

PACIFIC
School *of* Religion

2019-2020 ACADEMIC
CATALOG



Governing Body, Officials, Faculty, and their Qualifications

Executive Team

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Dr. Susan Abraham, Vice-President for Academic Affairs, Dean of Faculty, Professor of Theology (THD, Harvard Divinity School)

Murry Evans, Vice-President for Enrollment

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Stanley Watson, JD (Harvard Law School)

Faculty

Dr. Susan Abraham, Vice-President for Academic Affairs, Dean of Faculty and Professor of Theology and Post-Colonial Cultures (Th.D., Harvard Divinity School)

Rev Dr. Dorsey Blake, Faculty Associate Leadership and Social Transformation (DMin, United Theological Seminary)

Dr. Aaron Brody, Robert and Kathryn Riddell Professor of Bible and Archaeology, Director of the Badé Museum of Biblical Archaeology (PhD, Harvard University)

Dr. Joyce del Rosario, Assistant Professor in the Practice of Ministry and Director of Community Engaged Learning (PhD, Fuller Seminary)

Dr. Sharon R. Fennema, Assistant Professor of Christian Worship, Director of Worship Life (PhD Graduate Theological Union)

Dr. Sharon Jacob, Assistant Professor of New Testament (PhD, Drew University)

Rev. Dr. Jay Emerson Johnson, Professor of Theology and Culture, Coordinator of the Certificate of Spirituality and Social Change (CSSC), Director of the Master of Arts in Social Transformation (MAST) (PhD, Graduate Theological Union)

Dr. Yohana Agra Junker, Faculty Associate in Theology, Spirituality, and Arts (PhD, Graduate Theological Union)

Rev. Dr. James Lawrence, Dean of the Swedenborgian House of Studies, Faculty Associate in Spirituality (PhD, Graduate Theological Union)

Dr. Randall Miller, Faculty Associate in United Methodist Studies, Ethics, and Leadership (PhD, Graduate Theological Union)

Dr. Bernard Schlager, Associate Professor of Historical and Cultural Studies Executive Director, Center for LGBTQ and Gender Studies in Religion Director, Certificate of Sexuality and Religion (PhD, Yale University)

Rev. Dr. David Vásquez-Levy, President and Professor of Homiletics (DMin, Lutheran School of Theology)



Letter from the Dean:

Dear Student,

This catalog is a current record of Academic Policies, Procedures and Program Objectives for the 2019-2020 academic year. The catalog allows you the student, to understand your rights and responsibilities as you navigate PSR's innovative and creative curricular offerings. PSR is part of a consortium of theological schools that provide a range of courses that you may cross-register in as your program permits.

PSR's curriculum is committed to diversity, inclusion and intersectionality, intertwining academic and practical perspectives on social justice issues pertaining to LGBTQIA+, racially minoritized groups, challenges facing immigrants, challenges facing the urban poor in the United States and the violence perpetuated on these groups. Simultaneously also, our curriculum seeks to provide constructive pathways for future religious leaders, scholars, activists and thoughtful people who understand that religion remains a stable and strong force in politics, economic, legal and other cultural systems. Consequently, our academic life is marked by multiplicity; many ground their calling in their relationship with Jesus, others in different holy names for the Divine and still others in the web of planetary life. We welcome everyone to the life of deep spiritual development, intellectual growth and respectful acknowledgment of difference.

Since our curricular offerings are curated with care for our mission, you will do well to familiarize yourself with them. The catalog serves as a contract between you and the Pacific School of Religion and you are required to abide by the policies and procedures outline here. Timely completion of program requirements necessitates regular and consistent communication between you, your advisor and the Office of Academic Affairs. Our goal is to move you through your program with the greatest efficiency and speed, because we believe in your vocation and call to serve the world.

This catalog is supplemented by more up to date "Schedule of Classes" posted on the GTU website, which will also provide specific information about courses offered each semester. While the catalog is true and correct at the time of publication, changes to programs, courses, services, rules, regulations and fees are subject to modification to accommodate changes in resources or educational plans at the Pacific School of Religion. We will do our best to communicate such changes in a timely fashion.

With best wishes for your academic life at PSR,

Susan Abraham
Professor of Theology and Postcolonial Cultures
VP of Academic Affairs and Dean of Faculty

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Community Covenant

PSR COMMUNITY COVENANT

For the 2019–2020 Academic Year

Also available for download at:

<https://psr.edu/wp-content/uploads/2018/01/CommunityCovenant2019.pdf>

PREAMBLE/PROLOGUE

Pacific School of Religion – students, staff, faculty, and trustees – seeks to inspire a world of abundance, compassion and justice where all can thrive and flourish. To that end, the following Covenant presents qualities we seek to uphold in our life and work together.

Building on a foundation of truth, love and our identity as an institution of spiritual faith and practice, PSR desires to create and sustain an environment of “fearless welcome and radical hospitality.” Based on our belief that everyone is divinely empowered to create this community of inclusion and affirmation, we witness this co-creative enterprise to honor and value our diversity as a source of communal strength. We further commit ourselves to doing the difficult work together, supported by God’s grace, when living into this reality exceeds our realm of comfort and human capacity.

PSR is an ecosystem of interdependent connections – which includes not just our human relationships, but our connections to animals and the land and environment upon and within which we exist. Thus, we also affirm these covenantal intentions to respect and engage with PSR’s existing and evolving policies and practices, as they have been developed to express our institutional values and to foster safe, healthy and sustainable community.

INTERPERSONAL RELATIONS & ATTITUDES (*Romans 12: 4, 5, & 18*)

WE COVENANT TO:

- . Respect and celebrate our unique and diverse identities, perspectives and pathways, and to practice an attitude of “fearless welcome and hospitality,” embracing all of who we are— through both self-acceptance and acceptance of others.
- . Practice “drawing the circle of community wider” to include rather than exclude
- . Celebrate our growing edges by listening and speaking authentically
- . Remember our common humanity and practice forgiveness with generosity and discernment
- . Honor and support the value of our own self-care and that of others

COMMUNICATION (*Ephesians 4:15*)

WE COVENANT TO:

- . Communicate in ways that foster a community of respect, safety, intellectual growth and vibrant spirituality
- . Communicate with conscious awareness of our inter-connectedness in body, mind, and spirit and seek to “understand as well as be understood”
- . Build and affirm the safety of our community by practicing patience and speaking our truth directly and compassionately
- . Invite every person in our community to enter dialogue, assuming the best of intentions of all involved
- . Engage our communications around topics and issues rather than personalities

NEGOTIATING CONFLICT (*Romans 12: 17 – 18*)

WE COVENANT TO:

- . Create spaces safe enough to risk truth-sharing
- . Step out of [or Avoid] hiding in silence when difficulties arise
- . Find value in differing perspectives
- . Approach one another as allies and not enemies
- . Be committed to healing and reconciliation
- . When appropriate, engage institutional policies and processes designed to mediate conflict

“POST-AMBLE”/ “EPILOGUE”

This covenant is a living document which we will revisit each year and adapt as community needs and expectations grow and change. We are committed to infusing awareness and practice of this covenant into the full institutional life of our seminary – spiritual, theological, academic, social, and environmental – thereby engaging the entire community in “covenant keeping.”

We understand and expect that there will be times when our Covenant is broken. In such cases, we will seek to have our responses to alleged or confirmed fractures be guided by pastoral concern and practice. Every effort will be made to resolve breaches in a manner intended to be respectful, reconciling, restorative, liberating and healing.

Community Covenant Workshop Team: Alex Rush, Eli'jah Carroll, Grace Gilliam, Laurie Isenberg, Schmian Evans with support and facilitation of OCL staff, Ann Jefferson and Alison West. In preparing this document we reviewed Covenants and/or Codes of Conduct from the following institutions: Auburn Theological Seminary, Andover Newton, Brite Divinity School, Candler School of Theology, Chicago Theological Seminary, Claremont School of Theology, Drew, Harvard Divinity

School, Lexington, Seattle University, United Theological Seminary, Vanderbilt, Wake Forest, Wesley, and Yale Divinity School.

Our Covenant was also influenced by prior work of the Unitarian Universalist Association in helping their congregations develop “Covenants of Right Relations.”

Commitment to Equality

Diversity/Non-Discrimination/Equal Opportunity Policy Statement

Pacific School of Religion (the School) is committed to fostering, cultivating and preserving a culture of diversity and inclusion. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work and that our students invest in their studies represents a significant part of our culture. We embrace and encourage our employees’ and students’ differences in age, race, color, creed, national origin or ancestry, ethnic origin, sex, gender, gender identity, gender expression, sexual orientation, physical or mental ability, medical condition, religion, marital status, domestic partner status, and any other characteristic protected by applicable law.

Pacific School of Religion affirms its commitment to equality of opportunity for all individuals.

The School prohibits and will not tolerate discrimination, including harassment, intimidation, and violence. This commitment requires that no discrimination shall occur regarding admission, or access to, or treatment or employment in, any program or activity in the seminary on the basis of age, race, color, creed, national origin or ancestry, ethnic origin, citizenship status, sex, gender, gender identity, gender expression, sexual orientation, physical or mental disability, medical condition, genetic information, religion, marital status, domestic partner status, or any other characteristic protected by applicable law in the administration of PSR’s programs and activities.

The School is an equal opportunity employer and makes employment decisions based on merit. We want to have the best available persons in every job. The School is committed to compliance with all applicable laws providing equal employment opportunities. This policy applies to all terms and conditions of employment, including, but not limited to, hiring, placement, promotion, termination, layoff, recall, and transfer, leaves of absence, compensation, and training.

This policy also prohibits discrimination based on the perception that anyone has any of these characteristics listed above or is associated with a person who has or is perceived as having any of these characteristics. Discrimination can also include failing to reasonably accommodate religious practices.

Please note: Pacific School of Religion is a school of religion and as such there are some occasions where religious doctrine, religious preference or personal beliefs or characteristics may be a bona fide qualification or limitation regarding employment or about participation in a program or activity.

This commitment applies to **all** persons involved in School operations and prohibits unlawful discrimination by any employee of the School, including supervisors and co-workers.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result. The School responds to requests for disability accommodations in accordance with applicable law.

The School provides a procedure whereby complaints of discrimination based on this policy can be resolved. If the School determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. The School will not retaliate against you for filing a complaint and will not knowingly permit retaliation by management, employees or your co-workers.

As part of Pacific School of Religion's equal employment opportunity policy, PSR will also take action to ensure that minority group individuals, females, veterans, and qualified disabled persons are introduced into our workforce and student body.

The School's diversity initiatives are applicable—but not limited—to our practices and policies on employee and student recruitment and selection; professional development and training; promotions; transfers; social programs; and the ongoing development of a community environment built on the premise of gender equity that encourages and enforces respectful communication and cooperation between all employees and students.

The above-mentioned policies shall be periodically brought to the attention of employees and students and shall be appropriately administered. All personnel who are responsible for hiring and promoting employees and for the development and implementation of programs and activities are charged to support this policy. An Equal Opportunity Officer will be responsible for the establishment and implementation of procedures to

guide our diversity program throughout the School. This includes monitoring diversity-related decisions and activities.

Inclusive Language Policy

Policy statement on the Use of Inclusive Language

The basic assumptions of our statement are:

Language shapes and informs our impressions of reality. It is basic to learning.

Language informs our attitudinal stereotypes and subtly influences people into roles, positions, status, and other forms of fragmentation. It is a key to human relationships.

Language can be a creative, liberating force or a captive, oppressing force. It is an expression of shared assumptions and a major factor in all liberation struggles.

Both women and men suffer from the use of a male-oriented language which forces personalities into culturally approved roles, limiting free decisions.

Our use of male-dominated language images and forms deny the feminine/masculine duality in each of us.

There are some basic theological assumptions which need affirmation considering the above assumptions:

God is not a male person (SUPER-Superman). Terminology about God, particularly in worship, which uses exclusively masculine words (e.g., He, Him, His, Father, Lord) distorts our concepts of a deity in whose image both females and males are created.

All persons share equally in God's plan for humanity.

Jesus recognized women as valuable persons, even to the point of violating the social mores of his time (e.g., by conversing with women in public).

The Church, as the Body of Christ, is a liberating and creative force enabling persons to transcend the boundaries of language and society in being faithful to the Word (Gospel) of Love.

The historical periods described in the Bible as well as the times in which the Scriptures were written, compiled and translated were all in patriarchal social settings. Thus, images of male-female roles described are colored by the cultural understandings of those times and need not be literally interpreted for our changed cultural situation. The truths of the faith are denied by sex role stereotypes. They can be conveyed more clearly without the male-dominant, female-submissive images of a given historical period.

The following suggestions are given as guidelines for use in printed materials, classroom environment, academic work, and worship. The guidelines are based on the above assumptions and theological affirmations.

Much of the language which appears in printed materials reflects a masculine bias. Therefore, the following list of words is given as alternatives to the exclusively masculine phraseology:

for **mankind**: Humankind, humanity, people, persons, creatures, citizens, community, ourselves, yourselves, folk, mortals, beings, etc.

for **brotherhood**: sisters and brothers, society, public, unity, community, amity, kinship, corporateness, etc.

for **masculine pronouns**: he/she, we, our, their, one, the person, individual, someone, member, etc.

Attempts need to be made to refer to God in other than exclusive masculine words in order to balance our images of the deity. Some options include: Creator, Redeemer, Holy Spirit, Sustainer, Mother and Father God, One, Life Giver or Giver of Life, etc. (See nonsexist liturgies in the book *Women and Worship* by Sharon and Thomas Emswiler, Harper & Row, 1974).

Occupational and status terms often suggest role and position stereotypes which need to be avoided.

This is true for both women and men.

Such terms not only give young people false impressions about their vocational prospects, they also tend to perpetuate discriminatory practices that exist.

Occupational and status terms can be avoided by the use of diction, by changing the sentence construction, or by altering the terminology.

To that end the following titles should be avoided:

policeman, fireman, serviceman, statesman, watchman, salesman, etc.

authoress, aviatrix, heiress, sculptress, songstress, poetess, etc.

It is often demeaning to women to be identified entirely by their relationship to men.

One form of this discrimination is the use of the terms Mrs. and Miss, which identify women according to marital status.

It is preferable to use the general title Ms. to identify a woman, as Mr. is used to identify a man.

In referring to couples, whether married or partnered, use such identifying phrases as "Mary and John Jones" rather than "Mr. and Mrs. John Jones" or "John Jones and his wife Mary" or "the John Joneses." There is

more dignity in using a woman's full name. Editors should also be aware of couples using hyphenated last names (e.g., "Marcia and John Clark-Johnson," "Doug and José Tompkins-Garcia"), which include each person's last name—and also the number of couples using different last names (neither person changes their last name). If it is important to identify them as a married or partnered couple, it can be done as "Mi-Ok Kim and Young Park, wife and husband (or partners)," or "Dionne Coleman and her wife (or partner), Sophia Evans." (Which partner's name comes first, is optional, but should not be consistently one way or the other, implying a more important status to the first.)

The common ways in which identification of persons is written suggests a predominant male orientation. Identifications and family relations often reflect fixed roles, stereotyped duties, or child affinity and possession. For example, "housewife," "the little woman," etc. suggest attitudes which imply that only women are in the home and doing domestic chores. This is demeaning to both men and women.

Application forms for educational institutions (e.g., seminaries), or membership in organizations (e.g., craft unions), or employment in jobs traditionally held by men (e.g., welding), should not discriminate against women applicants by such means as asking for the "wife's name." If such information is necessary, the word is "spouse."

Drug Free Notification

The Drug-Free Schools and Communities Act Amendments of 1989 (Public Law 101-226) requires all schools receiving federal funding of any kind (i.e. CWSP, Perkins Loans) to notify all employees of the following on an annual basis and all students at the time of matriculation:

The Pacific School of Religion and other GTU schools require that their campuses be drug free. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while at PSR is prohibited. Abuse of alcohol (including underage drinking) on PSR premises is also not allowed. Violation of this policy will be considered cause for termination from employment or from a student's program of study.

PSR is required to impose sanctions, up to and including the dismissal, of any employee/student engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on PSR or member school premises. Any employee/student involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. (Information regarding specific penalties is available at PSR Business Office.) In addition, an employee/student convicted of any criminal drug statute for a violation occurring in the

workplace/campus is required to notify the Personnel Officer or the President/Dean, of such a conviction no later than five days from the date of the conviction.

PSR and its member schools comply with California State law, which prohibits possession or use of alcohol by or sale of alcohol to, anyone less than twenty-one years of age. Abuse of alcohol on PSR campus is prohibited.

(Persons who qualify under California Proposition 215 to use marijuana for medical purposes are not permitted to possess, store, provide, or use the marijuana on any PSR owned or controlled property, including, but not limited to academic buildings, student housing and residences, parking lots, library and offices, or during any PSR sanctioned activity regardless of location. Failure to follow this policy may result in termination of employment and/or dismissal from academic programs, in addition to prosecution by police authorities.)

The health risks associated with the use of illicit drugs and the abuse of alcohol are many. Detailed information concerning the known health hazards resulting from the abuse of drugs and alcohol may be obtained from your physician, or from PSR Personnel Officer/Director of Community Life.

Several drug and alcohol counseling, treatment, and rehabilitation programs are available to PSR faculty, students and employees. Check your health insurance program for the closest location. In addition, you may find these resources helpful:

- The New Bridge Foundation, 1820 Scenic Avenue in Berkeley provides assessment, residential inpatient rehabilitation programs, partial day programs, outpatient individual and group counseling sessions and educational workshops. New Bridge accepts private insurance.
 - The Merritt Peralta Institute at Summit Medical Center provides residential inpatient, outpatient, day treatment, workshops and group counseling. It may be reached at 510/652-7000.
 - A local Alcoholics Anonymous may be reached at 510/839-8900 and a local Narcotics Anonymous program may be reached at 510/444-4673.
- See the Personnel Dept. or Community Life for complete delineation of policy and educational programs for drug and alcohol abuse.

See the Personnel Department or Community Life for complete delineation of policy and educational programs for drug and alcohol abuse.

Campus Safety and Clery Report

In accordance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, Pacific School of Religion provides information related to crime statistics and security measures to all current students, faculty and staff, and is required to notify recipients when the report is available. The current PSR annual security report is online.

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act is a federal law, originally known as the Campus Security Act. This legislation requires colleges and universities across the United States to disclose information pertaining to crimes that have been reported or occurred on or around college campuses, or in the vicinity of college properties on public properties, including properties owned or maintained by the college.

The annual report contains three years of campus crime statistics and must outline certain security policy and/or procedural statements, including sexual-assault awareness programs and reporting procedures. Specific information is provided regarding both the law-enforcement authority of campus security police and how and where the college community may report crimes.

Download the [Pacific School of Religion Clery Report](#) to read more on the following topics and more updated annually:

- What to do in case of an Emergency
- Missing Student Notification Policy
- Campus Safety
- PSR's Main Security Provisions
- Access to PSR Campus and Buildings
- Security of PSR Campus Buildings
- Procedures to Report Criminal Activity and Emergencies
- Information about Registered Sex Offenders
- Drug Free Campus and Workplace
- Sexual Assault and Rape
- Crime Statistics

- Student Housing & Fire Safety Report
- Crime Report & Internal Investigation Form/ PSR Crime Incident Report Form
- GTU Alert System

Housing

Effective July 1, 2018:

Subsidized Housing for PSR Students

Pacific School of Religion is committed to partnering with students in making theological education accessible. To this end, resources from PSR's endowment, annual fundraising, and ancillary income are used to support the education of students in PSR's various programs. Through the use of these resources, PSR is able to offer its education at tuition levels that are well below the actual cost of the delivering the education.

Additionally, PSR provides housing—managed by Hudson MacDonald—that is offered to PSR students at a significant discount from prevailing housing costs in our area. In order to best steward the use of these properties for its educational mission, PSR has established the following requirements for PSR students to qualify for subsidized housing:

Students must be currently enrolled and in good academic standing. Students must take a minimum of 15 units in an academic year, including summer and intersession, with no less than 6 units in any given semester. DMin students must be enrolled a minimum of 7.5 in an academic year, with no less than 3 units in any given semester. The priority deadline for housing for new students is March 31. After March 31, there is no guaranteed housing preference for PSR students.

We understand that sometimes life gets in the way. Students may request a leave of absence for one semester throughout their time receiving subsidized housing rates. Students must early-register for the following semester after their leave of absence to continue to qualify for subsidized housing.

The priority deadline for housing for Fall Semester entry is March 31 each year. After March 31, housing is offered on a first come, first served basis to students from the Berkeley area. There is no guaranteed housing for Spring entry.

Students can qualify for housing for a maximum number of years based on the program they are in as follows:

MDiv—5 years

MTS—3 years

MAST—3 years

DMin—2 years

Certificate 1 year—Adding a certificate to a degree will not add additional time to subsidized housing if previously enrolled in another PSR program.

Note: If exceptions to these rules are made, subsidized housing rates do not apply.

Units will be assigned according to number of residents as follows:

- Dorm room—single student
- Studio—single student or couple
- One bedroom—couple, couple and 1 child, parent and 1 or 2 children

Pacific School of Religion's housing is managed by Hudson MacDonald.

Hudson McDonald Properties, Inc

1600 Shattuck Ave

Suite 218

Berkeley, CA 94709

(510) 665-9900

www.hudsonmcdonald.com

FOR INFORMATION ABOUT HOUSING: Contact aurelia@hudsonmcdonald.com

Subsidized housing rates, 2019-2020, for dormitory rooms per month:

September through May (includes board)	\$780
June through August (<i>does not</i> include board)	\$600

Apartments per month (does not include board)

Studio	\$1,171
One-bedroom	\$1,422
Two-bedroom	\$1651
Three-bedroom	\$1923

Residential Fee Payment Policy for PSR students

To assist students in making prompt payments towards housing, which is managed by Hudson McDonald and is subsidized by PSR, residential fees (rent) will be deducted from financial aid.

Students will see residential fee charges on the statement of account available on the SONIS Student Portal.

Financial aid will first be applied towards tuition and fees. Any remaining financial aid will then be applied towards residential costs. After financial aid has been applied to residential costs, any remaining balance can be paid by:

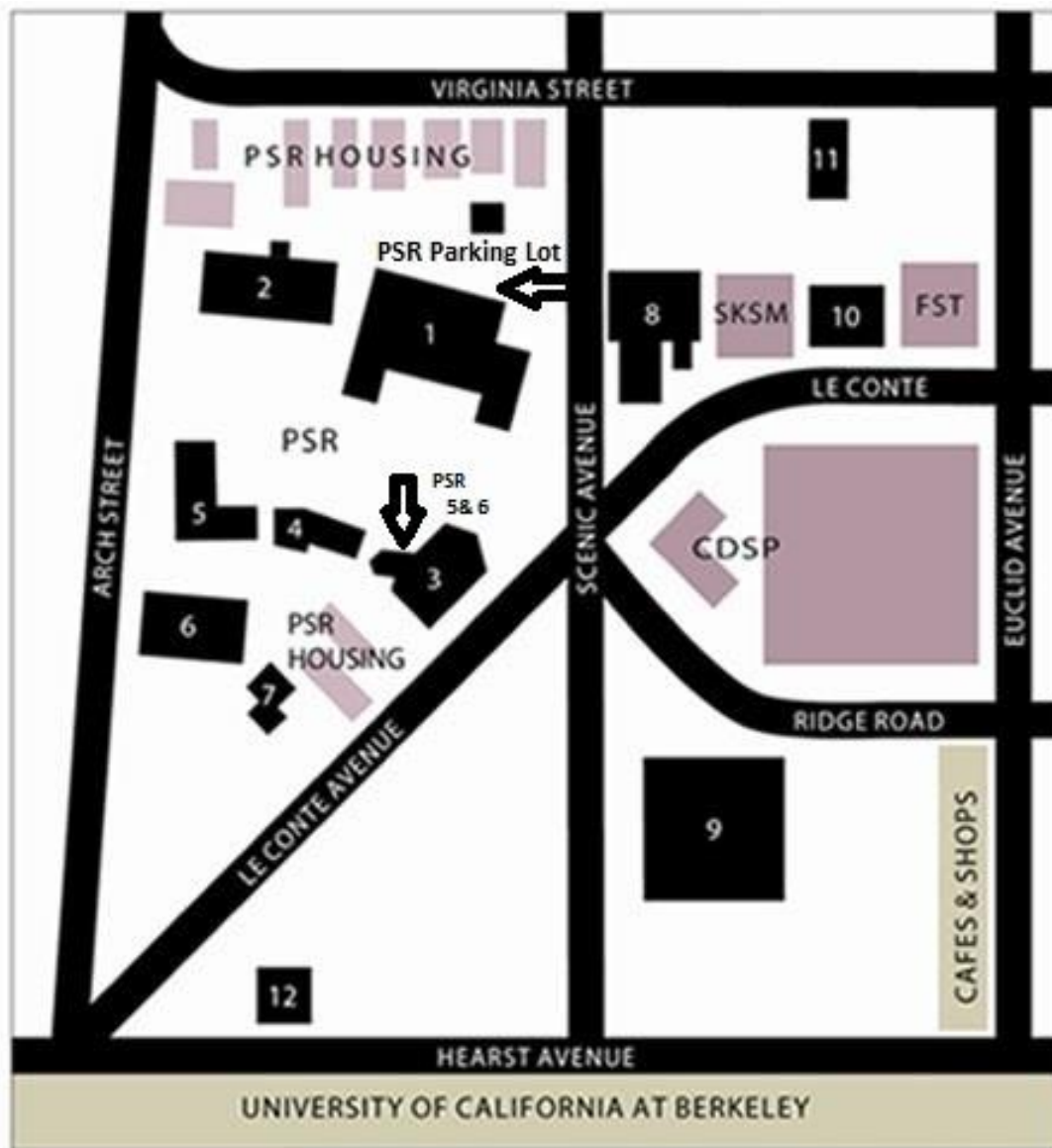
1. Lump sum payment by check or credit/debit card to PSR's Office of Academic Affairs; or
2. Automatic debit (ACH) from your bank account in four monthly payments on the first of each month through Hudson McDonald. ACH must be set up for each semester.

Because of financial aid regulations, those who will be with us during the **summer**, residential fees are payable directly to Hudson McDonald by ACH withdrawal by the first of the month, June, July and August.

We appreciate your making payments on time. In order to ensure we can sustain student housing, failure to make payments on time may result in the following:

1. The business office will put a hold on student account preventing the student from making registration changes for the current term, registering for next term, graduating, receiving their diploma or receiving any transcripts from PSR;
2. Loss of housing; and
3. Referral to an outside collection agency

Pacific School of Religion Campus Map



1. Holbrook Building (the Bade Museum is in here)
2. Mudd Building
3. Chapel of the Great Commission
4. D'Autrement Dining Hall
5. Benton Hall Student Housing
6. Anderson (Arch) Hall Student Housing
9. Graduate Theological Union Library
10. Graduate Theological Union (Main Building; Douglas Adams Gallery)

Accessibility, Accommodations and Americans with Disabilities Act

PSR is committed to helping students realize their academic potential and eliminate physical, programmatic and attitudes that serve as barriers for students with disabilities. Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of disabilities in employment, education, public accommodations, transportation, state and government services, and telecommunications.

According to Section 504 of the Rehabilitation Act of 1973, “No otherwise qualified individual with a disability in the United States [. . .] shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

This policy and its procedures and resources relate to not just physical disabilities but also learning and other types of disabilities as well. All accommodations related to physical, psychological, learning etc. disabilities must be determined by the institution to not incur an undue institutional burden and should not substantively alter academic standards and learning outcomes of the programs.

Disabilities Resource Officers:

The Director of Community Life and Spiritual Care along with the Assistant Dean for Academic Programming serve as the Disabilities Resource Officers (DROs). As needed, the DROs will work with Students with Disabilities Program staff at UCB to verify accommodation eligibility and recommend accommodation options.

Accessibility in Buildings, Grounds, and Campus Housing

PSR works to ensure that important private and public spaces on campus are accessible to those who use wheelchairs. Ramps or ground-level doors provide ready access to the administration building, chapel, dining hall, and classrooms. Please consult the [PSR campus map](#) and our [PSR Campus Accessibility page](#) for details to reach the reception desk, find automatic door openers at

the west entrance of Holbrook Hall. Because of the hills around PSR, manually driven wheelchairs can be difficult to maneuver; motorized wheelchairs or scooters are advised.

Accommodations based on Dietary Needs

While PSR may mandate a meal plan depending on student program, type, and registration, students may petition to waive this requirement based on health needs by following the ADA Procedure and Forms along with a physician's notice regarding your health conditions.

Accommodations based on Learning/ Mental/ Psychological/ Emotional Disabilities

Students may apply to for accommodations for more time, use of various tools and technologies, and in some cases even negotiate alternative modalities for exams and lectures (dependent on the faculty's capacity to accommodate) based on learning, mental, or psychological disabilities. Consult the ADA Procedure and Forms well in advance before accommodations.

For students who may not necessarily know what accommodations would be most helpful or are unsure of what kind of disability they may have, the student may seek out a third-party Education or Learning Assessment which PSR and the GTU do not provide. Students are also encouraged to seek resources, including financial assistance through the Department of Rehabilitation.

Temporary Accommodations and Disability

At times, students may require short-term accommodations due to a variety of reasons such as surgery, short-term illness, etc. For such short-term disabilities, students are also encouraged to apply for ADA accommodations by consulting the ADA Procedure and Forms and submit a physician's notice. Students are also encouraged to inform the Disabilities Officer when accommodations are no longer needed.

Other Resources for Students with Disabilities

- [California Department of Rehabilitation](#)
Students with disabilities often are eligible for an evaluation, support, and resources from California's Department of Rehabilitation. The [Berkeley branch by Ashby BART](#) is close

and accessible to Berkeley students. Education is sometimes a part of vocational rehabilitation, and for this reason, this service can be especially helpful to PSR students to help identify which assistive technologies may be most helpful to students with disabilities and you may even qualify for financial reimbursement of some educational costs such as tuition and books.

- Software and Technological Tools

- [Bookshare](#)

- Accessible Online Library for people with print disabilities (braille for visually impaired, high quality text-to-speech books)

- [Kurzweil Scanning](#)

- For reading materials not readily available in Bookshare or with text-to-speech, Kurzweil scans in text and applies OCR to enable text-to-speech

- The [Pomodoro Technique](#)

- Educational Assessments

If you think you might have a learning disability but aren't sure, you may want to seek a Learning or Educational Assessment. The Bay Area has several resources for assessing a learning or other disability. Some local services include:

- [Alliant International University Assessment Clinic](#)

- [The Wright Institute](#)

- [The Ann Martin Center](#)

- [Animals as Accommodations Policy](#)

- [Americans with Disabilities Act of 1990](#)

- [ADA Policies from the Federal Government](#)

Campus Accessibility at Pacific School of Religion

If you require campus accessibility accommodations that you do not see listed below, please contact the Assistant Dean & Registrar at [the Registrar](#) for either temporary or ongoing campus accommodations. It is strongly recommended that you contact our offices for any special accommodations or access arrangements well in advance of your arrival.

Buckham (PSR chapel, PSR Classrooms 5 & 6)

- There is an outdoor wheelchair lift from the main level of the PSR campus to the basement level of the chapel where PSR 6 and IT offices are located. The lift is located on the northeast side of the PSR Chapel and must be operated by a key that can be requested from the Housing Director (housing@psr.edu), who will also orient you on how to operate the lift.
- Accessible entrance to PSR chapel on west side of building
- Wheelchair door activation switch at west entrance
- One unisex accessible restroom on the west side of building
- Hearing loop for the hearing impaired installed in front pews in PSR Chapel

D'Autremont Hall (community dining hall)

- Wheelchair door activation button at main north side entrance
- One accessible unisex restroom

Holbrook Hall (classrooms, administrative, and faculty offices)

- One elevator in Holbrook that accesses level G, B, 1 (main level of campus), and 2. However, level G is not accessible by itself.
- Holbrook elevator may be used by those who park in the outer lot to access to main level of PSR campus

- To access elevator in Holbrook outside business days/hours, contact Housing Director (housing@psr.edu)
- Three Ramps to Holbrook
 - West entrance
 - South entrance to the Bade Museum/Doug Adams Gallery
 - Outer parking lot to “B” level of Holbrook
- Wheelchair door activation switch at west entrance
- One accessible unisex restroom by elevator on level 1

Parking

- Parking spaces for persons with disabilities are available in the outer lot and under the Mudd building on the north side of Holbrook Hall.
- A parking attendant is available during business days and hours when class is in session.

