

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. L. Rouse

PAS 5321 Substance Abuse Counseling

This course is a foundational course in the area of substance abuse counseling. The primary goals of the course are to deepen students' understanding of substance use disorders, facilitate the development of addiction counseling competencies associated with positive treatment outcomes, and to increase the student's confidence level relative to providing substance abuse evaluation, education and counseling. Emphasis is on developing and practicing the appropriate substance abuse counseling skills. Theoretical models of alcohol and drug abuse will be reviewed together with a variety of treatment approaches including the Trans-theoretical Model of Change and Motivational Interviewing. 3 credits. Faculty.

PAS 5322 Principles of Pharmacology for Counseling

In this course students will learn a variety of approaches for studying

addiction using tools of epidemiology, genetics, pharmacology, neuro behavior, and animal model. This is especially important considering that faith communities and congregations have members of diverse ages suffering from addiction and drug dependence, whether with recreational or prescription drugs. 3 credits. J. James.

PAS 5323 Anatomy and Physiology for Ministry

The course provides the structure and functions of the human body and structure of each of the systems demonstrated by models, charts and computer lab. Anatomy is the study of the form, structure and development of the body, it's arrangements and organs. Physiology is the study of how cells, tissues, and organisms function, the "goings on" inside the living organism and the study of how and why the parts of the body work and relate to each other. By studying this course students will stimulate their natural healing ability, through an extensive understanding of how the body and its systems integrate and function together. In addition, students will recognize the interrelatedness of the mind and body and how this all impacts one's ministry and counseling work. 3 credits. J. James.

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. L. 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. L. Rouse.

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. L. Rouse.

EDU 5511 Ministry for Marriage Preparation

See Religious Education listings

EDU 5512 Marriage and Family Enrichment

See Religious Education listings

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. J. 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. Faculty.*

PAS 5723 Moral Injury and War

It is important to heal the wounds of war to create enduring peace. War's visible and invisible wounds, impact our communities today and will for generations to come. What moral obligation does society have to the people we send to do our killing, and to all who suffer from war-making? Clergy and faith communities need to be both *prophetic* and *pastoral*. In this course students will develop pastoral and prophetic skills integral to transforming society and redeeming the moral injuries and soul wounds that are the inevitable consequence of war. *3 credits. C. Antal.*

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 Masters Colloquium, MIN 5804. Faculty.

PAS 6391 Thesis/Project in Pastoral Ministry

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. 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. M. Barry or D. 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. D. 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. C. 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. C. 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. D. Carolina.*

MGT 5312 Entrepreneurial Ministry

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 [an "NGO," i.e., Non-Government Organization]. Through theory, history, case studies, and examples this course will explore the triumphs, trials, and tribulations of entrepreneurship so that students will have the necessary tools to start their own enterprises and businesses. *3 credits. C. Burt or D. Carolina.*

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. M. Barry.*

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. Faculty.*

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. Faculty.*

MGT 5402 Grantmanship: Grantwriting

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. Faculty.*

MGT 5403 Executive Leadership in the Non-Profit Sector

This course is to prepare students for effective social action in their communities and responsible leadership in the social sector. The course examines the challenges of leadership for non-profit organizations emphasizing the dimensions of social responsibility including legal, ethical obligations. Students will be encouraged to thoughtfully and critically analyze their own leadership capacity, goals and commitments. Upon completion of this course students will be able to apply the core values and key practices covered in the texts to practical responsibilities in leadership of a nonprofit organization. *3 credits. C. Phillips.*

MGT 5404 Fundamentals of Professional Fundraising and Development

As an essential foundation in the Master of Arts in Religion with a concentration in concentration in nonprofit leadership, this course provides a comprehensive overview of the design, management and implementation of a comprehensive philanthropic program. This course is designed for those new to the fundraising profession as well as those with more experience who are seeking to expand their knowledge and skills. Most US based nonprofits receive revenue from a diverse base of public, private, and market sources, amounting to over \$300 billion in philanthropy each year. Organizational size, history, prospect base, leadership, sector focus, and structure are among the factors an executive director must consider when determining the combination of strategies that will make up an organization's revenue generation efforts. This course will provide students with an introduction to development, an overview of fundraising processes and systems, and the framework through which managers can determine the efficiency and effectiveness of various tactics within a nonprofit organization's private revenue stream. Students will understand the role of the staff and board in a development program, major gift packaging, and donor development

strategies. *3 credits. C. Phillips.*

MGT 5501 Brand Management

Brand management, formerly public relations, is a vital mission for any organization as it seeks to make its message known to an indifferent or even hostile public. Brand management 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 brand management, 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 Masters Colloquium, MIN 5804. Faculty.

