



Academic Catalog 2008-2009

The regulations, requirements, and general information included in this document are official for the 2008-2009 academic years and are subject to revision.

Union Theological Seminary and Presbyterian School of Christian Education does not discriminate among applicants on the basis of race, sex, disability, or national origin.

Throughout this catalog, information pertaining specifically to Union-PSCE at Charlotte is marked with a light gray screen.

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Academic Calendars

Richmond Campus

2008-2009

Fall Term 2008

Orientation of new students (Wed-Fri)	September 3-5
Classes begin (Mon)	September 8
Opening Convocation 197th Session	September 10
Fall Recess	October 16-17
Weekend to Inquire	November 13-16
Thanksgiving Recess	November 24-28
Makeup days for October 16-17	December 8-9
Classes end (Tues)	December 9
Reading Day	December 10
Examination days (Thurs-Fri)	December 11-12
Term ends after examinations	December 12

January Term 2009

Classes begin (Mon)	January 5
D.Min. Advanced Ministry Course	January 5-9
Extended Campus Program Winter Session	January 13-21
Martin Luther King, Jr. Day (no classes)	January 19
Term ends after classes (Thurs)	January 22

Spring Term 2009

Classes begin (Mon)	February 2
Weekend to Inquire	March 12-15
Spring Break	March 16-20
Classes end (Fri)	May 1
Reading Day (Mon)	May 4
Examination days (Tues-Wed)	May 5-6
Terms ends after examinations	May 6
Sprunt Lectures	May 6-8

May Term 2009

Classes begin (Mon)	May 11
Memorial Day holiday (no classes)	May 25
Classes end (Thurs)	May 28
 COMMENCEMENT 2009	 May 30

2009-2010

Summer Term 2009

D. Min. Seminars I, II, and III	June 1-12
German Language Course for Graduate Study	June 1-26
Extended Campus Program Summer Session	June 15-25
Summer Language School:	
Elementary New Testament Greek	July 6-August 21
Elementary Biblical Hebrew	July 6-August 21
English as a Second Language Class	August 17-September 4

Fall Term 2009

Orientation of new students (Wed-Thurs)	September 9-10
Retreat for new and continuing students (Fri)	September 11
Classes begin (Mon)	September 14
Opening Convocation 198th Session	September 16
Fall Recess (Mon-Tues)	October 26-27
Weekend to Inquire	November 12-15
Thanksgiving Recess	November 23-27
Makeup days for October 26-27	December 14-15
Classes end (Tues)	December 15
Reading Day	December 16
Examination days (Thurs-Fri)	December 17-18
Term ends after examinations	December 18

January Term 2010

Classes begin (Mon)	January 4
D.Min. Advanced Ministry Course	January 4-8
Extended Campus Program Winter Session	January 12-20
Martin Luther King, Jr. Day (no classes)	January 18
Term ends after classes (Thurs)	January 21

Spring Term 2010

Classes begin (Mon)	January 25
Spring Break	March 29-April 2
Classes end (Fri)	April 23
Reading Day (Mon)	April 26
Examination days (Tues-Thurs)	April 27-29
Terms ends after examinations	April 29
Sprunt Lectures	May 3-5
 Interlude (no classes)	 May 6-7

May Term 2010

Classes begin (Mon)	May 10
Classes end (Wed)	May 26
 COMMENCEMENT 2010	 May 29

Summer Term 2010

D. Min. Seminars I, II, and III	June 7-18
French Language Course for Graduate Study	June 7-July 2
Extended Campus Program Summer Session	June 21-30
Summer Language School:	
Elementary New Testament Greek	July 6-August 20
Elementary Biblical Hebrew	July 6-August 20
Language and Culture Immersion	August 16-September 3

Information regarding registration policies and deadlines can be found online under the Registrar's section of the Union-PSCE website, www.union-psce.edu. 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.

Union-PSCE at Charlotte Campus

2008-2009

Fall Term 2008

Pre-registration	June 13
Registration ends	June 28
New student pre-registration	June 30
New student registration ends	August 25
PC (USA) Ordination Exams	August 22-23
Orientation	September 3
Classes begin	September 5
Fall Convocation	September 5
Drop/add deadline	September 27
Fall Recess	October 17-18
Weekend to Inquire	October 25
Withdraw deadline	October 25
Thanksgiving Recess	November 27-29
Term ends after examinations	December 6

Spring Term 2009

Pre-registration	October 31
Registration ends	November 15
Classes begin	January 9
PC (USA) Ordination Exams	January 23-24
Drop/add deadline	January 31
Bible Content Exam	February 6
Spring Recess	February 20-21
Weekend to Inquire	February 27-28
Withdraw deadline	February 28
Term ends after examinations	April 4
 CHARLOTTE COMMENCEMENT 2009	 April 25

2009-2010

Summer Term 2009

Pre-registration	February 27
Registration ends	March 14
Classes begin	May 1
Drop/add deadline	May 16
Withdraw deadline	June 13
Summer Recess	July 3-4
Term ends after examinations	July 25

Fall Term 2009

Pre-registration	June 12
Registration ends	June 27
Orientation	September 9
Classes begin	September 11
Fall Convocation	September 11
Drop/add deadline	October 3
Fall Recess	October 16-17
Weekend to Inquire	October 24
Withdraw deadline	October 31
Thanksgiving Recess	November 26-27
Term ends after examinations	December 12

Spring Term 2010

Pre-registration	October 30
Registration ends	November 14
Classes begin	January 8
Drop/add deadline	January 30
Weekend to Inquire	February 26-27
Withdraw Deadline	February 27
Term ends after examinations	March 27

CHARLOTTE COMMENCEMENT 2010 April 24

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

Information regarding registration policies and deadlines can be found online under the Registrar's section of the Union-PSCE website, www.union-psce.edu. 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 THEOLOGICAL SEMINARY & PRESBYTERIAN SCHOOL OF CHRISTIAN EDUCATION

Union Theological Seminary and Presbyterian School of Christian Education exists to foster Christian ministry as both a sacred vocation and a learned profession.

As a theological institution of the Presbyterian Church (U.S.A.), we confess the Lordship of Jesus Christ. Standing within the Reformed tradition, we weave together distinctive approaches to theological education for pastoral and educational ministries. We educate and equip leaders for congregational life, theological scholarship, and Christian service to the world. We serve as a theological resource to church and society.

ACCREDITATION

Union Theological Seminary and Presbyterian School of Christian Education is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, GA 30033-4097; Telephone: 404-679-4501) to award M.A.C.E., M.A.T.S., M.Div., Th.M. Ph.D., Ed.D., and D.Min. degrees. The school is also accredited by the Association of Theological Schools in the United States and Canada. The accreditation status of the institution is published in Bulletin 42, Part 4, Membership List, of The Association of Theological Schools. In 2005 Union-PSCCE received full site accreditation for its programs in Charlotte, NC.

Union-PSCE, Richmond, 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-PSCE are available for review in the offices of the deans of the seminary.

Degree programs of study offered by Union-PSCE at Charlotte 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.

1. Overview

DEGREES

Union-PSCE offers nine 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-PSCE offers three dual degrees: the Master of Divinity/Master of Arts in Christian Education (M.Div./M.A.C.E.); the Master of Arts in Christian Education/Master of Social Work (M.A.C.E./M.S.W.); and the Master of Divinity/Master of Social Work (M.Div./M.S.W.). The M.A.C.E./M.S.W. and the M.Div./M.S.W. are offered in cooperation with Virginia Commonwealth University. The Master of Arts (Theological Studies) degree (M.A.T.S.) is also offered.

In keeping with the Reformed tradition emphasis on theological scholarship with ministry and Christian education as learned professions, Union-PSCE also offers the following advanced degrees: the Master of Theology (Th.M.); the Doctor of Philosophy (Ph.D.); and the Doctor of Ministry (D.Min.). An appropriate master's degree, awarded by an institution of recognized standing, is prerequisite for admission into these degree programs.

See chapter 3 for detailed descriptions of these programs.

Known for its rigorous academic program, Union-PSCE also offers an extensive network of supervised student-in-ministry opportunities and continues to pioneer congregation-based experiences for students. The school provides unique opportunities for learning through the use of audio-visual and video production tech-



nologies. In addition, the school supports continued learning for educators and ministers through an array of professional workshops, seminars, and other opportunities.

Union-PSCE offers classes in Charlotte, North Carolina, in three degree programs: the M.Div., the M.A.C.E., and the M.Div./M.A.C.E. dual degree. Classes in Charlotte are held on the campus of Queens University.

PLACEMENT (M.A. C.E. AND M.DIV. GRADUATES)

Typically, Union-PSCE students in M.A.C.E. and M.Div. degree programs receive calls to forms of ministry in the church except when personal factors or specific interests limit a graduate's ability to accept a call.

The Office of Field Education and Placement assists students seeking placement. It coordinates interviews between committees and students and provides seminars on interviewing, negotiating a call, reading church information forms, working within the Presbyterian placement

system, and writing the personal information form. Further, the office maintains electronic and paper files that contain church information forms, opportunity lists, and information about part-time and specialized ministries. A profile book sent electronically to churches, presbyteries and other judicatories across the country receives high marks for promoting Union-PSCE graduates.

FINANCIAL ASSISTANCE FOR STUDENTS

The financial aid program of Union-PSCE 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. A majority of full-time master's level students receive need-based grants. Merit aid is available to full-time advanced degree students. See chapter 8 for detailed information about financial aid.

LOCATION AND FACILITIES

Richmond, Virginia

The capital city of Virginia is rich in history and anchors a growing, well-balanced metropolis—a good environment for work, travel, and enjoyable living. With parks, museums, art galleries, libraries, natural areas, shopping, and educational institutions, the metro region provides many cultural advantages including concerts, theater, and professional sports. Richmond is a two-hour drive from Washington, D.C., the Atlantic beaches, or the Blue Ridge Mountains. Richmond is 245 miles from Philadelphia, 300 miles from Charlotte, 345 miles from New York City, and 535 miles from Atlanta.

Richmond provides opportunities for students to serve in local churches, hospitals, and human service institutions. More than 25,000 Presbyterians and nearly 100 Presbyterian churches are located in Central Virginia. The offices of the Synod of the Mid-Atlantic adjoin the campus.

The Campus

Union-PSCE's Richmond campus occupies 56 acres in Ginter Park, an historic residential area a few miles north of Richmond's downtown. The campus is intersected by Brook Road (U.S. Route 1). Located on the campus are Victorian Gothic-style academic buildings, residence halls, and a central quadrangle. The new William Smith Morton Library complements older, historic buildings. The campus also includes classroom and administrative buildings, a dining hall/student center, faculty and student housing, athletic fields, tennis courts, and an exercise track.

Charlotte Campus

Union-PSCE at Charlotte is on the campus of Queens University of Charlotte in the historic Myers Park neighborhood of Charlotte.

The largest city in North Carolina, Charlotte is located in Mecklenburg County and is one of the fastest growing business and arts communities in the nation. Nicknamed “the Queen City,” Charlotte is known for outdoor recreation, quality of life, and a vibrant business community. The city is located just two hours from the Blue Ridge Mountains, four hours from the Atlantic beaches, three and a half hours from Atlanta, and nine hours from Tampa. Charlotte is located in the heart of the American Sunbelt, an active place with sports, entertainment, arts and cultural attractions.

Charlotte is the historic seat of Southern Presbyterianism, and it is still known as the “The City of Churches.” Today, changing demographics of the city's rapidly increasing population have brought scores of new denominations and faiths to the city.

The Library

The William Smith Morton Library is a spacious facility at Union-PSCE in Richmond. 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-PSCE. 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 offers one of the nation's finest collections for biblical studies, theology, Christian education, and church history. Operated by Union-PSCE, 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 www.union-psce.edu.

The book collection numbers more than 346,000 volumes and grows at a rate of some 6,400 volumes per year. The library receives 977 periodicals and scholarly journals. This major research library houses the libraries of Dr. George Gunn (Scottish history, literature, and theology), Dr. H. H. Rowley (Old Testament), Dr. Gotthold Muller (19th and 20th century German theology and philosophy with Reformed and Lutheran writings), and Dr. Thomas F. Torrance (patristic, Calvin, and other Reformed materials).

The Reigner Recording Library holds more than 20,000 tapes and cassettes and serves as the official repository and circulating agent of the radio programs of the Broadcasting and Film Commission of the National Council of Churches. Also included are 1,800 kinescopes of NCC television programs and numerous productions of the Protestant Radio and Television Center.

In addition to these resources, the library holds more than 3,100 videos, 600 simulation games and kits, 30,000 microfiches, 2,600 microfilms, and a substantial collection of films, curriculum resources, slides, trans-

parencies, posters, and other non-print resources.

A media services department is housed at 1010 Westwood Avenue. This center has studios for teaching/learning technologies in film, audio, video, and computer. The center is connected to classrooms on campus for recording and presenting media pieces, and it houses the core of the local computer network.

For many years the library has been active in the American Theological Library Association. Staff members have served as presidents of the association.

Charlotte Library

Students on the Charlotte campus have access to the vast 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-PSCE at Charlotte 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 both 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.

There is a Curriculum Resource Center (CRC) in Everett Library that holds over 1,400 pieces of Christian education materials and resources. These are non-circulating items. In that same area, there is a small computer lab, a classroom, a conference room, and several individual places to study.

Union-PSCE at Charlotte 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-PSCE at Charlotte. Information for each library can be found at the following website — www.atla.com/ctlc/ctlc.html.

Library hours may vary during the year. For the latest update of library hours, please visit the Queens website (www.queens.edu/library).

The library also offers the reference assistance of a theological librarian to help students and faculty use library resources efficiently and effectively.

From the beginning, the library has been a member of the American Theological Library Association.

Richmond Theological Consortium (RTC)

Union-PSCE at Richmond 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. In addition to providing free cross-registration, the three schools coordinate student activities and academic resources. Each institution maintains its own autonomy and grants its own degrees. For more information, contact BTSR, 804-355-8135, or STVU, 804-257-5715.

Washington Theological Consortium (WTC)

Through its participation in the consortia of Richmond and Washington theological schools, Union-PSCE affords its students the opportunity to take courses offered at any of nine other schools representing the ecumenical church: Samuel DeWitt Proctor School of Theology at Virginia Union University, Baptist Theological Seminary at Richmond, Catholic University of America (School of Religious Studies), Dominican House of Studies, Howard University School of Theology, Lutheran Theological Seminary in Gettysburg, Virginia Theological Seminary, Washington Theological Union, and Wesley Theological Seminary. Some restrictions apply (see p. 5-4). Information about course offerings at consortium schools and registration procedures is available from the office of the registrar or at www.washtheocon.org/.

SERVICE TO THE CHURCH

Ministry and Leadership Development

The Center for Ministry and Leadership Development at Union-PSCE 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 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, and administers the Doctor of Ministry program. Within 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, directs the Center. For a schedule of planned events, please contact the Center or visit the Union-PSCE website: www.union-psce.edu.

Interpretation

Union Theological Seminary published the first issue of *Interpretation: A Journal of Bible and Theology* in 1947. Today approximately 5,000 pastors, teachers, and seminary students subscribe to what is one of the most highly respected theological journals currently published. More than 1,600 college, university, seminary, and

public libraries receive *Interpretation*. It is delivered in every state in the nation and in countries around the world. *Interpretation* is indexed by all major library index services and is the most frequently researched journal on the American Theological Library Association (ATLASerials) database. A Japanese translation is also published.

Each quarterly issue contains articles, exposition of biblical passages, and book reviews written by scholars and pastors of international reputation. Most of the issues are thematic, exploring in-depth a particular subject or biblical book. *Interpretation* is also available by online subscription, offering access to every issue published since 1947.

The Carl Howie Center for Science, Art, and Theology

Inaugurated in 1995, the Howie Center maintains an ongoing program of scholarly conferences and publications devoted to study of the intersections of science, art, and theology. Major public lectures are scheduled annually. Information is available under Related Programs on the Union-PSCE website, www.union-psce.edu.

The Asian American Ministry And Missions Center

The positive contributions of Asian American Christians are felt in local churches, seminaries, presbyteries, and other church bodies nationwide. There is a growing need to understand the complex dynamics of Asian American churches, to recruit gifted Asian American students to careers in ministry, and to provide continuing education opportunities to support Asian American pastors, educators, and laity in their work for Christ. The Asian American Ministry

and Missions Center at Union-PSCE has been established to assist in the education of Asian American church leaders.

The Center is co-directed by Dr. Syngman Rhee, former moderator of the PC(USA) and visiting professor in intercultural studies, and Dr. Haesun Rhee.

The Institute for Reformed Theology

Established in 1998 through a grant from the Lilly Endowment, Inc., the Institute for Reformed Theology at Union-PSCE initiates thoughtful conversation between scholars and pastors concerning the Reformed tradition. The Institute enhances the ability of ministers and educators to serve the church faithfully and to extend the conversation to congregations and governing bodies of the church.

The Reformed tradition includes churches that trace their theological heritage from scripture through their historic confessions, and church leaders who have sought to interpret the Bible for the world. Reformed churches are characterized by a commitment to vigorous engagement between the church and the world. The Presbyterian Church (U.S.A.), which Union-PSCE serves, is a church in the Reformed communion.

Central to the Institute's program are annual colloquies that address constructive questions for Christianity in the twenty-first century. The colloquies engage professors, ministers, and students in the task of relating theology and contemporary life.

Members of the Institute's Board of Directors are: Dawn DeVries, John Newton Thomas Professor of Systematic Theology; Douglas Ottati, Craig Family Distinguished Professor

of Religion and Ethics, Davidson College; Mark Valeri, E. T. Thompson Professor of Church History; and Brian K. Blount, professor of New Testament and Union-PSCE's president.

Project Burning Bush

Project Burning Bush is a theological education program for high school students. The purpose of the program is to recruit and develop youth as Christian leaders for the church through theological reflection, vocational discernment, and development of skills for ministry. There are more than 275 high school students in the program.

Focus

This free magazine, published by the Office of Communications, includes feature articles about the impact of the seminary on the wider church. *Focus* contains news on the ministries of Union-PSCE faculty, students, alumni and alumnae.

Website

For complete and up-to-date information, please see the Union-PSCE website—www.union-psce.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

1914-1997 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 Schauffler Hall was erected (1919) as a new church development to aid students in their preparation for the practice of ministry. In 1996-97, Schauffler 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.

Union-PSCE at Charlotte

Union-PSCE'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-PSCE at Charlotte was established on the campus of Queens University of Charlotte in February 2002. Full accreditation for the Charlotte program was received in May 2005.

Generous support for the effort has come from individuals and congregations in the local community. In 2007, more than 90 students were enrolled. Union-PSCE at Charlotte produced its first two graduates in May 2005 and organized its first commencement ceremony in Charlotte in January 2006.

2. The Union-PSCE Community

FACULTY

Full-time Faculty



Samuel L. Adams
*Assistant Professor
of Old Testament*
Davidson College,
B.A.
University of
Chicago Divinity
School, M.Div.
Yale University,

Ph.D.

Adams's interests include the Wisdom literature of the Old Testament and ancient Near East, the Prophetic Books, the Dead Sea Scrolls, Egyptology, and biblical theology. He recently published the monograph, *Wisdom in Transition: Act and Consequences in Second Temple Instructions* (Brill, 2008). An ordained minister in the Presbyterian Church (U.S.A.), Adams has served churches in both New Haven, CT, and Chicago, IL.



Samuel E. Balentine
*Professor of Old
Testament*
Furman University,
B.A.
Southeastern
Baptist Theological
Seminary, M.Div.

Oxford University, D. Phil.

A highly regarded scholar who served on the faculty of Baptist Theological Seminary at Richmond for 10 years, Balentine joined the Union-PSCE faculty in September 2004. He is the author of four books, including a commentary on Leviticus

in the Interpretation Bible Commentary series (John Knox Press) and *The Torah's Vision of Worship* (Fortress Press, 1999). He has edited or co-edited numerous books and scholarly journals, and written nearly three dozen articles for significant journals in biblical studies. Prior to joining the faculty of Baptist Theological Seminary at Richmond, Balentine served as a professor at Southeastern Baptist Theological Seminary and Midwestern Baptist Theological Seminary. He recently published a major commentary on the Book of Job. Balentine is General Editor of the Smyth and Helwys Bible Commentary series, co-editor of *Interpretation*, and a member of the editorial board for *The New Interpreters Dictionary of the Bible*.



Brian K. Blount
President and Professor of New Testament in the Walter W. Moore and Charles E. S. Kraemer Presidential Chairs
College of William

and Mary, B.A.
Princeton Theological Seminary,
M.Div.
Emory University, Ph.D.

Blount assumed the presidency of Union-PSCE in 2007, after 15 years as professor of New Testament at Princeton Theological Seminary. Earlier, he served as pastor of the Carver Memorial Presbyterian Church in Newport News, Virginia (1982-88). Blount's research has focused on the Gospel of Mark, cultural studies and hermeneutics, and the Book of Revelation. His published books include *Cultural Interpretation:*

Reorienting New Testament Criticism (Fortress, 1995); *Go Preach! Mark's Kingdom Message and the Black Church Today* (Orbis, 1998); *Then The Whisper Put on Flesh: New Testament Ethics in an African American Context* (Abingdon, 2001); and *Can I Get A Witness? Reading Revelation Through an African American Lens* (Westminster John Knox, 2005). He has also edited a volume of essays on worship with Leonora Tubbs Tisdale, *Making Room at the Table: An Invitation to Multicultural Worship* (Westminster John Knox, 2000), and is the coauthor, with Walter Brueggemann and William C. Placher, of *Struggling With Scripture* (Westminster John Knox, 2001) and, with Gary W. Charles, of *Preaching The Gospel of Mark in Two Voices* (Westminster John Knox, 2002). His commentary on the Book of Revelation for Westminster John Knox's New Testament Library Series will be published in 2009. Blount is associate editor of the *New Interpreter's Dictionary of the Bible* (Abingdon) and *General Editor for True To Our Native Land: An African American New Testament Commentary* (Fortress). He also preaches and teaches adult education classes in local congregations.



Richard Boyce*
Associate Professor of Preaching and Pastoral Leadership
Davidson College,
A.B.
Union Theological Seminary in
Virginia, D.Min.,

Ph.D.