Student, Faculty, and visitor on-campus Housing (private access only)

- Benton: all 1st floor units are accessible
- Castlevue: Units 1 and A have fire alarms for hearing-impaired
- McCown: one accessible 1-bedroom apt.
- 1718 Scenic: one accessible studio apt.

For more information on private campus housing accessibility, contact PSR's Housing Management Company, Hudson McDonald at associate1@hudsonmcdonald.com ,

Students with Disabilities: Accommodation Policy and Process

Pacific School of Religion strives for consistent and equitable student access to educational opportunities. In particular, the Accommodation Policy and process addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers student advising, classroom activities and requirements, program exams, GTU library use, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.). Accommodations are not intended to give students with disabilities an unfair advantage, but to remove barriers that prevent students from learning and from demonstrating what they have learned in the context of their formal degree or certificate program.

The Director of Community Life and Spiritual Care along with the Assistant Dean for Academic Programming serve as the Disabilities Resource Officers (DROs). As needed, the DROs will work with Students with Disabilities Program staff at UCB to verify accommodation eligibility and recommend accommodation options.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student who wishes to request accommodations with their academic work submits the request form available on the PSR website to the DRO. The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student's condition (a form for this step is available on the website). The student is responsible for incurring any cost associated with the documentation.

The Timing of a Student Request: The student should request accommodations early in the semester, well in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. It can take time for the review process and verification and recommended accommodations.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than two weeks after submitting the request.

Decision: The DRO will finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations. The DRO also sends a communication to the faculty on the list of enrolled courses the student provides. *This list needs to be provided each semester accommodations are needed.*

Implementation: *Accommodations will apply to all educational events described in the DRO’s email for up to three years.* Students should present the DRO’s email to faculty and staff to arrange accommodations as needed.

Appeal: The student and/or faculty involved with the student may not agree with the DRO’s decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO and institutional contact should work with the faculty member to resolve her/his concerns. The DRO can consult with UCB’s Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the student can seek remedy from the faculty member’s school’s academic grievance policy.

If a student disagrees with the DRO’s decision and/or recommended accommodations, they can appeal the decision through her/his own school’s academic grievance policy. Again, the DRO and institutional contact should work with the student first to find ways to resolve concerns.

Students with Disabilities: Accommodation Policy and Process, July 30, 2019

Pacific School of Religion strives for consistent and equitable student access to educational opportunities. In particular, it addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers student advising, classroom activities and requirements, program exams, GTU library use, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.). Accommodations are not intended to give students with disabilities an unfair advantage, but to remove barriers that prevent students from learning and from demonstrating what they have learned in the context of their formal degree or certificate program.

The Director of Community Life and Spiritual Care along with the Assistant Dean for Academic Programming serve as the Disabilities Resource Officers (DROs). As needed, the DROs will work with Students with Disabilities Program staff at UCB to verify accommodation eligibility and recommend accommodation options.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student who wishes to request accommodations with their academic work submits the request form available on the PSR website or through the Office of Community Life (OCL) to the DRO. The student needs to include **official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student's condition** (a form for this step is available on the website or in the OCL). The student is responsible for incurring any cost associated with the documentation.

The Timing of a Student Request: The student should request accommodations early in the semester, well in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. It can take time for the review process and verification and recommended accommodations.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than two weeks after submitting the request.

Decision: The DRO will finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity. An accommodation is not "reasonable" if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations. The DRO also sends a communication to the faculty on the list of enrolled courses the student provides. **This list needs to be provided each semester accommodations are needed.**

Implementation: Accommodations will apply to all educational events described in the DRO's email for up to three years. Students should present the DRO's email to faculty and staff to arrange accommodations as needed.

Appeal: The student and/or faculty involved with the student may not agree with the DRO's decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO and institutional contact should work with the faculty member to resolve her/his concerns. The DRO can consult with UCB's Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the student can seek remedy from the faculty member's school's academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodations, they can appeal the decision through her/his own school's academic grievance policy. Again, the DRO and institutional contact should work with the student first to find ways to resolve concerns.



Students with a Disability: Request for Accommodation

Date of Request: _____

The Pacific School of Religion ensures that all eligible students with disabilities have equal access to PSR educational opportunities. Accommodations are not intended to give students with disabilities an unfair advantage, but to remove barriers that prevent students with disabilities from learning and from demonstrating what they have learned. Appropriately, reasonable accommodations are accorded students with a documented, long-term disability which results in a substantial, material, and irreversible impairment of a major life function. Accommodations may also be accorded to accommodate short-term disabilities that result in substantial, material but time-limited impairment of a major life function.

Complete and submit this form if you believe you have a disability that qualifies you for academic accommodations. In addition to this form, include official written documentation from a professional who has the credentials and expertise to diagnosis your disability. The documentation should include: present state of the disability, its impingement or limitation on a major life activity, relevance to the educational setting, and, if possible, suggested accommodations.

Last Name	First Name	M.I.
-----------	------------	------

Street Address	City, State	Zip
----------------	-------------	-----

Phone	Email Address	Program
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Information about substantial disability-related limitations and how they relate to educational opportunities:

--

Accommodations that you found useful in the past:

--

Equipment, devices or technology that you own and would like to utilize within the educational environment:

--

Students with a Disability: Request for Accommodation

Date of Request: _____

Accommodations you are requesting:



Students with a Disability: Permission for Faculty Notification

Semester _____ Year _____

[THIS FORM MUST BE SUBMITTED EACH SEMESTER]

I grant permission to the PSR to notify the following faculty members (including advisors, course instructors, examiners, and/or committee members) of the accommodations PSR approved for me, in order that they may assist in the implementation of these accommodations to my disability.

Student Name	Student Signature	Date
--------------	-------------------	------

<i>Faculty Member</i>	<i>Role (Prof., Advisor)</i>	<i>Faculty Email</i>	<i>Course Number</i>
1.			
2.			
3.			
4.			
5.			
6.			

Students with a Disability: Permission to Release Documentation

I will be submitting written documentation from the following professional(s) who has/have the credentials and expertise to diagnosis my disability in support of my request for reasonable and appropriate accommodations and authorize release of disability related information (*including the written documentation and the Request for Accommodation form*) to the Pacific School of Religion, and as needed, to the Students with Disabilities Program at the University of California, Berkeley*

Name	Address	Telephone	Credentials
------	---------	-----------	-------------

Name	Address	Telephone	Credentials
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I understand that the information released to Pacific School of Religion and/or the Students with Disabilities Program (DSP) at the University of California at Berkeley may be shared with employees from the institutions to help assess my eligibility, if appropriate, recommend possible accommodations and coordinate efforts to provide accommodations. I understand that PSR requires documentation that establishes eligibility prior to receiving accommodations. This release will serve for the duration of my enrollment unless otherwise requested.

Name	Signature	Date
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- * UCB, upon request, provides assistance to PSR in assessing students' documentation and in determining what accommodations might be appropriate.

English as a Second Language (ESL) Extension Policy

The following guidelines apply to Pacific School of Religion courses and assume that the student is responsible for explicitly submitting a request to the instructor for the extra time described below:

- PSR faculty are encouraged to consider extending for one week the deadline for term papers submitted by ESL students, if the student states that this extended time is for the purpose of securing the assistance of the International Student Tutors or other such editorial assistance.
- PSR faculty are encouraged to consider permitting ESL international students 50% more time to complete written examinations.

This policy pertains to PSR courses only and may not necessarily apply to non-PSR courses.

Building, Security, and Facility Care Guidelines

Obtain codes by emailing deansoffice@psr.edu

Access to the Computer Lab, TV Lounge, D'Autremont, & the PSR Chapel is provided as a PSR student benefit. All rooms are available on a first come, first serve basis;

- Computer Room is available 24/7
- TV Lounge is available 24/7
- Dining Hall is available during designated hours.
- Chapel is available 24/7 when it is not reserved

In order to ensure that PSR students enjoy that intended benefit, it is necessary for all users to participate in observing a few security and facility care guidelines:

- All facility users must acquire the necessary codes by emailing the Dean's Office Assistant at deansoffice@psr.edu (name or student I.D. must be included in the request)
- All users must read the "Accountability Covenant" indicating agreements to NOT SHARE the codes with others.

- Access to codes should NOT BE SHARED WITH ANYONE ELSE (this is redundant, but absolutely bears repeating).
- Users are also asked not to admit persons who have “left their codes at home” and/or cannot present adequate identification to show they are authorized users of the facilities.
- Users are asked to ensure that the facility door has closed completely upon leaving the building.
- PSR Chapel: The code numbers to the chapel door near the outside bathroom maybe used when the doors are looked before 8 am and after 5 pm, Monday to Friday. If the chapel has been officially reserved, it is not available.
- Computer Lab Basic Guidelines are below. Since we don’t have a paid staff to guard the space, please help enforce the rules below by reminding those who are using the computer lab about the rules.

Who Gets to Use the Computer Lab?

Only PSR students are allowed in the Computer Lab. This includes PhD & MA students who are officially affiliated with PSR.

Not Allowed

- No loud (or distracting) music or conversations.
- No cell phone conversations.
- No food or drinks.

***Remember, this is an academic work space. Everyone must treat the computer lab just like a library. Please be respectful towards those who are working.

On Security

- Never prop the door for any reason.
- Never open the door to those without a code (that is, do not open when they knock).

On Use of Computers

- Do not plug personal laptops into wired network in the computer lab.
- Use your own USB flash to save personal files.
- Do not save personal files to PSR computers.
- Username & Passwords for computers are posted at each computer

Questions?

- Contact Support: 510-849-8270, or dial 8270 or 8931

Vacuuming on Friday Evenings

- On Friday evenings the lab will be vacuumed from 8:00 to 8:30 pm.
- You must leave the lab during the time of the vacuuming.

By reading these policies you agree that:

- YOU WILL NOT SHARE THE CONFIDENTIAL LOCK CODES WITH ANY OTHER PERSON.
- You will abide by all printed rules included in the Security and Facility Care guidelines.

If the numbers leak out to non-PSR students, PSR will change the code numbers (which costs time and money).

Codes are given to all new students at Orientation. If you miss Orientation, contact deansoffice@psr.edu for the codes.

Codes are emailed to current students or other authorized persons upon email request at deansoffice@psr.edu.

Privacy Policy – The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, as amended, is a Federal law which states (a) that a written institutional policy must be established and (b) that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution will maintain the confidentiality of student education records.

Pacific School of Religion and the Graduate Theological Union accord all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students' education records without the written consent of students except to personnel within the institution, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order,

and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

Within the Graduate Theological Union community, only those members, individually or collectively, acting in the students' educational interest are allowed access to appropriate segments of student education records. These members include personnel in the office of Academic Affairs and Dean (including Registrar and Assistant to the Dean, Common Registrar), Faculty Advisors, Financial Aid Office, and the Business Office, and other academic personnel within the limitations of their need to know.

At its discretion the institution may provide Public Information in accordance with the provisions of the Act to include: student name, address, telephone number, email address, photograph, date of birth, place of birth, area of study, year in school, enrollment status (graduate, full-time, half-time, less than half time), dates of attendance, degrees received from this institution, dissertation or thesis title, religious affiliation/order, scholarships and honors, most recent previous degree and school, country of citizenship, school/school affiliation.

Students may withhold Public Information by notifying the PSR Registrar in writing by the first registration deadline of Fall semester at lreed@psr.edu. A form for this notification is also available from the Common Registrar. Requests for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold Public Information must be filed annually with the Assistant Dean and Registrar.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if the outcome of the challenge is unsatisfactory, and to submit explanatory statements for inclusion in their files if the decisions of the hearing panels are unacceptable. The Common Registrar at the Graduate Theological Union has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial and placement records. Students wishing to review their education records must make written requests to the head of the appropriate office as listed in the Directory of Student Educational Records, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold"

exists or a transcript of an original or source document which exists elsewhere). Official transcripts are available for a charge per copy. Student education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute; employment records; or alumni records.

Students may not inspect and review the following as outlined by the Act: confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case the institution will permit access only to that part of the record which pertains to the inquiring student. The institution is not required to permit students to inspect and review confidential letters and recommendations placed in their files prior to January 1, 1975, provided those letters were collected under established policies of confidentiality and were used only for the purposes for which they were collected.

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Assistant Dean and Registrar. If the Assistant Dean agrees with the student's requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended; and they will be informed by the Assistant Dean and Registrar of their right to a formal hearing. Student requests for a formal hearing must be made in writing to the Vice President for Academic Affairs and Dean who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and time of the hearings. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panels which will adjudicate such challenges will be appointed by and chaired by the Dean and Vice President for Academic Affairs. The hearing panel will consult with legal counsel as appropriate.

Decisions of the hearing panels will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panels, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records statements

commenting on the information in the records, or statements setting forth any reasons for disagreeing with the decisions of the hearing panels. The statements will be placed in the education records, maintained as part of the students' records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the institution to aid them in filing complaints with The Family Educational Rights and Privacy Act Office (FERPA), Department of Education, Room 4074, Switzer Building, Washington, D.C. 20202.

DEFINITIONS OF TERMS USED IN FERPA

Student

The term "student" includes an individual who has been admitted to and has enrolled in or registered with any degree or certificate program or registered enrollment as a Special Student, auditor, CEU, or other level of enrollment in courses through Pacific School of Religion. The term "student" an individual who may be active in a program but on leave of absence, internship, of thesis work. FERPA rights are effective upon the student's first registration of a course or first payment for a course after admittance and a student's records are protected under FERPA for the life of the person.

Student Education Records

Student education records mean those records which are directly related to a student and maintained by the institution or by a party acting for the institution. Student education records may include, but are not limited to, academic evaluations, transcripts, test scores and other academic records, general counseling and advising records, disciplinary records, and financial aid records.

The term "student education records" does not include:

- a. "Sole Possession" records created by individuals for the use of memory aid and reference; other personal notes.
- b. Personnel Records or records relating to an individual who is employed in an educationally related position as a result of their status as a student (e.g. work-study).
- c. Medical and Health records

- d. Records which contain only information relating to a person after that person is no longer a student, such as information pertaining to alumni. The only exception to this rule is legal name change records submitted after a person is a student at PSR for the purposes of updating official transcripts or ordering diplomas

Public/Directory Information

The term “public information” as used in the PSR FERPA policy is the same as the term “directory information” in the Federal Family Educational Rights and Privacy Act of 1974 and the State of California Education Code.

However in the interest of protecting student privacy, general practices at PSR will interpret “public information” to be limited to student’s name, email address, state or country of birth, area of study, dates of attendance, year in school, degrees or certificates conferred, number of credits registered or unregistered, registered status, dissertation or thesis title, religious affiliation/order, scholarships and honors, most recent previous degree and school , country of citizenship, school/school of affiliation.

For the interest of protecting student privacy, the fields that PSR would not disclose without some additional discretion and discernment are: student address, phone number, date of birth, registered courses, current and past. However, PSR retains the right to consider these semi-restricted fields as public directory for third parties with a legitimate and educational need and right to know.

Disclosures that do NOT Require Student Consent

PSR may disclose personally identifiable information educational records without student consent to the following parties:

- School officials with legitimate educational interests
- In connection with a health and safety emergency if knowledge of information is necessary to protect the health and safety of the student or other individuals
- U.S. Comptroller General, U.S. Attorney General, U.S. Department of Education
- State and local officials
- Authorized organizations conducting educational research and services
- Accrediting agencies

- Alleged victim of a crime
- Parent of a Dependent Student as defined by the IRS
- Parent of a student under 21 regarding the violation of a law regarding alcohol or drug abuse

Subpoenas of Student Records

In the case of a court ordered or lawfully issued subpoena, PSR makes a reasonable effort to notify the eligible student of the order or subpoena in advance of compliance, so that the eligible student may seek protective action unless the disclosure is in compliance with-

(A) A Federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

(B) Any other subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed; or

(C) An *ex parte* court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

Proof of receipt of this notification to the student is not required for PSR to comply with the subpoena. In the cases that proof of receipt of acknowledgement is received by PSR, a record of that receipt of will be kept in the student's educational record so long as the educational record is maintained. In all other cases, a copy of all records relevant to the subpoena will be kept in the student's educational record so long as the educational record is maintained.

Disclosures that DO Require Student Consent

For personally identifiable information disclosures of educational records to a third party other than those listed above, regarding personally identifiable information of students that is not a degree verification, or enrollment verification or what is considered "public directory" information under FERPA, student written consent is usually required.

To submit a form requesting such information for a PSR student(s) contact the PSR registrar at reed@psr.edu. The form will request that the student verify that the records may be disclosed, state the purpose for the disclosure, and identify the party or class of parties to whom the disclosure may be made. A copy of this form will be kept in the student's educational record so long as the educational record is maintained



FERPA (FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT)
RELEASE FORM

Date: _____

I, _____, hereby authorize Pacific School of Religion staff to disclose, make accessible, and furnish the following information:

- ☐ Official Transcript
- ☐ Financial Aid Record(s)
- ☐ Disciplinary Information
- ☐ Student Accounts Information
- ☐ Dean's Office File(s)
- ☐ Housing File(s)
- ☐ Other: Description: _____

to _____ Relationship to student _____
(Name of person or entity to whom records are to be released)

Email: _____
(Email address of person or entity to whom records are being released)

Phone No.: _____
(Phone number of person or entity to whom records are to be released)

These records will be used for the purpose of _____.

This release shall be effective until _____ unless revoked by me in writing.
(Date)

(Colleague ID Number) (Student Phone Number) (Student Email Address)

(Student Mailing Address)

(Student Signature)

Admissions Policy

The application information on this page is for all PSR graduate academic programs except the GTU Common Master of Arts.

Application instructions and requirements are subject to change.

Applications are accepted throughout the year.

Once your application is complete, the review process takes two to six weeks. Applications submitted less than six weeks prior to the beginning of the semester may not be processed in time and may be considered for the following semester.

PRIORITY DEADLINES

- Summer or Fall admission: February 1
- January or Spring admission: October 1

International students are encouraged to apply for fall admission. Candidates whose applications are complete (see application checklist below) by the priority deadlines receive priority consideration for housing, financial aid, and scholarships.

Application Checklist

- All application materials, including transcripts and reference letters, must be submitted in English.
- Applications are not considered complete, and will not be reviewed, until the following are submitted:
 - ☐ Admissions application
 - ☐ Application fee of \$50 USD (non-refundable) payable to Pacific School of Religion.
 - ☐ Personal statement addressing application questions specific to your program.
 - ☐ Sealed, official transcripts from every academic institution attended for all classes taken for academic credit, whether a degree was completed or not, including colleges, universities, seminaries, and professional schools. Sealed transcripts may be submitted with your application or sent directly to PSR from the school. An accredited baccalaureate degree is required for admission to all masters and certificate programs.

- ☐ (MDiv and MTS applicants who have not completed a baccalaureate degree or who do not have a minimum GPA of 3.0 may be admitted with provisional status.) An MDiv, or equivalent, plus three years of post-master's ministry experience is required for admission into the DMin program. A theological masters is required for admission to the CAPS program.
- ☐ Three typed letters of reference and completed reference forms. Sealed reference letters and forms, with a signature across the seal, may be submitted with your application or sent directly to PSR from the referrer.
- ☐ Curriculum vitae or resume of employment and other relevant experience (required for DMin; optional and encouraged for all other programs).
- ☐ Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS)-Academic Module is required for international students from countries where English is not the primary language and/or applicants whose first language is not English.

Complete and mail your application to the PSR Admissions Office (1798 Scenic Avenue, Berkeley, CA 94709). We will confirm receipt of your application via e-mail. Contact the Admissions Office periodically to find out the status of your application. Online applications for admission and financial aid applications are available at <http://www.psr.edu/apply-now>.

Tuition and Fees

2019-2020 Tuition:

Program	Cost per credit (effective August 8, 2018)
<u>MAST, MDiv, MTS, CTS, CSS, CSSC, CST, CAPS, CSR, Special Student*</u>	\$743
GTU Common MA	\$780 for first two years of full course load
<u>Master of Arts continuing relations fee (after two years of full course load; more than 12 credits per semester for fall and spring, and all intersession and summer term charged at the per credit fee)</u>	\$4,600
<u>Doctor of Ministry</u> (see DMin program manual for more information)	\$639
Additional DMin supervision fee	\$58/semester
Continuing Education Unit	\$201/CEU
For auditors	\$370/credit
For auditors who are PSR alumni/ae	\$132/credit
PSR full-time staff tuition Alumni/ae, Field Education Mentors, Adjunct Faculty, Emeriti/ae, Employees, student spouses, and special guests of PSR (limited to one course per year)	\$103

Additional fees may apply for Clinical Pastoral Education (CPE) and field education internships. Contact Community Engaged Learning at 510/849-8261 for more information.

Tuition Refund Policy

- Before end of third week: full tuition
- Before end of sixth week: 50% of tuition
- After the sixth week: no refund

Federal direct loan recipients who drop below half-time enrollment or withdraw completely from all coursework at PSR are subject to a Return to Title IV (R2T4) calculation, and if the student has completed less than 60% of the term, they must return a portion of the “unearned” federal funds that are determined

from the calculation procedure. PSR Financial Aid will also immediately send loan borrowers a link to complete Exit Counseling via studentloans.gov. For more information on R2T4, please contact PSR Financial Aid (financialaid@psr.edu) or view the R2T4 policy in-depth by clicking, [here](#).

Please note that most fees are likely to increase by 1.5% to 3% each July.

Policy on Student Account Payment

1. Students with outstanding balances on their PSR account (tuition, rent, fees, emergency loans, etc.) who are not on a payment plan at the time of Early Registration in a given term will not be permitted to pre-register for the upcoming term.
2. Students with any outstanding balance from prior terms at the time of General Registration will not be permitted to register for courses.
3. Graduates whose account is not paid in full will not receive their diploma or transcripts until their balance is paid off.
4. Students with concerns about the effect of their unpaid account on their registration or graduation eligibility should contact the Office of Academic Affairs.

Payment Methods

- E-Check, Credit Card, Check, Cash, and Money Order Payments
- Online through SONIS by E-Check or Credit Card
- By mailing check or money order to Pacific School of Religion, c/o Bursar
- In person by check, cash or money order at the Office of Academic Affairs

Any returned checks will be charged a minimum of either \$10 or the bank fees incurred by the PSR, whichever is greater. Failure to make timely payment as described below may be cause for termination of enrollment for the semester and will result in PSR withholding transcripts and placing a hold on future registration until such amounts are paid in full, including late payment fees.

If an account is not paid in full by the end of the term, the student shall pay any and all actual and reasonable costs of collection incurred by PSR. If an action is brought by PSR to enforce the terms of this payment plan, the student shall pay all costs of this action including reasonable attorney's fees.

Payment Plans

Pacific School of Religion (PSR) offers three payment plans to assist the students in meeting the costs of education.

- **Plan A: Full Payment**
 - Payment is due in full by the end of the late registration period.

- **Plan B: Payment Plan**
 - 25% down and 3 monthly installments.
 - Payment plan application along with 25% of the balance due must be received in the PSR Business Office by the end of the late registration period.
 - Student must not have any outstanding accounts with PSR nor have had more than 2 late payments in past semesters to qualify for Plan B.
 - Monthly installments are due by the 15th of each month beginning the first month after the late registration period. The student is responsible for making such payments; reminder statements will not be sent by PSR.
 - If the student makes adjustments to registration after the late registration period which result in additional tuition and/or fees, the payment plan installments will be adjusted to include such additional tuition and fees.

Accounts with a late payment will be assessed a \$10 non-refundable fee on the 16th of that month.

- **Plan C: Financial Aid, Scholarships and/or Stipends**
 - This option is available only to financial aid, scholarships and/or stipends for the applicable semester.
 - All financial aid, scholarships and/or stipends will be applied first to any outstanding balances due to PSR.
 - Students who do not file financial aid applications by the deadlines imposed by the Financial Aid office, and therefore do not have aid available by the end of the late registration period, must use either Plan A or Plan B.
 - Once aid is received, it will either be refunded to the student if all accounts are paid in full or will be applied to Plan B amounts due. Funds received in excess of amounts due for tuition and fees will be deemed to be used for living expenses and will be refunded to the student if

there are no other account balances due or will be applied to housing expenses if the student rents from PSR.

- For foreign student's subject to IRS 1042 taxes, an amount of at least 14% will be withheld from this payment.
- If funds have been refunded to the student and the student subsequently makes changes to their registration that results in additional tuition and/or fees, the student is responsible for payment to PSR when such additional amounts are incurred.

Other Charges and Fees:

Application Processing Fee	\$55
Enrollment Deposit (Applied to tuition if student registers)	\$55
<u>Community Association of PSR (CAPSR) Fee</u> Supports the Community Association of PSR (CAPSR), student information technology services, and the availability to students of the D'Autremont Dining Hall	\$274/term
Contextual Learning Fee (MDiv students only)	\$30/semester
Supervision Fee (CPE or registered for 0 credits)	\$185/semester
Transcripts	\$15.50/copy
Leave of absence (GTU MA)	\$101
Library/ID Card Replacement	\$15
Diploma Replacement	\$55
Late Payment	\$25 – \$50

Financial Aid Verification Policy

Pacific School of Religion: 2019-2020 Financial Aid Verification Policy:

In accordance with regulations set forth by the United States Department of Education, the Office of Recruitment, Admissions, and Financial Aid verifies every Free Application for Federal Student Aid (FAFSA) that has been selected for Verification before need-based federal aid can be disbursed. Verification ensures the accuracy of the information submitted on the FAFSA. The process reduces errors and ensures that eligible students receive all of the federal financial aid to which they are entitled and prevents ineligible students from receiving aid for which they do not qualify.

A FAFSA application may be selected by the United States Department of Education Central Processing Service or by PSR Financial Aid. Reasons for being selected include, but are not limited to:

- Incomplete data
- Inconsistent and/or incongruent data
- Random selection
- Estimated income tax information

Students are notified if their FAFSA is selected for Verification via a comment on the Student Aid Report (SAR) that is provided to them after submitting their FAFSA as well as by PSR Financial Aid via e-mail. The email will be generated and sent as soon as we receive the FAFSA data from the Department of Education.

Students selected for Verification should submit the required documents no later than the first day of classes in their next upcoming term of enrollment. Financial aid will not be awarded until completion of the Verification process. In some extreme cases, students who have been selected but who cannot complete the process may appeal to the Office of Financial Aid for a preliminary award. A preliminary award may be granted if the appeal documentation is merited. In either case, whether a new or returning student is selected, no federal aid can be disbursed until the Verification process is completed.

FAFSA data items that may need to be verified include, but are not limited to:

- Household size
- Number in college
- Adjusted gross income
- Tax liability
- Untaxed income
- Supplemental Nutritional Assistance Program Benefits (SNAP)
- Child Support Paid

To complete Verification, students will be required to submit the following documentation to PSR Financial Aid:

- 2019-2020 Verification Worksheet provided by Office of Financial Aid
- Copies of student's (and spouses if applicable) 2017 federal income tax return transcript. Tax transcripts can be ordered directly from the IRS web site at <http://www.irs.gov/Individuals/Get-Transcript>.
- In lieu of a federal tax return transcript, tax filers can transfer their income tax information directly from the IRS to the FAFSA by using the Data Retrieval Tool or DRT. Data must be transferred without any changes. For information about the IRS Data Retrieval Tool go to: <https://studentaid.ed.gov/sa/fafsa/filling-out#irs-drt>
- Student (and spouse's if applicable) 2017 W-2 form(s).

PSR Financial Aid will notify the student via e-mail if additional documentation is required. Please do not send copies of tax returns (1040, 1040A, 1040EZ). The U.S. Department of Education regulations state we can only verify using tax return transcripts, or by use of the IRS Data Retrieval Tool (DRT).

Should any corrections to the student's FAFSA be necessary, PSR Financial Aid will the corrections to the FAFSA based on the Verification documentation. Once the corrections are made, a financial aid award can be packaged based on the new and verified FAFSA transaction that is sent to us.

Should PSR Financial Aid have reason to believe that the information submitted on the FAFSA and/or the Verification documents has been altered and/or misreported in order to fraudulently receive federal need-

based aid, all questionable evidence will be submitted to the Office of the Inspector General at the California Regional Office.

Return of Title IV Funds (R2T4)

Dropping Coursework and Return of Title IV Funds (R2T4) Policy

Federal aid (AKA “Title IV” aid) is awarded under the assumption that you will attend the institution for the entire period in which federal assistance was awarded. If you withdraw from school or drop all of your courses before the end of a term, you may no longer be eligible for the full amount of Title IV funds that you have received, or were scheduled to receive, and would thus be subject to a Return of Title IV Funds (R2T4).

The return of funds is based upon the premise that students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of federal student aid funds they will have earned at the time of the withdrawal. For example, a student who withdraws in the second week of classes has earned less of their financial aid than a student who withdraws in the seventh week. Once over 60% of the semester is completed, a student is considered to have earned all their financial aid and will not be required to return any funds.

Calculating Earned Financial Aid

The amount of *earned* financial aid is calculated daily from the first day of classes. The process uses calendar rather than business days. *Earned* aid is determined by taking the number of days attended before enrollment ended divided by the total number of days in the term (first day of instruction until the last day of finals, excluding Reading Week in the fall semester and Spring Break in the spring semester).

Return policies apply to students that withdraw on or before the 60% point of the term. For a student who withdraws after the 60% point-in-time, there is no *unearned* financial aid. All students who withdraw from coursework during the semester, regardless of when, will have the R2T4 calculation performed in order to determine whether they are eligible to receive a “Post-Withdrawal Disbursement (PWD)”.

Post-Withdrawal Disbursements (PWD)

In compliance with federal regulations, PSR Financial Aid will perform the R2T4 calculation within 30 days of the student's withdrawal and funds will be returned to the appropriate federal aid program within 45 days of the withdrawal date should a return be necessary. An evaluation will be done to determine if aid was eligible to be disbursed but had not disbursed as of the withdrawal date. If the student meets the federal criteria for a PWD, the student will be notified of their eligibility within 30 days of determining the student's date of withdrawal. Because PSR is a graduate institution and thus only disburses federal direct loans, after being notified of PWD eligibility, students must reply to PSR Financial Aid if they wish to accept the post withdrawal loan obligation. When a PWD is accepted, the funds will be disbursed within 45 days of determining the student's date of withdrawal. A PWD of loan funds would first be used toward any outstanding charges before any funds are returned to you. If no response is received within approximately two weeks of notification, the award will be canceled.

School Portion vs. Student Portion of Return of Title IV Funds

As part of the R2T4 calculation, schools must assess the charges made to the student and calculate a percentage of charges that were "unearned" by the school, based upon the percentage of the term that the student actually completed. For example, If PSR charges a student for 9 credits at \$743/credit for the fall semester (charges equaling \$6,687) and the student withdrew from courses after completing 50% of the fall semester, PSR must return 50% of "unearned charges" (totaling \$3,43.5) made to the student for which Title IV funds were used to pay the charges incurred. After the school returns its portion of unearned aid, any amount of the total *unearned* aid that remains becomes the *student portion* of the *Return*. The student portion of the *Return* is calculated by subtracting the amount of the school Return from the *total unearned aid*.

Total Unearned Aid
(Subtract) School Return Amount
(Equals) Student Portion of Return

Because PSR is a graduate institution, R2T4 policies only apply to Federal Direct Unsubsidized Loans and Federal Direct Graduate PLUS Loans. The student portion of unearned loans is to be repaid according to

the terms of your Master Promissory Note. You will not be billed for these funds upon discontinued enrollment.

Future Aid Eligibility

Anytime a student receiving a federal direct loan drops below a half-time load of coursework, they must complete Exit Counseling, and the Financial Aid Office will notify the student right of this requirement as soon as possible, but no later than 30 days past the time of withdrawal. A financial aid-related hold will also be placed on the student's account that will prevent the student from receiving transcripts or registering in the future until the Exit Counseling has been completed. Additionally, anytime a student is enrolled less than part-time, the "grace period" of six months begins before loans must enter repayment. This grace period will begin on the day of the withdrawal from the school. The student must contact the U.S. Department of Education (ED) or their lender(s) to make payment arrangements, and once payment arrangements are made, loans must be repaid by the loan borrower as outlined in the terms of the borrower's promissory note. For more information on how to repay your loans, including information on the different payment plans available to students, [you can go here](#).

Satisfactory Academic Progress (SAP)

When a student withdraws from coursework and does not complete at least 75% of the term in which they were enrolled, the student is then placed on academic probation and is thus not meeting Satisfactory Academic Progress (SAP) per PSR SAP policy. The conditions of meeting SAP are reviewed later in the catalog.

