



UNION
PRESBYTERIAN
SEMINARY

**Forming Leaders.
Transforming the Church.**

**Academic Catalog
2010-2011**

The regulations, requirements, and general information included
in this document are official for the 2010-2011 academic year.

In accordance with sound academic and fiscal practice,
Union Presbyterian Seminary reserves the right to make changes in policies, regulations, procedures, and fees
and will give due notice to affected parties. Current, and more comprehensive, information
regarding the seminary's academic and non-degree programs, faculty and staff,
campus settings and location, resources and facilities, and student services
is available on the Union Presbyterian Seminary website at www.upsem.edu.

Union Presbyterian Seminary welcomes
and seriously considers applications for admission from qualified applicants
without regard to gender, sexual orientation, race, ethnicity, national origin, or physical disability.

*Throughout this catalog, information pertaining specifically to Union Presbyterian Seminary, Charlotte Campus
is marked with a light gray screen.*

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Academic Calendar

RICHMOND CAMPUS 2010-2011

Fall Term 2010

Orientation of new students	September 8-10
Classes begin (Mon)	September 13
Opening Convocation 199th Session	September 15
Fall Term drop/add or change to audit deadline	September 24
Preregistration January Term begins	October 11
Fall Recess (Mon-Tues)	October 18-19
Deadline to withdraw from a Fall Term course	October 25
Days for Discernment	November 11-14
Preregistration Spring Term begins	November 15
Thanksgiving Recess	November 22-26
Makeup days for October 18-19	December 13-14
Classes end (Mon)	December 14
Reading Day (Wed)	December 15
Examination days (Thurs-Fri)	December 16-17
End of Term after examinations (Fri)	December 17

January Term 2011

Classes begin (Wed)	January 5
January Term drop/add or change to audit deadline	January 7
Extended Campus Program Winter Session (<i>on-campus component</i>) (Mon-Sat)	January 10-15
Deadline to withdraw from January Term course	January 14
Martin Luther King, Jr. Day (no classes)	January 17
Term ends after classes (Tues)	January 25
Winter Interlude (no classes)	January 26-28

Spring Term 2011

Classes begin (Mon)	January 31
Spring Term drop/add or change to audit deadline	February 11
Days for Discernment (D4D)	February 17-20
Preregistration May Term begins	February 28-March 11
Deadline to withdraw from Spring Term course	March 11
Spring Recess	March 14-18
Preregistration Fall Term & Summer Language begins	March 28
Classes end (Fri)	April 29
Reading Day (Mon)	May 2
Examination days (Tues-Wed)	May 3-4
Terms ends after examinations	May 4
Sprunt Lectures (Wed-Fri)	May 4-6

May Term 2011

Classes begin (Mon)	May 9
Drop/add or change to audit deadline	May 11
Deadline to withdraw from a course	May 18
Classes end (Wed)	May 25

COMMENCEMENT 2011	May 28
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Summer Language School 2011

- Elementary New Testament Greek I and II July 6-August 19
- Elementary Biblical Hebrew I and II July 6-August 19
- Deadline to add a Summer Language July 8
- Deadline to drop or change to audit Summer Language July 20
- Deadline to withdraw from a Language course July 27

Language and Culture Immersion

This non-credit course is required for all international students in their first summer on campus in Richmond August 15-September 2

Textbooks Due Dates to Registrar for Richmond Campus

- Fall lists due February 22, 2010
- January lists due August 23, 2010
- Spring lists due September 27, 2010
- May textbooks list due to registrar January 17, 2011
- Summer and Fall lists due February 21, 2011

EXTENDED CAMPUS PROGRAM 2010-2011

Fall Session 2010-11

- Preregistration ECP Fall Term begins September 13
- At-home session begins October 12
- Fall add/drop change to audit deadline October 25
- Deadline to withdraw from a Fall course January 7
- Fall Session on-campus component January 10-15
- Fall Session ends January 31

Spring Session 2011

- Preregistration ECP Spring Term begins March 7
- At-home session begins April 4
- Spring add/drop change to audit deadline April 18
- Preregistration ECP Summer Term begins May 2
- Deadline to withdraw from a Spring course June 10
- Spring Session on-campus component June 13-18
- Spring Session ends June 25

Intensive Summer Term 2011

- At-home begins July 5
- Summer add/drop change to audit deadline July 18
- Deadline to withdraw from a Summer course July 29
- Intensive Summer Term on-campus component August 1-5
- Intensive Summer Term ends August 19

Textbooks Due Dates to Registrar for Extended Campus Program

- Fall lists due September 7, 2010
- Spring lists due February 14, 2011
- Summer lists due April 18, 2011

CHARLOTTE CAMPUS 2010-2011**Summer Term 2010**

Pre-registration	February 26
Registration ends	March 13
Classes begin	April 30
Drop/add deadline	May 22
Withdraw deadline	June 26
Summer Recess	July 2-3
Term ends after examinations	July 24

Fall Term 2010

Pre-registration	June 11
Registration ends	June 26
New student pre-registration	June 28
New student registration ends	August 28
Orientation	September 8
Classes begin	September 10
Fall Convocation	September 11
Drop/add deadline	October 2
Fall Recess	October 15-16
Open House	October 29-30
Withdraw deadline	October 30
Thanksgiving Recess	November 26-27
Term ends after examinations	December 11

Spring Term 2011

Pre-registration	October 29
Registration ends	November 13
Classes begin	January 7
Drop/add deadline	January 29
Spring Recess	February 18-19
Weekend to Inquire	February 26
Withdraw Deadline	February 26
Term ends after examinations	April 2

CHARLOTTE COMMENCEMENT 2010 April 30**Summer Term 2011**

Pre-registration	February 25
Registration ends	March 12
Classes begin	May 6
Drop/add deadline	May 28
Withdraw deadline	June 25
Summer Recess	July 1-2
Term ends after examinations	July 30

Information regarding registration policies and deadlines can be found online in the registrar's section of the Union Presbyterian Seminary website at www.upsem.edu/current/index.php. Students who do not have internet access should call the Office of the Registrar (804) 278-4233 and request that this information be mailed to them.

The Mission of Union Presbyterian Seminary

Union Presbyterian Seminary equips Christian leaders for ministry in the world—a sacred vocation that requires deep learning, commitment to service, and an ability to read culture and circumstance in the light of the rich resources of scripture and theological tradition.

The seminary's core mission is to participate in the mission of the church by forming and equipping leaders for the work of ministry, for building up the body of Christ (Eph 4:12). As a theological institution of the Presbyterian Church (U.S.A.) standing within the Reformed tradition,

- We confess the Lordship of Jesus Christ.
- We weave together distinctive approaches to theological education for pastoral and educational ministries.
- We educate, inspire, and empower leaders for congregational life, theological scholarship, and bold Christian service to the world.
- We serve as a theological resource for church and society.
- We are a catalyst for the transformation of the church, and through the church, the world.

ACCREDITATION

Union Presbyterian Seminary, on both campuses, is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the master's and doctoral levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, or call 404-679-4501, for questions about the accreditation of Union Presbyterian Seminary. The Commission directs schools to indicate that it is to be contacted only if there is concern that an institution is not in compliance with an accreditation requirement or standard.

Union Presbyterian Seminary, on both campuses, is also accredited by the Commission on Accrediting of The Association of Theological Schools in the United States and Canada (10 Summit Park Drive, Pittsburgh, PA 15275-1110; telephone: 412-788-6505), to award M.A.C.E., M.A.T.S., M.Div., Th.M., Ph.D., and D.Min. degrees. The accreditation status of the institution is published in Bulletin 48, Part 2, Membership List, of The Association of Theological Schools, available at <http://www.ats.edu/Resources/Publications/Documents/Bulletin/Part2MembershipList.pdf>. In 2005 Union Presbyterian Seminary received full site accreditation for the M.A.C.E. and M.Div. degrees, its programs in Charlotte, NC.

Union Presbyterian Seminary, Richmond Campus, is fully accredited by the University Senate of the United Methodist Church for the instruction of United Methodist students who seek to be pastors. Documents describing

the accreditation status of Union Presbyterian Seminary are available for review in the offices of the deans of the seminary.

Degree programs of study offered by Union Presbyterian Seminary, Charlotte Campus have been declared exempt from the requirements for licensure under provisions of North Carolina General Statutes (G.S.) 116-15(d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon any assessment of program quality under established licensing standards.

I. Overview

DEGREES

Union Presbyterian Seminary offers five degree programs. The Master of Divinity (M.Div.) and the Master of Arts in Christian Education (M.A.C.E.) are the basic professional degree programs. In addition, Union Presbyterian Seminary offers a dual degree: the Master of Divinity/Master of Arts in Christian Education (M.Div./M.A.C.E.). Union Presbyterian Seminary also offers the following advanced degrees: the Master of Theology (Th.M.) and the Doctor of Philosophy (Ph.D.). An appropriate master's degree, awarded by an institution of recognized standing, is prerequisite for admission into these degree programs.

Admission to the Ph.D. program has been temporarily suspended for 2010-11, and will be resumed when curricular revision, faculty deployment, and institutional resources permit.

Known for its rigorous academic program, Union Presbyterian Seminary also offers an extensive network of supervised student-in-ministry opportunities. In addition, the school supports continued learning for educators and ministers through an array of professional workshops, seminars, and other opportunities.

Union Presbyterian Seminary, Charlotte Campus offers classes in three degree programs: the M.Div., the M.A.C.E., and the M.Div./M.A.C.E. dual degree program. Classes in Charlotte, NC, are held on the campus of Queens University.

VOCATIONAL PLANNING

In cooperation with faculty advisors, the [Office of Supervised Ministry and Vocational Planning \(SMVPO\)](#) assists students in their vocational planning, in securing appropriate supervised ministry opportunities, and in the process of seeking calls to ministry after graduation.

FINANCIAL ASSISTANCE FOR STUDENTS

The financial aid program of Union Presbyterian Seminary helps many students attend school full-time and prepare for service in the church without incurring burdensome debt. Need-based grants and merit fellowships are available to qualified full-time basic degree students. See [chapter 7](#) for detailed information about financial aid.

LIBRARY RESOURCES

The William Smith Morton Library is a spacious facility at Union Presbyterian Seminary, Richmond Campus. Built to blend architecturally with the historic landmark campus, the facility incorporates the latest electronic technologies. The library's mission is to provide resources to support faculty research and the curriculum of Union Presbyterian Seminary. The library not only provides for current needs, but develops its collections and programs in anticipation of changing technology, new academic disciplines, and enhanced methods of teaching and learning.

The library, with a collection numbering more than 350,000 volumes, offers one of the nation's finest collections for biblical studies, theology, Christian education, and church history. Operated by Union Presbyterian Seminary, the library also serves the Baptist Theological Seminary of Richmond. Students have access to other partner academic libraries in the Richmond area. The library is a member of the Online Computer Library Center, which provides cataloging and interlibrary loan services. The library catalog is accessible on the internet at <http://library.upsem.edu>.

Students on the Charlotte campus have access to the electronic resources available through the William Smith Morton Library in Richmond. This connection adds depth and breadth to the collection available at Everett Library on the campus of Queens University of Charlotte.

Everett library contains 160,000 volumes with over 14,000 of those volumes specifically dedicated to theological education and research of Union Presbyterian Seminary, Charlotte Campus students and faculty. There are a number of state-of-the-art computers in the library and several laptop computers that can be checked out and used in the library. Everett Library's catalog is available online and there are also several additional theological and academic electronic databases available for student and faculty use. Many of the electronic databases can be accessed by password from an off-site home or office computer, including the many databases offered in Richmond.

Everett Library also provides an electronic reserve program that lists the course materials on reserve in the library and also allows students to access full-text reserve material from a computer that is on or off campus.

Union Presbyterian Seminary, Charlotte Campus is a member of the Charlotte Theological Library Consortium. Members of this consortium are Gordon-Conwell Theological Seminary (Charlotte), Reformed Theological Seminary (Charlotte), Southern Evangelical Seminary (Charlotte), New Life Seminary (Charlotte), Hood Theological Seminary (Salisbury), and Carolina Evangelical Divinity School (High Point). Each of these theological schools makes a distinctive contribution to the total collection of the consortium and each participant's library is available to students of Union Presbyterian Seminary, Charlotte Campus. Information for each library can be found at www.atla.com/ctlc/ctlc.html.

RICHMOND THEOLOGICAL CONSORTIUM (RTC)

Union Presbyterian Seminary, Richmond Campus is part of the Richmond Theological Consortium, which also includes the [Samuel L. DeWitt Proctor School of Theology at Virginia Union University](#) and the [Baptist Theological Seminary at Richmond](#). The mix of racial, denominational, and professional characteristics in the three distinctive schools provides a rich context for education and preparation for ministry. Students at consortium schools may cross-register for courses at the other RTC institutions. Each institution maintains its own autonomy and grants its own degrees. For more information, contact BTRS at 804-355-8135, or STVU at 804-257-5715.

CENTER FOR MINISTRY AND LEADERSHIP DEVELOPMENT

The Center for Ministry and Leadership Development at Union Presbyterian Seminary is responding to the changing needs of the church and its leadership. The Center's mission is to strengthen and enrich the ministries of churches and other ministry settings, and to be a significant partner in the ongoing process of educating and equipping leaders for service to the church and world. In cooperation with other offices of the seminary, the Center is developing a new cohort-based program to provide Union Presbyterian Seminary graduates continuing education opportunities in the first five years of their ministries.

In living out this mission, the Center offers workshops, lectures, seminars, and consultations for pastors, educators, and lay persons involved in a variety of leadership roles in congregations and other settings. With these offerings, the Center's objectives are (a) to stimulate growth, development, and renewal for church leaders, (b) to deepen a base of knowledge which is sufficiently integrated into the practice of ministry, and (c) to assist leaders in identifying strategies for staying on a growing edge in ministry.

Dr. Ken McFayden, professor of ministry and leadership development, is dean of the Center. For a schedule of planned events, please contact the Center at 804-278-4301 or visit the Union Presbyterian Seminary website: www.upsem.edu.

HISTORY

Since its formation in 1812, Union Theological Seminary has sustained the intention of its founders to provide education for Christian ministry that is scholarly, pastoral, and engaged with contemporary life.

A century after its founding, and in response to a need of the contemporary church, the seminary was instrumental in establishing the Assembly's Training School (ATS) for Lay Workers in 1914. ATS was renamed the Presbyterian School of Christian Education (PSCE) in 1959. From 1914 to 1997 the two theological institutions worked side

by side to prepare pastors and educators for work in congregations, church agencies, and other institutions of Christian service.

The federation of the two institutions in 1997 brought Union and PSCE full circle as partners in God's service, uniting to continue their distinctive and complementary educational contributions to the church.

In the early years of Union's existence as a theological institution, the curriculum of the seminary was shaped along classical lines to ensure that clergy were competently trained in biblical exegesis, theology, church history, and pastoral studies. Under the extraordinary leadership of Walter W. Moore (president from 1904-1926), the seminary navigated a number of significant challenges, including the relocation (in 1898) from Hampden-Sydney College near Farmville, VA, to Richmond so that seminarians would be exposed to greater opportunities in Virginia's capital. It was also during Dr. Moore's presidency that the Sprunt Lectures were inaugurated (1911), and Schaufler Hall was erected (1919) as a new church development to aid students in their preparation for the practice of ministry. In 1996-97, Schaufler Hall was reconstructed to house the state-of-the-art William Smith Morton Library.

In 1907 Dr. Moore made another decision which would significantly change the shape of theological education in Richmond. A young woman, Annie Wilson, requested permission to attend lectures at Union Theological Seminary in order to prepare for work in foreign missions. Even though seminary education was intended for men only, Dr. Moore agreed to her request, and along with Dr. A. L. Phillips (general superintendent of Sabbath Schools of the Presbyterian Church in the United States), began to organize a school to prepare women and men for lay ministry. In 1914, with the encouragement, leadership, and generous support of the president and faculty of Union Theological Seminary, the first class of 24 women and four men enrolled in the new General Assembly's Training School (ATS) for preparation as Christian "workers outside of the regular ordained ministry."

In carrying out their unique missions, both Union Theological Seminary and the Presbyterian School of Christian Education served the church faithfully throughout the twentieth century. Union developed a doctoral program (Th.D., 1930–now Ph.D.), established a highly-respected journal of biblical and theological studies, *Interpretation* (1947), and founded the **Carl Howie Center for Science, Art, and Theology** (1995). PSCE established a doctoral program in Christian education (Ed.D., 1983) and the Center on Aging (1978). Both schools sustained an interest in modern media and technology, and sought to explore ways the church might use these tools to communicate the gospel.

Over the decades, the two institutions depended upon each other to accomplish their respective missions. Generations of students crossed Brook Road to take classes under an open enrollment policy, and in the early 1990s the two schools launched the M.Div./M.A.C.E. dual degree program. Following federation in 1997, further steps were taken to unite the institution and strengthen its academic offerings. The doctor of education program was phased out and replaced with the Ph.D. in Christian Education, and a new Master of Arts (Theological Studies) degree was established.

Now, as the seminary engages new demands for theological education in the 21st century, it continues to focus its mission on equipping leaders for Christian ministry. On July 1, 2010, the seminary officially adopted a new name: Union Presbyterian Seminary. Starting with convocation in 2011, Union Presbyterian Seminary moves into its future by remembering its past with a bicentennial celebration that continues through convocation 2012.

Union Presbyterian Seminary, Charlotte Campus

Union Presbyterian Seminary's commitment to the church and society continues. Responding to the request of Presbyterian leaders in the Central Carolinas to create an extension of the seminary for qualified students who are unable to relocate to an existing theological institution, Union Presbyterian Seminary, Charlotte Campus was established on the campus of Queens University of Charlotte in February 2002. Full accreditation for the Charlotte program was received in May 2005.

FULL-TIME AND AFFILIATE FACULTY**Full-Time Faculty****Samuel L. Adams***Assistant Professor of Old Testament*

Yale University, Ph.D.

www.upsem.edu/faculty_staff/fulltime/adams.html**Samuel E. Balentine***Professor of Old Testament*

Oxford University, D. Phil.

www.upsem.edu/faculty_staff/fulltime/balentine.html**Brian K. Blount***President and Professor of New Testament in the Walter W. Moore and Charles E. S. Kraemer Presidential Chairs*

Emory University, Ph.D.

www.upsem.edu/faculty_staff/fulltime/blount.html**Richard Boyce****Associate Professor of Preaching and Pastoral Leadership*

Union Theological Seminary in Virginia, Ph.D.

www.upsem.edu/faculty_staff/fulltime/boyce.html**E. Carson Brisson***Associate Dean for Academic Programs, Director of Graduate Studies,**Associate Professor of Biblical Languages*

Southern Baptist Theological Seminary, Ph.D.

www.upsem.edu/faculty_staff/fulltime/brisson.html**Charles E. Brown***William B. Oglesby Professor of Pastoral Theology*

Princeton Theological Seminary, Ph.D.

www.upsem.edu/faculty_staff/fulltime/brown.html**Katie Geneva Cannon***Annie Scales Rogers Professor of Christian Ethics*

Union Theological Seminary in New York, Ph.D.

www.upsem.edu/faculty_staff/fulltime/cannon.html**John T. Carroll***Harriet Robertson Fitts Memorial Professor of New Testament*

Princeton Theological Seminary, Ph.D.

www.upsem.edu/faculty_staff/fulltime/carroll.html**Milton J Coalter***Library Director and William B. and Mildred L. Nivison Professor of Bibliography and Research*

Princeton University, Ph.D.

www.upsem.edu/faculty_staff/fulltime/coalter.html**Thomas W. Currie****Dean of Union Presbyterian Seminary, Charlotte Campus, and Professor of Theology*

The University of Edinburgh, Ph.D.

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Dawn DeVries

John Newton Thomas Professor of Systematic Theology
University of Chicago Divinity School, Ph.D.
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Susan Fox

Director of Supervised Ministry and Vocational Planning and Professor of Supervised Ministry
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Paul Galbreath

Professor of Worship and Preaching
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Andreas Kurt Schuele

Aubrey L. Brooks Professor of Biblical Theology
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Carol L. Schnabl Schweitzer

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Princeton Theological Seminary, Ph.D.
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Stanley H. Skreslet

Dean of Union Presbyterian Seminary, Richmond Campus, and F. S. Royster Professor of Christian Mission
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Mark Valeri

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Rebecca Harden Weaver

John Q. Dickinson Professor of Church History
 Southern Methodist University, Ph.D.
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Karen-Marie Yust

Associate Professor of Christian Education
 Harvard University, Th.D.
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Beverly Ann Zink-Sawyer

Samuel W. Newell, Jr. Professor of Preaching and Worship
 Vanderbilt University, Ph.D.
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Affiliate Faculty

Cindy Kissel-Ito

Affiliate Assistant Professor of Christian Education, Coordinator of Extended Campus and Educator Certification Initiative Programs, and Acting Director of Program for Excellence in Teaching and Learning
 Union Theological Seminary and Presbyterian School of Christian Education, Ph.D.
http://www.upsem.edu/Who_We_Are/adjunct.html

H. Carson Rhyne, Jr.

Affiliate Instructor in Presbyterian Polity
 Union Theological Seminary, M.Div.
http://www.upsem.edu/Who_We_Are/adjunct.html

Sue Setzer*

Associate Director of Supervised Ministry and Vocational Planning and Affiliate Instructor of Supervised Ministry
 Trinity Lutheran Seminary, M.A.L.M.
http://www.upsem.edu/Who_We_Are/adjunct.html

Richard Vinson*

Affiliate Professor of Bible
 Duke University, Ph.D.
http://www.upsem.edu/Who_We_Are/adjunct.html

For current information on the faculty, including contact information and a complete listing of adjunct, visiting, and *emeritus/a* faculty members, please visit http://www.upsem.edu/Who_We_Are/staff/index.html

ADMINISTRATIVE OFFICERS

Executive Staff

President Brian K. Blount
Dean of Union Presbyterian Seminary, Richmond Campus Stanley H. Skreslet
Dean of Union Presbyterian Seminary, Charlotte Campus Thomas W. Currie
Associate Dean for Academic Programs E. Carson Brisson
Dean of Students and Chaplain Edna Jacobs Banes
Vice President for Finance and Administration Michael B. Cashwell
Vice President for Institutional Advancement Richard Wong
Library Director and Director of Institutional Effectiveness Milton J Coalter
Dean of the Center for Ministry and Leadership Development Kenneth J. McFayden

Academic Affairs

Dean of Union Presbyterian Seminary, Richmond Campus Stanley H. Skreslet
Dean of Union Presbyterian Seminary, Charlotte Campus Thomas W. Currie
Associate Dean for Academic Programs E. Carson Brisson
Registrar vacant

Library

Library Director Milton J Coalter

Supervised Ministry and Vocational Planning

Director of Supervised Ministry and Vocational Planning Susan Fox

Center for Ministry and Leadership Development

Dean of the Center for Ministry and Leadership Development Kenneth J. McFayden

Student Services

Dean of Students and Chaplain Edna Jacobs Banes
Director of Student Services Elsie P. Hackett

Admissions

Director of Admissions Kate Fiedler Boswell

Financial Aid

Director of Enrollment Management Michelle Walker

Administrative Services and Business Office

Vice President for Finance and Administration Michael B. Cashwell
Controller Patrick K. Coats

Operations and Physical Plant

Assistant Vice President for Operations Dennis D. Johnson
Director of Physical Plant Gene C. Peaco

Technology Services

Director of Technology Services John F. Wilson

Institutional Advancement

Vice President of Institutional Advancement Richard Wong
Director of Development Kathy Erhardt
Senior Director of Philanthropy William E. Staples
Director of Advancement at Charlotte Susan G. Hickok

Institutional Effectiveness

Director of Institutional Effectiveness Milton J Coalter

For a current and complete listing of members of the administrative and support staff, including contact information, please visit http://www.upsem.edu/Who_We_Are/staff/department.html

BOARD OF TRUSTEES

Brian K. Blount, *Richmond, Virginia*
 Lisa Thompson Cross, *Suffolk, Virginia*
 John Turley DeBevoise, *Tampa, Florida*
 Robert E. Dunham, *Chapel Hill, North Carolina*
 Steven Phillip Eason, *Charlotte, North Carolina*
 Alexander W. Evans, *Richmond, Virginia*
 Edward S. Finley, Jr., *Raleigh, North Carolina*
 Lewis F. Galloway, *Indianapolis, Indiana*
 Margaret Borden McKinnon Gardner, *Alexandria, Virginia*
 Bruce Gottwald, Jr., *Richmond, Virginia*
 Donald L. Griggs, *Berkeley, California*
 Jimmie R. Hawkins, *Durham, North Carolina*
 Virginia Ward Holderness, *Wilmington, North Carolina*
 Catherine W. Howard, *Richmond, Virginia*
 J. Gilmour Lake, *Winston-Salem, North Carolina*
 Thomas Gaylon Layfield, III, *Richmond, Virginia*
 Anne Logan, *Ivy, Virginia*
 Katherine Belk Morris, *Southern Pines, North Carolina*
 Sydney Henshaw Nordt, *Salem, Virginia*
 William L. Rikard, Jr., *Charlotte, North Carolina*
 Edward L. Roberson III, *Tarboro, North Carolina*
 Arthur Ross III, *Raleigh, North Carolina*
 J. Marcus Shim, *Richmond, Virginia*
 Elizabeth McGregor Simmons, *Davidson, North Carolina*
 Jonyrma R. Singleton, *Cleveland, Ohio*
 Lillian James Smith, *Wilmington, North Carolina*
 Phyllis I. Supple, *Durham, North Carolina*
 Claire Welchman Trexler, *Charlotte, North Carolina*
 Robert F. Vagt, *Pittsburgh, Pennsylvania*
 Joyce MacKichan Walker, *Princeton, New Jersey*
 Lamar Williamson, Jr., *Montreat, North Carolina*

William A. White, Jr., *Life Trustee, Charlotte, North Carolina*
 William T. Thompson, III, *Life Trustee, Richmond, Virginia*

Mairi Renwick, *Spartanburg, South Carolina, Student Representative (Richmond campus)*
 Sam McFerran, *Summit, New Jersey, Student Representative (Richmond campus)*
 Noe Juarez, *Ayacucho, Peru, Student Representative (Charlotte campus)*

2. Academic Programs

PROFESSIONAL DEGREE PROGRAMS

Master of Arts in Christian Education (M.A.C.E.)

The Master of Arts in Christian Education is the first professional degree in educational ministry. For full-time students it is a two-year program. It is also offered for part-time students taking courses during the regular academic year or through the Extended Campus Program.

The purpose of the M.A.C.E. degree program is to prepare women and men to become professional educators in Christian congregations or other educational settings. The objectives of the program are to enable students to gain comprehension of the Christian heritage with emphasis on the Bible and the Reformed tradition, to understand and appreciate the life and mission of the church, and to acquire the knowledge and skills needed for effective educational ministry in the contemporary world.

Goals

In order to be faithful to our particular vision of theological education for the 21st century, the Union Presbyterian Seminary faculty has adopted the following goals for the Master of Christian Education degree program.

A. Scripture and Christian Theological Traditions

- 1) Our graduates demonstrate a thorough knowledge of the Old and New Testaments and understand their normative significance for Christian life, faith, and witness.
- 2) Our graduates are appropriately responsive both to confessional traditions of the church and to the needs of all people to hear messages of God's justice and grace for today.
- 3) Our graduates know the classic and contemporary theological traditions of the Christian church, especially its Reformed expressions, and think theologically about their life and ministry.

B. Cultural Context

- 1) Our graduates comprehend the broad development of Christian thought from antiquity to the present. They are skilled in assessing the symbols, power structures, organizational patterns, and cultural values of societies in which teaching and learning occur.
- 2) Our graduates are sensitive to developmental, family, and cultural influences on children, youth, adults, and older adults and have the capacity to design and maintain appropriate educational programming.
- 3) Our graduates embrace a global perspective on the church's mission and ministry.

C. Educational Practice

- 1) Our graduates are able to conceptualize the field of religious education, understand and discuss foundational questions for the field, and reflect critically on current issues in the educational ministry.
- 2) Our graduates teach, design, assess, and administer educational programs.
- 3) Our students provide leadership in a variety of settings, and facilitate interpersonal relations.
- 4) Our graduates communicate effectively in a variety of media.
- 5) Our graduates are self-critical in their practice of ministry.

D. Vocational Formation

- 1) Our graduates articulate their call to ministry with clarity. They discern vocational contexts in which they can express their gifts, interests, and faith commitments in appropriate and faithful ways.
- 2) Our graduates commit themselves to a continuing relationship with the living God and have the knowledge, piety, and skills to enable spiritual and moral growth in themselves and others.
- 3) Our graduates plan a disciplined program of personal, spiritual, and professional development.