Boyce served as pastor of First Presbyterian Church in Belmont, NC,

for many years before joining the faculty of Union-PSCE in January 2004. Recognized for his many gifts as a teacher, preacher, and pastor, he previously served as an adjunct professor of Bible at the Charlotte campus. Boyce's teaching and research interests include exploration of the methods and practices by which the scriptures can enliven and guide the work of the local church. He has recently completed the *Leviticus-Numbers* volume of the *Westminster Bible Companion* for Westminster John Knox Press (2008)



James A. Brashler
Professor of Bible and Director of Graduate Studies
Calvin College, B.A.
Calvin Theological Seminary, B.D.
Claremont Graduate School, Ph.D.

Brashler's interests include biblical languages and archaeology, the Gospels, second temple Judaism, gnosticism, and Reformed Theology. An ordained elder in the Presbyterian Church (U.S.A.), he is active in ecumenical relations and has served as president of the mid-Atlantic region of the Society of Biblical Literature. He is the co-editor of *Interpretation*.



E. Carson Brisson
Associate Professor of Biblical Languages and Associate Dean for Academic Programs
Mars Hill College, B.A.
Southeastern

Seminary, M.Div., Th.M.
Southern Baptist Theological Seminary, Ph.D.

Brisson's interests focus on the ser-vice of biblical languages to the preaching and teaching ministries of the Church, and on the various ways the discovery involved in the study of Greek and Hebrew texts is shaped by and into the proclamation of the Gospel through sermons and in teaching. He is also interested in exploring the relationship between theology and the fields of literature, creative writing, and the performing arts, and is a member of The International Society for Religion, Literature and Culture, and of The Society of Biblical Literature. He has served for many years as an associate editor for the seminary's journal *Interpretation*, with responsibilities for the section "Between Text and Sermon," and he currently serves as the essayist for "The Gargoyle Speaks" column of *Focus*. He has contributed articles and essays to *Pulpit Digest*, *Interpretation*, and *Lectinary Homiletics*, and to *The Pastor's Bible Study, Volume Two*.

* These faculty members serve at Union-PSCE at Charlotte



Charles E. Brown
William B. Oglesby
Professor of Pastoral
Theology
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(formerly
Southwestern at
Memphis), B.A.
Vanderbilt

University Divinity School, M.Div.
Princeton Theological Seminary, Ph.D.

Brown's main interest is the theology of pastoral care. An ordained minister in the Presbyterian Church (U.S.A.), he has served pastorates in Mississippi and New Jersey. He published *The Self in Time* (1997).



Katie Geneva Cannon
Annie Scales Rogers
Professor of
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College, B.S.
Johnson C. Smith
Seminary, M.Div.

Union Theological Seminary in New York, M.Phil., Ph.D.

The first African-American woman ordained in the United Presbyterian Church (U.S.A.), Cannon focuses her work in the areas of Christian ethics, Womanist theology, and women in religion and society. She has lectured nationally on theological and ethical topics and is the author or editor of numerous articles and seven books including *Katie's Canon: Womanism and the Soul of the Black Community* and *Black Womanist Ethics*.



John T. Carroll
Harriet Robertson
Fitts Memorial
Professor of New
Testament and
Dean of Union-
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B.A.

Oxford University, Dipl. Theol.
Princeton Theological Seminary,
M.Div., Ph.D.

Carroll's major interests include the Gospels, the teaching of Jesus, and early Christian eschatology. An ordained minister in the Presbyterian Church (U.S.A.), he served pastorates in Michigan and Louisiana. Published books include *The Death of Jesus in Early Christianity*, *Preaching the Hard Sayings of Jesus*, and *The Return of Jesus in Early Christianity*. He also edited *The Word in This World* (Westminster John Knox, 2004). He is a founding member of the New Testament Library Editorial Advisory Board and is writing a commentary on the Gospel of Luke for that series.



Fernando A. Cascante-Gómez
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of Christian
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University of Costa
Rica, B.S.
Latin American
Biblical Seminary,

B.A.
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Education, M.A., Ed.D.

A native of Costa Rica and a former physics teacher, Dr. Cascante has served as a pastor since 1980. He has published articles on Christian education and biblical studies. Cascante continues to serve as a Christian education consultant for churches and

seminaries in Guatemala, El Salvador, Nicaragua, Costa Rica, and Cuba. His interests include theological education by extension, multiculturalism and Christian education, and the pedagogical dimensions of wisdom literature.



Milton J Coalter
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and William B. and
Mildred L. Nivison
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Princeton University, Ph.D.

Coalter brings an impressive background in research, information technology, and American church history to Union-PSCE. An ordained minister in the Presbyterian Church, he comes from Louisville Presbyterian Theological Seminary where he served as library director and later vice president for library and information technology. He served as acting president of Louisville Seminary in 2003 while an interim president was being sought. Along with Louis Weeks and John Mulder, he was a co-director and author of *The Presbyterian Presence*, a major study of the Presbyterian Church and other mainline Christian denominations. He has served as editor and webmaster for the "Resources for American Christianity" website, an electronic resource funded by the Lilly Endowment.



Thomas W. Currie*
Dean of Union-PSCE at Charlotte
Haverford College,
B.A.
Austin
Presbyterian
Theological

Seminary, M.Div.

The University of Edinburgh, Ph.D.

An ordained minister in the Presbyterian Church (U.S.A.), Currie served as a pastor from 1976–2001. He has taught courses in theology and homiletics at Austin Presbyterian Theological Seminary and in extension programs in Houston and Midland, TX. He has a particular interest in the theology of Karl Barth and in the short stories of Flannery O'Connor. He is the author of several articles and four books, including *The Joy of Ministry* (2008).



Dawn DeVries
John Newton
Thomas Professor
of Systematic
Theology
College of the
University of
Chicago, B.A.
University of

Chicago Divinity School, M.A., Ph.D.

DeVries's scholarship includes the history of doctrine and Reformed theology. The recipient of numerous academic honors, she was named a Henry Luce III Fellow in Theology for 1997–1998. She was a delegate for the Presbyterian Church (U.S.A.) to the 8th Assembly of the World Council of Churches and for the World Alliance of Reformed Churches to the International Eastern Orthodox/Reformed Dialogue. She

* These faculty members serve at Union-PSCE at Charlotte

served on the Presbyterian Church (U.S.A.) Special Committee on Catechism. She has published *Jesus Christ in the Preaching of Calvin and Schleiermacher* and is currently editing the *New Westminster Dictionary of Christian Theology*.



Susan Fox
Professor of Supervised Ministry and Director of the Office of Field Education and Placement
Mississippi University for

Women, B.S.
University of South Alabama, Master of Education
Union Theological Seminary in Virginia, M.Div.
Union Theological Seminary in Virginia, D.Min.

Fox has provided guidance and direction for students engaged in internships and seeking their first calls since 1989. In 2005, she joined the full-time faculty of Union-PSCE. As professor of supervised ministry she teaches field education integrative classes, conducts supervisor training, and works with congregations to enhance ecumenical opportunities for supervised ministry. Her areas of special interest and training include online teaching and learning, first call issues, vocational assessment, and the use of coaching and mentoring in field education and ministry. Her publications include *Here I Am, Lord, Now What?, a Handbook on Legal Issues in Theological Field Education*, co-edited with Judith Guy, and articles and book reviews in *Interpretation* and the *Journal of Reflective Practice*.



Paul Galbreath
Associate Professor of Preaching and Worship
Stetson University, B.A.
Southwestern Theological Seminary, M.Div.

Baylor University, Ph.D.
Austin Presbyterian Theological Seminary, Th.M.
Universität Heidelberg, Dr.Theol.

Galbreath focuses his research and teaching on the role of Word and Sacrament in shaping and forming the character and ethical choices of Christian communities. He holds doctoral degrees in both New Testament and Systematic Theology and has a particular interest in issues of hermeneutics and liturgical language. An ordained minister in the Presbyterian Church (U.S.A.), he served churches in Oregon and Washington for ten years and was later a member of General Assembly Staff in the Office of Theology and Worship in Louisville, Kentucky. He is the author of *Leading from the Table* (Alban, 2008) and *Doxology and Theology: An Investigation of The Apostles' Creed in Light of Ludwig Wittgenstein* (Peter Lang, 2008).



Frances Taylor Gench
Herbert Worth and Annie H. Jackson Professor of Biblical Interpretation
Davidson College, B.A.
Union Theological

Seminary in Virginia, M.Div., Ph.D.
An ordained minister of the Presbyterian Church (U.S.A.), Gench was on the faculty of Lutheran

Theological Seminary at Gettysburg from 1986 to 1999. She served as a member of the PC (USA) General Assembly's Theological Task Force on Peace, Unity, and Purity of the Church. Recent publications include *Back to the Well: Women's Encounters with Jesus in the Gospels* and *Encounters with Jesus: Studies in the Gospel of John*.



Gwen A. Hawley

*Professor of
Christian
Education*

Flora Macdonald
College, B.A.
University of North
Carolina at Chapel
Hill, M.Ed., Ph.D.

A licensed professional counselor, Hawley's scholarly interests include human development, group dynamics, counseling, and the work of Erik Erikson. As an education consultant, she has led many workshops across the U.S., especially for Christian educators in the Presbyterian Church (U.S.A.).



Thomas A. James

*Assistant Professor
of Theology*

Toccoa Falls
College, B.A.
Louisville
Presbyterian
Theological
Seminary, M.Div.

Union Theological Seminary and
Presbyterian School of Christian
Education, Ph.D.

James's interests include contemporary interpretations of the doctrine of God, theological anthropology, and the interactions between theo-

gy and other ways of understanding the world. An ordained minister in the Presbyterian Church (U.S.A.), James has served congregations in Cincinnati and Dayton, Ohio.



**Kenneth J.
McFayden**

*Professor of Ministry
and Leadership
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Studies*

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Union Theological Seminary, D.Min.

The Southern Baptist Theological
Seminary, Th.M., Ph.D.

An ordained minister in the Presbyterian Church (U.S.A.), McFayden served as executive director of the North Central Career Development Center in New Brighton, MN, prior to joining the faculty of Union-PSCE in 2000. He has conducted numerous workshops and consultations for clergy and lay professionals in the theory and practice of leadership, and in team development, strategic planning, and conflict management. He has worked extensively with theological students and pastors in vocational assessment and leadership development. He previously served as a hospital chaplain in Louisville, KY, and as an associate pastor in Alliance, OH.

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Pamela Mitchell-Legg*
Sarah Belk Gambrell
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Mitchell-Legg's areas of scholarship include educational theory, the history of education, curriculum design, and contemporary media. Recent publications include the two-part article "Contemporary Films and Religious Exploration: An Opportunity for Religious Education," in *Religious Education*.



Samuel K. Roberts
Anne Borden and
E. Hervey Evans
Professor of
Theology and Ethics
Morehouse
College, B.A.
Union Theological
Seminary in New

York, M.Div.

Columbia University, M.Phil., Ph.D.

Roberts's areas of interest are methodological approaches to ethics, theological ethics, public theology, church and state issues, Christian virtue ethics and the theological ethics of Martin Luther King, Jr. An ordained American Baptist minister, he is the author of several books including *African American Christian Ethics* and *In the Path of Virtue: The African American Moral Tradition*. He has lectured and led numerous workshops in Christian ethical decision making, virtue ethics, and Christian character.



Rodney S. Sadler, Jr.*
Associate Professor
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Howard University,
B.A.
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Sadler's teaching experience includes courses in biblical languages, Old and New Testament interpretation, wisdom literature in the Bible, the history and religion of ancient Israel, and African American biblical interpretation. His first authored book, *Can A Cushite Change His Skin? An Examination of Race, Ethnicity, and Othering in the Hebrew Bible*, was published in 2005. He frequently lectures within the church and community on Race in the Bible, African American Biblical Interpretation, the Image of Jesus, Biblical Archaeology, and the Dead Sea Scrolls. Sadler was the managing editor of the *African American Devotional Bible*.

Sadler served as a visiting lecturer and interim co-director of the Office of Black Church Studies at Duke Divinity School in Durham, NC, and was an associate minister in Durham, NC.



Andreas Kurt Schuele
Aubrey L. Brooks
Professor of *Biblical*
Theology
Universität
Heidelberg, B.A.
(Theology), B.A.
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Studies)

Universität Heidelberg, Dr. phil., Dr. theol.

Schuele, who joined the Union-PSCE faculty in January 2005 after teaching at Heidelberg and Zürich, holds doctoral degrees in both Semitic studies and theology. His research continues to focus on the interrelation between biblical studies and constructive theology. Schuele has published numerous articles in both German and English; he has also written three books: a theological study of the Balaam story (Numbers 22–24), an analysis of the syntax of ancient Hebrew inscriptions, and a literary and theological study of the primeval history as prologue of the Hebrew Bible.



Carol L. Schnabl Schweitzer
Assistant Professor of Pastoral Care
 Westminster Choir College, Bachelor of Music
 Lutheran School of Theology at

Chicago, M.Div.
 Princeton Theological Seminary, Ph.D.

Schweitzer's main interests include pastoral theology and the psychology of religion. She has experience as a pastoral counselor and family therapist. An ordained minister in the Evangelical Lutheran Church in America, she has served as a pastor in several Pennsylvania churches.



Henry C. Simmons
Professor of Christian Education and Director, Center on Aging
 St. Michael's Seminary, M.A.

St. Paul University, M.Th., S.T.L.
 University of Ottawa, Ph.D.

Simmons's major interests include the spiritual growth of older adults, congregational studies, ecology and faith, and the Christian life. He is an ordained minister active in several community service organizations. He served as president of the Religious Education Association and has served on the boards of directors of the National Council on Aging and the National Interfaith Coalition on Aging. He recently co-authored *A Journey Called Aging: Challenges and Opportunities in Older Adulthood* (Haworth, 2007). Current writing projects include *Ecology and The Practice of Hope* (SUNY Press). Simmons is editor of Religion, Aging, and Spirituality, an online annotated bibliography with more than 3,000 entries. It is accessible online at <http://gargoyle.union-psce.edu/aging>.



Stanley H. Skreslet
F. S. Royster Professor of Christian Mission
 Lewis and Clark College, B.A.
 Union Theological Seminary in Virginia, D.Min.

Yale University, M.A., M.Phil., Ph.D.

Skreslet's interests include the history and theology of Christian mission, Islam, and Orthodox

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Christianity, especially in the Middle East. An ordained Presbyterian minister, he previously served on the faculty of the Evangelical Theological Seminary in Cairo, Egypt for ten years. He is the author of *Picturing Christian Mission: New Testament Images of Disciples in Mission* (Eerdmans, 2006), as well as an introduction to New Testament Greek written in Arabic and published by the Bible Society of Egypt. He is currently at work on a new introduction to the discipline of missiology.



Mark Valeri
E.T. Thompson
Professor of
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Whitworth
College, B.A.
Yale University
Divinity School,
M.Div.

Princeton University, Ph.D.

Valeri's areas of specialization include eighteenth century American religion, religion and social thought in America, Puritanism, and Reformation theology and the social history of Calvinism. An ordained minister in the Presbyterian Church (U.S.A.), he has received several academic awards, including the Makemie Prize from the Presbyterian Historical Society, an Andrew W. Mellon fellowship, a National Endowment for the Humanities fellowship, and a Lilly Endowment Faculty Fellowship. He has written books and essays on Protestantism and a market economy in early America, the history of Christian practice, and Jonathan Edwards



Jane Rogers Vann
Professor of
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Education
California Baptist
College, B.A.
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University, M.A.
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Columbia University, Ed.D.

Vann's research interests include congregational education, spiritual formation in congregational life, and the relationship between worship and education. She is an elder in the Presbyterian Church (U.S.A.) and a certified associate in Christian education. She has served as director of Christian education in several congregations, on governing body staffs, and on the Task Force on the Sacraments for the General Assembly. Her most recent book is *Gathered Before God: Worship-Centered Church Renewal* (Westminster John Knox Press, 2004).



Paul W. Walaskay
Professor of Biblical
Studies
Wayne State
University, B.A.
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Ph.D.

Walaskay explores the New Testament as it reflects the theological and social concerns of the early church. He is also interested in the development of the prophetic tradition in early Christianity and artistic interpretations of Jesus from gospel narratives to contemporary film. An ordained minister in the American Baptist Church and the United Church of Christ, he has served

churches and university campuses in New York and North Carolina. He is the author of *Acts* in the Westminster Bible Companion series.



Rebecca Harden Weaver
John Q. Dickinson
 Professor of Church History
 University of Texas, B.S.
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 Southern Methodist University, Ph.D.

Weaver's teaching ranges over the ancient and medieval church, with particular attention to the church of late antiquity in the west. She is presently engaged in study of the lives of early medieval female saints as a form of biblical interpretation. She is an ordained minister in the Presbyterian Church (U.S.A.). She is the author of *Divine Grace and Human Agency: A Study of the Semi-Pelagian Controversy* and is an associate editor for the *New Westminster Dictionary of Church History* (forthcoming).



Karen-Marie Yust
 Associate Professor
 of Christian Education
 Trinity University,
 B.A.
 Brite Divinity
 School, M.Div.
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University, Th.D.

Yust's work focuses on nurturing spirituality and encouraging theological reflection across the lifespan. Her first book, *Attentive to God*, proposes an alternative strategy for adult faith

formation and leadership development. *Real Kids, Real Faith* and an edited volume, *Nurturing Child and Adolescent Spirituality: Perspectives from the World's Religions*, offer theoretical and practical engagements with family and youth ministries. Her latest book, *Taught by God*, explores the relationship between transformational learning theories and classical spiritual practices. An experienced pastor and Christian educator, she is ordained with dual standing in the United Church of Christ and Disciples traditions.



Beverly Ann Zink-Sawyer
Samuel W. Newell, Jr.
 Professor of Preaching and Worship
 Dickinson College,
 B.A.
 Princeton

Theological Seminary, M.Div.
 Vanderbilt University, Ph.D.

Zink-Sawyer focuses on the interaction of homiletics and American religious history with particular attention to women's preaching. An ordained minister in the Presbyterian Church (U.S.A.), she served churches in Pennsylvania and Tennessee for 15 years and has served on committees at the presbytery and synod levels. She is editor of the *Abingdon Women's Preaching Annual* and author of *From Preachers to Suffragists: Women's Rights and Religious Conviction in the Lives of Three Nineteenth-Century American Clergywomen*. She was a Lilly Faculty Fellow of the Association of Theological Schools for 2000-2001.

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Ronald Preston Byars, Ph.D.,
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Worship

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Mary Anne Fowlkes, Ph.D., *Professor*
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T. Hartley Hall IV, D.D., *President*
Emeritus

Jack Dean Kingsbury, Dr. Theol.,
Professor Emeritus of Biblical Theology

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of Christian Education

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Emeritus of Hebrew and Old
Testament Interpretation

S. Dean McBride, Jr., Ph.D., *Professor*
Emeritus of Hebrew and Old
Testament Interpretation

Estelle Rountree McCarthy, M.A.,
Professor Emerita of Christian
Education

David McCormick, S.M.D., *Professor*
Emeritus of Church Music

Malcolm C. McIver, Jr., Ph.D.,
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Education

James H. Smylie, Ph.D., *Professor*
Emeritus of Church History

Charles M. Swezey, Ph.D., *Professor*
Emeritus of Christian Ethics

W. Sibley Towner, Ph.D., *Professor*
Emeritus of Biblical Interpretation

John B. Trotti, Ph.D., *Professor*
Emeritus of Bibliography

Louis B. Weeks, Ph.D., President Emeritus

Lamar Williamson, Jr., Ph.D., Professor Emeritus of Biblical Studies

STUDENTS

Student Body

The student body—over 350 students total—is coeducational, multi-denominational, and international. Approximately one-half are women. In a typical year, more than 20 denominations are represented along with 20 states and a dozen foreign countries. Students hold undergraduate and graduate degrees from over 130 colleges and universities.

Faculty-Student Ratio

The ratio of faculty to students is 1:12. Most classes are small and care is taken to ensure close personal attention for students from members of the faculty.

Richmond Campus Life

Spiritual Life

Worship seeks to nurture faith in God and commitment to the church. Chapel services include mid-morning services 3 days per week. Services are led by students, faculty members, staff, and invited guests. Special services are held to highlight the seasons of the church and the academic year. Communion is served on Wednesdays, followed by a community lunch.

Students are encouraged to take responsibility for their own spiritual development and growth through active participation in the life and worship of local congregations, enlisting in on-campus groups for reflection and prayer, and seeking the counsel of individual faculty and staff members for pastoral care.

Richmond Student Government Assembly

The purpose of the Richmond Student Government Assembly (RSGA) is “to foster and sustain community wholeness as we respond to and advocate for the needs of the student body.” The membership of the Student Government Assembly comprises two governing bodies: The Student Senate and the Diaconate.

Student Senate: This body is responsible for hearing concerns and issues from students and/or their representatives, and acting on them in a timely manner consistent with the purpose statement.

Elected members of the Student Senate are: **Officers** – moderator, vice-moderator, clerk, and treasurer; and **Representatives** – 1st and final level M.A.C.E./M.A.T.S.; 1st, 2nd, and final level M.Div.; 1st level dual degree; two at-large dual degree; postgraduate; and international and commuter student representatives. Members with voice but no vote are: the ECP elected representative and the appointed Board of Trustees student body representatives. A representative from each recognized campus organization is invited as a non-voting member as well.

Diaconate: This body is responsible for programs and for community care. The vice-moderator of the RSGA serves as moderator for this body and as the liaison between the Diaconate and the Student Senate.

The members of the Diaconate are the elected chairs of the standing committees: Awareness, Campus Care, Communication, Fellowship, and Service. In addition, the elected student who co-chairs the faculty/student Worship Committee serves on the Diaconate. Students are invited to participate in student government by

participating on one or more of these committees.

The constitution of the Richmond Student Government Assembly is printed in the Student Handbook.

Graduate Students Association

The Graduate Students Association is a voluntary association of Union-PSCE postgraduate students and friends of the GSA. The mission of the GSA is to strengthen Union-PSCE graduate programs and to help fulfill the Union-PSCE mission “to educate and equip leaders for congregational life, theological scholarship, and Christian service to the world, and to be a theological resource to church and society.” The GSA seeks to fulfill its mission by providing advocacy on behalf of and support services to graduate students, alumni/ae, and others. In both advocacy and services, the GSA concentrates on academics, collegiality, and professional development.