Use of Technology in the Classroom

1. Students may not use any hand-held devices in the classroom (cell phones, PDA's, MP3 players, cameras, etc.) without the explicit permission of the instructor. All hand-held devices should normally be turned off and packed away during class sessions.
2. The use of computers in the classroom is a privilege, not a right. Computers should be used for note-taking only. If computers are used for texting, e-mail, or internet connection (without the explicit permission of the instructor), the instructor may revoke the privilege of using a computer in that

class. Students with multiple violations of this policy will not be permitted computer use in any future PSR classes.

3. Students who need to use voice recorders for class lectures must receive the explicit permission of the instructor in order to do so.
4. Students may not post ANY material from classes on the internet or other personal networking sites without the explicit, written permission of the instructor and all other class participants.

Classes must explicitly list in their description and syllabus that they are open to the use of flexible learning technology for a student to take the class using such technology.

Wireless Internet and Media Services

Wireless Internet

Wireless internet connectivity is available to all students, faculty and staff. Wireless coverage includes all of the PSR campus.

The student computer lab for PSR is in the Student Lounge under D'Autremont Dining Hall; access to this room is given to students through a key code through the Office of Academic Affairs.

Media Services

- PSR Media Services provides audio-visual equipment for classes, webinars, and special events sponsored by PSR faculty or staff on the PSR campus. This includes projectors, sound systems, and recording devices.
- Use the [AV Request Form](#) to request equipment, services, or training no fewer than 7 working days in advance. Last minute requests may not be honored.
- Consult the [Classroom Audio-Visual Equipment Policy or Faculty/Instructors Teaching on the PSR Campus](#)
- **Event hosts must provide their own staff to run AV equipment.** Media Services staff are not available to operate equipment during an event, with the exception of sound in the PSR Chapel and distance learning classes/events.

- **Recordings** will be made available to PSR staff within three weeks of a recorded event. Event hosts or Communications staff will manage any media file storage, editing or posting to PSR web site or Vimeo.

Email Accounts, Contact, and Profile Information

PSR Student Email Account Policy

Email Account Activation /Termination

@ses.psr.edu email accounts are created for all PSR students in a graduate degree or certificate program (auditors, Special Students, and continuing education students do not receive email accounts). This account is mandatory and the only email address PSR will use for communication with students. All email accounts are issued as <first initial last name>@ses.psr.edu, unless the username is already in use by another student. In that case a number will be appended to the username (example: <first initial last name>1@ses.psr.edu.

Your email account will continue to stay active as long as you use it, even after leaving PSR. You must log into your account at least once per year to keep the account valid. If after one year you do not log into your ses.psr.edu account, the account will be deleted from the database and all email and related information stored in the account will be lost forever. A warning message will be sent to the email address 30 days prior to the account being deleted, to alert the user of our intent.

Email Forwarding

Some users choose to forward all emails from their ses.psr.edu account to another address. This is a good option for those that do not want to have to check the ses.psr.edu account regularly, though it is still the responsibility of the user to log into their ses.psr.edu account at least once per year to keep it active. It is also recommended that students whitelist their ses.psr.edu address on their accounts to prevent important email from being marked as spam. How this is configured varies for every email service and is beyond the scope of this document. In general, you want to permanently mark as valid and not spam any email sent from your ses.psr.edu email address.

Questions concerning this policy or the PSR provided student email accounts should be directed to deansoffice@psr.edu. For directions on how to log in to your PSR email account, contact the same email address.

To skip the directions and go straight to your account, click here:

mail.ses.psr.edu

Other Contact and Profile Information

GTU Common MA students:

In addition to updating this information in your student account, please call the GTU Student Affairs Office at 510/649-2400 to make sure they receive your contact information updates. All students, even those on leave, under supervision, on internship, or otherwise away from campus but still active students are responsible for checking their email for PSR to ensure they meet academic deadlines.

Contact Information Updates

Check “Bio” in SONIS to ensure the school has your most current information including address and denomination on file. If you just have a quick update, you may send your update the [Registrar](#).

Name Changes

If you have a name change, you will need to file a copy of the official document indicating your name change with the Registrar.

If you have a *nickname* you prefer to be called by that is not your legal name, please make sure you indicate what that is at the Admissions stage with a Student Information form. If your preference changes during your program here, you may email the Registrar, Lyndsey Reed (lreed@psr.edu)

PACIFIC
School of Religion

BERKELEY, CA

Change of Information Form

Student ID #: _____

Name Change

Please use this form for legal name changes only. If you'd like to change your preferred name, please inform the Assistant Dean & Registrar what you'd like your preferred name to be.

Former Name: _____
First Name Middle Name Last Name

New Name: _____
First Name Middle Name Last Name

Type of Legal Documentation Provided: _____

Gender Change

Please use this form for legal gender changes only. If you'd like to change your preferred gender, please inform the Assistant Dean & Registrar what you'd like your preferred gender to be.

Gender: _____ Type of Legal Documentation Provided: _____

Address Change

Please provide your new mailing address below. Please note that the address provided will be where all correspondence from PSR and the GTU will be sent.

Street City State Zipcode
Country (if applicable) _____

If you have a new telephone number, please include here: (_____) _____ - _____

Denomination Change

New Denomination: _____

By signing below, you authorize the Pacific School of Religion to make the above changes to your student record.

Signature: _____ Date: ____/____/____

Advising

All degree and certificate students are assigned an advisor by the Assistant Dean for Academic Affairs. The core faculty at PSR serve as student advisors in all degree and certificate programs. Advisors are key to each student's progress through their program and are a great source of support, direction, and academic counseling.

Below is a list of when students should meet with their advisors. Not all meetings need to be in person as some advising can be done via video conference or a phone call. However, despite how a student and their advisor meet, following these guidelines for when to meet will create the ideal path to graduation.

- **All Programs**
 - Once During Orientation
 - Once Before Registering for One's Second Semester
 - Once each year after
- **Certificate Programs**
 - Prior to Each Registration
- **Master of Divinity**
 - For the Middler Process
- **Master of Theological Studies**
 - Prior to Beginning the Synthesis Essay
- **Common MA**
 - Prior to, and during, the Thesis
- **Master of Art in Social Transformation**
 - Prior to Beginning the SAIL Project
- **Doctor of Ministry**
 - Each Semester "In Thesis"
 - Each Semester "Under Supervision"

For programs that have a thesis/project defense of some kind, your advisor will usually be the primary committee member for your defense.

Incoming student advisors or changes to advisor assignments are usually processed and emailed to students around the summer for incoming Fall students and in winter for incoming Spring students. If any urgent and

necessary advising needs arise in the interim, the Assistant Dean for Academic Affairs may assist students during these transitional periods.

Students find their advisor and advisors find their advisees by logging in to SONIS. Students may also find contact information for advisors through the PSR website. For stability reasons, we try to encourage maintaining the same advisor assignment throughout a students' program, but in the case that a student wishes to change advisors, after the first semester at PSR, they may apply to switch advisors by submitting a [Change of Advisor form](#)¹ to the Assistant Dean for Academic Affairs & Registrar.

Responsibility for Program Requirements

While your advisor oversees your program, you are responsible and expected to take the initiative in communicating with your advisor as noted above or more frequently as needed. Each Student is responsible for understanding their program and their program's requirements.

Resources for Choosing Classes

1. *Your Advisor*
2. *A Degree Audit*
3. *Assistant Dean for Academic Affairs & Registrar*

¹ These forms can also be obtained in the Office of Academic Affairs (Holbrook 135).
2019-2020

PACIFIC SCHOOL OF RELIGION
CHANGE OF ADVISOR FORM

Date: _____ Program: _____

I, _____,
(print student name)

am requesting to change my advisor. I understand this change is not official until I
receive a confirmation in writing from the Assistant Dean for Academic Programs

Signature or email approval of CURRENT advisor

Print name of current advisor

Signature or email approval of NEW advisor

Print name of new advisor

Student Signature or email notification

Office use only

Received: _____

Approved: _____ Date: _____

Grades

Grades are pedagogical tools to help students understand two things: (1) where they stand on any one assignment and (2) whether they have fully mastered the coursework or if further work on it is needed before moving on to the other issues. Thus, assigned grades should communicate the following. The grade point average (GPA) associated with each letter grade (LG) is also listed below.

Letter Grades

GPA LG Explanation

- 4.0 A+ Publishable material; superb work, far beyond the level of excellence generally found in student work.
- 4.0 A Excellent work; work that shows a level of mastery *consistently* beyond the expected scope of the assignment
- 3.7 A- Excellent work; work that shows a general level of mastery *usually* beyond the expected scope of the assignment but also indicates a few instances of *only* adequate levels of mastery
- 3.3 B+ Very good work; work that indicates a *consistently* full and adequate mastery of the assignment at the expected level
- 3.0 B Good work; work that indicates a basically adequate level of understanding of the assignment but where improvements are clearly possible
- 2.7 B- Passable work; work that shows a beginning grasp of the assignment but that needs improvement and additional study to reach a level of adequate mastery
- 2.3 C+ Weak work; work that indicates significant lacunae in understanding, execution, or critical engagement; much additional study is needed to adequately fulfill the assignment

- **2.0 C** Poor work; work that shows a lack of overall understanding of the assignment
- **1.7 C-** Lack of work; work that indicates varying degrees of weakness in understanding, execution, and critical engagement
- **1.4 D** Extremely poor work; work that indicates severe weakness in understanding, execution, and critical engagement; student needs to begin studying all over again
- **0.0 F** Failure — Consistent inability to understand, execute and critically engage the material; student receives no credit for assignment or class.

Other Grades

The following are some Other Grades that PSR uses and their explanations.

- AUD = Audit
- I = Incomplete
- IP = In Progress (IP units may not be used toward graduation requirements)
- NC = No Credit (usually given in non-audited courses offered for 0.0 units)
- NR = Not Recorded (students should contact instructors to resolve)
- P = Pass
- NP = No Pass
- S = Satisfactory, given for CEU courses in which CEU requirements were fulfilled
- NS = Non-Satisfactory, given for CEU courses, in which CEU requirements were not completed
- W = withdrawal
- WF = Class dropped after final deadline to count as Withdrawal

NOTES:

1. No credits are given for courses that receive an AUD, IF, F, NC, NR, and W.
2. Passing “P” grades are not reflected in the GPA.
3. Continuing Education Units (CEU’s) do not carry academic credit.

Pass/Fail

Some courses are offered only on a pass/fail on basis. You may request permission to take a pass/fail course for letter grade, but this option is always subject to the consent of the instructor. When a course is taken for pass/fail, pass is the equivalent of C or better. Fail indicates the level of C- or below. No credits are given for courses that fail. If a student anticipates additional graduate work, it is not advisable to take academic courses pass/fail, particularly in the anticipated field of study. For information on what restrictions there may be to take pass/fail courses in your program, please review your program information.

Policy on Unsubmitted Grades

PSR shall take appropriate and reasonable measures to communicate with instructors to ensure that course grades are submitted within a reasonable amount of time in accordance with published deadlines. In the case that an instructor is incapacitated, unresponsive, or otherwise unable to submit grades two (2) months beyond the stipulated deadline, the PSR Dean shall assign another faculty person to evaluate final work and assign grades to registered students.

Other Information on Grades

Required foundational or basic courses must be taken for a letter grade, unless specified as “P/F only” in the course description. Grades are always accessible to students via their [SONIS Student Portal](#).

A course may be repeated once to improve a poor or failing grade (no letter grade other than D or F). When a course is repeated, the previous grade remains on the transcript for 0.0 credits, and the new grade and units are used to calculate GPA and show up on the transcript for the semester in which the course was repeated.

For information on required GPA's, consult the Satisfactory Academic Progress Policy: For more information on disputing grades, consult the Academic Disputes Policy. For any other questions regarding grades, contact the [Assistant Dean for Academic Affairs and Registrar](#).

Credit Hour Policy

For PSR courses, one (1.0) semester credit hour requires the following minimum work:

- one hour of instructor mediated learning and
- two hours of outside of class study weekly

for an average fifteen (15) week semester.

Thus, one three credit hour (3.0) course would require a minimum of 12 hours of work per week (3 instructor mediated hours plus 9 outside study hours) for 15 weeks.

Time per Credit

For each graduate credit awarded by a course at Pacific School of Religion, students should be spending approximately one hour (50 minutes) in contact with the instructor and three hours (150 minutes) on course work outside of class per week over the equivalent of a 15-week semester.

This applies to face-to-face, intensive, and online classes alike.

- 1.0 credit course = 15 hours of direct contact plus 30 hours outside of class
- 1.5 credit course = 22.5 hours of direct contact plus 45 hours outside of class
- 3.0 credit course = 45 hours of direct contact plus 90 hours outside of class

These figures are targets, not absolutes. Courses may exceed the expectations, or the ratio of direct contact to outside work may vary somewhat.

Students may not miss more than 10% of direct contact time within a given course. Students who miss 10%, or more, of any course are subject to an automatic fail unless the missing contact hours can be made up by the student and faculty meeting outside of the normal class hours (this is completely dependent on faculty willingness and availability as it is not required for faculty to do so).

Learning outcomes for classes that have multiple formats are to be identical across format. Format should have no effect on quality or quantity of learning outcomes.

Hours Outside of Class

“Hours outside of class” include advance and daily readings, writing, participation in online discussions, studying, reflection, projects, final papers, etc.

Intensive & Experiential Classes

Intensive and Experiential classes take place in summer and January sessions. They typically meet for four or eight hours of learning per day, five days a week. Because we cannot expect students in a five- or ten-day course to spend 10+ hours per day studying outside of class, substantial student work ahead of and/or following the actual course dates is to be expected.

Absences

Absences, excused or otherwise, are held to the Credit Hour Policy. Students can not miss more than 10% of class time throughout the semester- no exceptions allowed. For students in a two hour and fifty-minute 3 credit course that meets weekly, the allowed number of absences is two. Any additional absence would lead to an automatic grade of “F” (fail) unless the faculty and student agree to make up the missing contact hours at an arranged time outside of normal class hours. In the event of excessive absences that are not made up with the faculty outside of the classroom, the student will be administratively withdrawn, and the mark of a “W” will appear on the student’s official record for the course.

Students should always do their best to notify the faculty in advance of an absence and to get any missing work/materials from the faculty, so the student does not fall behind. Students should use faculty office hours and work with classmates to ensure they are reasonably caught up. Students should make every effort to attend every class and submit all assignments on time.

Make-Up Work

In the event an assignment is due on the day of the class being missed, the assignment is still required to be submitted. Students should do whatever they can to get the assignment to the faculty either by submitting it digitally or asking a classmate to submit it. If the assignment is not submitted, the faculty may penalize the student by reducing points from the overall score, or reject the assignment completely, as defined in their syllabus.

PSR recognizes that a student may become sick or have life events that leads to their inability to complete an assignment on time. In order to prevent penalties for late submissions, the student is responsible for providing documentation to the teaching faculty member, the Assistant Dean, and the Registrar. In the event the student falls too far behind (due to illness or life events), they should work with the teaching faculty member for the class on an Extension or an Incomplete (please refer to page 54 of the catalog for additional information on the Extension and Incomplete Policy).

Tardiness

In order to prevent time waste and classroom disruption, students are expected to arrive to class on time. In some circumstances, students may know in advance they will be late to a class and should notify the faculty in those instances. Any more than three tardies may be counted as an absence by the faculty. Students who come to class late more than three times will be reported to the Assistant Dean and Registrar. A meeting will be set between the Assistant Dean and Registrar to determine the cause. The outcome of this meeting may lead to an administrative withdrawal from the class if the instances of tardiness are too excessive or it's deemed that additional tardies will occur. In the event of an administrative withdrawal, the mark of "W" will appear on the student's official record for the course.

Residency Requirements and Online Courses

Students are encouraged to take courses throughout the consortium as available to meet their program requirements. However, students must meet PSR's residency requirement. At least 1/3 of the total units required for a program must be taken as courses taught by a PSR faculty. In addition, there are stipulations for how many units may be fulfilled by online courses. Please consult the chart to learn of each program's stipulations:

Program	Residency Unit Requirement	Total Units Available for Online Courses
Cert. of Adv. Prof. Studies	6	18
Cert. of Special Studies	6	18
Cert. of Sex. & Religion	7	18
Cert. of Spirituality & Soc. Change	7	18
Cert. of Theology	8	21
Master of Art Soc. Transformation	13	19
Master of Theology	16	15
Common MA	15	15
Master of Divinity (Pre/Post 2018)	27	40
Common MA/MDIV	35	55
Doctor of Ministry	8	18

Special Reading Courses

A Special Reading Course (SRC) allows a student to work with a consortium instructor on a topic that is not available via the regular course schedule or to upgrade a lower level course to a higher-level course with additional work required. The student and the instructor negotiate and must agree on the details of the course or upgrade (meeting times, readings, papers, projects, exams, etc.). For some general guidance on workload expectations, please refer to PSR's Credit Hour Policy. The student should be aware that the instructor receives no additional compensation for offering an SRC. Therefore, a student should not ask a professor to offer an SRC for a class that is offered regularly, and while core faculty are not obligated to offer SRCs, those who choose to do so are advised to take on no more than two SRCs per semester.

Special reading courses (SRCs) can be arranged between an individual student and a faculty person who has a regular (not adjunct) appointment at PSR or another GTU school. In general, PSR does not approve SRCs where the proposed instructor is an adjunct faculty person.

SRCs are not taken as replacements for regular curricular offerings and are not an appropriate means to fulfill required courses for a program. Each SRC cannot exceed 3 credits. All SRCs are counted as elective credits, unless you obtain special approval from your instructor, advisor, and Dean, and there are different limitations to how many SRCs may be used toward a program.

Program	SRC Units Allowed
Cert. of Adv. Prof. Studies	3
Cert. of Special Studies	3
Cert. of Sex. & Religion	6
Cert. of Spirituality & Soc. Change	No Limit
Cert. of Theology	3
Master of Art Soc. Transformation	9
Master of Theology	6
Common MA	6
Master of Divinity (Pre/Post 2018)	9
Common MA/MDIV	15
Doctor of Ministry	9

For any exceptions to the above policies that must be approved by the Dean, it is recommended that a student obtain written permission and confirmation regarding these exceptions (example: using and SRC to fulfill a requirement; having an adjunct faculty person teach your SRC, etc.) prior to enrollment in an SRC. Dean approval on the SRC form does not constitute approval for fulfillment of a core course requirement.

Enrolling in an SRC: submit a Special Reading Course form to the Assistant Dean and Registrar. The student contacts the proposed instructor to make the necessary arrangements and obtains an SRC form either online or in front of Holbrook 135. The student must complete all sections of the SRC form, obtain signatures of the faculty and advisor and submit the form to the PSR Registrar by the close of late registration. In both SRC 9999's and SRC 8888's, a Special Reading Course form is required to complete registration.

Failure to submit a completed form before the end of the late registration period may result in not being able to take the course, no credit, and no grade. Successfully completed SRCs will appear on your transcript as SRC-9999-PS [instructor initials] or SRC-8888-PS [instructor initials] and then the course title you and instructor agreed on for your course.

Extensions, Incompletes, and Time Lapsed Rule

Extensions for Programs: Lapsed Time Rule

Each degree and certificate program are to be completed in an expected number of years. However, if you are part time, you may still take courses that count toward your degree over more years, as long as you are within your program's lapsed time rule. Remember that time lapse begins when the first course you want to use toward your degree starts, even transferred courses from other institutions, and time lapse even includes semesters/years you were on leave or not an active student.

Extensions beyond the expected graduation time may be subject to the approval of the Assistant Dean for Academic Affairs and Registrar in consultation with your advisor. Such extensions do not entail a continuation of housing and/or financial aid privileges, and you may have to seek non-campus housing and other sources of income if you wish to continue beyond your program's expected time.

Extensions beyond the maximum allotted time as stated in the lapsed-time rule must be specially approved by the Dean and most likely will result in the loss of eligible coursework to be applied to your degree/certificate, which may mean you will need to re-take some of your earliest coursework. Therefore, it is in your best interest to graduate sometime within the lapsed time rule.

Degree/Certificate	Expected time	Lapse Time
MDiv (prior to Fall 2018)	3 years	10 years
MA	2 years	4 years
Stacked CSSC/MAST/MDiv	4 years	10 years
MTS	2 years	5 years
DMin & CTS	3 years	6 years
CAPS/CSS	1 year	2 years
CSR	2 years	4 years
CSSC	1 year	3 years

Extensions for Courses

All coursework is due by the end of the semester (5 pm of the last day of the semester as listed in the GTU course schedule), except in cases where illness or other serious circumstances make this impossible. In instances where there is minimal course work to make up, an arrangement can be made between the instructor and the student to allow for up to three additional weeks to complete the outstanding assignments. *Upon the three-week deadline, if the student has not completed the outstanding assignments, the instructor must submit the grade for any work that was submitted up until that day.* Additional extensions are strongly discouraged.

Incompletes

In the event a student needs more time than an Extension would allow, they can petition for an Incomplete. Incompletes are given based on mitigating circumstances that prevent the student from finishing the course and would require more time than an Extension allows to submit the outstanding work. *Students who receive an Incomplete must submit all previously unfinished work no later than the first day of the following semester.*

Students must petition with the instructor of the course and the Dean. At that time, it is also up to the faculty's discretion how much time is allotted for the completion of coursework so long as the date indicated is no later than the first day of the following term. In the interim, the student will receive a grade of "I" (Incomplete) on their transcript. Once the outstanding work has been submitted to the instructor, the faculty have 3 weeks to submit the final grade. Once the grade is received by the Registrar's office, the "I" placeholder grade will be changed to the final grade and placed on the student's permanent record.

Students who do not submit their coursework by the due date will receive a grade of "IF" (Incomplete Fail) on their transcripts. No exceptions.

PSR strives to make all programs accessible to students with disabilities. If you wish to request extensions for assignments and exams due to a disability, please contact the Assistant Dean for Academic Affairs and Registrar

Incomplete Maximums by Program:

The following degree/certificate programs have the following maximums:

2019-2020

- MDiv: 5 incompletes allowed
- All other degree and certificate programs: 3 incompletes allowed
- CEUs- Incompletes are not available

After the maximum number of incompletes has been reached, a fail is recorded for all courses where work is not completed on time. Any student who has earned an “IF” (Incomplete Fail) must then file an appeal according to the Academic Disputes Policy within the stipulated time frame in that policy.

PACIFIC School of Religion

BERKELEY, CA

PETITION FOR AN INCOMPLETE

An Incomplete may be granted for PSR students taking courses with PSR Faculty. An incomplete is granted only when an unforeseen and dire exigency happens. An approved Incomplete gives the student until the first day of the following semester to submit outstanding coursework. There will be no exceptions to the date of submission in the case of an approved Incomplete. Such a petition must have signatures from the Dean, Assistant Dean and Registrar and the faculty of the course.

Please note: Incompletes are only granted in exceptional cases.

Student Name: _____ Student ID Number: _____

Course Name: _____ Semester/Year: _____

Faculty: _____ Date of Request: _____

Reason for Incomplete:

By signing this form, the student agrees to submit the outstanding work no later than the first day of the following semester. In addition, the student understands that late submissions will not be accepted and, in the event the work is not submitted by the deadline, the student will receive an "IF" (Incomplete Fail) on their record and no credit will be received for the course.

Signature: _____ Date: _____

Faculty ONLY fill out this portion:

The student has been informed of outstanding work to be submitted? YES / NO

Faculty to determine date to submit completed work. Determined date must be PRIOR to the first day of the following term (Fall or Spring).

What date was agreed upon? _____

Faculty Signature: _____

FINAL GRADE SUBMISSION

FINAL GRADE: _____

FACULTY INITIALS: _____

DATE SUBMITTED: _____

Please submit this form to The Office of Academic Affairs. Signatures from both the Dean and the Assistant Dean and Registrar are required to approve the Petition.

Dean: _____ Assistant Dean/Registrar: _____

Updated Dec, 2018. LR

Full-Time or Part-Time Status

Full Time/Half Time Definitions by Degree Program

- For all master's programs except the Master of Arts program, full-time status is achieved at 9.0 units or more per semester, and 4.5 units per semester is considered half time.
- For MA students, full-time is at 12.0 units or more, and 6.0 units is considered half time.
- For Doctor of Ministry Students 6.0 units is considered full time, and 3.0 units is considered half time.

Agency Reporting to Obtain Eligibility Statuses

Often eligibility for certain programs (such as housing, financial aid, loan deferment, some veteran's benefit programs, and immigration status) depend on maintaining a full or half time load, so check with the policies of these departments to ensure your load is appropriate for the eligibilities you are seeking.

For agencies that require status reporting during terms other than Fall and Spring, the definitions are as follows:

- During the Intersession term, 3.0 credits is considered full-time
- During the Summer term, 6.0 credits is considered full-time.
- PSR can verify load status for only courses registered through PSR. Transferred courses or courses taken concurrently outside of the consortium do not contribute to load status as reported by PSR.

Note: these standards do not necessarily define how many units need to complete each year in order to finish in the program's prescribed time. In many cases, it may be necessary to take more than 18.0 units per year to complete your program on time.

International Students

International students must always be at full time status for reasons related to visa status. The only exceptions to this requirement are in cases where:

- MDiv students are enrolled in Field Education Internship (FE 1011-1014 series)

DMin students are under supervision (DM 6005) or thesis status (DM 6011).

International MA students who are below 12.0 units, who must then register for MA 5000 or MABL 5005 for the remaining units to reach full time load.

Credit Load Maximum

Generally, semester loads above 15.0 credits are discouraged. If you are planning to take more than 15.0 credits in one semester, you may be required to have a consultation with the Assistant Dean for Academic Affairs and/or your advisor.

Transfer Credits

Transfer Policy and Procedure

You may transfer a portion of your PSR program from an accredited theological or graduate school if that credit is evaluated by the Assistant Dean as an appropriate part of your program. No credits that fall outside the Lapsed Time Rule may be counted toward the program. Petitions to Transfer Credits should be submitted by the end of the first semester of your program so that a decision may be rendered in time for you to plan your program.

Petitions should include official transcripts showing the credits earned if they are not already obtained during the Admissions process. All petitioned courses are assumed to be transferred for elective credit unless noted on your petition to be used toward a basic requirement. In the case that you wish to petition a transferred course to be used for one of your basic requirements or any other kind of requirement, you must note that on your petition, and you must supply course descriptions and syllabi of those courses to accompany the written petition request. Requests without syllabi will be processed for elective credit only.

Special Transfer Cases

Certificate of Theological Education for Leadership (CTEL):

Students who already possess an Associate's degree or higher and have earned a CTCL, may petition to transfer up to 3.0 elective credits toward a graduate PSR degree or certificate program by the end of their first semester at PSR.

Certificate of Ministry (CMS):

CMS graduates who wish to pursue further education at PSR may transfer up to 7.5 elective credits toward PSR graduate degree or certificate or program by the end of their first semester at PSR.

Field Education Credit:

Transferring Field Education credits requires, in addition to transcripts, submission of all field education reports documenting the field education experience and evaluation from the previous institution.

As PSR is on a semester system, quarter credits are transferred in at 2/3 the original rate. Courses suitable for transfer of credit are graduate level academic courses from an ATS and/or a regionally accredited (or equivalent) institution. Up to 2/3 of your total required units may be transferred from a school outside PSR including courses from another school in the consortium.

In short, a few key things to remember and check if you are thinking about transferring are:

- Credits cannot be older than usually 4-7 years (lapsed time rule) depending on which program you are applying to at PSR.
- Courses must be at graduate level, in theological field, and from accredited institution.
- Petitions must be accompanied with copies of syllabi for courses you wish to use toward basic foundational requirements of PSR programs.

Petition Appeals

If you wish to appeal a decision, please do so by submitting all additional syllabi and/or other documentation to support your appeal by the next deadline. Submissions that are not received in time by a deadline will be processed at the next deadline. Note however, that petitions with complete documentation should be submitted by the end of the first semester of your program so that a decision may be rendered in time for you to plan your program. No requests for transfer or additional appeals will be considered after your first year at PSR.

Transferring out of PSR to another institution

Note that this policy covers only transfers of non-PSR coursework to PSR programs only. For policies on transfers of PSR credits to an outside institution, please consult that institution's transfer policy.

Academic Disputes Policy

Academic Disputes with Pacific School of Religion/faculty

A student who has an academic dispute with Pacific School of Religion Faculty should:

- 1st - Contact the instructor involved, in writing, regarding the concern.
- 2nd - If the student wishes to appeal the instructor's decision, they should bring the matter to the Assistant Dean for Academic Affairs and Registrar. This phase of consultation may involve information gathering from involved parties, an attempt at a resolution, and the student may be advised to submit an Academic Petition form with relevant supporting documentation if needed.
- 3rd - If the dispute is not resolved during this phase, or if the student is not satisfied with the decision of the Assistant Dean & Registrar, then the petition, supporting materials (which include efforts to resolve the dispute), and any additional documentation the student wishes to provide will be forwarded to the Dean. The Dean will then determine to either pass the dispute
 - on to an Academic Committee or
 - the Faculty for deliberation.

The decision of the Committee or Faculty is final.

RESULT- The student will be informed of the decision by the Dean's Office.

Academic Policy Disputes

Academic disputes that are not related to a specific course or instructor should also be taken directly to the Assistant Dean for Academic Affairs Registrar, and a similar procedure of petitioning as described above may be implemented.

Grade Disputes

Grade disputes must be submitted in writing to the Assistant Dean for Academic Affairs and Registrar within six months of the date the final grade is posted. Students are responsible for checking their grades online and when they are posted. Disputes after six months of posting will not be considered except in the case of clerical and/or instructor error. This time limit does not apply to grades of "I" (incomplete).

Cross-registration of students in courses within the consortium is a valuable feature of the Graduate Theological Union. The GTU and all the member schools are committed to ensuring that students have appropriate recourse if they have a complaint about some aspect of their experience while taking courses at a school other than their own.

The following protocol is to be followed in any such cases, including but not limited to complaints concerning unfair discrimination, cultural insensitivity, sexual harassment, and disputes over grades and other forms of academic evaluation.

1. Each school of the GTU is committed to giving students from all other schools' access to its normal complaint process whenever they are taking courses or studying with faculty at the host school.
2. Students are encouraged to attempt to resolve the complaint directly by raising the issue with the individual at the host school whose conduct is the focus of the complaint.
3. If the matter cannot be resolved directly, the student should bring the complaint to the attention of the dean at the student's own school.
4. The dean of the student's home school will then contact the dean of the host school in order to help the student determine which policies and procedures at the host school are relevant in the situation.
5. The normal policies and procedures of the host school will be followed, with the added proviso that the dean of the student's home school will be kept informed of the progress made in addressing the complaint.
6. At the conclusion of the complaint resolution process, the dean of the host school will report the outcome in writing to both the student and the dean of the student's home school.

Adding or Changing a Degree Program

Application materials regarding changes in program from the certificate to a degree program, a change in degree program, or an additional degree program are available from the Recruitment and Admissions Office. Students should be aware that these changes require admission procedures and adhere to application deadlines for admission into the desired program. Students changing to or adding the Common M.A. program apply through the GTU Admissions Office.

A common change in degree program is the addition of an M.A. to the M.Div. degree. The combined M.Div./M.A. program requires 105 credits of work normally completed in four years of full-time study. Since the degrees, taken separately, require five years and 129 credits, this represents one year of work (24 credits) credited to both degrees. If you wish to apply to the joint program, you should apply for admission to the M.A. program no later than the beginning of your fourth semester in the M.Div. program. Students who add the MA after the start of their fifth semester will incur additional fees above normal MA tuition rates.

Another common change is the addition of the CSR to any master's or doctoral program. We encourage anyone who is planning to add this or other certificates to their program to add them as soon as possible as officially adding these programs will give evidence of interest in these programs. Please consult Admissions to add this program and other certificates.

MDiv students wishing to change to the MTS need to make an appointment with the Assistant Dean for Academic Affairs and Registrar.

MA students wishing to change to any other program at PSR need to follow the procedures in the MA handbook for withdrawing from the MA.

Application to Add or Change a Program

Graduation and Degree Conferral

Degrees and Certificates are conferred twice a year: at the end of the Fall Semester and at the end of the Spring Semester. This is not to be confused with the Graduation/Commencement Ceremony. The graduation ceremony happens one time a year at the end of the Spring Semester. In order to be eligible to participate, your degree/certificate requirements must be met by the end of the Spring Semester. If you complete your requirements in the Fall term, you may file an Intent to Graduate form, receive your degree/certificate for the fall term, and still choose to participate in the Graduation Ceremony at the end of the following Spring Semester.

