

Unification Theological Seminary's renewal application to
operate as an out-of-state institution in Maryland in
accordance with COMAR 13B.02.01

OOS RENEWAL

MARYLAND HIGHER EDUCATION COMMISSION

Application for Renewal Approval for Out-of-State Degree-Granting
Institutions to Operate in Maryland

Please Note: A separate application form must be completed and submitted with all supporting documentation for each proposed location in Maryland. If an additional, new location is being proposed, an Application for Renewal of Approval must be submitted for that location.

PREVIOUSLY APPROVED LOCATION IN MARYLAND.

Please provide the complete mailing address.

9135 Piscataway Road, Ste. 410, Clinton, MD 20735

PROPOSED START DATE OF CONTINUED OPERATION. August 23, 2016

Applications should be submitted at least 5 months prior to the proposed start date.

NAME AND ADDRESS OF INSTITUTION APPLYING FOR APPROVAL.

Name of Institution: Unification Theological Seminary

Web Address: www.uts.edu

OPEID Code: 032163

U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.

Chief Executives Officer: Dr. Hugh Spurgin

Mailing Address: 30 Seminary Drive, Barrytown, NY 12507

Telephone: (203)260-6801

Email: h.spurgin@uts.edu

Institutional Liaison: Name and title of the individual who will serve as liaison to the Maryland Higher Education Commission:

Name: Dr. Kathy Winings

Title: Vice President for Academic Affairs

Mailing Address: 4 West 43rd Street, NYC, NY 10036

Telephone: (212) 563-6647, x 101

Email: academics@uts.edu

***** CERTIFICATION *****

I hereby affirm that the answers given in this application and its attachments are accurate and complete and further agree to comply with the *Annotated Code of Maryland* and State regulations governing the operation of out-of-State degree-granting institutions (COMAR 13B.02.01).

July 27, 2016 Date	 Signature of Chief Executive Officer
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Please Submit All Information To:

Maryland Higher Education Commission
Division of Planning and Academic Affairs
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201
410-767-3268
acadprop@mhec.state.md.us

A copy of these regulations can be found at the Maryland Higher Education Commission's web site www.mhec.state.md.us (under Academic Approval Process) along with an on-line application form.

I. DURATION OF APPROVAL

Approval to operate at a previously approved location in Maryland must be renewed annually. However, "during or after the fifth year of operation in Maryland and during any subsequent renewal cycle, an out-of-State institution may apply for approval to operate in Maryland for an extended period of time up to 5 years." COMAR 13B.02.01.08C(1)

If the location for which you are applying has been annually approved for at least five years, do you wish to seek approval to operate in the State for an extended period of time of up to 5 years?
☐ Yes, we wish to be approved for _____ years.

II. SUPPORTING DOCUMENTATION

Only a complete application can be acted upon. While separate application forms must be completed and submitted for each approved location, the following Supporting Documentation needs to be included only once for each entire package of applications. **CHECK EACH ITEM AS ATTACHED.**

☒ Catalogs and Other Institutional Publications. COMAR 13B.02.01.20A(1)

Have your catalogs, other institutional publications, or awards changed since they were last submitted? ☒ Yes ☐ No If yes, please submit new copies.

✓ ☒ Application Fee. (Must accompany all renewals) COMAR 13B.02.01.08B(2)

The institution shall submit a non-refundable application fee in the amount of (a) \$7,500 for up to two degree programs and (b) an additional \$850 for each degree program over two programs. The institution's check should be made payable to: Maryland Higher Education Commission. The application renewal fee will be waived for renewals of out-of-state institutions operating at Regional Maryland Higher Education Center.

☒ **Accreditation.** (Must accompany all renewals) COMAR 13B.02.01.08B(4)(g)

Provide a copy of the most recent letter of approval (notification) from an organization recognized as an accrediting agency by the U.S. Department of Education. Along with your most recent notification of institutional accreditation, please provide evidence that you are in compliance with that organization's policies and procedures related to off-campus educational activities. If any of your proposed programs require program accreditation provide evidence of that accreditation.

☒ **Registration as an Out-of-State Corporation.** (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(f)

To transact interstate business in Maryland, the institution must qualify with the State Department of Assessments and Taxation by making the certification required in the Corporations and Associations Article, §7-202, Annotated Code of Maryland. A public institution is not required to qualify as a foreign corporation. However, a business entity affiliated with a public institution or a private institution (profit or non-profit) must qualify as a foreign corporation. The Foreign Corporation Qualification Form may be obtained from the Maryland Department of Assessments and Taxation, Room 809, 301 West Preston Street, Baltimore, Maryland 21201 or on-line at: www.dat.state.md.us. Once qualified, the institution must provide a copy of the certificate of good standing issued by the State Department of Assessments and Taxation.

☒ **Certificate of Compliance With Fire and Safety Codes** (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(o)

Please provide a certificate for each approved location for indicating that the proposed facility has been inspected and is found in compliance with local and State ordinances pertaining to fire and safety.

☒ **Board of Trustees Resolution of Financial Solvency** (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(e)

Please provide a resolution from your Board of Trustees addressed to the Secretary of Higher Education stating that your institution is financially solvent.

☒ **Advertisements** COMAR 13B.02.01.07D(3)(p)

Are there new advertisements in print format related to your programs in Maryland?
☐ Yes ☒ No If yes, please provide copies of the new advertisements.

☒ **Enrollment Data as Prescribed by the Secretary.** (Must accompany all renewals)
COMAR 13B.02.01.08B(4)(q)

Please provide the information requested on the Student Enrollment Data Form found at the end of this application.