Other Campus Activities

Other associations, which reflect the diversity and creativity of the student body, plan activities and programs that enrich the life of the community. These include the Black Caucus, the Handbell Choir, Koinonia, Korean Student Association, Liturgical Dance, Peace Witness Fellowship, Safe Space, Second Career Fellowship, Union-PSCE Spouses Connection, and Union-PSCE Society for Patristic and Medieval Studies. Moreover, each year a number of students form weekly Bible study groups. On-campus students also plan dormitory events. Students also serve on faculty committees.

Students contribute to the life of the wider community by participat-

ing in specific programs sponsored by the service committee including area tutoring and volunteering in a shelter program for the homeless.

Recreation and Fitness

Students and members of the community enjoy an intramural program of softball, football, volleyball, and basketball. Ultimate Frisbee and other sports are played several afternoons a week on the quadrangle during good weather. Tennis courts, a jogging track with exercise stations, gardening plots, weight room, and a playground for children provide additional recreational opportunities.

Orientation

Orientation to the educational programs of Union-PSCE, community life, and the Richmond area is an important introduction to seminary life for new students. It is expected that all new students will participate in orientation. Charlotte also holds orientation for all new students each fall.

Charlotte Community

The Charlotte campus gathers each Saturday for mid-day worship. These services are led by faculty, student cohorts, and local pastors and educators. A community meal follows.

Charlotte students enjoy other community events such as a Texas Independence Day barbecue, a Christmas celebration, and a summer end-of-term picnic.

Worship in Charlotte is planned and supported by the worship committee. Students also serve on faculty committees and on the Board of Trustees.

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3. 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 (see p. 3-4).

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-PSCE 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. For additional prerequisites and criteria for admission, see chapter 7. Students over the age of 35 who demonstrate exceptional potential to serve the church as educators but lack an appropriate undergraduate degree may be admitted as special students. (For detailed information, see chapter 7.)

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-PSCE 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-PSCE, 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 Dean or Associate Dean, will review the student's previous coursework in order to determine which courses from among the 10 required courses must be taken in the area of Christian Education. The appropriate Dean or Associate Dean will determine which courses from other academic departments must also be taken.

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 5, Academic Procedures and Regulations.

Curriculum and Degree Requirements

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/Agencies (EDU168)
- Group Process/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 Field Education and Placement)

Open electives (6 credits)

Portfolio-based assessment process

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-PSCE or one of the other schools in the Richmond Theological Consortium or the Washington



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. This assessment process provides structured opportunities that support intentional, reflective integration of the academic work of students with their personal, spiritual, and vocational formation.

Extended Campus Program

The Extended Campus Program (ECP) provides a means for working adults to pursue part-time graduate study in the M.A.C.E. program. 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 five years of continuous enrollment in two courses per term, the maximum number allowed. 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.
- Fulfill course requirements approved for educator certification in the PC (USA). For certification information, contact the Educator Certification Council at the Presbyterian Church (U.S.A.) in Louisville, KY, (502) 569-5751, website: www.pcusa.org or www.apcenet.org.
- Expand vocational skills and knowledge in educational ministry.
- Enrich the understanding and growth of personal faith and discipleship without working toward a degree.

There are two ECP terms per year: summer and winter. The summer term begins with study at home for a six-week period from April to June, continues with on-campus classes for a 10-day period in June, and may include submission of a final project or paper. The winter term begins with six weeks of study at home starting in October, continues with a 10-day period of on-campus classes in January, and may include submission of a final project or paper. Attendance at all class sessions of the 10-day, on-campus periods in January and June is required.

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 summer session;

September 1 for the ECP winter session.

A list of ECP tentative course offerings is available on the Union-PSCE website at www.union-psce.edu. See chapter 7 for admission procedures. ECP students are not eligible for institutional financial aid (see p. 8-2).



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.



Master of Arts (Theological Studies) (M.A.T.S.)

The Master of Arts (Theological Studies) is a flexible academic degree program for persons who seek to integrate faith and learning so as to equip themselves for lay leadership in the church, to explore vocational options in ministry, to prepare themselves for doctoral level study, to teach religion at the secondary school level, or to pursue structured theological study for personal enrichment.

The objectives of the M.A.T.S. program are as follows: 1) M.A.T.S. graduates demonstrate a basic understanding of the theological disciplines of Bible, theology, and church history; 2) M.A.T.S. graduates demonstrate focused knowledge of one theological discipline and attain the knowledge and skills required for advanced theological study in at least one of the theological disciplines; 3) M.A.T.S. graduates are able to relate theological study to contemporary culture, the life of the church, and personal vocational choices.

The curriculum of the M.A.T.S. program encourages a student to design a program in Bible, theology, church history, or general theological studies that fits his or her interests and goals. The M.A.T.S. program can be completed in two years of full-time study or a maximum of four years of part-time study. Each M.A.T.S. student will have an academic advisor who must approve the student's course of study.

The M.A.T.S. program requires the successful completion of 18 credits, including at least one course in each of the following theological disciplines: (1) biblical studies; (2) history of Christianity; (3) theology and ethics; and (4) practical theology and Christian education. Students must also successfully complete an exercise that permits a summative evaluation of their learning. The summative evaluation of a M.A.T.S. student's work may be done through any course, including directed study, identified before it begins by the professor and the student in writing to the registrar as the course in which this evaluation will take place. Unless

otherwise certified by the dean or associate dean prior to its beginning, the course used for the summative evaluation will carry one credit.

Students may also choose to meet the requirement for summative evaluation by taking a comprehensive examination or writing a 5,000–7,000 word article of publishable quality (one-credit directed study) in the last long term of their program, by agreement of a supervising faculty member.

Each M.A.T.S. 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.

Admission

Admission criteria are the same as for the M.A.C.E. and M.Div. degree programs except that no ecclesiastical endorsement is required.

Advanced Standing

Students who have earned the M.Div. degree or a comparable first graduate theological degree from an ATS-accredited institution, or its international equivalent, within eight years of beginning the M.A.T.S. degree program at Union-PSCE may be eligible for admission with advanced standing. A student who qualifies for advanced standing must complete at least 10 credits toward the M.A.T.S. degree at Union-PSCE, with a cumulative GPA of at least 2.0. All other policies pertaining to the M.A.T.S. apply. The appropriate dean or associate dean, in consultation with the faculty advisor and faculty departments, will determine which

courses must be included within the (minimum of) 10 credits to be completed at Union-PSCE.

M.A.T.S. Curricular Options

Four curricular options are available for M.A.T.S. students: (1) concentration in biblical studies; (2) concentration in theology and ethics; (3) concentration in the history of Christianity; and (4) a general theological studies curriculum. Curricular requirements for each M.A.T.S. option are outlined below. For all M.A.T.S. students, the associate dean approves the student's program of study, upon recommendation of the student's faculty advisor. (The associate dean consults, as needed, with faculty departments.)

M.A.T.S. WITH CONCENTRATION IN BIBLE

- Portfolio-based student assessment
- 18 credits chosen by the student in consultation with the faculty advisor, which will include:
 - (1) a minimum of 8 credits in biblical courses (note: Bible languages, cores, and electives all eligible);
 - (2) up to 10 credits in other courses, with at least one course selected from each of the following areas of study: (a) history of Christianity; (b) theology and ethics; and (c) Christian education and practical theology;
 - (3) One of the credits in (1) above must be identified upon registration in the student's last term as the course (or directed study) in which the required project permitting summative evaluation will be lodged. One additional credit is earned for this project and counts toward the total 18 required.

M.A.T.S. WITH CONCENTRATION IN THEOLOGY AND ETHICS

- Portfolio-based student assessment
- 18 credits chosen by the student in consultation with the faculty advisor, which will include:
 - (1) a minimum of 8 credits in courses in theology and ethics;
 - (2) up to 10 credits in other courses, with at least one course selected from each of the following areas of study: (a) Bible; (b) history of Christianity; and (c) Christian education and practical theology;
 - (3) One of the credits in (1) above must be identified upon registration in the student's last term as the course (or directed study) in which the required project permitting summative evaluation will be lodged. One additional credit is earned for this project and counts toward the total 18 required.

M.A.T.S. WITH CONCENTRATION IN THE HISTORY OF CHRISTIANITY

- Portfolio-based student assessment
- 18 credits chosen by the student in consultation with the faculty advisor, which will include:
 - (1) a minimum of 8 credits in courses in the history of Christianity;
 - (2) up to 10 credits in other courses, with at least one course selected from each of the following areas of study: (a) Bible; (b) theology and ethics; and (c) Christian education and practical theology;
 - (3) One of the credits in (1) above must be identified upon registration in the student's last term as the course (or directed



study) in which the required project permitting summative evaluation will be lodged. One additional credit is earned for this project and counts toward the total 18 required.

M.A.T.S. WITH GENERAL THEOLOGICAL STUDIES CURRICULUM

- Portfolio-based student assessment
- 18 credits chosen by the student in consultation with the faculty advisor, which will include:
 - (1) a minimum of 8 credits, with at least 2 courses selected from each of the following areas of study: (a) Bible; (b) history of Christianity; and (c) theology and ethics; and (d) Christian education and practical theology;
 - (2) up to 10 credits in other courses;
 - (3) One of the credits must be identified upon registration in the student's last term as the course (or directed study) in which the required project permitting summative evaluation will be lodged. One additional credit is earned for this project and counts toward the total 18 required.

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-PSCE 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-PSCE 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 7.

Residency and Time Requirements

The M.Div. program ordinarily takes at least three years. If a student elects to take a Student-in-Ministry (SIM) internship year, four years are required. With the written permission of the associate dean for academic programs, candidates 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 5, 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-PSCE 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-PSCE, 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-PSCE. 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. Each basic course is offered at least once a year on the Richmond campus.

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-PSCE both in the summer and in the nine-month academic year. 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-PSCE at Charlotte for Charlotte students) arrange for proficiency exams in either or both Elementary Greek and Elementary Hebrew. The administrative fee for each exam is \$100. 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-PSCE) may request that the proficiency exam(s) and required Greek or Hebrew courses be waived. The associate dean (or dean of Union-PSCE at Charlotte), after consulting with the chair of the biblical department, will act on the request. No academic credit at Union-PSCE 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-PSCE.

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. Supervised ministry in a non-parish context may be taken as any of the three courses outlined below, depending on the setting chosen. 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 successfully complete CPE in the summer earn two supervised ministry credits from Union-PSCE and one full unit of CPE from the Association for Clinical Pastoral Education (ACPE). Successful completion of CPE during the academic year earns two supervised ministry credits and one-half unit of CPE from the ACPE.

The three 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-PSCE. 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-PSCE at Charlotte and the Office of Field Education and Placement. 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. 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.

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, 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 (see pp. 4-26–4-27).

Directed Studies

Students may plan and carry out a self-initiated course 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-PSCE curriculum. Any request to substitute a Directed Study for a course otherwise offered in the Union-PSCE curriculum must be approved in advance by the Professional Degrees Committee. (See also p. 4-31)

Summary of Requirements for 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 (2) (BIB 001-002 or 003)

Greek (2) (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

TOTAL 32 credits

Other Requirements for Graduation

Each M.Div. student shall participate in 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.

DUAL DEGREE PROGRAMS

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

Union Theological Seminary and Presbyterian School of Christian Education 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. With the written permission of the associate dean for academic programs or the dean of Union-PSCE at Charlotte, 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-PSCE faculty affirms with the church that a genuine vocation to Christian service and a passion for the gospel lie at the heart of



Three factors are taken into consideration by the faculty 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-PSCE (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.

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-PSCE 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 7.

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 5, Academic Procedures and Regulations.

Each M.Div./M.A.C.E. level student shall participate in an 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

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 Field Education and Placement must approve all supervised ministry courses in advance.

There are three supervised ministry placement options.

PORTFOLIO-BASED ASSESSMENT PROCESS

Union-PSCE now offers classes in Charlotte, North Carolina in the M.Div./M.A.C.E. dual degree program. Classes in Charlotte are held on the campus of Queens University of Charlotte.



Master of Arts in Christian Education/Master of Social Work (M.A.C.E./M.S.W.)

This three-year professional degree program is offered by Union-PSCE in cooperation with Virginia Commonwealth University (VCU). The purpose of this program is to equip social workers to use biblical, theological, ethical, and educational perspectives in reviewing, practicing, and evaluating social work. It also prepares students for service in occupations where social work and religious education intersect.

This program of study normally covers three continuous years and leads to a Master of Arts in Christian Education degree conferred by Union-PSCE and a Master of Social Work degree conferred by VCU. Ordinarily, a student in this program completes one year of study at Union-PSCE and then enrolls in the Graduate School of Social Work at VCU. An integrative seminar in the third year enables the student to combine biblical, theological, and educational perspectives with the theoretical and practical dimensions of social work.

Goals

In order to be faithful to its particular vision of theological education for the 21st century, the Union-PSCE faculty has adopted the following goals for the M.A.C.E./M.S.W. dual 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 of 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 are skilled in assessing the symbols, power structures, organizational patterns, and cultural values of societies in which personal and corporate decisions are made.
- 2) Our graduates are sensitive to developmental, family, and cultural influences on children, youth, adults, and older adults and have the capacity to correlate social and religious concerns.
- 3) Our graduates embrace a global perspective on the church's mission and ministry.

C. Practice of social work

- 1) Graduates of the M.A.C.E./M.S.W. dual degree program will be able to integrate theoretical, social justice, empirical, ethical, and practical dimensions of social work with biblical, theological, and educational perspectives.
- 2) See further the VCU statement of M.S.W. Program Goals (below).

D. Vocational Preparation

- 1) Our graduates articulate their vocation as social workers with clarity. They discern 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 ethical growth in themselves and others.
- 3) Our graduates plan a disciplined program of personal,



spiritual, and professional development.

- 4) Our graduates practice their calling as social workers as a collegial activity, and nurture mutually supportive relationships and cooperative efforts.

Goals of the M.S.W. Program at VCU

The purpose of the Master of Social Work program is to prepare graduate-level social workers with the knowledge, values, and skills essential for advanced social work practice in a multicultural society. The school accomplishes this purpose through its full- and part-time programs of study for the M.S.W. degree in its on- and off-campus locations. The goals of the M.S.W. program are to:

- Provide a foundation curriculum of the knowledge, skills,

ethics and values essential for work with individuals, families, groups, communities, and organizations;

- Provide a concentration curriculum preparing students for advanced practice in either clinical social work practice or social work administration, planning and policy practice in a range of settings;
- Promote students' adherence to and application of the profession's values and ethical principles;
- Promote student understanding of the implications of diversity by educating them to identify cultural strengths and to counteract individual and institutional prejudice, oppression, and discrimination;
- Enable students to use research methods to analyze and critically evaluate professional practice, programs, and service delivery systems;
- Promote students' understanding of advocacy and involvement in advocacy to effect social and economic justice;
- Provide a learning environment that instills in students a commitment to continued learning and self-critical practice.

Admission

Candidates for the M.A.C.E./M.S.W. degree 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. Application must be made separately

to Union-PSCE and the VCU Graduate School of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. For admissions requirements regarding the M.A.C.E. program at Union-PSCE, see Chapter 7. In addition, a qualified applicant to the M.A.C.E./M.S.W. program should demonstrate potential for ministry in the area of Christian social service. (For a full description of admission policies including advanced standing, transfer of credits, the application process and financial aid, see chapters 7 and 8.)

Application to VCU should be made to:

Virginia Commonwealth University
School of Graduate Studies
Richmond, VA 23298-0568

Phone: (804) 828-0703

Information and application forms for VCU are available from:

University Enrollment Services
Virginia Commonwealth University
821 West Franklin Street
Richmond, VA 23284

Website:

<http://www.vcu.edu>.

Curriculum and Degree Requirements

The M.A.C.E./M.S.W. program of study is offered jointly through Virginia Commonwealth University and Union-PSCE. A student ordinarily completes a first year of in-residence, full-time study at Union-PSCE, followed by two years of full-time study at VCU.

Ten courses are required at Union-PSCE. A student ordinarily takes nine courses during the first year in the degree program, and a tenth in the second or third year while continuing study at VCU.

The 10 courses required from Union-PSCE are as follows:

- **BIBLE (3 credits):** BIB 170 and 270 (New Testament I and II) and BIB 160 (Old Testament I) *OR* BIB 160 and 260 (Old Testament I and II) and BIB 170 (New Testament I).
- **THEOLOGY AND ETHICS (3 credits):** THE 101 and 201 (Theology I and II) and THE 102 (Introduction to Christian Ethics)
- **EDUCATION (4 credits):** EDU 166 (The Christian Life), EDU 186 (Teaching Ministry of the Church), EDU 263 (Theory for Education in Religion) and one elective in Christian Education.

Total credits through Union-PSCE courses: 10

In consultation with their faculty advisor and within the limits of course offerings, students will decide which 9 of the above courses are to be taken during their first year of residence at Union-PSCE, and which remaining Union-PSCE course will be taken during their second or third year in the degree program.

During their second and third years in the degree program students complete, in addition to the one course remaining at Union-PSCE, the courses required in the M.S.W. degree program at VCU, including an integrative seminar that enables students to integrate biblical, theological, and educational perspectives with the theoretical, social justice, empirical, ethical, and practical dimensions of social work.

Each M.A.C.E./M.S.W. 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.

Field-based learning requirements for the M.A.C.E./M.S.W. are completed by placements done through the M.S.W. degree program at VCU.

Upon completion of both degree programs, the M.A.C.E. and the M.S.W., degrees are awarded separately by each institution.

Master of Divinity/Master of Social Work (M.Div./M.S.W.)

This four-year professional degree program is offered by Union-PSCE in cooperation with Virginia Commonwealth University (VCU) and other RTC schools. The purpose of this program is to equip graduates for various forms of ministry in which clinical and administrative skills in social work are critical; to enable social workers to perform and evaluate social work practices in the light of biblical, theological, ethical, educational, and pastoral perspectives; and to prepare students for service in occupations where social work and the church's ministries intersect. This program normally requires four continuous years of full-time study and leads to a Master of Divinity degree conferred by Union-PSCE and a Master of Social Work degree conferred by VCU. Permission for part-time study must be given by the associate dean for academic programs and the dual degree advisor at the VCU School of Social Work. All

degree requirements must be completed within seven years of matriculation. A student may begin study for the M.Div. at Union-PSCE and then apply for admission to the School of Social Work at VCU during the first or second year. Or a student may begin at VCU and then apply for admission to Union-PSCE during the first year of study.

A required integrative seminar co-taught by a member of the VCU Social Work faculty and a member of the faculty of an RTC school is taken in the final year of study. This seminar enables the student to integrate biblical, theological, educational, and pastoral perspectives with the theoretical, social justice, empirical, ethical, and practical dimensions of social work.

Twenty-four credits, including the integrative seminar and one course (2 credits) in supervised ministry, must be earned through course work at Union-PSCE (or RTC or WTC schools). The M.S.W. requires 60 hours, including two field placements (450 hours in the first year and 672 in the second).

Each M.Div./M.S.W. 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.

Admission

Candidates for the M.Div./M.S.W. degree 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. Application must be made separately to Union-PSCE and the VCU Graduate School of Social Work. Acceptance into one of the programs does not guarantee acceptance into the other. For admission requirements regarding the M.Div. program at Union-PSCE, see Chapter 7. Tuition and other expenses are paid to the school at which the student is taking classes. For information on student expenses and financial aid at Union-PSCE, see chapters 6 and 8.

For information about admission requirements, cost, and financial aid at VCU, please contact:

School of Social Work
 Virginia Commonwealth University
 1001 West Franklin Street
 P.O. Box 842027
 Richmond, VA 23284-2027
 Phone: (804) 828-0703
 Website:
<http://www.vcu.edu/slwweb/>

Model Course of Study Leading to M.Div./M.S.W. Degrees

(The exact terms in which individual courses are offered are subject to change.)

YEAR 1 (at Union-PSCE)

SUMMER	Elementary Hebrew I & II (BIB003)
FALL	Old Testament I (BIB211) History of Christianity I (HST101) The Teaching Ministry of the Church (EDU186) Union-PSCE elective
JANUARY	Elementary Greek I (BIB004)
SPRING	Elementary Greek II (BIB005) Old Testament II (BIB311) History of Christianity II (HST201) Introduction to Pastoral Care (PRA102)
MAY	Union-PSCE elective

YEAR 2 (at Union-PSCE)

- SUMMER Supervised ministry (2 credits)
FALL New Testament I (BIB221)
Theology I (THE101)
Preaching and Worship (PRA103)
Elective
JANUARY Elective in Preaching and Worship
SPRING New Testament II (BIB321)
Theology II (THE201)
Introduction to Christian Ethics
(THE102)
MAY Union-PSCE elective

YEAR 3 (at VCU)

- FALL SLWK601
SLWK602
*SLWK603
*SLWK604
SLWK693 (Field instruction)
SPRING *SLWK605
SLWK606
SLWK609
*SLWK610
SLWK694 (Field instruction)

YEAR 4 (primarily at VCU)

- FALL *For Clinical Concentration:*
*SLWK703
SLWK704
SLWK706
*SLWK793 (Field instruction)
Elective (may be at Union-
PSCE)
*For Administration, Planning, and
Policy Practice Concentration:*
*SLWK712
SLWK714
SLWK716
*SLWK793 (Field instruction)
Elective (may be at Union-
PSCE)
SPRING *For Clinical Concentration:*
*SLWK705
SLWK707
SLWK710
*SLWK794 (Field instruction)
Integrative Seminar



*For Administration, Planning, and
Policy Practice Concentration:*

- SLWK711
*SLWK713
SLWK715
*SLWK794 (Field instruction)
Integrative Seminar

Portfolio-based assessment process

* These eight courses are applied toward
M.Div. graduation requirements as elective
credits.

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-PSCE 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 director of graduate studies and the graduate degrees 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. Th.M. candidates may receive merit awards up to one-half of the cost of tuition.

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 primarily from designated M.Div. or M.A.C.E. electives and from graduate seminars with the approval of the individual department.

Advising

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

Research Paper

A candidate's Th.M. research paper, or previously approved equivalent, must be completed and deemed successful by the faculty supervisor 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.

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 graduate degrees committee to grant a one-year extension of the program upon written request to the director of graduate studies from the candidate. The graduate degrees committee must approve the request. In



such cases, a continuation fee will be charged. (See Chapter 6.)

Doctor of Ministry (D.Min.)