Students must submit an Intent to Graduate form (please click on the link to access the form) the semester *before* they anticipate completing their program requirements. Ideally, the Assistant Dean and Registrar should receive the form prior to Early Registration for the coming semester so that they, and their advisor, can review the student's progress, and future registration, to assure program completion. Even if all program requirements are met, students must have a minimum cumulative grade point average (GPA) of 3.0 for

degree or certificate conferment. (The only exception are students planning on receiving their Certificate of Special Studies which has a minimum GPA requirement of 2.0.)

The Assistant Dean and Registrar will respond to the Intent to Graduate form prior to the start of General Registration for a student's anticipated final term. The correspondence will confirm (or deny) eligibility for degree conferment, eligibility to participate in the Graduation Ceremony, and notify the student of any outstanding requirements. The timing is so students can register or work on any requirements not yet met before the end of registration and/or the semester. Students may submit the Intent to Graduate form at any time during their anticipated final two semesters however those submitted after Early Registration or during the student's anticipated final semester are considered late.

It is the student's responsibility to understand their program requirements and not drop any course that is needed for degree or certificate conferral during their anticipated final semester. In the event it does happen, students should anticipate their program completion to be deferred and may lose eligibility to participate in the Graduation Ceremony.

Degrees and certificates will be conferred after successful completion of program requirements. Students can anticipate the reception of their diploma about two months after their degree conferral date. When filling out the Intent to Graduate form, please provide an address where you will be at the time the diploma is sent. Please avoid providing P.O. Boxes, and other small locked mailboxes, as diplomas are large and do not fit.

At the Graduation Ceremony, students receive their diploma cover and are hooded by the Faculty Marshall. Master of Art and Doctor in Ministry students are specifically hooded by their faculty advisor. In the absence of the expected faculty, the Dean, Program Director, or Faculty Marshall will replace them and do the hooding. Students must get the approval of the Office of Academic Affairs if they wish for others to hood them.

Please note: Participation in the Graduation Ceremony in no way indicates degree/certificate conferral for students finishing their program requirements in the Spring. Degrees/certificates are only conferred upon the Assistant Dean and Registrar's confirmation of final grades and that all program requirements have been met.

For more info on the Graduation Commencement in May (robes, hoods, announcements, graduation tickets), [click here](#).

Forms

During the Fall semester prior to your expected graduation, graduating students will be asked to file an Intent to Graduate form (found on the Registrar's page) and return it to the Assistant Dean for Academic Affairs and Registrar.

After submitting your Intent to Graduate form, expected graduates must submit this form to the Office of Community Life:

[Graduation Form PSR 2019-2020](#)

Learn more here:

[Graduation Memo and Frequently Asked Questions](#)

Provisional Status Policy

[Provisional Status Application](#)

Purpose

Provisional status may be offered for up to 18 months to applicants who do not meet the minimum academic requirements but who otherwise meet admission criteria and standards. The minimum academic requirements for regular admission are a bachelor's degree from an accredited college or university; a minimum cumulative GPA of 3.0 on a 4.0 scale; and, when applicable, TOEFL test scores that meet minimum acceptable scores. (Cumulative GPA is calculated from all higher education coursework).

Provisional status may also be offered to applicants whose files contain insufficient information for the committee to determine if they meet the minimum academic requirements and who otherwise meet admission criteria and standards.

Provisional status provides a student with the opportunity to demonstrate successful participation in the academic life of the institution.

Provisional status is for the Master of Divinity (MDiv), Master of Arts in Social Transformation (MAST), or Master of Theological Studies (MTS) programs only. Admission without a bachelor's degree to any of our other programs will be decided by the Admissions Committee on a case-by-case basis.

Admissions Information

Applicants complete and submit the standard program application with the same required supporting materials.

Provisional status is offered by the Admissions Committee based upon its review of the application file.

Applicants who do not possess a bachelor's degree must have a minimum of two years' worth of undergraduate coursework in order to be admitted to any program.

Moving from Provisional to Full Status

After you have completed your first two semesters as a provisional student, you may be required to apply for full status in order to continue in your PSR degree or certificate program. [Application for Full Status](#).

Leave of Absence and Deferment

Any *continuing student* who does not intend to register for degree work or approved field education during any regular semester (fall or spring) must apply for a Leave of Absence (LOA). Such requests, in writing, must be received by the Assistant Dean for Academic Affairs and Registrar before the conclusion of the registration period of the semester for which the leave is requested.

[Request for a Leave of Absence forms](#) are available online or by request to the Assistant Dean and Registrar. Failure to either register or request a leave of absence each semester may result in termination which means that a student who wishes to return to school will be required to apply for re-admission. Requests for leave received after General Registration will incur the [Late Registration fee](#).

Leaves of Absence are not granted for more than two consecutive semesters at a time. Exceptions are considered by petition to the Assistant Dean for Academic Affairs and Registrar. LOA's entails a break in all academic work and eligibilities: library privileges; financial aid eligibility; loan deferment qualification; class work; examinations; and thesis work. However, you will still be required to stay on and check your mandatory PSR student e-mail account in order to receive important announcements about deadlines that will help keep your student status active even as you are away. You are advised to consult with the Financial Aid Office, about whether a LOA is the best financial decision. If you have educational loans, a LOA may jeopardize your deferment of payment. All semesters of leave are included in your time lapsed period.

GTU Common MA students have a slightly different [Leave of Absence policy](#). They must submit a [GTU Leave of Absence form](#) by the close of registration for each semester they will be on leave. There is a fee per semester for MA leaves.

To return from a leave, please notify Assistant Dean for Academic Affairs and Registrar, and if you are an MA student, also notify the MA coordinator at the GTU. After you've notified us that you plan to return from leave, just make sure you register online through [SONIS](#) during open registration periods. Check the [academic calendars](#) online for those dates.

Return of Title IV Funds (R2T4)

Students who withdraw from all coursework (including going on a Leave of Absence) and who do not complete more than 60% of their term of enrollment must have a portion of “unearned” federal funds returned to their source. For more information on PSR's R2T4, [please view the policy here](#).

Deferment

If you are an entering NEW STUDENT and have been accepted to PSR but cannot attend the semester you had planned to start, please let PSR Admissions know by contacting admissions@psr.edu before the close of registration that you wish to defer and for how long (one term usually), and we will keep your admitted status active for up to one year. Semesters of deferment are not included in your time lapsed period.

If PSR does not hear from you by the close of registration and you do not attend, your active admitted status will be terminated, and you will be required to complete another application — including new letters of reference, personal statement, and other admissions forms — should you wish to attend any time after one year of deferment, with no guarantee of admittance the second time around. If you still cannot attend after one year, your active student status will be terminated.

Administrative Leave of Absence

When warranted, a student may be placed on Administrative Leave of Absence (ALOA) on academic, medical or disciplinary grounds by the Dean and Office of Academic Affairs. The student will have to withdraw from registering for courses for at least one semester, unless a longer Administrative Leave of Absence is stipulated by the Dean. Additional documentation may be required for the student to conclude the ALOA and return to their program of study.

Withdrawal and Termination

Students are encouraged to have a consultation with their advisor, the Assistant Dean for Academic Affairs and Registrar, or the Dean before filing for withdrawal or accepting termination from a program. While PSR aims to support students in their decisions, in many cases, we have policies and support in place to accommodate and address the reasons for student departure that would be less severe and irreversible.

Withdrawal from Program

Withdrawal severs the relationship between the student and PSR. Committees are dissolved, and it is intended to be an irreversible decision.

If you are considering withdrawing from PSR, please speak with your advisor, the Assistant Dean for Academic Affairs & Registrar, or the Dean. As withdrawal is a permanent action, if you should decide to return to PSR later, you would need to re-apply again through Admissions with a full application.

Termination of Program

Students who do not register and do not file for a Leave of Absence by the end of the fourth week of the semester will be removed from the active rolls and their programs will be terminated. Students on suspension or academic probation who do not fulfill the terms of their agreement to return may also be terminated. At times students who have been terminated have not updated their contact information with PSR, so make sure you update your contact information and check your PSR emails to avoid termination.

Like withdrawal, termination also severs the relationship between the student and PSR. Committees are dissolved, and it is intended to be an irreversible decision. If you should decide to return to PSR later, you would need to re-apply again through Admissions with a full application.

Withdrawal from Course

After the 10th week of courses, if you request to drop a course and obtain the approval of the instructor and the Dean, your course will be marked on your transcript as withdrawn or “W”. This action is subject to [change in schedule fees](#).

Return of Title IV Funds (R2T4)

Students who withdraw from all coursework (including going on a Leave of Absence) and who do not complete more than 60% of their term of enrollment must have a portion of “unearned” federal funds returned to their source. For more information on PSR’s R2T4, [please view the policy here](#).

Satisfactory Academic Progress and Academic Probation Policy²

After each semester, student transcripts are reviewed by the Assistant Dean for Academic Affairs, who informs the Dean of any students not making satisfactory progress. Satisfactory progress is defined as:

1. Cumulative GPA equal to or greater than 3.0.
2. No more than five total incompletes for the MDiv and MDiv/MA and three total incompletes for all other programs.
3. Completion of at least 75% of the course units for which the student was registered in a Fall or Spring semester term (the “W”, “I”, and the “F” indicate non-completion).

Note that merit scholars may lose or compromise their scholarship if they do not meet satisfactory academic progress. For more information on this policy, consult the [PSR Financial Aid](#) page.

Academic Probation Policy

A student who does not fulfill the conditions for satisfactory academic progress is automatically placed on academic probation. The Assistant Dean for Academic Affairs informs the student and advisor of this action. The student is required to meet with their advisor before the start of the semester.

² Policies regarding Academic Progress and Probation approved by faculty as of February 2010

The student is removed from academic probation if they are making satisfactory progress at the end of a probationary semester. The Assistant Dean for Academic Affairs informs the student and advisor of this action.

A student may remedy the situation for which probation was imposed by:

- bringing one's GPA to the required level.
- satisfactorily repeating a required course in which a D, F, or incomplete was received. A grade of "W" or "WF" will replace the D or F. The new grade will appear with the course in the semester it was re-taken
- satisfactorily completing the following semester's work, if less than 75% of the coursework in the previous semester was completed

If a student has not met the terms of satisfactory academic progress at the end of the probationary semester, a hearing with the Assistant Dean for Academic Affairs, and Faculty Advisor is held before the end of the first week of the next semester. Based upon this hearing, the Assistant Dean for Academic Affairs may require a second hearing with the Dean present. At the conclusion of this second hearing, a recommendation will be made to the student's Advisor regarding the student's future status.

Possible recommendations:

1. Continued Probation. The recommendation for continued probation might be made if there is improvement in the GPA that would suggest that the student could reach the GPA required for graduation within a reasonable period, or if the low cumulative GPA seems to be the result of an isolated semester of poor grades. If a student is permitted to continue on probation for a second semester, the hearing will be repeated if the conditions for satisfactory academic progress are not met after the end of the second probationary semester.
2. Dismissal. If academic progress is not being made at the end of the probationary semester, the Dean may recommend that the faculty act to dismiss a student immediately. A student cannot apply for re-admission after dismissal for academic reasons for at least one year (two semesters) following the dismissal. Re-admission is contingent upon the approval of the Admissions Committee.

Financial Aid Probation Policy

Federal standards require that students receiving any form of federal assistance to be in good standing, making satisfactory academic progress. Therefore, the student placed on academic probation is also placed on financial aid probation for up to one year. If the student regains satisfactory progress, financial aid will continue. If the student fails to meet the standards after two semesters of probation, aid will be discontinued.

Students who exceed two semesters of academic probation and are in jeopardy of compromising their financial aid status and/or enrollment status may request an appeal to this policy due to exceptional circumstances. Appeals must be made in writing to the Dean before the first day of the third semester on probation and must describe the nature of the exceptional circumstances. In some cases, the Dean may decide to consult the faculty for a decision on the appeal. Students who invoke the appeal process may do so only once during their program at PSR.

Student Conduct and Special Needs Policy

The conduct of each student at Pacific School of Religion shall always be consistent with the character and purpose of the school, as an educational institution committed to serving God by equipping leaders for ministries of integrity, compassion and justice. On rare occasions in every institution, questions arise about whether a student's conduct on the campus, in academic and non-academic settings, is compatible with the nature and purpose of the institution. When these questions arise, the School has established a Committee on Student Conduct to hold an objective assessment of the facts and make recommendations and/or decisions on what action should be taken.

In the case of theological students, the Special Needs Policy, a sub-category of the Student Conduct Policy, may be invoked.

Special Needs Policy

Policy

Pacific School of Religion (PSR) shares responsibility with the ordaining and commissioning agencies of churches and other religious communities for judgments concerning a person's fitness for professional religious leadership. Special needs policy and process involves, in part, the School's exercise of this responsibility. Master of Divinity students and other students preparing for ministry agree by their

enrollment at PSR, to accept the policy and procedures described below as part of their education and to be bound by the decisions. These standards do not preclude the School's application of other policies such as those pertaining to the occupancy of school housing, academic discipline, and student conduct.

Definition: Special Needs

A "special need" refers to any situation or condition which brings into question the personal and professional development of a student that makes consultation and/or intervention necessary beyond the usual teacher-student or advisor-advisee relationship. In such instances, this process assesses questions of fitness and of professional development for ministry.

Examples of possible special need situations include but are not limited to: personal and professional difficulties arising from field placement; matters of character, self-understanding or integrity that raise questions about the student's fitness, competencies, readiness or effectiveness for religious leadership; behaviors suggesting short- or long-term emotional difficulties which may impact the student's ability to attend to personal and professional development.

The primary purpose of this process is to identify needs relevant to the appropriate preparation for ministry, and resources to meet those needs for students in the professional degree programs. When it does not appear that a student in PSR's judgment, can appropriately attend to those needs, the policy may lead to limits on the range of the student's participation in PSR classes and other activities up to and including temporary removal from classes or permanent expulsion.

The following procedures refer to both Student Conduct and Special Needs cases unless a distinction is clearly stated.

Before the completing of either policy procedure, the student shall retain all rights and privileges as a student unless the President and/or Dean, with the consultation of the Committee, determine that immediate suspension from student rights and privileges or greater on different sanctions is in the best interests of the School. At all times in this process, the School has all rights and obligations otherwise imposed by law to notify law enforcement agencies if appropriate. See section on "Immediate Interim Suspension" for more details.

Complaints

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Specific reports about a PSR student shall be brought to the attention of the Dean's Office by one student, any faculty, staff, field education supervisor, other student, on-campus residential member, or others with whom the student associates.

Initial Respondent

Such reports may be referred to the Director of Community Life to be addressed informally and without reference to disciplinary measures (i.e. offering conflict management counseling, providing a referral to mental health services or substance abuse treatment). If such a report is not informally resolved through the involvement of the Director of Community Life, the report may be referred to the Dean, and a phase of more formal information gathering will follow.

Information Gathering & Policy Determination Phase

1. The Dean, or the Dean's designee, gathers preliminary information from relevant sources and decides if the situation warrants initiation of either the Student Conduct process or the Special Needs process, or not
2. The Dean, or the Dean's designee, notifies the student's advisor of the situation and meets with the advisor and one other member of the PSR faculty or staff (e.g., the Assistant Deans, Housing Director, etc.), selected by the Dean, normally within five business days following determination of either a Student Conduct or a Special Needs situation.

Consultative Phase

1. The information gathering phase leads to a consultation with the Dean, the student, the advisor, and if needed, one more appointment at the Dean's discretion in light of the type of issues raised by the alleged conduct. A course of action is outlined to define and deal with the student conduct.
2. If the proposed course of action is accepted by the student, then a written statement of the proposal, and a signed statement of the student's assent is placed in the advisor's file, the Dean's office, and a copy sent to the student.

Committee Phase

1. If the proposed course of action is not accepted by the student, or if the Dean thereafter determines that the action plan is not being followed by the student, or for other good reasons, the Dean may then convene a Committee, normally within 10 business days. The student will be notified in writing of the convening of the Committee.

2. The Committee shall consist of

- a. For Student Conduct: The Dean, Director of Community Life, Advisor, Faculty member, and if needed, one more appointment by the Dean.
- b. For the Special Needs: three Faculty members appointed by Dean for the academic year.

The Dean serves as an ex officio member.

3. The Committee reviews the case, the steps taken to date, and any documentation considered relevant. The Committee chooses a chair for its work with the student. The Committee chooses a recorder/secretary. The Committee sets place, time, and date within ten business days for a hearing with the student.

Hearing of the Committee

- 1. The student is informed in writing of the time, date and location for the hearing with the special needs Committee; at least four business days in advance.
- 2. These proceedings may be conducted in the absence of a student who fails to appear after proper notice.
- 3. The Committee, together with the student's advisor, shall meet with the student in a hearing. Formal rules of evidence will not be used. Any person who disrupts the hearing may be excluded.
- 4. The student shall have the privilege of presenting to the Committee written or oral statements from others with knowledge of pertinent facts or of presenting other pertinent materials.
- 5. If a psychological or other professional evaluation has been requested by the Committee, the professional who prepared the evaluation may be requested to appear at the hearing and to respond to relevant questions, upon request of any party, if the chair of the Committee determines that such participation is important to the resolution of the case.
- 6. The Committee may require the attendance of persons from the PSR community. The Committee may also request the attendance of persons from outside the community, whose participation is deemed important to the adjudication of the case.
- 7. The student may choose to be accompanied by no more than one person, such as a family member, a

licensed mental health professional, a member of the faculty or staff, or a fellow student. The student may consult with, but not be accompanied by, an attorney. The student shall communicate to the Committee chair the name of the person who will accompany them to the hearing, doing so two days in advance of the hearing.

8. The hearing may be tape recorded by the Dean or designee. This recording will be available only to the student, the Committee and, if needed for appeal, to the President. The Dean shall store this tape for 90 days following the hearing.

9. When the Committee determines by majority vote that it has received all information necessary to its determination, it shall terminate the process and, in private session, reach its decision with respect to the matter under consideration.

Reporting

1. The Committee's decision shall be transmitted to the student in writing, by the Dean or designee doing so within five business days (if practicable) after the completion of the hearing. The written decision should contain a statement of reasons for the Committee's determination. In the case of a decision for expulsion, the student should be advised as to when or whether a petition for reinstatement would be considered, along with any conditions for petitioning for reinstatement. The student should also be advised of their right of appeal.

2. If the Committee makes a decision not affecting the student's matriculation, it may initiate a process of consultation and/or action which it considers appropriate to meet the student's need. Examples of appropriate action include, but are not limited to the following: special training in study skills; the requirement of additional course work in writing or academic research skills; an appropriate term of psychological counseling; removal from or change of field education or internship placement; specified medical treatment; etc.

3. When in the judgment of the Committee a process has met the student's need, no further action is needed. A brief report shall be made to the faculty, enclosed in the student's file.

4. If the Committee makes a decision affecting the student's matriculation, that is, expulsion or a conditional or non-conditional leave of absence, the chair shall present at the following executive faculty meeting as full a report as needed to inform the faculty of the case. The faculty may accept the report or, if presented with new substantive information within 30 days, ask the Committee to reconsider its decision.

Professional Evaluation

1. After initial review of the situation and at any time during these proceedings, the Committee may refer a student for appropriate professional evaluation. For example, a student may be referred to a mental health evaluation approved by the School.
2. Students referred for professional evaluation shall be informed in writing and shall be given a copy of these standards and procedures.
3. The cost of the professional evaluation is the responsibility of the PSR.

Immediate Interim Suspension

1. An interim suspension may be implemented immediately if the Dean determines that a student's behavior poses a danger of causing physical or emotional harm to the student or others; substantially impeding the academic or other lawful activities of others; or causing property damage.
2. The Dean shall determine whether the student will be suspended from classes, campus and/or housing.
3. A student subject to an interim suspension shall be given written notice of the suspension and shall be given a copy of these standards and procedures.
4. The student shall then be given an opportunity to appear personally or by conference call before the members of the special needs Committee (or substitute faculty members, if necessary), within five business days from the effective date of the interim suspension, in order to review the following issues only: the reliability of the information concerning the student's behavior and whether or not the student's behavior poses a danger of causing physical or emotional harm to the student or others, impeding the academic and other lawful activities of others, or causing property damage.
5. The student has the right to present a current professional psychological evaluation relevant to any and all of the issues listed above.
6. When appearing before the Committee the student may be accompanied by a family member, licensed mental health professional, a member of the faculty or staff, or another student.
7. The student will be allowed to enter campus to attend hearings, or for other necessary purposes, only if authorized by the Dean.
8. A student on interim suspension will remain suspended unless and until the suspension is reversed by this Committee (defined below).
9. The Dean will notify the student in writing of the decision of the special needs Committee.

Appeals

1. The student may appeal the final decision of the Committee to the President, doing so within ten business days after the Dean's written communication of the decision to the student.
2. The President may consult with the Committee and any other persons of their choosing. The President shall have access to the tape recording of the proceedings of the informal hearing (if any exists) as well as any documentation pertinent to the case. The President may then meet with the party or parties involved in the complaint. If the President chooses to meet with them, the student or students involved may choose to be accompanied by a family member, licensed mental health professional, faculty member, staff member or another student. Students may not be accompanied by an attorney. Students must communicate the name of the accompanying person two business days in advance of the meeting.
3. The President may affirm the decision of the Committee, overrule the decision, or return it to the Committee for further consideration and resubmission with appropriate time limits set by the President. The President's decision shall be final and conclusive and not subject to appeal within the institution.
4. If the matter before the Committee is one in which the President is directly involved, then the President shall delegate the review powers described herein to a member of the faculty, administration, Board of Trustees or third party unaffiliated with PSR who is not otherwise involved in the matter.

Confidentiality

Records of proceedings under this policy shall be maintained in a manner calculated to limit access only to those persons with institutional need to know or right to know.

Plagiarism Policy/Academic Dishonesty

In the United States and many other countries, one of the important markers of high academic standards is proper attribution (giving credit) for someone else's ideas, thoughts, words, or methods of scholarship. Proper credit should be given in both oral and written contexts. Proper credit is:

- When you use an actual sentence from a published article or unpublished essay, including print and digital material, you must put the sentence in quotation marks and give a footnote or citation to indicate who said it. The citation should include full bibliographic information. (For further information about correct citation form, see Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*.)
- When you paraphrase or summarize another person's ideas, you must give a footnote or citation to indicate whose ideas they are and where you got them. (Or, in lecturing, make clear from whose ideas you are drawing.)
- When you adopt a significant idea from someone else's work, you must give a footnote or citation to indicate where you got the idea.
- When you use a method developed by someone else, you must give a footnote or citation to indicate the source of the method.

When you fail to do this, it is considered Plagiarism/Academic Dishonesty. Plagiarism/Academic Dishonesty can apply both to students and to faculty. Plagiarism/Academic Dishonesty is using someone else's ideas, thoughts, words, or methods of scholarship as if they were your own and without giving proper credit to that person. Plagiarism/Academic Dishonesty is considered wrong because (1) it is 'stealing' another person's ideas, methods, etc., and (2) it is 'lying' — representing something as your own when it is not yours. At PSR, as at many comparable graduate-level institutions, Plagiarism/Academic Dishonesty is considered a serious offense.

- Plagiarism/Academic Dishonesty includes failing to give citations in the examples above.
- Plagiarism/Academic Dishonesty also includes copying another student's exam or part of an exam or essay.

It is not Plagiarism/Academic Dishonesty when you indicate clearly that you are summarizing someone else's views in order to provide the context for an assessment or critique of those views, or to incorporate them into a larger project. In this case, you must indicate clearly that you are giving the views of someone else — e.g. by starting with "so-and-so argues that..." It is also not Plagiarism/Academic Dishonesty to use a well-established idea that has been developed in multiple sources — e.g. to claim that God can be called "woman" as well as man is now sufficiently well established that it needs no attribution. Some phrases — e.g. "the personal is political" — are in such wide usage that sometimes we do not know where they originated; in

such cases, it is acceptable to use them without attribution. However, the best scholarship will make every effort to give attribution where possible (e.g. to note that this phrase came from Robin Morgan).

Procedures and Penalties

Instances of suspected Plagiarism/Academic Dishonesty will be reported to the Academic Dean (or, in the case where the Dean is suspected of Plagiarism/Academic Dishonesty, to the President). Suspected Plagiarism/Academic Dishonesty may be reported by either students or faculty. The Dean or President will assess the evidence and investigate in order to determine whether Plagiarism/Academic Dishonesty has occurred.

PSR's Plagiarism/Academic Dishonesty Policy applies to all PSR students and PSR faculty, including but not limited to adjunct and visiting faculty. In all cases of reported Plagiarism/Academic Dishonesty, source information of what was plagiarized (such as the name of the article, textbook, author, or the original source of ideas) must be submitted at the time the case is reported to the Dean's Office for at least one identified instance of Plagiarism/Academic Dishonesty. Failure to comply with the policy may result in a re-evaluation of work accused of containing Plagiarism/Academic Dishonesty by other PSR faculty and/or other administrators as assigned by the Dean or President.

In the Case of Students

When Plagiarism/Academic Dishonesty has been substantiated, the faculty person shall inform the dean's office (every instance of substantiated Plagiarism/Academic Dishonesty must be reported to the dean's office so that Plagiarism/Academic Dishonesty can be monitored). The faculty member will discuss the Plagiarism/Academic Dishonesty policy with the student and the student shall fail the assignment.

Additionally, the student will sign a letter stating that they have committed Plagiarism/Academic Dishonesty, have received a warning, and is aware of the consequences. A letter for each instance will be signed and placed in the student's file each time the student has committed Plagiarism/Academic Dishonesty.

If, when reporting student Plagiarism/Academic Dishonesty to the dean's office, it is discovered that it is the student's second attempt at Plagiarism/Academic Dishonesty, the faculty member, dean, and student shall meet. The student will fail the course.

If a student plagiarizes a third time, the student shall be immediately expelled from the school.

Any student expelled for Plagiarism/Academic Dishonesty will not be allowed to re-apply to PSR for a minimum of one year. If the student re-applies after one year, all documentation regarding instances of Plagiarism/Academic Dishonesty and the institutional actions taken will be included in the admissions file for review. If the student is re-admitted and one more confirmed instance of Plagiarism/Academic Dishonesty occurs after re-admission the student will be expelled again permanently with no option of returning.

In the Case of Faculty

If allegations of Plagiarism/Academic Dishonesty appear to be substantiated, the faculty member has been charged with "action justifying dismissal," and shall be dealt with according to the procedures described in the Faculty Manual. Faculty who serve on the Core Doctoral Faculty of the Graduate Theological Union are also subject to the Plagiarism policies and procedures of the GTU.

GTU Consortial Agreement Regarding Plagiarism³

When a student from one GTU school is suspected of plagiarism in a course that the student is taking at another GTU school, the following protocol will be followed:

1. The faculty member teaching the course will notify the dean of the faculty member's school that the student has been suspected of plagiarism.
2. The dean of the faculty member's school will notify the dean of the student's school that the student has been suspected of plagiarism.
3. The faculty member will follow the policy of his or her own school in regard to possible consequences within the context of the course (e.g., failing grade on the assignment, failing grade for the course, etc.).
4. The student's school will be responsible for following its own policy in regard to possible consequences beyond the context of the course (e.g., warning, academic probation, expulsion, etc.)

³ *Approved by the Council of Deans, April 2010*
2019-2020

Student Communication and Problem-Solving Policy

The Pacific School of Religion is committed to nurturing a professional and fulfilling working and campus environment as well as open communication for all its employees and students. At all times students should to seek to engage in respectful and courteous communication as outlined in the Covenant. However, if communication issues or problems arise among community members, students with complaints should refer to existing relevant and applicable policies and then discuss the issue with their fellow student/instructor/advisor. PSR values each student as a member of our community and encourages comments about how our campus environment can be improved.

PROHIBITION OF RETALIATION

This policy prohibits retaliation against persons who report a grievance, assists someone with reporting a grievance, or participates in any manner in an investigation or resolution of a grievance case. Retaliation includes but is not limited to threats, intimidation, reprisals, and/or adverse actions related to employment or ability to participate in the educational program, including on-campus housing, on-campus dining, or other non-academic programs that are part of the educational program PSR provides.

INFORMAL PROBLEM RESOLUTION

It is the goal of PSR to maintain a collegial campus environment, which minimizes conflict and encourages the resolution of problems.

When possible and most beneficial to all concerned parties, it is preferred for problems to be resolved informally and at the lowest level of administrative intrusion. To that end the following steps are suggested:

Between Students

1. When a student is troubled by an incident that occurs with another community member, they should speak with the other community member to try to resolve the issue. **** An exception to this**

process is in the case of sexual harassment or any other conflict in which there is a risk of harm to oneself or others, whether real or perceived. In such cases it is advised that the grievant cease any contact or communication with the presumed respondent and report to the Title IX coordinator (either the CBO, Patrick O'Leary, or, in the CBO's absence, the Assistant Dean for Academic Affairs and Registrar, Lyndsey Reed), deputies, other appropriate PSR employee, or local authorities.

2. If the issue is not resolved between the two community members, the grievant (the student) should consult the Assistant Dean for Academic Affairs and Registrar, Lyndsey Reed, and/or Director of Community Life, Ann Jefferson, in order to review existing student and institutional policies that may address the complaint more specifically.

Between Students and Faculty

1. In the case of a student who is troubled by an incident that occurs with their own instructor or advisor, they should speak directly with the instructor/advisor to resolve the issue.
2. If the issue is not resolved in this fashion, the student should consult the Assistant Dean, Dean, and/or Director of Community Life.

POLICES FOR FORMAL STUDENT GRIEVANCES

(SPECIFIC)

It is recommended that all existing policies that are more specific to the nature of the complaint be consulted before invoking a grievance. These policies may include:

- Sexual Harassment Policy
- Academic Disputes Policy
- Student Conduct/Special Needs Policy
- Drug Free Policy
- Housing Policy

However, in an organization of this size and with such diversity, problems may arise that do not necessarily fall into the categories above. It is for such cases that the following grievance procedure has been adopted.

POLICY & PROCEDURES FOR FORMAL STUDENT GRIEVANCES (GENERAL)

If a satisfactory resolution is not reached through the informal grievance process, the grievant may begin the formal procedure by advising the Dean in writing, using the forms provided in the addendum.

The Dean (or designee) will promptly inform all parties named in the grievance and will then appoint a Formal Grievance Panel consisting of members as described in the Grievance Panel matrix.

Individuals Covered by this Policy

This grievance policy applies to currently registered and active students of the Pacific School of Religion.

Types of Matters and Disputes Covered

Matters which may be grieved through this process include:

- those related to the application of the PSR student program manual
- any disputes or complaints arising between two or more community members when the grievant is covered by this grievance procedure.
- Grievances *against* persons or *by* persons not covered by this procedure: **do not follow these procedures**

In order to provide for prompt and efficient evaluation of and response to grievances, PSR has established the practice of an initial informal procedure as described above. There will be no discrimination against or toward anyone for their part in presenting grievances or against or toward the person against whom the grievance is brought, regardless of the outcome of the matter.

Structure and Conduct During a Grievance Hearing

PSR will ensure that a training session is conducted for the co-conveners, as well as provide the full panel an orientation to the grievance process.

Formal Grievance Panel Guidelines

The Grievance Panel is charged with investigating the grievance and making a written recommendation for its resolution.

The Panel shall:

- establish its own procedures for the conduct of its investigation
- have full authority to obtain any necessary documents and discuss the grievance with any related party(s)
 - Panel requests to meet with the grievant or for more information from the grievant will be communicated in writing
 - The grievant must provide a documented response⁴ to the request within five (5) business days of the Panel's request or the grievance will be denied.
- keep all information received and reviewed by the Panel in strict confidentiality
 - All information related to this grievance obtained by the Panel members is strictly confidential and may be used only for the purpose of resolving the grievance both during and after the grievance process.

The investigation may include, but is not restricted to:

- discussions with any parties directly involved
- review of any applicable institutional policies or state/federal laws
- examination of any written documentation as presented by the parties directly involved (i.e.: memos, letters, etc.).

