

Unification Theological Smeinary'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, Clinton, MD 20735

PROPOSED START DATE OF CONTINUED OPERATION. August 2019

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

NAME AND ADDRESS OF INSITUTION APPLYING FOR APPROVAL.

Name of Institution:	Unification Theological Seminary
Web Address:	www.uts.edu
OPEID Code:	032163
<small>U.S. Department of Education, Office of Postsecondary Education, ID Code -- Title IV eligibility.</small>	
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: Director, Maryland campus
Mailing Address: 9135 Piscataway Rd., Ste 410, Clinton, MD 20735
Telephone: (240) 244-1125
Email: k.winings@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).

3-22-2019
Date

Hugh D. Spruign
Signature of Chief Executive Officer

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

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.

II. APPLICATION QUESTIONNAIRE

This questionnaire, properly completed with supporting documentation, shall serve as an application for approval to operate in Maryland under the *Code of Maryland Regulations* (COMAR) 13B.02.01. It must be completed for each proposed location.

I. Programs.

➤ CURRENTLY OFFERED PROGRAMS.

INSTRUCTIONS. Please enter the requested information on your **CURRENTLY OFFERED PROGRAMS** in the spaces provided below, or create an attachment (labeled "A-1: Current Programs") to this application with the required information.

(a) Provide a list of your currently offered programs at this location. For each program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

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	Yes
Master of Divinity	MDiv.	Classroom	80	Yes
Master of Arts in Religious Studies	MA	Classroom	48	Yes

➤ NEW PROGRAMS

INSTRUCTIONS. Is the institution proposing any new programs at this location? ☐ Yes ☒ No
If yes, please enter the requested information in the spaces provided below, or create an attachment (labeled "A-1: New Programs") to this information with your responses to the following for each new program:

(a) Provide a list of the new programs at this location. For each new program provide the following information: (1) the full title of the program; (2) the degree or certificate to be awarded; (3) the mode of instructional delivery; (4) the number of credit hours (semester or quarter); and (5) whether they are offered at the parent campus.

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>

- (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

Nothing has changed since our last approval at this location

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

Nothing has changed since our last approval at this location

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.

Nothing has changed since our last approval at this location

(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

Nothing has changed since our last approval at this location

(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?

Nothing has changed since our last approval at this location

(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?

Nothing has changed since our last approval at this location

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

Nothing has changed since our last approval at this location

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

Nothing has changed since our last approval at this location

(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?

Nothing has changed since our last approval at this location

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?

Nothing has changed since our last approval at this location

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

Nothing has changed since our last approval at this location

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

☐ Yes ☐ No If 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.

Nothing has changed since our last approval at this location

(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?

Nothing has changed since our last approval at this location

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

Nothing has changed since our last approval at this location

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

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

March 4, 2016

Dr. Hugh D. Spurgin
President
Unification Theological Seminary
30 Seminary Drive
Barrytown, NY 12571

Dear Dr. Spurgin:

At its session on March 3, 2016, the Middle States Commission on Higher Education acted:

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.

For more information on submitting a follow-up report, please see Commission guidelines *Follow-up Reports and Visits*. The institution is obligated to make a full and honest disclosure in its reports.

If the request for a follow-up report includes Standard 3, the Commission requires that you include in or submit with the report the following data for the three most recent years: Title IV cohort default rates; USDE Financial Responsibility Composite Scores; and the status with regard to Heightened Cash Management with USDE.

If the request for a follow-up report includes Standard 14, the Commission requires that you include in or submit with the report the following data for the three most recent years: 100%, 150%, and 200% normal time to completion graduation rates. For graduate-

only institutions, please provide appropriate data on student outcomes such as normal time to completion rates.

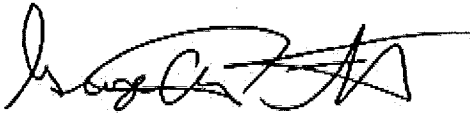
Dr. Hugh D. Spurgin – Page 2

Enclosed is a copy of the institution's Statement of Accreditation Status (SAS) for your review. If any of the factual information is incorrect, please contact the Commission as soon as possible.