The Doctor of Ministry degree program is designed to enhance the practice of ministry for persons who hold the Master of Divinity degree and have engaged in ministerial leadership, and to facilitate their continued spiritual growth. Students in this program will develop an advanced understanding of the nature and purposes of ministry, an ability to integrate the theological resources of the Christian tradition with the practice of ministry, enhanced competencies in pastoral analysis and ministerial skills, and a deepened capacity to assimilate these dimensions into a theologically reflective practice of ministry.

Although the program focuses on ordained ministry in the local church, those who seek to enhance competence in other types of ministry may also benefit from the program.

NOTE: No applications for the D.Min. program are being accepted for 2008-09 and 2009-10. The faculty is undertaking comprehensive assessment and curriculum revision for this degree program.

Advising

The director of D.Min. studies consults with students about their program of study.

Requirements for the D.Min. Degree

In working toward the fulfillment of requirements for the D.Min. degree, students must spend at least three years in the program after admission to candidacy. The maximum time permitted for completing the program is six years.

A student must receive 10 course credits to earn the D.Min. degree, according to the following curriculum:

Three Summer Seminars (one credit each; two week seminars)

DMN601: *Seminar I*;
DMN602: *Seminar II*; and
DMN603: *Seminar III*

Three Advanced Ministry Courses (one credit each; one-week intensive courses)

DMN611, DMN612, and DMN613 (Students in the small church track will substitute DMN621 for DMN611 and DMN623 for DMN613.)

Two Electives (one credit each)

Students may choose to complete their elective requirements through an intensive five-day course on *Research Methods for the Doctor of Ministry Project*, advanced master's level courses (with additional work), Ph.D. seminars (with the permission of the professor), directed studies on the topic of their choice, the completion of course work at other theological schools, or through one-half unit of CPE (for one elective).

DMN703: Final Project (two credits)

Students will complete the final project through one of the following options, any of which could be cataloged in our library:

- A written project, 60–100 pages;
- A series of videos, with written study guides;
- A media resource kit, which will include written user guides.

Each student will be required to present their project in a spring colloquium, at which other projects will be presented.

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.

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-PSCE website, www.union-psce.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 theologi-

cal 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. Detailed information about admission to the program is found in chapter 7.

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. (See p. 8-4.)

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-PSCE 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 depart-

ment 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. (For 2008–09, the annual continuation fee is \$2,164.) 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-PSCE website, www.union-psce.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-PSCE 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."

4. Courses

COURSE DESCRIPTIONS FOR UNION-PSCE DEGREE PROGRAMS:

In addition to biblical languages, course offerings are listed in 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 following list of courses to be offered in 2008-10 is subject to change. Updated course offerings are available for review through the Union-PSCE web pages. Actual course syllabi take precedence over catalog descriptions.

Biblical Languages

James A. Brashler, Ph.D.

E. Carson Brisson, Ph.D.

Rodney S. Sadler, Ph.D.

Amanda Miller, M.Div.

Visiting Instructor, 2008-09

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. 1 credit.

Brisson. Fall 2008, 2009.

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. 1 credit.

Brisson. Spring 2009, 2010.

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

Brisson. Summer 2008, 2009. *

BIB004 Elementary Biblical Greek I. *Prerequisite: None.* This course introduces the grammar, syntax, and vocabulary of New Testament Greek. 1 credit.

Brashler. Fall 2008; TBA. Fall 2009.

BIB005 Elementary Biblical Greek II. *Prerequisite: BIB004.* In the second half of the course, students begin translating texts from the New Testament. 1 credit.

Brashler. Spring 2009; TBA. Spring 2010.

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

Miller. Summer 2008; TBA. Summer 2009. *

Biblical Studies

Samuel L. Adams, Ph.D.
Samuel E. Balentine, Ph.D.
James A. Brashler, Ph.D.
E. Carson Brisson, Ph.D.
John T. Carroll, Ph.D.
Frances Taylor Gench, Ph.D.
Rodney S. Sadler, Jr., Ph.D.
Andreas Schuele, Dr. Phil., Dr. Theol.
Paul W. Walaskay, Ph.D.

W. Sibley Towner, Ph.D., Professor Emeritus

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.

Adams and Balentine. Fall 2008; Balentine and Schuele. Fall 2009; Boyce. Winter 2009 (ECP). *

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.

Gench with Carroll and Blount. Fall 2008; TBA. Fall 2009.*

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.

Adams and Balentine. Fall 2008; Balentine and Schuele. Fall 2009.*

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.

Gench with Carroll and Blount. Fall 2008; TBA. Fall 2009.*

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.

Schuele. Spring 2009; Adams and Balentine. Spring 2010; TBA. Summer 2009 (ECP).*

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.

Brashler and Carroll. Spring 2009; TBA. Spring 2010.*

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.

Schuele. Spring 2009; Adams and Balentine. Spring 2010. *

BIB321 New Testament II: Acts, Epistles, Apocalypse. *Prerequisite:* BIB211. 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.

Carroll and Brashler. Spring 2009; TBA. Spring 2010.*

Electives

BIB108 Women in the Biblical World. *Enrollment limited to 25.* Open to all master's level 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.

Gench. Spring 2009.

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.

Gench. Fall 2008.

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.

Gench. Fall 2009.*

BIB 118 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-PSCE, will explore such questions of interpretation, proclamation, and ethical embodiment.*

Carroll and Spencer. May 2009.

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.*

Carroll. ECP Summer 2009.

BIB167 Images of Jesus. This course examines how Jesus has been portrayed in media, both ancient and modern. This includes consideration of the canonical and apocryphal gospels as works of literary art, early Christian mosaics, medieval and Renaissance paintings and sculpture,

classical and contemporary music, and film.

Walaskay. Fall 2008.

BIB222 Becoming God's Image: Humanity in the Old Testament.

Prerequisite: BIB 211 or permission of instructor. 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.

Schuele. TBA.

BIB224 Wealth and Poverty in the Old Testament.

Prerequisite: BIB 160 or 221. 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.

Adams. Spring 2009.

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.

Schuele. TBA.

BIB403 Introduction to the Qumran Literature. *Prerequisites: BIB311 and BIB321.* Concerning the historical study of the Bible, the discovery of the “Dead Sea Scrolls” in the caves of Khirbet 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 BE. 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.

Adams. Spring 2010.

INT308 Preaching from the Old Testament. (*See Interdisciplinary Courses, p. 4-27.*)

Zink-Sawyer and Towner. Fall 2009.

INT324 Preaching the Parables. (*See Interdisciplinary Courses, p. 4-27.*)
Zink-Sawyer and Carroll. TBA.

Graduate Seminars

BIB600/214 Classical Aramaic.

Prerequisite: Elementary Biblical Hebrew. First or second-year doctoral students may take this course. Other students may take the course with the instructor’s permission. This course provides a linguistic introduction to Aramaic portions of the Bible and Jewish texts of the intertestamental period.

Schuele. January 2010.

BIB602 Readings in Biblical Greek. *Prerequisite: Elementary Biblical Greek.* This course is required for doctoral students. Other students may take the course with the approval of the instructor. The course studies selected passages in the New Testament with emphasis on grammar and syntax.

TBA. Fall 2009.

BIB603 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.

Adams. January 2009.

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.

Adams and Balentine. Fall 2008; Schuele. Fall 2009.

BIB612 Old 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 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.

Schuele. Spring 2009; Balentine. Spring 2010.

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.

Gench. Spring 2009.

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 for credit 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.

Gench or Carroll. Spring 2010.

BIB700-BIB710 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.

Education and Ministry

Fernando A. Cascante-Gómez,
Ed.D.

Gwen A. Hawley, Ph.D.

Pamela Mitchell-Legg, Ed.D.

Henry C. Simmons, Ph.D.

Jane Rogers Vann, Ed.D.

Karen-Marie Yust, Th.D.

Dori Grinenko Baker, Ph.D.,

Adjunct Assistant Professor
2008-09

Bonnie Ballsrud, Ph.D., Adjunct
Assistant Professor 2009-10

Glenn Q. Bannerman, M.A.,
Professor Emeritus of Recreation
and Outdoor Education

Cindy Kissel-Ito, Ph.D., Affiliate
Assistant Professor, 2008-10

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.

Simmons. Fall 2008; Yust. Fall 2009; Simmons. Summer 2009 (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.

Simmons. Spring 2009, 2010, Winter 2010 (ECP). *

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.

Hawley. Fall 2008, Spring 2009, Fall 2009, Winter 2010 (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.

Vann. Fall 2008; Cascante-Gómez. Spring 2009; Yust. January 2010; Kissel-Ito. Winter 2010 (ECP); Cascante-Gómez. Spring 2010. *

EDU263/673 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.

Vann. Spring 2009, 2010; Kissel-Ito. Summer 2009 (ECP). *

EDU272/682 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.

Hawley. Fall 2008, Spring 2010; Kissel-Ito. Winter 2009 (ECP). *

Electives

EDU 150/250 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. EDU 250 earns 1 credit.

Yust. Summer 2008, 2009.

EDU159 Telling Your Story, Exploring Your Faith. Christian educators/pastors are called to the important task of helping others to tell their stories in light of the Christian Story. The telling and re-authoring of story is a powerful pathway to growth, healing, and transformation that is grounded in narrative psychological and spiritual approaches. In this course, we explore the stories that have made us who we are using biblical, theological, psychological and cultural perspectives. As participants in a faith-sharing group, students engage in story telling, develop skills in story listening, and explore how the faith community can best

sponsor and equip leaders for the process.

Hawley. Spring 2009.

EDU 161 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.

Rhyné. Winter 2010 (ECP).

EDU169 Recreation Workshop.

Students participate in the Annual Recreation Workshop at Montreat Conference Center and return to Richmond for a continuation of this laboratory course in which they practice a variety of recreational ministry skills and lead a community recreation event. Students must also register and be accepted for the Annual Recreation Workshop. (See the associate dean for academic programs for details.)

Bannerman. May 2009.

EDU175 Ministry with Older Adults

This course explores ways to educate, empower, and serve the elderly and their families by designing programs of ministry in the congregation and in community settings.

Simmons. May 2010.

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.

Bannerman. January 2009.

EDU187 Nurturing Child and Adolescent Spirituality. *No prerequisites.* 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.

Yust. Spring 2010.

EDU191 Introduction to Recreation. 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.

Ballsrud. Fall 2009.

EDU195 Emerging Trends in Youth Ministry. This course assists students who seek to integrate theory and practice in youth ministry and acquaints them with the most recent research of scholars and practitioners in this field, with particular attention to the Reformed tradition. Students

will attend a national youth ministry conference (requiring travel), read in advance the works of presenters, construct individual learning goals, and participate in small-group reflection circles. Fees in addition to tuition will be assessed.

Baker. January 2009; Winter 2009 (ECP).

EDU264/674 Multicultural Christian Education. In this course we study the biblical and theological foundations of Christian education as a multicultural enterprise as well as the educational implications of this enterprise. This study is done within the framework of an increasingly multicultural and diverse society, the complexity of a world that is in many ways a global village, and the challenges those two realities present to the church. Particular attention will be given to effective teaching and appropriate curriculum for multicultural religious education settings.

Cascante-Gómez. Fall 2008, Spring 2010; Winter 2009 (ECP).

EDU265/666 Approaches to Counseling. *Prerequisite: EDU171, EDU272 or PRA102. Enrollment limit: 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.

Hawley. Spring 2010.

EDU266/671 Models of Teaching. *Prerequisite: Teaching experience and permission of instructor. Limit: 15 students.* This is an advanced teaching course which offers students practice in using several different models of teaching, in light of such questions as “What is faith? How do we teach in a faith context?”

Yust. January 2009.

EDU276/676 Ecology and Hope. *Open to upper-level masters and doctoral students.* Ecotheologians have asked with utter seriousness if it is too late to save the planet. At the theological level, that is, at the level at which these people work and live their faith, the very act of continuing to expose the problems, formulate strategies for collective and communal action, articulate new understandings that make Christian faith more clearly compatible with the needs of the planet is an act of resistance against despair—a practice of hope. Within this perspective, students will read texts, explore lived practices, and formulate strategies for educational and pastoral ministry in congregations.

Simmons. May 2009.

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.

Yust. Fall 2008.

EDU301/601 Spiritual Theology and Christian Education. *Prerequisites: THE 101/201 & EDU 186 or permission of 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.

Yust. Spring 2010.

INT045 Latin America Travel Seminar. *(See Intercultural Study Opportunities, p. 4-26.)*

Winter and Cascante-Gómez. May 2009.

INT046 Asia Travel Seminar. *(See Intercultural Study Opportunities, p. 4-26.)*

Rhea and McFayden. May 2009.

INT146 Union-PSCE Choir. *(See Interdisciplinary Courses, pp. 4-27–4-28.)*

D. Brown. Fall and Spring terms.

INT263 Contemporary Theology and Education. *(See Interdisciplinary Courses, p. 4-27.)*

Cascante-Gómez. Fall 2009. *

Graduate Seminars

EDU606 Seminar in Teaching. *Required of Ph.D. students.* This seminar focuses on the purpose and process of teaching in higher education. Different teaching approaches are examined and practiced. Students explore the nature of theological education and look at some contemporary discussions. The learner and different learning styles present in the classroom are studied.

Vann. January 2009, 2010.

EDU661 Doctoral Seminar on Curriculum and Methods. This seminar covers the history and theory of curriculum development and practice in religious education. Focus is primarily on movements in the twentieth century, highlighting the relationship between curriculum theory in general education and Christian education.

Simmons. Fall 2009.

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.

Kissel-Ito. Fall 2008.

EDU670 Doctoral Seminar in the History and Philosophy of Christian Education. This course inquires contextually into the use of philosophical themes and perspectives in historical and contemporary theories of Christian education and invites students to explore the role of the Christian educator as philosopher. Students will identify and analyze working philosophical frameworks and arguments in a variety of texts and clarify their own philosophical

commitments with regard to Christian education in relation to perspectives expressed historically and by their colleagues.

Vann. Fall 2009.

EDU671 Doctoral Seminar on Models of Teaching. Same as EDU266 with additional assignments for doctoral credit.

Yust. January 2009.

EDU 677 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.

Yust. Spring 2009.

EDU700-EDU710 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.

History

Milton J Coalter, Ph.D.
 Stanley H. Skreslet, Ph.D.
 Mark Valeri, Ph.D.
 Rebecca Harden Weaver, Ph.D.

Mary Catherine Berglund, Ph.D.,
 Visiting Assistant Professor
 2008-10

Sara E. Brooks, Ph.D., Visiting
 Instructor 2008-09

Cliff Edwards, Ph.D., Visiting
 Professor 2008-09

Louis B. Weeks, Ph.D., Professor
 Emeritus

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.

Weaver, with Berglund. Fall 2008, 2009.*

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 pro-

vides 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.

Skreslet and Valeri. Spring 2009; Valeri. Spring 2010.*

Electives

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.

Skreslet. May 2009.

HST116/616 The 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.

Skreslet. TBA.

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.

Skreslet. Fall 2008.

HST122 Celtic Christianity.

Enrollment limit: 20. 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 available texts (e.g., sacred biography, monastic Rules, poetry, liturgy, homilies, exegesis) reveals a wide variety of perspectives on God, creation, and the practice and proclamation of the Christian faith. Students will be encouraged to engage these texts in their personal devotions and to consider how they might be used in service to the church today. The course is open to students of all degree programs.

Weaver, with Baner. January 2009.

HST123 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.

Valeri. January 2009.

HST 128 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.

Edwards. Spring 2009.

HST 129 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.

Coalter and Weeks. Spring 2010.

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.

Valeri. May 2010.

HST208/608 Christology in the Ancient and Medieval Church. *Prerequisite: HST101 or THE101. Limit 15 students.* This seminar will explore a variety of sources from the ancient and medieval church regarding the person and work of Christ. Participants in the seminar will examine theological argumentation, devotional writing, and art, all of which Christians in these centuries used to clarify and communicate their convictions. They will consider the work of authors as diverse as Irenaeus, Athanasius, Anselm of Canterbury, and Catherine of Siena and artists from both east and west. The insights of these Christians, the values they were seeking to uphold, and the limitations of their positions will be considered, as well as lessons for the church today. This master's level seminar may be taken for doctoral credit.

Weaver. Fall 2009.

HST210 The Reformation and Early Calvinism. *Prerequisite: 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 context (e.g. Genevan politics, the French Protestant movement, Scottish nationalism, Puritan dissent from the Church of England).

Valeri. January 2010.

HST212/612 The Reformation in Europe. *Prerequisite: HST 101.* 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.

Brooks. January 2009.

HST 304/614 Christianity and Social Life in America. *Prerequisites: HST 201 or HST 602, or permission of instructor.* 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.

Valeri. May 2009.

Graduate Seminars

HST602/303 American Religious History. *Prerequisites: HST201 or M.Div. degree.* This course is designed as a graduate seminar, but is open to M.Div. students who have taken History of Christianity 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.

Valeri. Fall 2009.

HST606/203 Augustine. 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. The course is open to Ph.D. and Th.M. students. M.Div. and D.Min students should seek the consent of the instructor.

Weaver. Fall 2008.

HST609/209 History of Reformed Thought in America.

Prerequisite: HST 101 or HST 201 (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.

Valeri. Spring 2009.

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

Richard Boyce, Ph.D.
 Charles E. Brown, Ph.D.
 Susan E. Fox, D.Min.
 Paul Galbreath, Dr.Theol., Ph.D.
 Kenneth J. McFayden, Ph.D.
 Carol S. Schweitzer, Ph.D.
 Jane Rogers Vann, Ed.D.
 Beverly A. Zink-Sawyer, Ph.D.

H. Carson Rhyne, Jr., M.Div.,
 Affiliate Instructor, 2008-10
 Richard Haney, M.Div., Visiting
 Instructor, 2008-09

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.

Brown. Fall 2008, Spring 2010;
 Schweitzer. Spring 2009, Fall 2009. *

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 recom-

mended that this course not be taken until the second or third year of the M.Div. program because of its interdisciplinary nature.

Galbreath. Fall 2008; Galbreath and Zink-Sawyer. Spring 2009, Fall 2009, Spring 2010. *

Electives

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.

Haney. Fall 2008.

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.

Brown. January 2010.

PRA109 Ministry to Families of Alcoholics

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.

C. Brown. Fall 2009.

PRA112 Presbyterian Polity. This course is designed for students who plan to serve as ordained ministers or Christian educators in the Presbyterian Church (U.S.A.). Polity and administration are integral to functioning effectively as a pastor, both in the local congregation and throughout the governing bodies of the church. Particular emphasis is placed upon governance and worship issues related to preparation for the ordination examinations in church polity and the sacraments.

McFayden and Rhyne. Spring 2009, 2010.*

PRA114 Women as Preachers, 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.

Zink-Sawyer. May 2009.

PRA116 Love and Grace. *Prerequisite: None.* This course will explore the relationship between psychosocial perspectives on human love and a variety of Reformed theological perspectives on the grace of God.

C. Brown. January 2009.

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. Materials fee required.

McFayden. Fall 2009.

PRA124 Pastoral Care with Men. *Prerequisite PRA102. Enrollment limited to 15 students.* 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.

Brown. May 2009, 2010.

PRA127 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.

Vann. Spring 2009, Summer 2009 (ECP). *

PRA128 Pastoral Care and Spiritual Development. *No prerequisite.* 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.

Brown. Spring 2009.

PRA 130 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.

McFayden. January 2010.

PRA134 Practical Evangelism: Making Disciples through Covenant Discipleship. This course is especially designed to fulfill the requirement in evangelism for students seeking ordination in the United Methodist Church, and is open to all students. The class will explore scriptural and ecclesiastical traditions of sanctification, evangelism, and particularly the use of Covenant Discipleship within the Wesleyan tradition as a model for

sanctification, evangelism, and community outreach.

Hargraves. Spring 2009, 2010.

PRA135 Reformed Worship. *Enrollment limit: 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 M.A.C.E. students preparing for service to the church as well as those preparing for PC (USA) standard ordination examination in worship and sacraments.

Galbreath. TBA.

PRA211 Pastoral Care with Adolescents. *Prerequisite: PRA 102. Enrollment limited to 20 students.* 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.

Schweitzer. Fall 2008.

PRA213 Pastoral Care with Women. *Prerequisite: PRA102. Enrollment limited to 15 students.* An introduction to some of the contemporary issues that beset women and how to formulate an appropriate pas-

toral response. Issues to be examined will include anger, depression, eating disorders, single mothering, and violence against women.

Schweitzer. TBA.

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.

Zink-Sawyer. May 2010.

PRA216 Eucharist. *Prerequisite: PRA103. Enrollment limit: 15.* This course explores 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.

Galbreath. Spring 2010.

PRA218 Baptism and Christian Initiation. *Prerequisite: PRA103. Enrollment limit: 15.* This course explores 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.

Galbreath. Spring 2009.

PRA302 Pastoral Care and Counseling with Couples and Families. *Limit: 25 students. Prerequisite: PRA 102 or permission of instructor.* 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.

Schweitzer. Spring 2010.

PRA304 Preaching as Pastoral Care. *Prerequisites: PRA 102 and PRA 103. 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.

Schweitzer and Zink-Sawyer. TBA.

PRA305 Worship as Pastoral Care. *Prerequisites: PRA 102 and PRA 103.* 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.

Galbreath and Schweitzer. January 2009.

INT308 Preaching from the Old Testament. (*See Interdisciplinary Courses, p. 4-27.*)

Zink-Sawyer and Towner. Fall 2009.

INT324 Preaching the Parables. (*See Interdisciplinary Courses, p. 4-27.*)

Carroll and Zink-Sawyer. TBA.

Theology and Ethics

Katie Geneva Cannon, Ph.D.

Thomas W. Currie, Ph.D.

Dawn DeVries, Ph.D.

Thomas A. James, Ph.D.

Samuel K. Roberts, Ph.D.

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.

James. Fall 2008, 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, midterm and final examinations.

Roberts. Spring 2009; Cannon. Spring 2010; Currie. Winter 2009 (ECP).*

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.

DeVries. Spring 2009, 2010. *

Electives

THE103 Church and State in the United States. *Limit: 15 students.* The First Amendment to the U.S. Constitution paradoxically grants to citizens freedom for religion and freedom from religion. What is the role of church and religion, if any, in the affairs of state and society? Is it permissible to lead prayer in public schools? Is military chaplaincy an oxymoron? Should churches be tax exempt? These and other questions continue to be pressed in the public forums of society. This seminar considers historical background, landmark court cases, and different approaches to resolving these vexing issues, always with an eye to the impact on the local church. A final paper or examination is required.