Composition of Formal Grievance Panels

Staff Respondent:

Co-Chair of Grievance Panel: 1 Administrative Staff, appointed by the Chief Business Officer

Co-Chair of Grievance Panel: 1 Support staff member, appointed by the Chief Business Officer

1 Seminary employee selected by Grievant

1 Seminary employee selected by Respondent

If the grievant is a student: 1 student representative

If the grievant is a faculty member: 1 faculty representative

Faculty Respondent:

Co-Chair: Chair of the Faculty Association, or a faculty member appointed by the Dean

Co-Chair: 1 Administrative staff member, appointed by the Dean

1 Seminary employee selected by Grievant

1 Seminary employee selected by Respondent

If the grievant is a student: 1 student representative

If the grievant is a staff member: 1 support staff representative

Student Respondent:

Co-Chair: Dean or designee

Co-Chair: Assistant Dean or Director of Community Life

1 Seminary employee selected by Grievant

1 Seminary employee selected by Respondent

If the grievant is a staff member: 1 support staff representative

If the grievant is a faculty member: 1 faculty representative

Notes:

- The VP for Academic Affairs and Dean (referred to as “dean” in this policy) or the Chief Business Officer (referred to as “CBO” in this policy) will appoint members of the Panel specified as “representatives” after consultation with appropriate Seminary staff and faculty.
- Adjunct faculty will be treated as faculty for the purposes of this policy.
- Employees who hold both faculty and staff responsibilities will be treated as faculty or staff depending on the situation being grieved. The President will make this determination.

Rights and Restrictions of the Grievant and Respondent

The Grievant and Respondent made each have the right to meet directly with the Grievance Panel.

Legal Counsel

- Neither the grievant nor the respondent may have their legal counsel present during the formal grievance procedure.
- However, should it be desired, a written statement may be given to the Panel from an attorney for the grievant or respondent.

- In addition, the grievant and respondent, when called to participate in a hearing, may bring a PSR employee as a Not-taker;
 - Note-takers may not address the committee or respond to questions posed to the grievant or respondent.

Panel Recommendations

The Panel may recommend any remedies including any disciplinary consequences up to and including dismissal.

In any case in which dismissal is recommended by the Panel, the Panel's recommendation shall be made by written report to a Review Group.

Dismissal Review Group

The membership of the Review Group is designed to provide a balanced decision. If any of these people are implicated in the grievance, they shall be recused from this review group.

The Review Group shall be made up of:

- a. In the case the dismissed party is an employee: The Chief Business Officer (or designee), direct supervisor of the employee whose dismissal is being recommended, and an Administrative Staff member.
- b. In the case the dismissed party is a student: The VP for Academic Affairs/Dean (or designee), Assistant Dean/Registrar, dismissed student's advisor, and Director of Community Life (or designee)

Dismissal Review Procedure

1. One or both Grievance Panel co-conveners will present the dismissal recommendation to a meeting of the Review Group to explain the reasons for the recommendation and to answer questions that may arise.
2. After reviewing the recommendation from the Panel, the Review Group will make the final decision regarding the recommended dismissal and document the reasons for its decision.
 - a. The Review Group may make additional recommendations to the Grievance Panel (e.g. disciplinary actions rather than dismissal, changes to policies, etc.) but the final decision on all recommendations OTHER THAN DISMISSAL are made by the Grievance Panel.

3. At the end of the investigation (including decisions by the Review Board) the Grievance Panel shall submit a written report outlining its recommendations to the grievant and any other parties involved and affected in the grievance and the Dean.

In cases of discipline short of dismissal, the Panel's written decision shall be delivered to the grievant and respondent (and affected parties) by a member of the Grievance Panel and shall be considered a final decision.

If dismissal is recommended, the Dean (or designee) and the direct supervisor (if the dismissed person is an employee) will deliver the written decision to the person being dismissed in person. A member of the Grievance Panel and the Dean (or designee) will deliver in person the written decision to the others affected by this action.

Formal Grievance Time Expectations

The Grievance Panel will normally conclude the investigation of the grievance no later than twenty-two (22) business days after the Dean formally received the complaint.

If this timeframe is impossible to achieve, the grievant will be provided the reasons for the delay.

Grievance Appeal

The decision of the Panel (including the decision of the Review Group) shall become final within five business days, unless the grievant, the person against whom the complaint was lodged, or a person whose dismissal resulted from this process appeals the decision to the President.

If a grievance is denied due to missed deadlines and the grievant believes there are extenuating circumstances, they may request an exception. The Grievance Panel in consultation with the Dean shall determine if an exception can be made to this guideline.

Appeal Procedure

Appeals must be made in writing within five (5) days of receipt of the Grievance Panel or Review Board's decision.

The President will only accept an appeal if it is based on at least one of the following criteria:

1. An allegation that the grievance panel process was not in conformity with prescribed procedures.

2. An allegation that there is new information or other relevant facts not brought out in the original hearing, enough to alter a decision, because such information and/or facts were not known to the person appealing at the time of the original investigation by the Grievance Panel.

The President will decide on whether to accept the appeal and will notify the grievant about the next steps.

The President's decision is final.

CONCLUSION OF THE PROCESS

All documentation developed during the formal grievance process shall be turned over to the Dean who will keep copies for official files.

STUDENT GRIEVANCE FORM: FORMAL PROCESS

The following is a statement of my grievance, which I hereby request be reviewed in accordance with PSR's Student communication and problem-solving policy and procedure. (Please use additional paper if needed to complete this form).

Name: _____

IF COMPLAINT IS RELATED TO A STUDENT WORK SITUATION:

Position: _____ Dept. _____

Immediate supervisor/advisor _____

IF COMPLAINT IS RELATED TO AN ACADEMIC SITUATION:

Class involved:

PSR policies or handbook provisions involved:

The reason for my grievance is as follows:

The desired outcomes I wish to seek are as follows:

I discussed this issue with _____

on (date): _____

Their response was as follows:

I believe this response was unacceptable for the following reasons:

IF APPLICABLE:

IN ADDITION, I discussed this issue with _____ on

(date): _____

Their response was as follows:

I believe this response was unacceptable for the following reasons:

Witness(es) who can confirm my statements are:

Student Signature: _____ Date: _____

Composition of Formal Grievance Panels

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Co-Chair of Grievance Panel: 1 Administrative Staff, appointed by the Chief Business Officer

Co-Chair of Grievance Panel: 1 Support staff member, appointed by the Chief Business Officer

1 Seminary employee selected by Grievant

1 Seminary employee selected by Respondent

If the grievant is a student: 1 student representative

If the grievant is a faculty member: 1 faculty representative

Faculty Respondent:

Co-Chair: Chair of the Faculty Association, or a faculty member appointed by the Dean

Co-Chair: 1 Administrative staff member, appointed by the Dean

1 Seminary employee selected by Grievant

1 Seminary employee selected by Respondent

If the grievant is a student: 1 student representative

If the grievant is a staff member: 1 support staff representative

Student Respondent:

Co-Chair: Dean or designee

Co-Chair: Assistant Dean or Director of Community Life

1 Seminary employee selected by Grievant

1 Seminary employee selected by Respondent

If the grievant is a staff member: 1 support staff representative

If the grievant is a faculty member: 1 faculty representative

Definitions:

- *Dean*: Dr. Susan Abraham, Ph.D., The Vice President of Academic Affairs and Dean
- *CBO*: Patrick O'Leary, Chief Business Officer
- *Adjunct faculty* will be treated as faculty for the purposes of this policy.

Policies

- The Dean or the CBO will appoint members of the Panel specified as “representatives” after consultation with appropriate Seminary staff and faculty.
- The President will determine whether employees who hold both faculty and staff responsibilities will be treated as faculty or staff depending on the situation being grieved.

Sexual Harassment Policy

Below you'll find policies and resources for students related to Sexual Harassment at PSR. All active PSR students (registered or unregistered) are required to complete an online Sexual Harassment Training powered by CampusAnswers/WorkPlaceAnswers by the end of the calendar year in which they entered. For more information or to sign up for a training, contact the Assistant Dean and Registrar.

PSR Sexual Harassment Policy

Pacific School of Religion (PSR) is committed to providing a work environment and educational community in which all persons who participate in PSR programs and activities can work and learn together in an environment free of all forms of harassment. Every member of the PSR community should be aware that such behavior is prohibited by law and institutional policy and that PSR will take appropriate action to prevent, correct, and discipline behavior that is found to violate this policy.

For PSR's disclosures and policies regarding the [Clery Report](#) which covers instances of domestic violence, dating violence, stalking, rape, and other instances of sexual violence, battery and assault, please refer to our [Clery Report](#), updated annually.

This policy applies to all students, faculty, staff, and others who participate in PSR programs and activities.

DEFINITION OF SEXUAL HARASSMENT

In general, sexual harassment is defined as inappropriate, unwelcome, or offensive conduct whether verbal, physical or otherwise where;

Submission or rejection to such conduct is made an explicit or implicit term or condition of employment or education.

Submission or rejection of such conduct is used as a basis for employment or educational decisions; or

Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or education, or creating and intimidating, hostile or offensive working or educational environment.

For example, sexual harassment often involves unwelcome sexual advances, requests for sexual favors, or offensive sexual jokes.

Harassment that is not sexual in nature but based on gender, gender identity, gender expression, sex- or gender- stereotyping and/or sexual orientation is also prohibited by PSR's non-discrimination policies if it is sufficiently severe to deny or limit a person's ability to participate in or benefit from PSR's educational programs, employment, or services. While discrimination based on these factors may be distinguished from sexual harassment, these types of discriminations may contribute to a hostile work or educational environment and thus may be considered in cases regarding sexual harassment.

This policy covers unwelcome conduct of a sexual nature. For other cases involving harassment of a non-sexual nature please refer to PSR's harassment, student conduct, grievance, and/or non-discrimination policies.

REPORTING SEXUAL HARASSMENT

Employees or students who believe they are being harassed should promptly notify their supervisor or the PSR Title IX Coordinator or a Title IX Deputy. Investigation and resolution of complaints will be handled by personnel trained to investigate harassment allegations.

Supervisors, faculty members, staff, or any "first responder" who become aware of a sexual harassment situation, whether created by employees or non-employees, by students or non-students, should immediately notify the Title IX Coordinator. "First responders" may include but are not limited to the Director of Community Life and Spiritual Care, a faculty advisor, an administrator, building managers, the HR Director, or any individual who has direct access to personnel who has the authority to officially respond and take action on a sexual harassment case. These designated employees have an obligation to respond to reports of sexual harassment, even if the complainant requests that no action be taken.

Prompt reporting will enable PSR to investigate the facts, determine the situation, and provide an appropriate resolution or disciplinary action. PSR shall respond to reports of sexual harassment brought up to one calendar year from the time of the alleged incidence, taking into consideration the amount of time transpired since the alleged incident occurred.

Complainants are also reminded that they may file a report with law enforcement when applicable.

PSR shall respond to the greatest extent possible to reports of sexual harassment brought anonymously or brought by third parties not directly involved in the harassment, with the understanding that the response and investigation from such anonymous or third-party reports may be significantly limited if information cannot be verified by direct parties.

COMPLAINT & RESOLUTION PROCEDURES

As your institution, Pacific School of Religion has adopted a firm policy against sexual harassment. Every reasonable step will be taken to prevent harassment from occurring. However, if you believe that you have been unlawfully harassed, we urge you to report the incident immediately so that your complaint can be resolved quickly and fairly.

Procedures for Early Resolution

Early Resolution options may be recommended when the parties involved desire to resolve the situation cooperatively and/or when a more formal investigation or resolution procedure is less likely to lead to a satisfactory outcome. Early Resolution may involve an inquiry into facts, but typically does not involve a formal investigation. Options for Early Resolution may include but are not limited to:

- Mediating an agreement between the parties
- Separating the parties
- Referring the parties to counseling program
- Negotiating an agreement for disciplinary actions
- Conducting targeted educational and training programs
- Providing remedies for the individuals harmed by the offense

The person(s) leading the Early Resolution may choose to schedule separate discussions with the parties involved, make recommendations for resolution, and/or conduct follow-up after a period the chosen response has been implemented.

All parties needing further advice or counseling on matters addressed by this policy are encouraged to contact the Title IX Coordinator, an appropriate designated Deputy, the HR director and/or the Director of Community Life and Spiritual Care.

Procedures for Formal Investigation 2019-2020

For cases in which Early Resolution may not be appropriate or lead to a satisfactory outcome, PSR may conduct a Formal Investigation. If the complainant does not want to pursue a Formal Investigation, then PSR's ability to investigate and respond will be limited. The following are the steps for a Formal Investigation:

Provide a written or oral complaint to the Title IX Coordinator or Deputy as soon as possible after the Incident. Include all details regarding the incident, names of individuals involved, and names of any witnesses

The Title IX Coordinator or Deputy will appoint an individual as Investigator who is well versed with the PSR Sexual Harassment Policy and trained in conducting investigations if the Coordinator/Deputy will not be leading the investigations themselves. The Investigator shall not be an individual for whom either party may hold a position of authority over.

The Investigator will undertake an effective, thorough, and objective investigation of the allegations. The Investigation will generally include interviews with each party, interviews with other witnesses as needed, and review of relevant documents. Disclosure of facts to parties and witnesses shall be limited to what is reasonably necessary to conduct a fair and thorough investigation. Participants in an investigation will be reminded that maintaining confidentiality is essential to protecting the integrity of the process.

Upon request, the complainant and the accused may each have one (1) representative present when they are interviewed.

At any time during the investigation, the Investigator may recommend interim protections or remedies for the complainant or witnesses to be provided by PSR. These interim protections may include but are not limited placing limitations on contact between the parties, modifying work or housing arrangements, etc. Non-compliance of these interim protections may be considered violation of the Sexual Harassment Policy.

The investigation will be completed as soon as possible but at the latest within 60 working days of the filing of the complaint.

The investigation will result in a written report that will include at minimum: a statement of the allegations and issues, the positions of each parties, a summary of the evidence, findings, and a determination by the Investigator as to whether the Sexual Harassment policy has been violated. The report also may contain a

recommendation for actions to resolve the complaint including recommended disciplinary measures. This report is kept in the office of the Title IX Coordinator and may be used as evidence in subsequent complaints or appeals.

The complainant and accused will be notified in writing when the investigation is completed. The notification will include the following information

Whether the Sexual Harassment Policy was or was not violated

Disciplinary actions or sanctions up to and including expulsion or termination

For the accused:

All sanctions imposed

For the complainant & other related parties:

Only sanctions imposed that directly relate to and affect the complainant and other related parties on a need-to-know basis

The accused may give explicit written permission to disclose all sanctions to the complainant and related parties if they choose to

The complainant and the accused may request a copy of the Investigator's report.

Procedures for Appeal

In an unsatisfactory result occurs at the conclusion of the Formal Investigation, the complainant may file a Formal Grievance. Please refer to the PSR Grievance Policy and Procedure.

Sexual harassment is prohibited by state and federal law. In addition to the procedures above, individuals may pursue complaints directly with government agencies that deal with unlawful harassment such as the U.S. Equal Employment Opportunity Commission (EEOC) and the Office for Civil Rights (OCR).

Retaliation

This policy prohibits retaliation against persons who report sexual harassment, assists someone with reporting sexual harassment, or participates in any manner in an investigation or resolution of a sexual harassment case. Retaliation includes but is not limited to threats, intimidation, reprisals, and/or adverse actions related to employment or ability to participate in the educational program, including on-campus housing, on-campus dining, or other non-academic programs that are part of the educational program PSR provides.

Intentionally false reports

Because sexual harassment frequently involves interactions between persons that are not witnessed by others, reports of sexual harassment cannot always be substantiated by additional evidence. Lack of corroborating evidence or “proof” should not discourage individuals from reporting sexual harassment under this policy. However, individuals who make reports that are later found to have been intentionally false or made maliciously without regard for truth may be subject to disciplinary action.

Conflict of Interest Related to Consensual Relationships

There may be special risks in any sexual or romantic relationship between individuals within the PSR community, and parties in such a relationship assume those risks. Even when both parties have consented at the outset to a romantic involvement, this past consent does not remove grounds for a charge based upon subsequent unwelcome conduct.

Where such a relationship exists, the person in the position of greater authority or power will bear the primary burden of accountability and must ensure that they do not exercise any supervisory or evaluative function over the other person in the relationship. Where such a recusal is required, the recusing party must also notify their supervisor, dean, or HR Director so that they can exercise their responsibility to evaluate the adequacy of an alternative supervisory or evaluative arrangement to be put in place. The responsibility of recusal and notification lies with the person of greater authority or power.

In rare situations where it is not possible to provide alternative supervision or evaluation, the supervisor, dean, or HR Director must approve all evaluative and compensation actions and decisions.

PRIVACY & CONFIDENTIALITY

PSR protects the privacy of individuals involved in a report of sexual harassment to the extent required by law. In times when it may be required to disclose certain personal information, PSR will make every effort to redact records or remove identifiers when possible. Only sanctions that directly relate to or affect the complainant will be disclosed to the complainant or other relevant parties unless the accused gives written permission for all sanctions to be disclosed to the complainant or other relevant parties.

An individual's requests regarding confidentiality of reports of sexual harassment will be considered in determining an appropriate response. However, such requests will be considered along with context of campus and individual safety as well as the context of the institution's legal obligation to ensure a working and educational environment free from sexual harassment.

The Title IX Coordinator is responsible for maintaining records relating to sexual harassment reports, investigations, and resolutions. Records shall be maintained in accordance with PSR archiving and record-keeping policies, generally five years after the complaint is resolved. Records may be retained longer at the discretion of the Title IX Coordinator in cases where parties have a continuing affiliation with PSR.

SEXUAL HARASSMENT RESOURCES

The Title IX Coordinator for Pacific School of Religion is Patrick O'Leary (poleary@psr.edu)

The Coordinator's duties include:

Training and supervision of Title IX Deputies who may function as the central sexual harassment officer in different contexts (example: deputy for student vs. student cases; deputy for staff vs. staff cases);

- Oversee, develop, and implement sexual harassment education and training programs in coordination with Human Resources and Student Services departments.
- Update Sexual Harassment Policy and Procedures as federal and state regulations change.
- Maintain records of reports of sexual harassment per PSR practices.
- Prepare and submit an annual report to the Office of the President summarizing PSR sexual harassment complaint activity.

Title IX Deputies are formally trained by the Coordinator to interpret and implement the policy in contexts that may be specific to the department, setting, or classification of individuals involved.

- [The Registrar](#) for student vs. student cases
- Patrick O'Leary (poleary@psr.edu) for employee vs. employee cases
- *Office of Community Life and Spiritual Care* Pacific School Religion
- Ann Jefferson (ajeffer@psr.edu) provides a safe space to initially discuss a possible sexual harassment case for individuals of all classifications (student, staff, faculty).

Office for Civil Rights

The Office for Civil Rights serves student populations facing discrimination and the advocates and institutions promoting systemic solutions to civil rights problems. An important responsibility is resolving complaints of discrimination. Agency-initiated cases, typically called compliance reviews, permit OCR to target resources on compliance problems that appear particularly acute. OCR also provides technical assistance to help institutions achieve voluntary compliance with the civil rights laws that OCR enforces. An important part of OCR's technical assistance is partnerships designed to develop creative approaches to preventing and addressing discrimination.

POLICY REVIEW AND EVALUATION

This policy is effective July 1, 2014. It is subject to periodic review and any comments or questions may be addressed to the Title IX Coordinator.

Sexual Harassment Prevention

[Title IX](#)

Sexual Violence and Assault

[Campus Save Act](#)

[PSR Clery Act](#)

Sexual Harassment resources

Bystander Intervention

[National Sexual Violence Resource Center](#)

[Catharsis Productions: And I'm Glad I Did It Bystander Intervention PSA 1](#) (1:10)

[Step Up-American University video](#) (5:25)

Step Up, is an award-winning bystander intervention program, adopted by American University, that uses five steps to teach students how to intervene in situations including sexual assault, alcohol abuse, mental health emergencies, hazing, and more. This film has been created by American University's Office of University Communications and Marketing and the Office of Campus Life.

Organizations

[Faith Trust Institute](#): a national, multifait, multicultural training and education organization with global reach working to end sexual and domestic violence.

[Love Is Respect](#): The Love Is Respect Website offers information on how to recognize dating violence and seek help.

[Office on Violence Against Women](#): Established by the Violence Against Women Act, the Office on Violence Against Women is designed to reduce violence against women and strengthen resources for all survivors of sexual assault, domestic violence, dating violence and stalking.

[National Domestic Violence Hotline](#): Established by the Violence Against Women Act, the National Domestic Violence Hotline provides twenty-four-hour support for people facing domestic violence.

[Stalking Resource Center](#): Part of the National Center for Victims of Crime, the Stalking Resource Center provides assistance and guidance for those impacted by stalking.

[NotAlone.gov](#): This government-sponsored Website contains resources on responding to and preventing sexual assault in schools.

[Pandora's Project](#): Nonprofit organization dedicated to providing information, support, and resources to survivors of rape and sexual abuse and their friends and family since 1999.

[Rape, Abuse and Incest National Network \(RAINN\)](#): This nonprofit organization has a twenty-four-hour hotline for anonymous support for people dealing with sexual assault and their friends and families.

[The National Suicide Prevention Hotline](#): This nonprofit organization has a twenty-four-hour, toll-free confidential suicide prevention hotline.

[VAWnet](#): National online resource on Violence Against Women. A comprehensive and easily accessible online collection of full-text, searchable materials and resources on domestic/intimate partner violence, sexual violence and related issues.

Reporting Suspected Ethical Violations

Report suspected ethical violations here:

<https://secure.ethicspoint.com/domain/media/en/gui/44244/index.html>

PACIFIC School of Religion

BERKELEY, CA

Degree Programs

2019-2020

Stackable Master of Divinity

WELCOME TO THE MASTER OF DIVINITY PROGRAM

Welcome to the Master of Divinity Program (M.Div.) at Pacific School of Religion (PSR). You have entered a professional graduate degree program designed to prepare students from diverse backgrounds for various forms of ministry. We are pleased to offer a very unique path to the M.Div. at PSR, a path that adds value in multiple ways to you and one that was inaugurated at PSR in 2018. It is the first among the ATS schools in North America to provide such an innovative and formative path to the M.Div.

The M.Div. at PSR has three stacks, organized in ascending steps toward the M.Div. Students receive a credential at the end of each academic year. This 1-2-3 stackable program provides vocational value to each year of your education at PSR in order to provide flexibility based on personal or financial circumstances. Your study will be rigorous and reflective while being one of the nation's most innovative and creative paths to the M.Div.

At the end of your first year of study in the program, you will be awarded a Certificate of Spirituality and Social Change (CSSC). In the first year, the focus of the foundational courses for the CSSC provides a cohort experience in the foundational and required courses, while emphasizing ongoing personal change and transformation. At the end of the second year, you will complete the Master of Arts in Social Transformation. The second year's courses are oriented towards theological and practical formation, equipping students to think critically about socio-political dynamics to reflect constructively on the role played by religion and theological traditions in movements for social change. In the third year, you will complete the final requirements for a Master of Divinity with the possibility of two concentrations—Chaplaincy **OR** Congregational Ministry.

PSR also offers the Certificate of Sexuality and Religion, which can be accomplished as a concurrent certificate program in the three years of the M.Div. This certificate is also the concentration thus it is received alongside the M.DIV. In this curriculum stack you earn the MAST in the second year and the MDIV and CSR in the third year. You can only do one or the other of these certificates.

This curriculum is designed for a full-time student taking 12-15 units each semester. Part-time students will need to pay close attention to the sequence of courses so that they take them in the order that is required. Your advisor and the Assistant Dean and Registrar will be of invaluable support here.

In all three years, students will have exposure to immersive learning opportunities as well as take courses at other schools in the GTU. It is important to bear in mind that the design of the Stackable Curriculum has a deeply formative aspect. Since the path to completion is more structured and clearer, there are no befuddling choices that could throw you off track. Further, the program introduces you to the logic of “stacking,” which implicitly means that even as the M.Div. is a terminal professional degree, it invites you to continue your education into the future.

As a degree accredited by the Association of Theological Schools (ATS), PSR’s M.Div. includes instruction in Biblical Studies, Christian history, theology, and ethics; instruction in the social contexts in which religious communities exist; education to develop ministerial skills and critical frameworks for effective leadership in religious communities or communities that may not be religious, but are open to ancient wisdom traditions; and intentional efforts to form students to mature in the qualities and capacities needed for religious leadership. Religious leadership is service—to God and God’s creatures, unlike many forms of secular leadership. The faculty at PSR has made a special commitment to graduate theological education emphasizing critical interdisciplinary thinking, contextuality, partnership in learning with faith communities, the Graduate Theological Union (GTU), and formation for leadership in multiple settings including and beyond the church and academy. Students who complete this degree successfully will be able to:

Articulate an understanding of texts and traditions, apply them to particular situations, and critically engage with those texts and traditions

Theologically ground ministerial and vocational arts, including preaching, worship leadership, pastoral care, and community organizing.

Communicate the theological and/or philosophical and/or aesthetic traditions of one’s own religious community or communities.

Engage in creating new theological discourses.

Articulate the relationship of a theological and/or religious text to its context of origin and use and understand a spectrum of approaches for interpreting sacred texts today.

Recognize all knowledge as contextual

Articulate the importance and significance of the various factors that shape one's own context.

Demonstrate an awareness of another's context, especially across differences with respect to race, sexuality, gender, ethnicity, class, culture, nationality and religious affiliation, etc.

Imagine how to translate across and among various contexts.

Avoid inappropriate boundary crossing and misappropriation.

Articulate the connection between spiritual practice(s) and the development of a leadership style

Demonstrate personal integrity and character based on spiritual values.

Practice a spirituality that engages the wider society.

Develop a spiritual-rootedness to sustain world-changing work.

Effectively link spirituality and leadership in a community of accountability.

Engage life and work with cultural humility and respect for cross cultural differences.

Form effective partnerships with various organizations and individuals

Work effectively with people of different backgrounds, cultures and experiences.

Incorporate insights from non-academic contexts.

Integrate the various intellectual disciplines, fields, topics, and themes of theological education in the practices of ministry and public leadership in a variety of contexts

Articulate a theologically grounded position on social justice issues.

Organize community efforts toward achieving social change.

Develop a definition of social transformation in critical, constructive, theological, and historical modes.

Cultivate best practices for personal growth, service and financial health

Develop sustaining habits of resilience and flexibility to adapt to changing circumstances

Be open to being formed for the needs of others

Acquire knowledge of and learn habits and practices of living within one's means while meeting personal financial responsibility

What is Our View of the M.Div. Student?

First, the M.Div. student is a graduate student no longer considered to be engaged in "general education." While you are expected to seek academic guidance and advice throughout your program, the faculty and administration make presumptions of your maturity, of intellectual and vocational motivation, of basic study skills, and of self-discipline that are not generally made of undergraduate students. You will be treated as an adult, capable of making your own decisions, while participating in a community with straitened resources. A key feature of our education at PSR is precisely to help you develop personal, intellectual, spiritual and psychological tools to be a creative and life-giving leader-in-service in similar contexts. It is important to keep in mind that PSR's missional identity to prepare theologically and spiritually rooted leaders for the well-being of all, is the rationale for our educational programs.

Second, the M.Div. student is a professional degree student. Professional theological degree programs include strong elements of community formation, personal spiritual growth, practical ministry instruction, and assessment of professional competence and readiness for ministry that are not characteristic of the academic master's degree. Your personal and professional conduct should always be reflective of a mature spiritual leader whose primary focus is the well-being of all of God's creation.

Third, the M.Div. degree includes field education as an integral and integrative part of theological education. This part of your program provides opportunities to integrate theological and ethical commitments with your practice of ministry. Through field education, you have the opportunities to develop vocational clarity and specific competencies in the work of ministry. For most students, field education is a critical time in their professional development as a religious leader. Field education can bring up latent issues you may have with authority figures and with accountability structures that may challenge you. Acknowledging these issues in your learning community will help hone the skills you will need to navigate similar structures of authority and responsibility in the future.

Finally, you will be responsible for working with advisors, mentors, and peers throughout your program to assess the impact of your education and your own progress through the program. In other words, you are one among several key partners in the process of educational assessment, through which you can assess your own progress through the M.Div., and in addition, PSR can learn whether or not it is adequately preparing

professional religious leaders, and work to make improvements to that end. At all times please keep in mind that while help is available to you, PSR's staff, faculty and administration are working with finite resources of time, money and emotional energy. We are primarily an educational institution and we are answerable to our partners and the wider society that support us in our mission to prepare theologically and spiritually rooted leaders.

M.DIV CONCENTRATIONS

There are three concentrations possible in the Stacked M.Div. curriculum:

- A. Congregational Ministry:** This concentration allows you to acquire the CSSC in the first year, the MAST in the second year and the M.Div. in the third year. You will need to make sure that the concentration courses that you take and the field education experience in the second year is cohesive with your vocational focus. You are expected to use your concentration and elective courses to fulfill any polity requirements. At the end of your second year, near the end of your field education, you will need to organize the middler review, instructions for which can be found among the other required milestones. In the final year, your Senior Seminar is 1.5 credit course that integrates your ministerial goals with the study of theology, religion and spirituality. **NOTE:** Either in the summer of your first or second year, you are required to do a field education experience for social change as a requirement for the MAST.
- B. Chaplaincy:** This concentration allows you to acquire the CSSC in the first year, the MAST in the second year and the M.Div. in the third year. You will need to make sure that your field education experience is cohesive with your vocational focus. You are expected to use your concentration and elective courses to fulfill requirements towards professional chaplaincy credentials. All courses you take must be related to your vocational focus. In the final year, your Senior Seminar is a 1.5 credit course that integrates your skills in chaplaincy service with the study of theology, religion and spirituality. **NOTE:** Either in the summer of your first or second year, you are required to do a field education experience for social change as a requirement for the MAST.
- C. Sexuality and Religion:** The Sexuality and Religion concentration results in students receiving the Certificate of Sexuality and Religion alongside their M.Div. Unlike the other two concentrations, students who elect this stack will receive their MAST in the second year and the M.DIV/CSR in their third. This concentration requires that you take topics in

human sexuality in the Fall of the first year. If you are on the CSR track you will need to choose a field education experience in a community or organization that is related to social justice and sexual equality which can function as the MAST field education as well. If your field education does meet the standards of social change education, you do not need to take the summer social change field education for the MAST. Specific summer courses will be offered for you to fulfill your certificate requirements. Of those offered, you must take 6 credits. CSR students in the final year will take the Senior Seminar for 1.5 credits and write their final paper in relation to their vocational goals.

Changing Concentrations Midway

Since the Stackable Curriculum provides a clear and efficient path towards gaining credentials for your vocational goals, it demands commitment to a path of professional development. If you change your mind midway about your concentration, it may mean taking additional courses, costing you additional time and money.

M.DIV. SPECIFIC ACADEMIC STIPULATIONS

Since the Stackable Curriculum is a feature that is unique to PSR, it is important that you take courses as and when they are offered at PSR. The sequence and design of the stackable curriculum will ensure that your intellectual and financial resources are being utilized for maximum advantage to acquire the credential at the end of the year.

Expected Program Duration

For the M.Div. to be awarded students must complete 81 total credits. As a full-time student in the stackable curriculum, the expected duration of your program is three academic years taking between

12 – 15 credits per semester and includes some Summer and/or Intersession courses. However, students who are part-time, or who are transferring in credits, have as many as 10 years to complete their program from the start of the first course they took either at PSR or as a transfer student.

Lapsed Time Rule

While the M.Div. is a three-year program, you may take up to ten years of part-time study to complete the M.Div. degree including semesters on leave. The beginning of the lapsed time period starts with the first

course work applied to the degree, including transferred courses. There is no extension beyond the stated lapsed time.

Taking Courses within the Graduate Theological Union

PSR is part of the Graduate Theological Union (GTU) – a consortium consisting of 8 member schools, 5 academic centers, and 4 affiliates. Students in any concentration of the stackable curriculum are given multiple opportunities to complete courses within the GTU including specific program requirements, electives and concentration courses. Each academic year an “Alternatives to Basics” list is published that provides students with a list of required courses they may take at member schools. Students are required to have a minimum of 27 credits of course work taught by a PSR faculty member and will not be eligible for graduation unless that requirement has been met.

Transfer Credits

Determined on a case by case basis by the Assistant Dean and Registrar. No more than two thirds of credits may be transferred according to ATS standards, but because of our unique curriculum, far less than two thirds may be transferred, depending on the courses previously taken.

Special Reading Courses (SRC)

AN SRC is a course that a student and a faculty member design for a specific area of interest. AN SRC can only be used for concentration courses and electives. This has to be a course that is not being offered at PSR or in the Consortium but reflects the focus you are developing in your course of study. Once you and the faculty member have identified such an interest, students must fill out a form in the Office of Academic Affairs and procure the signatures of the Dean and the Assistant Dean and Registrar *before* finalizing plans with the faculty member. No more than 9 units of the credits used towards your degree may be filled with an SRC and an SRC can only be used towards elective credits.