MGT 6391 Thesis/Project in Non-Profit Leadership

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. 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 begin to read and translate selected passages from the Hebrew Bible. *3 credits. A. Wilson.*

LAN 5132 Biblical Hebrew 2

This course is a continuation of Biblical Hebrew 1. Students will continue their study of Hebrew grammar and build their vocabulary as they read selected passages from the Hebrew Bible. The course completes the coverage of grammar begun in Biblical Hebrew 1, including the complete verb system and the variations with different roots, as well as facility with nouns, pronouns, suffix forms, relative clauses and more. By the end of the course, students will be able to read and translate most prose passages from the Hebrew Bible with the support of a lexicon. *3 credits. A. Wilson.*

LAN 5141 New Testament Greek

Being able to read sacred scripture in the original text opens up a whole new perspective on faith and theology. This course is an introduction to Koine Greek, the language of the Greek New Testament with an emphasis on developing the ability to translate. *2-3 credits. V. Cadette or U. 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 5190 Independent Study in Scriptural Languages

1-3 credits. Faculty.

LAN 6290 Thesis/Project in Scriptural Languages

4 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

LAN 6391 Thesis/Project in Scriptural Languages

3 credits. Must be accompanied by the Masters Colloquium, MIN 5804. Faculty.

Unification Theological Seminary

Undergraduate Program

UNDERGRADUATE PROGRAM NOTIFICATION

UTS is not currently accepting applications
for the undergraduate program for the 2018-2019 academic year.
Please monitor the UTS website for updates on the status of the undergraduate program.

Unification Theological Seminary

Institutional Policies

AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY

The Seminary fully complies with all federal, state, and local laws and executive orders, including Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. The Seminary does not discriminate in its admissions or in the administration of any of its programs or activities on the basis of race, religion, gender, age, color, disability, national origin, veteran status, marital status, or sexual orientation. In addition, the Seminary aggressively seeks and encourages applicants for admission and employment from diverse racial and ethnic backgrounds.

It is the expressed policy of the Seminary to operate all of its educational programs and activities in such a way as to ensure that they do not discriminate against any individual on the basis of the characteristics stated above.

UTS does not tolerate harassment in any form based upon race, religion, gender, age, color, disability, national origin, veteran status, marital status, or sexual orientation, nor does it tolerate any type of sexual harassment. Members of the UTS community who believe that they have been subjected to such treatment are encouraged to contact Dr. Michael Mickler, Vice-President for Administration, at (845) 752-3000, x. 227, or mm@uts.edu.

The Office of Equal Opportunity and Affirmative Action is responsible for monitoring the school's compliance with federal and state nondiscrimination laws including Title IX, investigating complaints of discrimination, harassment, and sexual harassment, and overseeing the informal and formal grievance process in accordance with the school's Policy Against Discrimination and Harassment.

DISCRIMINATION AND HARASSMENT POLICY

Policy Statement

UTS is committed to providing a working and learning environment where all members feel valued and are fully empowered to claim a place in and responsibility for our shared working, living, and learning community. Members of UTS community, guests, and visitors have a right to be free from discrimination and harassment and to be treated with respect. The Seminary does not discriminate in the administration of its educational policies, admissions policies, scholarships and loan programs, athletic program, and other Seminary programs and activities, and does not tolerate discrimination or harassment of its faculty, administration, staff, students, or visitors.

The school prohibits discrimination on the basis of race, color, religion or religious belief, citizenship status, sex, marital status, disability, pregnancy, sexual orientation, gender identity or expression, national origin, military service or affiliation, genetic information, age, and any other characteristics protected by law.

Scope of Policy

This Policy prohibits discrimination against or harassment of members of the Seminary community and guests. Its scope is inclusive of, but is not limited to, any individuals regularly or temporarily employed, studying, living, visiting, or with an official capacity at UTS (such as volunteers and contractors).