Roberts. January 2010.

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.

DeVries. May 2009. *

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.

Cannon. Spring 2009.

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 society. 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.

Roberts. TBA.

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.

Cannon. May 2010.

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 assessing various methods, perspectives and solutions to persistent problems. Lectures, close readings of materials, two reflection papers and a term paper.

Roberts. May 2010.

THE203 Human Being – Being Human. *Limit: 15 students. Prerequisite: one course in theology or ethics.* The purpose of this course is to provide an opportunity to engage a variety of perspectives on what it is to be a human being, and then to reflect on what they may mean for Christian theology. Toward that end, a number of modern texts will be read and discussed, including the work of Hannah Arendt, Sigmund Freud, Jean-Paul Sartre, Clifford Geertz, Mary Midgley, Richard Dawkins, novelist Philip Roth, and Flannery O’Conner. In each case, we will ask three questions: (1) What sort of description of human life emerges from the text? (2) What does the text say or imply about the project of pursuing human well-being? (3) How may the interpretation of human life the text offers interact with classically Christian interpretations of the human? A short reflection paper is required.

James. May 2009.

THE 207/617 Theology of John Calvin. *Prerequisite: one course in theology or ethics.* 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.

DeVries. Fall 2009.*

THE210 Reformed Theology. This elective seminar provides a comprehensive overview of the Reformed theological tradition from its origins in sixteenth-century Europe to its multi-cultural expressions at the beginning of the 21st century. We will

explore the question of Reformed identity or distinctives in relationship to the pluralism within the Reformed confessional family. In what way is there an identifiable unity to this tradition? This course provides additional preparation for the ordination examination in theology of the PC(USA). Requirements will include several short papers and a final examination.

Brashler. Winter 2009 (ECP).

THE211/606 Contemporary Theological Ethics. *This course is designed to be an M.Div. course but Ph.D. and Th.M. students may take it with permission of the instructor.* Participants in this seminar will read, analyze and evaluate the writings of contemporary theological ethicists including Gilbert Meilander, Max Stackhouse and James Cone. Participants will draw comparisons and contrasts as an aid to constructing their own normative positions. Course format includes assigned readings and a final paper.

Roberts. Spring 2010.

THE217 The Theology of Prayer. 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. It is open to any student who has completed at least one other course in theology.

DeVries. January 2010.

THE 218 Paul Tillich’s Systematic Theology. *Limit: 15 students. Prerequisite: THE 101.*

The purpose of this course is to acquire an in-depth knowledge of the theology of one of the twentieth century’s greatest religious thinkers.

Toward that end, we will read and discuss the three volumes of Paul Tillich's *Systematic Theology*, as well as some of his famous sermons.

James. January 2009.

THE230/231 Colloquy in Reformed Theology. The Institute for Reformed Theology at Union-PSCE sponsors this year-long colloquy, which invites scholars, church leaders, and Union-PSCE 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. Fall and spring terms.

THE240/640 Public Theology. *Prerequisites: THE 101 or THE 102.* This course will explore the relationship between theological discourse and social criticism. The course will focus on biblical, classical and recent theological texts that are relevant for envisioning civil government, economic justice and political culture. A significant portion of the course will be devoted to the debate between the Christian communitarianism of Stanley Hauerwas and the public theology of Max Stackhouse. The course format includes assigned readings and a final paper.

Roberts. May 2009.

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.

Roberts. Fall 2009.

THE245 Visions of the End: Christian Eschatology. 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. The class is open to any student who has completed at least one other course in theology.

DeVries. May 2010.

THE 246/646 The Idea of God. *Prerequisites: THE 101.* 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.

James. Spring 2009.

Graduate Seminars

See also **THE606**, **THE617**, **THE640**, and **THE644**, listed above as dual numbered courses.

THE610 Method in Ethics. *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 are required.

Cannon. Fall 2008.

THE620/267 Ethical Motifs and Moral Agency. *Prerequisite: one basic course in theology or ethics.* The aim of this 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.

Cannon. Spring 2009.

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.

6.15.08

SPECIAL INTEREST, INTERCULTURAL, AND INTERDISCIPLINARY COURSES

Methodist Studies

Charlene R. Beethoven, M.Div.,

Adjunct Instructor

Lynne Caldwell, M.Div., Adjunct
Instructor

James Noland, D.Min., Adjunct
Assistant Professor

United Methodist students at Union-PSCE 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.

MTH102 United Methodist History and Doctrine. This course provides a survey of historical issues involved in the various branches of Methodism, and an understanding of the foundations for contemporary Methodism. In addition to the purely historical issues, the course emphasizes the development of doctrines that have formed the theological identity of United Methodism. Those who take the course should gain an understanding of the history and doctrine of the United Methodist tradition and its antecedents, and acquire basic information on a variety of movements, individuals, and ideas that helped shape modern United Methodism. It is recommended that this course be taken in the second year of the student's program.

Noland. Fall 2008, 2009.

MTH103 United Methodist Polity and Liturgical Practice. This course explores the theological and ecclesial foundations of United

Methodist Polity and Worship. Through study of *The Book of Discipline*, contemporary scholarship in Wesleyan thought, readings in ecclesiology, and discussions of the practical life of the church, students will examine the ways in which United Methodists have organized their mission in the world. Using United Methodist worship resources, students will examine the basic pattern of United Methodist worship, its sacramental liturgies, and the occasional services that guide its liturgical practice. This course will review the polity and worship expectations of candidates for ordination in The United Methodist Church. A seminar format will feature presentations by the instructor, guided discussions of materials presented, and student-led presentations and discussions of selected materials. The class meets for four hours weekly. It is recommended that this course be taken in the second year of the student's program.

Caldwell. Spring 2009, 2010.

Intercultural Study Opportunities

INT044 Rome: Crossroads of Religions

This directed study involves two weeks of study in Rome, along with up to 30 other seminarians, featuring 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 will receive directed study forms from the registrar, must submit

them to the associate dean's office. Fees in addition to tuition will be charged.

TBA.

INT045 Latin America Travel Seminar. This course provides a cross-cultural opportunity to explore, study, and experience the impact of Christianity in Latin America, with a particular focus on three Central American countries: Costa Rica, Guatemala, and either El Salvador or Nicaragua. By living in and visiting communities, churches, and theological institutions, participants meet a variety of leaders and "ordinary people" in order to learn from their life stories and faith practices. Special attention is given to learning from those who are poor and working with the poor and the marginalized.

Winter and Cascante-Gómez. May 2009.

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. Students must apply and complete the orientation and post-trip meetings.

McFayden and Rhea. May 2009.

INT047 Middle East Travel Seminar. This travel seminar is conducted on tour (19-21 days) in the Middle East. Opportunity is given to observe first-hand contemporary manifestations of Islam, Judaism, and Christianity and to converse with religious and political leaders in the region. Included are visits to museums and important archeological sites belonging to the world of biblical

antiquity. Fees in addition to tuition will be charged. Seminary travel subsidies are available for up to 20 Union-PSCE M.Div., M.A.C.E., M.A.T.S., and Dual Degree students. Procedures outlined in the Student Handbook are applicable.

TBA. May 2010.

INT048 Ghana Travel Seminar. *Limited enrollment.* 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 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. Fees in addition to tuition will be charged.

Gench and Yust. January 2010.

Interdisciplinary Courses

INT108 Theology and Literature. *Enrollment limited to 15 students.* 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.

Trotti. Fall 2008, 2009.

INT112 Race-ing Justice, 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.

Cannon and Schweitzer. Fall 2008.

INT141 Rural Ministry Studies Program in the Appalachian Region and the Shenandoah Valley. *Limit: 4 students.* Sponsored by Lutheran and Presbyterian congregations, this program provides an introduction to the problems and opportunities of Appalachia and 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 participation in group travel seminars are integral parts of the program.

Phillip C. Huber, director of the Mid-Atlantic region (8) of the Evangelical Lutheran Church in America (ELCA). January 2009, 2010.

INT143 Global Perspectives on Today's Christian Mission. This directed study involves two weeks working with 80-100 other seminarians from 30 seminaries at the Overseas Ministry Study Center in New Haven, Connecticut. Visiting lecturers are from seminaries and mission agencies. Degree candidates who seek academic credit should register for the course as a directed study with the associate dean for academic programs by November 1. Fees in addition to tuition will be charged.

Skreslet and OMSC Staff. January 2009, 2010.

INT146 Union-PSCE Choir. 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. One-fourth credit. May be taken for credit up to four times.

D. Brown. Fall and Spring terms.

INT147 Spiritual Formation. This one-half credit 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.

Banes (Chaplain and Dean of Students). Fall and spring terms.

INT263/663 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 church is the goal of this course. Required for M.A.C.E./M.Div. students.

Cascante-Gómez. Fall 2009.*

INT303 Biblical Approaches to Pastoral Care and Counseling.

Prerequisites: PRA102 and at least one basic Bible course. Is the Bible an agent for change, a means of catharsis, or a moral guide? In this interdisciplinary course, the wisdom literature, Psalms, the parables of

Jesus, and the letters of Paul 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.

Schweitzer and Carroll. Spring 2010.

INT308 Preaching from the Old Testament.

Prerequisites: BIB211 and 311 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.

Zink-Sawyer and Towner. Fall 2009.

INT324 Preaching the Parables.

Prerequisites: PRA103 and BIB221. Enrollment limited to 15. 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 the preacher.

Carroll and Zink-Sawyer. TBA.

INT365 Teaching the Bible.

Prerequisites: one core course in Bible and either EDU186 or EDU266. This interdisciplinary course examines selected approaches to Bible teaching from the perspectives of biblical scholarship and Christian education.

Kissel-Ito. May 2009.*

RTC701 Spiritual Friendship, Discernment and Reconciliation: Spiritual Ecumenism Today.

This course is open to all consortium students. Class sessions will be held on January 5, 6, 7, 13, 14, 15, and 16. As noted by Regis Ladous in the *Dictionary of the*

Ecumenical Movement, “spiritual ecumenism is a gospel requirement, which is prior to practical and theological ecumenism” (1069). This course will explore spiritual ecumenism and the spirituality of the ecumenical movement. We will discuss such topics as the role of the Holy Spirit, spiritual friendship, discernment, reconciliation, the virtues, “ecumenical” marriages, and “love for the poor.”

John W. Crossin, OSFS, Executive Director of the Washington Theological Consortium. January 2009.

Supervised Ministry Courses

Supervised Ministry. *Prerequisite: 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 the 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-PSCE on this program. Supervisors are trained at Union-PSCE 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.

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).

All supervised ministry courses must be approved in advance by the Office of Field Education and Placement. A listing of available positions (including parish and non-parish settings) for each of these courses is online under Internships and Placement on the Union-PSCE website, www.union-psce.edu. Clinical Pastoral Education (CPE) earns supervised ministry credit and is explained in further detail on p. 4-30.*

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-PSCE works with hospitals throughout the country, we are fortunate in the Richmond area to have Virginia Commonwealth University's Medical College of Virginia provide a CPE programs for our students. MCV works with the seminary to provide a CPE program that is accredited by the Association for Clinical Pastoral Education (ACPE). Openings are coordinated by contacting the Office of Field Education and Placement in Richmond Hall.

Union-PSCE will subsidize tuition charges assessed by CPE agencies to M.A.C.E. and M.Div. students taking 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 Field Education and Placement. 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. student 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.

FBL 400 for most Richmond or Charlotte full-time students is a one to 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. Two required academic credits are earned in FBL 400.

Students at Union-PSCE at Charlotte enroll in accredited CPE programs throughout North Carolina and South Carolina, including Carolinas Medical Center/Carolinas Healthcare System in Charlotte. Union-PSCE will subsidize 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) receive the professor’s permission, and (4) submit the completed Directed Studies form to the associate dean for academic programs (dean of Union-PSCE at Charlotte for Charlotte students). The associate dean for academic programs (or dean of Union-PSCE at Charlotte) approves or disapproves the directed study. M.Div. candidates ordinarily may not take directed studies during the summer, and **directed studies may not be used to satisfy basic course requirements**. 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-PSCE curriculum may not ordinarily be taken as Directed Studies.

There is a \$60 fee for all Directed Studies submitted after the first day of the term for which they are to be registered. Directed Studies 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 are permitted to do directed studies with adjunct faculty or with qualified

individuals who are not members of the Union-PSCE faculty will be charged a \$150 honorarium fee. In each such case, a curriculum vitae of the proposed instructor should be submitted by the student with the Directed Study form.

D.Min. Seminars

D.Min. candidates register through the registrar’s office for the following courses.

DMN601 D.Min. Seminar I. This seminar focuses upon congregational studies. The specific course description for each year is available from the D.Min. studies director.

Not offered 2008-09 or 2009-10.

DMN602 D.Min. Seminar II. *Prerequisite: DMN601.* This is an interdisciplinary seminar, ordinarily on the topic of church and culture. The specific course description for each year is available from the D.Min. studies director.

Galbreath. June 2008.

DMN603 D.Min. Seminar III. *Prerequisite: DMN602.* This seminar focuses upon pastoral research methodology, and helps students formulate a draft project proposal. Its purpose is fourfold: (a) to deepen the capacity to reflect theologically on individual, interpersonal, and institutional events in pastoral ministry; (b) to develop a basic understanding of historical and contemporary issues related to several models of pastoral research; (c) to articulate a personal viewpoint on preferred methods of pastoral inquiry and reflection; and (d) to complete a first draft of a prospectus for the final D.Min. project.

McFayden. June 2008, 2009, 2010.

DMN611/621 The Nature and Purpose of Pastoral Leadership.

Prerequisite: DMN 601. Participants in this course will focus upon the opportunities and challenges facing the church as it looks toward the future, and their implications for pastoral leadership. What do congregations need and expect from pastoral leaders? How can pastors assess the dynamics of congregational life and respond in an appropriate manner? What new perspectives and strategies need to be developed in order for one to function as a healthy and effective pastor? This seminar is a one-week intensive course; classes meet on campus for one week early in the term, and students then complete a “project in ministry” in relation to the course and summarize their work in a final paper due at the end of the term. Materials fee in addition to tuition. The parallel course for students in the small church ministry track is DMN621.

McFayden. Spring 2009, 2010.

DMN612 Advanced Theological Reflection. In this course, theological reflection will be defined from the perspective of the discipline of practical theology. The seminar is designed to deepen the capacity of students to engage in theological inquiry with a focus on the practice of ministry in the context of the church. This seminar is a one-week intensive course; students complete assigned work in advance of the seminar and also submit a paper within two weeks of the conclusion of the course.

Boyce. January 2009.

DMN613/623 The Nature and Purpose of Ministry. This seminar is a one-week intensive course taught by a member of the faculty in the

Practical Theology department. Classes meet on campus for one week early in the term, and students then complete a “project in ministry” in relation to the course and summarize their work in a final paper, due at the end of the term. The parallel course for students in the small church ministry track is DMN623.

Schweitzer. Fall 2009.

DMN633 Research Methods for the Doctor of Ministry

This course is intended to provide students with training in the use of our Library’s electronic information resources, enabling the students to locate, select and obtain the materials for research they will need to complete their Doctor of Ministry projects. It will assist them in formulating a thesis topic and research plan. It will require each student to create a substantial and well-organized bibliography of materials relating to his or her thesis project; this bibliography will be submitted as the final product of the course and will be evaluated by the professor(s) advising and overseeing the D.Min. program.

Coalter and P. Skreslet. Spring 2009.

DMN703 Final D.Min. Project. Final D.Min. Project. Students complete the final project through one of the following options: (1) a written project of 60-100 pages; (2) a series of videos, with written study guides; (3) a media resource kit, which will include written user guides.

Each student will be required to present their project in a spring colloquium, at which other projects will be presented.

Faculty project supervisor as appointed.

UNION-PSCE AT CHARLOTTE COURSES

Union-PSCE at Charlotte faculty

Thomas W. Currie, Ph.D.
Richard Boyce, Ph.D.
Pamela Mitchell-Legg, Ph.D.
Rodney S. Sadler, Jr., Ph.D.

Scott Andrews, Ph.D., Adjunct
Professor of Bible

Rebecca Davis, Ph.D., Adjunct
Professor of Christian
Education

Merwyn S. Johnson, D. Theology,
Visiting Professor of Theology

John W. Kuykendall, Ph.D.,
Visiting Professor of Church
History

John B. Rogers, Th.M., Adjunct
Professor of Theology

Sue Setzer, M.A.L.M., Affiliate
Instructor of Christian Education

William Sweetser, Jr., Ph.D.,
Visiting Associate Professor of
Church History

James J. Thompson, Ph.D.,
Visiting Professor of Theology

Richard B. Vinson, Ph.D., Visiting
Professor of New Testament

Craig Vondergeest, Ph.D., Visiting
Professor of Old Testament

James O. Watkins, D.Min., Adjunct
Professor of Practical Theology

Robert W. Whalen, Ph.D., Visiting
Professor of Church History

Lamar Williamson, Jr., Ph.D.,
Professor Emeritus of Biblical
Studies

Biblical Languages

Required Courses

BIB003 Elementary Biblical Hebrew I & II. See course description on p. 4-2.

Sadler. Summer 2009.

BIB006 Elementary Biblical Greek I & II. See course description on p. 4-2.

Vinson. Summer 2008; TBA. Summer 2010.

Biblical Studies

Required

BIB160 Old Testament I (M.A.C.E.) See course description on p. 4-2.

Sadler. Fall 2009.

BIB170 New Testament I (M.A.C.E.) See course description on pp. 4-2-4-3.

Walaskay. Fall 2008.

BIB211 Old Testament I: Pentateuch and Former Prophets.

See course description on p. 4-3.

Sadler. Fall 2009.

BIB221 New Testament I: Gospels
See course description on p. 4-3.

Walaskay. Fall 2008.

BIB311 Old Testament II: Old Testament Prophets. See course description on p. 4-4.

Sadler. Spring 2010.

BIB321 New Testament II: Acts, Epistles, Apocalypse. See course description on p. 4-4.

Sadler. Spring 2009.

Electives

BIB111 The Fourth Gospel. See course description on p. 4-4.

TBA. Summer 2010.

BIB114 Biblical Archeology. This course 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 con-

temporary 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.

Sadler. Spring 2010.

BIB260 Old Testament II (M.A.C.E.). See course description on p. 4-3.

Sadler. Spring 2010.

BIB270 New Testament II (M.A.C.E.). See course description on p. 4-3.

Sadler. Spring 2009.

BIB301 The Gospel of Mark.

Prerequisite: BIB 170 or BIB 211. This elective introduces students to Mark's gospel by means of a close exegetical and theological reading of the text. Significant attention will be given to Mark's Christology, the messianic secret, apocalyptic motifs, and his understanding of discipleship. Students will also explore ways to preach and embody the text in the life of the church.

Andrews. Fall 2008.

BIB307 Wisdom Literature. This course examines the various developments of wisdom literature in the Old Testament. Attention is given to wisdom's place in Israelite religion as well as its international roots in the

ancient world, wisdom's feminine persona in Proverbs, wisdom in crisis in Qoheleth and Job, and wisdom's role in early Jewish writings and New Testament Christology. Both pertinent Hebrew passages and modern literary readings are chosen for discussion.

TBA. Fall 2009

BIB310 The Corinthian Correspondence. Prerequisite: BIB270 or BIB321. The course will focus on a close reading of selected passages from I and II Corinthians in order to identify the issues facing the Corinthian congregation(s) and the solutions Paul presents. This seminar will have three goals: to review scholarship on the socio-historical context and literary structure of the Corinthian epistles, to do exegetical study leading to sermon or teaching outlines, and to gain a deeper understanding of Pauline theology. In addition to assigned readings, this course will require an exegetical paper and a sermon or teaching outline.

TBA. Fall 2009.

Education and Ministry

Required Courses

EDU166 The Christian Life. See course description on p. 4-8.

Mitchell-Legg. Fall 2008, 2009.

EDU168 Understanding Congregations and Agencies. See course description on p. 4-8.

Mitchell-Legg. Summer 2009.

EDU171 Group Process and Leadership Skills. See course description on p. 4-8.

Setzer. Summer 2010.

EDU186 The Teaching Ministry of the Church. See course description on p. 4-8.

Mitchell-Legg. Spring 2009, 2010.

EDU263 Theory for Education in Religion. See course description on p. 4-8.

Mitchell-Legg. Summer 2010.

EDU272 Aspects of Human Growth and Development. See course description on p. 4-9.

Mitchell-Legg. Summer 2009.

Electives

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

TBA. Spring 2010.

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.

TBA. Spring 2009.

EDU174 Introduction to Youth Ministry. Through instruction, discussion, reflection, and reading, students will analyze selected aspects of today's youth culture and assess models of youth ministry with a view toward developing their own approach to ministry with adolescents and young adults.

TBA. Summer 2010.

EDU176 Ministry with Children and Families. This course is an examination of how faith is nurtured in children and their families, a study of different kinds of family structures, and an exploration of models for carrying out family ministry programming in the congregation.

TBA. Fall 2008.

EDU177 Adult Religious Education. This course reviews the events and dynamics of adult life (age 18–death) as a basis for practical strategies to implement Christian education in the local church. Areas of emphasis include adult learning styles, assessment of curricula and resources for adult education, spiritual development in adulthood, and specific issues such as love, work, family, power and freedom, intimacy, and loss.

Setzer. Summer 2009.

History

Required Courses

HST101 History of Christianity

I. See course description on p. 4-13.

Sweetser. Fall 2008; TBA. 2009.

HST201 History of Christianity

II. See course description on p. 4-13.

TBA. Spring 2009, 2010.

Practical Theology

Required Courses

PRA102 Introduction to Pastoral Care. See course description on p. 4-17.

17.

Boyce. Fall 2008, 2009.

PRA103 Preaching and Worship.

See course description on p. 4-17.

Boyce. Spring 2009, 2010.

Electives

PRA112 Presbyterian Polity. See course description on p. 4-18.
Boyce. Summer 2009, 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.

Boyce. Fall 2008.