Online credits

Currently the Stackable Curriculum is made of mostly in person on the ground classes. Faculty who teach in person on the ground courses may, in some special cases, permit participation through video conferencing. We expect the Stackable Curriculum to migrate to online platforms in the future.

Required GPA

Satisfactory completion of the M.Div. degree requires the completion of the necessary courses with an overall Grade Point Average (GPA) of 3.0 (B) or higher, at each potential exit point in the Stackable Curriculum which are the CSSC, CSR and MAST. Students with a GPA below a 3.0 will not be eligible for graduation.

Incompletes/Extensions in Courses

PSR students taking courses in the Stackable Curriculum with PSR faculty may be granted an extension from the last day of the semester to the day faculty are required to submit their grades – a period of three weeks. This is at the behest of the faculty and students are required to exercise caution and not burden faculty with substantive assignments to grade when they have official deadlines to meet.

An Incomplete may be granted for PSR students taking courses with PSR Faculty. An incomplete is granted only when an unforeseen and *dire* exigency happens and the student petitions to submit an assignment for a course on the first day of the following semester. There will be no exceptions to the date of submission in the case of an approved Incomplete. Such a petition must have signatures from the Dean, Assistant Dean and Registrar and faculty member. Please note: Incompletes are only granted in exceptional cases.

In the event the student does not submit the work by the deadline the final grade posted will be an “IF” and the student will not receive credit for the course.

PSR students taking courses with non-PSR faculty but within the consortium must follow the GTU Incomplete guidelines laid out in the Consortial Registration Policies.

Students are only allowed 5 incompletes for the duration of their program.

Letter Grade vs. Pass/Fail Grade

Letter grades count towards a student's overall GPA whereas a Pass/Fail grading scale does not. Student in the MDiv stackable curriculum may take up to 15 units of their courses as Pass/Fail. All other courses must be taken for a letter grade.

ADDITIONAL PROGRAM REQUIREMENTS

A. Spiritual Formation Plan

What is Spiritual Formation at PSR?

At PSR, you will engage in developing spiritual values and practices while cultivating the connection between them. Spiritual formation involves transforming and grounding the whole person in a spirituality that will shape and sustain your change work in the world. This formation happens both individually and in communities of accountability, both conceptually and practically. While spiritual formation has inward dimensions and work, it is informed by and informs the ways in which you move through and impact the world. Spiritual and cultural humility and respect for cross cultural difference aimed at creating a more just and compassionate world where all can flourish are essential components of formation at PSR. Spiritual formation – cultivating and nourishing spiritual roots, caring for soul and body, and opening yourself to experiences of the Holy in the world around you through deep understanding and sustained practices – is at the heart of your theological education.

Purpose of Spiritual Formation Conversation and Plan Development

Your structured conversation with a PSR campus pastor is designed to assist you in discerning and articulating your intentions for fostering your spiritual formation during your degree program. Based on questions you will receive at the end of the course “Spiritual Formation for Leadership,” this conversation will occur during the second semester of your first year. It will be a time of collaboration where you can work together with a campus pastor to determine what spiritual practices you hope to engage, where you might find resources to accomplish your goals, and how you can be supported and empowered in your formation as a religious/spiritual leader. Your understanding and assessment of these spiritual values and practices will then be incorporated in to your Middler Review.

Components of Spiritual Formation Plan

- Review of questions for structured conversation with initial responses submitted to campus pastor prior to conversation
- Structured Conversation with campus pastor
- Development of Spiritual Formation Plan submitted to advisor via online form

Questions for Structured Conversation

- What spiritual values shape your personal character and how do you foster them?
- What are your vocational goals? What kinds of roles do you imagine playing as a spiritual leader?
- What kind of activities rejuvenate you?
- What do you do when you are feeling stressed or need to take care of yourself?
- In what spiritual practices do you currently engage? How are they sustaining?
- What spiritual practices would you like to cultivate for your personal spiritual growth?
- What spiritual practices would you like to cultivate for your growth as a spiritual leader?
- What needs for spiritual formation do you see for yourself and what kind of resources do they require?
- How do you seek to foster cultural humility as a leader and what are your growing edges in navigating cross-cultural differences?
- As you think about yourself as a spiritual leader, who are your communities of accountability?

Developing your Spiritual Formation Plan

After your conversation and discernment with a campus pastor, you will be asked to articulate your plan for fostering your own Spiritual Formation during your degree program and beyond using the online form. Of course, your plans may shift and change over time as you continue to grow into your calling as a spiritual leader and discover new and different needs and desires. Our hope is that the components of this plan will serve as intentions or markers for your own reflection and critical engagement. To articulate your plan, you will respond to the following questions:

- What spiritual values shape your personal character and how will you foster them, both on campus and off?
- What spiritual practices will you participate in that engage the wider society both on campus and off?
- What spiritual practices will you participate in to sustain your work in the world, both on campus and off?
- What are your communities of accountability and how will you foster a mutually informing relationship with them?
- How will you foster spiritual and cultural humility and respect for cross cultural differences in and through your spiritual formation practices and reflection?

Congregational Ministry Middler Review

The Middler Review is relevant to congregational ministerial preparation and is optional to all other concentrations. This Middler Review meeting —attended by you, your primary advisor, perhaps a second advisor which may be assigned by the Dean's Office, a denominational representative, your field education supervisor, and a peer—is a time of support, assessment, review, and planning. Your primary faculty advisor chairs the meeting. It is your responsibility to plan your Middler Review, to gather and invite your attendees, and to register for your Middler (MDV 4000) in your student portal.

The guidelines for planning and conducting the Middler Review are found in the Milestone section of your program's page. Guidelines for writing the 10-15-page *Middler Theological/Vocational Statement* can also be found in the Appendix. Upon completion of this review, you must complete a [Middler Review Report](#) online in order to enter the program's final year. Congregational Ministry students are expected to complete their Middler Review at or near the end of their second year of full-time student. For part-time students, you should register for it at the same time as your second semester of Field Education. Student who do not complete their middler prior to general registration for the term following the end of their Field Education will not be allowed to move forward in their program.

Senior Integrative Essay

Finally, you will complete a Senior Integrative Essay at the end of the M.Div. program. This essay is developed in the Senior Integrative Seminar (MDV 4500/8400) which is taken in the last semester of M.Div. studies) and should demonstrate the competencies of a person completing the required courses of study in the M.Div., and ready for professional ministry. The Senior Integrative Essay is also a learning experience, and so should involve peer discussion in the Seminar and work with the advisor. It may be possible to write the Essay in a way which makes it appropriate for use as an ordination paper, or similar ecclesial document, or to provide the final preparation for writing such an ecclesial document. Guidelines for the Senior Integrative Essay will be provided by the Seminar instructor. The Essay is due to the instructor by April 30 or earlier of the year in which the student will graduate. All Essays are evaluated against a consistent rubric *Senior Integrative Essay Rubric* and all students receive a letter grade for the essay.

COMMUNITY ENGAGED LEARNING (CEL): FIELD EDUCATION/CPE

During the first year, and to meet the requirements of the CSSC, students will take an Experiential Learning course during Intersession. This is a one – two week immersive/classroom course which will prepare students for upcoming field work.

For purposes of the requirements for MAST, students on Congregational Ministry or Chaplaincy track, must complete 3 units of Social Change field work. This is a specific educational field experience necessary to gain insight needed to work in organizations dedicated to social change. As with all field education, sites must be approved by Community Engaged Learning.

Field education is both an integral and integrative part of theological education. PSR is committed to providing opportunities to integrate theological and ethical commitments with the practice of ministry, supporting the development of vocational clarity and the deepening of faith, and assisting in the development of specific competencies in the work of ministry and Chaplaincy. It is called Community Engaged Learning at PSR precisely because it engages communities like those you may be called to serve. Immersive learning experiences are a critical part of formation through the Stackable Curriculum.

Social Change Field Work

For purposes of the requirements for MAST, students on Congregational Ministry or Chaplaincy track, must complete 3 units of Social Change field work. This is a specific educational field experience necessary to gain insight needed to work in organizations dedicated to social change. As with all Field education, sites must be approved by Community Engaged Learning.

Concurrent Field Education

Field Education is comprised of two 3 credit courses (FE 1005 and FE 1006) taken over two consecutive semesters and spanning nine months. You must find placement at a site approved by CEL and will remain there for 9 months working and learning in that context. The grade for the first semester is contingent on passing the entire course. It is important to note that any break in Field Education will lead to failure and will extend your program.

Students who are on the Chaplaincy track may find a CPE site that spans 4 months. Typically, these sites require 200 hours and, as such, can be done in one semester for 6 units of Field Education. Please work with

the Community Engaged Learning to determine if this is appropriate for you and in which semester of the second year it will be done.

The distinctive characteristics of field education include: an appropriate setting in which students are responsible and accountable for significant work of ministry; competent supervision in the field; disciplined group reflection on the experiences of ministry; reflection and feedback from constituency (laity) groups; and the development of a Learning/Serving Covenant and subsequent written evaluations. These experiences are structured in ways that mirror ministry, chaplaincy and leadership contexts in wider social milieus. It is very important that you understand Field Education and Community Engaged Learning are opportunities to learn how you may serve in the future. Community Engaged Learning provides you with valuable experience to think about service and leadership and you are strongly encouraged to think about it as critical to your formation at PSR.

Students must choose a site that is relevant to their concentration. Students in the Chaplaincy concentration should register for two semesters of Clinical Pastoral Education (CPE) as approved by CEL. Students in the CSR concentration should find a site that specializes in social change as related to gender and sexuality and as approved by CEL.

Applications for Field Education and Clinical Pastoral Education must be completed months in advance. Concurrent placements are generally arranged by April for the following September. It is your responsibility, in consultation with CEL staff and faculty, to arrange an appropriate placement. The range of placements for field education includes prisons, campus ministries, social service agencies, and social justice organizations. CPE students must apply directly to CPE centers and pay tuition directly to ACPE. More information is available in the CEL office. Credit is not given for past experience.

Advanced Field Education

In addition to fulfilling the Field Education requirement, students can use elective credits in special and/or advanced Field Education courses.

THE STACKABLE CURRICULUM

Each concentration in the stackable curriculum has a unique path towards completion. It is imperative that you follow the curriculum outline specific to your concentration. Students may not freely change concentrations as doing so may add additional time and expenses to their program. Any student considering

a change in concentration must meet with the Assistant Dean for Academic Affairs and Registrar to seek approval.

Individual courses used to satisfy requirements within the curriculum will change so its imperative students refer to the published list of Alternatives to Basics made available each academic year. The purpose is to allow students variety within their program and within the GTU.

Alternatives to Basic Requirements

Each year a list of courses is published that identify all the consortia courses being offered that will fulfill a requirement of the stackable curriculum. Students may elect to take either the required course being offered or one of the courses listed. Only courses that are listed on the Alternatives to Basic list will be approved as an adequate replacement.

Concentration Courses

Concentration courses are essential to attaining the knowledge required to pursue your area of focus. While students don't have to take specific concentration courses (except for CSR/M.DIV students) the classes taken to fulfill this requirement must be approved by your advisor for relevancy. Any course not approved by your advisor will be considered electives.

CSR students have six units of summer courses to take as part of their concentration requirement. Of the several that are offered, students are required to take the Sexuality, Theology and Ethics course during any summer it is offered throughout their program prior to graduation.

Electives

While it is generally encouraged for students to also use these towards their area of focus, students may select from any course across the GTU Consortium to fulfill this requirement. Students should plan on taking at least one elective course (3 credits) during either one Summer or Intersession term in one of the years leading up to graduation.

Immersion

The Immersion is a 1.5 credit immersive experience overseen by Community Engaged Learning. Students are required to do one Immersion at some point in their program. Immersions are offered during Intersession and Spring and require application, planning and may incur additional fees. Please make sure you are

aware of upcoming Immersion opportunities so you don't miss one that may be of interest to you or that fits into schedule and budget. For additional information, please visit CEL.

Denominational Requirements

Students seeking ordination may have denominational requirements to fulfill that fall outside the PSR M.Div. course requirements. Specific requirements vary according to denomination, local jurisdiction, and the individual ordination candidate. Be aware of courses you need to take to fulfill these requirements and when they are offered. Usually, PSR regularly offers the United Methodist (UMC) courses over two years and United Church of Christ (UCC) denominational courses over one year.

Every few years or so, PSR also usually offers denominational courses for the Disciples of Christ (DOC) and the Metropolitan Community Church (MCC). However, PSR has also seen through several students of other denominations with resources of the GTU consortium and the various other denominations our sister schools serve. All denominational courses must be taken as a concentration course or an elective in your stackable curriculum.

Stackable Master of Arts in Social Transformation

WELCOME TO THE MASTER OF ARTS IN SOCIAL TRANSFORMATION

Envisioning a world of abundance where all can thrive, and flourish has inspired religious and spiritual leaders for many centuries to build justice-making communities rooted in compassion and generosity. This vision continues to call individuals and communities to the work of social transformation across multiple, overlapping concerns, from fostering economic and racial justice to promoting gender equality and environmental sustainability.

The social and religious complexities of today's globalized world demand careful and sustained analysis for transformation geared toward the common good. Effective strategies for social change will need to rely on an interdisciplinary approach that integrates critical thinking and research with innovative methods for community organizing.

Effective leaders will employ these strategies to catalyze collaboration among non-profit organizations, social innovators, and faith communities for a transformed world of social and economic justice as well as thriving ecosystems where all can flourish.

PSR's Master of Arts degree in Social Transformation (M.A.S.T.) equips students to think critically about socio-political dynamics and reflect constructively on the role played by religion and theological traditions in movements for social change. This academic program combines the tools and methods of social theory and constructive theology for a distinctive blend of spiritual leadership skills in a rapidly changing world.

Each M.A.S.T. student works closely with a faculty advisor and a social innovation field work supervisor to devise a course of study leading to an applied project in social transformation. The program prepares students for a wide range of vocational paths, whether in social justice advocacy, non-profit organizational leadership, community organizing and education, or congregational development.

PSR offers a unique history in progressive religious leadership and a richly diverse location, both geographically and in a multi-faith consortium, for this specialized field of study and preparation.

M.A.S.T. students will draw on PSR's resources to integrate and develop three broad skill sets:

- Methods for social theorizing and ethical analysis;
- Tools for constructive theological reflection and spiritual practice;
- Strategies for collaborative community organizing and network building.

At the end of your first year of study in the program, you will be awarded a Certificate of Spirituality and Social Change (CSSC). In the first year, the focus of the foundational courses for the CSSC provides a cohort experience in the foundational and required courses, while emphasizing ongoing personal change and transformation. At the end of the second year, you will complete the Master of Arts in Social Transformation. The second year's courses are oriented towards theological and practical formation, equipping students to think critically about socio-political dynamics to reflect constructively on the role played by religion and theological traditions in movements for social change.

A successful completion of this degree will prepare students to:

- Engage in cultural and political analysis both theologically and ethically, especially for insights into structural inequality, systemic injustice, and institutionalized oppressions;

- Assess, evaluate, and help to prepare faith communities to engage in collaborative partnerships with programs and organizations devoted to systemic social change for the common good;
- Articulate the unique contributions theological and ethical traditions can make to the work of social changemaking in specific sectors, such as economic justice and development, and ecological sustainability;
- Evaluate and appropriate diverse, interdisciplinary strategies for changemaking drawn from the worlds of social innovation, non-profit organizations, and grass-roots community organizing;
- Build and foster communities marked by cross- cultural humility and devoted to collaborative problem solving for transforming social systems of oppressive power.

What is Our View of the M.A.S.T. Student?

First, the M.A.S.T. student is a graduate student no longer considered to be engaged in “general education.” While you are expected to seek academic guidance and advice throughout your program, the faculty and administration make presumptions of your maturity, of intellectual and vocational motivation, of basic study skills, and of self-discipline that are not generally made of undergraduate students. You will be treated as an adult, capable of making your own decisions, while participating in a community with straitened resources. A key feature of our education at PSR is precisely to help you develop personal, intellectual, spiritual and psychological tools to be a creative and life-giving leader-in-service in similar contexts. It is important to keep in mind that PSR’s missional identity to prepare theologically and spiritually rooted leaders for the well-being of all, is the rationale for our educational programs.

Second, the M.A.S.T. student is a professional degree student. Your personal and professional conduct should, at all times, be reflective of a mature leader whose primary focus is the well-being of all of God’s creation.

Third, the M.A.S.T. degree includes field education as an integral and integrative part of your education. For most students, field education is a critical time in their professional development as a religious leader. Field education can bring up latent issues you may have with authority figures and with accountability structures that may challenge you. Acknowledging these issues in your learning community will help hone the skills you will need to navigate similar structures of authority and responsibility in the future.

Finally, you will be responsible for working with advisors, mentors, and peers throughout your program to assess the impact of your education and your own progress through the program. In other words, you are one among several key partners in the process of educational assessment, through which you can assess your own progress through the M.A.S.T., and in addition, PSR can learn whether or not it is adequately preparing professional spiritual leaders, and work to make improvements to that end. At all times, please keep in mind that while help is available to you, PSR's staff, faculty and administration are working with finite resources of time, money and emotional energy. We are primarily an educational institution and we are answerable to our partners and the wider society that support us in our mission to prepare theologically and spiritually rooted leaders.

M.A.S.T. Specific Program Stipulations:

Since the Stackable Curriculum is a feature that is unique to PSR, it is important that you take courses as and when they are offered at PSR. The sequence and design of the stackable curriculum will ensure that your intellectual and financial resources are being utilized for maximum advantage to acquire the credential at the end of the year.

Expected Program Duration

For the M.A.S.T. to be awarded students must complete 39 total credits. As a full-time student in this curriculum, the expected duration of your program is two academic years taking between 9 – 12 credits per semester apart from the final term. However, students who are part-time, or who are transferring in credits, have as many as 5 years to complete their program.

Lapsed Time Rule

While the M.A.S.T. is a two-year program, you may take up to five years of part-time study to complete the M.A.S.T. degree including semesters on leave. The beginning of the lapsed time period starts with the first course work applied to the degree, including transferred courses. There is no extension beyond the stated lapsed time.

Transfer Credits

Determined on a case by case basis by the Assistant Dean and Registrar. No more than two thirds of credits may be transferred according to ATS standards, but because of our unique curriculum, far less than two thirds may be transferred, depending on the courses previously taken.

Special Reading Courses (SRC)

An SRC is a course that a student and a faculty member design for a specific area of interest. AN SRC can only be used for courses where the curriculum does specify a required course. This has to be a course that is not being offered at PSR or in the Consortium but reflects the focus you are developing in your course of study. Once you and the faculty member have identified such an interest, students must fill out a form in the Office of Academic Affairs and procure the signatures of the Dean and the Assistant Dean and Registrar *before* finalizing plans with the faculty member.

Online credits

Currently the Stackable Curriculum consists mostly of in-person, ground classes. Faculty who teach in person on the ground courses may, in some special cases, permit participation through video conferencing. We expect the Stackable Curriculum to migrate to online platforms in the future.

Required GPA

Satisfactory completion of the M.A.S.T. degree requires an overall Grade Point Average (GPA) of 3.0 (B) or higher for both the CSSC and the MAST. at each potential exit point in the curriculum which are the CSSC and MAST. Students with a GPA below a 3.0 will not be eligible for graduation.

Incompletes/Extensions in Courses

PSR students taking courses with PSR faculty may be granted an extension from the last day of the semester to the day faculty are required to submit their grades – a period of three weeks. The amount of time granted for an extension is at the discretion of the faculty through the end of the three-week period.

An Incomplete may be granted for PSR students taking courses with PSR Faculty. An incomplete is granted only when an unforeseen and *dire* exigency happens and the student petitions to submit an assignment for a course on the first day of the following semester. There will be no exceptions to the date of submission in the case of an approved Incomplete. Such a petition must have signatures from the Dean, Assistant Dean and Registrar and faculty member. Please note: Incompletes are only granted in exceptional cases.

PSR students taking courses with non-PSR faculty but within the consortium must follow the GTU Incomplete guidelines and submit all work no later than 3 weeks from the end of the term.

Letter Grade vs. Pass/Fail Grade

Letter grades count towards a student's overall GPA whereas a Pass/Fail grading scale does not. Student in the M.A.S.T. stackable curriculum may take up to 9 units of their courses as Pass/Fail. All other courses must be taken for a letter grade.

Changing a Program

Students who are in the M.A.S.T. program and wish to continue with the Master of Divinity should be aware that these changes require admissions procedures and adhere to application deadlines for admission.

Students changing to or adding the Common M.A. program apply through the GTU Admissions Office. If you are planning on adding the MA program, please inquire with the GTU no later than your third semester at PSR.

The Common MA program at the GTU cannot be taken concurrently with the M.Div. at PSR. Please consult with the Co-Directors of Admissions for additional information.

M.A.S.T. Curriculum

Students in the M.A.S.T. program have the unique opportunity to be a part of our innovative stackable curriculum. By successfully completing your first year of study, you will be awarded a Certificate of Spirituality and Social Change (CSSC). Successful completion of both years, including the SAIL capstone project, will result in the Master of Arts degree in Social Transformation.

Courses Not Specified in Curriculum Outline

While much of the curriculum is structured, there is some room for electives in the MAST program. Students may take any course within the GTU Consortium to meet requirements in the following subject areas paying attention to whether a course is offered at the introductory or advanced levels:

Introductory Ethics Course

Upper Level Theology Course

Upper Level Ethics Course

Social Change Field Work

FERS 3002 (3.0 credits)

Field work in the M.A.S.T. program provides social-change locations in varying fields (economics, ecology, racial and ethnic justice, among others) in which to test and further hone the academic theorizing of the program's core courses. The courses associated with the field work will provide opportunities to refine the student's skills for engaging in theological/ethical reflection with the tools of social analysis. Social Change Field Work must be completed prior to enrolling in the Social Analysis and Innovative Leadership (SAIL) capstone project.

The Social Analysis and Innovative Leadership (SAIL) Project

MA 4060 (1.5 credits)

The M.A.S.T. program culminates with either a thesis project (involving research, analysis, and constructive proposals) or a summative and integrative portfolio project. In consultation with the field work mentor and faculty advisor, the summative project includes elements such as: a detailed social analysis of the sector in which field work was done; an evaluation of the opportunities and challenges for the work to move forward; constructive theological proposals for the role religious/spiritual leadership plays in that sector; and an evaluation of the student's own vocational path and skills that would contribute to this work.

Stackable Certificate of Spirituality & Social Change

Welcome to the Certificate of Spirituality and Social Change Program

Envisioning a world of abundance where all can thrive, and flourish has inspired spiritual leaders for many centuries to build justice-making communities rooted in compassion and generosity. This vision continues to call individuals and communities to the work of social transformation across multiple, overlapping concerns, from fostering economic and racial justice to promoting gender equality and environmental sustainability.

Today the complex cultural and political landscape in the United States and around the world demands bold approaches and innovative strategies for transformative social action. Profound demographic shifts amid worldwide advances in technology, economic anxieties, and emerging ecological crises – all of these present significant challenges and compelling opportunities for collaboration among non-profit organizations, social innovators, and faith communities for a world transformed by a Gospel vision of abundant life for *all*.

PSR's **Certificate of Spirituality and Social Change** (C.S.S.C.) offers specialized training for the work of social changemaking. Participants come from and prepare for a wide range of socially innovative vocational paths, whether social justice advocacy, community organizing, the visual and performing arts, or congregational leadership. In each of these arenas, effective efforts for *social* change rely on ongoing *personal* change and transformation rooted in a practice of spiritual formation. To that end, the C.S.S.C. program combines these key elements for participants:

- Spiritual formation and theological reflection in a cohort of changemakers;
- Leadership skills for critically constructive social analysis;
- Immersive learning and practice with experienced mentors.

The C.S.S.C. program welcomes those who are already engaged in social change as well as those eager to embark on this vocational path. Participants can complete the certificate as a stand-alone program, add the certificate to the M.Div. or MTS programs, or apply some of the certificate credits to the new PSR Master of Arts degree in Social Transformation (M.A.S.T.) Flexible learning options (online and hybrid courses, summer and January term intensives, weekend workshops and seminars) enable students to earn this degree part-time and with minimal residency requirements while still participating in a vibrant cohort of colleagues.

Courses, seminars, and workshops for the C.S.S.C. are offered by regular and adjunct faculty at Pacific School of Religion and the Graduate Theological Union as well as partner schools and organizations throughout the San Francisco Bay Area. In addition to regularly offered required courses, electives and immersion opportunities are designed and arranged through PSR's Ignite Institute in collaboration with the Office of Community Engaged Learning.

All these offerings are rooted in a praxis/reflection model of education and C.S.S.C. participants are expected to integrate social changemaking into their course work. Opportunities for spiritual formation in community, including retreats, are also available, and C.S.S.C. students are encouraged to adopt a form of communal spiritual practice related to their work during the program.

Students who complete this certificate will be equipped to:

- Participate in and demonstrate an understanding of various spiritual formation practices (such as meditation and contemplative prayer, liturgical worship and table fellowship, sacred dance and

the visual arts, to name just a few), especially as such practices inform and sustain the work of social transformation;

- Articulate the significance of personal transformation for the work of social changemaking (such as: recognizing and addressing one's own collusion with institutional systems of oppressive power; analyzing the multiple social locations one occupies and the varying degrees of privilege they might carry; and acknowledging one's contributions to unjust social and cultural systems and the ongoing need to seek forgiveness, healing, and reconciliation);
- Engage in cultural and political analysis both theologically and ethically, especially for insights into structural inequality, systemic injustice, and institutionalized oppressions;
- Recruit and prepare faith communities to engage in collaborative partnerships with programs and organizations devoted to systemic social change for the common good;
- Evaluate and appropriate diverse strategies for changemaking drawn from the worlds of social innovation, non-profit organizations, and grass-roots community organizing, and identify the active and/or potential role of spiritual practice/formation in those strategies;
- Develop skills for transformative leadership suitable for building coalitions committed to the work of social and economic justice by attending carefully to the issues involving professional boundaries, institutional power, and social ethics.

The C.S.S.C. program is designed to be a full-time one-year program. Alternatively, you may take up to three years part-time to complete the certificate. It is not uncommon for current degree students (those in the Master of Divinity, Master of Theological Studies, Master of Arts in Social Transformation, Doctor of Ministry, or the GTU Master of Arts) to add the C.S.S.C. to their degree coursework as a way to gain competency and specialization in the area of spirituality and social change. Adding the C.S.S.C. to a degree program may or may not require additional semesters of study, depending on the number of elective hours available in that degree program.

C.S.S.C as Part of the Stackable Curriculum

The Certificate for Spirituality and Social Change is designed as a stand-alone certificate, but it is also part of the first-year curriculum for students who are working towards a Master of Arts in Social Transformation (MAST) as well as student in the Master of Divinity (MDiv) program. A student pursuing the C.S.S.C may wish to continue their education beyond the certificate. If so, please refer to the "Adding or Changing a

Program” section of this catalog for additional information. It’s important that all deadlines and requirements are met to be admitted into the MAST or MDiv programs.

C.S.S.C. Specific Course Planning Information

Required courses are as follows:

- Spiritual Formation (3)
- Transformative Leadership (3)
- Contextual Thinking (3)
- Theological Thinking (3)
- Design Thinking for Social Change (1.5)
- Social Transformation in Action (1.5)
- Introduction to Ethics OR Rhetorical Use of Texts (3)
- Elective (3)

This design will allow for students to gain the learning outcomes required of the certificate as well as prepare them for a career in social change.

Expected Program Duration

The C.S.S.C. is designed to enable those who are employed full-time to enter into this course of study. For the C.S.S.C. to be awarded, the equivalent of 21 credits, which usually translates to one full-time year or three part-time academic years, must be completed.

Lapsed Time Rule

While the C.S.S.C. is a one-year program, you may take up to three years total to complete the C.S.S.C. including semesters on leave. The beginning of the lapsed time period starts with the first course work applied to the certificate, including transferred courses.

Taking Courses within the Graduate Theological Union

PSR is part of the Graduate Theological Union (GTU) – a consortium consisting of 8 member schools, academic centers, and 4 affiliates. Students in any concentration of the stackable curriculum are given multiple opportunities to complete courses within the GTU including specific program requirements, electives and concentration courses. Each academic year an “Alternatives to Basics” list is published that provides students with a list of required courses they may take at member schools. Students are required to have a minimum of 7 credits of course work taught by a PSR faculty member and will not be eligible for graduation unless that

requirement has been met.

Transfer Credits

Determined on a case by case basis by the Assistant Dean for Academic Affairs and Registrar. No more than two thirds of credits may be transferred according to ATS standards, but because of our unique curriculum, far less than two thirds may be transferred, depending on the courses previously taken.

Special Reading Courses (SRC)

An SRC is a course that a student and a faculty member design for a specific area of interest. An SRC can only be used for concentration courses and electives. This must be a course that is not being offered at PSR or in the Consortium but reflects the focus you are developing in your course of study. Once you and the faculty member have identified such an interest, students must fill out a form in the Office of Academic Affairs and procure the signatures of the Dean and the Assistant Dean and Registrar *before* finalizing plans with the faculty member. No more than 3 units of the credits used towards your degree may be filled with an SRC and an SRC can only be used towards elective credits.

Online credits

Currently the Stackable Curriculum is made of mostly in person on the ground classes. Faculty who teach in person on the ground courses may, in some special cases, permit participation through video conferencing. We expect the Stackable Curriculum to migrate to online platforms in the future.

Required GPA

Satisfactory completion of the C.S.S.C. requires the completion of the necessary courses with an overall Grade Point Average (GPA) of 3.0 (B) or higher.

Incompletes/Extensions in Courses

PSR students taking courses in the Stackable Curriculum with PSR faculty may be granted an extension from the last day of the semester to the day faculty are required to submit their grades – a period of three weeks. This is at the behest of the faculty and students are required to exercise caution and not burden faculty with substantive assignments to grade when they have official deadlines to meet.

An Incomplete may be granted for PSR students taking courses with PSR Faculty. An incomplete is granted only when an unforeseen and *dire* exigency happens and the student petitions to submit an assignment for a course on the first day of the following semester. There will be no exceptions to the date of

submission in the case of an approved Incomplete. Such a petition must have signatures from the Dean, Assistant Dean for Academic Programs and Registrar and faculty member. Please note: Incompletes are only granted in exceptional cases.

In the event the student does not submit the work by the deadline the final grade posted will be an “IF” and the student will not receive credit for the course.

PSR students taking courses with non-PSR faculty but within the consortium must follow the GTU Incomplete guidelines laid out in the Consortial Registration Policies.

Students are only allowed 3 incompletes for the duration of their program.

Letter Grade vs. Pass/Fail Grade

All courses for the C.S.S.C. may be taken for either pass/fail or letter grade. However, if a student anticipates additional graduate work it is strongly advisable to take academic courses for letter grade and not pass/fail. Most courses for degree programs must be taken for letter grade.

Master of Theological Studies

Welcome to the Master of Theological Studies Program

Welcome to the Master of Theological Studies program. You have entered a graduate degree program designed to provide a generalized yet rigorous course of theological studies without research or thesis requirements. Some of you are pursuing lay or ordained ministries in churches and other faith communities. Others have an interest in the intersection of religion, theology, Christian ethics or spirituality and your current vocation. Still others seek to deepen or broaden your understanding of any number of fields within theological studies in the context of a seminary. Whatever has led you here, we are glad to have you with us and welcome the perspectives and inquiries you bring.

Students who complete the MTS will be able to:

- Demonstrate understanding and knowledge of four basic theological disciplines, i.e., bible, history, theology, and ethics through a critical and contextual appropriation of the Christian tradition.
- Bring these four disciplines into creative and critical interplay
- Demonstrate their ability to use at least two of these theological disciplines in framing a response to a contemporary issue or problem
- Demonstrate competency related to an area of interest.

The MTS program is designed to be a two-year, full-time (up to five years part-time) program offering students a broad yet comprehensive education in theological studies, across a range of disciplines. Building on a core of foundational courses, the program allows you to focus on and gain competency in more areas of interest compatible with the resources of the school. MTS students are encouraged to take full advantage of the Graduate Theological Union's schools, centers, and institutes during their course of study.

MTS-Specific Course Planning Information

Using Your MTS Worksheet

The *MTS Worksheet*, found at the end of this manual and available in front of the Office of the Dean and Registrar, is your planning document. All the course distribution expectations are listed for you to follow. Using this worksheet will ensure that you meet the program's requirements. When consulting with the Assistant Dean for Academic Affairs or your advisor about specific course planning or program review, bring this document with you.