The filing of a complaint under this Policy is independent of any external investigation or court proceeding, and the Seminary will not necessarily wait for the conclusion of any external investigation or proceeding to commence its own investigation and to take immediate steps to ensure the safety and well-being of members of the campus community. An allegation of discrimination or harassment is not proof of prohibited conduct, and a claim will not be taken into account during performance review, promotion,

reappointment, or other evaluation unless a final determination has been made that the Policy has been violated, or an agreement has been reached as part of an informal resolution process. If necessary and appropriate, decisions regarding extension, reappointment, or promotion may be deferred, in consultation with the appropriate supervisor or review committee, until the matter is resolved.

Relationship to Academic Freedom and Responsibility

As articulated in UTS statement on academic freedom, UTS is dedicated to freedom of inquiry in the pursuit of truth, is vigilant in defending the right of individuals to free speech, and is dedicated to the cultivation of an atmosphere in which all of its members may study, live, and work free from intolerance, discrimination, and harassment. The Policy will not be construed as undermining the principle of academic freedom, which may include the introduction of controversial and challenging matters and demanding methods of inquiry within the teaching environment. However, discrimination and harassment are not legally protected, nor are they excused by reference to academic freedom of expression. Discrimination and harassment undermine the educational mission of the institution, its integrity, and the intellectual, working, and living environment for members of our community.

Definitions

A. Discrimination is any distinction, preference, advantage for, or detriment to an individual compared to others that is based on an individual's actual or perceived race, color, religion or religious belief, citizenship status, sex, marital status, disability, pregnancy, sexual orientation, gender identity or expression, national origin, military service or affiliation, genetic information, or age that adversely affects a term or condition of an individual's education, living environment, or participation in a Seminary activity, or is used as the basis for or a factor in decisions affecting that individual's education, living environment, or participation in a

Seminary activity.

B. Discriminatory Harassment is unwell-come conduct directed toward an individual based on the individual's actual or perceived race, color, religion or religious belief, citizenship status, sex, marital status, disability, pregnancy, sexual orientation, gender identity or expression, national origin, military service or affiliation, genetic information, or age that is so severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with an individual's educational performance or creating an intimidating, hostile, offensive, or abusive environment for that individual's education, living environment, or participation in a Seminary activity.

C. Retaliatory Harassment is intentional action taken by an individual or allied third party, absent legitimate nondiscriminatory reasons, that harms an individual as reprisal for filing a grievance or for participating in an investigation or grievance proceeding.

D. Sexual Harassment is a form of unlawful gender-based discrimination. It may involve harassment of women by men, harassment of men by women, and harassment between persons of the same sex. Sexual harassment is defined as unwelcome gender-based verbal or physical conduct that it sufficiently severe, persistent or pervasive that it unreasonably interferes with, limits, or deprives someone of the ability to participate in or benefit from the Seminary's educational program or activities or employment benefits or opportunities.

The unwelcome behavior may be based on power differentials (such as in quid pro quo harassment where submission to or rejection of unwelcome sexual conduct by an individual is used as the basis for employment or academic decisions), the creation of a hostile environment, or retaliation.

The school's policy on sexual misconduct may also apply when sexual harassment involves physical contact. Examples of sexual harassment may include, but are not limited to,

- Egregious, unwanted sexual attention or other verbal or physical conduct of a sexual nature

- Implied or overt threats of punitive action, a result of rejection of sexual advances
- Conditioning a benefit on an individual's acceding to sexual advances
- Unwelcome, sexually explicit messages, statements, or materials
- Attempting to coerce an unwilling person into a romantic or sexual relationship
- Sexual violence
- Intimate partner violence
- Stalking, including cyberstalking
- Gender-based bullying

Record Retention for Discrimination and Harassment Complaints

The Campus Safety office is responsible for maintaining records relating to discrimination and harassment reports, investigations, and resolutions. Records will also be maintained in accordance with Seminary records policies, generally for at least seven (7) years after the date the complaint is resolved. Records may be maintained longer at the discretion of the security office in cases where the parties have a continuing affiliation with the school. All records pertaining to pending litigation or a request for records will be maintained in accordance with instructions from legal counsel.