☒ **Teach-out Plan** (Must accompany all renewals) COMAR 13B.02.01.08B(4)(j)(iv)

The institution must provide a copy of its teach-out plan allowing enrolled students to complete their programs if the institution decides to cease operation in Maryland.

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Program Title	Degree	Mode of Instruction	Total Credit Hours	Offered on Main Campus Yes / No
<i>Example: Organizational Management</i>	<i>M.S.</i>	<i>Classroom</i>	<i>36 sem</i>	<i>Yes</i>
<i>Example: Business Administration</i>	<i>B.S.B</i>	<i>Distance Ed.</i>	<i>120 sem</i>	<i>Yes</i>
✓ Master of Religious Education	MRE	Classroom	50 credits	Yes
✓ Master of Divinity	MDiv.	Classroom	80 credits	Yes

- (b) If the information does not appear in the catalog or publication you submitted provide (1) a description of the curriculum; (2) the objectives of each course; and (3) a course schedule for the proposed location

See attached sheets (Appendix 1 - MRE and Appendix 2 - MDiv) showing program description, program learning outcomes, curriculum and course descriptions. The Catalog is also attached.

- (c) Please provide a brief description of the student population to be served by the proposed new programs.

The student population being served include local prelates, clergy, lay leaders, and graduates of Logos Christian College Washington primarily living in and around the Prince Georges County region but also surrounding areas. They are men and women of historically underrepresented populations who are seeking to earn a seminary education to further their ministries and career plans and who do not have accredited seminaries or theological schools in Maryland to meet their educational and theological needs.

2. Educational Need. Before the Commission may evaluate the readiness of an out-of-State institution to operate or award new degrees in the State, including the offering of an instructional program or a degree level not previously approved, the institution shall present evidence demonstrating the educational need to establish operations, offer programs, and award the degrees in question in the State. In addition, the out-of-State institution shall demonstrate that the proposed program, for which the institution is making application, meets a critical and compelling regional or Statewide need and is consistent with the Maryland Postsecondary Education. COMAR 13B.02.01.06A&C

INSTRUCTIONS: Please enter the requested information in the spaces provided below, or create an attachment (labeled "A-2: Educational Need") to this application and respond to the following questions for each new program:

- (a) What critical and compelling Regional or Statewide (Maryland) need and demand do your proposed programs meet? In responding to this question provide documentation as indicated below:

(1) If the programs serve occupational needs, present data projecting market demand and the availability of openings in the job market to be served by the new programs for which the institution is making application. This information may include workforce and employment projections prepared by the federal and State governments, the availability of graduates in the

State or region, marketing studies done by the institution or others, and material from professional and trade associations.

See attached sheet marked Appendix 3: A-2 Educational Needs, pages 2-3.

(2) If the programs serve societal needs (include the traditional liberal arts education), provide a Description of how the proposed programs will enhance higher education in Maryland and contribute society

See attached sheet marked Appendix 3: A-2 Educational Needs, pages 2-3.

(b) If similar programs exist in the State, what are the similarities or differences in your program in terms of the degrees to be awarded, the areas of specialization, and the specific academic content of the programs?

See attached sheet marked Appendix 3: A-2 Educational Needs, pages 2-3.

(c) Is a Maryland employer sponsoring/supporting the application for the program(s) to be offered at this location?

☐ Yes ☒ No

If yes, please attach a letter of support from the employer addressed to the Assistant Secretary, Planning and Academic Affairs. The letter should outline the employer's reasons for selecting the institution and its programs and state the benefits to the employees who participate in the program

3. Administrative Staff. The out-of-State institution shall provide for an on-site administrative staff responsible for overall administrative operation of educational activities including counseling, advising, testing orientation, financial aid services, and maintenance of academic records. In addition to being responsible for the administration of the policies and procedures of the parent institution, the designated administrators are responsible for meeting the expectations set forth in this chapter [of the Regulatory Standards of the State of Maryland for Out-of-State Institutions]. The duties and size of the staff shall be adequate for the size of the educational activities offered. COMAR 13B.02.01.15

INSTRUCTIONS: Has any previously reported Administrative Staff information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-3: Administrative Staff Changes") to this application with any changes to the following questions:

(a) How are you planning to meet the above standard on Administrative Staff?

See attached sheet marked Appendix 4: A-3 Administrative Staff Changes, pages 4-5 .

(b) Who will be assigned to carry-out each of these duties? Please include a curriculum vitae/resume for each administrator.

See attached sheet marked Appendix 4: A-3 Administrative Staff Changes, pages 4-5.

4. Faculty

INSTRUCTIONS: Has any previously reported Faculty information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment labeled (labeled "A-4: Faculty Changes") with any changes to the following questions:

(a) List all faculty that are to teach in the first year (or cycle) of the programs at this location. For each faculty member provide the following information: COMAR 13B.02.01.08(4)(m)

- (1) the course(s) the faculty might soon teach;
- (2) the degrees the individual holds
- (3) the degrees areas of specialization; and
- (4) whether or not the faculty member is full-time or part-time (adjunct) at your parent institution

See attached sheet marked Appendix 5: A-4 Faculty Changes, pages 6-8.

(b) Please include a curriculum vitae/resume for each potential faculty member. For those faculty who are yet to be hired include a job description and minimal qualifications.

5. Library Resources. Out-of-State Institutions offering programs or courses, or both, in Maryland, shall provide adequate and appropriate library resources within State boundaries and within reasonable distance of the instructional site. Usage statistics shall be kept to determine to what extent these resources are available and accessible. COMAR 13B.02.01.17A

INSTRUCTIONS: Has any previously reported library information changed since your last approval at this location? ☐ Yes ☒ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-5: Library Changes") to this application with any changes to the following questions.