In accordance with the policy *Advertising, Student Recruitment, and Representation of Accredited Status*, the accreditation status of the institution must be accurately represented. Please ensure that published references to your institution's candidate status or accredited status (catalog, other publications, web page) are accurate and include the full name, address, and telephone number of the accrediting agency, and the effective date (month and year) when status was granted. Candidate for Accreditation is a status with the Commission that indicates that an institution has achieved membership and is progressing toward, but is not assured of, accreditation.

Please be assured of the continuing interest of the Middle States Commission on Higher Education in the well-being of Unification Theological Seminary. If any further clarification is needed regarding the SAS or other items in this letter, please feel free to contact Dr. Christy L. Faison, Vice President.

Sincerely,

A handwritten signature in black ink, appearing to read 'George A. Pruitt', with a stylized flourish at the end.

George A. Pruitt, Ph.D.
Chair



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 Degree Levels: Bachelor's (B.A. in World Religions and Philosophy), Postbaccalaureate Award/Cert/Diploma, Master's, Doctor's - Professional Practice;
Distance Education Programs: Not Approved
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 4, 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

Master of Arts in Religious Studies Degree Program

I. Goals and Outcomes of the Master of Arts in Religious Studies Program

The overall goals of the M.A. in Religious Studies challenge students to integrate faith and knowledge and recognize the impact that the world's faith traditions have on society; to equip students for a variety of ministries; to prepare students to become bridge-builders among diverse religions and cultures; and to prepare students for further graduate work in religion.

Program Outcomes

Religious Heritage

- Students should be able to formulate their own theological perspective, in conversation with theologies, sacred texts and/or exemplary individuals of their own religious tradition and other faiths.
- Students should be able to explain and appraise a faith tradition other than their own.

Cultural Context

- Students should be able to discuss and analyze issues – theological, cultural and historical – for bridging divides between religious communities.
- Students should be able to analyze contemporary cultural realities and social issues for how they pertain to peacebuilding.

Personal Spiritual Formation

- Students should be able to demonstrate spiritual maturity appropriate for one invested in religious studies.
- Students should be able to examine their experiences in light of faith, theology, and tradition.
- Students should be able to describe their calling and demonstrate initiative to carry it out.

A. Concentration in Interfaith Peacebuilding

Similar to the Interfaith Peacebuilding concentration in the M.R.E. 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 area will undertake both a theoretical and experiential study of interfaith peacebuilding.

Outcomes

- Students should be able to apply skills and techniques for peacebuilding.
- Students should be able to demonstrate skills for ecumenical and/or interfaith

dialogue and collaboration.

B. Concentration in Non-Profit Leadership

The contribution and impact of non-profit organizations in today's world has increased tremendously. For these non-profits to continue to grow and be effective in eradicating the problems and issues they seek to address – whether these are global or local issues, they will need a trained and educated leadership. As the second professional concentration in this degree program, students will focus on such vital areas as financial management, human resource development and essential leadership skills for the non-profit sector, again from the theoretical as well as experiential perspective.

Outcomes

- Students should be able to apply tools and skills for leading and managing a non-profit organization.
- Students should be able to appraise their professional accountability in the workplace and in relating with other professionals.

C. Concentration in Unification Studies

As one of the 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. Unification students in particular will have the opportunity to study and investigate their own faith more deeply. Students will be able to choose from a wide range of courses including the History of the Unification Movement, the Life and Thought of Sun Myung Moon, and the Divine Principle.

Outcomes

- Students should be able to examine and evaluate the distinctive components of Unification theology and faith.
- Students should be able to use Unification concepts to analyze and interpret issues of ministry and society.

D. Concentration in Theological Studies

Theological Studies is the second academic concentration in the M.A. program and is the most basic concentration in the degree program. Students are able to broaden their academic background in Religious Studies by embarking on a more in-depth look at Scripture, Theology, Church History and Living Traditions. This concentration effectively prepares students for doctoral studies or further studies in specific world religions.

Outcomes

- Students should be able to analyze and critique theologies, sacred texts, and

- religious history.
- Students should be able to construct and defend their own critical theological viewpoint.

II. The Academic Program in Master of Arts in Religious Studies

A. Graduation Requirements

To be awarded the Master of Arts in Religious Studies degree, a student must fulfill the following requirements:

48 credit hours (less transfer credits)

A minimum grade point average of 2.50

Mid-Program Review

Masters Thesis or Project, presented in the Masters Colloquium in the final term prior to graduation Course requirements for the Master of Arts in Religious Studies degree are listed in the *UTS Catalog*. The policy on transfer credits is also described in the *Catalog*. Course offerings each term are listed on the Master Schedule, published by the Registrar prior to registration in September.