Reporting Obligations under the Clery Act

Certain campus officials also have a duty to report sexual assault and other crimes for federal statistical reporting purposes (Clery Act). All personally identifiable information is kept confidential, but statistical information must be passed along to campus law enforcement regarding the type of incident and its general location (on-or off-campus, in the surrounding area, but no addresses are given) for publication in the annual Campus Security Report.

This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety. Mandated federal reporters include: student conduct administrators, safety and security personnel, coaches, athletic directors, residence life staff, student activities staff, human resources staff,

advisors to student organizations, and "any other official with significant responsibility for student and campus activities." The information to be shared includes the date, the location of the incident (using Clery location categories), and the Clery crime category.

This reporting protects the identity of the victim and may be done anonymously. All Clery reports of sexual assault and other crimes should be reported to Campus Safety.

Refer to the Student Handbook for a detailed description of all of the policies concerning sexual misconduct, discrimination, harassment, reporting of incidents and crimes as well as all complaint and grievance processes. Additionally, the Student Handbook contains all contact information that students need with names, positions, and contact information noted.

UTS FERPA POLICY

This policy defines the procedures available to students to give them appropriate access to personal records while protecting their confidentiality.

1. A statement concerning the FERPA rights of students is permanently posted on the academic bulletin board.

2. A person is considered a student when he/she registered for courses and attended the first day of classes.

3. Students may inspect and review their education records upon request. They should submit a written request to the custodian of the record, which identifies as precisely as possible the record(s) he/she wants to inspect. The student will be informed about time and place where to inspect the records, within 45 days of the request.

The following is a list of the types of records that UTS maintains, their location and their custodians.

Admission Records: Academic Administration Office, Registrar
Academic Records: Academic Administration Office, Registrar

Disciplinary Records: Academic Administration Office, Registrar
Health Records: Academic Administration Office, Registrar
Financial Aid Records: Academic Administration Office, Financial Aid Director
Financial Records: Finance Office, Bursar
Immigration Records: Academic Administration Office, Director of Admissions

4. UTS reserves the right to refuse a student to inspect the following records:

- a. The financial statements of the student's parents.
- b. Letters and statements of recommendation for which the student has waived the right of access.
- c. Those records which are excluded from the FERPA definition of education records.

5. UTS reserves the right to deny copies of transcripts or other records in any of the following situations:

- a. The student has an unpaid financial obligation to UTS.
- b. There is an unresolved disciplinary action against the student.

6. UTS will disclose information from student's education record only with the written consent of the student, **except:**

a. To school officials who have a legitimate educational interest in the records. School officials are:

- The founders, Rev. and Mrs. Moon.
- Persons employed by UTS in an administrative, supervisory, academic, or support staff position.
- Persons elected to the Board of Trustees.
- Persons employed by or under contract to UTS to perform a special task, such as an attorney or auditor.
- Students serving on an official committee or assisting other school officials in performing his/her tasks.

A school official has a legitimate educational interest if the official is:

- Performing a task that is specified in his or her position description or by a contract agreement.
- Performing a task related to a

student's education or placement.

- Performing a task related to the discipline of a student.

b. To certain officials of the U.S. Department of Education, the Comptroller General, and state and local educational authorities, in connection with certain state or federally supported education programs.

c. In connection with a student's request for or receipt of financial aid, as necessary to determine the eligibility, amount or conditions of the financial aid, or to enforce the terms and conditions of the aid.

d. If required by a state law requiring disclosure that was adopted before November 19, 1974.

e. To organizations conducting certain studies for or on behalf of UTS.

f. To accrediting organizations to carry out their functions.

g. To parents who claim the student as a dependent for income tax purposes.

h. To comply with a judicial order or a lawfully issued subpoena.

i. To appropriate parties in a health or safety emergency.

j. To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

k. Upon request, UTS may also disclose education records without consent to officials of another school in which a student seeks or intends to enroll.

7. UTS will maintain a record of all requests for and/or disclosure of information from a student's education records. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the student.

8. UTS designated the following items as Directory Information:

student name, address, telephone number, e-mail address, date and place of birth, sex, marital status, student ID number, photographic, video or electronic images, dates of attendance, cumulative credits earned, student's

current class schedule, degree program, Thesis title, honors received (including Dean's list), degrees received, previous school(s) attended and degree(s) received, and student's academic advisor.