- 4) Our graduates practice educational ministry as a collegial activity, and nurture mutually supportive relationships and cooperative efforts.

Admission

Candidates for the M.A.C.E. program normally must have received a bachelor's degree (B.A. or B.S.) from a four-year college or university accredited by one of the regional accrediting agencies in the United States or hold an equivalent educational credential from another country. Students over the age of 35 who demonstrate exceptional potential to serve the church as educators but lack an appropriate undergraduate degree may be permitted to enroll as special students. For additional prerequisites and criteria for admission, see [chapter 6](#).

Residency and Time Requirements

The M.A.C.E. program ordinarily requires a minimum of two years of full-time study. Students may earn up to 10.5 credits in each nine-month academic year (normally students take ten classes in a nine-month academic year and two credits of summer field education between the first and second year). Information regarding course loads and full-time status for every degree program can be found in [chapter 4, Academic Procedures and Regulations](#).

Advanced Standing

Students who have earned the M.Div. degree from an ATS-accredited institution within eight years of beginning the M.A.C.E. degree program at Union Presbyterian Seminary may be eligible for admission with advanced standing. A student who qualifies for M.A.C.E. advanced standing must complete at least 10 credits toward the M.A.C.E. degree at Union Presbyterian Seminary, with a cumulative GPA of at least 2.0. All other policies pertaining to the M.A.C.E. apply. The Christian Education department, in consultation with the appropriate academic dean or associate dean, will review the student's previous coursework in order to determine which courses from among the minimum of 10 required courses must be taken in the area of Christian Education. The appropriate academic dean or associate dean will determine which courses from other academic departments must also be taken.

Curriculum and Degree Requirements for the M.A.C.E.

The design of the curriculum for the M.A.C.E. comprises three areas: biblical studies; theology and ethics; and education and ministry. In order to graduate, M.A.C.E. degree candidates must successfully complete, with a minimum cumulative grade-point average of 2.0, 20 credits including the required courses and designated electives in the following three areas of study:

Biblical Studies (3 credits)

- Old Testament I (BIB160)
- New Testament I (BIB170)
- Old Testament II (BIB260) or New Testament II (BIB270)

Theology and Ethics (3 credits)

- Theology I (THE101)
- Theology II (THE201)
- Introduction to Christian Ethics (THE102)

Education and Ministry (6 credits)

- The Christian Life (EDU166)
- Understanding Congregations and Agencies (EDU168)
- Group Process and Leadership Skills (EDU171)
- The Teaching Ministry of the Church (EDU186)
- Theory for Education in Religion (EDU263)
- Aspects of Human Growth and Development (EDU272)

Supervised Field-based Learning (FBL400, 2 credits) (planned in consultation with and overseen by the Office of Supervised Ministry and Vocational Planning)

Open electives (6 credits)***Portfolio-based assessment process (Required for graduation; earns no credits.)***

The student's course of studies will include six electives chosen in consultation with the student's academic advisor from the course offerings of Union Presbyterian Seminary or one of the other schools in the Richmond Theological Consortium. With the approval of the associate dean for academic programs, students may transfer appropriate courses from other accredited institutions.

The M.A.C.E. program is designed to integrate learning in the classroom with learning in field settings. In these settings students have the opportunity to engage critically in educational ministry, to identify their gifts and develop self-assessment skills, and to increase their confidence as responsible educators.

After having completed at least nine course credits in the M.A.C.E. program, the student will engage in a congregational or institutional internship setting. On the Richmond campus, this internship ordinarily occurs during the summer between the first and second year of study, although the course may also be taken in the fall and spring of one's last year. On the Charlotte campus, this internship may occur in any term or consecutive two terms after completion of at least nine credits. During this time of immersion in a ministry setting, the student will engage in educational ministry under supervision and will complete the requirements of FBL400, the required supervised ministry course for M.A.C.E. students. The director or associate director of supervised ministry provides guidelines for this program, including how to locate an appropriate setting, supervision, stipend, housing, and syllabus.

Each M.A.C.E. student shall participate in a portfolio-based assessment process, as described in the Student Handbook (www.upsem.edu/current_students/richmond). This assessment process provides structured opportunities that support intentional, reflective integration of the academic work of students with their personal, spiritual, and vocational formation.

M.A.C.E. at Charlotte

The M.A.C.E. degree may also be earned through the Charlotte campus. Degree requirements in the Charlotte and Richmond academic programs are the same. The Charlotte program is designed for part-time, non-residential students who ordinarily attend classes on Friday and/or Saturday.

Extended Campus Program

The Extended Campus Program (ECP) provides a means for persons to pursue part-time graduate study in the M.A.C.E. program without relocating to Richmond or Charlotte. Courses available through the ECP fulfill the same requirements as courses offered in the full-time M.A.C.E. residential program. The course structure accommodates, insofar as institutional resources and goals permit, the busy schedules of adults with careers and families. The time required to complete the M.A.C.E. through the ECP will vary depending on several factors: how many classes are taken each term, enrollment status, and whether transfer credit from another institution is accepted. The minimum time required to complete the M.A.C.E. through the ECP is ordinarily five years of continuous enrollment in two courses per term, the maximum number of courses per term allowed. ECP students who wish to complete their degree program within this five-year minimum should prioritize taking all required courses the first time they are eligible to enroll in them. With the written permission of the associate dean for academic programs, candidates may take up to ten years to complete their degree.

The ECP may meet the educational needs of persons seeking to:

- Pursue a M.A.C.E. degree while continuing to live and work in their community.
 - Expand vocational skills and knowledge in educational ministry.
 - Fulfill course requirements approved for educator certification in the Presbyterian Church (U.S.A.).
- For certification information, contact the Educator Certification Council at the Presbyterian Church (U.S.A.) in Louisville, KY, at (502) 569-5751, or visit www.pcusa.org or www.apcenet.org.

For information about the Educator Certification Initiative at Union Presbyterian Seminary, which offers courses through the ECP for church educators seeking certification in the Presbyterian Church (U.S.A.), visit www.upsem.edu/prospective/ecp/eci/index.html.

Three ECP terms will be offered in 2010-2011: fall, spring, and summer. The fall term begins with nine weeks of study at home starting in October, continues with a 6-day period of classes on the Richmond campus in January, and may include submission of a final project or paper. The spring term begins with study at home for a nine-week period from April to June, continues with classes on the Richmond campus for a 6-day period in June, and may include submission of a final project or paper. The summer intensive term begins with four weeks of study at home in July, continues with classes on the Richmond campus for a 5-day period in early August, and may include submission of a final project or paper. Attendance at all class sessions of the on-campus periods in January, June, and August is required of all students enrolled in classes each term.

During the at-home study segment, students complete assignments according to the course syllabus. During the session on campus, students attend approximately three hours of class per course each day. There is time for fellowship with other ECP students, for use of the library, and for worship. Following the on-campus session, students may complete a final paper or project linking course work with the student's home ministry if required by their professors. If available, housing for students attending the on-campus session will be provided on campus.

Students who complete courses in the ECP receive graduate credit. Most courses earn one credit equivalent to three semester hours. ECP courses may not be audited.

ECP students apply and are admitted in the same fashion as other M.A.C.E. students, following the procedures specified for this program. To ensure completion of the admissions process in time to start the ECP program, the following deadlines must be observed.

- March 1 for the ECP spring session;
- May 1 for the ECP summer intensive session;
- September 1 for the ECP fall session.

A list of ECP tentative course offerings is available at www.upsem.edu/Current_Students/ecp1/registrar/glance.html. See [chapter 6](#) for admission procedures. ECP students are not eligible for institutional financial aid (see [chapter 7](#)).

Master of Divinity (M.Div.)

The church calls for seminaries to train a new generation of visionary leaders who are thoroughly steeped in scripture and the theological traditions of historical Christianity and are prepared to interpret contemporary thought and life. Such leaders must be able to model and inspire the deepest levels of Christian commitment while leading increasingly complex organizations.

- Students come to seminary in search of knowledge, skills for ministry, and a profound experience in community of the gospel's liberating power.
- The Union Presbyterian Seminary faculty affirms with the church that a genuine vocation to Christian service and a passion for the gospel lie at the base of all faithful ministry, while recognizing that the local congregation continues to be the primary context for which graduates of the Master of Divinity program are being prepared.

Goals

In order to be faithful to our particular vision of theological education for the 21st century and to honor current standards of the [Association of Theological Schools in the United States and Canada](#), the Union Presbyterian Seminary faculty has adopted the following goals, divided into four emphases, for the Master of Divinity degree program.

A. Scripture and Christian Theological Traditions

- 1) Our graduates demonstrate a thorough knowledge of the Old and New Testaments and understand their normative significance for Christian life and faith.
- 2) Our graduates interpret the Bible wisely, with careful discipline (a) that attends to the contexts of the literary formation and transmission of scriptural witnesses in the histories of ancient Israel and the early church and (b) that is appropriately responsive both to confessional traditions of the church and to the needs of people to hear messages of God's justice and grace for today.
- 3) Our graduates know the classic theological traditions of the Christian church, especially its Reformed expressions, and, using those traditions wisely as resources, think theologically about their life and ministry, and about the practices and issues of congregations.

B. Christian Faith and Cultural Contexts

- 1) Our graduates comprehend the broad development of Christian thought, from antiquity to the present, and the history of the institutional church in its principal expressions and its major engagements with the world.
- 2) Our graduates understand the contextual character of faith and have the knowledge and skills to read the culture of a congregation and its setting in community, and to make connections between cultural analysis and theological discernment.
- 3) Our graduates understand that the witness of the church is global, and are attentive to a religiously and culturally plural world.
- 4) Our graduates understand that faithful ministry involves knowledge of, and engagement with, a world that is not the church, but that is God's world. They are not reluctant to engage in dialogue between theological disciplines and other fields of knowledge.

C. Ministerial and Public Leadership

- 1) Our graduates communicate the gospel with clarity and conviction in ministries of preaching and liturgical leadership that are (a) informed by the theological tradition of the church and (b) engaged with contemporary realities, needs and challenges.
- 2) Our graduates teach effectively and have the knowledge and skills to enable congregations to be communities of teaching and learning for all ages.
- 3) Our graduates provide pastoral care with competence, integrity, and self-awareness, and know when and how to make referrals to appropriate professionals.
- 4) Our graduates offer capable leadership to churches and other organizations, and demonstrate the ability to function effectively in groups.

D. Vocational Formation

- 1) Our graduates commit to a continuing relationship with the living God and have the knowledge, piety, and skills to enable spiritual and moral growth in themselves and others.
- 2) Our graduates engage in a disciplined program of professional development.
- 3) Our graduates practice ministry as a collegial activity, and nurture mutually supportive relationships and cooperative efforts.

The course of studies leading to the M.Div. degree is constructed in accordance with the standards of the Association of Theological Schools in the United States and Canada and the Commission on Colleges of the Southern Association of Colleges and Schools. It also complies with the academic requirements for ordination in the Presbyterian Church (U.S.A.) and assists students of other denominations to meet the requirements of their traditions.

Admission

Candidates for the M.Div. program normally must have received a bachelor's degree (B.A. or B.S.) from a four-year college or university accredited by one of the nationally-recognized regional accrediting agencies in the United States, or hold an equivalent educational credential from another country. There are additional requirements for admission to the M.Div. program. For detailed information, see [chapter 6](#).

Residency and Time Requirements

The M.Div. program ordinarily takes at least three years, or five years on the Charlotte campus. If a student elects to take a year-long Student-in-Ministry (SIM) internship, at least four years are required. With the written permission of the associate dean for academic programs, students on the Richmond campus may take up to six years to complete this degree. Ordinarily, students may earn up to 10.5 credits in each nine-month academic year. Information regarding course loads and full-time status for every degree program can be found in [chapter 4, Academic Procedures and Regulations](#).

Advanced Standing

Students who have earned the M.A.C.E. degree or its equivalent from an ATS-accredited institution within eight years of beginning the M.Div. degree program at Union Presbyterian Seminary may be eligible for admission with advanced standing. A student who qualifies for advanced standing must complete at least 20 credits toward the M.Div. degree at Union Presbyterian Seminary, with a cumulative GPA of at least 2.0. All other policies pertaining to the M.Div. apply. The appropriate dean or associate dean, in consultation with faculty departments, will determine which courses must be included within the (minimum of) 20 credits to be completed at Union Presbyterian Seminary. In any case in which it is determined that all core requirements in an academic department have been satisfied by previous work, completion of at least one elective in that curricular area will be required.

Courses in the M.Div. Curriculum**Basic Courses**

Students must earn 32 credits to receive the M.Div. degree. Twelve basic courses are required. These introduce students to particular fields of study and are designed to provide knowledge and skills for additional work in the fields. Two basic courses each are required in Old Testament, New Testament, History of Christianity, and Theology. One basic course is required in each of Christian Ethics, Preaching and Worship, the Teaching Ministry of the Church, and Pastoral Care. Students must also take an elective course in Preaching and/or Worship. These 13 courses, plus four credits in elementary biblical language courses, and four credits in supervised ministry, constitute the standard core curriculum.

Language Courses

Introductory knowledge of biblical Hebrew and Greek is prerequisite for taking the basic courses in Old Testament and New Testament. Courses in the biblical languages are offered at Union Presbyterian Seminary both in the summer and in the nine-month academic year. (Union Presbyterian Seminary collaborates with Baptist Theological Seminary at Richmond to offer the biblical languages each summer.) Students who successfully complete a Greek or Hebrew course in the seven-week intensive summer term earn two credits. Upon admission, a student may request that the associate dean for academic programs (or the dean of Union Presbyterian Seminary, Charlotte Campus for Charlotte students) arrange for proficiency exams in either or both Elementary Greek and Elementary Hebrew. The administrative fee for each exam is \$150. Successful completion of the exam(s) does not earn academic credit, but will allow the student to bypass these courses in the curriculum. A student who has completed at least one year of either or both languages (with grades of B or above) not more than two years before enrolling in Union Presbyterian Seminary may request that the proficiency exam(s) and required Greek or Hebrew courses be waived. The associate dean (or dean of Union Presbyterian Seminary, Charlotte Campus), after consulting with the chair of the biblical department, will act on the request. No academic credit at Union Presbyterian Seminary is earned if the student is exempted from the required language course(s). The student is still required to complete 32 credits to earn the M.Div. degree. A student who fails a proficiency exam in either language for a second time will be dismissed from Union Presbyterian Seminary.

Supervised Ministry

Supervised ministry is a vital part of theological education during which students are given the opportunity to put into practice their learning from the classroom, test their call, gain confidence, and develop competence in ministry. Four supervised ministry credits are required for graduation. Ordinarily no more than five credits may be earned in supervised ministry. However, students who take any other supervised ministry course in addition to a student-in-ministry (SIM) year may earn six credits toward fulfillment of degree requirements.

M.Div./M.A.C.E. dual degree students are permitted to earn up to six credits in supervised ministry toward fulfillment of degree requirements.

Of the four required supervised ministry credits, two should be earned in a parish setting and two in a non-parish setting. Examples of non-parish settings include but are not limited to homeless shelters, nursing homes, camps, social agencies, prisons, and chaplaincy or Clinical Pastoral Education (CPE). SIM students are not required to earn supervised ministry credits in two different settings.

Many students choose Clinical Pastoral Education (CPE) as their non-parish supervised ministry. CPE is a nationally accredited program offered in hospitals and other institutions which includes clinical training, peer learning, and supervision. Students who complete a full unit of CPE during the summer or academic year earn two supervised ministry credits. Students who complete a half-unit of CPE in any term earn one supervised ministry credit.

The four campus-based supervised ministry options are outlined as follows. Positions are ordinarily available in both types of settings for each of these choices.

1) *Student-in-Ministry (SIM)*

In the SIM option, students work in an approved ministry setting for 12 to 15 months full-time for pay and do not take any other courses. Students ordinarily participate in the SIM program after their second year of study at Union Presbyterian Seminary. Students may not take a SIM year after their third year of study unless they have the permission of the associate dean for academic programs or the dean of Union Presbyterian Seminary* at Charlotte and of the Office of Supervised Ministry and Vocational Planning. Successful completion of a SIM year earns four supervised ministry credits, which fulfills all supervised ministry requirements for the M.Div. degree.

2) *Summer Supervised Ministry*

In the summer supervised ministry option, students work full-time in an approved setting for ten weeks (400 hours). Students ordinarily participate in this option during their first or second summer. Students may not take any other course in the same summer that they take this supervised ministry option. Successful completion of a summer supervised ministry earns two supervised ministry credits, which fulfills half of the supervised ministry requirements for the M.Div. degree.

3) *Academic-year Supervised Ministry*

In an academic-year supervised ministry placement, students work in an approved setting during the nine-month academic year for 30 weeks (400 hours). This option begins with the fall term and also includes the January and May terms. The course includes required peer-group seminars throughout the academic year. Participants in this program may take only three other courses in each of the long terms concurrent with their supervised ministry. Successful completion of this option earns two supervised ministry credits, which fulfills half of the supervised ministry requirements for the M.Div. degree.

4) *Two-year Student-in-Ministry Year*

An extended SIM option is available for students who will be serving in congregations or agencies for two years. During each of the two spring and two fall terms over the two year period, students work part-time and one credit will be earned for a total of four credits. The student must also work full-time at the same setting during the summer following the spring of the first year. No credits are earned during the summer term, and no additional courses may be taken during the summer term. Successful completion of the two year SIM fulfills all supervised ministry requirements for the M.Div.

Requirements for supervised ministry at the Charlotte campus mirror those at the Richmond campus. The primary difference is the naming of the terms due to Charlotte's trimester academic calendar. Supervised ministry in Charlotte may be taken for two credits in one term or for one credit in each of two consecutive terms.

Elective Courses

Electives are designed to enhance knowledge and skills in various fields. Some build upon basic courses and others introduce additional areas of learning.

Intercultural Study Opportunities

Each year intercultural electives are offered during the short terms, typically including travel seminars to Latin America, the Middle East, Asia, Ghana, and Italy. Other courses regularly take place in Appalachia and the Overseas Ministry Study Center in New Haven, Connecticut. Students are encouraged to participate in these courses.

Directed Studies

Students may plan and carry out, with institutional procedures for approval, a limited number of self-initiated courses of study that can be a model for continuing education. Directed study courses allow students to design a course not normally offered in the Union Presbyterian Seminary curriculum. Any request to substitute a Directed Study for a course otherwise offered in the Union Presbyterian Seminary curriculum must be approved in advance by the academic programs committee.

Summary of Requirements for the M.Div. Degree**Course requirements**

12 credits in basic courses + 4 credits in elementary Greek and Hebrew + 4 credits in supervised ministry courses + 12 credits in elective courses = 32 total credits required for graduation.

Required courses (20 credits)***Biblical Languages (4 credits)***

Hebrew I & II (BIB 001-002 or 003)

Greek I & II (BIB 004-005 or 006)

Basic Courses (12 credits)

Old Testament I (BIB211)

Old Testament II (BIB311)

New Testament I (BIB221)

New Testament II (BIB321)

Theology I (THE101)

Theology II (THE201)

Introduction to Christian Ethics (THE102)

History of Christianity I (HST101)

History of Christianity II (HST201)

The Teaching Ministry of the Church (EDU186)

Introduction to Pastoral Care (PRA102)

Preaching and Worship (PRA103)

Supervised Ministry (4 credits)

(4 required, 5 allowed; 6 allowed with SIM and other supervised ministry experience)

SIM year earns 4 credits

or

2 credits in parish setting, 2 in non-parish setting

Elective courses (12 credits)

(including at least one elective in Preaching and/or Worship)

Portfolio-based assessment process (Required for graduation; earns no credits.)

Total 32 credits

Other Requirements for Graduation

Each M.Div. student shall participate in a portfolio-based assessment process, as described in the Student Handbook. This assessment process provides structured opportunities that support intentional, reflective integration of the academic work of students with their personal, spiritual, and vocational formation.

The faculty considers three factors before recommending a student to the Board of Trustees for a degree or other recognition at graduation: (1) the course of study pursued, (2) the quality of work done, and (3) the quality of life manifested. In the usual language of the Reformed tradition, that quality of life should be “becoming to a minister of the gospel.”

Students are expected to maintain high professional standards, personal integrity, and a certain quality of community life while at Union Presbyterian Seminary (see [Student Handbook](#)).

M.Div. at Charlotte

The M.Div. degree may also be earned through the Charlotte campus. Degree requirements in the Charlotte and Richmond academic programs are the same. The Charlotte program is designed for part-time, non-residential students who ordinarily attend classes on Friday and/or Saturday.

Master of Divinity/Master of Arts in Christian Education (M.Div./M.A.C.E.)

Union Presbyterian Seminary offers this dual degree program to prepare students for dynamic pastoral and educational ministry. Students in this program plan to make Christian education a significant part of their ministry, whether or not they seek ordination. Students may earn both a Master of Arts in Christian Education degree and a Master of Divinity degree (M.Div./M.A.C.E.) in four years on the Richmond campus, or seven years on the Charlotte campus. With the written permission of the associate dean for academic programs or the dean of Union Presbyterian Seminary, Charlotte Campus, students may take up to eight years to complete the degrees.

Dual degree graduates serve as associate pastors of Christian education, youth ministers, chaplains, campus ministers, camp and conference directors, “solo” pastors with a full range of responsibilities, and in other roles.

Goals

The church calls for leaders who can competently serve congregations as pastors and educators, grounded in the biblical and theological traditions of the church and engaged in contemporary educational practices.

Students come to seminary in search of knowledge, skills for pastoral and educational ministry, vocational clarity, and a profound experience, in community, of the gospel’s liberating power.

The Union Presbyterian Seminary faculty affirms with the church that a genuine vocation to Christian service and a passion for the gospel lie at the heart of all faithful ministry and that congregations and agencies continue to be the primary but not the exclusive context for which graduates of the M.Div./M.A.C.E. program are being prepared.

In order to be faithful to our particular vision of theological education for the 21st century, the Union Presbyterian Seminary faculty has adopted the following goals for the M.Div./M.A.C.E. dual degree program.

A. Scripture and Christian Theological Traditions

- 1) Our graduates demonstrate a thorough knowledge of the Old and New Testaments, understand their normative significance for Christian life, faith, and witness, and interpret scripture faithfully in contemporary contexts.
- 2) Our graduates are appropriately responsive to confessional traditions of the church and to the needs of all people to hear messages of God’s justice and grace for today.

- 3) Our graduates know the classic and contemporary theological traditions of the Christian church, especially in its Reformed expressions, and think theologically about their life and ministry and the life and ministry of congregations.

B. Cultural Context

- 1) Our graduates comprehend the broad development of Christian thought from antiquity to the present.
- 2) Our graduates are skilled in assessing the symbols, power structures, organizational patterns, and cultural values of societies in which ministry occurs. They have the knowledge and skills to read the culture of a congregation and its setting in community, and to make connections between cultural analysis and theological discernment.
- 3) Our graduates are sensitive to developmental, family, and cultural influences on children, youth, adults, and older adults and have the capacity to design and maintain appropriate educational programming.
- 4) Our graduates embrace a global perspective on the church's mission and ministry.
- 5) Our graduates understand that faithful ministry involves knowledge of and engagement with a world that is not the church, but that is God's world. Aware of the contributions of their own traditions of learning, they are not reluctant to engage in dialogue between the theological and educational dimensions of their ministerial discipline, and in dialogue with other fields of knowledge.

C. Pastoral, Educational, and Public Leadership

- 1) Our graduates communicate the gospel with clarity and conviction in ministries of preaching and liturgical leadership that are (a) informed by the theological tradition of the church and (b) engaged with contemporary realities, needs, and challenges.
- 2) Our graduates are able to conceptualize the field of religious education, understand and discuss foundational questions for the field, and reflect critically on current issues in educational ministry.
- 3) Our graduates teach, design, assess, and administer educational programs.
- 4) Our students provide leadership with competence, integrity, and self-awareness, and know when and how to make referral to appropriate professionals. They are also able to provide effective leadership with various kinds of groups.
- 5) Our graduates are able to foster educational ministry in a variety of settings using a variety of media.
- 6) Our graduates value and practice an integrated approach to ministry that enhances the complementary strengths of the teaching and preaching offices of the church.

D. Life-Long Learning

- 1) Our graduates articulate their call to ministry with clarity. They discern vocational contexts in which they can express their gifts, interests, and faith commitments in appropriate and faithful ways.
- 2) Our graduates commit themselves to a continuing relationship with the living God and have the knowledge, piety, and skills to enable spiritual and moral growth in themselves and others.
- 3) Our graduates plan a disciplined program of personal, spiritual, and professional development.
- 4) Our graduates value ministry as a collegial endeavor.

Admission

The basic academic requirement for admission is a bachelor's degree from a four-year regionally accredited college or university in the United States, or an equivalent educational credential from another country. A qualified applicant gives evidence of commitment to the church and its ministry, is emotionally mature, has sound academic preparation, has a clear or developing sense of call, articulates interest in and commitment to both educational and pastoral dimensions of ministry, demonstrates leadership ability, and exhibits the potential to integrate the resources of the two degree programs. There are additional requirements for admission; see [chapter 6](#).

Advising

Each student in the program will be assigned a faculty advisor.

Academic Program**Requirements for Graduation**

A student must take 28 required courses (including language courses) and at least 12 elective courses. A minimum of four years of full-time study is necessary to complete the M.Div./M.A.C.E. degree program. Information regarding course loads and full-time status for every degree program can be found in [chapter 4, Academic Procedures and Regulations](#).

Each M.Div./M.A.C.E. student shall participate in a portfolio-based assessment process, as described in the Student Handbook. This assessment process provides structured opportunities that support intentional, reflective integration of the academic work of students with their personal, spiritual, and vocational formation.

Required Courses (28 credits)

Courses are required in the following areas:

- Biblical Languages
- Biblical Studies
- Theology, Ethics & History
- Practical Theology/Education and Ministry
- Supervised Ministry

Biblical Languages (4 credits):

- Elementary Hebrew I & II (BIB001-002 or 003)
- Elementary Greek I & II (BIB004-005 or 006)

Biblical Studies (5 credits):

- Old Testament I & II (BIB211 & 311)
- New Testament I & II (BIB221 & 321)
- Elective in biblical studies

Theology, Ethics, and History (6 credits)

- Theology I & II (THE101 & 201)
- Introduction to Christian Ethics (THE102)
- History of Christianity I & II (HST101 and HST201)
- Contemporary Theology and Education (INT263)

Practical Theology/Education and Ministry (9 credits)

- The Christian Life (EDU166)
- Understanding Congregations and Agencies (EDU168)
- Group Process and Leadership Skills (EDU171)
- (should be completed within the first two years)
- Teaching Ministry of the Church (EDU186)
- Theory for Education in Religion (EDU263)
- Aspects of Human Growth and Development (EDU272)
- Introduction to Pastoral Care (PRA102)
- Preaching and Worship (PRA103)
- Elective in Preaching and/or Worship

Supervised Ministry (4 credits required)

Students must earn at least four, but no more than six, supervised ministry credits for graduation. Ordinarily, of the four required supervised ministry credits, two should be earned in a parish setting and two in a non-parish context. The Office of Supervised Ministry and Vocational Planning must approve all supervised ministry courses in advance.

Elective Courses (12 credits)

(including at least one elective in Preaching and/or Worship)

Portfolio-based assessment process (Required for graduation; earns no credits.)

Total 40 credits

Master of Divinity/Master of Arts in Christian Education (M.Div./M.A.C.E.) at Charlotte

The M.Div./M.A.C.E. degree program is also available through the Charlotte campus. Degree requirements in the Charlotte and Richmond academic programs are the same. The Charlotte program is designed for part-time, non-residential students who ordinarily attend classes on Friday and/ or Saturday.

ADVANCED DEGREES**Master of Theology (Th.M.)**

The primary purpose of the Master of Theology (Th.M.) degree program is to offer advanced theological study for leaders in the global church, and to provide appropriate preparation for study in a Doctor of Philosophy degree program.

Goals

1. Our graduates have an advanced understanding of a focused area or discipline in the context of general theological study.
2. Our graduates have the capacity to use research methods and resources in their academic discipline and to engage in advanced theological reflection.

Union Presbyterian Seminary currently offers the Th.M. with concentrations in the following fields: Biblical Studies (Old Testament or New Testament); History of Christianity; Theology and Ethics; and Christian Education.

Th.M. studies are coordinated by the associate dean for academic programs and the academic programs committee of the faculty.