Candidates are responsible for fulfilling the graduation requirements listed in the catalog published for the academic year in which they matriculate at the Seminary, regardless of any program or policy changes published in catalogs of subsequent years, unless special provision is made for a student to opt into a program. Graduation requirements for the Master of Arts in Religious Studies students entering in academic year 2015-2016 are stated in the *UTS Catalog 2015-2016*, and are also available on the web at www.uts.edu.

B. Master of Arts in Religious Studies Curriculum

The curriculum of the Master of Arts in Religious Studies Program consists of 3 components (for those choosing a Concentration, 4 components):

- . Foundation Courses
- . Free Electives
- . Masters Thesis or Project
- . Concentration Curriculum (Optional)

Foundation Courses

- SCR5151 World Scriptures and World Peace
- THE5132 Theology of Peacebuilding
- THE5141 Ethics and Social Justice in the Age of Globalization
- LTR5513 World Religions and Global Conflict

- LTR/SCR/THE Elective in one's own tradition
- LTR/SCR/THE Elective in a second tradition
- LTR/SCR/THE Elective in a third tradition
- Masters Thesis or Project
- MIN5804A & MIN580B Masters Colloquium

Elective Courses

Students are free to choose any UTS course offered for their elective options

Concentration Courses

1. Interfaith Peacebuilding

- Courses for Theological Communication/Teaching
- Courses for Pastoral Skills for Reconciliation
- Courses for Dialogical Skills
- Courses for Management Leadership
- Field Education Internship

2. Non-Profit Leadership

- Four Elective Courses from Management/Ministerial Leadership areas
- Field Education Internship

3. Unification Studies

- THE5631 Divine Principle
- THE5601 Unification Theology
- LTR5151 Unification Movement
- THE5611 Unification Philosophy

4. Theological Studies

- Four Courses in the area of Scripture, Theology or Church History
- One Scriptural Language Course (New Testament Greek or Biblical Hebrew)

III. Course Schedule

Classes for the MA program will be offered each week night on a schedule of 7:00pm-9:50pm for 15 weeks. If there is a final exam, the exam is given in week 16. This is the same schedule design as used currently for students. As many of the courses meet degree program needs for more than one degree program, one course can meet the needs of multiple students. For example, students choosing to take the Non-Profit Leadership concentration in the MA program can take numerous Ministry courses from the Master of Divinity degree program as those courses provide the skill and knowledge required for

the Non-Profit Leadership concentration such as Congregational Development and Ministerial Leadership. For students choosing no concentration in the MA program are allowed to take any course as an elective offered by the Seminary that fits their personal, professional or ministerial needs and interests. Therefore, the current Term Class Schedule will continue to be utilized.

Master of Religious Education Degree Program

I. Introduction

A. The Field of Religious Education

Religious Education is a field of study and a profession dedicated to communicating one's religious ideals to others, based on understanding and living them oneself. Becoming a Religious Educator therefore begins with a careful examination of religious knowledge and beliefs and assessment of their coherence with practice and experience.

Religious Education is concerned not only with formal programs such as workshops, Bible study groups, church Sunday School, or parochial school and "release time" religion classes. It also includes a variety of somewhat less traditional methods of religious education such as conferences, video/film series, camp programs, family weekends, electronic media and the Internet. It is concerned with the education of children of elementary school age, adolescents and also with adults in early, middle and later adult life.

The field of Religious Education is of great relevance all Christian denominations and diverse faith communities, who are challenged to educate their congregants and the general public on such vital contemporary themes as: spiritual formation and faith development; marriage and family renewal; abstinence, youth violence and substance abuse; ecumenical and interreligious cooperation; and issues of peace and justice.

B. Concentration in Religious Education

The Religious Education program is a two-year professional program of study preparing professional religious educators who will teach and organize educational programs in the church or faith community. The following competencies are among the goals of the R.E. Program with a concentration in Religious Education: to convey a clear grasp of the message of salvation and how it is applied in one's life, marriage, family and career; to communicate one's faith so as to enlist a faith commitment to organize and manage age-appropriate classes and train teachers for them; to set up a successful Sunday School and educational programs; to function effectively as a teacher and administrator.