UTS may disclose any of those items without prior written consent, unless notified in writing by the student.

9. Students have the right to ask to have records corrected that they believe are inaccurate, misleading, or in violation of their privacy rights. Following are the procedures for the correction of records:

a. A student must ask the appropriate custodian to amend a record. In so doing, the student should identify the part of the record he/she wants changed and specify why he/she wants the change.

b. UTS may or may not comply with the request. If it decides not to comply the student will be notified of the decision and be advised of his/her right to a hearing.

c. Upon request, UTS will arrange for a hearing.

d. The hearing will be conducted by a hearing officer who is a disinterested party, but who may be an official of UTS. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by one or more individuals, including an attorney.

e. UTS will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reasons for the decision.

f. If UTS decides that the challenged information will not be changed, it will notify the student that he/she has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.

g. The statement will be maintained as part of the student's education records as long as the contested portion is

maintained. If UTS discloses the contested portion of the record, it must also disclose the statement.

h. If UTS decides to change the challenged information, it will amend the record and notify the student, in writing, that the record has been amended.

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which education records and personally identifiable information contained in such records — including Social Security Number, grades, or other private information — may be accessed without consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to records and PII without the consent of the student to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII without consent to researchers performing certain types of studies, in certain cases even when UTS objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without the student's consent PII from education records, and they may track participation in education and other programs by linking such PII to other personal information about the student that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records

systems.

NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day UTS receives a request for access. Students should submit a written request that identifies the record(s) they wish to inspect to the appropriate official. The official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading, or otherwise in violation of the student's privacy rights under FERPA. Students may ask UTS to amend a record by writing to the official responsible for the record, clearly identifying the part they want changed, and specifying why it should be changed. If UTS decides not to amend the record, the student will be notified in writing of the decision and advised of his/her right to a hearing. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before UTS discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. UTS discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. School officials are persons employed by UTS in an administrative, supervisory,

academic, research, or support staff position (including law enforcement unit personnel and health staff); the founders; members of the Board of Trustees; or students serving on an official committee. A school official also may include a volunteer or contractor outside of UTS who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibilities for UTS. Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file with the U.S. Department of Education a complaint concerning alleged failures by UTS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

SOCIAL MEDIA AND TECHNOLOGY USE POLICY

Purpose

This document is designed to guide students, faculty and staff in the acceptable use of social media, email, forums, computers, networks, and other information technology resources at Unification Theological Seminary.

1. Social Media: Introduction

Social media (e.g. Facebook, Twitter, blogs), email and other electronic communication tools are quick, easy to

use and can have a significant impact on people and the Seminary. Because they are quick and often instantaneous, you need to follow the same ethical standards and laws as you would in face to face communications.

Social Media: Do's and Don'ts

- **Think twice before posting**
There is no privacy on social media sites. Everything that is being posted can be retrieved by others – even if you delete it immediately. Search engines can find posts years after they were originally posted, people can copy, forward, or otherwise redistribute your posts. If you don't want something to be public – do not post it. If you are emotionally upset, wait until you have calmed down before posting.
- **Be authentic**
Be honest about who you are. If you are representing UTS in an official capacity, say so. If you post personal views or opinions, state that they do not reflect the views of UTS (e.g. “the post is my own and does not represent UTS position”). Never pretend to be someone else – even “anonymous” posts can be tracked back to the sender.
- **Be accurate**
Be factual in your postings, especially when representing UTS. Verify your facts, and check for grammar or spelling mistakes. If you make mistakes in content, acknowledge them and post your correction (or retraction). If you change a posting in a blog, say so. You do not want to be charged with changing evidence.
- **Be respectful**
You want to use the media sites to make your beliefs and opinions known, and this may lead to hot discussions. However, engage in them respectfully, without racial or ethnic slurs, personal insults,

or obscenities. You are more likely to achieve your goals if you are constructive and respectful while discussing a bad experience or disagreeing with a concept or person.