Admission

The M.Div. degree or its equivalent, earned at an ATS-accredited institution, or at an institution offering graduate level work accredited by one of the nationally recognized regional accrediting agencies in the United States, or an equivalent educational credential from another country, is prerequisite for admission into the Th.M. program.

Credits

Each candidate for the Th.M. degree must successfully complete the equivalent of 10 course credits in residence, including preparation of a research paper or other acceptable thesis project on an approved topic of special interest. At least one course credit, but ordinarily no more than three, may be acquired through a combination of directed study courses related to the candidate's research project and the project itself. Additional courses are selected, with the approval of the student's advisor, from appropriate basic-degree electives and from graduate seminars.

Advising

Students design specific programs of study to meet degree requirements, in consultation with their faculty advisor.

Research Paper

A candidate's Th.M. research paper, or previously approved equivalent, must be submitted by May 15 and deemed successful by the faculty supervisor and a second reader appointed by the candidate's department, and an oral examination must be successfully completed before the end of the term preceding the graduation ceremony at which the degree is to be awarded. A draft or a substantial portion of the project must be submitted for preliminary

review by the supervisor by April 1. The oral examination conducted by the candidate's advisor and second reader will address the completed project and the candidate's primary research specialization in the program.

Requirements for the Th.M. Degree

Although a Th.M. candidate must normally satisfy all degree requirements within a single academic year, unusual circumstances may warrant the granting of a one-year extension of the program upon written request from the candidate to the associate dean for academic programs. The associate dean will act on the request after consulting with the student's faculty advisor. In such cases, a continuation fee will be charged.

Doctor of Ministry (D.Min.)

Union Presbyterian Seminary no longer accepts applicants to the Doctor of Ministry program. Current students should consult the academic catalog in effect in the year of their matriculation for specific degree requirements.

Doctor of Philosophy (Ph.D.)

The primary purpose of the Doctor of Philosophy (Ph.D.) degree program is to develop scholarly leadership for the church and the many and diverse communities to which it ministers. Our graduates serve in seminaries, colleges, universities, congregations, denominational agencies, and other contexts of pastoral and administrative leadership.

Applications to the Doctor of Philosophy degree program are being accepted for the 2011-12 academic year. Areas of specialization and numbers for the entering class are limited. Current Ph.D. students should consult the academic catalog in effect in the year of their matriculation for specific degree requirements.

An application checklist for the Ph.D. program is available on our website at www.upsem.edu/Admissions/apply/advanced.html.

The degree may be undertaken in five areas of study: Old Testament, New Testament, history of Christianity, theology/ethics, and Christian education. The following paragraphs present only general summaries of these programs and should be supplemented by the full descriptions in the "Graduate Studies Handbook," which is available as a PDF file on the Union Presbyterian Seminary website, www.upsem.edu. The program requires full-time academic work in residence and emphasizes specialized study and research in the traditional disciplines of theological scholarship. The program prepares a select number of qualified men and women for a variety of vocations in teaching and research, and in pastoral and administrative leadership.

Goals of the Ph.D. Program

1. Our graduates have a comprehensive and critical understanding of the disciplines of their doctoral study.
2. Our graduates have the competence to engage in original research and writing that advance theological understanding for the sake of church, academy, and society.
3. Our graduates have the capacity to teach effectively in a variety of educational settings, drawing upon a variety of educational methods; and they affirm the vocation of theological scholarship in its dimensions of teaching, learning, and research and writing.

Admission

A master's degree in an appropriate discipline from a college, university, or seminary accredited by ATS or one of the nationally recognized regional accrediting agencies in the United States, or an equivalent educational credential from another country, is prerequisite for admission to the Ph.D. program.

Financial Aid

Applicants to the Ph.D. program are considered for merit fellowships at the time of admission. These fellowships are renewable for a second year as long as fellowship recipients remain in good academic standing. Students in their third and fourth years are eligible for appointment as teaching or research fellows.

Ph.D. Residence Requirement and Time Limitations

Ph.D. candidates are required to be in residence for two academic years of full-time study. Th.M. students in the degree program at Union Presbyterian who apply and are accepted to a Ph.D. program at Union-PSCE may request in writing that the graduate degrees committee grant a year of residence credit toward a Ph.D. degree. Such credit will be granted only when the request is made prior to completion of the Th.M. and the faculty in the department to which the student has been accepted recommends this action. If a year of residence credit toward a Ph.D. degree is granted, the student will not receive a Th.M. degree, and the applicant's department will indicate the exact course of study to be pursued in the balance of the first year of residence, in consultation with the director of graduate studies.

Candidates should expect that a minimum of four years of full-time work will be needed to complete all requirements for the Ph.D. degree. Unless an extension is granted, all degree requirements must be met by the candidate in time for graduation at the annual commencement of the fifth calendar year after matriculation in the program. Any residence credit received at the time of admission will be counted as part of the five-year limitation.

To continue in good standing after matriculation, each Ph.D. candidate must maintain a level of performance and progress deemed acceptable by the faculty in his or her field of study. Ordinarily, this means a grade average of B- or better.

Each student must submit annually by April 1 a report describing progress toward completion of the degree. The faculty advisor and graduate degrees committee review this progress report when certifying the student's good academic standing. After the completion of course work, every Ph.D. candidate registers for a "Dissertation Research" course each fall term and each spring term until all degree requirements have been completed. At the conclusion of each academic year, the graduate studies director, after consultation with the student's faculty advisor and department, assigns a grade of pass or fail for the Dissertation Research course. Chapter 6 provides further information about the tuition fee.

Extension and Leave of Absence for Ph.D. Students

A Ph.D. candidate who is unable to meet all degree requirements within the five-year period normally allowed for completion of the program may, with the support of the faculty advisor, be granted a one-year extension by the director of graduate studies. Requests for such an extension shall be submitted in writing to the director no later than March 1 of the candidate's fifth year in the program. An additional extension of a year can be granted only after the candidate has made written appeal through his or her department to the graduate degrees committee, which will approve the request if convinced that completion of all remaining work is imminent.

A request for a leave of absence, in which a candidate suspends relationship with the program for a period of one year and pays no tuition or annual continuance fee, will be honored only in exceptional cases. For example, a candidate may undertake an approved course of training, study, or research at another institution. Unusual financial hardship, which requires a candidate to be employed full-time for a period of no more than a year, or a severe health problem, which requires recuperation for up to one year, may also be considered as reason for an extension.

Language Requirements for Ph.D. Students

Classical and modern language requirements for doctoral study in each field are set by departmental faculty. Hebrew and Greek are prerequisite for admission to the Ph.D. program in biblical studies whether attained through successful course work or demonstrated by examination while in residence. Other language requirements must be met successfully before any candidate may submit a dissertation proposal for formal approval by the faculty. Short courses in German and French are offered in alternate summers, and students who pass the examination at the conclusion of the course are deemed to have demonstrated competence in the language. Students may apply to take the examination at other times during the year, with payment of a testing fee of \$125.

Doctoral students in the fields of biblical studies and historical and theological studies ordinarily must certify reading competence in both German and French. In individual cases, and with the permission of the departmental faculty, a student may substitute another modern language (one that is more relevant to the candidate's proposed area of research) for either German or French.

All candidates in the biblical field normally complete advanced courses of study in biblical Hebrew, Greek, and Aramaic during their period of residency (unless work in one or another of these languages is waived by the department on the basis of a candidate's previous language training).

Curricula

While the courses of study required by each department vary, all include required seminars and course work, doctoral examinations, a dissertation proposal, and the writing of an approved doctoral dissertation. In addition, each department sponsors a series of colloquies during the academic year.

Ph.D. candidates will also participate in a seminar on educational theory and practice. They will be given an opportunity to work with members of the faculty in planning, teaching (usually limited), and evaluating courses. Some are employed each year as teaching assistants.

For detailed information about each program and its curriculum, see the "Graduate Studies Handbook" which is available as a PDF file on the Union Presbyterian Seminary website, www.unionpsce.edu.

Advisory Committee and Doctoral Examinations

Departmental oversight of candidates is undertaken primarily by faculty supervisors and advisory committees to provide each candidate with competent guidance in the area of independent study and dissertation research.

The purpose of the doctoral examinations is to qualify the candidate in an area of concentration and to explore a feasible dissertation project. Particular topics or areas proposed for examination must be approved by the departmental faculty in the candidate's field.

In order to remain in good standing, candidates in the Ph.D. program must successfully complete doctoral examinations no later than the end of the third year. After identifying an area for dissertation research and after successful completion of doctoral examinations, the candidate, in consultation with his or her principal advisor, will select a specific subject for a doctoral dissertation. The candidate and the principal advisor are encouraged to consult with other members of the respective department, as well as with other faculty members with related research interests.

Once a specific subject for the doctoral dissertation has been identified, the candidate shall write a dissertation proposal and submit it to the department for approval. The principal advisor in consultation with the candidate will nominate two other readers to serve on the candidate's advisory committee and solicit their input before the proposal is sent to the department. Ordinarily, members of the advisory committee will be Union Presbyterian faculty members. However, if appropriate for the candidate's research area, one external reviewer may be invited to serve on the advisory committee.

The supervisor and the other members of the advisory committee are available for consultation with the candidate individually and, at appropriate times, may convene as a committee to review and evaluate the candidate's progress.

Doctoral Dissertation

The doctoral dissertation is to be written after the completion of all qualifying examinations and the approval of a dissertation proposal. The procedures governing the preparation of the dissertation are set forth in the online "Graduate Studies Handbook."

3. Courses in Professional Degree Programs

COURSE DESCRIPTIONS FOR UNION PRESBYTERIAN SEMINARY DEGREE PROGRAMS

Listed in this section are course offerings in biblical languages, biblical studies; education and ministry; history; practical theology; and theology and ethics. For each area, this section of the catalog lists basic courses, elective courses, and graduate seminars. Information is also provided about intercultural study opportunities, supervised ministry courses, directed studies, D.Min. seminars, and other educational opportunities. The list of courses printed here is subject to change and is for general reference only. Updated course offerings are available for review on the Union Presbyterian Seminary web pages. Actual course syllabi take precedence over catalog descriptions in all matters.

Biblical Languages (Required Courses)

BIB001 Elementary Biblical Hebrew I. *Prerequisite: None.* A study of Hebrew grammar, syntax, and vocabulary beginning with elementary forms and moving into the reading of simple prose texts in the Hebrew Bible.

Fall 2010, 2011.

BIB002 Elementary Biblical Hebrew II. *Prerequisite: BIB001.* A continuation of the study of Hebrew grammar, syntax, and vocabulary beginning with elementary forms and moving into the reading of simple prose texts in the Hebrew Bible.

Spring 2011, 2012.

BIB003 Elementary Biblical Hebrew I and II. *Prerequisite: None.* Combined course offered during Summer session. See descriptions above. 2 credits.

Summer 2010 (Richmond and ECP), 2012. (*Course will be offered in conjunction with BTSR in Summer 2011*)

BIB004 Elementary Biblical Greek I. *Prerequisite: None.* This course introduces the grammar, syntax, and vocabulary of New Testament Greek.

Fall 2010, 2011.

BIB005 Elementary Biblical Greek II. *Prerequisite: BIB004.* In the second half of the course, students begin translating texts from the New Testament.

Spring 2011, 2012.

BIB006 Elementary Biblical Greek I and II. *Prerequisite: None.* Combined course offered during Summer session. See descriptions above. 2 credits.

Summer 2011. (*Course will be offered in conjunction with BTSR summer 2012*)

Biblical Studies (Required Courses)

BIB160 Old Testament I (M.A.C.E.) This course provides an orientation to historical, critical, and theological study of the Old Testament. Primary attention is given in lectures, assigned readings, and discussions to foundational texts and theological themes of the Torah or Pentateuch (the first five books of the Bible) and the Former Prophets (the books of Joshua, Judges, Samuel and Kings). Exegetical methods and research skills based on the English text are developed in seminar sessions designed to equip the student to become a responsible and effective interpreter of scripture.

Fall 2010, 2011.

BIB170 New Testament I (M.A.C.E.) This course introduces students to the four canonical gospels, the cultural environment in which they arose, and basic methods for interpreting them in English translation.

The theological message and contemporary significance of each gospel will be studied with a focus on using sound principles of interpretation in educational settings. Seminar sessions designed to enable students to develop their exegetical and teaching skills complement lectures and assigned readings in which current biblical scholarship is presented.

Fall 2010, 2011.

BIB211 Old Testament I: Pentateuch and Former Prophets. *Prerequisite: Elementary Biblical Hebrew or equivalent.* This course provides an orientation to historical, critical, and theological study of the literature of the Old Testament. Primary attention is given, in lectures and assigned readings, to foundational texts and themes, and major issues of interpretation in the canonical divisions of the Pentateuch or Torah (the first five books of the Bible) and the Former Prophets (the books of Joshua, Judges, Samuel, and Kings). Basic resources and procedures for exegesis of the Hebrew text are introduced through work in seminar sections, with emphasis placed on development of skills in grammatical analysis, translation, and literary criticism of selected texts.

Fall 2010.

BIB221 New Testament I: Gospels. *Prerequisite: Elementary Biblical Greek or equivalent.* On the basis of lectures, readings, class discussion, and other projects undertaken in smaller groups, students are introduced to the subject matter of the four canonical gospels, the cultural environment in which they arose, and the basic methodologies for interpreting them. Content and interpretation of the gospels are explored through the Greek text. The emphasis is on mastering methods of contemporary gospel investigation.

Fall 2010.

BIB260 Old Testament II (M.A.C.E.) *Prerequisite: BIB160.* This course introduces the prophetic literature of ancient Israel and the later canonical books of the Old Testament in English translation. Attention is given to the historical contexts, literary history, and theological themes of this literature and its significance for the work of the church today. Seminar sessions designed to enable students to develop their exegetical and teaching skills complement lectures and assigned readings in which current biblical scholarship is presented.

Spring 2011, 2012.

BIB270 New Testament II (M.A.C.E.) *Prerequisite: BIB170.* This course focuses on the Acts of the Apostles and the epistles of Paul, but also introduces the general epistles and the Revelation of John. Close reading of the English text will illumine the particular situations reflected in the literature, the cultural contexts of the early church, and the theological perspectives in these writings. Seminar sessions designed to enable students to develop their exegetical and teaching skills complement lectures and assigned readings in which current biblical scholarship is presented.

Spring 2011, 2012; Fall 2010 (ECP).

BIB311 Old Testament II: Old Testament Prophets. *Prerequisite: BIB211.* This course introduces the prophetic books and provides practice in the exegesis of texts in the Hebrew Bible. Primary concentration is on the texts of the English and Hebrew Bibles, although secondary literature is used as a resource. Attention is given to the arrangement and content of the prophetic books, the theology of the prophets, and the history of prophecy and prophetic literature in Israel. A number of texts from one or two prophetic books are studied to develop a procedure for exegesis that is useful in teaching and preaching.

Spring 2011, 2012.

BIB321 New Testament II: Acts, Epistles, Apocalypse. *Prerequisite: BIB221.* This course focuses on Acts and the letters of Paul, but also introduces the general epistles and Revelation. Close reading of the Acts narrative illumines Luke's perspective on early Christian history. Study of the Pauline epistles highlights Paul's cultural world, the particular situations that prompted him to write these letters, and his theological vision. Reading of selected general epistles and the Book of Revelation opens up interpretive issues raised by these writings. Through lectures, seminar and small-group discussion, and papers, students explore the theological message of New Testament texts, strengthen exegetical skills, and draw connections between these first-century texts and the work of the church today.

Spring 2011, 2012.

Biblical Studies (Elective Courses)

BIB108 Women in the Biblical World. Enrollment limited to 25. This class is appropriate for both M.A. and M.Div. Students. How do biblical texts represent and refract the lives and experiences of women in ancient Jewish and Christian communities? This course will examine the image and the reality of women in the biblical world by attending to literary presentation, historical reconstruction, and the history of interpretation

TBA.

BIB109 The Bible from the Underside. Enrollment limited to 25. Open to all master's level students. The Bible is the property of the whole church, and each reading community within the church offers insights that deepen and broaden the church's vision of God and God's work in the world. This course surveys recent biblical scholarship emerging from liberation communities in the United States and around the globe. Special attention is given to Latin American, African, Asian, feminist, and African American voices.

Spring 2012

BIB111 The Fourth Gospel.

Open to all master's level students. A study of the Fourth Gospel's distinctive portrait of Jesus and understanding of salvation. Special attention is given to the historical origins and theology of this Gospel and to its literary design.

Spring 2012.

BIB116 Death and the Afterlife in Ancient Judaism and Early Christianity. This course will examine the views of death and the afterlife among the biblical writers, with special attention to a profound shift during the Hellenistic age, when belief in eternal life for the righteous soul emerged. We will pay special attention to the later Wisdom books that reflect an interest in this topic, including Ecclesiastes, Sirach, and the Wisdom of Solomon. Apocalyptic works like the books of Daniel and Enoch will also be examined, along with relevant passages from the Dead Sea Scrolls. Finally, this course will consider the understanding of death and otherworldly retribution in the New Testament and the dependence of the earliest Christian writers on antecedent texts and ideas within the cultural world of Second Temple Judaism.

January 2011.

BIB118 Luke's Radical Gospel: Texts of Reversal and Revolution. The Gospel of Luke presents a set of challenging texts—many of them memorable parables—that depict radical social and political reversals, turning the status quo upside down and inside out. How should we interpret these texts? How might 21st century readers respond to and live out Luke's bold theological vision? This course, co-taught by professors from BTSR and Union Presbyterian Seminary, will explore such questions of interpretation, proclamation, and ethical embodiment.

TBA.

BIB119 Biblical Interpretation. Christian educators are biblical interpreters. They are expected to be faithful, discerning readers of the Bible and to draw from scripture as a resource to inform and enliven the education and mission of contemporary communities of faith. This course introduces the array of approaches to biblical interpretation employed within the Reformed tradition, and affords multiple opportunities to enhance skill in interpreting, as well as teaching, specific texts from both Old and New Testaments. This course is designed to meet the requirement of a course in biblical interpretation for Christian educators seeking certification in the Presbyterian Church (U.S.A.) but is also open to other master's level students.

Spring 2011 (ECP).

BIB167 Images of Jesus. This course explores a variety of artistic interpretations of Jesus of Nazareth—from early Christian mosaics, to the classical period of painting, sculpture, and music, to contemporary film. Students will analyze theological motifs, educational possibilities, and aesthetic dimensions of works presented in class.

TBA.

BIB120 Job in the Bible and Beyond. A study of the Book of Job with focus on literary structure and theological emphases. Special attention will be given to the contribution of the book to Old Testament perspectives on theodicy and to responses to the book throughout history in art, literature, music, and drama.

Fall 2010.

BIB121 The Song of Songs. This course engages the Song of Songs and its interpretation history. Following a close textual reading of the Song (in English), with particular attention to rhetorical strategies and imagery, we will take up the responses of Christian and Jewish exegetes to this beautiful poetry, including Origen, rabbinic commentators, medieval interpreters, and the Protestant Reformers. The final portion of the class will examine modern approaches to the Song, Protestant (mainline and evangelical), Catholic, and Jewish, with special focus on feminist hermeneutics. We will consider how different faith communities understand the message about physical love in the Song and the relevance of this text for the church today.

January 2012.

BIB206 Wrestling with Scripture: Engaging Biblical Authority. *Prerequisites: BIB160/211 or BIB170/221, or permission of instructor.* This course aims to help students articulate an understanding of biblical authority in relation to the critical study of Scripture and the community of faith. It will review the formation of the canon, varied understandings of the nature and authority of Scripture, and historic principles of Reformed biblical interpretation. It will also consider the practice of arguing about Scripture, interpretive strategies for engaging difficult texts with integrity, and the use of the Bible in Christian ethical reflection.

May 2011.

BIB222 Becoming God's Image: Humanity in the Old Testament. *Prerequisite: BIB160 or 211.* The "Primeval History" (Genesis 1-11) can be read as a literary composition that comprises "texts of the beginning" texts that reflect on the human condition and the original encounter of God and humankind. As such, these texts have deeply influenced both the theological imagination and the life of the church. Another aspect, however, needs to be considered if one is to appreciate the full canonical weight of these texts. On close reading, they present an immensely rich texture that connects them with other traditions of the Old Testament, especially prophetic and wisdom literature. In this perspective, it will become apparent that Genesis 1-11 is not only about "beginnings"; it is also composed as the "prologue" to the Old Testament as a whole. Both dimensions, and their interplay, will be explored in this seminar.

TBA.

BIB224 Wealth and Poverty in the Old Testament. *Prerequisite: BIB 160 or 211.* This course will examine a broad range of economic issues and how they are addressed in Scripture. Topics will include treatment of the poor, borrowing and lending, the complex situation of abundant wealth and its implications, and expectations for benevolent giving/stewardship. We will give particular attention to pentateuchal legislation and the Wisdom books, but the Prophets will also receive due consideration. As individual topics are addressed, this course will consider the importance of the biblical witness on money for the life of the contemporary church and our current economic and social climate.

TBA.

BIB316 Intermediate Biblical Hebrew. *Prerequisites: BIB001 and BIB002 or BIB003. Open to MDiv, MACE, and Dual students, and to ThM and DMin students with permission of professor or department.* The essential goal of the course is to strengthen students' ability to use biblical Hebrew as a tool in Christian ministry, personal devotion, and critical study. Students will complete homework assignments and participate in classroom activities that examine selected Hebrew texts.

TBA.

BIB317 Intermediate Biblical Greek. *Prerequisites: BIB004 and BIB005 or BIB006. Open to MDiv, MACE, and Dual students, and to ThM and DMin students with permission of professor or department.* The essential goal of the course is to strengthen students' ability to use biblical Greek as a tool in Christian ministry, personal devotion, and critical

study. Students will complete homework assignments and participate in classroom activities that examine selected Greek texts.

TBA.

BIB318 “You Cannot See My Face,” (Ex. 33:20): The Theology of Images. *Prerequisites: BIB160/211 and BIB260/311.* Despite multiple Hebraic prohibitions against seeing God, the art and iconography of the ancient Near East and Syria-Palestine provides an instructive repository of visual images that compliment and explicate textual descriptions of the relationship between God/the gods, the world, and human beings. This course will enable students to interpret ANE iconography and include it in their exegetical work. On this basis, we will assess the significance of images related to the Old Testament and their importance for “seeing” aspects of the material, social, political, and religious cultures that inform our understanding of the “unseen” God.

Spring 2011.

BIB324 The Anthropology of the Psalms. *Prerequisite: BIB260 or BIB311.* The reformers called the Psalms a “mirror of the soul.” And indeed, beyond the borderlines of centuries and cultures, the Psalms have given expression to people’s reflections about their social and existential conditions, their sufferings and joys, and their hopes and fears. The Psalms have shaped the language of liturgy as well as of personal prayer. The main goal of this class will be to explore through rhetoric, semantic, and iconic analysis these “mirroring” capacities of the Psalms. Besides close readings of the biblical material, this will also include studies of contemporary poetry and prayers.

TBA.

BIB403 Introduction to the Dead Sea Scrolls. *Prerequisites: BIB311 and BIB321.* Concerning the historical study of the Bible, the discovery of the “Dead Sea Scrolls” in the caves of Hirbet Qumran has been path-breaking in biblical studies for a number of reasons: 1) they give insight to the life of a community that defined itself primarily through the study of those texts that were eventually included in the Hebrew Bible canon; 2) they display the rich exegetical literature that was concerned with interpreting and rewriting these texts – largely influenced by the eschatological expectations of the Qumran community; 3) they document at least one version of what was the “Old Testament” in the 2nd and 1st century BCE. This course will provide an introduction to specific texts as well as to thematic threads that occur throughout: justice, purity, wisdom in the face of final judgment, the Messiah(s), and the Spirit of God. Course requirements include close readings of the Qumran material as well as of related texts in both Old and New Testament.

Fall 2011.

BIB404 “I Am God and No Mortal,” (Hos. 11:9): The Ethics of God in the Hebrew Bible. *Prerequisites: BIB211 and BIB311 (or equivalents).* A study of the moral vision ascribed to God in the Old Testament. Special attention will be given to the generative tensions within Hebraic faith between God’s presence and absence, punishment and forgiveness, wrath and mercy, justice and injustice, and their theological and ethical ramifications for the community of faith in the modern world.

Spring 2012.

INT199 Writing the Faith. *Prerequisite: Permission of instructors.* Enrollment limit: 12. Jews and Christians, among others, as peoples and as individuals, have sought over the millennia to give written expression to their faith. In so doing they have bequeathed to their descendents a rich array of psalms, hymns, prayers, poems, and stories to be sung, prayed, told, and retold. These materials, in scripture and from tradition, can also offer models for those who seek to write “from faith for faith” today. This course will provide opportunity to examine examples of this legacy so that they may serve as guides and stimuli to faithful writing in our own day. Theological, historical, and literary analysis will thus be joined to the disciplines of creative writing as participants seek to engage in writing the faith and in writing faithfully.

January 2011.

INT303 Biblical Approaches to Pastoral Care. *Prerequisites: BIB160 and 170 or BIB211 and 221; and PRA102.* Is the Bible an agent for change, a means of catharsis, or a moral guide? In this interdisciplinary course, the wisdom lit-

erature, Psalms, and the parables of Jesus will be studied, giving attention to the manner in which literary form and metaphor can provide a method or structure for pastoral care and counseling.

May 2012.

INT308 Preaching from the Old Testament. *Prerequisites: BIB211, BIB311, and PRA103.* This course enables students to discover the rich resources for preaching found in the Old Testament. Students will engage in exegetical study of texts and prepare sermons that reflect the Old Testament's unique and varied materials.

Fall 2011.

INT323 Preaching Challenging New Testament Texts. *Prerequisites: BIB 221 and PRA 103.* In this course, students will engage in exegetical study of several challenging texts of the New Testament, including parables and other teachings of Jesus as well as passages from the letters of Paul, Hebrews, and Revelation. Drawing from their exegetical insights, students will prepare sermons for contemporary listeners.

May 2011.

INT324 Preaching the Parables. *Prerequisites: PRA103 and BIB221.* This course will enable students to engage in exegetical study of several of the parables of Jesus and to explore the possibilities and challenges they offer in preaching.

TBA.

INT365 Teaching the Bible. This interdisciplinary course examines selected approaches to bible teaching from the perspectives of biblical scholarship and Christian education.

Summer 2010 (ECP).

Biblical Studies (Graduate Seminars)

BIB600/214 Biblical Aramaic. *Prerequisite: Elementary Biblical Hebrew.* First or second-year doctoral students may take this course. Th.M. and M.Div. students may take the course with departmental approval. This course provides a linguistic introduction to Aramaic portions of the Bible and Jewish texts of the intertestamental period.

January 2012.

BIB602/202 Readings in Biblical Greek. This course is required for doctoral students, Th.M. and M.Div. students may take the course with the approval of the department. The course studies readings of selected passages in the New Testament with emphasis on such linguistic skills as grammar and syntax.

TBA.

BIB603/BIB203 Readings in Biblical Hebrew. *Prerequisite: Elementary Biblical Hebrew.* This course is required for doctoral students. Other students may take the course with the approval of the instructor. The primary purpose of the course is to develop fluency in the translation of biblical Hebrew prose narratives, through inductive study of selected texts and with particular emphasis on grammatical analysis, semantics, and syntax. Secondary attention will be given to introducing prosodic analysis and textual criticism of the Hebrew Bible.

January 2010

BIB611 Old Testament Seminar. Required of Ph.D. students in Bible; open to other students with permission of the instructor. The seminar is designed to provide students in the graduate biblical program the opportunity to pursue advanced study on current methods and conclusions in the scholarly investigation of the Old Testament.

TBA.

BIB612/412 Old Testament Exegetical Seminar: The Book of Lamentations. *Required of Ph.D. students in Bible; open to M.Div. and Th.M. students by permission of instructor. May be taken more than once for credit when topics vary.* Exegesis of a book, larger section, or theme in the Old Testament, with careful attention to methods of interpretation. Seminar presentations and papers.

BIB621 New Testament Seminar. *Required of Ph.D. students in Bible; open to other students with permission of the instructor.* The seminar is designed to provide students in the graduate biblical program the opportunity to pursue advanced study on current methods and conclusions in the scholarly investigation of the New Testament.

BIB622 New Testament Exegetical Seminar. *Required of Ph.D. students in Bible; open to other students with permission of the instructor.* May be taken more than once when topics vary. Exegesis of a book, larger section, or theme in the New Testament, with careful attention to methods of interpretation. Seminar presentations and papers.
TBA.