C. Concentration in Interfaith Peace Building

At UTS, peace education and peace building are at the core of religious education. Peace education in the religious education context is understood to be 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 program at UTS addresses peace building in three dimensions: (1) peace within the individual, as addressed by the religious traditions; (2) peace in the family, as achieved by resolving relationships within the home and by extension among members of the greater human family; and (3) peace among nations, societies, religions and races, and with the environment, to which are applied political, economic and social solutions. The UTS Master of Religious Education Program in Inter-Religious Peace Building is a two-year professional program that is explicitly inter-religious, dialogical, and committed to promoting understanding and developing practical skills for peace building along each of these three dimensions.

II. Program Learning Outcomes in Religious Education

A. Theological Content

- Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.
- Students should be able to interpret and integrate sacred texts appropriately in their educational ministry
- Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society.

B. Personal Spiritual Formation

- Students should be able to demonstrate spiritual maturity necessary for a religious educator
- Students should be able to examine their experiences in light of faith, theology, and tradition.
- Students should be able to describe their calling and demonstrate initiative to carry it out.

C. Educational and Public Leadership

- Students should be able to apply sound educational theory and the insights of religious education as applied in diverse contexts
- Students should be able to demonstrate a range of educational skills and

techniques.

- Students should be able to demonstrate professionalism in teaching and organizing educational activities.

D. Concentration in Interfaith Peacebuilding

- Students should be able to discuss and analyze issues—theological, historical and contextual—for bridging conflicts between religious communities.
- Students should be able/equipped to practice effective religious education that contributes to peacebuilding
- Students should be able to explain and appraise a faith tradition other than their own.

E. Concentration in Religious Education

- Students should be able to explain and illustrate basic concepts of the Old and New Testaments, Christian theology, and the history of the Christian Church.

III. The Academic Program in Religious Education

A. Graduation Requirements

To be awarded the Master of Religious Education degree, a student must fulfill the following requirements:

50 credit hours (less transfer credits)

A minimum grade point average of 2.50

Mid-Program Review

Religious Education Project, presented in the Religious Education Colloquium in the final term prior to graduation

B. Religious Education Curricula

The curriculum of the Religious Education Program consists of three major components:

Theological curriculum

Religious Education curriculum

Field Education

The theological curriculum provides a broad knowledge of scripture, theology and history, either in the Christian tradition or in the broader interfaith context. Students in

the Religious Education concentration take at least one course in world religions, and students in the Interfaith Peace Building concentration take several courses dealing with the world's religions and peace efforts from diverse aspects including: world scriptures, theology of peace building, global ethics, and the role of religion in fomenting and resolving conflict.

The Religious Education curriculum introduces students to the heart of the discipline through its courses emphasizing the philosophy and basis of what constitutes religious education. The religious education curriculum also challenges students to develop competency in teaching specific age groups in diverse contexts and incompetency in the planning and organization of effective religious education lessons and programs. Particular attention is given to the challenges of intercultural communication, interfaith dynamics and conflict resolution educating religiously.

Field Education provides students with the opportunity to integrate theory and practice through internship placements. Working under the guidance of the Field Education Director and on on-site supervisor, student will continually reflect on the theoretical knowledge learned in the courses and its practical application in a real life setting. Students may suggest and internship placement or discuss possible settings with the Director.

C. Curriculum

Students are encouraged to complete their core courses, which provide foundational knowledge, before they enroll in elective courses.

The following are the core courses for the MRE degree:

- EDU 5101 Foundations of Religious Education
- EDU 5111 Models of Teaching: Children and Adolescents
- EDU 5112 Models of Teaching: Young Adults and Adults

For the RELIGIOUS EDUCATION concentration:

- LTR 5131 Church History I
- LTR 5141 World Religions
- THE 5131 Systematic Theology
- Two of either SCR 5131 Hebrew Bible, SCR 5141 New Testament Foundations or SCR 5142 New Testament in Context, THE 5631 Divine Principle or THE 5621 Teachings of Sun Myung Moon

For the INTERFAITH PEACE BUILDING concentration:

- SCR 5151 World Scriptures and World Peace
- LTR 5513 World Religions & Global Conflict
- THE 5132 Theology of Peace Building
- THE 5141 Ethics and Social Justice in the Age of Globalization

Students in the Interfaith Peace Building concentration will encounter other faiths by the requirement to take two additional courses in the theological curriculum, one in each of two religious traditions outside of the students' own faith tradition.