(a) How are you planning to meet this standard on Library Resources? Briefly describe the types of materials and titles that you will make available to your students and how they will access them. Will there be provision for bibliographic instruction and/or library orientation?

See attached sheet marked Appendix 6: A-5 Library Changes, page 9

6. Student Services. COMAR 13B.02.01.18 concerns student services and activities. These shall realistically reflect the stated objectives, purposes, and philosophy of the out-of-State institution. Further, an out-of-State institution shall ensure that all students have access to a well developed program of counseling, testing, advisement, orientation, financial aid, career development, and placement. The institution may determine the specific organization of services, as well as the resources and staffing provided, as long as provision for these services are made. Student activities that complement the instructional program are particularly encouraged. COMAR Section .18 also requires that the out-of-State

institutions keep complete and accurate records of admission, enrollment, grades, scholarships, transfer of credits, transcripts, graduates, and other essentials in accordance with standard practice. This includes the physical security and confidentiality of such records. The Section requires as well, a published statement of student rights, privileges, and responsibilities and the school's adherence to its student grievance procedures.

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☒ Yes ☐ No

If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-6: Student Services") to this application with any changes to the following questions.

(a) How do you plan to implement the requirements for Student Services cited above?

See attached sheet marked Appendix 7: A-6 Student Services, pages 10-12

(b) Regarding student records describe the security measures the institution takes to ensure the confidentiality, physical, and electronic security of your record-keeping system.

See attached sheet marked Appendix 7: A-6 Student Services, pages 12-17; Statement of Student Rights and Privileges are on page 16.

(c) Does the institution have a published statement of rights, privileges, and responsibilities of students?

☒ Yes ☐ No How will it make this available to its students at the proposed instructional site? _____
If this statement is in the Catalog you submitted with the application, please indicate the page number: _____
If not in the Catalog you submitted, please provide us with a copy of the statement.

(d) Does the institution have a published student grievance procedure? ☒ Yes ☐ No If this procedure is in the Catalog you submitted with the application, please indicate the page number _____. If not in the Catalog you submitted, please provide us with a copy of the grievance procedure.

7. Facilities. (See COMAR 13B.02.01.19).

INSTRUCTIONS: Has any previously reported Student Services information changed since your last approval at this location? ☒ Yes ☐ No

If yes to either question, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-7: Facilities") to this application with any changes to the following questions.

(a) Has a specific facility been inspected and approved for use as a classroom/laboratory space and been found in compliance with local and State ordinance pertaining to fire and safety? ☒ Yes ☐ No

(1) If yes, please provide a copy of the Certificate of Compliance.

(2) If no, the Certificate of Compliance must be submitted at least 30 days prior to the start of classes.

(b) Describe any special instructional facilities and equipment (computers, audio-visual equipment, etc.) that will be used and available to students in this location.

See attached sheet marked Appendix 8: A-7 Facilities, pages 17

(c) Describe what provisions are being made for periodic repair and maintenance of buildings and grounds. What measures are being taken for campus security and fire protection? If dangerous or toxic materials are being handled, what provisions are being made for safe storage, handling and disposal?

See attached sheet marked Appendix 8: A-7 Facilities, pages 18

(d) Describe the office (and conference) space available to full and part-time faculty and administrators.

See attached sheet marked Appendix 8: A-7 Facilities, pages 18-19

8. Distance Education. "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction, for example, a teleclassroom, and requires the payment of tuition or fees for the instruction. "Distance education" does not include telecommunicated instruction at the student's initiation via an individual personal computer. COMAR 13B.02.01.03(8). An institution operating in Maryland and delivering instruction in Maryland by distance education shall provide evidence to the Secretary of compliance with the standards of good practice found in COMAR 13B.02.01.21.

INSTRUCTIONS. Is the institution providing distance education as defined above? ☐ Yes ☒ No
If yes, please contact the staff at the Maryland Higher Education Commission for a copy of the Standards of Good Practice and provide evidence of compliance as an attachment (labeled "A-8: Distance Education") to this application.

Accreditation



MIDDLE STATES COMMISSION ON HIGHER EDUCATION

3624 Market Street, Philadelphia, PA 19104-2680. Tel: 267-284-5000. Fax: 215-662-5501
www.msche.org

STATEMENT OF ACCREDITATION STATUS

UNIFICATION THEOLOGICAL SEMINARY

30 Seminary Drive

Barrytown, NY 12571

Phone: (845) 752-3000; Fax: (845) 758-3014

www.uts.edu

**Chief Executive
Officer:**

Dr. Hugh D. Spurgin, President

INSTITUTIONAL INFORMATION

**Enrollment
(Headcount):** 37 Undergraduate; 85 Graduate

Control: Private (Non-Profit)

Affiliation: Religious- Unification Church

**Carnegie
Classification:** Special Focus - Theological seminaries, Bible colleges and other faith-related institutions

Approved Bachelor's (B.A. in World Religions and Philosophy), Postbaccalaureate

Degree Levels: Award/Cert/Diploma, Master's, Doctor's - Professional Practice;

Distance Not Approved

Education

Programs:

Accreditors Recognized by U.S. Secretary of Education: n/a

Instructional Locations

Branch Campuses: None

Additional Locations: New York City Extension, New York, NY

Other Instructional Sites: Maryland Satellite Center, Clinton, MD ✓

ACCREDITATION INFORMATION

Status: Member since 1996

Last Reaffirmed: March 3, 2016

Most Recent Commission Action:

March 3, 2016: To accept the monitoring report and to note the visit by the Commission's representatives. To remove the probation because the institution is now in compliance with Standard 3 (Institutional Resources) and Standard 14 (Assessment of Student Learning) and to reaffirm accreditation. To request a monitoring report, due September 1, 2016, documenting (1) further development of an allocation process that ensures adequate staffing to support the institution's mission and goals; (2) further development of financial

planning and budgeting processes that are aligned with mission, goals and long-range planning, are based on realistic enrollment targets, and incorporate the use of assessment results (Standard 3); and (3) further implementation of an organized and sustained assessment process to evaluate and improve student learning (Standard 14). A small team visit may follow submission of the report. The Periodic Review Report is now due June 1, 2020.