PRA132 Pastor/Educator as Public Leader. This survey course will cover the definition of public leadership; the biblical and theological basis for public leadership; and the relationship between church and state. Students will examine the roles of the public leader as ethicist, advocate, reader of culture, community organizer, strategic planner and change agent, communicator, fund raiser, educator, and supporter of laity. We will also consider the spiritual nourishment of public leaders. Classroom discussion will be augmented by field experiences and conversations with persons in the public square. Class members will keep a journal in which they will record class notes, reflections on field trips, guests, and other experiences. The journal will include thoughts on how the course informs an understanding of ministry. Each student will prepare a 10-page paper examining the rela-

tionship between church and state, offering a working definition of public leadership, and outlining a description of how to apply public leadership skills to a particular situation.

TBA. Summer 2009.

PRA203 Preaching and Worship: Part 2. *Prerequisite: PRA103.* This elective course will offer students an opportunity to continue the exploration of the theology, history, and practice of preaching and worship in the Reformed tradition which was begun in PRA103. Students will construct and present sermons and learn the role of the one who presides in worship. Attention will be given to the lectionary, sacramental occasions, funerals, and weddings.

Boyce. Fall 2009.

Theology and Ethics

Required Courses

THE101 Theology I. See course description on p. 4-21.

Currie. Fall 2008, 2009.

THE102 Introduction to Christian Ethics. See course description on pp. 4-21.

TBA. Fall 2008, 2009; Currie. TBA.

THE201 Theology II. See course description on pp. 4-21-4-22.

Currie. Spring 2009, 2010.

Electives

THE105 The Reformed Confessional Tradition. See course description on p. 4-22.

TBA. Summer 2009, 2010.

THE122 Theology and the Church’s Work of Prayer. This course seeks to examine the theological rootage of the church’s ministry

and practice of prayer, and to help prepare students for the task of leading and equipping worshipping congregations to pray. Attention will be given to biblical sources, confessional documents, major theologians (e.g., Augustine, Calvin, Cranmer, Barth), as well as liturgical resources (e.g., *Book of Common Worship*), and some works of literature. Students will be invited to craft pastoral prayers, prayers for parts of the liturgy (e.g., of illumination, of adoration, of confession) as well as prayers for various occasions (e.g., a funeral, a wedding, a baptism).

Currie. Spring 2010.

THE207 Theology of John Calvin. See course description on p. 4-23.

Johnson. Fall 2008

THE302 Readings in 19th and 20th Century Theology. *Prerequisite: THE101 and THE201.* This course proposes to trace the development of Protestant theology since the Enlightenment by reading six classic statements of this tradition's engagement of the modern world with the gospel of Jesus Christ. Students will be asked to spend one week reading and studying each representative statement (three hours given over to background and discussion in class), and one week writing a paper, which will then form the basis for the next class presentations and discussion. The purpose of the course is not merely to gain historical insight about the past but also to discover how theological questions today are informed by, and indebted to, these statements, making it possible if not to see farther, at least to ask more faithful questions in our day.

Currie. Summer 2010.

Interdisciplinary Courses

Electives

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.

Mitchell-Legg. Spring 2010.

INT263 Contemporary Theology and Education. See course description on p. 4-28.

Mitchell-Legg. Spring 2009.

INT365 Teaching the Bible. See course description on p. 4-28.

Mitchell-Legg. Fall 2009.

SUP000 Supervised Ministry. See description on pp. 4-29–4-30.

The following course sequencing is offered at Union-PSCE at Charlotte (bold denotes required courses):

Fall 2008

BIB170 New Testament I (M.A.C.E.)

BIB221 New Testament I (M.Div.)

EDU166 The Christian Life

HST101 History of Christianity I

PRA102 Pastoral Care

THE102 Introduction to Christian Ethics

THE101 Theology I

SUP000 Supervised Ministry: Parish, Non-parish, CPE

BIB301 The Gospel of Mark

EDU176 Ministry with Children and Families

PRA119 The Christian Year

THE207 Theology of Calvin

Spring 2009

BIB321 New Testament II (M.Div.)

EDU186 The Teaching Ministry of the Church

HST201 History of Christianity II

PRA103 Preaching and Worship

THE201 Theology II

SUP000 Supervised Ministry: Parish, Non-parish, CPE

BIB270 New Testament II (M.A.C.E.)

EDU162 Curriculum and Resources for Christian Education

INT263 Contemporary Theology and Education

Summer 2009

BIB003 Hebrew I & II

EDU168 Understanding Congregations and Agencies

EDU272 Aspects of Human Growth and Development

SUP000 Supervised Ministry: Parish, Non-parish, CPE

PRA112 Presbyterian Polity and Church Administration *

PRA132 Pastor/Educator as Public Leader

EDU177 Adult Religious Education

THE105 The Reformed Confessional Tradition

Fall 2009

BIB160 Old Testament I (M.A.C.E.)

BIB211 Old Testament I (M.Div.)

EDU166 The Christian Life

HST101 History of Christianity I

PRA102 Pastoral Care

THE101 Theology I

THE102 Introduction to Christian Ethics

SUP000 Supervised Ministry: Parish, Non-parish, CPE

BIB310 The Corinthian Correspondence

BIB307 Wisdom Literature

PRA203 Preaching and Worship II

INT365 Teaching the Bible

Spring 2010

BIB311 Old Testament II (M.Div.)

EDU186 The Teaching Ministry of the Church

HST201 History of Christianity II

PRA103 Preaching and Worship

THE201 Theology II

SUP000 Supervised Ministry: Parish, Non-parish, CPE

BIB114 Biblical Archeology
 BIB260 Old Testament II
 (M.A.C.E.)
 EDU160 Educational Ministry
 and Leadership
 THE122 Theology and the
 Church's Work of Prayer
 INT110 Theology and Film

Summer 2010

**BIB006 Elementary Biblical
 Greek I & II**
**EDU171 Group Process and
 Leadership Skills**
**EDU263 Theory for Education in
 Religion**
**SUP000 Supervised Ministry:
 Parish, Non-parish, CPE**
 BIB111 The Fourth Gospel
 EDU174 Introduction to Youth
 Ministry
 PRA112 Presbyterian Polity &
 Church Administration *
 THE302 Readings in 19th and
 20th Century Theology
 THE105 The Reformed
 Confessional Tradition

OTHER EDUCATIONAL OPPORTUNITIES

Intercultural Focus Groups

The Goodpasture Intercultural Focus Groups program is designed to provide faculty, administrative staff, and students a way to become more familiar with the life and work of churches in another culture and nation. Focus groups are conducted on a voluntary basis and gather once a month for informal discussion. Participants choose from such regions as Appalachia, Mesoamerica, Brazil, Caribbean, West Africa, East Africa, South Africa, Middle East, India, Southeast Asia, China, Japan, Rim of East Asia, and Europe.

Exchange Programs

Union-PSCE has exchange programs with the Institut de théologie in Montpellier, France; the Presbyterian College and Theological Seminary in Seoul, Korea; and the Universität Bern in Bern, Switzerland. Students interested in participating in these programs should apply in writing to the associate dean for academic programs by November 1. Students who apply are expected to have a reasonable grasp of French or German, as appropriate. Korean is not mandatory. The faculty usually selects second-level students to participate in these programs. Each of these schools also sends a student to Union-PSCE each year, or in alternate years.

Sprunt Lectures

In 1911, Dr. James Sprunt, a ruling elder in the First Presbyterian Church of Wilmington, North Carolina, created a foundation for the purpose of bringing to the institution outstanding lecturers "for the authoritative presentation to the students of the

particular subject or subjects which, at any given time, may be occupying the attention of the Christian world." With the establishment of this annual lecture series, distinguished visitors have come to campus to discuss various aspects of Christian thought and work. Large numbers of alumni/ae return each year to attend the lectures.

The Asian American Ministry and Mission Center

Asian Americans are among the fastest growing segment of the U.S. population. The positive contributions of Asian American Christians are felt in local churches, seminaries, presbyteries, and other church bodies nationwide. There is a growing need to understand the complex dynamics of Asian American churches, to recruit gifted Asian American students to careers in ministry, and to provide continuing education opportunities to support Asian American pastors, educators, and laity in their work for Christ. The Asian American Ministry and Mission Center at Union-PSCE has been established to assist in the education of Asian American church leaders.

The Center is co-directed by Drs. Syngman Rhea and Haesun Rhea. For more information, contact The Asian American Ministry and Mission Center at (804) 355-0671.

The Institute for Reformed Theology

Established in 1998 through a grant from the Lilly Endowment Inc., the Institute for Reformed Theology at Union-PSCE initiates thoughtful conversation between scholars and pastors concerning the Reformed tradition. The Institute enhances the ability of ministers and educators to

serve the church faithfully and to extend these conversations to congregations and governing bodies of the churches.

The Reformed tradition includes churches that trace their theological heritage from scripture through historic confessions and church leaders who have sought to interpret the Bible for the world. Reformed churches are characterized by a commitment to vigorous engagement between the church and the world. The Presbyterian Church (U.S.A.), which Union-PSCE serves, is a church in the Reformed communion.

Central to the Institute's program are annual colloquies that address constructive questions for Christianity in the twenty-first century. The colloquies engage professors, ministers, and students in the task of relating the Reformed tradition to contemporary life.

Members of the Institute's Board of Directors are: Dawn DeVries, John Newton Thomas Professor of Systematic Theology; Douglas Ottati, Craig Family Distinguished Professor of Religion and Ethics, Davidson College; Mark Valeri, E. T. Thompson Professor of Church History; and Brian K. Blount, professor of New Testament and Union-PSCE president.

The Carl Howie Center For Science, Art, and Theology

Inaugurated in 1995, the Carl Howie Center for Science, Art, and Theology maintains an ongoing program of scholarly conferences and publications devoted to study of the intersections of science, art, and theology. Major public lectures are scheduled annually. For more information, contact the Center at (804) 355-0671.

Richmond Theological Consortium and Washington Theological Consortium

Through its participation in the consortia of Richmond and Washington theological schools, Union-PSCE provides students in the basic degree programs opportunities to take courses offered at any of nine other schools representing the ecumenical church: Samuel DeWitt Proctor School of Theology at Virginia Union University, Baptist Theological Seminary at Richmond, Catholic University of America (School of Religious Studies), Dominican House of Studies, Howard University School of Theology, Lutheran Theological Seminary in Gettysburg, Virginia Theological Seminary, Washington Theological Union, and Wesley Theological Seminary. There are restrictions on the number of courses that may be taken at consortium schools (see pp. 5-4-5-5). Information about course offerings at consortium schools and registration procedures is available from the office of the registrar.

5. Academic Procedures and Regulations

CALENDAR

Union-PSCE follows a 12-3-12-3 week calendar sequence during the nine-month academic year, September–May in Richmond. The four terms are designated respectively fall term, January term, spring term, and May term. During the summer term (June through August), Union-PSCE offers courses on its Richmond campus in modern languages and D.Min. studies (June); biblical languages (July–August); and supervised ministry (June–August). Courses offered in the Extended Campus Program (M.A.C.E.) involve at-home study and intensive two-week campus visits to Richmond twice a year in January and June.

Charlotte Calendar

The calendar for the Charlotte campus differs in significant respects from the campus in Richmond. In Charlotte, 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.

See pp. v-x for the academic calendars for 2008–09 and 2009–10.

CREDITS AND ACADEMIC LEVELS

Unit of Credit

For courses in basic degree programs at Union-PSCE, one credit is earned for most courses completed (a few courses earn fractional credits). Summer language courses and supervised ministry 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.) are considered equivalent to a 6-semester-hour course.

Levels

M.A.C.E., M.Div., and M.A.T.S. students with one to ten credits are classified as first-level students; those with 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 fourth level.

These designations affect access to courses with limited enrollment, choices in Union-PSCE housing, and election to offices in student government.

BASIC OR REQUIRED COURSES

M.A.C.E. and M.Div. students are encouraged to take basic or required courses in their first year or two years of study, respectively. Most basic or required courses are offered each year in Richmond, usually in the fall or spring terms, and may not be taken at any other time.

TRANSFER CREDITS

A limited number of transfer credits for M.A.C.E., M.A.T.S., 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 an institution offering graduate level work accredited by one of the nationally recognized regional accrediting agencies in the United States. Union-PSCE 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-PSCE, transfer students must initiate requests to transfer course credits earned before coming to this institution by written notice to the registrar.

Transferability of required credits will be determined through consultation among the associate dean (or the dean of Union-PSCE at Charlotte 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 them to the associate dean, or dean of Union-PSCE at Charlotte, who in consultation with department chairs will rule on the acceptability of these credits and the student's remaining degree requirements.

Students who receive transfer credit for all basic 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-PSCE, 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 after a student has enrolled at Union-PSCE should be investigated with the registrar, who will consult with the associate dean for academic programs or dean of Union-PSCE at



Charlotte, before the student commences study at another school.

Union-PSCE does not accept credits earned in correspondence courses for transfer. Credits that have already been applied toward an earned degree cannot ordinarily be transferred.

COURSE LOADS AND FULL-TIME STATUS

A maximum load for M.A.C.E., M.A.T.S., M.Div., and M.Div./M.A.C.E. students in Richmond is four credits 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 earned in a summer is two.

Ordinarily, a student taking a full course load will complete the M.A.C.E. or M.A.T.S. 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-PSCE at Charlotte for Charlotte students, M.Div. candidates may take up to six years to complete their degree. M.Div./M.A.C.E. students ordinarily complete their degrees in four years.

A student attains minimum full-time status by taking courses that earn a total of three credits in a "session." "Fall session" is the fall and January terms combined; "spring session" is the spring and May terms combined. During the summer term, a student attains full-time status by taking courses that earn a total of two credits. Only full-time students in certain programs are eligible to apply for need-based financial aid.

After completion of course work in the Ph.D. program, students enroll in dissertation research courses, and their full-time status is certified to the registrar by the director of graduate studies, who consults with the faculty advisor and the graduate degrees committee.

For students in the D.Min. program, full-time equivalency is established when students complete their courses in the following sequence. In the first year, full-time students will complete Seminar I, two advanced ministry courses, and an elective. In the second year, full-time students will complete Seminar II, one advanced ministry course, and an elective. In the third year, full-time students will complete Seminar III and their final project. This three-year sequence of courses satisfies the curricular requirements of the D.Min. degree and allows for the completion of the degree in three years, the minimum time in which the degree may be completed.

Advising

Each student is assigned a faculty advisor for portfolio-based assessment, who will be available during regular office hours or by appointment and for regularly scheduled conferences for portfolio-based assessment.

The faculty advisor will work with students 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.

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 PC(USA) should confer with their advisor and denominational representatives to be sure they meet the academic requirements for certification.

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

REGISTRATION

The financial obligations of any term must be satisfied before a student enters another term. **A student will not be permitted to register for classes unless all previous charges due the school have been paid. Retroactive registration is not permitted.**

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 Theological Seminary and Presbyterian School of Christian Education (Union-PSCE). Subject to certain restrictions, M.A.C.E. and M.A.T.S. students at Union-PSCE and M.Div. students at BTSR, STVU, and Union-PSCE may cross-register for courses at either of the two other schools during the nine-month academic year and pay the regular tuition rate to their own school for the cross-registered courses.

In addition, the RTC is a member of the Washington Theological Consortium (WTC), whose member schools include Catholic University of America (School of Religious Studies), Dominican House of Studies, Howard University School of Theology, Lutheran Theological Seminary in Gettysburg, Virginia Theological Seminary, Washington

Theological Union, and Wesley Theological Seminary. Master's level students at Union-PSCE may cross-register for one elective course (one Union-PSCE credit) per term at an RTC or WTC 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. or M.A.T.S. 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 and WTC schools. Union-PSCE students register for all RTC and WTC courses through the Union-PSCE 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 (the registrar can provide details), and VCU courses count toward cross-registration limits defined in this section. Permission to take a VCU course must be given in advance by the associate dean for academic programs. Union-PSCE students enrolled in courses at consortium schools will receive the host school's grades on the Union-PSCE transcript.

Auditing Courses

Anyone may apply to the admissions office to audit a Union-PSCE course for no credit. With the permission of the instructor, who will take classroom space into account, the application may be approved. No transcript will be kept, and no continuing education credits will be issued. 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.

There is no limit to the number of courses that a degree-seeking student at Union-PSCE may audit per semester at Union-PSCE. Students may opt to audit courses by using the forms provided by the registrar and submitting them to the registrar's office by the end of the official "drop/add" period each term. Audits require the professor's permission.

All graduates of Union-PSCE may audit one course per term at no charge. The following may also audit one course per term at no charge: spouses of Union-PSCE students, Union-PSCE and RTC staff and their spouses, and all graduates of Union-PSCE and other RTC institutions. For all others, there is a non-refundable fee of one-half the cost of tuition per course.

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

Limited resources for improving English composition are available on a to-be-arranged-by-the-student basis. To inquire, contact the associate dean's office at least three weeks before the assistance is needed. The student is responsible for any costs.

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; F, below 60. Faculty may adopt a different numerical scale in individual classes.

Certain 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 for 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 depart-

ment 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.

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. Th.M. and Ph.D. students request extensions from the director of graduate studies. All other Richmond-campus students request extensions from the associate dean for academic programs. Charlotte students request extensions from the dean of Union-PSCE at Charlotte. Extension request forms are available through the Union-PSCE webpages.

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 tran-

script. 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.

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 on-going 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 in graduation at the next scheduled commencement.



REQUEST FOR EXCEPTION TO FACULTY POLICY

The Union-PSCE 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 through the Union-PSCE webpages.

ACADEMIC STANDING (M.A.C.E., M.DIV., AND M.A.T.S.)

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 representatives of the Review Committee 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 representatives of the Review Committee 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 recommendation of the Review Committee 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-PSCE and may not reapply for admission unless a majority of the full faculty, upon recommendation of the faculty's Review Committee, approves an exception. Former students must, if an exception is approved, make application through the regular admissions process and, if admitted, will reenter Union-PSCE 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 master's level students who begin their program in or after the summer of 2007 on the Richmond campus, and in or after the fall of 2007 on the Charlotte campus.

The portfolio-based assessment process for master's level students is for basic degree programs at Union-PSCE: Master of Divinity (any program), Master of Arts in Christian Education (any program, including ECP), and Master of Arts (Theological Studies), as well as for all students whose enrollment is conditional or probationary.

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-PSCE'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 edu-

cational 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. In relation to the institution's needs, student portfolios may be used as a resource in evaluation of Union-PSCE'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-PSCE account) and referral to the associate dean for academic programs

(Richmond students) or the dean of Union-PSCE at Charlotte (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-PSCE 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-PSCE 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-PSCE 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 these audits to each student so she or he may plan accordingly.

Graduating with Honors

For students in the M.A.C.E., M.Div., M.A.T.S., and dual degree



programs who achieve an overall GPA of 3.8 or above, the designation “with Honors” is permanently added to their Union-PSCE 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.

M.A.C.E., M.Div., M.A.T.S., and D.Min. Students

While the academic progress of each M.A.C.E., M.Div., and M.A.T.S. 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. The academic progress of D.Min. students is assessed by the director of D.Min. studies. 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 Review Committee for appropriate remediation.

Th.M. and Ph.D. Students

The director of graduate studies, in consultation with Th.M. and doctoral candidate advisors and the graduate degrees committee, 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 director 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.

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-PSCE 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-PSCE administers an institutional SAP policy that is consistently applied to all Federal Stafford Loan applicants and recipients. Union-PSCE'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-PSCE'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 should explain 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-PSCE maintains several sets of files (admissions, candidacy, academic, 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, autobiographical statement, correspondence regarding the admissions decision, and recommendations. The latter are destroyed after the admissions decision is made. These files are open to the dean of students, the admissions committee, and the staff of the Office of Admissions.

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, director of graduate studies, 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-PSCE's academic policies.

The Office of Alumni/ae and Constituency Relations maintains the student's file when the student leaves Union-PSCE. 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-PSCE.

The Business Office maintains a record of each student's financial transactions with Union-PSCE. 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 review committee, 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 (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-PSCE.

The Office of Field Education and Placement (OFEP) maintains a file of each student's evaluations, records, correspondence, and other documentation pertinent to supervised ministry and placement. Student records are protected at all times and stored in secured files.

OFEP protects the student's right to authorize release of Field Education 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-PSCE for purposes deemed legitimate by the OFEP director.

The OFEP 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. OFEP 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 Coordinator for Portfolio-based Student Assessment and by the student. 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-PSCE, a written request should be sent to the president or to an 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-PSCE have been met, as certified by the Business Office. Union-PSCE does not provide or send copies of student transcripts from other institutions.

Grades are ordinarily emailed to the student's Union-PSCE email address.

TUITION FOR COURSES TAKEN AT OTHER SCHOOLS

After matriculation at Union-PSCE, students are expected to take all courses for their degree at Union-PSCE, at other RTC schools, at schools of the Washington Theological Consortium, or, with permission, at Virginia Commonwealth University. If a student wishes to take a course elsewhere for credit toward a Union-PSCE degree, permission must be obtained in advance from the associate dean for academic programs or (for Charlotte students) the dean of Union-PSCE at Charlotte. Other institutions affiliated with the Presbyterian Church (U.S.A.) may have tuition reciprocity agreements with Union-PSCE, in which case the student will continue to pay tuition at Union-PSCE 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. Approved course credit earned at other institutions may be transferred to the Union-PSCE record upon receipt by the registrar of an official transcript. Ordinarily, no Union-PSCE financial aid funds will be applied to tuition for courses taken at other schools that do not have tuition reciprocity agreements with Union-PSCE.

INTERCULTURAL COURSES

Union-PSCE 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 ABOUT STUDENTS WITH LEARNING DISABILITIES

The Union-PSCE 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-PSCE. For details, see the Student Handbook.

6. 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 8.

FINANCIAL RESPONSIBILITY

Students are expected to maintain good financial standing as determined by the Union-PSCE 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. 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.

The settlement of all debts contracted during the course of study at Union-PSCE is necessary before a student is eligible for graduation. All debts must be paid in full and must be settled at least five business days before graduation. 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, have transcripts provided to a third party, or graduate unless all charges have been paid. (For more information, please see the following sections of this catalog: Registration, p. 5-4 and Transcripts, p. 5-13.)

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 \$1,076 per course. If ten credits are taken in the nine-month academic year, the total is \$10,760. Courses worth 2 credits (summer language courses, summer supervised ministry, clinical pastoral education, field-based learning) cost \$2,152. The total cost for 12 credits is \$12,912.