Students in the Religious Education concentration should plan to take two Religious Education electives from among the following, or similar courses; students in the Interfaith Peace Building concentration should plan to take one:

- EDU 5301 Educational Planning and Administration
- EDU 5302 Programming and Curriculum Design
- EDU 5311 Spiritual Formation
- 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/Campus Ministry
- EDU 5441 Adult Learning and Development
- EDU 5511 Ministry for Marriage Preparation
- EDU 5512 Marriage and Family Enrichment
- EDU 5521 Perspectives on Family and Peace Building
- EDU 5601 Practicum in Teaching
- EDU 5611 Teaching the Bible as Liberating Word
- EDU 5672 Online Ministries
- MIN 5431 Fundamentals of Interfaith Leadership
- MIN 5722 Intercultural Communication and Conflict Resolution

Students in the Interfaith Peace Building concentration have the option to take either one additional educational elective (see above) or one Management elective from among the following, or similar courses:

- MIN 5101 Ministerial Leadership
- 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 5313 Program Design and Management
- MGT 5314 Project Management and Resources
- MGT 5331 Human Resource Management
- MGT 5401 Financial Management for Non-Profit Organizations
- MGT 5402 Grantsmanship: Grantwriting
- MGT 5403 Executive Leadership in the Non-Profit Sector
- MGT 5404 Fundamentals of Professional Fund Raising and Development
- MGT 5501 Brand Management

The Religious Education Colloquium is the capstone course of the program, where students present their Religious Education Project. The Religious Education Project is a 30 page or a written project that contributes to the field of religious education. Students take the R.E. Colloquium in either the Fall Term or Spring Term of their final year of study.

Master of Divinity Degree Program

I. Goals and Outcomes of the Divinity Program

The Divinity Program is designed primarily to prepare students for effective leadership in the ministries of the Church. Graduates currently participate in such ministries as social service, teaching, counseling, pastoral ministry, campus ministry, ecumenical and interfaith ministry, evangelism, and world mission. Goals and outcomes of the program are here stated in terms of (1) knowledge and skills (2) beliefs and values and (3) professional roles.

A. Knowledge and Skills

The Seminary academic program is designed to further the attainment of knowledge of scripture, theology, the history of the Christian Church, the beliefs and practices of the world's religions, the issues at the intersection of religion and society, and the best practices of various types of contemporary ministry. Students requiring specific knowledge of their faith tradition or denomination will be able to take such courses.

B. Beliefs and Values

The Seminary emphasizes the development of attitudes, beliefs, faith and values, to help create a vibrant community life. This is done through:

1. Prayer and worship which are integral to Seminary life;
2. A relationship with God seen as the foundation for deepening relationships with others and with the creation.

3. Recognizing and perceiving the theological nature of experience in a relationship with God, and in learning a new way of relating to the world, one which evokes theological contemplation;
4. Fostering a continuing sense of holiness as this relates to the ministry, knowing that a life of faith, service, sacrifice, commitment and attendance is the standard for all who desire to participate in building God's Kingdom;
5. Helping others gain an awareness of God and deepen their relationship with God;
6. Academic courses which add to spiritual practice in providing biblical, historical and theological insight into the nature of God and humanity, the providential course of human history, and the contemporary world situation;
7. Encouraging an open spirit for the formation of new ministries to meet the evolving structure and needs of the Church;
8. Preparation for functioning as a mediator and change-agent in the social process (including conflict resolution) in a way that contributes to the common good;
9. Preparation for providing leadership in both planning and conducting corporate worship;
10. Preparation for assisting Church members in the definition and accomplishment of the Church's goals and objectives and to administer effectively to its corporate life.

C. Professional Roles

The Divinity Program prepares students for various professional roles required for effective leadership in ministry. These roles are evangelism; pastoral care and counseling; preaching and liturgy; communication; ecumenism; social action; management and leadership; and teaching.