Brief History Since Last Comprehensive Evaluation:

- June 25, 2009: To accept the supplemental information report, to thank the institution for receiving the Commission's representatives and to reaffirm accreditation. To request a monitoring report, due by October 1, 2010, documenting further progress in the implementation of an organized and sustained process to assess the achievement of institutional effectiveness, including direct evidence of student learning outcomes, and use of results to inform planning and resource allocation decisions and to improve teaching, learning and institutional programs and services (Standards 7 and 14). The next evaluation visit is scheduled for 2013-2014.
- November 2, 2010: To acknowledge receipt of the substantive change request and to include the additional location at New York City Extension, 4 West 43rd Street, New York, NY 10036 within the scope of the institution's accreditation. To note the institution's decision to close the additional location at UTS New York Extension Center, 481 8th Avenue, New York, NY 10001 and remove the location from the scope of the institution's accreditation. To note that the monitoring report due by October 1, 2010 will be acted on by the Commission at its November meeting. The next evaluation visit is scheduled for 2013-2014.
- November 18, 2010: To accept the monitoring report. The next evaluation visit is scheduled for 2013-2014.
- October 31, 2012: To acknowledge receipt of the substantive change request and to include the Bachelor of Arts in World Religions and Philosophy within the scope of the institution's accreditation effective upon receipt of state approval. To request that the self-study, in preparation for an evaluation visit in 2013-2014, document further development and implementation of the new bachelors level degree program.
- February 13, 2013: To acknowledge receipt of documentation of approval from the New York State Education Department and to include the Bachelor of Arts in World Religions and Philosophy within the scope of the institution's accreditation.
- June 26, 2014: To place the institution on probation because of a lack of evidence that it is currently in compliance with Standard 1 (Mission and Goals), Standard 3 (Institutional Resources), Standard 8 (Student Admissions and Retention) and Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on probation. To request a monitoring report, due March 1, 2015, documenting that the institution has achieved and can sustain ongoing compliance with Standards 1, 3, 8 and 14, including but not limited to (1) a definitive agreement between the Institution, its Trustees and its supporting church concerning the Institution's mission (Standard 1); (2) demonstrated financial viability and sustainability in maintaining educational programs and facilities in accord with its mission and goals (Standard 3); (3) published and consistent admission criteria, with tools to aid in the identification and remediation of academically at-risk students (Standard 8);

and (4) clearly articulated assessment processes which demonstrate that students, at graduation, have knowledge, skills and competencies consistent with higher education goals (Standard 14). A small team visit will follow submission of the monitoring report. To direct a prompt Commission liaison guidance visit to discuss the Commission's expectations. The date for the Periodic Review Report will be set when accreditation is reaffirmed.

November 20, 2014: To note the visit by the Commission's representative. To remind the institution that it has been placed on probation because of a lack of evidence that it is currently in compliance with Standard 1 (Mission and Goals), Standard 3 (Institutional Resources), Standard 8 (Student Admissions and Retention) and Standard 14 (Assessment of Student Learning). To note that the institution remains accredited while on probation. To request a monitoring report, due March 1, 2015, documenting that the institution has achieved and can sustain ongoing compliance with Standards 1, 3, 8 and 14, including but not limited to (1) a definitive agreement between the Institution, its Trustees and its supporting church concerning the Institution's mission (Standard 1); (2) demonstrated financial viability and sustainability in maintaining educational programs and facilities in accord with its mission and goals (Standard 3); (3) published and consistent admission criteria, with tools to aid in the identification and remediation of academically at-risk students (Standard 8); and (4) clearly articulated assessment processes which demonstrate that students, at graduation, have knowledge, skills and competencies consistent with higher education goals (Standard 14). A small team visit will follow submission of the monitoring report. The date for the Periodic Review Report will be set when accreditation is reaffirmed.

June 25, 2015: To accept the monitoring report and note the visit by the Commission's representatives. To note that the institution is now in compliance with Standard 1 (Mission and Goals) and Standard 8 (Student Admissions and Retention). To continue the probation because of insufficient evidence that the institution is in compliance with Standards 3 (Institutional Resources) and 14 (Assessment of Student Learning). To note that the institution remains accredited while on probation. To request a monitoring report, due December 1, 2015, documenting evidence that the institution has achieved and can sustain compliance with Standards 3 and 14 including, but not limited to (1) implementation of a financial plan to achieve institutional sustainability (Standard 3); and (2) assessment results that provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes, and use of those results to improve teaching and learning (Standard 14). In addition to request that the monitoring report also provide evidence of accurate and comprehensive information and advice regarding financial aid and transfer agreements at the baccalaureate level to ensure that students have a reasonable opportunity to meet their educational goals (Standard 8); A small team visit will follow submission of the monitoring report. The date for the Periodic Review Report will be established when accreditation is reaffirmed.

Next Self-Study Evaluation: 2024 - 2025

Next Periodic Review Report: 2020

Date Printed: March 15, 2016

DEFINITIONS

Branch Campus - A location of an institution that is geographically apart and independent of the main campus of the institution. The location is independent if the location: offers courses in educational programs leading to a degree, certificate, or other recognized educational credential; has its own faculty and administrative or supervisory organization; and has its own budgetary and hiring authority.