BIB641/410 Issues and Methods in Old Testament: Old Testament Theology. *Required of Ph.D. students in Bible; open to M.Div. and Th.M. students by permission of instructor.* Since its inception, modern Old Testament scholarship has raised the question if there is a single coherent theology underlying the diversity of traditions that have come together in the OT canon. While several unifying themes have been suggested (the notion of covenant, God's law, or creation), most scholars today recognize the multiplicity of voices as the starting point to describe the theological discourse of the OT. In this seminar, we will explore this discourse focusing on key theological issues such as the nearness and remoteness of God, God's love, the persistence of evil, life and death. This will include close readings of individual biblical texts as well as inter-textual studies across the Torah, the Prophets, and the Writings.
Fall 2011.

BIB700-710 Dissertation Research. This course tracks the fall and spring semesters during which Ph.D. students engage in self-guided research in their dissertation subject. While no classroom requirements apply, each student should consult with her or his dissertation supervisor as often as either deems appropriate to make sure satisfactory progress in research and writing is taking place.

Christian Education (Required Courses)

EDU166 The Christian Life. Through study and practice, this course introduces students to Christian devotion, prayer, worship, and spiritual disciplines. This course fosters personal spiritual growth and equips the educator to be a resource for spiritual development in the congregation.
Spring 2011; Spring 2011 (ECP).

EDU168 Understanding Congregations and Agencies. This course examines the congregation or agency the student has chosen as a first field-based learning site. Students learn to tell the story of the congregation or agency in the language of context, systems, and symbols. They analyze the neighborhood of the site using categories provided by the social sciences. They analyze the organization itself using systems theory.
Fall 2011.

EDU171 Group Process and Leadership Skills. Through a shared leadership group, students investigate selected leadership theories, identify group dynamics, learn how to facilitate group interaction, and apply group process skills to congregational life.
January 2012; Spring 2012 (ECP).

EDU186 The Teaching Ministry of the Church. This course seeks to equip students to fulfill their role as educational leaders as pastors and/or Christian educators. It includes biblical and theological reflection on the teaching ministry of the church. It considers the contextual nature of education and pays attention to basic planning skills, teaching methods and pedagogical concepts for learners across the lifespan. Teaching practice in the classroom and/or in congregational settings is an essential component of this course.
Fall 2010; Fall 2011.

EDU263 Theory for Education in Religion. *Prerequisite: At least one theology course and one education course, or permission of instructor.* This course integrates work in Bible, theology, and education around three questions: What is Christian education? How should we practically do Christian education? Why? Students study historical

and contemporary theorists and develop their own theories of Christian education.
Spring 2011; 2012.

EDU272 Aspects of Human Growth and Development. This course examines selected approaches to human psycho-social development, personality theory, and faith development with an emphasis on their implications for Christian education.

Fall 2010.

INT263 Contemporary Theology and Education. *Prerequisite: THE101 or its equivalent or permission of instructor.* The fields of theology and educational theory are brought into explicit dialogue in this course, considering different contemporary theologies (such as narrative, feminist, liberation, and ecological theologies among others) and how they contribute to the design and practice of Christian education today. An integration of theological perspectives and educational concerns for the life and ministry of the church is the goal of this course. Required for M.A.C.E./ M.Div. students.

May 2012.

Christian Education (Elective Courses)

EDU127 Worship, Sacraments, and Education. This course will explore the theology of worship and sacraments, especially from a Reformed perspective, and will consider the relationships between worship, sacraments, and education. Topics include participation in worship for all the baptized, the unity of Word and Table, children and worship, preparation for baptism, and preparation for ordination as deacons and elders. Students will design educational events and engage in demonstration teaching with mutual review and critique.

Fall 2010 (ECP).

EDU129 Retreat Ministry in a Place Apart. For centuries the church has used retreats to allow people to encounter God and Christian community in a place apart from home and church. This course will address the biblical foundations and educational goals of this discipline, along with the practicality of planning a retreat. Our understanding of this facet of ministry will be enhanced by visits to retreat centers and the experience of an overnight retreat.

May 2011.

EDU130 Pastoral Care in Education. This course introduces students to theories and practices of pastoral care in educational settings. Students will analyze personal and peer practices using case study, role play, and interviews in conversation with their reading.

Spring 2011 (ECP).

EDU250 Project Burning Bush Study Seminar: Theological and Vocational Exploration with Youth. This course places hands-on youth ministry experience in conversation with recent theoretical texts in the field. Participants will prepare for and engage in leadership roles in the Summer PBB Institute and then critically reflect on how their theoretical explorations and experiential learning are shaping their sense of call and their theological understandings and practices of youth ministry. Permission of instructor required. EDU 150 earns .5 credit.

TBA.

EDU158 Educating for Ministry in a Missional Church. Students will consider the implications of a missional church perspective for the design and practice of Christian education. The class will explore together how the contexts, strategies, and evaluation of Christian education might be different if "practicing witness" is the desired outcome.

TBA.

EDU160 Educational Ministry and Leadership. This course examines the personal qualities, professional skills, and administrative practices that are required for effective educational leadership in the congregation.
TBA.

EDU161 Polity and Program for Presbyterian Church Educators. Students will examine the role and responsibilities of the certified Christian educator in the light of the polity and procedures of the Presbyterian church as they explore denominational resources and programs that enrich parish life, foster good stewardship, and facilitate community outreach.
TBA.

EDU162 Curriculum and Resources for Christian Education. This course familiarizes students with the wide range of curriculum resources available, involves them in evaluation of these resources, helps them select resources for different church programs, and introduces them to ways of doing curriculum design. These skills for ministry are set in the framework of curriculum theory and history.
Fall 2010 (ECP).

EDU185 Intergenerational Recreation. This course provides a “hands on” exploration of a variety of activities that educate and build Christian community through recreation, dance, puppetry, creative games, and other group activities are combined with reading and small group reflection to enable the student to assemble a recreation portfolio suitable for use in churches, camps, conferences, and other educational contexts.
January 2012.

EDU187 Nurturing Child and Adolescent Spirituality. This course explores, from international and multi-religious perspectives, the spiritual lives of children and youth and the implications of this cross-cultural discourse for contemporary Christian ministries. We will ask who is responsible for nurturing spirituality, how we cultivate rituals and practices that shape the inner life and encourage ethical action, what our religious ideals of youthful spirituality are, how contemporary cultural dilemmas pose challenges for spiritual nurture, and what rites of passage might mark the spiritual journeys of young people.
TBA.

EDU191 Introduction to Recreation Ministry. Designed to prepare students to plan and lead recreational activities in a variety of ministry settings, this course will equip students to assess recreational needs, to select age appropriate and group appropriate activities, and to organize and implement educational recreation programs.
TBA.

EDU265/666 Approaches to Counseling. *Prerequisites: EDU171, EDU272, or PRA102. Enrollment limited to 12.* This course introduces students to theories and practices of counseling that will be useful for understanding and caring for God’s people. Students learn about a variety of approaches and basic skills involved in the short-term counseling tasks encountered by educators and pastors in the ministry setting. Methods will include readings, discussions, demonstrations, skill-development sessions, case study and narrative analyses, role plays, and interviews. Special attention will be given to factors related to gender and culture that affect personality and the helping relationship.
TBA.

EDU266/671 Models of Teaching. This course is designed for students with significant teaching experience. By developing and practicing different models of teaching, the student gains a deeper understanding of how to work effectively with different kinds of learners.
TBA.

EDU278/678 Christian Teaching and the Public Realm. *Advanced standing and doctoral students only.* Given the movement of persons among public, private, and ecclesial realms, what responsibility does the Church have to prepare its members for living faithfully in all these places? This course explores theologies,

contexts, strategies, and ethical implications of teaching for the good of Church and World. It asks questions about how the Christian teacher defines the relationship between congregational and daily life amid global debates about the separation or conjoining of church and state. It engages political theologies, sociological research, popular culture, and transformational learning theories in order to help Christian leaders craft a critically and theologically coherent vision and practice of teaching for the coming of God's realm.

TBA.

EDU280 Global Perspectives on Child Spirituality. Students will explore global understandings of and approaches to nurturing spirituality during the first two decades of life through preparation for, participation in, and reflection on the XI International conference on Children's Spirituality, which will be held on the Richmond campus August 1-5, 2011. The course provides an opportunity to meet and converse with scholars and practitioners from around the world whose focus is child and adolescent spirituality.

Summer 2011 (ECP).

EDU301/601 Spiritual Theology and Christian Education. *Prerequisites: THE101 or THE201 and EDU186; or permission of the instructor.* Through the ages, Christian mystics and monastics have written about their spiritual experiences and developed spiritual rules to teach and guide others in faith formation. This course critically analyzes these methods and imaginatively explores contemporary forms of transformational education rooted in classical practices of spiritual formation.

Fall 2010.

INT110 Theology and Film. Students explore theological and biblical themes in contemporary movies and learn ways to engage people of all ages in theological conversation with movies in various Christian education settings. This interdisciplinary course may be taken as a theology elective or as a general elective by MACE and M.Div. students.

Summer 2010 (ECP).

INT263/663 Contemporary Theology and Education. *Prerequisite: THE101 or its equivalent or permission of the instructor.* This course brings the fields of theology and educational theory into explicit dialogue, considering five different contemporary approaches to theology and how they are contributing to the design and practice of Christian education today. Required for MA/M.Div. students. May be taken as a theology or education elective by MA students.

TBA.

INT365 Teaching the Bible. This interdisciplinary course examines selected approaches to bible teaching from the perspectives of biblical scholarship and Christian education.

Summer 2010 (ECP).

Christian Education (Graduate Seminars)

EDU664 Educational Research Design. This seminar equips students to understand and employ research methods in educational settings. The emphasis of this course is on evaluating research and designing studies with appropriate measurement and statistical analyses.

TBA.

EDU670 Doctoral Seminar in the History and Philosophy of Christian Education. This seminar combines several elements: an overview of Judeo-Christian education, from ancient Greece and Israel to the twentieth century church; individual research in historical topics of interest in each participant's context; and study of selected theorists in the history of Christian education.

TBA.

EDU677 Doctoral Seminar in Theology and Christian Education. This seminar explores classical theological themes (e.g., sin, grace, sanctification, religious anthropology, and ecclesiology) in relation to their significance as guides for contemporary understandings of Christian education. Students will read and converse with theological texts from a variety of historical periods and perspectives.

TBA.

History (Required Courses)

HST101 History of Christianity I. *Prerequisite: None.* This course is a survey of the history of Christianity from the second century to the sixteenth century. The purpose is to familiarize students with basic developments in doctrine and institutional life from the age of the early apologists into the early years of the Reformation. Considerable attention is given to primary sources so that students have an opportunity to become acquainted with the literature characteristic of the period being studied.

Fall 2010.

HST201 History of Christianity II. *Prerequisite: HST101.* The purposes of the course are to provide the student with basic knowledge of the history of Christianity from the time of the Reformation, to enable the student to develop skills in historical method and explanation, and to assess the past for the present work of ministry. The aim is also to stimulate a historical consciousness and an appreciation of the church as a historical community. The course provides preparation for electives in this field and for continuing education in history. Emphasis is placed on American Christianity, the missionary movement, and the ecumenical movement.

Spring 2010.

History (Elective Courses)

HST108 History of Christianity in Africa. The course will focus on the history of the Christian church in Africa from apostolic times to the present. Particular attention will be given to North African Christianity in antiquity, Roman Catholic missionary expansion into sub-Saharan Africa during the Age of Discovery and afterward, Western Protestant efforts to evangelize Africa in the nineteenth and twentieth centuries and the diverse range of theological expression encountered in African Christianity today.

TBA.

HST116/616 Religion of Islam. An examination of Muslim religious beliefs and practices from the origins of Islam to the present, stressing Islamic religious ideas and institutions from a historical perspective. Topics to be addressed include: Arabia and the rise of Islam; Muhammad and the Qur'an; Muslim tradition and religious law; Islamic philosophy and theology; basic beliefs and practices of the Muslim community; religious institutions and modern trends; issues of dialogue and proclamation of the Christian faith to Muslims.

Fall 2010.

HST121/605 History of Christian Mission to 1900. A survey of the history of Christian mission through the long nineteenth century. Patterns of mission discernible in Scripture and the early church will be examined, as will the record of medieval and post-Enlightenment mission history. Among the goals of the course: to identify critical missiological themes at work within the broad sweep of mission history to 1914; to become acquainted with key figures, events and institutions that shaped this history; to begin to understand how mission history interacts with institutional and doctrinal developments in Christianity; and to bring to light from the past new resources for contemporary reflection on the basis, methods and purpose(s) of Christian mission.

TBA.

HST122 Celtic Christianity. This course will provide an opportunity for students to examine the range and richness of an area of Christian history that is receiving increasing scholarly and popular attention: Celtic Christianity. The focus will be upon the forms and emphases of the Christian faith as found in Ireland, Wales, England and Scotland in late antiquity and the early middle ages. The remarkable range of texts (e.g., sacred biography, monastic Rules, poetry, liturgy, homilies, exegesis) allow for a variety of perspectives from which to

consider the ways in which these Christians viewed both God and the creation and the means by which they practiced and proclaimed their faith. The course is open to students of all degree programs.

TBA.

HST123/623 Jonathan Edwards. This course probes the life and writings of Jonathan Edwards (1703-1758), the New England preacher and writer who combined Calvinist ideas with evangelical faith, and Puritan notions of ministry with Enlightenment culture and rhetoric. We will discuss, in a seminar setting, readings from Edwards, including major treatises (e.g., *Religious Affections*, *Freedom of the Will*, or *History of the Work of Redemption*), sermons, and private notebooks.

January 2011.

HST128 World Religions of Asia. This course introduces the beliefs, traditions, and practices of religions originating in India, China, and Japan: Hinduism, Buddhism, Jainism, Sikhism, Confucianism, Taoism, and Shinto. Emphasis will be given to the sacred writings of each of these religions and their influence on the current scene in North America.

TBA.

HST129 The Presbyterian Heritage. This course traces the faith and development of Presbyterian churches, giving particular emphasis to the traditions of the Presbyterian Church (USA). It focuses on Presbyterian history and Reformed confessions, and it identifies a Presbyterian "culture" which, despite changes over the centuries, retains distinctive characteristics. The goals of this course are (1) to gain a basic knowledge of Presbyterian history; (2) to study the movement of Presbyterian theology across time in the United States setting; (3) to understand the contexts out of which the Book of Order and Book of Confessions of the Presbyterian Church (USA) were formed; and (4) to identify the instincts and proclivities of the Presbyterian/Reformed ecclesiastical culture.

TBA.

HST130 Secularism and Religious Belief. This course explores the historical origins and contemporary beliefs underlying secularism as a cultural, social, and political phenomenon in the modern west. Taking its cue from Charles Taylor's "Secularism," the course examines philosophical arguments against a providential and spiritual worldview (e.g., David Hume), the rise of non-religious political systems, and contemporary versions of secularism, from economic and social to scientific and artistic cultures. The course also will provide opportunities to reflect on Christian responses.

TBA.

HST133 Existential Christianity in the Modern West. This course introduces students to an influential strain of Protestantism in the modern West, which might be called Existential Christianity. Touching on Augustine and taking Luther as a starting point, it focuses on Kierkegaard, Bonhoeffer, and a recent theologian (changing each term) in that line of religious reflection. The course centers on primary texts as it probes for the theological and social critiques articulated by these thinkers.

TBA.

HST145/645 Evangelical Protestantism in American History. This course analyzes the development and growth of evangelicalism within major Protestant movements, including the Reformed tradition in American history. Beginning with the revivals of the mid-eighteenth century, it covers the meaning of evangelicalism as it took shape through the early national period, post-bellum America, through the mid-twentieth century to the current scene of megachurches, neo-Calvinism, and the fractured evangelical order. It examines key primary texts in their social, cultural, and intellectual contexts. Throughout, we will discuss especially the relationship among established Protestant churches, changes in theological argument and persuasion, and innovations in religious practice.

Fall 2010.

HST203/606 Augustine. *Prerequisite: HST101 or THE101.* This seminar provides an opportunity for consideration of major works by Augustine, including the Confessions, On the Trinity, City of God, and On Christian Doctrine. Particular attention will be given to recurring themes in his writing and their importance for the church today.

Spring 2012.

HST208/608 Perspectives on Jesus. *Prerequisite: HST101 or THE101.* This seminar will explore the variety of perspectives on Jesus that can be found in the art, poetry, devotional writings, apocryphal gospels, and theological argumentation of the ancient and medieval church. The remarkable range of convictions regarding Jesus' person and work provides an opportunity for participants to consider the divergent values that shaped these views and the lessons they may hold for the church today. Our reading will include materials from the *Protoevangelium of James*, the *Hymns of Ephrem*, *Against Heresies of Irenaeus*, *On the Incarnation of Athanasius*, *Cur Deus Homo of Anselm of Canterbury*, and the *Dialogue of Catherine of Siena*.

Spring 2011.

HST210 The Reformation and Early Calvinism. *Prerequisites: HST101 or HST201.* This course explores the origins of Calvinism as a western religious movement (1530-1630). Selected texts from early European, English, and Scottish Calvinists (Calvin, Bullinger, Knox, Perkins) will be set in the context of local social situations and national contexts (e.g., Genevan politics, the French Protestant movement, Scottish nationalism, Puritan dissent from the Church of England).

May 2011

HST212/612 The Reformation in Europe. *Prerequisite: HST101.* This course explores the epochal changes that occurred in Western Christianity from about 1500 to 1630 C.E., examining the process of change that dissent — first spiritual and intellectual and later political and social — provoked in the established institutions of Western Christendom and eventually with every adherent of Western Christianity. The course will consider how enthusiasm for the faith contributed to strong, and even violent, advocacy both for and against reform. This course will emphasize variety in the stories that emerged from these strains. These stories were not the work of a single figure or even generation, but took place over more than a century. We will take first a theological, second an institutional, and third a social approach to the ruptures and continuities of the period of the Reformation, the context of Western Christendom's first large-scale expansion into the rest of the world.

TBA.

HST302/601 Mission and Missiology since 1910. *Prerequisite: HST 201.* This seminar examines the historical record of Christian mission since 1910 while considering also the many ways mission has been conceived theologically during the same period. Special attention will be given to Reformed theologians of mission such as Robert Speer, Hendrik Kraemer, Lesslie Newbigin, David Bosch and Kwame Bediako, among others.

Fall 2011.

HST304/614 Christianity and Social Life in Early America. *Prerequisite: HST201.* This course examines select issues in the history of American religion, particularly the interaction between Protestantism and social issues, e.g., the economy, politics, or war, in early America (through the Civil War). Emphasis will be placed on reading pertinent secondary works and on doing primary-source research and paper presentation.

May 2012.

INT199 Writing the Faith. *Prerequisite: Permission of instructors. Enrollment limit: 12.* Jews and Christians, among others, as peoples and as individuals, have sought over the millennia to give written expression to their faith. In so doing they have bequeathed to their descendents a rich array of psalms, hymns, prayers, poems, and stories to be sung, prayed, told, and retold. These materials, in scripture and from tradition, can also offer models for those who seek to write "from faith for faith" today. This course will provide opportunity to examine examples of this legacy so that they may serve as guides and stimuli to faithful writing in our own day. Theological, historical, and literary analysis will thus be joined to the disciplines of creative writing as partici-

pants seek to engage in writing the faith and in writing faithfully.

January 2011.

History (Elective Courses)

HST602/303 American Religious History. This course is designed as a graduate seminar, but is open to M. Div. Students who have taken Church History II. The course provides a survey of American religious history by reading and discussion of recent works of historiographical significance in the field. Traditional topics such as Puritanism, the evangelical revivals, religion in the early Republic, Mormonism, and modernism are covered, as are topics of more recent interest such as approaches to native American religions, women's history, African-American religion, religion in the American West, and the place of Christianity in public discourse. Students will read programmatic essays covering these topics, as well as significant monographs in their chosen area of specialization (e.g. Perry Miller, Harry Stout, David Hall, and Jon Bulter on Puritanism). A bibliographic essay is required.

TBA.

HST606/203 Augustine. *The course is open to Ph.D. and Th.M. students. M.Div. and D.Min. students should seek the consent of the instructor.* This seminar provides an opportunity for consideration of major works by Augustine, including the *Confessions*, *On the Trinity*, *City of God*, and *On Christian Doctrine*. Significant issues in contemporary Augustinian scholarship will be examined.

TBA.

HST 609/209 History of Reformed Thought in America. *Prerequisite: HST101 or HST201 (or equivalent).* A survey of Reformed theologians and movements in America from English settlement in 1630 through the twentieth century. This will include readings from major thinkers such as Samuel Willard, Jonathan Edwards, Horace Bushnell, Walter Rauschenbusch, and Reinhold Niebuhr, and explorations of various theological movements such as Puritanism, evangelical Calvinism, Old School Presbyterianism, the Mercersburg Theology, the Social Gospel, and Neo-Orthodoxy. We also will survey recent trends and the impact of historical traditions on current theological configurations in America. Course assignments include a research paper.

TBA.

HST700-710 Dissertation Research. This course tracks the fall and spring semesters during which Ph.D. students engage in self-guided research in their dissertation subject. While no classroom requirements apply, each student should consult with her or his dissertation supervisor as often as either deems appropriate to make sure satisfactory progress in research and writing is taking place.

Practical Theology (Required Courses)

PRA102 Introduction to Pastoral Care. In any form of ministry, the pastor faces multiple demands for help in situations of death, divorce, aging, reactions to job stress, and more. This course introduces the student to basic resources that are available to assist in the ministry of pastoral care, provides an opportunity to develop pastoral skills in a clinical setting, and encourages students to begin the process of integrating theory and practice into a sense of pastoral identity.

Fall 2009, Spring 2010.

PRA103 Preaching and Worship. *Prerequisite: M.Div.–New Testament I or Old Testament I (New Testament II or Old Testament II recommended but not required); M.Div. with advanced standing–Elementary Greek II or Hebrew II.* This basic introductory course draws upon biblical and traditional resources to help students understand the theology of proclamation and worship. Students learn to plan worship services and to prepare and present sermons, and they serve as evaluators and colleagues to one another. It is strongly recommended that this course not be taken until the second or third year of the M.Div. program because of its interdisciplinary nature.

Fall 2009, Spring 2010.

Practical Theology (Elective Courses)

PRA104 Evangelism in the Congregation. Evangelism is routinely defined in limited terms. Some narrow the focus to proclamation of the gospel, some to practical strategies for church growth, and some to the personal sharing of one's faith with others. Our conception of evangelism leads directly to our practice of evangelism. This class will explore various concepts of evangelism with the goal of expanding the student's biblical, theoretical, and practical understanding of this field of ministry in order to develop strategies for evangelism in the local church. It is hoped that students from various theological persuasions will participate in lively class discussions based on assigned readings and experiences in local congregations.

TBA.

PRA105 Death and Dying. This course seeks to equip students in preaching, teaching, and pastoral care to the dying and the bereaved. Students are expected to construct a Reformed theology of death. In addition, students will be exposed to the psycho-dynamics of grief and to a systematic approach for caring for the family of the dying.

May 2011, January 2012.

PRA109 Ministry in an Addictive Society. This course focuses on the peculiar addiction of alcoholism as presented in family life. Students are exposed to a variety of twelve-step programs, modern research into the psycho-dynamics of addiction, and the church's ministry to the families of active and recovering alcoholics.

Spring 2012.

PRA112 Presbyterian Polity. This course is designed for students who plan to serve as ordained ministers in the Presbyterian Church (USA). Polity and administration are integral to functioning effectively as a pastor, both in the local congregation and throughout the governing bodies of the church. This course deals with the biblical, historical, and theological bases of church polity and administration, as well as theoretical and practical dimensions. Particular emphasis is placed upon governance and worship issues related to preparation for the ordination examinations in church polity and the sacraments.

Spring 2011, 2012.

PRA114 Women as Preacher, Prophets, and Priests. This course examines women as preachers, women as leaders of ecclesial movements, and the struggle of women for ordination, both in historical dimension and contemporary expression.

TBA.

PRA116 Love and Grace. This course will explore the relationship between psychosocial perspectives on human love and a variety of Reformed theological perspectives on the grace of God.
Fall 2010.

PRA119 The Christian Year. The foundation of the Christian Year is Sunday—the Lord’s Day. What is essential to Lord’s Day worship? How does the lectionary shape the liturgical themes of each season? What about Ash Wednesday? Holy Week? Services for Wholeness? All Saints? We will look at these questions historically and theologically, but also with an emphasis on learning specific skills necessary for those who will preside at the Lord’s Supper, baptize, confirm, preach, and lead worship on Sundays and other occasions of the Christian Year.

PRA123 The Landscape of Religious Leadership. What does it mean to be a religious leader? How do the Bible, theology, history, and liturgy shape an appropriate understanding of the nature, purpose, and practice of religious leadership? Using these frameworks, as well as contemporary writings on leadership, this seminar will assist students in understanding better the opportunities and challenges facing religious leaders in a changing church and world. Considerable attention will also be given to congregational dynamics, conflict management, the transition from seminary to first call, and how to care for self and others in appropriate ways as an important part of being a religious leader.
Fall 2010, 2011.

PRA124 Pastoral Care with Men. The purpose of this course is to seek to understand the peculiar anxieties characteristic of male development in modern American culture. The readings will explore male depression, aggression, and sexuality and the church’s role in reinterpreting male myths that distort the divine intention for masculine identity and for redemptive male-female relationships. Barth, Dittes, and Tennis will guide theological exploration, while Levinson, Bly, and Keen will provide psycho-social correctives.
January 2011, May 2012.

PRA128 Pastoral Care and Spiritual Development. This course is designed to prepare prospective church leaders to engage in the spiritual development of themselves, individual church members, and their congregations. Special emphasis will be placed on Reformed piety and contemporary spiritual disciplines.
TBA.

PRA130 Introduction to Church Business Administration. Designed for future pastors and Christian educators, this course explores practices of business administration in congregational life, including stewardship, budgeting, financial management, strategic planning, working with church staff and volunteers, legal and tax matters in ministry, information management, and property management. With these topics, attention will be given to theological and ministerial dimensions of church business administration.
January 2012.

PRA134 Practical Evangelism. This course meets the requirements for ordination in the United Methodist Church, and is open to all students. It includes a biblical, theological, and historical overview of making disciples as sanctification, mission, and evangelism; implications of covenant discipleship groups on congregational evangelism and mission; and practical methods of covenant discipleship that lead to faith formation, as well as community growth and outreach.
Spring 2011.

PRA135 Reformed Worship. *Enrollment limited to 20.* This course examines the distinctive liturgical and sacramental traditions of the Reformed family of churches, with particular emphasis upon the history, theology and practice of worship in the presbyterian Church (USA). The course will focus on the Directory for Worship and is particularly intended for MACE students preparing for service to the church as well as those preparing for PC(USA) standard ordination examination in worship and sacraments.
TBA.

PRA211 Pastoral Care with Adolescents. *Prerequisites: PRA102 or EDU171.* This course will examine developmental issues related to adolescents from both a psychological and theological perspective. The issues to be studied include (but are not limited to) eating disorders, identity formation, "leaving home," sexuality, and violence. Contextual, cultural, and gender issues will also be considered so that students gain competence in ministering to adolescents in a variety of crisis situations. Students will be required to conduct a three-hour interview with an adolescent which will be transcribed and become part of the final project.

Spring 2011.

PRA213 Pastoral Care with Women. *Prerequisite: PRA102.* An introduction to some of the contemporary issues that beset women and how to formulate an appropriate pastoral response. Issues to be examined will include anger, depression, eating disorders, single mothering, and violence against women.

TBA.

PRA214 Preaching Occasions in the Church. *Prerequisite: PRA103.* This course will explore homiletic and liturgical dimensions of occasions in the life of the church beyond typical Sunday morning worship. Readings and discussions will address such events as weddings, funerals, dedications, and other congregational celebrations. Students will choose an "occasion" to study and will prepare a worship service and sermon appropriate for that occasion.

January 2011.

PRA215 Preaching for the 21st Century. *Prerequisite: PRA103.* This course explores modern approaches to preaching and gives students the opportunity to construct sermons according to new insights of communication theory, narrative theology, and hermeneutics, in an effort to keep preaching vital for the life of today's church.

TBA.

PRA216 Eucharist. *Prerequisite: PRA103. Enrollment limited to 15.* This course explores a study of the history and theology of the Lord's Supper with special attention to biblical and historical documents as well as recent ecumenical developments. In addition, the course will provide workshop opportunities to develop presiding skills and provide practical theological application to the place of the sacraments in congregational life.

TBA.