- **Maintain privacy and confidentiality**
Do not post private or confidential information about UTS, its students, faculty, staff members or alumni. This pertains to gossip as well as factual information, especially those that may be protected under FERPA (see policy). Please note that you may not post photos/pictures of individuals unless they have given permission to do so.
- **Respect copyright**
When posting follow the same copyright rules as in writing a paper. When in doubt, direct questions to the Library Director (see the UTS Copyright Policy).
- **Protect yourself**
While you should be honest about yourself, do not provide personal information that can put you at risk.
- **Follow the law**
You are responsible for your posts, and may be open to charges of libel for content that seems obscene, fraudulent or illegal. UTS reserves the right to delete postings on UTS maintained sites (website, blogs, forum, bulletin boards) that are considered insensitive, harassing or illegal.

Language that is illegal, obscene, defamatory, threatening, infringing of intellectual property rights, invasive of privacy, profane, libelous, threatening, harassing abusive, hateful or embarrassing to any person or entity, or otherwise, is a violation of the student code.

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SAFETY & PRIVACY TIPS FOR SOCIAL MEDIA NETWORKING

The internet is open to a world-wide audience. When using social media channels, ask yourself:

1. *Did I set my privacy setting to help control who can look at my profile, personal information and photos? You can limit access somewhat but not completely, and you have no control over what someone else may share.*
2. *How much information do I want strangers to know about me? If I give them my cell phone number, address, email, class schedule, a list of possessions (such as my CD collection) how might they use it? With whom will they share it? Not everyone will respect your personal or physical space.*
3. *Is the image I'm projecting by my materials and photos the one I want my current and future friends to know me by? What does my profile say to potential faculty members/advisors? Future graduate school/internship interviewers? Potential employers? Neighbors? Family? Parents? Which doors am I opening and which am I closing?*
4. *What if I change my mind about what I post? For instance, what if I want to remove something I posted as a joke or to make a point? Have I read the social networking site's privacy and caching statements? Removing material from network caches can be difficult. Posted material can remain accessible on the internet until you've completed the prescribed process for removing information from the caching technology of one or multiple (potentially unknown) search engines.*
5. *Have I asked permission to post someone else's image or information? Am I infringing on their privacy? Could I be hurting someone? Could I be subject to libel suits? Am I violating network use policy or FERPA privacy rules?*
6. *Does my equipment have spyware and virus protections installed? Some sites collect profile information to*

SPAM you. Others contain links that can infect your equipment with viruses that potentially can destroy data and infect others with whom you communicate. Remember to back up your work on an external source in case of destructive attacks.

2. Technology Resources: Introduction

Unification Theological Seminary provides students, faculty and staff with technology resources to support the educational mission of the institution. These resources include, but are not limited to computers, computer networks, software and other hardware. Users are expected to use them responsibly and with consideration for the rights and needs of others.

General/Users rights and responsibilities/Use of Hardware or Software

UTS faculty, students and staff may use UTS owned hardware, software, and software licenses under the following conditions:

- Computer use in the Information Commons is restricted to UTS students, faculty and staff. A guest user must obtain permission from the Library Director;
- Users are expected to use electronic resources responsibly. This means among others that users should not dominate resources and thereby excluding others from being able to use the resources. Users should not share their username and passwords;
- Users have to take responsibility for their own personal data, including backing up files on thumb drives, and properly logging off on public computers;
- Users should be aware of malware (viruses, Trojan horses etc) and take precautionary steps to avoid infection of public computers;

- Only authorized personnel may install programs on Information Commons Computers;
- Users may not change, copy, or delete software unless authorized to do so;
- Users must follow all applicable copyright laws;
- Users who have access to confidential data are being held accountable to protecting this data, especially in regards to the Family Educational Rights and Privacy Act (FERPA) (see UTS FERPA policy);
- Computer hardware may experience mechanical problems at any time resulting in the loss of data;
- Users must use computer and other equipment with care. They are responsible for any damage caused by misuse;
- UTS is not responsible for loss, destruction or damage of personal files;
- UTS periodically deletes all files stored on Information commons computers for security reasons.

Limitations of Use

The use of the resources is a privilege that can be revoked if the user is found to:

- share username and passwords;
- attempt to circumvent security measures;
- intentionally introduce viruses and other malicious programs;
- modify system or network facilities without proper authorization;
- interfere with the ability of others to use the network;
- interfere with the work of another user;
- use Seminary computing resources for malicious or harassing communication;
- obtain unauthorized access to records or data maintained by UTS;

- violate copyright and other federal or state laws;
- do other illegal activities on UTS' resources (e.g. child pornography);
- physically damage technology resources