Additional Location - A location, other than a branch campus, that is geographically apart from the main campus and at which the institution offers at least 50 percent of an educational program. **ANYA** ("Approved but Not Yet Active") indicates that the location is included within the scope of accreditation but has not yet begun to offer courses. This designation is removed after the Commission receives notification that courses have begun at this location.

Other Instructional Sites - A location, other than a branch campus or additional location, at which the institution offers one or more courses for credit.

Distance Education Programs - Fully Approved, Approved (one program approved) or Not Approved indicates whether or not the institution has been approved to offer diploma/certificate/degree programs via distance education (programs for which students could meet 50% or more of the requirements of the program by taking distance education courses). Per the Commission's Substantive Change policy, Commission approval of the first two Distance Education programs is required to be "Fully Approved." If only one program is approved by the Commission, the specific name of the program will be listed in parentheses after "Approved."

Commission actions are explained in the policy *Accreditation Actions*.

Course descriptions from the College's catalog

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

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

THE 5131 Systematic Theology

LTR 5131 Church History I

One Church History elective:

LTR 5132 Church History II

LTR 5301 American Religious Experience

LTR 5302 History of the Black Church

LTR 5311 Parallels of History

LTR 5151 Unification Movement
Any denominational history course
LTR 5141 World Religions

RELIGIOUS EDUCATION CURRICULUM

EDU 5101 Foundations of Religious Education

EDU 5111, 5112 or 5113 Models of Teaching

Two Religious Education electives:

EDU 5301 Educational Planning and Administration

EDU 5302 Programming and Curriculum Design

EDU 5311 Spiritual Development

EDU 5321 Brain Based Teaching and Learning

EDU 5411 Children's Ministry

EDU 5421 Ministry with Youth and Adolescents

EDU 5431 Ministry with Young Adults

EDU 5441 Adult Learning and Development

EDU 5501 Character Education and Development

EDU 5502 Sexual Ethics and the Bible

EDU 5511 Ministry for Marriage Preparation

EDU 5512 Marriage and Family Enrichment

EDU 5601 Practicum in Teaching

EDU 5611 Teaching the Bible as Liberating Word

EDU 5672 Online Ministries

MIN 5431 Foundations of Interfaith Leadership

MIN 5722 Cultural Diversity and Conflict Transformation

EDU 5190 Religious Education Colloquium

FIELD EDUCATION

MIN 5190 Field Education Internship (2 credits)

Concentration in Interfaith Peacebuilding

At UTS, peace education in the religious education context is fundamentally inter-religious, that is, transcending any single religion, race, nation or culture. Furthermore, the knowledge that the religious educator

imparts does more than just promote tolerance of the other; it contains within it the impulse towards harmony and peace among all members of the human family.

The curriculum 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 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

RELIGIOUS EDUCATION CURRICULUM

EDU 5101 Foundations of Religious

Education

EDU 5111, EDU 5112 or EDU 5113
Models of Teaching

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

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

MIN 5105 Congregational
Development

MGT 5302 Management of Non-Profit
Organizations

MGT 5303 Leadership and
Organizational Planning

MGT 5304 Leadership in the Social
Sector

MGT 5311 Principles of Marketing

MGT 5312 Entrepreneurship

MGT 5331 Human Resource
Management

MGT 5401 Financial Management for
Non-Profit Organizations

MGT 5501 Brand Management

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 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 5513 World Religions and Global
Conflict

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

SCR 5131 Hebrew Bible

SCR 5141 New Testament
Foundations

THE 5131 Systematic Theology

LTR 5131 Church History I

LTR 5402 Jewish-Christian Relations

LTR 5411 Islam

LTR 5421 Confucianism

LTR 5431 Buddhism

LTR 5441 Hinduism

LTR 5151 Unification Movement
THE 5631 Divine Principle

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, EDU 5112 or EDU 5113
Models of Teaching

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

MIN 5722 Cultural Diversity and
Conflict Transformation

PAS 5101 Pastoral Care and
Counseling

PAS 5501 Marriage and Family
Counseling

PAS 5555 The Healing Journey:
Trauma and Restorative Justice

One course in Dialogical Skills from the
following list:

MIN 5106 Ecumenism and Interfaith

THE 5321 Theologies and Interfaith
Dialogue

One course in Management/Leadership
from the following list:

MGT 5302 Management of Non-Profit Organizations
 MGT 5303 Leadership and Organizational Planning
 MGT 5402 Fundraising and Grant-writing for NPO's
 MGT 5331 Human Resource Management
 MIN 5105 Congregational Development
 MIN 5190 Field Education Internship

Concentration in Non-Profit Leadership

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

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

Four courses, including but not limited to:

MGT 5302 Management of Non-Profit Organizations
 MGT 5303 Leadership and Organizational Planning
 MGT 5311 Marketing
 MGT 5312 Entrepreneurship
 MGT 5331 Human Resource Management
 MGT 5401 Financial Management for NPOs
 MGT 5501 Brand Management
 MIN 5105 Congregational Development
 MIN 5190 Field Education Internship (must be in the management field)

Concentration in Unification Studies

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

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

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

Concentration in Theological Studies

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

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

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

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

One scriptural language course:

LAN 5141 New Testament Greek
 or LAN 5131 Biblical Hebrew

MASTER OF DIVINITY PROGRAM ✓

The Divinity Program is a three-year professional program designed for students who are preparing for church leadership or for any number of specialized ministries including youth ministry, campus ministry, interfaith ministry, pastoral care and 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 5142 Ethics in Postmodern Society or THE 5141 Ethics and Social Justice in the Age of

Globalization
THE 5151 Topics in Apologetics in
the 21st Century

MINISTRY CURRICULUM

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

FIELD EDUCATION

MIN 5192 Clinical Pastoral Education
(4 credits)

Clinical Pastoral Education

M.Div. students 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.