1. Evangelism: Through personal and group witnessing, the Church leader seeks to win or revive personal commitments to Christ.
2. Pastoral Care and Counseling: Church leaders are concerned with the spiritual needs of individuals and families. They provide spiritual care and guidance to members of the Church and community. They counsel those in distress and provide spiritual nourishment and support, especially during times of personal crisis. They minister with an objective sense of judgment and also with compassion and understanding.
3. Preaching and Liturgy: The Church leader provides liturgical leadership in worship, including preparation and preaching.

4. Communication: A critical role of the Church leader is to communicate with individuals and groups both through the print and electronic media as well as through direct personal contact.
5. Ecumenism: Graduates promote ecumenical and interreligious work in pursuit of solutions to the problems confronting all religions. Church leaders, through personal dialogue and conferences, encourage an ecumenical spirit by promoting an atmosphere where different religions and denominations discuss their respective positions; where they are accorded full respect for their own individual dignity and deepest spiritual conviction.
6. Social Action: Social action involves expansion from ministering to the congregation to ministering to the world. The Church leader seeks to be a mediator and change-agent to contribute to the common good. Concerns range from individual needs for food, clothing and shelter to global peace.
7. Management and Leadership: Graduates manage or assist in the managing of Churches, evangelical teams, campus centers, etc. Such leaders plan and carry out Church conferences and programs. They also supervise personnel and plan budgets.
8. Teaching: Graduates teach, train others, design educational programs, direct and supervise the educational programs of the Church.

II. Program Learning Outcomes for the Divinity Program

F. Theological Content

- Students should be able to interpret and integrate the Old and New Testament scriptures appropriately in ministry.
- Students should be able to analyze issues impacting the Church today using their knowledge of leading figures, events, and institutions of the Church.
- Students should be able to formulate and articulate their own theological perspectives in conversation with historical and contemporary theologies.
- Students should be able to analyze diverse issues in the interplay of religion(s) and the wider society

G. Personal Spiritual Formation

- Students should be able to demonstrate spiritual maturity necessary for pastoral leadership.
- Students should be able to examine their experiences in light of faith, theology, and tradition.

- Students should be able to describe their calling and demonstrate initiative to carry it out.

H. Professional Roles

- Students should be able to apply leadership and organizational skills for building a beloved community.
- Students should be able to use tools to plan and lead corporate worship.
- Students should be able to demonstrate a range of pastoral skills and techniques.
- Students should be able to relate constructively to practitioners of diverse religious faiths.

III. The Academic Program in Divinity

A. Graduation Requirements

To be awarded the Master of Divinity degree, the candidate must fulfill the following requirements:

- 80 credit hours (less transfer credits)
- A minimum grade point average of 2.50
- Mid-Program Review

B. Divinity Curriculum

The curriculum of the Divinity Program consists of 5 components:

- Scriptural Studies
- Living Traditions
- Theology/Philosophy
- Ministry
- Clinical Pastoral Education

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.

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)

Schedule for 2019-2020

Monday	Tuesday	Wednesday	Thursday	Friday
7:00-9:50pm	7:00-9:50pm	7:00-9:50pm	7:00-9:50pm	7:00-9:50pm
Course 1	Course 1	Course 1	Course 1	Course 1
Course 2	Course 2	Course 2	Course 2	Course 2

The facility allows for several courses each evening if needed.

COURSE LISTINGS

The Courses described on the following pages will be taught in 2017-2018 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 of 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. James, G. Jones 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. 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. G. Jones.*

SCR 5413 Life and Letters of Paul

This course is an investigation of Paul's life, his writing, and his role in the development of Christianity. It will present interpretations of Paul as a Hellenist, a rabbi, a mystic sectarian, a clever rhetorician and more, of Paul defined against his Jewish background or by light shed from his opponents. Contemporary research into Paul's attitudes to the Law and Judaism as well as the sociological context of his missions and letters will be discussed. Claims about Gnostic influences on Paul and his standing in Gnostic

communities is also important for evaluating his role in history. The class will discuss Paul's effects upon modern theologians and some trenchant criticisms of his influence. *3 credits. G. Jones.*

SCR 5421 The Gospel of Matthew

We will investigate the Gospel of Matthew as the teaching of Jewish-Christianity that suffered through the destruction of Jerusalem in 70 A.D., and as a window into the historical Jesus. Topics include the Sermon on the Mount as a peace teaching at a time of war and rebellion, and the earliest Christian kerygma in relation to Jewish Messianism. *3 credits. G. Jones or 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. G. Jones or 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 5621 Teachings of Sun Myung Moon

See the Theology listings.