PRA218 Baptism and Christian Initiation. *Prerequisite: PRA103. Enrollment limited to 15.* This course explores a study of the history and theology of baptism with special attention to biblical and historical documents as well as recent ecumenical developments. In addition, the course will provide workshop opportunities to develop presiding skills and provide practical theological application to the place of the sacraments in congregational life. The course will include recent developments in baptismal preparation and will encourage development of curriculum and/or sermons for use in the congregation.

TBA.

PRA220 Liturgy and Ecology. This course examines recent studies in eco-theology in order to develop liturgical rites that reflect care for creation and integrate congregational actions in response to issues of environmental care. Students will prepare and lead services that include special attention to the role of sacraments.

May 2012.

PRA302 Pastoral Care and Counseling with Couples and Families. *Prerequisite: PRA102. Enrollment limited to 25.* How does our theological perspective on human relationships influence our pastoral responses to couples and families in crisis? What do we mean when we say a family is dysfunctional? What, then, is a "healthy" family? Are there elements of our theological views which serve to further alienate those individuals who do not live in traditional nuclear families? This course will provide students with an opportunity to reflect on these questions (and others that they bring to the course) as they study various authors and approaches within the family systems theory literature (e.g., Boyd-Franklin, Friedman, McGoldrick, and Minuchin). Each

student will be required to complete a detailed family genogram in order to gain a better self-understanding and competence with this assessment tool. Video tapes of seasoned therapists in live sessions as well as role playing in small groups will provide students with an opportunity to improve their care-giving and counseling skills. In addition, the course will consist of readings, lectures and discussions. A final paper will be required.

Fall 2011.

PRA304 Preaching as Pastoral Care. *Prerequisites: PRA102 and PRA103. Enrollment limited to 15.* This course will provide students with an opportunity to examine pastoral care issues in light of the preaching task. Using resources from both pastoral theology and homiletics, students will learn to address specific issues (e.g., family and congregational crises, national tragedies) in the role of preacher. Each student will prepare a sermon and essay demonstrating how insights from the course can be applied to a pastoral setting.

TBA.

PRA305 Worship as Pastoral Care. *Prerequisites: PRA102 and PRA103.* This course will provide students with an opportunity to examine pastoral care issues in light of particular occasions for services. Using resources from worship books for weddings, funerals, ordinations, and times of congregational transition, students will learn how to address specific issues in the life of the congregation as presiders and preachers. Students will prepare services that demonstrate how insights from the course can be applied in a congregational setting.

January 2012.

INT112 Race-ing Justice and Engendering Power in Ecclesiastical Communities. Throughout this course, we will grapple with Feminist and Womanist models for doing effective ministry across the life span — from birth, childhood, adolescence, adulthood, aging, and dying, as illustrated in autobiography, biography, and practice.

Fall 2010.

INT303 Biblical Approaches to Pastoral Care. *Prerequisites: BIB160 and 170 or BIB211 and 221; and PRA102.* Is the Bible an agent for change, a means of catharsis, or a moral guide? In this interdisciplinary course, the wisdom literature, Psalms, and the parables of Jesus will be studied, giving attention to the manner in which literary form and metaphor can provide a method or structure for pastoral care and counseling.

May 2012.

INT308 Preaching from the Old Testament. *Prerequisites: BIB211, BIB311, and PRA103.* This course enables students to discover the rich resources for preaching found in the Old Testament. Students will engage in exegetical study of texts and prepare sermons that reflect the Old Testament's unique and varied materials.

Fall 2011.

INT323 Preaching Challenging New Testament Texts. *Prerequisites: BIB 221 and PRA 103.* In this course, students will engage in exegetical study of several challenging texts of the New Testament, including parables and other teachings of Jesus as well as passages from the letters of Paul, Hebrews, and Revelation. Drawing from their exegetical insights, students will prepare sermons for contemporary listeners.

May 2011.

INT324 Preaching the Parables. *Prerequisites: PRA103 and BIB221.* This course will enable students to engage in exegetical study of several of the parables of Jesus and to explore the possibilities and challenges they offer in preaching.

TBA.

Theology and Ethics (Required Courses)

THE101 Theology I. The purpose of this course is to gain an introductory knowledge of the doctrines of revelation, God, and humanity in their systematic interrelations. We concentrate on the development of doctrine in the early creeds and classical Reformed statements, as well as in recent constructive works. The general goal is to obtain a background and preparation suitable for the constructive task in theology for parish ministers.

Fall 2009.

THE102 Introduction to Christian Ethics. This course introduces the discipline of theological ethics in ways appropriate to the interests of pastors. A range of contemporary proposals is considered and evaluated by reference to the Christian tradition and selected moral problems. Course format includes readings, lectures, seminars, mid-term and final examinations.

Spring 2010.

THE201 Theology II. *Prerequisite: THE101.* The purpose of this course is to explore the doctrines of christology, the Christian life (regeneration, justification, sanctification), ecclesiology, and eschatology. We will concentrate on classical Reformed statements of these doctrines as well as more recent statements. The goal is to obtain a background in systematic theology suitable for parish ministers. A final examination is required.

Spring 2010.

Theology and Ethics (Elective Courses)

THE103 Church and State in the United States. Stephen Carter's *The Culture of Disbelief* is an example of the recurring American concern about the relations between church and state. Is it permissible to lead prayer in public schools? Is the military chaplaincy an oxymoron? Should churches be tax exempt? These and many other questions are at play in our time. This seminar considers historical background, landmark cases, and different approaches to resolving these vexing issues, always with an eye to impact on the local church. An examination or final paper is required.

TBA.

THE105 The Reformed Confessional Tradition. This course, through lecture and discussion, introduces the Reformed Confessions and focuses primarily, though not exclusively, on the Book of Confessions. Attention is given to the historical context of each confession and also to the significance of the confessions for contemporary theological reflection.

May 2011, 2012.

THE109 Christian Virtue Ethics. An assessment of the classical virtues and the extent to which they may be appropriated for Christian ethical reflection and living. The course will explore the points of convergence and divergence in the classical understanding of virtue and Christian ethical consciousness. What are the benefits and drawbacks in virtue theory for Christian ethics? Is there a connection between virtue and conversion? How might virtue, and the virtues, be understood in life cycle theory? Lectures, readings, class discussions, and a final paper.

Spring 2011.

THE111 Womanist, Feminist, Mujerista Ethics. The focus of this seminar in liberation ethics is based on the premise that the essential teachings in the work of womanist feminist, mujerista thinkers can best be grasped by analyzing the perspectives of women severely disadvantaged by racial, sexual, and economic discrimination. The overall objective is to see how the Christian community understands moral agency in a variety of cultural situations.

Fall 2012.

THE113 The Theological Vision of Martin Luther King, Jr. An exploration of the theological vision of Martin Luther King, Jr., that was foundational to his social criticism and call for social justice in American soci-

ety. Through close readings of speeches, writings and sermons, students will assess the theological importance of this 20th century American religious leader and thinker. A final paper will be required.

January 2011.

THE114 Codes of Ethics in Freedom Narratives. This course is an interdisciplinary inquiry into the nature of the religious experience of the Africans who were enslaved in the Americas. A close textual reading of slave narratives, letters, speeches, interviews, and autobiographies will spell out how this history affected Christians in previous generations and currently.

May 2012.

THE116 Ethical Matters of Life and Death. Using a case study method that acknowledges both the complexities of ethical issues and the variety of directions from which they can be approached, this seminar explores the use of tradition, sacred texts, reason, experience, and revelation in helping people of faith respond to practical, real-life dilemmas.

Fall 2011.

THE117 Ethics, Ethnicity, and Architectonic Texts. Using the African American religious tradition as a framework, seminarians will explore a variety of art, artifacts and material culture in western Christianity. This rich legacy of visual texts is not only used to expand the perimeters of aesthetics in the work of justice but also tells a "peculiar" history of theological anthropology.

May 2011.

THE118 Themes and Problems in African American Theological Ethics. The theological project that seeks to explore the meaning of the African American experience continues within the work of significant scholars. This course explores the current work of black theologians and ethicists with the aim of view of assessing various methods, perspectives and solutions to persistent problems. Lectures, close readings of materials, two reflection papers and a term paper.

TBA.

THE121 Readings in the Theology of Martin Luther. This seminar will explore some of the most important of Luther's theological treatises including (but not limited to) *The Ninety-five Theses*, prefaces to the Old Testament and New Testament and passages from his biblical commentaries, the three important treatises of 1520 (*The Freedom of a Christian*, *the Babylonian Captivity of the Church*, *Appeal to the Ruling Class of the German Nationality*), the *Small Catechism*, and *On the Councils and the Church*. Requirements will include brief papers on the assigned readings.

Spring 2012.

THE123 Urban Ministry. This course will explore the challenges and opportunities for creative ministry inherent in the urban environment. The class will examine biblical and theological perspectives on the city, review current literature on urban ministry, and engage local pastors and practitioners. Class meetings will be at the seminary as well as Richmond Hill, a local retreat center noted for its urban ministry programs. A paper outlining a project will be required.

Fall 2010.

THE203 Human Being/Being Human. *Prerequisites: One course in theology or ethics.* The purpose of this seminar is to promote reflection and discussion about what it is to be a human being. Toward that end, classical and more recent texts are read and discussed. For example, *Genesis 1:1-11:9*; *Bhagavad Gita*; *Aristotle's Nicomachean Ethics*; *Charles Darwin's The Descent of Man*; *Charles Dickens' A Christmas Carol*; *Albert Camus' The Plague*; *Mary Midgley's Beast and Man: The Animal Roots of Human Nature*. In each instance, two questions are asked. What more or less descriptive portrait of human being emerges from the text? What does the text either say or imply about the project of living a human life or being humane? A short reflection paper is required.

January 2012.

THE207/617 Theology of John Calvin. *Prerequisite: THE101.* The purpose of this course is to help students understand the main themes of Calvin's theology. To that end we will engage in a close reading and discussion of the 1559 edition of the Institutes. Classes will include some lectures, but will primarily be discussion. A series of short papers will be required.

TBA.

THE210 Reformed Theology. The purpose of this course is to explore themes, thinkers, and writings in the broad theological tradition of Reformed Christian communities. Readings from John Calvin, *The Book of Confessions*, Jonathan Edwards, Richard Baxter, Friedrich Schleiermacher, Karl Barth, Allan Boesak, and more will be correlated with elements of the Service for the Lords Day in *The Book of Common Worship*' (1993). The general goal is to obtain a background in Reformed theology suitable for parish ministry. Lectures, discussion, film. Required term paper or notebook.

TBA.

THE211/606 Contemporary Theological Ethics. *Prerequisite: A basic course in Theology or Ethics.* This course is designed to be a M.Div. course, but Ph.D. and Th.M. students may take it with the permission of the instructor. Participants in this seminar read, analyze, and evaluate the writings of contemporary theological ethicists. The authors selected for this year are Gilbert Meilander and Lisa Sowle Cahill. In addition to an important introduction to Christian ethics, Meilander has addressed medical ethics, friendship, and the virtues. Cahill has focused on sources of ethics, gender issues, and historical dimensions of contemporary problems. Each is a prolific writer who differs from the other. Participants will draw comparisons and contrasts as an aid to constructing their own normative positions. Course format includes assigned readings and a final paper.

TBA.

THE215/625 God and Evil. *Prerequisites: THE101 and THE201.* A critical review of the most important Christian writings, classical and contemporary, on the problem of evil. A paper on one of the major positions will be required, and a final examination on all the assigned readings.

Spring 2011.

THE217 The Theology of Prayer. *Prerequisite: Open to any student who has completed at least one other course in theology.* This course will examine the ways in which the act of prayer has been conceived theologically throughout Christian history. This seminar will center around reading and discussion of texts in theology and mysticism.

TBA.

THE218 Paul Tillich's Systematic Theology. *Prerequisite: THE101. Enrollment limited to 15 students.* The purpose of this course is to obtain a strong knowledge of the theology of Paul Tillich. Toward that end, we will read and discuss the three volumes of Paul Tillich's *Systematic Theology*, as well as some additional articles and sermons.

TBA.

THE222 Love, Power, and Justice. *Prerequisite: One basic course in theology or ethics.* A multicultural analysis of three salient themes of theological-political ethics. The writings of Plato, Machiavelli and John Rawls are contrasted with those of John Howard Yoder, Paul Tillich and Martin Luther King, Jr. The primary object is to incorporate the three themes into a sophisticated and pragmatic framework for Christian ministry engaged in the public world. Reflection papers and a final term paper will be required.

Fall 2010.

THE230/231 Colloquy in Reformed Theology. The Institute for Reformed Theology at Union Presbyterian Seminary sponsors this year-long colloquy, which invites scholars, church leaders, and Union Presbyterian Seminary students to explore enduring themes in Reformed theology. Each spring, the specific topic and colloquy

schedule will be announced for the following year. Participation in the colloquy is open to five students by application. Colloquy members are expected to read required texts and prepare brief position papers to aid discussion. Students registering for academic credit will also be asked to submit a final paper that synthesizes learning from the colloquy, and will receive one course credit at the conclusion of the spring term.

TBA.

THE238 What Does It Mean to Be Saved? *Prerequisites: THE101, or THE 202.* Just as the human situation has been interpreted in many different ways throughout the history of Christian thought, so too has the meaning of salvation. This elective seminar explores the doctrine of salvation (or soteriology) from the New Testament through the 20th century. Among the chief questions to be answered are the following: From what and for what does salvation deliver us? How does salvation work? Are there limits to the efficacy of the instruments of salvation? The course requires reading and discussion of texts, several short papers, and a final exam.

January 2012.

THE240/640 Public Theology. *Prerequisite: one course in theology or ethics. Enrollment limit: 15.* The purpose of this course is to read and discuss recent interpretations of Christian faith and doctrine written for wider audiences by noted theologians. We will concentrate on three books that endeavor to respond to contemporary ideas and experiences: Marcus Borg, *The Heart of Christianity*; Hans Kung, *Credo: The Apostles' Creed Interpreted for Today*; Maurice Wiles, *Reason to Believe*. Short papers.

January 2012.

THE244/644 Sociology of Religion. *Prerequisites: THE 101 or THE 102.* This course will investigate the relationship between religion and social institutions. The linkages between religious norms and social change will be assessed as well. Readings will include Max Weber's *The Protestant Ethic and the Spirit of Capitalism*, Emile Durkheim's *Elementary Forms of the Religious Life*, Ernst Troeltsch's *The Social Teachings of the Christian Churches*, and the work of contemporary theorists such as Peter Berger and C. Eric Lincoln. The course format includes assigned readings and a final paper.

THE245 Visions of the End: Christian Eschatology. *Prerequisite: Open to any student who has completed at least one other course in theology.* This course will examine the various ways in which theologians have talked about the doctrine of "last things": the second coming, resurrection of the body, final judgment, and eternal life. We will read classical and contemporary theologians. The course will center on reading and discussion of texts. Two short papers will be required.

TBA.

THE246/646 The Idea of God. *Prerequisite: THE101.* The purpose of this course is to reflect critically on a series of questions about the concept of God. We will focus our attention on the issue of divine "attributes" such as power, knowledge, and eternity, drawing on classical texts, recent critiques of the classical tradition, and a range of contemporary proposals. A short seminar paper, response, and term paper are required.

Fall 2011.

THE250/650 Nature in Theological Perspective. *Prerequisite: THE101.* The purpose of this seminar is to assess the problems and the possibilities for interpreting and responding to nature from the standpoint of a theological tradition. Significant concepts from contemporary science (e.g., evolution, emergence, complexity) are explored, and several proposals offered by those working at the intersections of science and theology are critically examined. A seminar paper, a response, and a term paper are required.

Fall 2010.

THE251 Approaches to Comparative Theology. *Prerequisite: One course in theology.* This course examines the ways in which Christian theologians interpret the thought patterns of other religious traditions. General approaches to the new and growing field of comparative theology will be considered, followed by a more in-depth

query into the ways in which the study of one non-western tradition, the Vedanta school of Hinduism, may shed light on Christian interpretations of God.

May 2012.

Theology and Ethics (Graduate Seminars)

THE610 Method in Ethics. *Prerequisites: The course is designed for Ph.D. students but is open to Th.M. students and to M.Div. students who have completed THE102, with prior permission of the instructor.* An exploration of the methodological problems in ethical inquiry with particular emphasis on deontological, utilitarian and virtue traditions. Class discussions will focus on close readings of Immanuel Kant's *Foundations of the Metaphysics of Morals*, John Stuart Mills' *Utilitarianism*, and Aristotle's *Nicomachean Ethics*. Seminar papers and a formal term paper.

TBA.

THE620/267 Ethical Motifs and Moral Agency. *Prerequisites: The course is designed for Ph.D. students. Master's degree students who have successfully completed THE102 may take this course.* The aim of this Ph.D. seminar is to help students identify the basic elements of ethical motifs and patterns of moral agency in a variety of historical and cultural situations; to employ these in analyzing case studies of public controversies and perennial social issues, and to develop their own methods for doing ethical inquiry and decision-making.

Fall 2011.

THE700-710 Dissertation Research. This course tracks the fall and spring semesters during which Ph.D. students engage in self-guided research in their dissertation subject. While no classroom requirements apply, each student should consult with her or his dissertation supervisor as often as either deems appropriate to make sure satisfactory progress in research and writing is taking place.

SPECIAL INTEREST, INTERCULTURAL, AND INTERDISCIPLINARY COURSES

Methodist Studies (elective courses, but part of the "core curriculum" for United Methodist students)

United Methodist students at Union Presbyterian Seminary who seek candidacy for Full Connection and Elders' Orders should take these two courses to meet the requirements of the Division of Ordained Ministry of the UMC General Board of Higher Education and Ministry. Ordinarily, students are expected to take these courses in their second year of Master of Divinity studies.

MTH102-103 United Methodist History, Doctrine, and Polity. *Prerequisites: THE101 and 201, or HST101 and 201. MTH102 is a prerequisite for MTH 103.* This year-long course, in two consecutive long terms, surveys historical issues and traditions in The United Methodist Church and its antecedents, reviews the development of doctrines that form the theological identity of United Methodism, and explores implications and applications of the doctrine and polity of the denomination. Across the two terms, expectations of candidates for ordination are reviewed in all three subject areas—United Methodist history, doctrine and polity—while students are guided in the integration of theory and praxis. MTH 102 explores these themes from the beginning of the Methodist movement into the early 20th century. MTH103 is a continuation of MTH102, focusing on the 20th and 21st centuries. Students will examine more closely the historical, theological, cultural and global contexts for the development of The Methodist Church (1939) and The United Methodist Church (1968). Particular attention is given in the spring term section of the class to the "practical theology" of United Methodists as expressed in organizational, administrative, and missional programs at all levels of the connectional relationships of the denomination. Together, these courses, ordinarily taken in the second year of the program, are designed to meet United Methodist history, doctrine and polity requirements outlined in The Book of Discipline, 2008, para. 324 (candidates for ordination in The United Methodist Church).

MTH102: Fall 2010, 2011; MTH103: Spring 2011, 2012.

Intercultural Study Opportunities (elective courses)

INT044 Rome Travel Seminar. This course ordinarily involves two weeks of study in Rome, along with up to 30 other seminarians, and ordinarily features lectures and other learning opportunities led by faculty of the Waldensian Seminary in Rome and other invited scholars. Potential areas of concentration include archaeology and the history of Christianity, with Rome as context; ecumenism, religious pluralism; and the relationship between church and state. Degree candidates who wish to register for academic credit must notify the Registrar's Office in writing and submit a written request for credit participation in the seminar to the associate dean's office before October 1, 2010, and will have their registration for credit in the course confirmed by the registrar by October 15, 2010. Fees in addition to tuition will be charged. These fees and all costs attendant to the course, travel, etc., are the responsibility of the student. Enrollment for the course is limited.

January 2011.

INT045 Latin America Travel Seminar. This cross-cultural course explores the impact of the gospel in Costa Rica, Nicaragua, and Guatemala by visiting Christian communities, meeting with leaders, and studying the history and cultures of Latin America. Enrollment is limited and certain restrictions apply. Fees in addition to tuition will be charged. Students must apply and complete the required orientation and post-trip meetings.

May 2011.

INT046 Asia Travel Seminar. This cross-cultural course studies the impact of the gospel in Asian countries by visiting Christian churches, seminaries, and leaders and by studying the history and culture of selected countries. Enrollment is limited and certain restrictions apply. Fees in addition to tuition will be charged. Students must apply and complete the orientation and post-trip meetings.

May 2011.

INT047 Middle East Travel Seminar. This seminar is conducted on tour (20-23 days) in the Middle East. Included are visits to museums and important archeological sites belonging to the world of biblical antiquity in Jordan, Israel, and the West Bank. Opportunity is given to observe first-hand contemporary manifestations of Islam, Judaism, and Christianity in these lands and to converse with religious and political leaders regarding the quest for peace in this troubled region. Enrollment is limited and certain restrictions apply. Fees in addition to tuition will be charged.

May 2012.

INT048 Ghana Travel Seminar. This field course is held in Ghana to study the churches their organization and ministries, and their partnership in mission with other churches. The study is done in collaboration with the Trinity Theological College in Legon near Accra, the Presbyterian Church of Ghana and the Evangelical Presbyterian Church of Ghana. Preparation for travel includes a series of readings and introductory sessions to provide historical, cultural, and theological background. The class documents its findings and reports back to the seminary and supporting churches. Enrollment is limited and certain restrictions apply. Fees in addition to tuition will be charged. Students must apply and complete the orientation and post-trip meetings.

January 2012.

Interdisciplinary Courses (elective courses)

INT108 Theology and Literature. *Enrollment limited to 15.* Students explore theological and biblical themes in contemporary novels, short stories, poetry and plays. In addition to class discussion, facility in using such material in a pastoral context is demonstrated in the development of sermons or lessons plans.

TBA.

INT110 Theology and Film. Students explore theological and biblical themes in contemporary movies and learn ways to engage people of all ages in theological conversation with movies in various Christian education settings. This interdisciplinary course may be taken as a theology elective or as a general elective by M.A.C.E. and M.Div. students.

Summer 2010 (ECP).

INT112 Race-ing Justice and Engendering Power in Ecclesiastical Communities. Throughout this course, we will grapple with Feminist and Womanist models for doing effective ministry across the life span — from birth, childhood, adolescence, adulthood, aging, and dying, as illustrated in autobiography, biography, and practice.

Fall 2010.

INT141 Rural Ministry Studies Program I the Appalachian Region and the Shenandoah Valley. *Enrollment limited to 4.* Sponsored by Lutheran and Presbyterian congregations, this program provides an introduction to the problems and opportunities of Appalachia and thus a setting for participants to consider ministry in the region. Participants live with families in congregations and work directly with a pastor. Readings, journaling, and participating in group travel seminars are integral parts of the program.

TBA and subject to faculty review and approval.

INT143 Global Perspectives on Christian Mission. This course is offered in conjunction with the Overseas Ministries Study Center and takes place in New Haven, CT. Union Presbyterian Seminary students join 60 to 80 others who also attend two weeks of lectures at OMSC. Visiting lecturers are from seminaries and mission agencies. The third week of the course is spent in reading and writing. Fees in addition to tuition will be charged; subsidies may be available.

January 2011, 2012.

INT146 Union Presbyterian Seminary Choir. One-fourth credit course. May be taken for credit up to four times. Through participation in choir students will become familiar with a wide range of music appropriate for worship. They will plan and present programs that coordinate liturgy and music. Is graded pass/fail.

Fall 2010, 2011; Spring 2011, 2012.

INT147 Spiritual Formation. One-half credit course. May be taken for credit up to two times. This course examines a variety of practices that enhance spiritual formation. Through weekly meetings, assigned readings, and the keeping of a daily journal, students are encouraged to explore several practices of their choosing. During small group meetings, students are also introduced to the context, content, and practice of various spiritual disciplines. Is graded pass/fail.

TBA.

INT199 Writing the Faith. *Prerequisite: Permission of instructors. Enrollment limit: 12.* Jews and Christians, among others, as peoples and as individuals, have sought over the millennia to give written expression to their faith. In so doing they have bequeathed to their descendents a rich array of psalms, hymns, prayers, poems, and stories to be sung, prayed, told, and retold. These materials, in scripture and from tradition, can also offer models for those who seek to write “from faith for faith” today. This course will provide opportunity to examine examples of this legacy so that they may serve as guides and stimuli to faithful writing in our own day.

Theological, historical, and literary analysis will thus be joined to the disciplines of creative writing as participants seek to engage in writing the faith and in writing faithfully.

January 2011.

INT263/663 Contemporary Theology and Education. *Prerequisite: THE101 or its equivalent or permission of the instructor.* This course brings the fields of theology and educational theory into explicit dialogue, considering five different contemporary approaches to theology and how they are contributing to the design and practice of Christian education today. Required for MA/M.Div. students. May be taken as a theology or education elective by MA students.

TBA.

INT303 Biblical Approaches to Pastoral Care. *Prerequisites: BIB160 and 170 or BIB211 and 221; and PRA102.* Is the Bible an agent for change, a means of catharsis, or a moral guide? In this interdisciplinary course, the wisdom literature, Psalms, and the parables of Jesus will be studied, giving attention to the manner in which literary form and metaphor can provide a method or structure for pastoral care and counseling.

May 2012.

INT308 Preaching from the Old Testament. *Prerequisites: BIB211, BIB311, and PRA103.* This course enables students to discover the rich resources for preaching found in the Old Testament. Students will engage in exegetical study of texts and prepare sermons that reflect the Old Testament's unique and varied materials.

Fall 2011.

INT323 Preaching Challenging New Testament Texts. *Prerequisites: BIB 221 and PRA 103.* In this course, students will engage in exegetical study of several challenging texts of the New Testament, including parables and other teachings of Jesus as well as passages from the letters of Paul, Hebrews, and Revelation. Drawing from their exegetical insights, students will prepare sermons for contemporary listeners.

May 2011.

INT324 Preaching the Parables. *Prerequisites: PRA103 and BIB221.* This course will enable students to engage in exegetical study of several of the parables of Jesus and to explore the possibilities and challenges they offer in preaching.

TBA.

INT365 Teaching the Bible. This interdisciplinary course examines selected approaches to bible teaching from the perspectives of biblical scholarship and Christian education.

Summer 2010 (ECP).

Supervised Ministry Courses

Supervised Ministry. *Prerequisite: All supervised ministry courses require permission of the instructor. M.Div. students must have completed 7 credits before registering for supervised ministry. It is strongly recommended that students take either Introduction to Pastoral Care or Preaching and Worship prior to enrolling in a parish internship.* Supervised ministry is central to the process of preparing men and women for ministry. On-campus learning is balanced by clergy and lay involvement during this off-campus training. Depending on the setting chosen, these courses provide the opportunity to develop skills in preaching, teaching, counseling, and administration. While the majority of the student's time may be spent in pastoral work, time is also provided for reading, reflection, and evaluation. A number of churches and other agencies and organizations cooperate with Union Presbyterian Seminary in this program. Supervisors are trained at Union Presbyterian Seminary and congregations establish a lay committee to work closely with the student. The dialogue with the laity, the interaction with the supervisor, and the sharing of the life of the congregation or organization are essential components in the process of educating persons for effective ministry.

Students are eligible to receive compensation for all supervised ministry experiences. Students who are already

serving churches or are involved in other ministry settings are permitted to receive supervised ministry credit provided the setting is approved and qualified supervision exists. Students may not do supervised ministry in their home congregations.

Supervised Ministry courses include the following:

- 1) ***Student-in-Ministry (SIM)***: This is a course during which students participate in the life of a church or institution for a minimum of 12 months and a maximum of 15 months.
- 2) ***Summer Supervised Ministry***: This is a course during which students participate in the life of a church or institution on a full-time basis for at least ten weeks (400 hours).
- 3) ***Academic-Year Supervised Ministry***: This is a course during which students participate in the life of a church or institution on a part-time basis for at least nine months (400 hours).
- 4) ***Two-Year Supervised Ministry Year***: This is a course during which students participate in the life of a church or institution on a part-time basis over two years, and full-time during the summer following the first year.

All supervised ministry courses must be approved in advance by the Office of Supervised Ministry and Vocational Planning. A listing of available positions (including parish and non-parish settings) for each of these courses is accessible online by clicking on “Internships and Placement” on the Union Presbyterian Seminary website, www.upsem.edu. Clinical Pastoral Education (CPE) earns supervised ministry credit and is explained in further detail below.