MTS Course Distribution

MTS students are required to complete a minimum of 48 credits. Twelve (12) credits must be taken as foundational courses in designated areas (see below). Each foundational course may not be less than 3.0 credits and must be taken for letter grade. It is recommended that courses in this category be introductory level. Course distribution is as follows.

Foundational Courses (12):

3 credits in Biblical Studies (BS, OT or NT)

3 credits in Historical Studies (HS)

3 credits in Theology (ST), Philosophy [of Religion] (PH), Philosophical Theology (PT)

3 credits in Ethics & Social Theory/Christian Ethics (CE) or Religion & Society (RS)

Area of Interest Courses (24)

Electives (12)

MTS 5020 Synthesis Essay

Total MTS courses (48)

Twenty-four (24) credits must be taken in an Area of Interest defined in consultation with the faculty advisor. The remaining 12 credits are elective credits.

Milestones of the MTS Degree

In addition to the 48 credits specified for the degree, MTS students must also complete a set of milestones, non-course requirements for graduation that are due at specific points of a program:

- **Entrance Report** in the first semester,
- **Final Report** in the last semester, and
- **Synthesis Essay** in the last semester

These milestones are used by the Office of Academic Affairs for assessment of the school's academic programs, and for assessing individual student progress. After a student has left the program and data has been gathered, milestones are retained for a limited time in the Office of Academic Affairs then destroyed.

Your advisor plays an important role in these required "milestones" of the MTS as they must "sign off" on each before they are submitted to the Assistant Dean for Academic Affairs. You are accountable to your advisor for satisfactory completion of these requirements.

Entrance Report

During the first semester of the MTS degree program, you must submit an Entrance Report online detailing and clarifying your learning goals for the program and self-assessment in particular competency areas of relevant to the program goals. The Report is reviewed by your advisor, who may indicate necessary revisions or request a follow up meeting with you based on your submission. The Entrance Report is submitted online

to your advisor and the Assistant Dean for Academic Affairs no later than the end of October for Summer/Fall admits and March for Intersession/Spring admits.

Final Report

During the last semester, you will submit a Final Report online, assessing whether and to what degree the learning goals articulated in the Entrance Report have been accomplished. The Final Report, received by your advisor and the Assistant Dean for Academic Affairs, must be submitted by the end of your final semester.

Synthesis Essay

The MTS Synthesis Essay (10-15 pages) is completed in the final semester of your program, in consultation with your advisor. In this essay, you will identify a problem, issue, or topic related to your Area of Interest. The essay should address this issue by drawing on two of the foundational disciplines studied in the program. Guidelines for this essay are available in the appendix of this manual, in front of the Office of Academic Affairs, and on the MTS web page.

You must register in your last semester for the MTS Synthesis Essay course (MTS-5020). You may choose to take the course for either 0.0 credits or 1.5 credits, depending if you need the elective credits. The course is intended to require your time and attention on your essay in the first half of your final semester. In order to graduate, you must submit your essay to your advisor one month prior to the end of the semester. The essay is graded by your faculty advisor on a Pass/Fail only basis. If the essay is graded as “Fail” you will need to revise it and resubmit it to your advisor for re-grading shortly thereafter. The final version of your MTS Synthesis Essay must then be submitted to the Assistant Dean for Academic Affairs by the last day of the semester.

In some cases, usually related to a change of program or transfer that leads to advanced standing in the program, requirements for one or more milestones may be waived or modified with the approval of the Assistant Dean for Academic Affairs

Guidelines for the MTS Synthesis Essay

The capstone integrative document of the Master of Theological Studies Program at PSR is the MTS Synthesis Essay. The essay is used as a learning tool, to assist you in integrating the various aspects of your theological education prior to graduation, and as an assessment tool, as evidence of the extent to which you have achieved the goals of the degree program, and the extent to which PSR has met the goals it has set out for teaching and learning in the MTS program.

Your Synthesis Essay should in some significant part reflect the goals of the program. In your essay you should be prepared to:

- 1) Engage in theological reflection, analysis, and critical thinking about a contemporary issue related to your Area of Interest.
- 2) Draw upon at least 2 areas of theological study (bible, history, theology, or ethics). You will be integrating and bringing these areas into creative and critical inter-play with one another
- 3) Demonstrate knowledge and competency in your area of interest
- 4) Show evidence of your understanding of the importance of social location by explaining how differing contexts impact one's understanding of the text, issue, or topic under discussion.

While it is not as long as an M.A. thesis, and does not involve the sort of original scholarly research characteristic of an M.A. thesis, the MTS Synthesis Essay is nonetheless a piece of academic writing. While personal reflection may be relevant in situating the source of your interest in the topic, or the contextual factors that shape the way you ask it, the essay is designed to be an academic exercise using the standards of argument and publicly accessible reasoning that characterize a typical research paper. While it should meet the design requirements discussed below, the essay may build on a research paper you have written or are writing for a course in your degree program.

The Synthesis Essay is 10-15 pages long and prepared in consultation with your advisor. In the essay you will identify a problem, issue, or topic related to your Area of Interest. The issue/problem should be described clearly and set in its context (social, religious, etc.). The essay should then address this issue by drawing on two of the foundational disciplines (Biblical Studies, Historical Studies, Theology, and

Ethics) studied in the program. Usually the Area of Interest is quite broad (i.e. Religion and Psychology; Feminism and Religion, Religious Pluralism; Social Justice; Religion and the Arts). The issue, problem, or topic identified in the synthesis essay must necessarily be much narrower than the Area of Interest, so that you may successfully address it within the recommended 10-15 pages.

For example, a student interested in ecological justice might focus the essay on the relationship of eco-feminism to the Christian faith in a way that makes appropriate use of religious and theological resources. Such a student might wish to draw on her exposure to Biblical Studies, exploring biblical themes that support or contribute negatively to an ethic of environmental justice. In this case, the student is demonstrating that she has acquired exegetical, historical-critical, and hermeneutical skills appropriate for someone who has obtained a degree in theological studies. Further, she might draw on her exposure to the discipline of theology, identifying eco-feminist strands in a work or works of Christian feminist theology. In so doing, she is demonstrating both critical theological and contextual reflection skills and also actual theological knowledge of thinkers and texts encountered as part of her theological education.

The above example is only illustrative, as there is considerable freedom in the design and content of the essay; the MTS Synthesis Essay is intended to give you an opportunity to integrate creatively your theological education by bringing this education to bear on a question that has motivated your theological education or engaged you throughout your exploration of your particular area of interest. At the same time, you will be demonstrating newly acquired standard critical skills and knowledge from at least two theological disciplines. You may find it helpful to consult with your advisor and perhaps other faculty members as you prepare your essay.

You must register in your last semester for the MTS Synthesis Essay course, MTS-5020-01. You may choose to take the course for either 0.0 or 1.5 credits. The course is intended to requirement your time and attention for the MTS Synthesis Essay in the first half of your final semester. In order to graduate in May, you must submit your essay to your advisor by April 15th. The essay is graded by your advisor on a Pass/Fail basis. If after you submit your essay to your advisor, the essay needs revisions, you must revise it and resubmit it to your advisor until they approve it by signing the essay. A copy of your final essay signed by your advisor is due to the Assistant Dean by the last day of the semester. Once the Assistant Dean receives this signed copy, your grade for MTS 5020 will be recorded as “Pass”. If the signed copy is not

received by the last day of the semester, the grade will be recorded as “Fail” and PSR will not be able to confer your degree.

Pacific School of Religion

Master of Theological Studies

MTS Synthesis Essay Assessment Rubric

Student Name: _____

Grad Yr.: _____

Area of Interest: _____

Evaluation standards of MTS Synthesis Essay	Further description particular to essay	Excellent	Good	Needs Improvement	Unacceptable
Issue/problem is identified and described clearly related to area of interest	Issue/Problem:				
Issue/problem is addressed by drawing on at least two theological disciplines:	Discipline 1: _____				
	Discipline 2: _____				
Integration of these disciplines into creative and critical inter-play with one other		i	ii	iii	iv
Demonstrates critical theological reflection skills; ability to think and analyze theologically		v	vi	vii	viii
Demonstrates contextual reflection skills		ix	x	xi	xii
Particularized competency in an area of interest/discipline		xiii	xiv	xv	xvi

Certificate of Sexuality and Religion: Stand Alone Certificate

Welcome to the Certificate in Sexuality and Religion Program

Welcome to the Certificate in Sexuality and Religion (C.S.R.) program. At a time when religion plays a prominent role in contemporary debates regarding sexuality, gender identity, and sexual orientation affecting the lives and status of minority sexual communities, like gay men, lesbians, transgendered, bisexual and queer-identified persons, a study at the intersection of religion and sexuality can inform leaders in faith communities, advocacy groups, and legislative bodies. Whether you are a religious professional, employed in a secular field that addresses issues of sexuality, or an LGBTQIA+ activist, the C.S.R., as a professional development certificate program, will enable you to speak with authority and expertise on the issues of religion and sexuality, both within faith traditions and in the broader society.

The C.S.R. program is designed to be a two year, less-than-full-time course of study, although you may take up to four years to complete the certificate. It is not uncommon for current degree students (those in the Master of Divinity, Master of Theological Studies, Doctor of Ministry, or the GTU Master of Arts) to add C.S.R. to their degree coursework as a way to gain competency and specialization in the area of sexuality and religion. Adding the C.S.R. may or may not require additional semesters of study, depending upon the number of elective hours available.

C.S.R. Specific Course Planning Information

Identifying C.S.R. courses

Each year, the list of C.S.R. courses is published on the PSR website at <http://www.psr.edu/csr>. As courses change, get cancelled or added, this list may change, so be sure to check it before registering. Additionally, you may find this same listing as well as some helpful information about the Center for Lesbian and Gay Studies on the CLGS website at www.clgs.org. You are assigned an advisor at the start

of your program. If you are enrolled in the C.S.R. concurrently with a degree program, your advisor will not be the Director of the C.S.R. program, but they may still be an important resource for you.

Using Your C.S.R. Worksheet

The *C.S.R. Worksheet* is your planning document. All course requirements are listed for you to follow. Using this document will help ensure that you meet the program's requirements. Review this document with the Assistant Dean for Academic Affairs or advisor each time you select courses as part of registration. As you can see, there are 21 credits. These credits are distributed amongst required courses (9 credits), Guided Elective/Areas of Concentration (9 credits) and Final Project (3 credits).

C.S.R. Course Distribution

C.S.R. students are required to complete a minimum of 21 credits. Nine of these credits **must** be taken as core credits in specific areas of study designated below.

Core Credits (9 total credits: 3 credit hours in three of the four foundational areas of study):

1. Religious Texts and Sexuality/Sexual Identity
2. Human Sexuality/Gender Identity
3. Theology, Ethics, and Sexual Identity
4. The History of Sexuality/Sexual Orientation Issues and Religion

Each academic year, the C.S.R. advisor/coordinator will indicate the current course offerings which fulfill each foundational area. Each of the 3 courses must be taken for letter grade.

C.S.R. Elective Credits (9 credits)

In addition, you are required to take nine credits in the areas of your choice, based on your career goals and vocational needs. All courses designated for C.S.R. credit is applicable for these nine hours. Other courses not listed as C.S.R. courses may be approved by the C.S.R. advisor/coordinator on a case-by-case basis.

Final Project (3 credits)

The final component of the C.S.R. program is the completion of a project designed by the student with the approval of his or her C.S.R. advisor/coordinator. Students sign up for C.S.R. 3001 when the semester they are completing this project. The general topic of the project is established when you enter the C.S.R. program and is used to direct your course of study throughout the program. The project should include both research and community application components. Students are recommended to consult with at least two C.S.R.-related faculty (either regular or adjunct) concerning their final projects.

PACIFIC SCHOOL OF RELIGION
CERTIFICATE IN SEXUALITY AND RELIGION (CSR) WORKSHEET
(21 credits)

NAME ADVISOR

**CORE CREDITS – 3 credit hours in
at least three of the four
foundational areas of study:**
Foundational Area

A. Religious Texts and
Sexuality/Sexual Identity

Course Number & Credits
Name

Semester& Year

B. Human Sexuality w/ focus on
Sexual Orientation & Gender
Identity

C. Theology, Ethics, and Sexual
Identity

D. History of Sexuality/ Sexual
Orientation Issues & Religion

Certificate of Theological Studies

Welcome to the Certificate of Theological Studies Program

Welcome to the Certificate of Theological Studies program. In our pluralist world many people understand the important relationship between theological study and other vocations. This insight has inspired some of you to spend time in seminary to broaden your understanding of your faith and explore and clarify vocational goals. Some of you are not pursuing lay or ordained ministries in the church, but rather have an interest in the place where theology, Christian ethics or spirituality intersect with your current or desired vocation. Whatever has led you here, we are glad to have you with us and welcome the perspectives and inquiries you bring.

The C.T.S. program is designed to be completed as a one-year full-time on-campus program or a three-year part-time flexible-learning program. It is not uncommon for students entering PSR as C.T.S. students to transfer to the Master of Divinity, Master of Theological Studies, or the GTU Common Master of Arts program. If a C.T.S. student has even a slight interest in one of these programs, it is a good idea to consider taking courses each semester that are required for the master's programs. If a student is admitted to a degree program, credits earned in the C.T.S. program may be applied to that program if they fall within its stipulations.

C.T.S.-Specific Course Planning Information

Using Your C.T.S. Worksheet

The *C.T.S. Worksheet* is your planning document. All the course distribution expectations are listed for you to follow. Using this worksheet will ensure that you meet the program's requirements. When consulting with the Assistant Dean for Academic Affairs or your advisor about specific course planning or program review, bring this document with you.

C.T.S. Course Distribution

C.T.S. students are required to complete a minimum of 24 credits. More than half of these credits (15) **must** be taken in specific distribution areas of study designated below. Courses acceptable in these areas

must be at least 3 credits (1.5 credit courses cannot be used to complete the requirement in these areas) and must be taken for letter grade. These classes may be any course that *begins* with the area designation (e.g., a course that is designated as BSRA may be used for the 3-credit requirement in biblical studies). The other credits are your choice to select from any Area of study. Course distribution is as follows:

Foundational Courses

- 3 credits in Biblical Studies (BS, OT, or NT)
- 3 credits in History (HS)
- 3 credits in Theology or Philosophy (ST or PH)
- 3 credits in Christian Ethics or Religion & Society (CE or RS).
- 3 credits in Practical Theology (FT, SP, HM, LS, PS, ED)

Elective Courses

- 9 credits in Areas of your choice

Proceeding Through the C.T.S. with Flexible Learning

Students who plan to complete their certificate using Flexible Learning options are also held to all regular PSR student policies. Registration in this program assumes these policies are read and understood.

Students who plan to fulfill the C.T.S. this way are assumed also to have proficient working knowledge of computers, email, webcams, and the internet. PSR does not provide basic training for these tools and skills.

PSR's Flexible Learning options include online, hybrid, blended, and intensive courses in combination with all regular course offerings. For a detailed explanation on these terms and options, visit the [Flexible Learning](#) page on the PSR website.

C.T.S. students who plan to fulfill their program requirements with a combination of online/hybrid/blended as well as intensive or regular on-campus courses in the Summer and January Intersession should plan ahead and notify the Registrar and especially the Housing department if temporary housing is needed for the Summer and Intersession intensive weeks.

**PACIFIC SCHOOL OF RELIGION
CERTIFICATE OF THEOLOGICAL STUDIES (CTS) WORKSHEET
(24 credits)**

NAME _____ ADVISOR _____

DISTRIBUTION COURSES

At least 3 credits in each of the following areas for letter grade (Distribution courses may not be less than 3 credits each):

Area	Course No.	Credits	Sem/Yr Taken
BS, OT or NT (Biblical Studies)	_____		
HS (Historical Studies)	_____		
ST or PH (Theological or Philosophical Studies)	_____		
CE or RS (Ethics or Religion & Society)	_____		
FT, SP, HM, LS, PS, or ED (Practical Theology)	_____		

ELECTIVE COURSES

At least 9 additional credits

Course No.	Credits	Sem/Yr Taken

Transfer credits _____ credits from _____

Use asterisk (*) to indicate PSR courses.

PSR Credits (Minimum of 8) _____

Total Credits (Minimum of 24) _____

Last revised July 2011

Stackable Curriculum Map



Color Key	
	CSR/CSSC/MAST/MDIV
	CSR ONLY
	MAST TRACK ONLY
	MDIV TRACK ONLY

YEAR ONE (for 2019/20 only)

FALL	Intercession	SPRING
Spiritual Formation (3)	Social Transformation in Action (1.5) CSR EXCLUDED	Transformative Leadership OR Professors of Practice (3)
Contextual Thinking (3)		Rhetorical Use of Texts (3)
Theological Thinking (3)		Design Thinking for Soc Change (1.5)
<i>Introduction to Christian Ethics (3)</i>	UMC Students: take UMC Polity HSFT 2000 NOT Theological Thinking. UMC Students will do their Immersion during Summer - HSFT 2001 Electives be used to for denominational requirements.	Empathy/Communication/Ritual Design (1) (1) (1)
		Elective (3) CSR Excluded
		CSR Approved Course (3)

MDIV First Year Milestones

- 1. MDIV Entrance Interview
- 2. MDIV Vocational Academic Plan
- 3. Spiritual Formation Plan

SUMMER OPTION 1: Social Change Field Work for MDIV (3)

CSR students need to take 2 CSR approved courses during any Summer

YEAR TWO		
MAST Social Change Field Work (3)	*Immersion (1.5) AND/OR Elective (3.0)	SAIL Capstone (1.5) ^
Who Cares? (3)	MAST Student need 1.5 units of an Elective or Immersion	Igniting Vibrant Ventures OR Professors of Practice Course (3)
<i>Upper Level Theology (3)</i>		Christian History of US Social Movements (3)
<i>Hebrew Bible (3)</i>	↔ No order required	<i>Christian Scriptures (3)</i>
Clinical Pastoral Education (6)	Chaplaincy - only one term needed	Clinical Pastoral Education (6)
Field Education (3)	Cong. Min/CSR - Spans from Sept. to May	Field Education (3)

SUMMER OPTION 2: Social Change Field Work for MDIV (3)

MDIV 2nd Year Milestone

- 4. Middler - to be taken near end of CPE/Field Edu.

YEAR THREE		
<i>Other Faith Tradition (3)</i>	*Immersion (1.5) AND/OR Elective (3.0)	<i>Religion and the Arts (3)</i>
<i>Polity/Practice of Ministry (3)</i>		Elective OR Prof. of Practice Course (3)
Congregational Ministry Track Pastoral Care (1.5) & Preaching (1.5)		Congregational Ministry Track Worship (1.5) & Religious Edu. (1.5)
Chaplaincy Track Pastoral Care (3) & Preaching (1.5)		Chaplaincy Track Worship (1.5)
Sexuality & Religion Track 4.5 units of CSR approved Courses		Sexuality & Religion Track 1.5 units of CSR approved Courses
		MDiv Capstone (1.5)

MDIV 3rd Year Milestone

- 5. MDIV Exit Interview

Notes:

Italicized courses will have course offerings listed in the Alternatives to Basics

**MDIV Students need to take their Social Change Field Work during their 1st (suggested) or 2nd summer

^ MDIV Students can take this during their final semester as well

Certificate of Advanced Professional Studies/Certificated of Special Studies

Welcome to the Certificate of Advanced Professional Studies

Welcome to the Certificate of Advanced Professional Studies (C.A.P.S.) program. The program is especially designed for the ministry professional who desires further training in a specific area. Every ministry setting presents unique challenges and opportunities for which seminary may or may not have prepared you. The C.A.P.S. program allows you to design a course of study that will enhance the skills and knowledge you need to be an effective ministry leader in the 21st century. We are glad you have chosen to further your professional development at Pacific School of Religion!

Welcome to the Certificate of Special Studies Program

Welcome to the United States and to the Certificate of Special Studies (C.S.S.) program. You have entered a program designed specifically for international students. Each of you has brought a unique perspective and unique goals to your course of study at PSR. We will benefit greatly from your presence and your participation. For some of you, this is an initial exploration of theological study which you may be pursuing to deepen your personal life of faith, to explore the possibility of further theological education, or to add a theological background to study or training you are engaged in for another vocation. For others, the C.S.S. program offers an opportunity to contribute to your own program of theological study which you are pursuing in your home country. Whatever it is that brings you to PSR and the C.S.S. program, we are glad to have you with us and wish you well in your studies here.

C.A.P.S. & C.S.S. Specific Course Planning Information

Certificate of Advanced Professional Studies

C.A.P.S. students are free to choose any courses to fulfill the required MINIMUM of 18 credits. A worksheet is available at the end of this manual to help you plan a course of study that best addresses your professional interests and needs.

Certificate of Special Studies

C.S.S. students are free to choose any courses to fulfill the required MINIMUM of 18 credits. A worksheet is available at the end of this manual to help you plan a course of study that best addresses your educational interests and needs.

Students in certificate programs who are considering the possibility of applying to a degree program are strongly encouraged to take at least one 3-credit basic (M.Div.) or foundational (MTS) course or approved alternative each semester for letter grade, as this is required for admission into the degree programs. See “C.A.P.S. & C.S.S. Program Change Information” below.



**PACIFIC SCHOOL OF RELIGION
CERTIFICATE OF SPECIAL STUDIES (C.S.S.) OR
CERTIFICATE OF ADVANCED PROFESSIONAL STUDIES (C.A.P.S.) WORKSHEET
(18 credits)**

NAME _____ ADVISOR _____

AREA OF INTEREST _____

COURSES

Course Number and Name	Credits	Semester & Year
------------------------	---------	-----------------

Use asterisk (*) to indicate PSR courses.

Total PSR Credits (minimum 6) _____

Transfer Credits _____ credits from _____

Total Credits _____

2019-2020

Doctor of Ministry Program

Welcome to the Doctor of Ministry Program

Welcome to the Doctor of Ministry (DMin) program at Pacific School of Religion (PSR).

The PSR DMin provides an opportunity for creative, focused, advanced professional studies in a variety of areas. This program attracts and encourages interaction among a diverse, multicultural and multinational group of students interested in the intersections of religion and progressive social change. The DMin is a professional degree in ministry that in which students will:

- Demonstrate critical, creative and constructive engagement with texts, traditions, social systems, and political structures.
- Apply contextually based approaches to social issues and the development of self-reflective leadership skills that are effective in the student's ministry context. The student can present some evidence of social change in that context.
- Demonstrate partnership with people in other ministry settings; I. e. the knowledge of theological thinkers and schools of thought from contexts other than their own; work done ecumenically, in an inter-faith relationship; work across lines of culture; and/or work in partnership with community organizations to address systemic oppression and work for the common good.
- Communicate a sense of direction for a faith community, using appropriate media.
- Produce and communicate new knowledge about the practice of ministry, focusing on a specific ministry issue.
- Give evidence of a self-reflective and engaged spirituality that can critically engage social location, and personal experience.
- Integrate new understanding and competencies into a theologically coherent analysis of a specific ministry issue

The PSR DMin is organized using a cohort model, where each student joins a cohort of other students who share common interests in particular ministry issues or contexts for ministry. Students in the cohort are required to develop among themselves a means of being in regular conversation with each other between seminar meetings. The cohorts should be in touch with each other at least

four times during the year, by email exchange, video conference, or other means decided upon by the group. During the first year they may share with each other what they learn in their coursework. As time goes on, they will consult with each other on the development and writing of their projects. Each cohort will prepare an annual report of their work together and submit it to the faculty member leading the DMin Continuing Seminar and to the Director of the DMin program. The cohorts are an important part of the program even though no academic credit is assigned to them, they provide a place where students can be in partnership with others in different contexts of ministry; hone their critical and creative skills – particularly their ability to be self-reflective and critical of their own work; sharpen their communication of their findings; support each other in staying on track toward completion of the degree; and support each other spiritually. What students learn from each other is as important as what they learn from professors in classes.

DMin. Specific Course Planning Information

Using Your DMin. Worksheet

The DMin Worksheet is your planning document. All the course distribution expectations are listed for you to follow. Using this worksheet will ensure that you meet the program's requirements. When consulting with your advisor about specific course planning or program review, bring this document with you.

Ministry Focus

On your application for admission to the program you indicated a topic of interest with a definite context of investigation which you propose to pursue in the Doctor of Ministry program. Your advisor has been selected for the resources they bring to your ministry focus. The work you do in the Doctor of Ministry program will enable you to approach your study in a cross-disciplinary or multi-disciplinary fashion. Your course work in your focus area will prepare you to demonstrate your competence in the field of your study through the development of your final Ministry Project.

Choose your courses in the focus area of study in consultation with your advisor, who will help you to determine courses which will provide necessary background, method, or in-depth study of your focus area.

Have plan of study approved by your advisor

You will develop a plan of study during the Beginning DMin Seminar DM 6000. Even before you take the seminar, certainly before your first semester begins (during Early Registration or General Registration), make an appointment to review your plan and course work selections with your advisor. Students completing the program in a distance format are encouraged to email their advisor for videoconference or phone consultations about courses and your current plan of study at least once a semester.

Required Courses

6 units of your required 24 units for the DMin degree are required face to face seminars DM 6000 and DM 6021 described below. 12 units are elective courses. 6 units are earned in a research project (usually completed in one year). You select course work, in consultation with your advisor and your DMin Committee.

DMin Seminar DM 6000

The first required classroom course is the Doctor of Ministry Seminar (DM 6000), offered in intensive format in January Intersession or Summer Session. This seminar is required of all DMin students and is required the first year. The seminar is designed to assist Doctor of Ministry students in developing and focusing their DMin projects in preparation for the start of research. The seminar focuses on research methodologies and project design as well as development of your initial plan of study. This seminar is where peers in the program cultivate collegial conversation about their projects and formulate plans for research in dialogue with shared reading, including the consideration of appropriate methodology. The role of the faculty is to bring input to each student's project focus. Perspectives on various theological disciplines are introduced during the seminar, and students are asked to consider them in their studies and project plans. During the first week of the DMin seminar while the Continuing Seminar is in session, the cohort groups will meet, incorporating the new DMin students into their groups. This DMin Seminar is graded on a letter grade basis.

DMin Annual Continuing Seminar DM 6021

The second required classroom course is the DMin Annual Continuing Seminar (DM 6021). After the first year of the program, students must register for and complete the DMin Annual Continuing

Seminar every Intersession or summer for 1.5 credits for the second and third years, then for 0.0 units each subsequent year until graduation if extended time in the program is needed. This required seminar is facilitated by a faculty member and is designed to maintain peer conversation and development of student projects regularly for every year the student is active in the program. Students will have an opportunity to present on the progress of their project during this seminar to each other. Before the seminar meets each Intersession, each student is required to submit a written Progress Report online to the faculty person leading the seminar. Copies of these reports will remain in the student's academic file with the registrar but will be forwarded to the DMin director for determining recommendations on continuation in the program. In addition, each cohort will submit a written report of its consultations during the year to the Director of the DMin Program. Unless the student is on a leave of absence, if the students fail to attend or register for this course each Intersession, their continuation in the program may be terminated. The different DMin cohorts will have a chance to meet during the continuing seminar and incorporate the new students into their work together. This course is graded on a letter grade basis.

Elective Coursework

The DMin is approved as a distance degree program by the Western Association of Schools and Colleges (WASC), and PSR has approval to offer distance programs through the Association of Theological Schools (ATS). Except for the required DMin Seminar (DM 6000) and DMin Annual Continuing Seminar (DM 6021) which are face-to-face required courses, you may take your remaining courses as distance students. Your elective courses must be taken at an advanced or doctoral level.

Each year, a list of approved GTU consortium courses that are 4000 level and higher will be published on the website. Courses not on this list will not be accepted for the DMin program without the written approval of the DMin Director.

Your 12 units of elective coursework are typically taken as four 3-unit courses which may be taken in any of the following ways:

1. By taking a face-to-face PSR/GTU course

This works well if you live in the Bay Area and can come to campus once a week. Refer to the list of approved 4000 level or above courses for the PSR DMin.

2. By taking a PSR face-to-face course as a distance student attending by video conference PSR professors have agreed to allow PSR DMin students to take any courses we offer by video conference. You are responsible for contacting the professor in advance to plan for video conference participation.

3. By taking an online PSR/GTU course

Look for PSR or GTU online courses – they have 8400 course numbers. Refer to the list of approved 4000 level or above courses for the PSR DMin.

4. By taking a Special Reading Course SRC 9999 with a PSR professor

Most DMin students take at least one special reading course because you are working on specialized questions for which there may not be sufficient interest to offer a class. Contact the professor with whom you would like to work in advance to work out the details and make sure the professor is able to do a special reading course that semester.

5. By taking a course at another accredited school and transferring the credit to your PSR degree. If you take a course at another school as your only course for the semester, remember to register for DM 6005 Under Supervision at PSR to preserve your status as an active PSR student.

PSR DMin students who are enrolled in at least one PSR/GTU course may also enroll in one course per semester at University of California Berkeley, Dominican University, Mills College or Holy Names College. Contact the PSR Registrar for cross-registration information.

PSR DMin students in Hawaii will be able to select from a list of courses at the University of Hawaii, Manoa provided each semester by the DMin Director, for which faculty and deans have pre-approved participation by PSR DMin students. Instructions for enrollment are found on that class list in the appendices below.

There will be other universities near you where you may find a relevant course for your work. Follow that school's protocol for applying for admission to the course as a special student. You can get those instructions from the school's admissions department. Usually they are clearly posted on

the admissions website. It is always a good idea to contact the professor well in advance to make sure it is ok for a non-degree student to take their course.

Other Coursework Information

- Course Instructor - Courses used toward the DMin program must have an instructor of record who possesses, at minimum, a doctoral degree.

- Course Level - PSRS/GTU Course numbers should be at advanced or doctorate level (4000-6999 level; or 8400-8699 level for online courses). Courses below this level will not count toward the degree. If you think a course that has a lower number will fit your program, you must negotiate that with your advisor and the instructor of the course and if approved, submit a Special Reading Course form for an upgrade and register for SRC 8888 01 in lieu of the lower-level course by the end of Late Registration.

- Course Criteria - PSR faculty have agreed upon a set of criteria for courses acceptable for the PSR DMin program. For your reference, this list of criteria is posted at the PSR DMin Criteria for Doctoral Level Work. Note that all elective courses must be taken for letter grade.

- Electives Learning Outcomes form - For Every course you take toward your Electives requirement, you must submit at the beginning of the term, the DMin Electives Course Learning Outcomes form to certify the course you are taking fulfills some of the program learning outcomes and is related/contributes to your project.

- Special Reading Courses
No more than nine of the credits required for your degree may be SRC 9999 (independent study) credits. There is no limit on the number of SRC 8888 (upgraded level) credits you may apply to your program. SRC's must be approved by the Registrar and Dean.

•Distance Student Skills

Attention to differences in time zones must be considered, and students must possess the basic skills on how to participate in videoconferences, using videoconferencing software, and in general how to use a computer, email, and the internet. Distance students without these skills or knowledge are encouraged to take a basic computer/internet course at minimum before participating in the DMin via distance format. PSR's Flexible Learning Web Page <http://www.psr.edu/academics/flexible-learning/> contains tips for distance learning and links to the GTU Library Moodle support desk and PSR's IT support desk. Tutorials about using Moodle and using the GTU Library online catalogue and research data bases are available at <http://moodle.gtu.edu> and <http://gtu.edu/library>.

DMin Thesis

In addition to the two seminars, after completing their four elective courses, students must take the non-classroom course requirement DMin In Thesis (DM 6011) for 3 credits each in the final two semesters of the Doctor of Ministry program for a total of 6 required thesis units. A maximum of 6 thesis credits may be used toward the degree. This stage of the program can follow the completion of course work and approval from the DMin Committee to proceed with project. Students are not permitted to register for DM 6011 until they have filed their “Request to Proceed with Project” form with the Assistant Dean for Academic Affairs. During the DMin program, you typically will be involved in a full-time position of leadership in ministry. You carry out your research project in that ministry setting, examining in critical detail your ministry specialty. Normally this project is completed in the equivalent of one academic year. Each of these 3.0 units courses is charged at the per course rate paid for the first six courses. If you plan to defend and graduate in the Spring Semester, for example, you would register for DM 6011 (3 units) in the Fall Semester and then again in the Spring Semester. Upon graduation, these credits will be given a grade of pass.