THE 5631 Divine Principle

See the Theology listings.

SCR 6390 Thesis/Project in Scriptural Studies

4 credits. Must be accompanied by the 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, G. Jones, 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.*

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. M. Mickler or R. Brown.*

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 or R. Brown.*

LTR 5590 Independent Study in Religion and Society

1-3 credits. Faculty.

LTR 5622 Life and Thought of Sun Myung Moon

This seminar seeks an integrated understanding of Reverend Moon's life and thought. The first half examines the historical events surrounding Reverend Moon's life. In particular, the context in which he developed his vision, conducted his ministry and established core traditions will be studied. The second half undertakes a careful, systematic analysis of significant themes in his thought, from core theological concepts to their application in practical life. Attention is given to the manner in which Reverend Moon's thought and life has developed in interaction with each other. *3 credits. 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. 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 5621 Teachings of Sun Myung Moon

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

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 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 5441 Adult Learning and Development

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

EDU 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 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 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 5101 Ministerial Leadership

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

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 5105 Congregational Development

This course explores the minister's role as a servant leader (Mark 10:43-44). As the church's mission belongs to all its members, ministers are called to equip people for service within and outside the congregation. The minister is most successful when he or she enables others to lead, to serve and to be God's priests. This is how God's people grow spiritually and how the local congregation develops its own potential both for the nurture of its members and for mission to and in the world. One of the main ministerial tasks is to help members identify their gifts, and to organize the life and work of the church so that members can exercise these, through participation in such tasks as leading worship, teaching, preaching administration and evangelism. This liberates ministers to focus on their own strongest gifts. *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 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 5421 Servant Leadership

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

MIN 5431 Foundations of Interfaith Leadership

The course aims to provide the theoretical and applied foundations necessary for the successful management of interreligious activities, and the creation of informed strategies for the advancement of interreligious ideals. Students learn both the internal dynamic of interreligious relations as well as how they relate to other areas of life including politics, media, science, the academy, and arts and leisure, from both domestic and international perspectives. Through lectures and off-campus interfaith experiences, students move beyond their pre-existing ideas to see new possibilities for religion, society and human flourishing. *3 credits. F. Kaufmann or R. Brown.*

MIN 5490 Independent Study in Church Growth and Evangelism

1-3 credits. Faculty.

MIN 5502 Marriage and Family Ministry

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

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.*

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 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. R. Wenger.*

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. D. Carolina.

MGT 5313 Program Design and Management

This course will expose students to the components of successful program design and management, and provide opportunities for practical application of concepts and strategies. Throughout the course, the relationship between program management and grant management will be emphasized as well

as maintaining a good relationship with funders and auditors. 3 credits. C. Phillips.

MGT 5314 Project Management and Resources

Students will focus on exploring the effectiveness (marketing and program evaluation) and efficiency (financial management, revenue generation and volunteer management) of non profit organizations in this course. 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 how to apply the core concepts to a nonprofit organization. 3 credits. C. Phillips.

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. B. Kirkland.*

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.*

the Masters Colloquium, MIN 5804. Faculty.

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.

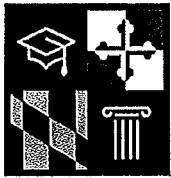
LAN 6290 Thesis/Project in Scriptural Languages

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

Recent Approval Letter



MHEC

Creating a state of achievement

Larry Hogan
Governor

Boyd K. Rutherford
Lt. Governor

Anwer Hasan
Chairperson

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

November 14, 2018

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

Dear President Spurgin:

The Maryland Higher Education Commission has received a renewal application from the Unification Theological Seminary to offer instructional programs in Maryland 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 programs listed below until August 31, 2019.

The following previously approved programs are authorized for renewal:

- Master of Religious Education (M.R.E.)
- Master of Divinity (M.Div.)

The program listed below is granted initial approval to operate in Maryland:

- Master of Arts in Religious Studies (M.A.) with concentrations in:
 - Interfaith Peacebuilding
 - Non-Profit Leadership
 - Unification Studies
 - Theological Studies

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 2019-2020. 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,

Dr. James D. Fielder
Secretary

JDF:KKS:jmc

C: Dr. Kathy Winings, Vice President for Academic Affairs, Unification Theological Seminary

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