Field Education

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

reflection, to arrive at new insight about themselves and their future vocations.

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

Ordination

UTS provides courses to satisfy the requirements for ordination in various denominations, such as courses in 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 5101 Ministerial Leadership during their first year, either PAS 5311 Pastoral Counseling or PAS 5312 Theories and Techniques of Counseling during their second year, and an additional pastoral or family ministry course such as PAS 5315 Practicum in Counseling, PAS 5501 Marriage and Family Counseling, PAS 5316 Dealing with Challenging Relationships, or PAS 5512 Family Therapy Concepts and Methods during the third year.

To obtain board certification by APC, a student must complete four units of CPE at an accredited center. Students

who successfully complete one unit of CPE during the first two years of their Seminary program may apply in their third year for a paid 12-month residency at select CPE sites beginning 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.

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

Educational Need

Maryland Higher Education Commission
Application for Renewal Approval for Out-of-State
Degree-Granting Institutions for
Unification Theological Seminary

The following is the requested additional information for the Application for Renewal Approval for Out-of-State Degree-Granting Institutions for the Unification Theological Seminary. As outlined in COMAR 13B.02.01.06, there are four (4) additional points of information requested.

- A. The out of state institution shall demonstrate that the proposed program meets a critical and compelling regional or statewide need and is consistent with Maryland Post-Secondary State Higher Education Plan.

UTS does meet a critical and compelling regional and statewide need and is consistent with *Maryland Ready*, the Maryland Post-Secondary State Higher Education Plan.

1. Compelling need: There are currently no accredited seminary or theological institution that represents the theological or ministerial perspective of the UTS students. First, in terms of the sponsoring denomination, there is a large concentration of members from the sponsoring denomination living within the Maryland/District/Virginia geographic area for whom it is difficult to attend courses in New York, the state in which UTS is chartered and based. Second, UTS is working with a denominational grouping of churches, the United Kingdom of God International Ministry that does not have a denominational seminary in Maryland to which they can apply. The existing accredited seminaries in Maryland with the Master of Divinity degree (MDiv.) represent a Catholic perspective or an Evangelical perspective. In addition, the two Catholic programs do not admit women into their MDiv. program. The Evangelical seminary has a different ministerial and theological viewpoint from the UTS student body. In addition, there are no accredited seminaries in Maryland offering the Master of Religious Education (MRE) degree. If these men and women cannot have access to a graduate level ministerial and theological program, their churches are not able to grow and thrive to the same degree as other religious communities. This also deprives our students of being able to fulfill what they feel is their life's vocation and calling within their home state of Maryland. As these students represent potentially hundreds of churches and thousands of congregants, that is a missed opportunity for Maryland. Therefore, there is a compelling need based on the availability and theological perspective of the three existing accredited seminaries in Maryland offering the MDiv. Degree and the non-existence of an accredited MRE program in Maryland currently.
2. Consistency with the Maryland State Education Plan: In reviewing the overall issues and the six goals outlined in the Plan, UTS is both consistent with and

supportive of *Maryland Ready*, the Maryland State Education Plan. First and foremost, the student market stream with which UTS is working represent the very population that is discussed throughout the Plan. Our students come from an underrepresented population with many of our students becoming the first members of their families to obtain a graduate degree.

In terms of the state goals (quality and effectiveness; access, affordability and completion; diversity; innovation; and economic growth and vitality), the presence of UTS will be an asset to and support of the Plan in the following ways.

Quality and effectiveness: The strength of UTS in supporting the Maryland State Education Plan is that those we train and teach are the pastors, lay leaders and community members who work with the youth who will be attending postsecondary institutions in the future and who are beginning to attend now. Our graduate institution has emphasized in its admissions work, historically underrepresented populations and those from diverse backgrounds. Our students come from the same communities and minister to the same communities as the new demographics noted in the Plan. Also many of our students are the first in their families to attend graduate school.

In terms of faculty, UTS has been well placed to use faculty with diverse fields of expertise and competency through which the students benefit. It is these faculty and these disciplines that prepare students for ministry and religious work in a changing global market. Many of the faculty are practically engaged in their field in practical ways serving as pastors, bishops and religious educators. Through their expertise, their ministerial skill allows the faculty to serve our students in ways that go beyond the classroom with practice knowledge of how to develop a congregation or educational program in the church or how to lead their faith-based non-profit organization. While UTS utilizes a number of adjuncts, it also enjoys a stable group of adjuncts that go above and beyond the normal work of an adjunct on a campus. These adjuncts participate in faculty governance and advisement and attend special functions and generally approach their work at UTS as a contracted full-time faculty member would work. We have developed a special category and designation for such faculty – affiliate faculty – to show our appreciation. The skills that students acquire and enhance through their studies support them in developing and maintaining their chosen ministries. This speaks directly to the *Maryland Ready* goal of an effective and quality-based program.

At the same time, the Seminary also continually provides pedagogical development for its faculty members and encourages professional development that allows them to utilize innovative and effective methodologies in the classroom. This allows them to address changing learning styles and more effectively reach today's diverse students through digital tools and modalities stemming from brain-based teaching and learning concepts.

Access, affordability and completion: The UTS graduate degree program is one of the most affordable of accredited theological schools. This, together with a stable ecumenical scholarship program, makes our graduate degree programs economical and most affordable for those seeking an advanced theological degree.