Master of Arts in Christian Education/Master of Social Work Dual Degree In this three-year program the first year is spent in residence at Union-PSCE. During this year, students pay Union-PSCE tuition and fees and are eligible to apply for Union-PSCE financial aid. For the second and third years, students pay tuition (either in-state or out-of-state, depending on legal residence) and fees to VCU, and are eligible to apply for VCU financial aid.

Master of Divinity/Master of Social Work Dual Degree In this four-year program, students are eligible for financial aid for courses taken



at Union-PSCE. During the first two years, students pay Union-PSCE tuition and other fees. The third and fourth years are VCU residency years. During these years, students pay VCU tuition (either in-state or out-of-state, depending on legal residence) and other fees, and are eligible to apply for VCU financial aid. Tuition is still paid to Union-PSCE for courses taken on our campus.

Doctor of Ministry \$1,116 per credit. Ten credits are required for the degree. D.Min. students are not eligible for financial aid.

Master of Theology and Doctor of Philosophy \$11,904 per year. Ph.D. students in their third year or later pay \$1,082 tuition each long

term for one credit in dissertation research and writing for a total of \$2,164 per year.

The Th.M. degree is designed to be completed in one nine-month academic year. Students in this program are charged tuition at the yearly rate listed above. 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 of \$1,082 for each fall term and each spring term until all degree requirements are completed.

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 \$24 per year (\$12 in the Fall; \$12 in the Spring).

Late Registration Fee.

This \$60 fee applies to registrations received after the date shown on student registration forms.

Payment of the fee should be made to the Union-PSCE Business Office.

Health Insurance.

All full-time Richmond-campus students and international exchange students are required to carry health insurance. A health insurance plan is available through the Student Life Office. The cost of this policy for 2008-2009 is \$210 per month for single students, and \$568 per month for a family.

Graduation Fee.

\$125 per degree for M.Div., M.A.C.E., M.A.T.S., D.Min., Th.M., and Ph.D. students. The fee for M.Div./M.A.C.E. degree students is \$150, reflecting the two degrees earned.

Directed Study Fee.

There is a \$60 fee for all directed studies submitted after the first day of the term for which they are to be registered. Directed studies submitted after the end of the drop/add period of a term will, except in the case of a graduating senior'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. An additional \$150 honorarium fee is charged to students who are given permission to do directed studies with adjunct faculty members.

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

There is a \$125 fee for each by-pass, advanced-standing, or proficiency examination.

Dissertation Fee \$500.

Applicable only in the final year of the Ph.D. program.

HOUSING

Full-time students 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 arrange-

ments with the Business Office will be notified that they must pay in full or move out within a month.

Housing deposit for new students is \$50. Damage deposit (escrow) equals one month's rent. Key deposit is \$25 per key.

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

One-bedroom (per month)

Minimum \$508 Maximum \$684

Two-bedroom (per month)

Minimum \$576 Maximum \$776

Three-bedroom (per month)

Minimum \$636 Maximum \$892

Four-bedroom (per month) \$980

Dormitory rates range from \$272 to \$300 per month, depending on size, location, and bathroom facilities.

Pets

Union-PSCE permits pets in Rice apartments. Permitted pets include only dogs or cats weighing no more than 35 pounds. There is a one-time, non-refundable pet fee of \$250 and a \$10 increase in rent for those apartments where pets are kept. Please see the Pet Policy in the student handbook for details.

LUNCH PLAN

Participation

Degree students who are dormitory residents must participate in the meal plan. Changes in lunch plan arrangements may be made only at the end of the term. Credit is allowed when the Business Office receives written notification about a student's change in dormitory or dining hall status. Decisions about special exceptions will be made by the dean of students in consultation with the Dining Hall Services Committee.

Exemptions

Dormitory students are granted exemptions from participating in the meal plan only for medical reasons, and a physician's letter must be submitted to the dean of students. A consultation with the director of food services is required to determine whether or not a special diet can be accommodated.

Cost

Because of fluctuations in food costs and in other overhead expenses, meal costs are subject to change at the beginning of each term. For the 2008-2009 academic year, students will pay a basic fee of \$1,036 for the nine-month academic year. Lunch with options from soup and cold bars to full course meals will be available. This plan includes lunch Monday through Friday. No food service is provided on Saturday or Sunday or during Thanksgiving, Christmas, or spring breaks. Students need to budget the costs of meals during these times. Board fees should be paid on the first day of the fall and spring terms.

BOOKS

The seminary does not bill for books as the on-campus bookstore is operated by the non-profit Cokesbury Book Stores. The cost of books varies by the number and types of courses taken. An allowance of up to \$1,200 per year is used for full-time students for financial aid administration purposes.

7. Admission

Union-PSCE invites prospective students to apply for admission to any of its degree programs. Applications for all degree programs are available online and from the Office of Admissions. The toll-free number for long distance callers is 1-800-229-2990. For local callers the number is (804) 355-0671 in Richmond or (704) 337-2450 in Charlotte. The e-mail address is *admissions@union-psce.edu*; our web site is *http://www.union-psce.edu*. To communicate by mail, the address is: Office of Admissions, Union-PSCE, 3401 Brook Road, Richmond, VA 23227.

When requesting application materials, please specify the degree program for which you intend to apply.

For information on financial aid, please see chapter 8.

CAMPUS VISITS

Union-PSCE strongly recommends that all prospective students visit the campus as part of the application process. Although not required, a campus visit, interviews with members of the faculty, and conversations with students and administrators are extremely helpful.

Individual Campus Visits

The Office of Admissions is open Monday through Friday from 8:30 a.m. to 5 p.m. and will arrange for your visit in **Richmond** during these hours. You may visit overnight with room and meals provided for up to two nights and three days. To arrange a campus visit or register for a Weekend to Inquire, please contact the Admissions Office at 1-800-229-2990.

Weekend to Inquire Dates

Richmond

November 13-16, 2008

March 5-8, 2009

November 12-15, 2009

Charlotte

October 25, 2008

February 27-28, 2009

October 24, 2009



Local callers, please use (804) 278-4221. To visit the **Charlotte** campus, please call (704) 337-2450.

If you are interested in a dual degree program with Virginia Commonwealth University, visits should be scheduled directly with VCU. For the Department of Social Work, call 1-804-828-0703.

Weekends to Inquire

Union-PSCE sponsors weekend events for prospective students in the Master of Divinity, Master of Arts in Christian Education, Master of Arts (Theological Studies), or Master of Arts/Master of Divinity degree programs. College juniors, seniors, and graduates, as well as those considering a career change, may attend a Weekend to Inquire in the fall or spring. Current students help prepare for this weekend, and faculty members are available for interviews and informal conversation. Worship, free time, and planned events during the weekend are designed to help you get to know the faculty, students, and program of Union-PSCE, and the Richmond, VA, area.

Weekends to Inquire at Charlotte

In Charlotte, Union-PSCE sponsors a Weekend to Inquire on the campus of Queens University of Charlotte. These events are scheduled during the fall and spring terms and include class visits, meetings with faculty, and worship. To visit the Charlotte campus, please call (704) 337-2450.

INTERNATIONAL APPLICANTS All Degrees

Union-PSCE seeks to admit those students from other countries who plan to serve the global church. 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.

Admission of international students to the second year of the Master of Arts in Christian Education program is contingent upon approval of the faculty.

Union-PSCE advises international students to come without family for the first year.

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 the Test of Written English (TWE) with minimum scores as follows:

TOEFL — 550 (paper-based test)

TWE — 4.0 (paper-based)

or

Essay rating — 4.0 (computer-based)

TOEFL — 79.0 (internet)

International students with a minimum four years of study in an English-speaking institution at the bachelor's level or above are exempt.

Test information may be secured from TOEFL/Educational Testing Services, P. O. Box 6151, Princeton, NJ 08541-6151 U.S.A. or their website www.ets.org.

Finances

Union-PSCE 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.

We encourage M.A.C.E., M.Div., and M.Div./M.A.C.E. applicants from churches in partnership with the Presbyterian Church (U.S.A.) to apply for a grant from the Office of Global Education and International Leadership Development in Louisville, KY. The deadline to apply is January 15. Applicants must have the endorsement of their denomination to do so.

Financial aid will not cover travel or living expenses. If living on-campus, we estimate living expenses at \$20,000 for 12 months for a single student, and \$28,000 for 12 months for a married student with no children. All international students and

their families are required to have health insurance through a company approved by Union-PSCE. The estimated 2008-2009 health insurance premium for a single student for one year is \$2,600; for a student and family, \$6,900. Note that health insurance premiums may rise as much as 25 percent per year.

Certification of Funding

Forms to certify the availability of funds for living expenses, at minimum, with supporting documents, are required for the admission file of international applicants. Sufficient funds must be available to support a student during the course of study at Union-PSCE. If an applicant is accepted, funds must be deposited by May 1 of the year the student enrolls. Visa forms are completed after money is deposited. All forms must be submitted, and funds deposited, by May 1 for each year of study.

MAKING APPLICATION

Basic Degree Programs

Application Procedures

Ordinarily admissions decisions and merit awards are announced after March 15. After March 15, applications will be considered on a space-available basis. **To be guaranteed consideration for merit aid on the Richmond campus, applications must be completed by March 15.** The admissions director and admissions committee reserve the right to contact all references to request further information, to contact the pastor of the home church listed in the application, to request the applicant to supply names of additional references, or to contact additional sources of information, such as knowledgeable persons in an applicant's presbytery.

For a list of the required items for a complete application, see p. 7-10.

Students admitted to Union-PSCE must provide a final official transcript from their undergraduate school which shows the date of graduation and the degree conferred. Those who do not comply with this policy may not enroll.

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 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 mature students with demonstrated potential for educational ministry may be admitted to the M.A.C.E. or the M.A.T.S. program without an undergraduate degree.

General criteria for admission to the Master of Arts in Christian Education, Master of Arts (Theological Studies), Master of Divinity, Master of Divinity/Master of Arts in Christian Education, Master of Arts in Christian Education/Master of Social Work, and Master of Divinity/Master of Social Work degrees are that a qualified applicant gives evidence of:

- a) commitment to the church and its ministry, ordinarily including extended involvement in a particular community of faith;
- b) a vibrant, growing, and inquiring Christian faith, characterized by a commitment to regu-

lar worship, prayer, Bible study, stewardship, and service;

- c) 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;
- d) the ability to do graduate-level academic work, as shown by strong undergraduate performance and/or professional experience, and the ability to write well;
- e) the capacity for critical reflection, the willingness to explore various theological perspectives, and the ability to communicate effectively;
- f) 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.

As an essential part of the admissions process, applicants are requested to provide several kinds of 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-PSCE, and are reasonably believed to cast doubt upon a student's suitability for theological study, he or she is subject to dismissal.



BASIC DEGREES

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

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

For a list of the required items for a complete application, see p. 7-10.

Transfers: Students transferring into the M.A.C.E. program must complete a minimum of ten course credits in residence at Union-PSCE. Transfer credit must be approved by the associate dean for academic programs or, for Charlotte students, the dean of Union-PSCE at Charlotte.

For a list of the required items for a complete application, see p. 7-10.

Extended Campus Program: The deadlines for submission of complete M.A.C.E. applications are March 1 for the summer ECP term and September 1 for the winter ECP term. See chapter 3 for a program description.

Students who complete courses in the ECP receive graduate credit. CEUs (continuing education units) are not available, and ECP courses may not be audited. For more information, please contact the Coordinator of Extended Campus, Union-PSCE, 3401 Brook Road, Richmond, VA 23227, or call 1-800-229-2990 (toll free).

Special Students: A special student is one who has no undergraduate degree, or who has a degree from an unaccredited school. 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 three must be required courses. After the required courses have been completed, the student may request admission to the M.A.C.E or M.A.T.S. degree program. Special students are not eligible for financial aid.

Master of Arts (Theological Studies) (M.A.T.S.)

The general criteria for admission to the M.A.T.S. program, as with other master's level programs at the seminary, are listed on p. 7-4. Item c applies ordinarily to a possible call to ministry as a scholar, teacher, or other leadership role in the church. For a list of the required items for a complete application, see p. 7-10. (For the possibility of admission to the M.A.T.S. as a special student, see the description of "special student" status under the M.A.C.E. program above.)

Transfers: Students wishing to transfer into the M.A.T.S. program must complete a minimum of nine course credits in residence at Union-PSCE. Transfer credit must be approved by the associate dean for academic programs. Students currently enrolled in the M.A.C.E. or M.Div. degree programs at Union-PSCE may request transfer into the M.A.T.S. through the associate dean's office.

Master of Divinity (M.Div.)

In addition to the criteria listed on p. 7-4, a qualified applicant should demonstrate interest in and commitment to pastoral ministry in the church or the communities it serves. For a list of the required items for a complete application, see p. 7-10.

Transfers

Students from other theological seminaries accredited by ATS may apply for transfer to Union-PSCE through the Office of Admissions. Transfer students must meet the same requirements as other applicants to the M.Div. program. Transfer students must earn at least 16 course credits (half) at Union-PSCE and

spend at least 1.5 years in Union-PSCE's academic program, including the final year. Transfer credit may be given only for work completed within the past eight years. 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-PSCE. Courses taken by correspondence at any school not ATS accredited do not transfer.

Current M.Div. and M.A.C.E. students may also transfer into the M.Div./M.A.C.E. dual degree program beginning the second year. The application deadline is April 1.

Requirements:

- 1) New application filled out, not including application essays or application fee assessment.
- 2) Three references, one required from a Union-PSCE faculty member.
- 3) One summative essay: How does this new direction reflect your calling?
- 4) New transcripts from more recent work at Union-PSCE.
- 5) If adding the Master of Divinity, the Letter of Acknowledgement is needed from the denomination governing body.

Extraordinary Cases

Union Theological Seminary and Presbyterian School of Christian Education, 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 the academic degree (Ordinarily, not having earned an undergraduate

degree), but who are otherwise well-qualified for church work. When such an exceptional case arises, the presbytery should certify to the school 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 as those seeking admission to the M.Div. program.

For a list of the required items for a complete application, see p. 7-10.

Dual Degree Programs

Union-PSCE offers a Master of Divinity/Master of Arts in Christian Education dual degree program. With Virginia Commonwealth University (VCU), the school offers a Master of Arts in Christian Education/Master of Social Work dual degree program and a Master of Divinity/Master of Social Work dual degree program. (See chapter 3 Academic Programs for descriptions of the dual degree programs.)

Union-PSCE financial aid is available only for courses taken at Union-PSCE. To guarantee consideration for merit aid on the Richmond campus, applications must be complete by March 15.

The personal statement for a dual degree program should address the reasons for wanting to study in the particular program, and the place of the additional competency in one’s future ministry.

M.Div./M.A.C.E. Program

In addition to the criteria listed on pp. 7-3–7-4, a qualified applicant should demonstrate interest in and commitment to pastoral ministry in the church or the communities it serves.

For a list of the required items for a complete application, see p. 7-10.

All materials for the M.Div./M.A.C.E. program should be sent to: Office of Admissions, 3401 Brook Road, Richmond, VA 23227.

M.Div./M.S.W. and M.A.C.E./M.S.W. Program

Application must be made to Union-PSCE and the Virginia Commonwealth University graduate School of Social Work separately. Acceptance into one of the programs does not guarantee acceptance into the other. In addition to the criteria listed on p. 7-4, a qualified applicant should demonstrate interest in and commitment to Christian social service. Application to VCU should be made to Virginia Commonwealth University School of Graduate Studies, Richmond, VA 23298-0568. Information and application forms for VCU are available from University Enrollment Services, Virginia Commonwealth University, 821 West Franklin Street, Richmond, VA 23284.

For a list of the required items for a complete application, see p. 7-10.

Transfer Students

Full-time M.A.C.E. or M.Div. students currently enrolled at Union-PSCE or in another school accredited by the Association of Theological Schools must be admitted to the M.Div./M.A.C.E. degree program before the beginning of their second year. The deadline to apply is April 1. Transfer applicants from another school must follow the admissions procedures outlined on pp. 7-5 and 7-6.

Students transferring into the M.Div./M.A.C.E. program must complete a minimum of 30 course credits at Union-PSCE in residence over a minimum of three years.

ADVANCED DEGREES

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 a university accredited by one of the nationally-recognized regional accrediting agencies or its international equivalent. The deadline for a complete application is March 31 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;
- the prospect that an additional year of academic work using the available resources of Union-PSCE will enhance future contributions to the spiritual, ethical, and intellectual vitality of the church;
- specific evidence of a readiness to undertake a proposed agenda of advanced study and research. For example, basic competence in classical Hebrew and New Testament Greek is a prerequisite for specialized work in the biblical field.
- evidence of adequate attention to personal stewardship, especially financial debt.

For a list of the required items for a complete application, see p. 7-13.

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. In biblical studies, the ability to work with texts in both biblical Hebrew and Greek is a prerequisite for admission. (In all Ph.D. tracks, a basic competence in two languages of modern scholarship is expected before any candidate may submit a dissertation proposal. In certain cases exceptions may be allowed [see pp. 3-29–3-30]. Additional language study may also be required, depending on the student's particular area of interest.)

For a list of required items for a complete application, see p. 7-13.

Doctor of Ministry

No applications for admission to the D.Min. program are being received in 2008-09 and 2009-10. The faculty is undertaking comprehensive assessment and revision of curriculum for this degree program.

CONDITIONAL ENROLLMENT STUDENTS

The Admissions Committee may consider applicants for the Master of Divinity degree who do not meet the full requirements for admission into a degree program. The committee makes the decision on applicants who will be offered conditional enrollment.

While Conditional Enrollment applicants accepted by the Admissions Committee would not be admitted to a degree program initially, they will be allowed to enroll in courses for a period of evaluation.

After completing a minimum of six and not more than ten credits, the student applies for admission to the Master of Divinity degree program. Upon receipt of updated application materials, the Admissions Committee will review the student's Union-PSCE academic record and all materials in the admissions file to determine admissibility of the student to a degree-seeking program.

ADMISSION OF DEGREE AND ENROLLMENT OF NON-DEGREE STUDENTS

Degree-Seeking Students

All decisions for admission to the Th.M. and Ph.D degree programs are made by the Graduate Degrees Committee, upon recommendation from faculty departments. All deci-

sions for admission to other degree programs are made by the faculty's Admissions Committee. The committees reserve the right to consult with the full faculty as needed, and in executive session if the consultation requires communication of any of an applicant's personally identifiable information. Committee decisions are communicated to the applicant, but all committee deliberations are confidential.

Non-Degree-Seeking Students

Non-degree-seeking students, including persons seeking to take only those courses leading to Christian educator certification in the PC(USA), may, with the permission of the appropriate academic dean, enroll for one course or for a limited number (maximum of 4) of courses approved by the dean. These students are enrolled for study and may earn academic credit, but are not admitted to degree-seeking status at Union-PSCE. The deans reserve the right to consult with the faculty's Admissions Committee and faculty departments when making decisions concerning the possible enrollment of any non-degree-seeking student. In any case in which a student enrolled in non-degree-seeking status wishes to apply for admission to Union-PSCE for a degree program, a decision will be made by the faculty's Admissions Committee. If the student is admitted to a degree program, credits previously earned at Union-PSCE will be evaluated for possible transfer.

REQUIREMENTS FOR APPLICATION: BASIC DEGREES

All Degree-Seeking Students	M.A.C.E. M.A.T.S.	M.Div.	M.Div./ M.A.C.E.	M.Div./ M.S.W.	M.A.C.E./ M.S.W.	LE ¹
Prerequisites - Education	B.A./B.S. ²	B.A./B.S. ²	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	Yes	Yes
Application Fee (\$60 non-refundable)	Yes	Yes	Yes	Yes	Yes	Yes
References	Three ³	Three ³	Three ³	Three ³	Three ³	Two ⁴
Two Essays (800 words max.) ⁵	Yes	Yes	Yes	Yes	Yes	No ⁶
Official Transcripts ⁷	Yes	Yes	Yes	Yes	Yes	Yes
Letter of Acknowledgment ⁸	Some ⁸	Yes ⁸	Yes ⁸	Yes ⁸	Some ⁸	No
Application deadlines ¹³ :						
for Summer Term ⁹	n/a	March 15	March 15	March 15	n/a	March 15
for Fall Term ⁹	March 15	March 15	March 15	March 15	March 15	March 15
for Fall Term ECP ¹⁰	Sept. 1	n/a	n/a	n/a	Sept. 1	Sept. 1
for Spring Term	Dec. 1	Dec. 1	Dec. 1	Dec. 1	Dec. 1	Dec. 1
for Spring Term ECP ¹⁰	Mar. 1	n/a	n/a	n/a	Mar. 1	Mar. 1
International students¹¹						
May apply?	Yes	Yes	Yes	Yes ¹²	Yes ¹²	No
Endorsement ⁸	Yes	No	Yes	No	Yes	n/a
TOEFL ¹¹	550/79	550/79	550/79	550/79	550/79	n/a
TWE ¹¹ or Essay	4.0	4.0	4.0	4.0	4.0	n/a
Deadline to apply	Jan. 1	Jan. 1	Jan. 1	Jan. 1	Jan. 1	n/a
To enter ¹³	Fall	Fall	Fall	Fall	Fall	Fall

Transfers from another theological school must follow the application procedures for the degree they plan to pursue. Actual course credits that transfer are at the discretion of the dean. See pp. 7-5, 7-6, and 7-7.