CPE101, 201, 301, and 401 Clinical Pastoral Education. Students develop skills that enable them to minister to persons in times of physical, emotional, and spiritual need. Clinical Pastoral Education programs include opportunities for group processing, individual conferences with a certified supervisor, and interaction with patients and their families as well as hospital staff. Although Union Presbyterian Seminary works with hospitals throughout the country, we are fortunate in the Richmond area to have two ACPE-accredited CPE programs available to our students. Interested students should contact the Office of Supervised Ministry and Vocational Planning in Richmond Hall.

Union Presbyterian Seminary will subsidize tuition charges assessed by CPE agencies to M.A.C.E. and M.Div. students taking the first unit of CPE, if the students are electing CPE for supervised ministry credit. Th.M. students may also qualify for assistance with the prior approval of their departments in consultation with the Office of Supervised Ministry and Vocational Planning. Students in no other degree programs are eligible for subsidies.

Summer session (10 weeks). Several options are also available during the nine-month academic year.

FBL400 Field-Based Learning. *Prerequisite: permission of the instructor. M.A.C.E. students must ordinarily have completed nine credits before registering for this supervised ministry course. It is strongly recommended that students take Understanding Congregations and Agencies prior to enrolling in this field-based course.*

FBL400 for most Richmond or Charlotte students is a one- or two-term, 400-hour program of immersion, ordinarily in a parish setting, that provides students a significant level of on-site leadership responsibility, the purpose of which is to enable students to have practical experience in full-time ministry with on-the-job supervision.

In Richmond, the requirement is ordinarily met in the summer between one’s first and second year or when at least nine credits have been completed. In Charlotte the requirement can be met in any term after nine credits have been completed. Two required academic credits are earned in FBL400.

Students at Union Presbyterian Seminary, Charlotte Campus enroll in accredited CPE programs throughout North Carolina and South Carolina, including Carolinas Medical Center/Carolinas Healthcare System in Charlotte. Union Presbyterian Seminary will subsidize the first unit of CPE tuition charges assessed by CPE agencies to M.A.C.E. and M.Div. students if the students are taking CPE for supervised ministry credit.

Directed Studies

Students interested in doing a reading course or “directed study” should obtain a Directed Studies form from the Office of the Registrar, (1) design and write a course description, (2) indicate the professor with whom the work is to be done, (3) obtain the professor’s permission, and (4) submit the completed Directed Studies form to the associate dean for academic programs, or the dean of Union Presbyterian Seminary, Charlotte Campus (for Charlotte students), for approval. Regularly enrolled students who qualify for directed studies may take no more than three directed studies in an academic year and no more than one directed study in a term. Students in the Extended Campus Program may take no more than one directed study every academic year. Limited enrollment students may not take directed studies. Courses otherwise offered in the Union Presbyterian Seminary curriculum may not ordinarily be taken as directed studies.

Students approved for directed studies with adjunct faculty or with qualified individuals who are not members of the Union Presbyterian Seminary faculty will be charged a \$300 fee. In each such case, the student should submit a *curriculum vitae* of the proposed instructor along with the Directed Study form. Ordinarily, directed studies supervised by persons who are not members of the Union Presbyterian Seminary faculty are approved only when a Union Presbyterian Seminary faculty member is unavailable. Directed Studies not taught by Union Presbyterian faculty require the prior approval of the Chair of the academic department in which the subject of the directed study is lodged.

D.Min. Seminars

Union Presbyterian Seminary no longer accepts applicants to the Doctor of Ministry program. The course listed below is available to students currently enrolled in the program.

DMN603 D.Min. Seminar III. This course prepares participants for their D.Min. project. Students are introduced to several models for reflection on the practice of ministry and the theoretical considerations underlying these models. Students gain experience in the course of serving as collegial consultants to one another and each prepares a draft project proposal.

Summer 2010.

UNION PRESBYTERIAN SEMINARY, CHARLOTTE COURSES**Biblical Languages (Required Courses)**

BIB003 Hebrew I and II. See course description on p. 3-1.
Summer 2011.

BIB006 Greek I and II. See course description on p. 3-1.
Summer 2012.

Biblical Studies (Required Courses)

BIB160 Old Testament I (M.A.C.E.). See course description on p. 3-1.
Fall 2011.

BIB170 New Testament I (M.A.C.E.). See course description on p. 3-1.
Fall 2010.

BIB211 Old Testament I: Pentateuch and Former Prophets. See course description on p. 3-2.
Fall 2011.

BIB221 New Testament I: Gospels. See course description on p. 3-2.
Fall 2010.

BIB260 Old Testament II (M.A.C.E.). See course description on p. 3-2.
Spring 2012.

BIB270 New Testament II (M.A.C.E.). See course description on p. 3-2.
Spring 2011.

BIB311 Old Testament II: Old Testament Prophets. See course description on p. 3-2.
Spring 2012.

BIB321 New Testament II: Acts, Epistles, Apocalypse. See course description on p. 3-2.
Spring 2011.

Biblical Studies (Elective Courses)

BIB114 Biblical Archaeology. This course in biblical archaeology explores how the excavation and analysis of material culture from the ancient Levant provides valuable information about the socio-historical contexts of the biblical world to contemporary interpreters of the Bible. Attention will be given to the often-competing visions of ancient Israel/Judah developed by studying both Scripture and stones, noting the limitations of using either field alone to ascertain historical information. Through lectures, in-class reports, readings, and studies of artifacts and architecture, the class will explore the cultural ways and cultic material of biblical Israel and Judah (and surrounding societies) in order to enhance subsequent exegetical analysis in preparation for teaching and preaching.

Summer 2012.

BIB115 The Bible, Race, and Religion. What does the Bible have to say about race? In the course of the history of the United States, the Bible has been used as a source document to speak about issues of race. Prior to the Civil War (and even afterwards), both pro-slavery advocates and those opposed to slavery found support in the pages of scripture (often from the same texts). In this course, students will explore secondary literature to note how the Bible has been and continues to be utilized in this discussion, and they will engage exegetically certain

key pericopes employed in these debates. Finally, students will be asked to derive a theological paradigm for interpersonal relationships consistent with a renewed understanding of biblical instruction.

Spring 2011.

BIB212 Studies in the Psalms. *Prerequisite: BIB 160 or BIB 211.* This course examines the psalms of the Old Testament in terms of their use in the liturgical, devotional, and theological life of ancient Israel and the church. It offers an orientation to contemporary and classical approaches to psalm interpretation and to the theology of the Psalter. The uses of psalms as hymns, as proper texts in the Christian year, in preaching, in theological reflection, and in spiritual reflection, and in spiritual discipline are considered.

Fall 2010.

BIB122 The Gospel of Matthew. This course will examine current scholarly views on the sources, literary design, narrative patterns, and theological motifs in the Gospel of Matthew. Students completing the course can expect to improve their skills in exegesis and in communicating the results of those modes of inquiry to church members.

Summer 2011.

BIB123 Second Temple Judaism. This course will examine the forms of the Jewish religion took between 515 BCE and 70 CE, with special focus on the roles the Temple played. Students will survey literature from the Apocrypha, Dead Sea Scrolls, Old Testament Pseudepigrapha, and Mishnah, as well as current reconstructions of the major Jewish sects and of synagogue development during the period.

Fall 2011.

BIB124 The Passions of the Christ. This course will examine the four canonical passion narratives, their sources, literary designs, narrative patterns, and theological motifs. The course will also look at evidence, canonical and extra-canonical, for how early Christians used passion narratives rhetorically; e.g., as apologetic arguments, to address pastoral issues, and in theological disputes with other believers. Students completing the course can expect to improve their skills in exegesis and in communicating the results of those modes of inquiry to church members.

Spring 2012.

Christian Education (Required Courses)

EDU166 The Christian Life. See course description on p. 3-7.

Fall 2010, 2011.

EDU171 Group Process and Leadership Skills. See course description on p. 3-7.

Summer 2012.

EDU186 The Teaching Ministry of the Church. See course description on p. 3-7.

Spring 2012.

EDU263 Theory for Education in Religion. See course description on p. 3-7.

Summer 2012.

EDU272 Aspects of Human Growth and Development. See course description on p. 3-7.

Summer 2011.

Christian Education (Elective Courses)

EDU127 Worship, Sacraments, and Education. See course description on p. 3-8.

Fall 2011.

EDU160 Educational Ministry and Leadership. See course description on p. 3-8.
Spring 2012.

EDU162 Curriculum and Resources for Christian Education. See course description on p. 3-9.
Summer 2012.

EDU189 Using Child and Adolescent Literature in the Church. This elective course engages students in considering 1) rationale for using children's books and adolescent literature in the local church, 2) process and criteria for evaluating and selecting books to use, 3) specific ways to use these books so learners are actively engaged. The course is open to all students, with no prerequisites.

Fall 2010.

History (Required Courses)

HST101 History of Christianity I. See course description on p. 3-11.
Fall 2010, 2011.

HST201 History of Christianity II. See course description on p. 3-11.
Spring 2011, 2012.

History (Elective Courses)

HST132 Introduction to Missiology. This course will serve as an introduction to the history and theology of Christian Mission. Key missiological paradigms will be identified and studied within the history of Christianity in order to engage with contemporary issues of global and local mission discourse. The course will cover biblical foundations for mission, mission in the early church, mission during the modern era of colonial expansion, and mission in and beyond the twentieth century. Critical reflection will be shaped through study of the following theological themes: salvation/liberation; evangelism/ecumenism; the Christian encounter with world religions/interfaith dialogue; inculturation; religious identity; ecclesiology.

Spring 2012.

Practical Theology (Required Courses)

PRA102 Introduction to Pastoral Care. See course description on p. 3-15.
Fall 2010, 2011.

PRA103 Introduction to Preaching and Worship. See course description on p. 3-15.
Spring 2011, 2012.

Practical Theology (Elective Courses)

PRA112 Presbyterian Polity. See course description on p. 3-16.
Summer 2011, 2012.

PRA119 The Christian Year. See course description on p. 3-16.
Fall 2010, 2011.

PRA132 The Pastor/Educator as Public Leader. This course engages students in the theological and biblical imperative for the public leadership of clergy and provides practical contextual and hands-on skills for carrying out that imperative.

Summer 2011.

Theology and Ethics (Required Courses)

THE101 Theology I. See course description on p. 3-19.
Fall 2010, 2011.

THE102 Introduction to Christian Ethics. See course description on p. 3-19.
Fall 2010, 2011.

THE201 Theology II. See course description on p. 3-19.
Spring 2011, 2012.

Theology and Ethics (Elective Courses)

THE105 The Reformed Confessional Tradition. See course description on p. 3-19.
Summer 2011, 2012.

THE207 Theology of John Calvin. See course description on p. 3-21.
Fall 2010.

THE310 Readings in Kierkegaard. *Prerequisites: THE101 and THE201.* This course will attempt to acquaint students with the work of Soren Kierkegaard as a resource for thinking faithfully about the church's ministry of preaching and teaching. Pseudonymous works such as *Fear and Trembling*, *Philosophical Fragments*, and *Training in Christianity* will be read along with certain of Kierkegaard's Edifying Discourses.
Spring 2012.

Intercultural Courses (Elective Courses)

INT045 Latin America Travel Seminar. See course description on p. 3-24.
Summer 2011.

Interdisciplinary Courses (Elective Courses)

INT110 Theology and Film. See course description on p. 3-25.
Spring 2012.

INT263 Contemporary Theology and Education. See course description on p. 3-26.
Spring 2011.

INT304 Theology and Preaching. *Prerequisites: THE201 and PRA103.* Preaching is, among other things, a theological event. What makes the sermon a theological event is the church's attempt to live faithfully under its commission to proclaim the good news of Jesus Christ to all the world. A course in "Theology and Preaching" will explore the claims and assumptions that various sermons make about God, and the understanding of God that informs and shapes these claims. Through the study and writing of sermons, students will be invited to reflect upon what represents faithfulness to the witness of scripture, what would be an appropriate or faithful response to the word proclaimed, and what this proclaimed word reveals about how the preacher regards the task of preaching and the role of the congregation in this event. This course is open to students who have successfully completed Theology II and at least one course in Worship or Preaching.
Spring 2011.

INT308 Preaching from the Old Testament. See course description on p. 3-5.
Fall 2010.

INT365 Teaching the Bible. See course description on p. 3-6.
Fall 2011.

4. Academic Procedures and Regulations

CALENDAR

Richmond: On the Richmond campus, Union Presbyterian Seminary follows a 12–3–12–3 week calendar during the nine-month academic year, September–May. The four terms are designated respectively fall term, January term, spring term, and May term. During a summer term that extends from June through August, the seminary also offers courses in biblical languages and supervised ministry, as well as courses through its Extended Campus Program.

Charlotte: On the Charlotte campus, there are three terms: spring, summer, and fall, each lasting for twelve weeks. A commencement service is scheduled for Charlotte graduates following the end of spring term in April each year. There are no classes in August.

Extended Campus Program: The Extended Campus Program (ECP) has two 13-week terms in the fall/winter and in the spring, plus an 8-week intensive term in the summer. Students attend six days of classes on campus in January (fall term) and June (spring term), and five days in August (optional summer intensive term).

COURSE CREDITS AND ACADEMIC LEVELS

Course Credits

For courses in basic degree programs at Union Presbyterian Seminary, one credit is earned for most courses completed (a few elective courses earn fractional credits). Summer language courses and supervised ministry courses typically earn two credits. A one-credit course is considered to be the equivalent of a 3-semester-hour course at other institutions. Most seminars in advanced degree programs (Th.M. and Ph.D.) in the fall and spring terms are considered equivalent to a 6-semester-hour course.

Levels

M.A.C.E. and M.Div. students who have completed one to ten credits are classified as first-level students; those who have completed 11 to 20 credits are classified as second-level students. M.Div. students with 21 or more credits are classified as third-level students. Students in the M.Div./M.A.C.E. program who have earned 32 credits or above are classified as fourth-level students. These designations affect access to courses with limited enrollment, choices in Union Presbyterian Seminary housing, and election to offices in student government.

REQUIRED COURSES

M.A.C.E. and M.Div. students are encouraged to take required courses during their first year or two years of study, respectively. Most required courses are offered each year in Richmond, usually in the fall or spring terms.

TRANSFER CREDITS

A limited number of transfer credits for M.A.C.E. and M.Div. students may be accepted for work completed within the past eight years at institutions accredited by the Association of Theological Schools in the United States and Canada, or at institutions offering graduate-level work accredited by one of the nationally recognized regional accrediting agencies in the United States. Union Presbyterian Seminary reserves the right to deny transfer credit for courses taken at institutions that do not meet its accreditation standards. By the end of their first term following matriculation at Union Presbyterian Seminary, transfer students must by written notice to the registrar initiate requests to transfer course credits earned before coming to this institution.

Transferability of required credits will be determined through consultation among the associate dean (or the dean of Union Presbyterian Seminary, Charlotte Campus for Charlotte students), the chair of the department in which the transfer of credit is requested, and the registrar. It is the student's responsibility to provide the registrar with documentation of the content of each course proposed for transfer. The registrar will assemble a packet of proposed transfer materials for the student and submit it to the associate dean, or dean of Union Presbyterian Seminary, Charlotte Campus, who in consultation with department chairs will rule on the acceptability of these credits and determine the student's remaining degree requirements.

Students who receive transfer credit for all required courses in any academic department are required to take at least one elective course in that department (biblical studies, theology and ethics, history, education, and practical theology). Transfer students must earn at least half of the credits required for their degree at Union Presbyterian Seminary, including at least two credits in supervised ministry for M.Div. students.

Students transferring into the M.Div./ M.A.C.E. dual degree program must spend a minimum of three years enrolled in the program in order to receive the degrees.

Transferability of credits to be earned through study at another school (other than an RTC school), after a student has enrolled at Union Presbyterian Seminary, should first be investigated with the registrar, who will consult with the associate dean for academic programs or dean of Union Presbyterian Seminary, Charlotte Campus, before the student commences study at the other school.

Union Presbyterian Seminary does not accept for transfer credit courses that were offered solely through a "correspondence" format, and considers for transfer only those distance-learning courses for which it can be established, in the judgment of the associate dean or (for Charlotte-campus students) the dean of Union Presbyterian Seminary, Charlotte Campus, that peer and student-faculty interaction met or exceeded standards maintained in Union Presbyterian Seminary courses. Credits that have already been applied toward an earned degree cannot ordinarily be transferred.

Ph.D. Program

Ordinarily, credits are not transferred into the PhD degree program, and in exceptional cases where credits are transferred, the work credited must have been eligible for credit in the research doctoral program offered by the institution at which the student completed it. Requests for exceptions to this policy must be made in writing to the academic department in which a student is pursuing doctoral studies. The full department will review the request. A majority vote shall determine if an exception to the non-transfer-of-credits to the PhD degree program policy will be made. A department's decision is final in terms of how many and what credits may be transferred. (Graduate Studies Handbook, pp. 11-12)

COURSE LOADS AND FULL-TIME STATUS

A maximum load for M.A.C.E., M.Div., and M.Div./ M.A.C.E. students in Richmond is four credits (the equivalent of twelve semester hours) in each of the long terms (4.25 if choir is taken for credit) and one credit in each of the short terms. Faculty expect that students will be able to complete each course in the long terms at a satisfactory level in up to 12 hours of work in combined in-class and individual study each week. The maximum number of credits that may be earned in a nine-month academic year is 10.5; the maximum number of credits that may be earned in a summer is two.

Ordinarily, a student taking a full course load will complete the M.A.C.E. program in two years. M.Div. students are ordinarily enrolled for a minimum of three academic years and may take up to four years to complete their program. With the written permission of the associate dean for academic programs or the dean of Union Presbyterian Seminary, Charlotte Campus for Charlotte students, M.Div. students may take up to six years to complete their degree. M.Div./ M.A.C.E. students ordinarily complete their degrees in four years of full-time study.

A student enrolled on the Richmond campus attains full-time status by taking a minimum of three credits in a 12-week (Fall or Spring) term; one credit in a 3-week (January or May) term; and two credits in Summer term. Courses offered on the Charlotte campus or via the Extended Campus Program are designed to be taken by part-time students. Ordinarily, students in these populations take no more than two courses per term. International students studying on a visa must also be careful to comply with all federal laws concerning their enrollment status at all times. Different forms of financial assistance may be available to students in each program. Students are urged to consult with the Director of Financial Aid for more information.

ADVISING

Each basic-degree student is assigned a faculty advisor for the required portfolio-based assessment (PBA) process; the student's advisor will be available during regular office hours or by appointment and for regularly scheduled portfolio-based assessment conferences.

The faculty advisor will work with the student to help plan a course of study that will meet degree requirements and be suited to the vocational direction, personal interests, previous professional and academic experience, and current strengths and weaknesses of the students. Twice a year (mid-January and mid-August) the advisor will receive official updates from the Registrar to include copies of transcripts and all other course information related to the student's progress toward graduation.

Students and advisors together will seek to determine the appropriate course distribution among and within the curricular areas. M.A.C.E. students intending to become certified educators in the Presbyterian Church (U.S.A.) should confer with their advisors and denominational representatives to be sure they meet the academic requirements for certification. M.Div. students intending to seek ordination should confer with their denominational oversight bodies to be sure they meet the academic requirements for ordination candidacy.

Students are responsible for checking with their advisor and/or the registrar to be sure all degree requirements are being met.

REGISTRATION

Students must satisfy their financial obligations for any term before beginning another term. Students are not permitted to register for classes until they have paid all outstanding charges due the school. Retroactive registration is not permitted. (See Graduate Studies Handbook for continuous enrollment exception/requirement for Ph.D. students.)

Cross-Registration

The Richmond Theological Consortium (RTC) includes the Baptist Theological Seminary at Richmond (BTSR), the School of Theology at Virginia Union University (STVU), and Union Presbyterian Seminary. Subject to certain restrictions, degree-seeking students at Union Presbyterian Seminary, BTSR, and STVU may cross-register for courses at either of the two other schools and pay the regular tuition rate to their own school for the cross-registered courses.

Master's-level students at Union Presbyterian Seminary may cross-register for one elective course (one Union Presbyterian Seminary credit) per term at an RTC school without requesting special permission, up to a limit of three credits in an academic year, and a total of four credits during the M.A.C.E. program, or a total of six credits during the M.Div. program. M.A.C.E./M.Div. dual degree students may take a maximum of eight credits at RTC schools. Union Presbyterian Seminary students register for all RTC courses through the Union Presbyterian Seminary registrar's office, as part of the regular course registration process.

By the terms of a cross-registration agreement with Virginia Commonwealth University (VCU), full-time students in all degree programs are eligible to take one graduate-level course at VCU in each fall or spring term. Certain

restrictions apply (see the registrar for details), and VCU courses count toward cross-registration limits defined in this section. Before registering for a VCU course, students must obtain permission from the associate dean for academic programs. Union Presbyterian Seminary students enrolled in courses at consortium schools will receive the host school's grades on their Union Presbyterian Seminary transcripts.

Auditing Courses

Auditing provides an opportunity to receive instruction in a particular course without receiving a grade or course credit. Auditors are expected to attend class sessions and may listen in class; the instructor is not required to review any written work auditors may choose to do. No transcript will be kept, and no continuing education credits will be issued.

Anyone may apply to audit a Union Presbyterian Seminary course. Students currently enrolled at Union Presbyterian Seminary shall submit their audit request through the registrar's office by the end of the official "drop/add" period of each term. All others shall submit their audit requests through the admissions office; there is no deadline for submission. All requests must be approved by the course instructor, who may consider several factors, including course aims and methods and class size, when responding to the request. The right to deny audit or to cancel an approved audit is reserved by the course instructor in all cases.

Graduates of Union Presbyterian Seminary and other RTC institutions, spouses of current Union Presbyterian Seminary students, and staff members employed by Union Presbyterian Seminary and RTC schools, as well as their spouses, may audit one course per term at no charge. To audit additional courses in one term, and for all other auditors, there is a non-refundable fee of one-half the cost of tuition per course.

All auditors will be registered for the course or courses they are auditing for emergency contact and archive purposes only. Professors provide to the registrar the names of any persons auditing their classes who do not appear on the class roster, and will advise those persons to contact the admissions office and the registrar immediately to ensure that the audit being attempted meets institutional regulations.

ASSISTANCE IN ENGLISH-LANGUAGE PROFICIENCY

Union Presbyterian Seminary has limited resources to assist students who seek to improve proficiency in English composition. Referral may be made, as appropriate, to skilled tutors, writing centers provided by area colleges and universities, and web resources. To inquire about these resources, interested students should contact the associate dean's office or (for Charlotte students) the dean of Union Presbyterian Seminary, Charlotte Campus, preferably at least three weeks before the assistance is needed. For international students whose primary language is not English, limited funds are available to help subsidize the cost of writing assistance or tutoring. To request assistance, the student should contact the office of the associate dean. The student will be responsible for any costs and arrangements beyond the school's limited resources.

GRADES

As part of an academic assessment program that provides students accurate information regarding their progress toward the degree, the faculty has adopted the following grading system. The numbers in parentheses give the quality points used in determining a student's grade point average (GPA): A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7), F (0.0). This grading system is used in all degree programs.

All required courses in the various master's degree programs and elective courses are graded using the above letter grades. The faculty has approved as suggested numerical equivalents: A, 93-100; A-, 90-92; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 73-76; C-, 70-72; D+, 67-69; D, 63-66; D-, 60-62; E, below 60. Faculty may adopt a different numerical scale in individual classes.

Some elective courses (INT146, Choir; INT147, Spiritual Formation) are graded on a “pass/fail” basis. A “pass” grade is required to earn credit toward graduation. Almost all other courses, including CPE, are graded using the A-F scale.

All courses in the Th.M., D.Min., and Ph.D. degree programs use the A-F grade categories. It is expected that advanced degree candidates will consistently do high quality work. For Ph.D. and D.Min. students, passing grades are B- and above; one grade of C leads to a meeting of the respective department to inquire about the inadequate grade; a second C requires the department to vote on whether the candidate may continue in the program; a third C results in automatic dismissal; students who receive a grade below C are dismissed from the program unless the department votes otherwise. In regard to comprehensive examinations, passing grades are B- and above, and any grade below B- will be counted a failure; the departments decide whether to allow an examination to be repeated; to maintain good standing, candidates must receive a B- or above on each of the comprehensive examinations. In any case in which the department permits a comprehensive examination to be retaken, failure to achieve the minimum grade for successful completion of an exam (B-) results in automatic dismissal from the program.

INCOMPLETE. An interim grade of “incomplete” will be assessed for unsubmitted grades. In cases in which an extension has been granted, the “incomplete” grade will remain until the extension expires, at which time the “incomplete” will revert to a grade of F unless a grade is submitted. In cases in which an extension was not granted, the “incomplete” will revert to a grade of F as soon as it is determined that no extension was granted. If the student is not the cause of the delay in grade submission, the grade remains Incomplete and does not revert to F. Requests for extensions must be received in writing by the appropriate academic dean or program director before the end of the term or semester in which the course is offered. D.Min. students request extensions from the director of Doctor of Ministry Studies. All other Richmond-campus students request extensions from the associate dean for academic programs. Charlotte students request extensions from the dean of Union Presbyterian Seminary, Charlotte Campus. Extension request forms are available through the Union Presbyterian Seminary web pages.

WITHDREW. Following the drop/add period, a withdrawal from a course which occurs within the first half of any term will be recorded as “W” (withdrew) on a student’s transcript. A student is limited to two course withdrawals during enrollment in any degree program. Students must obtain the professor’s signature on a drop/add form in order to withdraw from a course within the first half of any term. Withdrawal from a course after the first half of any term is not ordinarily permitted. Students who desire to do so must submit a request for exception to academic policy with the appropriate academic dean or program director. If a course Withdrawal or Drop is allowed after institutional academic deadlines, tuition and fee schedules will ordinarily not be readjusted. Requests for exceptions to financial deadlines are to be directed to the Business Office.

FAILING GRADES. Professors are solely responsible for evaluating the work of students in courses and assigning grades. When a grade of F is given to a master’s degree student or a grade below B- is given to an advanced degree student, professors are required to submit a written evaluation to the registrar, who will forward a copy to the student and to the associate dean in Richmond for ECP and Richmond courses, and to the dean in Charlotte for Charlotte courses.

APPEAL OF GRADES

Policies and procedures for appeal of grades are detailed in the [Student Handbook](#).

Students appealing any grade needed to complete graduation requirements will not be graduated if the appeal is ongoing at the time of commencement. Should the appeal overturn the original grade and qualify the student for graduation, the student will be certified as graduated from the time of the most recent commencement, and may participate at the next scheduled commencement.

REQUEST FOR EXCEPTION TO FACULTY POLICY

The Union Presbyterian Seminary faculty reserves the right to make exceptions to faculty policies through its academic deans, program directors, and committees. Forms to facilitate requests for exceptions to faculty policy are available on the Union Presbyterian Seminary website.

ACADEMIC STANDING (M.A.C.E. AND M.DIV.)

A student is considered to be in good academic standing unless the student is placed on either academic warning or academic probation.

A student whose GPA falls below 2.3 will be placed on academic warning. Academic warning means: (1) it is recommended that the student take a reduced load of courses; and (2) the student must have a conference with his or her faculty advisor and the associate dean for academic programs or (for Charlotte students) the dean of Union Presbyterian Seminary, Charlotte Campus to discuss areas of concern and options for improvement. Academic warning is removed when the student's GPA reaches 2.3 or higher.

A student whose GPA falls below 2.0 will be placed on academic probation. Academic probation means: (1) the student is required to take a reduced load of courses; (2) the student must have regular conferences with his or her faculty advisor during the probationary period to ensure clarity about possible consequences, discuss areas of concern, and pursue options for improvement; and (3) the student may no longer be making satisfactory academic progress, and as such, may no longer be eligible for some kinds of financial aid. A student whose GPA remains below 2.0 at the conclusion of the next long term (subsequent to the term in which the GPA falls below 2.0) will be dismissed from the program, unless by action of the faculty upon joint recommendation of the student's faculty advisor and academic dean the person's enrollment is continued.

Students who fail a required course two times, including required Greek and Hebrew courses, are automatically dismissed from Union Presbyterian Seminary and may not reapply for admission unless a majority of the full faculty, upon joint recommendation of the student's faculty advisor and academic dean, approves an exception. Former students must, if an exception is approved, make application through the regular admissions process and, if admitted, will reenter Union Presbyterian Seminary under the terms of the catalog in force at the time they reenter. These same policies apply to a student who fails a proficiency exam in a biblical language twice. Standards for grades and maintaining good standing for Ph.D., Th.M., and D.Min. students differ from those noted in this section.

PORTFOLIO-BASED ASSESSMENT PROCESS FOR MASTER'S LEVEL STUDENTS

Participation in a portfolio-based assessment process is required for all M.Div., M.A.C.E., and M.Div./M.A.C.E. students.