Diversity: UTS has always been committed to providing an education to extremely diverse student population and to provide equitable opportunity for academic success so that our students will be able to not only minister effectively but will also be able to support their diverse ministries and their families. We are one of the few seminaries that offer Management courses and Non-profit Leadership skills for religious educators and clergy that provide practical skills and knowledge that supplements the theological content acquired in the other courses.

The affordability of the UTS degree programs has allowed UTS to positively address student market goals of the Maryland state plan by penetrating market segments that would not normally be able to enter into graduate programs enhancing the diversity of its student population and faculty population.

The Seminary further supports *Maryland Ready* goals and strategies by providing members of the United Kingdom of God International Ministry with a graduate program that is consonant with its own theological and ministerial perspectives and beliefs. UTS has been able to help its students feel comfortable, valued, safe and at home theologically and culturally at the Seminary. As the only accredited interfaith seminary in Maryland, UTS is also able to reinforce Maryland's value and goal of greater diversity.

Further, the high value that UTS places on interfaith peacebuilding and conflict resolution not only enhances the diversity of the student body but it equips its student body to skills in cultural and religious competence and respect. Many of the UTS students begin their educational journey at the Seminary with little or no understanding of interreligious dynamics and the need to be culturally competent. However, by the time they graduate, their ability to not only understand and tolerate those from other faith communities and backgrounds but actually appreciate and value their diversity is enhanced. UTS courses challenge students to both theologically understand their diverse fellow students and diverse communities and ministerially work with a wide range of diverse religious and culturally diverse colleagues.

Innovation: *Maryland Ready* is rightly concerned with social, economic, educational, technological and work force trends and their impact on higher education. These same trends and concerns are faced also by the UTS students in their churches and faith-based non-profits. Therefore, UTS and its faculty continually work to hone pedagogical skills as well as address course content issues so that our students are well prepared to address such trends within their own lives and ministries. One area in particular where this is visible is in information literacy and equipping our students with the skills to access information and assess and

discern what informational resources are appropriate and not appropriate. The wise use of technology in non-profit leadership and ministerial management is a second area that UTS addresses with its students through courses focused on the virtual church, ethical perspectives on technological changes that allow students to address these trends as they present themselves in the students' own congregations and communities, thus enhancing their ministerial effectiveness.

As a graduate institution accredited by Middle States Commission on Higher Education, UTS has been committed to student learning assessment through strong course-level, program-level and institutional learning outcomes. Alignment between course and program level outcomes is closely monitored and discussed. The use of holistic rubrics in all courses also supports this commitment to assessment. In this regard, UTS is in line with the *Maryland Ready* focus on improvement of learning outcomes and effective learning.

In addition, the focus of the Enrollment Management Plan on student retention, persistence and completion rates allows the Seminary to continually assess and improve what it teaches, how it teaches and the costs to the students leading to further discussions on helpful pedagogies and needed content. In the course of these discussions, UTS has begun research on alternative methods and delivery systems including competency-based teaching and learning.

Economic growth and vitality: As a theological institution, UTS students are part of a different type of workforce as compared to students in secular colleges and universities. However, just as innovation, vitality and effectiveness are important in today's workforce, it is also important that the Seminary research and recognize the need for change and vitality in ministry. The UTS-Maryland focus on entrepreneurial ministry and integrative holistic counseling and health is directly in line with the Maryland State Plan. Just as the wider workforce and job market is changing, so too is ministry and religious education. Congregants come to the church with a wide array of issues and needs that are usually intertwined. The unique focus in Maryland on integrative health and holistic counseling makes UTS a most unique institution statewide and nation-wide. At the same time, the Seminary is also engaged with professional associations and programs through which UTS students may obtain supplemental certifications including certificates that were awarded to students in 2016 on nutrition and counseling and on substance abuse counseling with their UTS counseling courses. Such certification and specialized courses from UTS serve to defray tuition costs for the students and expand their ability to be marketable after graduation.

At the same time, UTS recognizes that today's clergy can no longer support themselves, their family and their ministry on their limited or non-existent ministerial salary. Most of our pastoral students must hold a full-time job while also pastoring a church, yet they recognize that this is not ideal if they are to be available to their congregants. UTS is one of the first graduate schools to recognize this need

and to plan how to address this need. This is why UTS has begun research on developing courses in Entrepreneurial Ministry.

Each of these developments continues to allow UTS to support the Maryland State Plan.

- B. Present data projecting market demand and the availability of openings in the job market to be served by the new programs. The information may include workforce and employment projections and the availability of graduates in the state or region, marketing studies, and material from professional and trade associations.

UTS was approached by the United Kingdom of God International Ministry, a network of approximately 105 churches, varying in size from small congregations of roughly 70 members to very large congregations of over 1,000 members within the state of Maryland. In addition, there is an additional grouping of approximately 20 churches in the District of Columbia who would be accessing UTS. This denominational network represents a large pool of pastors, assistant pastors, lay leaders, Sunday School teachers, youth ministers, young adult ministers and women ministry leaders numbering well over 1,000 people. The churches and pastoral teams are responsible, in turn, for diverse communities of varying sizes. This large pool of students is seeking to obtain the MDiv. or MRE degree. Many of the students are already working in the ministry but need the formal training, knowledge and degree in order to maintain their position and to become more professional and skilled as ministers. Others are seeking to become professional chaplains in their local hospitals, elder facilities and housing areas devoted to re-entry programs. Chaplains are required to receive the MDiv. degree and to experience Clinical Pastoral Education – both of which are done through UTS – in order to become licensed chaplains.

- C. If the programs serve societal needs provide a description of how the proposed program will enhance higher education in Maryland and contribute to society.