Notes:

1. Limited Enrollment (LE) is for non-degree students. Students 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.
2. Required 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. The degree ordinarily will include 6 semester hours in English grammar and composition, plus twelve semes-

- ters hours in other liberal arts subjects (e.g., philosophy, literature, psychology, history, political science, religion). In exceptional cases, mature students with demonstrated potential for ministry can be admitted to the M.A.C.E., M.A.T.S., and M.Div. programs without an undergraduate degree.
3. Three references who can comment on the applicant's qualifications for graduate theological study and potential for service as a church professional, including at least one pastor or church educator, and at least one professor or employment reference.
 4. LE applicants need two references who can speak to the student's ability to do graduate theological study.
 5. Please write **two** brief essays
 - a. Write a 500-800 word essay on **one** of the following:
 - (1) Describe your reasons for pursuing theological education, your perceptions of your gifts for service in the church and the world, and your thoughts about areas for further growth.
 - (2) Describe an experience that was life changing. What impact did it have on your understanding of Christian faith and community? How has this experience informed your vocational discernment?
 - b. Write a 500-800 word essay on **one** of the following:
 - (1) Which book of the Bible has had an especially important impact on your life and why? How has this book contributed to the development of your faith and to your practice of the Christian life?
 - (2) What book of the Bible have you struggled with most and why?
 6. Limited Enrollment applicants must submit only a statement of the courses they wish to take, and the reasons for taking them.
 7. Applicants must have an original transcript showing courses and grades sent directly from each accredited four-year college or university they have attended. A final transcript showing a bachelor's degree and the date conferred must be on file 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 ordaining ministers in their denomination. M.A.C.E. applicants from other countries only must include a letter from a denominational official indicating endorsement of their study in the U.S.
 9. After March 15, applications are considered on a space-available basis.
 10. M.A.C.E. courses only are offered during Extended Campus Program (ECP) sessions. See pp. 3-4-3-5.
 11. Union-PSCE seeks to admit those international students who plan to serve the global church. All applicants from other countries must cover their own living expenses at minimum. They must submit a Certification of Finances form with bank statements showing available funds from each source of assistance. International students who do not speak, write, and read English as their first language are required to submit scores from the TOEFL. Union-PSCE also requires most admitted applicants to participate in a two-week summer course in English as a Second Language (ESL). International students with a minimum of four years of study in an English-speaking institution at the bachelor's level or above are not required to submit TOEFL and TWE or essay scores. The minimum scores are 79-80 (internet) or 4.0 on the TWE or essay. See pp. 7-2-7-3 for a full description of requirements for international applicants.

12. International students new to Union-PSCE must apply separately to Virginia Commonwealth University for admission and financial aid for VCU's portion of the program. See pp. 3-21 and 3-23-3-24.

13. Union-PSCE seeks to admit those international students who plan to serve the global church. All international students are required to attend the Cultural and Language Immersion Program in August. Information on cost and student responsibilities for the program is available from Union-PSCE.

LE – Limited Enrollment

B.A./B.S. – Bachelor's degree

n/a – not applicable

REQUIREMENTS FOR APPLICATION: ADVANCED DEGREE

All Degree-Seeking Students	Th.M.	D.Min. ¹⁰	Ph.D.
Prerequisites - Education	M.Div. or M.A.C.E. ¹	M.Div.	Master's ¹
Prerequisites - Professional Experience	None	3 yrs	None
Description of experience	No	Yes ³	No
Completed Application	Yes	Yes	Yes
Application Fee (\$60 non-refundable)	Yes	Yes	Yes
References	Four ²	Four	Four ⁴
Official Transcripts ⁵	Yes	Yes	Yes
Writing Sample ⁶	No	No	Yes
Purpose Statement	Yes ⁷	Yes	Yes ⁸
Intellectual Autobiography	No	No	Yes
Letter of Endorsement	No	Yes	No
GRE Scores	No	No	Yes
Statistical Report	No	Yes	No
Deadlines to apply To enter	March 31 Fall term	Feb. 15 Summer term	Feb. 1 Fall term
International Students⁹			
May apply?	Yes	Yes	Yes
TOEFL	550/79	550/79	550/79
TWE or Essay	4.0	4.0	4.0
May apply for need-based financial aid?	No	No	No

Notes:

1. Must hold a bachelor's degree from a college or university accredited by one of the nationally-recognized regional accrediting agencies, and a master's degree in an appropriate discipline from a regionally accredited institution or the Association of Theological Schools in the United States and Canada or its international equivalent in theological studies.
2. Ordinarily one reference from the applicant's pastor or denominational official, and three from professors.
3. Four references who can comment on your ministry and potential to benefit from the program. One each from a former professor, a colleague in ministry, a lay person who knows your ministry, and one other person.

4. Ordinarily four academic references.
5. All applicants must have original transcripts showing degrees awarded and the dates of the awards sent from each school they have attended.
6. A research paper or recent essay the student considers representative of his or her work in the proposed field of study.
7. 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.
8. A statement describing your primary goals and preliminary research interests within the broader field of proposed study.
9. Union-PSCE seeks to admit those international students who plan to serve the global church. All applicants from other countries must cover their own living expenses at minimum. They must submit a Certification of Finances form and a Funding Commitment Form with a bank statement showing available funds from each source of assistance. International students who do not speak, write and read English as their first language are required to submit scores from the TOEFL and TWE. The minimum scores are: TOEFL: 550 (paper-based test) or 213 (computer-based test) or 79 (internet test); TWE: 4.0. Those who take the computer-based test are not required to submit a separate TWE score. International students with a minimum of four years of study in an English-speaking institution at the bachelor's level or above are exempt.
10. No D.Min. admission applications will be received in 2008-09 or 2009-10 .

8. Financial Assistance for Students

GENERAL INFORMATION

Union-PSCE has a generous financial aid program that includes need-based grants, loans, and merit fellowships. Your need for financial aid will not affect admission to the school. If you are an international student, additional requirements apply (please see p. 7-3, Finances).

When planning for the cost of your theological education, and before you apply for financial assistance, please consider all resources available to you: personal savings, summer earnings, employment during the school year, spouse's earnings, parental assistance, local church and presbytery grants, denominational loans, and any other means available. By comparing these resources against allowable expenses, the financial aid office will compute your need.

While Union-PSCE seeks to help students meet the expenses of attendance, the ultimate responsibility for these costs rests with the student.

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 a church or denomination. Students who are members of the Presbyterian Church (U.S.A.) are eligible to apply for grants and loans from the denomination through the Financial Aid Office. To receive aid from the Presbyterian Church (U.S.A.), a student in the M.Div. program must be enrolled as an inquirer or candidate.

Information regarding scholarships that are funded through outside

organizations may be found in the Financial Aid Office and the library.

For the M.Div./M.S.W. and M.A.C.E./M.S.W. programs, financial aid is administered by Union-PSCE and Virginia Commonwealth University independently. Questions regarding sources of funding may be directed to the financial aid office of each institution.

NEED-BASED GRANTS Student Eligibility and Application Process

Need-based grants are available to qualified students in certain professional degree programs if they apply by the deadline which is the last Friday in May.

- Students in the M.A.C.E., M.Div., M.Div./M.A.C.E., M.Div./M.S.W., and M.A.C.E./M.S.W. programs are eligible to apply for Union-PSCE need-based grants.
- Students enrolled in the Ph.D., D.Min., Th.M., and M.A.T.S. programs are not eligible for Union-PSCE need-based grants.
- Recipients must be full-time students, making satisfactory progress in their degree program and not be in default on previous student loans.
- **Eligible students must submit the *Union-PSCE Application for Need-Based Financial Aid* and be admitted before the last Friday in May. Applications received after 5 p.m. on the last Friday in May will not be considered.**
- Need-based grant recipients must re-apply and re-qualify each year.
- Prospective students may submit the financial aid application between February 1 and the last Friday in May. The application is



available on the seminary website after February 1. For best consideration, applicants should be admitted and apply for aid by March 15.

- Returning students are provided aid applications in mid-April. For best considerations returning students should apply by mid-May. Applications may be accepted up to 5 p.m. on the last Friday in May.

Need-based Grant Amounts

Denominational affiliation, degree program, and status may affect the level of tuition support.

- Students who are members of the Presbyterian Church (U.S.A.) are possibly eligible for need-based grants of up to 100 percent tuition. Entering M.Div. and dual degree students must: 1) make initial contact with their Committees on Preparation for Ministry; and 2) submit the Letter of Acknowledgement as evidence of their status. Returning students must be at least Inquirers by the start of their second academic year in order to maintain 100 percent tuition support eligibility.

M.A.C.E. and M.A.C.E./ M.S.W. students must present a letter of endorsement from their sessions or pastors.

- All other qualified basic degree students in eligible programs may receive need-based grants of up to 75 percent tuition. This includes students who are members of the PC(USA), but who do not intend to be under care, or who do not have endorsements from their sessions.

Definition of Full-time

To receive a need-based grant, the student must enroll as a full-time student. Full-time is defined as follows:

- During the “fall session” (fall and January terms), a full-time student is one who takes at least three credits in the combined fall and January terms. One may achieve full-time status by taking three credits in the fall term and no classes in the January term OR by taking two credits in the fall term and one credit in the January term.
- During the “spring session” (spring and May terms), a full-time student is one who takes at least three credits in the combined spring and May terms. One may achieve full-time status by taking three credits in the spring term and no classes in the May term OR by taking two credits in the spring term and one credit in the May term.
- A student who takes two credits in the summer term (Language School; Summer Supervised Ministry, including Clinical Pastoral Education or Supervised Field-based Learning) is considered full-time and may be eligible for need-based financial aid.

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

Duration of Need-based Grants

Need-based aid from Union-PSCE is awarded per course, and is limited to those courses that apply toward graduation in a student’s degree program. The following degree program limits apply:

- Students entering the M.Div. program with regular status may receive need-based aid for up to 32 credits (36 credits if a Student in Ministry [SIM] year or Union-PSCE Exchange Program year is taken).
- Students entering the M.Div. program with advanced status may receive need-based aid for up to 20 credits (up to 24 credits if a SIM or Union-PSCE Exchange Program year is taken).
- Students entering the M.Div./M.A.C.E. dual degree program may receive aid for up to 40 credits (44 credits if a SIM or Union-PSCE Exchange Program year is taken).
- Students entering the M.A.C.E. program with regular status may receive need-based aid for up to 20 credits.
- Students entering the M.A.C.E. program with advanced status may receive need-based aid for up to 10 credits.
- Students in the M.A.C.E./M.S.W. program may receive need-based aid for up to 10 credits for courses taken at Union-PSCE.

- M.Div./M.S.W. students may receive aid for up to 23 credits for courses taken at Union-PSCE (27 credits if a SIM or Union-PSCE Exchange Program year is taken).

Students who change degree programs after matriculation should be aware that their eligibility for need-based financial aid will be based on the total number of financial aid tuition credits they have received from Union-PSCE, as well as the total number of academic credits needed to complete the new degree. Students contemplating a change of program should consult the Director of Financial Aid with questions regarding aid eligibility limits. Aid may be lost due to changing a degree program.

MERIT AWARDS

Union-PSCE offers merit awards for study in the first professional degree programs—the M.Div., M.A.C.E., M.Div./M.A.C.E., M.A.C.E./M.S.W., M.A.T.S., and M.Div./M.S.W.—and in the Th.M. and Ph.D. programs.

Union-PSCE offers a number of opportunities for outstanding students in the M.Div. and its associated dual programs to receive merit awards. The purpose of these awards is to encourage excellence in pastoral ministry, particularly in the PC(USA). We look for students who show genuine promise for outstanding leadership in the life of the church, demonstrated by academic achievement and participation in the common life of their churches and communities.

All admitted applicants are considered for merit awards. No additional application is required. **For best consideration for any merit award, the application for admission must be complete by March 15.**

Merit awards and fellowships are disbursed in September and February.

The following merit awards may be of interest to prospective students.

BASIC DEGREES Richmond Campus

Thomas M. and Katherine M. Belk Scholarship

The Belk scholarship provides up to \$22,500 per year for a student in the M.Div. program or one of the dual degree programs and is renewable for up to two years. The recipient is not eligible for additional need-based financial aid. The Belk Scholar is a student of exceptional ability and promise for ministry. Ordinarily, a new award will be made every three years.

Carlson, Preyer, Prickett, Richardson Family Scholarship

Family members established this scholarship in honor of Laurinda Carlson, Mary Norris Preyer, Lynn Richardson Prickett, and Mary Lynn Richardson for their lifelong devotion to the church.

This scholarship provides up to \$20,000 per year for up to four years for a student enrolled in the M.Div./M.A.C.E. dual degree program, with priority given to members of the Presbyterian Church (U.S.A.)

The recipient is not eligible for additional need-based aid.

Friends and Presidential Fellowships

Friends and Presidential Fellowships are available to qualified applicants in the M.A.C.E., M.Div. or one of their dual degree programs. These fellowships are made possible by members of the Presbyterian Church (U.S.A.) who are interested in Union-

PSCE students and support them with prayers and gifts. The amounts range from \$1,000 to \$18,000. The awards are based upon each applicant's previous academic performance, experience in the church, and promise for usefulness in ministry. Some students receiving Friends or Presidential Fellowships are also eligible to receive need-based financial aid.

Dr. John Chester Frist Scholarship

The Frist Scholarship provides up to \$15,000 for one year to a student in the M.Div. program or one of its dual programs and is renewable for up to two years. The recipient is not eligible for need-based financial aid. Highest priority is given to members of the Presbyterian Church (U.S.A.). Ordinarily, Union-PSCE selects one Frist Scholar every three years.

Warner L. Hall Scholarship

The Warner Hall Scholarship provides up to \$22,500 per year for a student in the M.Div. program or one of its dual programs and is renewable for up to two years. The Warner Hall Scholar ideally exhibits a strong interest in parish ministry, particularly in the areas of preaching, teaching, and community ministry. The recipient is not eligible for additional need-based financial aid. The recipient must be a member of the Presbyterian Church (U.S.A.). A new award may be made each year.

Dr. James Luther Mays Scholarship

The Mays Scholarship provides up to \$15,000 for a student in the M.Div. program or one of its dual programs and is renewable for up to two years. The highest priority is given to graduates of Presbyterian Church (U.S.A.)

colleges; second priority is to members of the Presbyterian Church (U.S.A.); and third is to other outstanding applicants. The recipient is not eligible for need-based aid. Ordinarily, a new award will be made every three years.

Samuel W. and Margaret Morris Newell Scholarship

The Newell Scholar must enroll in the M.Div. program or one of its dual programs. The Newell Scholarship provides up to \$22,500 per year. It is renewable for up to two years. Highest priority is given to members of the Presbyterian Church (U.S.A.). Ordinarily, a new award will be made every three years. The recipient is not eligible for need-based aid.

Presbyterian Fellowships

Each year the seminary may award Presbyterian Fellowships to PC(USA) graduates of PC(USA) related colleges or universities. The religion departments of these schools are invited each year to make nominations.

The award of a Presbyterian Fellowship is contingent upon the student's admission and enrollment as a full-time student in the M.Div., M.A.C.E., M.A.C.E./M.S.W., M.Div./M.S.W., or M.Div./M.A.C.E. program.

Joseph & Laura Mae Stebbins Memorial Fund

The Stebbins Scholarship provides up to \$18,000 per year for an outstanding student in the M.A.C.E. program and may be renewable for the second year of the program. The recipients are normally not eligible for need-based aid.



Renewal of Basic Degree Merit Aid

Renewal Criteria

The Faculty Review Committee makes decisions for renewal of basic degree merit awards. The committee's criteria include:

- *Academic progress:* Eligibility for merit aid renewal requires a minimum cumulative GPA of 3.0. Students whose cumulative GPA falls below 3.0 at the end of an academic year will lose their merit aid for the next academic year but may reapply for the following academic year.
- *Service:* The committee also considers participation and leadership in the life of the church, the community, and the Union-PSCE community in accordance with individual gifts and life circumstances.

Occasionally, based on the considerations listed above, the committee will make a merit award to an individual who did not receive an award in the first year.

Duration of Merit Aid

The duration of basic degree merit aid depends upon the student's degree program and upon the student's level upon entering the program. Students may receive Union-PSCE merit awards as follows:

- M.A.C.E. and M.A.T.S. students with advanced standing for a maximum of one year.
- M.A.C.E./M.S.W. for a maximum of one year.
- M.A.C.E. and M.A.T.S. students with regular standing for a maximum of two years.
- M.Div./M.S.W. students normally for a maximum of two years.
- M.Div. and M.Div./M.A.C.E. students with advanced standing normally for a maximum of two years.
- M.Div. and M.Div./M.A.C.E. students for a maximum of three years.

RICHMOND LOANS

Educational loans should be the last source to consider in financing your education. However, the Director of Financial Aid will help students explore loan possibilities in the event that need exceeds all available resources. In addition, Union-PSCE participates in the Federal Stafford Student Loan Program which helps students secure low-interest federal loans. Approximately 15% of Union-PSCE students borrow from this program each year.

RICHMOND 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, 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.



ADVANCED DEGREES

Richmond Campus

Ph.D. Awards

Ph.D. students normally qualify for Union-PSCE fellowships for the first year of study, which are renewable for the second year if the student maintains satisfactory performance. In the third and again in the fourth year of the program, doctoral students will be considered for appointments as either teaching or research fellows, provided they are in good academic standing and have completed the modern language requirement and (for teaching fellows) the teaching seminar. Fellowship support is limited to the first four years of the doctoral program. Entering Ph.D. students do not complete special applications for Union-PSCE fellowships. Students are automatically considered for such aid during the admissions process.

In addition, a limited number of teaching and research assistant positions are awarded to continuing students each year. Students who qualify for Union-PSCE assistantships may also be eligible to continue receiving their fellowships. Continuing students who desire consideration for assistantships apply to the director of graduate studies during the spring term for appointments effective in the coming academic year.

Th.M. Merit Fellowships

Th.M. students normally qualify for fellowships equal to one-half of tuition. These awards are not renewable.

Additional Information

Please refer to the chart on the next page as well as the associated notes for more details on advanced degree program aid.

CHARLOTTE CAMPUS AID

Established in 2002 as an extension of Union Theological Seminary and Presbyterian School of Christian Education, classes at Union-PSCE at Charlotte 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.

Grant Programs

Matching Grant Programs

Financial aid for students attending Union-PSCE at Charlotte 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.

Grants for Continuing Student

Other limited 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

The Flo L. Henderson Scholarship

The Henderson Scholarship supports gifted students in their preparation for Christian ministry. It is named for the Rev. Flo L. Henderson, pastor of Grier Heights Presbyterian Church in Charlotte who served for many years as the executive for the Synod of Catawba of the United Presbyterian Church U.S.A. This scholarship has been made possible by a challenge gift and the contributions of twelve predominantly African American Presbyterian congregations in the Charlotte area.

The Billy O. Wireman Scholarship for Leadership

The Wireman Scholarship is named for the beloved former president of Queens College and former trustee of Union-PSCE, Dr. Billy O. Wireman. It seeks to support students who evidence outstanding potential for leadership in the church.

Prizes

Charlotte campus students are eligible for prizes awarded by the faculty in the spring. Prizes are generally valued up to \$1,000.

AID ELIGIBILITY BY DEGREE PROGRAM – RICHMOND CAMPUS⁹

	Basic Degrees						Advanced Degrees	
	M.Div.	M.A.C.E.	M.Div./ M.A.C.E.	M.A.C.E./ M.S.W.	M.Div./ M.S.W.	M.A.T.S.	Th.M.	Ph.D.
Union-PSCE Need-Based Aid								
Typical Award per Year:								
Presbyterian	100% Tuition	100% Tuition	100% Tuition	100% Tuition	100% Tuition	N/A	N/A	N/A
Non-Presbyterian	75% Tuition	75% Tuition	75% Tuition	75% Tuition	75% Tuition	N/A	N/A	N/A
Usual Eligibility in Years	Up to 4 ¹	Up to 3 ¹	Up to 5 ¹	1 ¹	Up to 3 ¹	N/A	N/A	N/A
Max. Eligibility in Course Credits	Up to 32 ²	Up to 20	Up to 40 ²	Up to 10 ³	Up to 23 ^{2,3}	N/A	N/A	N/A
Union-PSCE Merit-Based Aid								
Typical Award per Year:	\$3,000-\$5,000	\$3,000-\$5,000	\$3000-\$5000	\$3,000-\$5000	\$3,000-\$5,000	\$1,000-\$3,000	50% Tuition	Varies ⁴
Minimum Award per Year	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	50% Tuition	Varies ⁴
Maximum Award per Year	\$22,500	\$22,500	\$22,500	\$22,500	\$22,500	\$5,000	50% Tuition	\$23,000
Maximum Eligibility in Years	Up to 3 ⁵	Up to 2 ⁵	Up to 3 ^{5,6}	1 ³	Up to 2 ^{3,5}	Up to 2 ⁵	2 ⁵	Up to 4 ⁵
Federal Stafford Loan								
Minimum Award per Year	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200
Maximum Award per Year ⁴	\$20,500 ⁷	\$20,500 ⁷	\$20,500 ⁷	\$20,500 ⁷	\$20,500 ⁷	\$20,500 ⁷	\$20,500 ⁷	\$20,500 ⁷
Maximum Eligibility in Years	Up to 4 ⁸	Up to 3 ⁸	5 ⁸	1 ⁸	Up to 3 ⁸	Up to 3 ⁸	2 ⁸	7 ⁸

The information reflects current policies and practices and is subject to change.

Notes:

1. Need-based aid recipients who enter Union-PSCE with regular academic standing are expected to complete their programs in the usual time frames. Students may appeal and be permitted additional time if there are mitigating circumstances. Recipients who enter with advanced academic 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-PSCE degree program.
2. Students participating in a Student-in-Ministry year or a Union-PSCE Exchange Program may be eligible for an additional four course credits of aid.
3. M.A.C.E./M.S.W. and M.Div./M.S.W. students apply to Virginia Commonwealth University for financial aid during their final years of study.
4. Awards for Ph.D. students in the first two years of study are generally from \$17,000 to \$19,000. Awards for Ph.D. students in years three and four are reduced in accordance with the reduction from regular tuition to continuation tuition and are tied to either a research or a teaching assistant position.
5. See pages 8-7 for renewal criteria for advanced degree and for basic degree merit-based aid. Also, Th.M. students may receive no more than the equivalent of nine months of full-time aid regardless of how long they take to complete their degree program.
6. Recipients of the Carlson, Preyer, Prickett, Richardson Scholarship, the Jerold D. and Jane L. Shelter Scholarship, and the R. Jackson Sadler Scholarship may receive merit-based awards for up to four years.
7. Federal regulations govern this loan program. Loan recipients may not receive loan assistance that exceeds either their demonstrated financial need or their allowable cost of attendance.
8. Stafford Loan recipients who enter Union-PSCE with regular academic standing are expected to complete their programs in the usual time frames. Students may appeal and be permitted additional time if there are mitigating circumstances. Loan recipients who enter with advanced academic standing have a shorter period of eligibility. The reduced time frame for advanced standing students varies according to the number credits required for a Union-PSCE degree program.
9. The maximum amount of combined merit and need-based grants that students can receive from the seminary is \$20,000 per year.