The purposes of the portfolio-based student assessment process are:

- to provide structured opportunities that support intentional, reflective integration of the academic work of students with their personal, spiritual, and vocational formation;
- to provide structured opportunities, with appropriate support, for students to engage in an intentional process of self-assessment, which may include the consideration of peer input; and
- to enhance and strengthen Union Presbyterian Seminary's advising system, by linking it with the assessment process.

To give focus and direction to this work of assessment, students will develop a portfolio that will:

- provide a framework for the integration of personal, interpersonal, spiritual, theological and other formational dimensions of the development of their identities during a time of intense educational and vocational preparation; and

- serve as a focal point and essential tool for assessing cohesion and integration of student learning, as well as for evaluating growth toward vocational readiness.

In conversation with faculty advisor(s), students will begin this process of integrative learning and assessment of growth toward vocational readiness from the beginning of the degree program.

Each year, the student will take the initiative to set up an assessment conference with his or her faculty advisor(s) to:

- review the portfolio, as developed at that point in time;
- and, using the portfolio as a resource, to discuss academic progress and growth toward meeting vocational goals.

This annual assessment conference will occur no later than April 1 each year of the student's program or, for ECP students, on a schedule appropriate to that program's academic calendar. In relation to the institution's needs, student portfolios may be used as a resource in evaluation of Union Presbyterian Seminary's educational programs. If used in relation to such program evaluation, carefully defined safeguards will ensure the privacy of students (including sampling techniques, the removal of student names and other identifying information, etc.).

Participation in the portfolio-based assessment process is an integral part of the student's educational program and personal and vocational formation. Failure to complete required elements of the assessment process by established deadlines will result in a non-refundable \$100 late fee (charged to the student's Union Presbyterian Seminary account) and referral to the associate dean for academic programs (Richmond students) or the dean of Union Presbyterian Seminary, Charlotte Campus (Charlotte students) to discuss further consequences for the student's academic standing and progress. If the requirements of the assessment program have not been satisfactorily completed by the start of the following long term, the student will be placed on academic warning.

All information gathered during the assessment process will be treated confidentially. Union Presbyterian Seminary parties will only have access to portfolio and assessment information on a need-to-know basis. Data from the assessment process used or reported by Union Presbyterian Seminary for institutional program evaluation will contain no information that personally identifies any student. Except when required by law or by a student's denomination, no assessment information that personally identifies a student will be communicated to any third party outside Union Presbyterian Seminary without the prior, written permission of the student.

ASSESSMENT OF ACADEMIC PROGRESS

Administrative officers or faculty members who oversee particular degree programs, in consultation with faculty advisors, regularly review the academic progress of students in all degree programs.

Each student is finally responsible for tracking all aspects of her or his academic progress. The registrar completes graduation audits for all students and, in a timely manner, communicates to each student the results of the graduation audit so she or he may plan accordingly.

M.A.C.E. and M.Div. Students

While the academic progress of each M.A.C.E., M.Div., and M.Div./M.A.C.E. student is her or his responsibility, the faculty regularly assesses that progress through a portfolio-based student assessment process, as well as through its academic deans and committees. Students in each of these degree programs are considered to be making satisfactory progress if the results of the assessment do not preclude continued enrollment, except for students who are placed on academic probation in the first or second year of the program (see additional information under satisfactory academic progress), or students who are dismissed from the program. As needed, referrals are made to the student's faculty advisor and academic dean for appropriate remediation.

Th.M. and Ph.D. Students

The associate dean for academic programs, in consultation with Th.M. and doctoral candidate advisors and the academic programs committee (or a subcommittee to which it delegates the task), annually reviews the academic progress of all students in the Th.M. and Ph.D. programs, including those in the dissertation stage and those not in residence. The associate dean informs each student and advisor of any notations against the good standing of the student, and works with him or her to remedy problems that may have arisen.

GRADUATING WITH HONORS

For students in the M.A.C.E., M.Div., and dual degree programs who achieve an overall GPA of 3.8 or above, the designation “with Honors” is permanently added to their Union Presbyterian Seminary transcripts. Individual notifications and congratulations are also sent to these students. These actions are taken after the student has graduated, and are not noted in the public ceremonies or documents attending graduation itself.

FEDERAL SATISFACTORY ACADEMIC PROGRESS POLICY

To be eligible to receive a Federal Stafford Loan, a student must make Satisfactory Academic Progress (SAP). SAP is a combination of qualitative and quantitative components and is measured by:

- grade point average (GPA);
- number of credits earned divided by the number of credit hours attempted;
- number of credit hours attempted divided by the number of credit hours necessary to complete the degree.

Union Presbyterian Seminary will perform a periodic SAP review for a student who receives or applies for a Federal Stafford Loan. SAP reviews are usually performed after the May term and must be completed at least once per academic year.

As required by federal regulations, Union Presbyterian Seminary administers an institutional SAP policy that is consistently applied to all Federal Stafford Loan applicants and recipients. Union Presbyterian Seminary’s Federal SAP policy is designed to improve the student’s academic performance and is closely tied to the academic standing policies of the various degree programs. If a student fails to meet established SAP requirements, a suspension letter is sent to the student. A suspension letter is sent if the student:

- has less than a 2.0 cumulative GPA;
- has earned less than 67% of the overall hours attempted;
- has attempted more than 150% of the hours required to complete their program.

A student whose eligibility for federal financial aid has been suspended may submit an appeal if mitigating circumstance prevented the student from achieving SAP. Circumstances that may be considered include death in the family, accident, illness, or other academic performance factors that were outside of the student’s control. If a student feels that he or she violated Union Presbyterian Seminary’s SAP standards due to one of these factors, the student may submit an appeal to the SAP Committee for review. SAP appeals should be directed to:

Satisfactory Academic Progress Committee
Financial Aid Office
3401 Brook Road
Richmond, VA 23227

The SAP appeal must be submitted in writing to the financial aid office within 30 days after receiving the letter of suspension. The appeal must include the following:

- identifying information including the student’s full name, social security number, current address, phone number and e-mail address (if applicable);
- a written letter of appeal from the student explaining the circumstance that led to their SAP violation, and state why those mitigating circumstances are no longer affecting their academic performance.

This personal statement must include:

- a detailed explanation of extenuating circumstances for each term the violation of SAP policy occurred; and
- a resolution or plan of action explaining how the student will ensure future academic success.

Documentation of illness or medical condition is required when failing SAP is attributed to a medical condition.

A statement from the student's academic advisor is required for all 150% rate violators. For all students who have attempted more than 150% of the credits necessary to complete their degree, the advisor must outline all remaining courses required for the student's degree program and the expected semester of completion.

The SAP Appeal Committee will review appeals within two weeks of receipt. The student will be notified in writing of the results of their appeal. Appeal decisions are based on the information presented to the committee and the SAP criteria. Appeal decisions will fall into one of the following categories:

- pending—additional information is needed
- approved—student is eligible to receive federal aid
- denied—student is not eligible to receive federal aid
- conditionally approved—the student will be sent a SAP contract that details the academic performance required in future terms for continued receipt of federal financial aid.

Questions pertaining to the SAP policy should be addressed to the director of financial aid.

ACADEMIC RECORDS

Student Files

For each student, Union Presbyterian Seminary maintains several sets of files (admissions, candidacy, academic, portfolio-based assessment, and financial). Under the provisions of the Family Educational Rights and Privacy Act (FERPA), all students have the right to inspect, review, and request correction of their education records.

Admissions office files contain the application form, transcripts, correspondence concerning the applicant, recommendations, and admissions committee members' evaluation forms. These files are open to the dean of students, the admissions committee, and the staff of the Office of Admissions.

The Office of Admissions begins a file on an applicant when it receives an application. It maintains this file until an applicant has been admitted and has indicated his or her intention to attend by submitting a deposit. Prior to the start of the student's first term, the Office of Admissions forwards to the registrar's office the person's application form, academic transcripts, and essays. It destroys the remaining documents in the application file pertaining to the admissions process. In the case of applicants who are not admitted, or who do not matriculate, the Office of Admissions retains the application file for five years before destroying the entire file.

The registrar receives the file from the Office of Admissions when the student matriculates. Copies of correspondence between the student and the school (deans, president, academic advisor, etc.) concerning extensions, fellowships, changes in courses, transfer credits, grading issues, academic evaluations, etc., are added to this file. Students' files are confidential and are held in secure storage. A file is open to the student whose record it contains. Student files are open to staff and faculty only as needed to implement Union Presbyterian Seminary's academic policies.

The office that oversees alumni/ae and constituency relations maintains the student's file when the student leaves Union Presbyterian Seminary. Items retained include the application form, correspondence about entering and leaving, and items from the public domain. Files are open to appropriate members of the administration, faculty, and staff of Union Presbyterian Seminary.

The Business Office maintains a record of each student's financial transactions with Union Presbyterian Seminary. These records are open to members of the Business Office. The director of financial aid maintains records about

financial aid and grants. This financial information is available to the student's faculty advisor, the president, and the deans.

The dean of students maintains a file on each Presbyterian student who may be seeking ordination to ministry of Word and Sacrament. Included in these files are Committee on Preparation for Ministry (CPM) annual reviews, a release form from the student, and other CPM-related materials. These files are destroyed after the student has graduated or withdrawn from Union Presbyterian Seminary.

The Office of Supervised Ministry and Vocational Planning (SMVPO) maintains a file of each student's evaluations, records, correspondence, and other documentation pertinent to supervised ministry, vocational planning, and the seeking of a call beyond graduation. Student records are protected at all times and stored in secured files.

SMVPO protects the student's right to authorize release of supervised ministry reports to committees on preparation for ministry or denominational committees of oversight for candidates. Information in student files is available to appropriate faculty and staff members at Union Presbyterian Seminary for purposes deemed legitimate by the SMVPO director.

The SMVPO director will weigh deliberately and carefully the implications for all parties in seeking and releasing written or verbal information about students. Such information will be treated in a confidential manner by all parties. SMVPO recognizes that other principles may at times supersede the need for confidentiality, and in such cases will be informed by legal and denominational rules and guidelines.

Portfolio-based student assessment files are maintained by the students and their faculty advisors. When student assessment information is being retrieved for purposes of institutional program evaluation, personally identifiable information is removed; otherwise, these files are available only on a need-to-know basis.

Students may see any of their own files upon request and, by written permission, may grant access to their files to other parties. The files are open only to the persons specified. If a student wishes to challenge the accuracy of the records held in the files of Union Presbyterian Seminary, a written request should be sent to the president or to the student's academic dean. The president, the dean, or the vice president for administration will respond. If the student continues to challenge the accuracy of the records, the student's complaint will be referred to the Board of Trustees. A hearing will be scheduled at which legal counsel is permitted. A decision by the Board of Trustees on the matter will be conclusive and final.

Transcript Requests

Enrolled students, former students, and alumni/ae may request in writing that the registrar send an academic transcript or copies of academic evaluations to designated persons or institutions. Ordinarily, student records are mailed within one week of receipt of such requests.

For currently enrolled students, transcript transmission is offered as a free service. A \$5 fee per transcript is charged for expedited orders (to be sent within 24 hours), and a \$2 fee per page is added if FAX transmission is required.

For former students and alumni/ae, transcript transmission is offered for a \$5 fee per transcript. A \$10 fee per transcript is charged for expedited orders, and a \$2 fee per page is added if FAX transmission is required.

Grades and transcripts are issued only when the student's financial obligations to Union Presbyterian Seminary have been met, as certified by the Business Office. Union Presbyterian Seminary does not provide or send copies of student transcripts from other institutions.

Grades are ordinarily e-mailed to the student's Union Presbyterian Seminary email address.

TUITION FOR COURSES TAKEN AT OTHER SCHOOLS

After matriculation at Union Presbyterian Seminary, students are expected to take all courses for their degree at Union Presbyterian Seminary, at other RTC schools, or, with advance permission, at Virginia Commonwealth University. If a student wishes to take a course elsewhere for credit toward a Union Presbyterian Seminary degree, permission must be obtained in advance from the associate dean for academic programs or (for Charlotte students) the dean of Union Presbyterian Seminary, Charlotte Campus. Other institutions affiliated with the Presbyterian Church (U.S.A.) may have tuition reciprocity agreements with Union Presbyterian Seminary, in which case the student will continue to pay tuition at Union Presbyterian Seminary while attending classes at the other school. A list of institutions with reciprocity agreements is available in the Office of the Registrar. If such a reciprocity agreement does not exist, students are expected to follow the normal application process stipulated by the other school. Union Presbyterian Seminary and Virginia Theological Seminary have a formal reciprocity agreement whereby students in good standing from either school may enroll in courses for up to one year's study at the other institution with the approval of the academic deans of each school. Transcripts and other information may be required. Tuition and fees would be payable to the school in which courses were taken. Given enrollment, students will have full library borrowing privileges at both schools.

Approved course credit earned at other institutions may be transferred to the Union Presbyterian Seminary record upon receipt by the registrar of an official transcript. Ordinarily, no Union Presbyterian Seminary financial aid funds will be applied to tuition for courses taken at other schools that do not have tuition reciprocity agreements with Union Presbyterian Seminary.

INTERCULTURAL COURSES

Union Presbyterian Seminary encourages students in all degree programs to take at least one intercultural course during their degree program. Policies and procedures for intercultural courses are set forth in the [Student Handbook](#).

POLICY CONCERNING STUDENTS WITH LEARNING DISABILITIES

The Union Presbyterian Seminary policy is designed to enhance the educational environment for learning-disabled students who show promise for effective ministry and to provide information that will help learning-disabled students evaluate the feasibility of studying at Union Presbyterian Seminary. Primary responsibility for considering and/or arranging accommodations with each professor is lodged at Union Presbyterian Seminary in mutual agreement between the student and her or his professor. Students should take the initiative to contact professors for preliminary discussions and planning at least six weeks before a course is scheduled to begin, and should in all cases meet with professors at least two weeks before a course begins. For details, see the [Student Handbook](#).

5. Student Expenses

All expenses listed in this catalog are subject to change. Questions concerning the following information may be directed to the Business Office. Information about the financial aid program is found in chapter 7.

FINANCIAL RESPONSIBILITY

Students are expected to maintain good financial standing with the seminary, as determined by the Union Presbyterian Seminary Business Office. "Good standing" is payment within 30 days of all charges that are not covered by another source, such as financial aid. Preregistration and registration requests from students who are not in good standing will not be processed. (See Graduate Studies Handbook for exception to this practice for Ph.D. continuous-enrollment requirement.) Students are responsible for knowing whether or not they are in good standing. A student who is not in good standing should immediately confer with the Business Office. The student is responsible for any loss of academic opportunities caused by not being in good financial standing.

Students must settle all financial obligations to Union Presbyterian Seminary before they may receive their diplomas, have transcripts provided, or be designated as having graduated. Students who fail to settle their financial obligations before graduation will be notified by email approximately two weeks before graduation that they may participate in all facets of graduation, in person or (if approved by the academic dean) *in absentia*, but will receive the diploma jacket without diploma in the graduation ceremony itself if they attend. Until financial obligations are met, third parties who inquire as to a student's graduation will be informed that the student has completed all academic requirements but is not yet confirmed as having graduated in view of not having met administrative requirements. Until financial obligations are met, students will not receive their diplomas or be accorded transcript services. When accounts have been settled, a student's official graduation date will become the date originally indicated on the diploma. Further questions may be directed to the Business Office.

Payment Policies

Tuition and fee payments are due in the Business Office 30 days after they are billed. If this payment schedule is not possible, the student is responsible for making satisfactory payment arrangements with the Business Office.

Charges for room, board, the student health insurance plan, and other school fees are billed to the student's account. The student is responsible for making prompt payment of any amount due. The student will not be permitted to register for classes, receive grades, request transcripts, or graduate unless all charges have been paid. (For more information, please see the following sections of this catalog: Registration, p. 4-3 and Transcripts, p. 4-10.)

There is a \$25 charge for each returned check.

ACADEMIC COSTS

Master of Divinity, Master of Arts in Christian Education, Master of Arts (Theological Studies), and Master of Divinity/Master of Arts in Christian Education Dual Degree students pay tuition of \$1,232 per course. If ten credits are taken in the nine-month academic year, the total is \$12,320. Courses worth 2 credits (summer language courses, summer supervised ministry, clinical pastoral education, field-based learning) cost \$2,464. The total tuition cost for 12 credits is \$14,784.

Doctor of Ministry students pay tuition of \$1,200 per credit. Ten credits are required for the degree. D.Min. students are not eligible for financial aid.

Master of Theology students pay tuition of \$13,766 for the year. The degree is meant to be completed in one nine-month academic year. Depending on the number of credits completed, Th.M. students who receive permission to extend their program beyond one year may pay a continuation fee for each fall and spring term until all degree requirements are completed.

Returning **Doctor of Philosophy** students pay \$1,262 for one credit in dissertation writing in Fall and Spring for a total of \$2,524 beginning their third year in the Ph.D. program, and must maintain full-time enrollment throughout their program unless granted an official leave.

FEES

Student Activities Fee

All full-time students will be charged \$200 per year. Part-time students, including doctoral level students after the first two years in residence, will be charged \$76 per year. ECP and D.Min. students will be charged \$13 per course.

Charlotte students pay \$36 per year (\$12 in each Fall, Spring, and Summer Term).

Late Registration Fee

This \$80 fee applies to registrations received after the date shown on student registration forms.

Health Insurance

All full-time students on the Richmond campus who are U.S. citizens are required to carry health insurance. All full-time international students on the Richmond campus are required to carry health insurance for themselves and their family members who have accompanied them to the U.S. A health insurance plan is available through the Student Life Office. The cost of this policy for 2010-2011 is \$225 per month for single students, and \$608 per month for a family.

Graduation Fee

M.Div., M.A.C.E., M.A.T.S., D.Min., Th.M., and Ph.D. students pay a graduation fee of \$125. The fee for M.Div./M.A.C.E. degree students is \$150, reflecting the two degrees earned. This is an administrative fee assessed to all graduates and is not related to participation in commencement ceremonies.

Directed Study Late Registration Fee

Students taking a directed study course will pay an \$80 fee for each directed study course for which registration is submitted after the first day of the term for which they are to be registered. Directed study requests submitted after the end of the drop/add period of a term will, except in the case of a graduating student's final term, be registered for the following term (summer excluded) though the work may be done prior to that with the professor's permission. Students who receive permission to do a directed study with an adjunct faculty member pay an additional fee of \$300.

By-Pass, Advanced-Standing, and Proficiency Examination Fee

There is a \$150 fee for each by-pass, advanced-standing, or proficiency examination.

Dissertation Fee

A fee of \$560 is applicable only in the final year of the Ph.D. program.

HOUSING

Full-time students in Richmond are eligible to apply for on-campus housing. Housing rates vary according to size and location. Apartment and dormitory charges should be paid promptly on the first day of each month, or special arrangements should be made with the Business Office.

Students whose monthly rental payments are in arrears by more than three months and who have not made satisfactory payment arrangements with the Business Office will be notified that they must pay in full or move out within a month.

A refundable security deposit of one month's rent along with the first month's rent is due before moving in. A \$25 key deposit is collected upon move-in.

The following monthly rental rates for apartments include all basic utilities except telephone:

One-bedroom (per month): \$743

Two-bedroom (per month): \$844

Three-bedroom (per month): \$970

Four-bedroom (per month): \$1,066

Dormitory rates range from \$281 to \$319 per month, depending on size, location, and bathroom facilities.

BOOKS

The seminary does not bill for books as the bookstore is operated by the non-profit Cokesbury Book Stores. The cost of books varies by the number and types of courses taken. Students should budget a minimum of \$100 per course for books.

6. Admission

Union Presbyterian Seminary invites prospective students to apply for admission to four degree programs: Master of Divinity (M.Div.), Master of Arts in Christian Education (M.A.C.E.), M.Div./M.A.C.E. dual degree program, and Master of Theology (Th.M.). (Admission to the Ph.D. program has been suspended for 2010-11.) Applications for admission to these degree programs are available on our website at www.upsem.edu/Admissions. Click on *Apply Now* for links to degree programs. For help, call the Office of Admissions at 804-278-4339 or email admissions@upsem.edu. To communicate by mail, write to: Office of Admissions, Union Presbyterian Seminary, 3401 Brook Road, Richmond, VA 23227.

For information on financial aid, please see [chapter 7](#).

CAMPUS VISITS

Union Presbyterian Seminary strongly recommends that all prospective students visit the campus as part of the application process. Although not required of all applicants, a campus visit that includes an interview with a faculty member and conversations with students and administrators is extremely helpful in a prospective student's discernment process.

Individual Campus Visits

The seminary is open 8:30 a.m. to 5:00 p.m. Monday through Friday in Richmond, and 8:30 a.m. to 5:00 p.m. Monday through Saturday in Charlotte. We are happy to arrange for your visit during these hours. If you would like to visit Richmond for more than one day, you may be our guest in seminary accommodations for up to two nights. Seminary accommodations are not available on the Charlotte Campus. However, a list of area hotels will be made available to prospective students. To arrange a campus visit or to register for a Days for Discernment program, email admissions@upsem.edu, or phone 804-278-4221 in Richmond or 704-337-2450 in Charlotte.

Days for Discernment

Days for Discernment is a multi-day program structured to serve two goals: to answer prospective students' questions about graduate study at seminary (and Union Presbyterian Seminary in particular), and to provide attendees with tools and guidance to assist them in discerning God's call. Current students play a vigorous role in planning and supporting this program, and Days for Discernment events are generally scheduled when the communities are most strongly present on campus, which is Thursday through Sunday in Richmond, and Friday and Saturday in Charlotte. Participation in worship, class visits, faculty interviews, campus tours, conversation with current students, and other activities are designed to inform participants and to assist them as they seek discernment in their decision-making.

MAKING APPLICATION

Basic Degree Programs

Admission Criteria

The prerequisite for admission to the basic degree programs is a bachelor's degree, or its equivalent, from a college or university accredited by one of the nationally recognized regional accrediting agencies or the international equivalent. That degree will ordinarily include at least six semester hours in English grammar and composition, plus twelve semester hours in other liberal arts subjects (e.g., philosophy, literature, psychology, history, political science, and religion). In exceptional cases students over 35 years of age with demonstrated potential for ministry may be admitted to the M.A.C.E. program without an undergraduate degree (see "Special Students," below).

- A qualified applicant for admission to the M.A.C.E., M.Div., and M.Div./M.A.C.E. programs gives evidence of:
- commitment to the church and its ministry, ordinarily including extended involvement in a particular community of faith;
 - a vibrant, growing, and inquiring Christian faith, characterized by a commitment to regular worship, prayer, Bible study, stewardship, and service;
 - attentiveness to a possible call to ministry characterized by a sense of God's leading, by contact and conversation with a community of faith, and by the identification of appropriate gifts for ministry;
 - the ability to do graduate-level academic work, as shown by strong undergraduate performance and/or professional experience, and the ability to write well;
 - the capacity for critical reflection, the willingness to explore various theological perspectives, and the ability to communicate effectively;
 - emotional maturity, including evidence of adequate attention to personal stewardship (especially financial debt), and of due consideration to the financial, personal, family, and lifestyle adjustments and demands inherent in theological study and future ministry.

Union Presbyterian Seminary also asks applicants to provide certain information regarding their personal and academic background. Failure to make written disclosure of information solicited on the application form, or misrepresentation in the information supplied, constitutes a prima facie basis for denial of admission. Where omissions or misrepresentations come to light after matriculation at Union Presbyterian Seminary, and are reasonably believed to cast doubt upon a student's suitability for theological study at this institution, he or she is subject to dismissal.

Master of Arts in Christian Education (M.A.C.E.)

In addition to the criteria listed above, a qualified applicant for admission to the M.A.C.E degree program demonstrates interest in and commitment to educational ministry in the church or the communities it serves.

Master of Divinity (M.Div.)

In addition to the criteria listed above, a qualified applicant for admission to the M.Div. degree program ordinarily demonstrates interest in and commitment to pastoral ministry in the church or the communities it serves.

Master of Divinity/Master of Arts in Christian Education (M.Div./M.A.C.E.)

In addition to the criteria listed above, a qualified applicant demonstrates interest in and commitment to pastoral and educational ministry in the church or the communities it serves.

For a list of the items required for a complete application, see [p. 6-7](#).

Transfer Students

Students from other theological seminaries accredited by the Association of Theological Schools in the United States and Canada (ATS) may apply for transfer to Union Presbyterian Seminary through the Office of Admissions. Transfer students must meet the same requirements as other applicants to basic degree programs. The authority to decide which course credits will transfer resides with the associate dean for academic affairs or, for applicants to the Charlotte program, the dean of Union Presbyterian Seminary, Charlotte Campus. Transfer credit may be given only for work completed within the past eight years. Courses taken at any non-ATS-accredited school do not transfer (see [p.4-1, Transfer Credits](#), for more information).

Degree-specific requirements for transferring students are as follows:

Master of Arts in Christian Education (M.A.C.E.)

Students transferring into the M.A.C.E. program must complete a minimum of ten course credits in residence at Union Presbyterian Seminary (half the credits required for the degree) and spend at least one year in Union Presbyterian Seminary's academic program, including the final year.

Master of Divinity (M.Div.)

Students transferring into the M.Div. program must complete a minimum of 16 course credits in residence at Union Presbyterian Seminary (half the credits required for the degree) and spend at least 1.5 years in Union Presbyterian Seminary's academic program, including the final year. Students who receive transfer credit for all basic courses in any department are required to take at least one elective course in that department: biblical studies, theology and ethics, history, education, and practical theology. Transfer students must earn at least two credits in supervised ministry at Union Presbyterian Seminary.

Master of Divinity/Master of Arts in Christian Education (M.Div./M.A.C.E.)

M.Div. and M.A.C.E. students currently enrolled at Union Presbyterian Seminary and in the first year of their degree program may apply to transfer into the M.Div./M.A.C.E. dual degree program. The application deadline is March 15. These students must submit:

- 1) a new application, complete except for application essays and application fee;
- 2) three references, including at least one from a Union Presbyterian Seminary faculty member;
- 3) an essay (limit of 1000 words) that answers the question, "How does this new direction reflect your calling?";
- 4) a transcript reflecting completed work at Union Presbyterian Seminary; copies of previous transcripts;
- 5) if adding the Master of Divinity, a Letter of Acknowledgment from the applicant's denominational governing body.

Students transferring into the M.Div./M.A.C.E. program from another institution must complete a minimum of 30 course credits at Union Presbyterian Seminary in residence over a minimum of three years, including the final year. Students who receive transfer credit for all basic courses in any department are required to take at least one elective course in that department: biblical studies, theology and ethics, history, education, and practical theology. Transfer students must earn at least two credits in supervised ministry at Union Presbyterian Seminary.

Change in Degree Program

Master's degree (other than Master of Theology) students currently enrolled at Union Presbyterian Seminary and in the first year of their degree program may apply for a change in degree program, including from M.A.C.E. to M.Div., M.Div. to M.A.C.E., or from a single degree to the dual degree. The application deadline is March 15.

All students requesting this degree change must submit:

- 1) Page 1 of the application for admission;
- 2) A statement of intent, detailing how this new direction reflects the student's calling;
- 3) Two references from Union Presbyterian Seminary faculty with whom the student has studied;
- 4) A transcript reflecting completed work at Union Presbyterian Seminary and copies of previous transcripts;
- 5) If changing to or adding the Master of Divinity:
 - a. an additional reference from a pastor who is aware of the student's plan to change degree programs; and
 - b. the Letter of Acknowledgment form.

For a list of the items required for a complete application, see [p. 6-7](#).

Advanced Degree Programs**Master of Theology**

Applicants for admission to the Master of Theology (Th.M.) program must hold a bachelor's degree from a college or university accredited by one of the nationally recognized regional accrediting agencies or an equivalent educational credential from another country, and must have received a master's degree in an appropriate discipline from a seminary or university accredited by the Association of Theological Schools in the United States and Canada or its international equivalent. The deadline for a complete application is March 1 for entry the following September.

Applications for admission into the Th.M. program are evaluated by the appropriate faculty departments on the following criteria:

- a demonstrated record of academic achievement in undergraduate and previous theological studies;
- clear indication that an additional year of academic work using the available resources of Union Presbyterian Seminary will enhance the applicant's future contributions to the spiritual, ethical, and intellectual vitality of the church;
- specific evidence of readiness to undertake a proposed agenda of advanced study and research (for example, an application for specialized work in the biblical field must include evidence of basic competence in classical Hebrew and New Testament Greek);
- evidence of adequate attention to personal stewardship, especially financial debt.