The churches and congregations served by UTS students have a great deal of need when it comes to spiritual guidance, pastoral care and counseling, marriage and family issues and physical and mental health issues to name a few. Several students have ministries in the Suitland district of Prince George's County in order to address the social issues of substance abuse, dysfunctional families, re-entry needs of ex-offenders that are within their congregations. Several of the issues outlined in the Maryland State Higher Education Plan are the daily challenges faced by UTS students with the heavy challenges resulting from poverty and decreasing financial resources and jobs.

Through the degree programs at UTS, students develop effective skills in holistic counseling and pastoral counseling on the one hand. Students are also able to acquire skills in the area of social service ministries in the MDiv. program that enhance their work in addressing social needs in their congregations and the wider communities.

With so few accredited seminaries in Maryland, UTS will be able to equip its students with the knowledge and skills that allow them to address these social issues throughout Maryland.

- D. What similarities and differences exist between your programs and others offered in the state in terms of degrees awarded, areas of specialization, and specific academic content.

As noted in the Appendix and earlier in this document, there are no accredited Master of Religious Education degree programs in the state of Maryland. UTS will be able to address this need. The degree program, as described in Appendix 1, provides courses in the theory of religious education, effective and innovative methods of teaching for churches and faith communities, basic theological education in scriptural studies, church history, world religions and theology. Students are also able to focus on specific educational needs as found in their churches ranging from children's ministry to youth ministry, adult ministry, senior adult ministry, educational planning and administration in churches and curriculum design for Sunday Schools. As this is the only accredited MRE degree, the curriculum will be of tremendous benefit to UTS Maryland students.

In terms of the Master of Divinity degree, the greatest difference between the UTS program and two of the other three accredited MDiv. degree programs is that women will be allowed to pursue the MDiv. degree. The two MDiv. degree programs cited are St. Mary's Seminary and University program and Mt. St. Mary's University and Seminary. Both are Catholic institutions to prepare Catholic men for the priesthood. Therefore, the MDiv. program is not available to women. The United Kingdom of God International Ministry allows women in ministry positions, including women bishops. However if their women cannot pursue the MDiv. degree, this ministry opportunity will be denied them. Therefore, this is a critical difference between UTS and these two accredited MDiv. programs in Maryland.

Academically, the courses at St. Mary's Seminary and Mt. St. Mary's Seminary emphasize worship, liturgy, ministry and theology from a Catholic perspective. UTS provides a view of worship, liturgy, ministry and theology that is practiced by the students from the United Kingdom of God International Ministry churches.

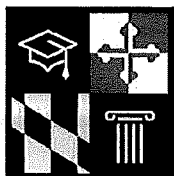
Capital Seminary and Graduate School is the third accredited MDiv. program in Maryland. Capital Seminary is evangelically-based that also offers a different theological perspective in its core ministry courses from the Pentecostal and Orthodox perspectives of the UTS students.

Course content differences include Clinical Pastoral Education, Marriage and Family Ministry, World Religions, and Ecumenism and Interfaith. These are important distinctions for UTS students, who receive foundational knowledge in diverse faiths and cultures that allow them to relate to the increasingly diverse communities in which their churches are found. With the level of diversity experienced in Maryland

today, this is an important skill and is important content. Marriage and Family Ministry is also an important focus for the students from the United Kingdom of God International Ministry network. The pastors in the churches of this network are facing dysfunctional marriages and families within their congregations and communities in ever increasing numbers. Such a focus, a central focus of UTS, is an important distinction between UTS and other seminaries. Students in the UTS MDiv. also take a core course in Effective Religious Education in Ministry, an important course for pastors in the United Kingdom of God International Ministry denomination.

Finally with the limited number of accredited MDiv. programs available in Maryland, and the large numbers of students that are seeking the degree from the United Kingdom of God International Ministry, it would be difficult for one school to address such a need. Therefore, UTS offers another option and opportunity for students to obtain the MDiv. degree.

Recent Approval Letter



MHEC

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James D. Fielder, Jr., Ph.D.
Secretary

May 25, 2016

Dr. Hugh Spurgin
President
Unification Theological Seminary
30 Seminary Dr.
Barrytown, NY 12507

Dear President Spurgin:

The Maryland Higher Education Commission has received an application from the Unification Theological Seminary to offer two courses in Maryland as part of its Master of Religious Education at 9135 Piscataway Rd., Suite 410, in Clinton, MD. I am pleased to inform you that the Unification Theological Seminary is authorized to offer the courses listed below until August 31, 2017.

In accordance with Code of Maryland Regulations (COMAR) 13B.02.01.07D(5), the institution may offer courses only if the full complement of courses comprise not more than 3 courses or 9 credits of a degree or certificate program in any one semester that occur during the approval period.

Approved courses:

- *Church History I (LTR 5131) – 3 credits*
- *Working with Small Groups (PAS 5314) – 3 credits*

An electronic renewal form and the regulations for out-of-state institutions are available on the Commission's website under "Academic Approval Process" at www.mhec.maryland.gov. In order to operate at the approved locations after the stated expiration date, the renewal application should be completed and submitted to this office no later than five months before the institution proposes to commence operation for the academic year 2017-2018. If applicable, the use of VA benefits for these programs should be coordinated through Ms. Trish Gordon-McCown, Associate Director of Veterans Affairs. She can be reached at 410-767-3098.

Please keep us informed of any changes contemplated in your offerings in Maryland. We look forward to continuing the cooperative relationship developed between your institution and the Maryland Higher Education Commission.

Sincerely,

James D. Fielder, Jr., Ph.D.
Secretary

JDF:MRW:jmc

Cc: Dr. Kathy Winnings, Vice President for Academic Affairs, Unification Theological Seminary