For a list of the items required for a complete application, see [p. 6-9](#).

Doctor of Philosophy

Applicants for admission to the Doctor of Philosophy (Ph.D.) program must hold a bachelor's degree from a four-year college or university, and a master's degree in an appropriate discipline from a college, university, or seminary accredited by one of the regional accrediting agencies, the Association of Theological Schools in the United States and Canada (ATS), or their international equivalent. The deadline for a complete application is February 1 for entry the following September.

Applications for admission into the Ph.D. program are evaluated by the academic departments and graduate studies committee on the following criteria:

- a superior record of academic achievement in undergraduate and previous theological studies;
- evidence of specific readiness to undertake rigorous courses of scholarly study and research in the proposed areas of concentration;
- evidence of language competencies appropriate to the field of study;
- evidence of adequate attention to personal stewardship, especially financial debt.

In evaluating applicants, departmental faculty members give careful attention to requisite language proficiency.

An application checklist for the Ph.D. program is available on our website at www.upsem.edu/Admissions/apply/advanced.html.

INTERNATIONAL APPLICANTS

All Degrees

Union Presbyterian Seminary welcomes international students to all of its degree programs. International students who apply to the M.A.C.E. or M.Div. degree program should have the endorsement of their denomination or other church agency. International applicants are accepted only to the Richmond campus.

Union Presbyterian Seminary advises international students not to bring family members with them for the first year of study.

English Language Proficiency

International students who do not speak, write, and read English as their first language are required to submit scores from the Test of English as a Foreign Language (TOEFL) and/or the Test of Written English (TWE). Those who take the computer-based TOEFL test are not required to submit a separate TWE score. To be eligible for admission

consideration, applicants must submit minimum scores as follows:

TOEFL — 550 (paper-based test) or 80 (internet)
 TWE — 4.0 (paper-based)
 or
 Essay rating — 4.0 (internet).

International students who have completed four years of bachelor's-level study or higher in an English-speaking institution may request an exemption from the requirement to submit TOEFL and TWE scores from the Director of Admissions.

Test information is available from Educational Testing Services at www.ets.org.

Finances

Union Presbyterian Seminary does not have sufficient funds to pay for all expenses of international students. Students who are admitted and qualified for need-based financial aid receive funds to pay up to 75% of tuition. Particularly well-qualified international students may receive aid in the form of merit scholarships. However, international students who accept merit-based scholarships are not eligible for institutional need-based aid.

Financial aid will not cover travel or living expenses. Single students living on campus should budget \$33,740 for 12 months' tuition, books, and living expenses; married students with no children should budget \$39,720 for 12 months' tuition, books, and living expenses. All international students and their family members living in the US are required to have health insurance through a company approved by Union Presbyterian Seminary.

Certification of Funding

Along with their application, international students must include documentation certifying the availability of funds sufficient to cover, at a minimum, living expenses during the course of study at Union Presbyterian Seminary. Applicants who are accepted must deposit funds with the seminary by May 1 preceding the fall term in which the student will enroll. The seminary's international student advisor (in the academic dean's office) will assist admitted students in completing visa forms after money has been deposited. Students must submit all required forms and deposit all required funds by May 1 for each year of study.

EXTENDED CAMPUS PROGRAM (M.A.C.E.)

For students who are unable to relocate to our Richmond campus or to commute to our Charlotte campus, Union Presbyterian Seminary offers the M.A.C.E. through its Extended Campus Program (ECP). The deadlines for submission of complete M.A.C.E. applications are March 1 for the spring ECP term, May 1 for the summer intensive ECP term, and September 1 for the fall ECP term. See [chapter 2](#) for a program description.

Students who complete courses in the ECP receive graduate credit. For more information, please contact Dr. Cindy Kissel-Ito, Coordinator of Extended Campus Program, at cindy.kisselito@upsem.edu, or Union Presbyterian Seminary, 3401 Brook Road, Richmond, VA 23227, or call 1-800-229-2990.

EDUCATOR CERTIFICATION INITIATIVE (ECI)

The Educator Certification Initiative (ECI) is not a degree program, and enrollment in courses through the ECI program does not constitute or promise admission to a degree program at Union Presbyterian Seminary. ECI is designed, rather, to offer through the Extended Campus format a limited number of courses to persons seeking certification as Christian Educators. For more information, please contact Dr. Cindy Kissel-Ito, Coordinator of the Extended Campus Program.

OTHER ADMISSION AND ENROLLMENT CATEGORIES

“Extraordinary Applicants” (M.Div.)

Union Presbyterian Seminary, as an institution of the Presbyterian Church (U.S.A.) for the training of its religious leaders, recognizes the right of a presbytery to send students for training who have not met the full technical requirements for admission (ordinarily, not having earned an undergraduate degree), but who are otherwise well-qualified for church work. When such an exceptional case arises, the presbytery shall certify that it recognizes the student as an “extraordinary applicant” (Book of Order of the Presbyterian Church [U.S.A.], chapter 14). Applicants seeking admission under this provision must submit the same application materials required of all applicants seeking admission to the M.Div. program.

For a list of the items required for a complete application, see p. 6-7.

Conditional Enrollment

Conditional enrollment is a category of enrollment that follows a decision by the faculty’s admissions committee neither to deny nor to grant admission to Union Presbyterian Seminary, but rather to offer a degree-seeking applicant (M.Div. or M.A.C.E. only) a limited period of study after which a final decision regarding admission to a degree program will take into consideration the student’s performance in their Union Presbyterian coursework. A decision to admit to a degree program after this trial period will result in the transfer of credits and grades earned to the degree program into which the student is admitted. A decision not to admit after this trial period disqualifies the conditionally enrolled student from any further enrollment at Union Presbyterian Seminary, and ends all rights and services that appertained during the period of conditional enrollment. Applicants denied admission may reapply after two years. The associate dean of the Richmond campus is assigned as faculty advisor to all conditionally-enrolled students in Richmond and in ECP courses. The dean of the Charlotte campus is assigned as faculty advisor to all conditionally-enrolled students in Charlotte courses.

Conditionally enrolled students shall take four credits, at least two of which must be selected, with the assistance of the appropriate dean, from required courses. For conditionally enrolled students seeking admission to the M.Div. degree program, these two required courses must be lodged in one or more of the following academic disciplines: Bible; History of Christianity; Theology. For conditionally enrolled students seeking admission to the M.A.C.E. degree program, these two required courses must be lodged in one or more of the following academic areas: Bible; Christian Education; History of Christianity; Theology. Conditional enrollment is not available for students seeking admission to the dual degree (M.Div./M.A.C.E.) or Th.M. program.

Conditionally enrolled students are eligible to: (1) enroll in courses up to a limit of four credits; (2) enroll for the terms/years noted on their enrollment letters; and (3) apply for need-based, institutional financial aid.

Conditionally enrolled students are ineligible for: (1) merit financial aid; (2) Stafford loans and deferment of Stafford loans; (3) student insurance; and (4) student offices and awards, and election or appointment as student representative to faculty committees.

Special Students (M.A.C.E.)

A special student is a conditional enrollment student who has no undergraduate degree, or who has a bachelor’s degree from an institution not accredited by a regional accrediting agency. Ordinarily, special students are over the age of 35. Applicants must complete the regular application process.

A special student may take a maximum of four courses, of which at least two must be required courses selected in consultation with the appropriate dean from one or more of the following areas: Bible; Christian Education; History of Christianity; Theology. After the student has completed four course credits, he or she may petition the admissions committee for admission to the M.A.C.E. degree program. If admission is denied, the special student may not enroll in any further classes at Union Presbyterian Seminary, and all other services and rights that appertained during her or his period of enrollment in four courses end as of the end of her or his fourth course.

REQUIREMENTS FOR APPLICATION: BASIC DEGREES

All Degree-Seeking Students	M.A.C.E.	M.Div.	M.Div./M.A.C.E.	LE ¹
Prerequisites - Education	B.A./B.S. ²	B.A./B.S. ²	B.A./B.S. ²	B.A./B.S. ²
Completed Application	Yes	Yes	Yes	Yes
Application Fee (\$65 non-refundable)	Yes	Yes	Yes	Yes
References	Three ³	Three ³	Three ³	Two ⁴
Two Essays (800 words max.) ⁵	Yes	Yes	Yes	No ⁶
Official Transcripts ⁷	Yes	Yes	Yes	Yes
Letter of Acknowledgment ⁸	Only Int'l ⁸	Yes ⁸	Yes ⁸	No
Application deadlines:				
for Summer Term ⁹	n/a	March 15	March 15	March 15
for Fall Term ⁹	March 15	March 15	March 15	March 15
for ECP Fall Term ¹⁰	Sept. 1	n/a	n/a	Sept. 1
for Spring Term	Dec. 1	Dec. 1	Dec. 1	Dec. 1
for ECP Spring Term ¹⁰	Mar. 1	n/a	n/a	Mar. 1
for ECP Summer Intensive Term ¹⁰	May 1	n/a	n/a	May 1
International Students ¹¹				
May apply?	Yes	Yes	Yes	No
Endorsement	Yes	No	Yes	n/a
TOEFL ¹²	550/80	550/80	550/80	n/a
TWE ¹² or Essay	4.0	4.0	4.0	n/a
Application Deadline	Jan. 1	Jan. 1	Jan. 1	n/a
To enter ¹³	Fall	Fall	Fall	n/a

LE – Limited Enrollment B.A./B.S. – Bachelor's degree n/a – not applicable

Applicants wishing to transfer from another theological school must follow the application procedures for the degree they plan to pursue. The authority to decide which course credits will transfer resides with the appropriate dean. See pp. 6-2—6-3.

Notes:

1. This classification pertains to non-degree-seeking students, who ordinarily take courses in the M.A.C.E. or M.Div. curriculum. LE students may take a maximum of four courses. A maximum of four courses taken under LE status may be counted toward a degree if the student is subsequently admitted by the faculty's admissions committee to Union Presbyterian Seminary.
2. Admission to a Union Presbyterian Seminary degree program requires a bachelor's degree, or its equivalent, from a college or university accredited by one of the nationally recognized regional accrediting agencies, or the international equivalent. The degree ordinarily will include at least six semester hours in English grammar and composition, plus twelve semester hours in other liberal arts subjects (e.g.,

philosophy, literature, psychology, history, political science, religion). In exceptional cases, students with demonstrated potential for ministry may be admitted to the M.A.C.E. and M.Div. programs without an undergraduate degree. See "Extraordinary Applicants" (M.Div.) and Special Students (M.A.C.E), p. 6-5.

3. Basic degree applicants must provide three references who can comment on the applicant's qualifications for graduate-level theological study and his or her potential for service as a church leader, including at least one from a pastor or church educator, and at least one from a professor or an employment reference.
4. Limited Enrollment applicants must provide two references who can comment on the applicant's ability to engage in graduate-level theological study.
5. Basic degree applicants must submit two brief essays, as directed on the application form.
6. Limited Enrollment applicants must submit only a statement of the courses they wish to take, and their reasons for taking them.
7. All applicants must have an official transcript showing courses and grades sent directly from each accredited college or university they have attended. Union Presbyterian Seminary must have a final transcript documenting a bachelor's degree and the date conferred before a student may enroll.
8. M.Div. applicants must ordinarily submit a Letter of Acknowledgment signed by the person, committee or other entity responsible for the process of preparing ministers for ordination in their denomination. International M.A.C.E. applicants must provide a letter from a denominational official endorsing their proposed study in the U.S.
9. After March 15, the faculty admissions committee considers applications only on a space-available basis.
10. Extended Campus Program (ECP) students take courses counting toward the M.A.C.E. degree, and/or toward church educator certification through the Educator Certification Initiative. See chapter 2.
11. All international applicants must cover their own living expenses. They must submit a Certification of Finances form with bank statements showing available funds from each source of assistance.
12. International students who do not speak, write, and read English as their first language are required to submit scores from the TOEFL. International students with a minimum of four years of study in an English-speaking institution at the bachelor's level or above may request an exemption from the requirement to submit TOEFL and TWE or essay scores. Otherwise, minimum acceptable scores are 80 (internet) and 4.0 on the TWE or essay. See pp. 6-3—6-4 for a full description of requirements for international applicants.
13. All international students are required to attend a three-week Language and Culture Immersion program on the Richmond campus in the August immediately preceding matriculation. Information on cost and student responsibilities for the program is available by visiting <http://www.upsem.edu/prospective/admissions/apply/core.html>, by emailing admissions@upsem.edu, or by calling the Admissions Office at 00-1-804-278-4231.

REQUIREMENTS FOR APPLICATION: MASTER OF THEOLOGY (Th.M.)

Prerequisites - Education	M.Div. or M.A.C.E. ¹
Completed Application	Yes
Application Fee (\$65 non-refundable)	Yes
References	Four ²
Official Transcripts ³	Yes
Purpose Statement	Yes ⁴
GRE Scores	No
Application Deadline	March 1 (to enter in Fall Term)
International Students⁵	
May apply?	Yes
TOEFL ⁶	550/80
TWE or Essay	4.0
Application Deadline	Jan. 1
To enter ⁷	Fall

Notes:

1. Must hold a bachelor's degree from a college or university accredited by one of the nationally recognized regional accrediting agencies or an equivalent educational credential from another country, and must have received a master's degree in an appropriate discipline from a seminary or university accredited by the Association of Theological Schools in the United States and Canada or its international equivalent.
2. Ordinarily one reference from the applicant's pastor or denominational official, and three from professors.
3. All applicants must have official transcripts showing degrees awarded and the dates of their conferral sent from each school they have attended.
4. A clear statement of the student's primary goals, and a specific proposed area, topic, or project for advanced study or research in the Th.M. program.
5. All international applicants must cover their own living expenses. They must submit a Certification of Finances form with a bank statements showing available funds from each source of assistance.
6. International students who do not speak, write, and read English as their first language are required to submit scores from the TOEFL. International students with a minimum of four years of study in an English-speaking institution at the bachelor's level or above may request an exemption from the requirement to submit TOEFL and TWE or essay scores. Otherwise, minimum acceptable scores are 80 (internet) and 4.0 on the TWE or essay. See pp. 6-3—6-4 for a full description of requirements for international applicants.
7. All international students are required to attend a three-week Language and Culture Immersion program on the Richmond campus in the August immediately preceding matriculation. Information on cost and student responsibilities for the program is available by visiting <http://www.union-psce.edu/prospective/admissions/apply/core.html>, by emailing admissions@upsem.edu, or by calling the Admissions Office at 00-1-804-278-4231.

7. Financial Assistance for Students

GENERAL INFORMATION

Union Presbyterian Seminary offers a generous financial aid program that includes merit aid, Promise for Parish Ministry Awards, need-based grants, prizes, and loans. Union Presbyterian's admissions policy is need blind; eligibility for financial aid does not affect admission to the school. While Union Presbyterian seeks to help students meet the expenses of attendance, the ultimate responsibility for these costs rests with the student.

Information regarding outside scholarships may be found on the Union Presbyterian website at http://www.upsem.edu/Current_Students/Financial_Aid.html.

Churches or denominations that endorse persons to prepare for ministry usually offer personal encouragement, spiritual oversight, and fiscal support. It is the student's responsibility to secure financial support from their church or denomination. Students who are members of the Presbyterian Church (U.S.A.) may be eligible to apply for grants and loans from the denomination through the financial aid office. To be eligible for PC(USA) aid, a student in the M.Div. program must be at least an inquirer.

UNION PRESBYTERIAN SEMINARY SCHOLARSHIPS

Basic Degree Merit Aid

Union Presbyterian offers Merit Aid for full-time study in the first professional degree program (the M.Div., M.A.C.E., and the M.Div./M.A.C.E). These awards are made to incoming students who have demonstrated academic excellence and who have participated in the life of the church and their communities. Merit Aid for PC(USA) students may be up to 100% of tuition plus an additional grant which may be used to cover housing, books and other costs. For non-PC(USA) students and those not considering ordination in the PC(USA), the tuition grant portion is capped at 75% of the cost of tuition.

All admitted applicants are automatically considered for merit awards without submission of an additional application. To ensure consideration, a completed admission application must be submitted by March 15th.

Basic Degree Merit Aid Renewal Criteria

The faculty's Student Assessment and Awards Committee reviews awards for renewal each Spring. In order to have their scholarship renewed, students on merit scholarships must maintain at least a 3.0 cumulative GPA. Students whose GPA falls below 3.0 will lose their merit aid for the next academic year but may reapply for the following academic year. Please see page 7-4 for a description of the duration of these awards.

The committee will occasionally offer merit awards to individuals who did not receive an award in their first year but whose work at Union Presbyterian has been outstanding. Applications for these awards are made available in January.

Advanced Degree Merit Aid

Th.M. students may be eligible for a merit award of up to \$8,000. This award is granted based on the students' application for admission and is not renewable.

Promise for Parish Ministry Awards

The PPM is awarded to students who show genuine promise for outstanding leadership in the life of the church, and to encourage them to pursue parish ministry, particularly full-time parish ministry in the PC(USA). PPM Awards for PC(USA) students who are studying full-time for the first professional degree program (the M.Div., M.A.C.E., and the M.Div./M.A.C.E) may be for up to 100% of tuition plus an additional grant which may be used to cover housing, books and other costs. For non-PC(USA) students and those not considering ordination in the PC(USA), the tuition grant portion is capped at 75% of the cost of tuition. All admitted applicants are automatically considered for PPM awards without submission of an additional application. To ensure consideration, a completed admission application must be submitted by March 15th.

Additionally, a personal interview with at least one faculty member and/or the Director of Admissions is highly recommended. Newly admitted students who did not have an interview as part of their application process should contact the Admissions Office to arrange for one.

Promise for Parish Ministry Renewal Criteria

The faculty's Student Assessment and Awards Committee reviews awards for renewal each Spring. In order to have their PPM award renewed, students must maintain at least a 3.0 cumulative GPA. Students whose GPA falls below 3.0 will lose their PPM for the next academic year but may reapply for the following academic year. Please see page 7-4 for a description of the duration of these awards.

Need-Based Grants

When planning for the cost of theological education, and before applying for need-based financial assistance, prospective students should consider all available resources: personal savings, summer earnings, employment during the school year, spouse's earnings (if appropriate), local church and presbytery grants, and denominational grants and loans. By comparing these resources against allowable expenses, the financial aid office will determine a student's remaining financial need.

Students who have not been awarded a merit or PPM scholarship may submit the application for need-based aid which is available in mid-March. Applications must be submitted to the financial aid office by the due date, which is normally in mid-May. Late applications will not be accepted.

Denominational affiliation, degree program, and status may affect the level of tuition support. Grants for M.Div. or dual degree students who are members of the PC(USA) may be up to 100% of tuition. To be eligible, a student must have a Letter of Acknowledgement on file. Returning students must be at least Inquirers by the start of their second academic year in order to maintain eligibility for 100% tuition support.

All other qualified basic degree students in eligible programs may be awarded need-based grants of up to 75% of tuition. This would include PC(USA) students who do not intend to seek ordination, or who do not have endorsements from their sessions.

UNION PRESBYTERIAN SEMINARY PRIZES

Each spring, the faculty awards a number of prizes to currently enrolled students. Prizes awarded for basic degree work are generally valued up to \$1,000, while prizes for advanced degree work have a substantially higher value. Except for prizes that require an essay and certain faculty fellowships that require a formal application, no application materials are necessary for consideration.

LOANS**Federal Stafford Loan Program**

Union Presbyterian Seminary also participates in the Federal Stafford Loan Program. While loans should be viewed as a last resort to financing a theological education, some students find them necessary to meet expenses.

Approximately 15% of our students borrow from this program each year. There are two types of Stafford Loans: subsidized loans and unsubsidized loans. The maximum subsidized loan is \$8,500 per year while the maximum unsubsidized loan is \$20,500 per year.

Students apply at the appropriate time at <http://www.fafsa.ed.gov/> where they complete the Free Application for Federal Student Aid (FAFSA). Students should make sure that they complete the FAFSA that relates to the academic year for which they are seeking a loan. Students should key in the Union Presbyterian Seminary school code of G03743 when completing the FAFSA as well as provide accurate, rather than estimated data, on the FAFSA.

Effective with the 2010-2011 school year, the seminary will switch to the Direct Loan Program. Although the processes here at Union will remain much the same for students, there will be some differences. Rather than selecting a lender such as Sallie Mae or AccessGroup, everyone's lender will automatically be the Department of Education. In effect, every borrower will have a new lender. This means that students will be required to sign a new Master Promissory Note, even if they signed one just last year.

Private Student Loan Programs

Most private loan programs, especially those offered by banks or other profit-oriented organizations, generally offer student loans at terms less favorable than the terms available through the Federal Stafford Loan Program. However, many churches and church-affiliated organizations offer private loans for theological students with terms such as loan forgiveness provisions based on service to the church and/or more favorable interest rates. Contact your church or related organizations for additional information.

EMPLOYMENT

Students pursuing graduate theological education on a full-time basis often find that they have a limited number of hours per week for part-time employment. Consequently, most full-time students generally view part-time employment as a supplemental rather than a primary means of financing their theological education. During the regular academic year, basic degree students who work on the Richmond campus tend to average about eight hours per week.

DEFINITION OF FULL-TIME ENROLLMENT

To receive any institutional aid, a student must enroll full-time. For the Richmond population, enrollment status is determined on a term-by-term basis, with a minimum enrollment of three credits in a 12-week term equivalent to full-time. (Fall/January and Spring/May registration patterns will be discontinued in 2010-2011, due to HEOA textbook list publication requirements.)

Full-time enrollment for the intensive terms offered in Richmond are: two credits for full-time summer enrollment; one credit for full-time enrollment for January and May terms. Richmond students attempting two credits in Fall and Spring, and Charlotte and ECP students attempting two credits per term would be considered half-time students.

In order to complete any of the professional degrees within the standard time frame, a student normally earns 9 or 10 credits during each regular academic year and attends at least one summer term.

AID ELIGIBILITY BY DEGREE PROGRAM – RICHMOND CAMPUS

	Basic Degrees			Advanced Degree	
	M.A.C.E.	M.Div./ M.A.C.E.	M.Div.	Th.M.	Ph.D.
Merit Scholarships (c, f)					
Maximum Award	\$20,500	\$20,500	\$20,500	\$8,000	N/A
Minimum Award	\$1,000	\$1,000	\$1,000	\$1,000	N/A
Maximum Eligibility in Years	Up to 2 (a)	Up to 4 (a, b)	Up to 3 (a)	1 year	N/A
Promise for Parish Ministry (c,f)					
Maximum Award	\$20,500	\$20,500	\$20,500	N/A	N/A
Minimum Award	\$1,000	\$1,000	\$1,000	N/A	N/A
Maximum Eligibility in Years	Up to 2 (a)	Up to 4 (a, b)	Up to 3 (a)	N/A	N/A
Need-Based Aid					
Maximum Award					
Presbyterian	100% Tuition	100% Tuition	100% Tuition	N/A	N/A
Non-Presbyterian	75% Tuition	75% Tuition	75% Tuition	N/A	N/A
Maximum Eligibility in Years	Up to 2 (a)	Up to 4 (a, b)	Up to 3 (a, d)	N/A	N/A
Federal Stafford Loan					
Maximum Award per Year	\$20,500	\$20,500	\$20,500	\$20,500	\$20,500
Minimum Award per Year	\$200	\$200	\$200	\$200	\$200
Maximum Eligibility in Years	Up to 3 (e)	Up to 4 (e)	Up to 3 (e)	Up to 2 (e)	Up to 7 (e)

Notes:

- a. See pages 7-1 and 7-2 for renewal criteria for awards.
- b. Recipients of the Carlson, Preyer, Prickett, Richardson Scholarship, the Jerold D. and Jane L. Shelter Scholarship, and the R. Jackson Sadler Scholarship may receive those awards for up to four years.
- c. All aid recipients, including Stafford Loan borrowers, who enter Union Presbyterian with regular academic standing are expected to complete their programs in the usual time frames (see page 4-2). Students may appeal and be permitted additional time if there are mitigating circumstances. Recipients who enter with advanced standing have a shorter period of eligibility. The reduced time frame for advanced standing students varies according to the number of credits required for their Union Presbyterian program.

- d. Students participating in a Student-in-Ministry or an exchange year may be eligible for an additional four credits of aid.
- e. Federal regulations govern this loan program. Borrowers may not receive loan assistance that exceeds either their demonstrated financial need or the allowable cost of attendance.
- f. Merit and Promise for Parish Ministry awards are restricted to full-time students.
- g. Promise for Parish Ministry recipients are expected to complete their degree programs in the normal time frames.

The information presented in this chapter reflects current policies and practices and is subject to change.

CHARLOTTE CAMPUS AID

Established in 2002 as an extension of Union Presbyterian Seminary, classes at Union Presbyterian Seminary, Charlotte Campus are organized for part-time, working students with classes offered on weekends. The following grant, scholarship, and prize programs are available for Charlotte campus students.

MATCHING GRANT PROGRAM

Financial aid for students attending Union Presbyterian Seminary, Charlotte Campus is primarily in the form of a Matching Grant Program. Institutional matching grants are available only to degree-seeking students enrolled in one of the Charlotte campus degree programs. To be eligible, students must be taking the normal course load (two credits per term) available in Charlotte in each of the three academic terms. The Matching Grant Program (applicable to two credits per term, up to three terms per academic year) involves the student, the student's church, and the seminary. Each party will provide one-third of the student's tuition. After a student pays his or her match and the church pays its match, then the seminary will pay the final 1/3 match.

GRANTS FOR CONTINUING STUDENTS

Other grant assistance may be available to degree-seeking students after their first year of enrollment. Interested students should contact the dean of the Charlotte campus.

MERIT AWARDS

A limited number of merit awards are available for gifted students in their preparation for Christian ministry. No application is necessary for consideration.

PRIZES

Returning Charlotte campus students are eligible for prizes awarded in the spring by the faculty's committee on student assessment and awards. Except for prizes that require an essay and certain faculty fellowships that require a formal application, no application materials are necessary for consideration.

Information Directory

Union Presbyterian Seminary

3401 Brook Road
Richmond, VA 23227
(804) 355-0671
1-800-229-2990
Fax: (804) 355-3919
www.upsem.edu
admissions@upsem.edu

Union Presbyterian Seminary, Charlotte Campus

Queens University of Charlotte
1900 Selwyn Avenue
Charlotte, NC 28274
(704) 337-2450
Fax: (704) 337-2451

We can respond more quickly to your questions if you contact one of the following offices.

Academic Program/Faculty

Dean, Union Presbyterian Seminary, Richmond Campus: 804-278-4231
sskreslet@upsem.edu
Associate Dean for Academic Programs: 804-278-4340
cbrisson@upsem.edu
Dean, Union Presbyterian Seminary, Charlotte Campus: 704-337-2450
tcurrie@upsem.edu

Admissions

Director of Admissions: 804-278-4222
kboswell@upsem.edu

Alumni/ae Development

Director of Alumni/ae Development: 804-278-4285
alumni@upsem.edu

Annual Giving

Director of the Annual Fund: 804-278-4241
rbies@upsem.edu

Annuities, Bequests, Trusts

Director of Gift Planning: 804-278-4377
bstaples@upsem.edu

Business Affairs, Student Accounts

Business Office: 804-278-4213
bhuffman@upsem.edu

Candidacy

Dean of Students: 804-278-4232
ebanes@upsem.edu

Charlotte Programs, General Inquiries

Assistant to the Dean: 704.337.2450
tjohns@upsem.edu

Continuing Education

Center for Ministry and Leadership Development: 804-278-4300
kmcfoyden@upsem.edu

Educator Certification Initiative

Program Coordinator: 804-278-4293
cindy.kisselito@upsem.edu

Extended Campus Program

Program Coordinator: 804-278-4293
cindy.kisselito@upsem.edu

Financial Aid

Director of Financial Aid: 804-278-4252
mwalker@upsem.edu

Graduate Academic Programs (Th.M. and Ph.D.)

Associate Dean for Academic Programs: 804-278-4340
cbrisson@upsem.edu

Interpretation: A Journal of Bible and Theology

Editorial Office: 804-278-4296
debra.reagan@upsem.edu

Public Relations/Publications

Director of Communications: 804-278-4279
awright@upsem.edu

Registration

Office of the Registrar: 804-278-4233
ltinsley@upsem.edu

Student Housing

Coordinator of Housing: 804-278-4235
pcoats@upsem.edu

Summer Language School

Dean of Students: 804-278-4232
ebanes@upsem.edu

Transcripts

Office of the Registrar: 804-278-4233
ltinsley@upsem.edu

UNION PRESBYTERIAN SEMINARY

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