DMin Supervision

In the case that you have fulfilled your coursework but do not complete your project in one year or are not yet ready to register for DM 6011, you should register for DM 6005 DMin In Supervision for 0 units and continue to work on your project by registering for Supervision status. Please note that you are expected to work as a student if you are registered in DM 6005, and this course does not take the place of a leave of

absence. DM 6005 is taken for 0.0 units and requires a nominal supervision fee published on the PSR Tuition and Fees page. To maintain your registered status and access to your advisor and library while you are in Supervision, you must be registered for this course each Fall and Spring Semester if you are not on leave or registered for other course work or the final project units.

DMin. Specific Academic Stipulations

Required Number of PSR Credits

In all certificate and degree programs, at least one-third of all credits earned toward the program, including transfer credits from within and outside the GTU, must be earned from PSR courses. In the DMin this totals a MINIMUM of 8 PSR credits. This minimum is satisfied by your DMin 6000 and 6021 seminars as well as your credits for supervision and thesis writing.

Transfer Credits

DMin students only have the option of transferring courses for elective credit. As such, only 12 units of the DMIN program may be transferred in from outside institutions. All transfer credit must be approved by the Registrar.

If you plan on taking a course outside of the GTU Consortium, you will need to speak with your advisor. Upon their approval, you will work with the registrar to ensure the institution you plan to attend is accredited by appropriate accrediting bodies and that the course is a doctoral level course. If you are approved to take this course, you will need to submit a confirmation of registration to the Registrar who will then place you in a generic course in the PSR registration system. When you've completed the course, and a grade has been assigned, you will need to send an official transcript which shows the course information and grade to the Registrar who will then process your transfer credit.

Expected Program Time and Lapsed Time Rule

For the DMin to be awarded, the equivalent of 24 credits must be completed within 6 years, including all semesters on leave, all semesters in which transferred courses apply to the degree, in thesis, or in supervision status. Usually the program is completed in three or four years. Most of

our DMin students are part-time students because they are full-time professionals. Students who are not finished at the end of the sixth year of study may have the option of receiving a Certificate of Advanced Professional Studies, and/or they will be either terminated or withdrawn from the DMin program.

Full-Time/Part-Time

For those DMin students receiving federal financial aid, full-time status is currently defined as 6 units, therefore a student must take at least 3 credits to be half time.

International Student Full-Time Status

For international students, being registered for DM 6011 for 3.0 units or DM 6005 0.0 units is reported as full-time status for Student and Exchange Visitor Information system (SEVIS) reporting purposes only, but international students should register for at least 9.0 units per semester if not in Thesis or Supervision status in order to keep their F-1 status valid.

Required GPA

D. Min. students must have a B (3.0) average to graduate. Additionally, a B- or better is required in all letter graded courses.

Incompletes/Extensions in Courses

No more than 3 incompletes may be taken during your entire program.

Letter Grade vs. Pass/Fail

Students in the D. Min. program are expected to take all courses for letter grades except Thesis (DM 6011), and Supervision (DM 6005). If any other courses are taken for pass/fail, they will not count toward your degree.

DMin. Advising and Committee Information

Advisors

The relationship of student to the advisor is important and is normally initiated by the student. It is your responsibility to ensure that your primary advisor is kept up-to-date on your progress. Your faculty advisor is an excellent resource to you in planning and making your way through your program. The DMin Director is also available for assistance. James Lawrence is the Director of the DMin Program. Your faculty advisor is a faculty member of PSR who is assigned to you during the Admissions process.

All faculty members at PSR hold regular office hours and are available at other times by advance appointment to consult with students. Email is the best way to initiate the conversation with your advisor.—For distance/flexible students faculty members will be willing to meet with you by Zoom, Skype, or schedule a phone conversation.

Your faculty advisor guides and evaluates your progress and chairs your DMin Committee. Your advisor is appointed by the Dean when you are admitted to the program. Advisor appointments are based on the stated focus of study and the availability of faculty. You should consult with your primary advisor about the selection of your other two required committee members.

DMin Committee

Your DMin Committee is made up of your faculty advisor who serves as chairperson, and two other members. The remaining two committee members are selected by you in consultation with your faculty advisor. The second member will normally be a PSR or GTU faculty person whose interests are compatible with your academic interests. The third member of the committee can be either a non-faculty ministry professional or a member of the PSR, GTU, or other area faculties, such as a member of the candidate's home community. Additional relevant members may join any DMin Committee as deemed appropriate and desirable by the student and committee members.

However, there are no institutional funds set aside to pay outside committee members, nor to bring them to campus. If one or more committee members are located away from the Bay Area, they will participate in consultations and the Dissertation Defense by phone or video conference. You form your committee as you prepare your Request to Proceed with Project proposal, but you should be

developing relationships with potential committee members by taking courses from them or by consulting with them as you do your coursework.

Committee members signal their agreement to serve on the committee and their approval of the student's project design and human subject's protocol by signing the [Request to Proceed with Project](#) form.

Your Doctor of Ministry committee directs your progress through the degree program and administers and evaluates your final Ministry Project Defense. In the unlikely event of any disagreement about your work, the committee may request that the Dean assist in adjudicating the situation.

DMin. Project Planning Information

As you complete course work, you will prepare and submit the following two documents to your committee for approval, the [Request to Proceed with Project](#) and the [Human Subjects' Protocol](#) (if you are doing human subjects research). If you have completed course work, you will need to register for DM 6005 Under Supervision while you prepare these documents and get approval from your committee to proceed.

- [“Request to Proceed with Project”](#) form which will include a draft of the proposal of your Ministry Project along with a proposed project title, hypothesis or questions you wish to investigate, descriptions of project, methods of research, and anticipated learning goals of project, projected timeline
- [Human Subjects' Protocol](#) (if applicable) to your primary advisor for approval and in preparation for review by your committee. Most DMin research includes work with human subjects, e.g., interviews, group observation, or using survey questionnaires.

Ethical Considerations:

It is very important to do this work in a way that respects the dignity of the persons involved and protects their anonymity. The very nature of many DMin Projects, which often involves pastors working with their own congregations or seeking personal information from those with whom the

researcher has a direct or indirect relationship, makes this both difficult and imperative. Clergy exercise some authority over their parishioners, which could color the way these human subjects respond. Seeking personal information from others always leaves these informants vulnerable. Maintaining anonymity in a congregation can be difficult because parishioners know each other or sometimes have privileged information about others. Thus, it is critically important for students to study and use PSR's Guidelines for Research Involving Human Subjects, available [online](#), in the appendix to this manual, and in front of the Office of Academic Affairs. Scrupulous attention to these guidelines will shape or limit a DMin Project and the research plan. Permission to start research will not be granted until your Human Subject proposal is approved by your committee. You may not use any information in your thesis that was gathered from human subjects before you submit your protocol.

Occasionally students begin their human subjects' research as part of a class project. If that is the case, you should complete the Human Subjects Protocol, and have it approved by your advisor before you do any of the research for the class project. Give yourself plenty of time to do this so that you can make revisions and gain approval in time to complete the course work on time. After approval by your advisor, the project proposal and human subjects' protocol are sent to your committee for further approval. After reviewing the materials and making any recommended revisions from your committee, if all components of your Request are approved, you may proceed with your Project.

If, in the unlikely event that your Doctor of Ministry committee members have difficulty reaching agreement on the Project at this stage, any member of the committee may request that the Dean appoint an additional reader to assist in the process.

The Request to Proceed with Project form including your Human Subjects' Protocol if it is not already on file, must be signed by all committee members and submitted to the Assistant Dean for Academic Affairs for your academic files which will also be forwarded to the DMin Director. At this point you may register for DM 6011 In Thesis for the next semester or two depending on how you decide to work.

Doctor of Ministry Project

The Doctor of Ministry project is expected to show the competence of the student to fulfill the learning outcomes of the degree which you will find on pages 1 and 2 of this Program Manual.

The project research and writing normally takes one to two years. After enrolling in DM 6011 In Thesis for 6 units, students must continue to enroll each semester for supervision (DM 6005) until the project is successfully defended and completed to the satisfaction of the DMin Committee. This maintains your status as a PSR active student but has a smaller fee attached to it than tuition. While working on their projects, students must also enroll in the Annual Continuation Seminar DM 6021 each year they are active in the program as part of their graduation requirement.

Project Defense

A project defense is required for the DMin. To graduate in May, find out the last day on which you may submit your final revised copy of the dissertation, printed on proper paper and in proper format for the GTU Library (guidelines are available at this link). Schedule your defense enough in advance of this date to give you time to do any revisions your committee might require as a result of the defense and to get the final draft into proper form. Your committee must receive your dissertation at least two weeks before the scheduled defense. It is important to schedule your defense so that you allow enough time afterwards to make final revisions before the final submission. PSR defenses are closed sessions.

Final approval by the student's committee needs to be made by April 15th. This approval should be noted on the Doctor of Ministry Project Defense Certification form. If, however, the project is **not approved** as it stands, you will be required to make revisions or re-write. DMin dissertations are evaluated against a general project evaluation rubric called the [DMin Project/Thesis Assessment Rubric](#). You are wise to clarify your committee members' interpretations of this rubric in the process of writing the dissertation so that you meet their expectations.

The possible outcomes of your project defense are as follows:

- Pass with distinction requires a unanimous vote of the committee

- Pass, no revisions necessary
- Pass with minor revisions: graduation approved pending receipt of revised project.
- Pass with major revisions: graduation not approved but delayed until the next year; student must re-enroll in DM 6005 the next semester and resubmit project, but a new defense is not necessary. If this is completed by the end of the semester, the degree will be awarded the next May.
- Fail* with recommendations: Major Revision and rescheduling of defense in the future or
- Award with Certificate of Advanced Professional Studies (CAPS)
- Fail* terminal: failure of defense with no option to continue in the program

*If the result of the defense is failing, the committee and student should develop a process to, in person, debrief the exam and clarify the reasons for the failure. The process should be developed at the end of the examination period, and the debriefing should occur reasonably soon after the exam. At least two members of the committee should be present for the debriefing.

The student's advisor records the outcome of the defense and submits the results online to the Assistant Dean using the online [Doctor of Ministry Project Defense Certification](#) form.

Final drafts of DMin projects must be typed according to the guideline stipulated in GTU Master's Thesis and Doctoral Dissertation Guidelines. The length of the dissertation is governed primarily by the scope and nature of the study rather than by a pre-set number of pages. In general DMin dissertations are between 150 and 200 pages. More than 200 pages might suggest lack of focus; fewer than 150 might suggest insufficient research, but not necessarily. The student and the advisor should have a conversation about this questions as the student is preparing to write. Guidelines for formatting your paper are available online. Projects will also be published online on the PSR website. Guidelines for this electronic format are found in the DMin Project Electronic Format Submission Guidelines.

All students must have proficiency in English to do graduate level reading and writing for course work. In certain circumstances, when the major faculty advisor is proficient in the student's language, it may be possible for the final DMin Project to be written in that language.

Non-print ministry projects are accepted if the alternative format is:

1. Agreed to by the committee.
2. Supported by sufficient written material to show knowledge of the literature and a rationale for the design.
3. Evaluated by standards appropriate to the medium and related to the areas of ministry being explored. Under certain circumstances consultants may be used to help evaluate the project.

Once you have defined your project and obtained approval from your committee, you are ready to begin research and writing.

Approval of the final form of the project by the student's committee needs to be made by April 15th. Once a project has been approved, The Doctor of Ministry Defense Certification form, signed by all members of the committee, is due on April 15th to the Assistant Dean for Academic Affairs. At this time, if not yet obtained, the student should also obtain original signatures from the committee on each copy of the title page printed on the proper paper with the proper formatting that follows the master's Thesis and Doctoral Dissertation Guidelines. The GTU library will not accept your project for binding if it does not have original signatures on the proper paper with the proper format.

Binding and Publishing DMin Dissertations on the PSR Website

Preparing the Final Draft for the GTU Library

Upon successful defense of your Dissertation and completion of any required revision, you must make one complete set of your project for the GTU Library following the GTU library format guidelines on proper paper. Send it to the PSR Assistant Dean for Academic Affairs by 5:00 PM April 30, with the completed Doctor of Ministry Publishing and Binding form. Your project cannot be accepted for binding without this form. There they will check the formatting and paper

for both sets, and if approved will sign the “Completed Project Approved by Library” field on the form. Make sure that all other information and signatures are complete. If April 30th falls on a weekend, the deadline is 5:00 p.m. on the following Monday in order to be included in the graduation list for the year.

PSR will pay the binding costs for the required GTU Library copy of your project. For additional copies of your project to be sent to you, please order these through the PSR website.

Preparing your Dissertation for publication on the PSR Website

All final projects must also be submitted electronically in a format that may be posted for publication on the PSR website. Upon completion of the defense and any necessary revisions and formatting for the Library, the student should register the copyright of the final version. It is much less expensive for you, the student, to register your copyright than for you to pay a larger fee for us to do it for you. An instructional Power Point presentation is posted on the DMin website showing you how to do this through the U. S. Copyright Office website <https://copyright.gov/registration/>

Once you send us verification that your copyright has been registered, along with an electronic version of your dissertation, we will publish it by posting it on the PSR website. Written material should be submitted as a Word document or PDF. PSR has not yet established a format for publication of documentary films. If your film has been published online elsewhere, we will simply publish the link on our page. If you would like to have the film exclusively available on the PSR Webpage, please consult with the PSR Communications Office regarding formats that would work.

<u>DMin Program FORM</u>	<u>WHO SUBMITS</u>	<u>WHEN FORM IS SUBMITTED/USED</u>
<u>DMin Elective Learning Outcomes in Relation to Program & Thesis/Project form</u>	Student (who entered 2015 and after)	By the end of Late Registration for any term in which electives are taken.
<u>DMin Progress Report form</u>	Student	before every Intersession DM 6021 Annual Continuing Seminar course
<u>DMin Request to Proceed with Project form</u>	Student	submit before registering for your two semesters of DM 6011 and after you have a thorough Project Proposal with Human Subjects approved and committee assembled
<u>Human Subjects Protocol Guidelines</u>	Student	with Permission to Proceed form
<u>DMin Project Project/Thesis Assessment Rubric & Defense Certification form</u>	Advisor	after project/thesis defense (ideally by April 15th)
<u>DMin Publishing and Binding form (needed for binding and publishing)</u>	Student	After the defense has passed and final format and printing of two copies has been made
<u>Physical Format for Thesis or Dissertation for the GTU</u>	not submitted; for mostly student reference only	before printing final two copies of project/thesis after successful defense
<u>DMin Criteria for Doctoral level work</u>	not submitted; for mostly faculty reference only	when faculty are approving SRC-9999 (independent study) or SRC-8888 (upgrades) courses for DMin students
<u>DMin Program Assessment Rubric</u>	Program Director and Faculty	Submitted Annually for use in periodic program review

Appendix i: Graduate Theological Union Common Agreement

Graduate Theological Union

Common Agreement

May 10, 2001

I. PREAMBLE

In expression of their faith in God, love for one another, and hope for the future, the member schools of the Graduate Theological Union (GTU) have joined together in covenant to form a consortium whose fundamental purposes are to:

- Nourish ecumenical and interfaith encounter and dialogue within and beyond the consortium;
- Share educational resources in an ecumenical and interfaith environment, preparing women and men for vocations of ministry and scholarship.

In pursuit of these covenantal purposes, the member schools have established structures of governance and administration to carry out their common commitments to:

- Offer in common graduate academic programs in theological and religious studies, leading to the Ph.D., Th.D., and M.A. degrees;
- Maintain a common library as a resource for all the professional and academic programs of the consortium;
- Enter into relationship with affiliated centers of religious and theological studies and with the University of California at Berkeley;
- Develop other programs and consortial services that will advance the fundamental purposes of the consortium.

The member schools maintain independence as individual schools and acknowledge that interdependence is vital to the well being of each school as well as to their shared purposes and commitments.

Since the founding of the Graduate Theological Union in 1962, the Schools' agreements with one another and with the GTU Board of Trustees have been expressed in action and in word by the lived reality of common work and by written agreements that give formal

expression to this covenant. From time to time written agreements have been updated to reflect changes in practice or to formalize patterns that have emerged.¹ This document gives fresh expression to our covenant with one another. After adoption by the boards of each member school and the Graduate Theological Union, by our signatures we reaffirm the covenant that joins the member schools together, and state in writing the basic structures and practices that we agree to follow in pursuing our covenantal purposes and common commitments.

II. MISSION OF THE GRADUATE THEOLOGICAL UNION

The perduring mission of the Graduate Theological Union is to carry out the covenantal purposes and common commitments described in the Preamble. From time to time, the boards of the Graduate Theological Union and the member schools may concur in a fuller expression of this mission to fit contemporary contexts.² These fuller mission statements are always to be interpreted in light of our covenantal purposes and common commitments as stated in the Preamble.

III. ORGANIZATION AND GOVERNANCE

Organization

The Graduate Theological Union is a complex organization. It is made up of member schools, an administrative structure for carrying out specified common commitments of the consortium, and a series of relationships with a number of affiliated centers and the University of California at Berkeley. The Union, which encompasses all these aspects, finds its unity in the participants' common understanding of and adherence to the perduring mission of the Graduate Theological Union.

In the consortium, member schools share their resources for professional ministry education as well as for the academic programs in the graduate school operated by the consortium. The Graduate Theological Union has substantial, living relationships with churches and faith communities through the formal ties and informal relations of the member schools.

The consortium has created an administrative structure that enables it to achieve some of its functions as a *common enterprise*, which has a corporate existence for carrying out legal responsibilities with external parties. It is the principal though not exclusive means through

¹ The guiding documents and written agreements of historic importance include: *Articles of Incorporation of Graduate Theological Union* (1962); *Common Library Agreement* (1971, last amended 1986); *Goals and Structures* (1975); *Structures and Responsibilities* (1988); *Restated Articles of the Incorporation* (1988); *Bylaws* (1963, amended through 1992); *Policies for Affiliation and Affiliate Agreements* (1992); and the *Mission Statement* (1995).

² Examples are the GTU mission statements, issued in 1975, 1986, and 1995, respectively, and attached in the appendix.

which the consortium carries out its commitments to a common library and graduate academic programs.³ It is also responsible for a variety of common educational programs that enhance the mission of the consortium,⁴ for common registration, and for other consorial administrative services.

Through this *common enterprise* structure, a number of affiliated centers and the University of California at Berkeley participate in the consortium, adding richness and depth to the educational environment.

Governance

The governance of the consortium is shared by two sets of consorial bodies: one headed by the Council of Presidents, the other headed by the GTU Board of Trustees.⁵

On certain issues specified herein, both bodies have joint and co-equal responsibility, needing to act integrally together to achieve their purposes. But for purposes of more efficient operation, on some matters the GTU Board of Trustees has primary responsibility, initiating action and making decisions in consultation with the Council of Presidents, which continues to have important but secondary responsibility in these matters. On other matters, the Council of Presidents has primary responsibility, initiating action and making decisions in consultation with the GTU Board of Trustees, which continues to have important but secondary responsibility in these matters.

In the practice of shared governance, consultation is necessary on all issues of importance to the consortium, especially those that could substantially affect the consortium's common mission or that of the member schools. Consultation means that the primary or lead governance body must bring a proposal to the secondary governance body with enough information to be reasonably informed in a timely fashion, asking for input and taking that input into consideration before final action is decided upon by the primary governance body. On some more important issues specifically identified in this document, or mutually agreed in the future, in addition to consultation there must also be concurrence by both governmental bodies. Concurrence means that after consultation, there must be a deliberative vote (by majority or supermajority vote, or by consensus, as specified) whereby both governance bodies, at the appropriate level, approve a proposed course of action. In the event such positive joint approval is not forthcoming, the proposal should not go forward and further discussion is called for.

Primary Responsibility of the GTU Board of Trustees

The GTU Board of Trustees has primary responsibility for the following:

³ Currently these include the GTU Ph.D., Th.D. and common M.A. programs.

⁴ E.g., the current program units, GTU lecture series, and faculty development programs.

⁵ The Council of Presidents is composed of the Presidents of the member schools and the President of the Graduate Theological Union.

- The continued maintenance and development of common graduate academic programs in theological and religious studies leading to the Ph.D., Th.D., and common M.A. degrees;
- The continued maintenance and enhancement of the Flora Lamson Hewlett Library, the common library, as a resource for all the professional and academic programs of the consortium;
- The continued maintenance and development of relationships with affiliated centers of religious and theological studies and with the University of California at Berkeley;
- The continued maintenance and development of other programs and consortial services which advance the fundamental purposes of the consortium and which have been agreed with the Council of Presidents.⁶

In exercising its shared, primary, or secondary responsibilities, the GTU Board of Trustees often works through such other consortial bodies as the GTU Board standing or ad-hoc committees, the Core Doctoral Faculty, and representatives from its affiliated institutions. These consortial bodies are under the general supervision of the GTU Board of Trustees. Unless otherwise specified in the Common Agreement, the GTU Board of Trustees may delegate authority in specific areas of its responsibility to one or more of these consortial bodies, to the GTU President, or to senior staff.

Primary Responsibility of the Council of Presidents

The Council of Presidents has primary responsibility for those matters not otherwise specifically allocated to the primary responsibility of the GTU Board of Trustees or to the joint responsibilities of the GTU Board of Trustees and Council of Presidents.

In exercising its shared, primary, or secondary responsibilities, the Council of Presidents often works through other consortial bodies such as: the Council of Deans, the Consortial Faculty, and less formal groupings of officers of the member schools and, in consultation with the GTU president, of the GTU administration in areas such as business, development, student services, etc.⁷ These consortial bodies or groupings are under the general supervision of the Council of Presidents. Unless otherwise specified in the Common Agreement, the Council of Presidents may delegate authority in specific areas of its responsibility to one or more of these consortial bodies. In some matters of greater moment, as below, the member school Boards of Trustees retain authority.

⁶ Currently the following are the major consortial services entrusted to the primary responsibility of the GTU Board as common enterprise functions: the bookstore, the common registrar's office, the doctoral and common master of arts programs, the common library.

⁷ The Council of Deans is composed of the Academic Deans of the member schools and the GTU Dean. The Consortial Faculty includes member school faculty, GTU rostered faculty, and program unit faculty.

Shared Responsibility

The GTU Board of Trustees and the Boards of the member schools have shared responsibility for the following matters:

- Amending this Common Agreement. For the procedures for amending this Common Agreement, see Part IX: Ratification, Amendment and Additional Agreements;
- Adding or removing new member schools or affiliates. For those procedures, see Part VIII, Membership;
- Oversight of additional agreements, dealing with more specific and changeable matters, which may be developed in keeping with the principles of this fundamental Common Agreement. For procedures by which additional agreements can be developed and approved, see Part IX: Ratification, Amendment, and Additional Agreements.

IV. STRATEGIC PLANNING

Strategic planning for the consortium is a function jointly of the Council of Presidents and the GTU Board of Trustees. The GTU President, the Chair of the GTU Board, the Convener of the Council of Presidents, the GTU Dean, and the Convener of the Council of Deans shall serve as the Strategic Planning Steering Committee. Together, these five individuals determine the planning needs of the consortium, establish the agenda for the Strategic Planning Steering Committee, and in consultation with the Council of Presidents and the GTU Board of Trustees, appoint such additional persons as are needed from time to time for specific planning efforts.⁸

V. ADMINISTRATION OF THE GRADUATE THEOLOGICAL UNION

Executive Officers

The administration of the GTU is carried out by the GTU President and by an executive staff that reports to the President. This administration works closely with the various GTU consultative bodies organized under both the GTU Board and the Council of Presidents to achieve the common enterprise functions of the consortium in a manner consistent with achieving the common commitments of the consortium.

⁸ The Strategic Planning Steering Committee and the process described above supersede the Consortial Council, the Planning Council, and the Consortial Planning Committee and their respective subcommittees.

The GTU executive officers consist of an academic Dean and such other executive officers as the GTU Board shall authorize.⁹ All executive officers report directly to the GTU President.

GTU President

The President of the Graduate Theological Union provides visionary, executive, and programmatic leadership to carry out the covenantal purposes and common commitments of the consortium. The President oversees the development and maintenance of the common graduate academic programs and the common library. S/he monitors existing relationships with affiliated centers and program units and with the University of California at Berkeley, and is responsible for exploring proposals for new affiliations. The President initiates proposals for the development of other programs and consortial services to advance the fundamental purposes of the consortium. The President leads the consortium in nourishing ecumenical and interfaith encounter and dialogue within and beyond the consortium. The President challenges the consortium to share educational resources in an ecumenical and interfaith environment.

The President is the chief executive officer of those matters for which the GTU Board of Trustees is primarily responsible (i.e., the common graduate academic programs, the common library, and relationships with affiliated centers and the University of California at Berkeley) and as such reports to the GTU Board. The President is also the chief executive officer of those tasks entrusted to the GTU administration by the Council of Presidents and accepted by the President on behalf of the GTU administration. The President is accountable to the Council of Presidents for the performance of the tasks accepted.¹⁰

The GTU President is appointed by the GTU Board with the concurrence of the Council of Presidents, and may be removed by the GTU Board with the concurrence of the Council of Presidents. The President is a member of the Council of Presidents and of the GTU Board.

GTU Dean

The Dean is the chief academic officer of the common educational program of the GTU. With the concurrence of the Core Doctoral Faculty and after consultation with the Council of Deans and the Council of Presidents, the President appoints the Dean with the approval of the Board of Trustees. The Dean administers the graduate programs (Ph.D., Th.D., and Common M.A.) of the Graduate Theological union and oversees and promotes joint degree programs with the University of California at Berkeley. S/he presides over the Core Doctoral Faculty and Doctoral Council. The Dean promotes consortial academic

⁹ Currently these also include executive officers for the library, financial affairs, and institutional advancement.

¹⁰ Examples of such matters include the Lilly technology program and common financial aid services.

planning and cooperation in service of the highest academic values, respect for religious traditions, and commitment to cultural diversity. The Dean works closely with the academic deans of the member schools to initiate common policies and to strengthen and enrich educational programs across the consortium. S/he administers consortial academic services. In the Council of Deans, s/he facilitates coordination of the academic and professional theological programs of the member schools. The Dean promotes the integration of the affiliates, centers, and program units within the GTU.

Other Administrative Personnel

All executive officers are appointed by the GTU President after consultation with the GTU Board and the Council of Presidents, and may be removed by the President after similar consultation. All other administrative personnel of the GTU are hired by and may be removed by the GTU President. They report to the GTU executive officer responsible for their area of work.

VI. ACADEMIC COOPERATION

Faculty Resources

As a part of their contribution to the consortium, the member schools agree to make available their respective faculty members for maintaining the GTU common graduate programs through course offerings, mentoring of students, membership on comprehensive exam and dissertations committees, and membership in the Core Doctoral Faculty and its committees.¹¹ The member schools also agree to honor any consortial protocols for faculty recruitment, employment, development, and deployment that the member schools and the GTU Board may require.¹²

Core Doctoral Faculty

The Core Doctoral Faculty are members of the Consortial Faculty appointed by the GTU Board of Trustees upon the recommendation of the GTU Dean and with the concurrence of their own member school Dean.¹³

¹¹ The amount of time and responsibilities which member school faculty are allotted as Core Doctoral Faculty is governed by consortial agreement; currently there is agreement that member school faculty on the Core Doctoral Faculty are to devote one-fourth of their time to their consortial responsibilities.

¹² See document, *Faculty Resources and Their Development* (1999).

¹³ Consortial faculty hiring protocols specify the ways in which such consultation about hiring is carried out.

Rostered Faculty

GTU Rostered Faculty are faculty members holding appointments with the consortium as a whole, and not as faculty of any member school. GTU Rostered Faculty are also eligible for appointment to the Core Doctoral Faculty. They are appointed with tenure or on tenure track by the GTU President upon the recommendation of the GTU Dean, after consultation with the Council of Presidents, and with the concurrence of the GTU Board. All promotions or grants of tenure for GTU Rostered Faculty require the prior approval of the GTU Board.

Adjunct and Visiting Faculty

GTU Adjunct Faculty or Visiting Faculty are appointed for a limited term or purpose. For a specific course or courses of a period of one year or less, such faculty are appointed by the GTU President upon recommendation of the GTU Dean. If an appointment is to last longer than one year, it is made by the GTU President, upon recommendation of the GTU Dean, after consultation with the Council of Presidents and the concurrence of the GTU Board.

Degree Programs

The Graduate Theological Union offers a variety of common graduate academic programs in theological and religious studies, leading to the Ph.D., Th.D., and M.A. degrees. The Graduate Theological Union also offers joint graduate doctoral degree programs with the University of California at Berkeley.¹⁴ The member schools offer academic and professional degrees such as the master of divinity (M.Div.), master of theological studies (M.T.S.), and doctor of ministry (D.Min.) programs.

The academic policies and standards for the graduate doctoral degree programs are established by the Core Doctoral Faculty and approved by the GTU Board. The GTU Dean, in consultation with the Core Doctoral Faculty and with the Council of Deans, is responsible for developing, implementing, and coordinating these doctoral degree programs. Together the Core Doctoral Faculty, the GTU Dean, and the Council of Deans constitute the means of shared faculty governance of the doctoral programs of the Graduate Theological Union.

The GTU Dean and the Council of Deans bear equal responsibility for developing, implementing, and coordinating the common M.A. program. The Council of Deans, in active consultation with the GTU Dean, is responsible for coordinating M.Div. and other degree programs of the member schools. The GTU Board of Trustees, upon recommendation of the GTU President and the GTU Dean, confers the Graduate Theological Union graduate academic degrees.¹⁵

Common Registration

¹⁴ Currently these include Ph.D. programs in Jewish Studies and in Near Eastern Religions.

¹⁵ The Common M.A. must also be approved by member schools.

The member schools commit themselves to honoring, without additional charge, the cross-registration of member institution students in courses offered by the member schools. The GTU President is charged with the administration of the cross-registration function. The GTU President is responsible to the Council of Presidents for ensuring efficient and timely administration of cross-registration for member institution students.

Academic Cooperation Between Member Schools.

The Consortial bodies headed by the Council of Presidents have primary responsibility for coordinating academic cooperation between any two or more member schools,¹⁶ and less than all nine of the schools. The Council of Presidents will regularly inform the GTU Board about academic cooperation between member schools.

Relationships with the University of California, Berkeley

The consortium, through the *common enterprise*, has established and continues to maintain a number of cooperative relationships with the University of California, Berkeley.¹⁷ The GTU President and the GTU Dean, in consultation with the relevant Consortial bodies, are responsible for managing and enhancing these cooperative relationships.

Flora Lamson Hewlett Library

The Flora Lamson Hewlett Library, the common library of the consortium, symbolizes the collaborative enterprise of the consortium. It exists as a central, historic embodiment of the consortium's will to affect its mission of educational excellence. The Library's mission is to develop and maintain resources of superior quality for teaching, learning, and research in the disciplines of religion and theology for both professional and academic degree programs.

The Flora Lamson Hewlett Library, its physical plant and the general library collections, are the property of the GTU. The GTU Board is primarily responsible for all aspects of the library's operations, and for ensuring that the Library serves the educational needs of the member schools, the affiliates, and the mission and programs of the consortium. A portion of the annual library budget is funded through allocations from the member schools and affiliates.

The GTU Trustee Library Committee serves the Board and the consortium in establishing goals and policies for the Library. In order to ensure adequate consultation with and representation from interested stakeholders in the consortium, the Committee may be as large as the Board deems necessary. In addition, to accommodate broad representation when needed, the Committee may establish appropriate subcommittees.

¹⁶ Current examples include a cooperative D.Min. program, and joint programs among the Catholic schools of the consortium.

¹⁷ Currently these include joint doctoral programs, reciprocal library borrowing privileges, mutual collection development, and UC faculty participation on Graduate Theological Union doctoral comprehensives and dissertation committees.

The GTU Librarian is responsible for administering the library goals and policies. In cooperation with the GTU Dean and the Council of Deans, the Librarian establishes effective means of communication between the library and the constituent schools, affiliates and program units. With these constituents, the Librarian facilitates discussion about both the design of quality academic programs and the matter of securing educational and technological resources necessary for their maintenance. The Librarian serves as the public spokesperson for the library. S/he provides leadership in building on and extending the patterns of cooperation with the University of California, Berkeley, and others, and promotes special library funding and public relations endeavors.

The Librarian's administration is supervised by the GTU President. The Librarian consults as necessary with the GTU Dean on curricular and academic concerns.

VII. FINANCE

Member School Assessment and GTU Budget

The overall budget of the *common enterprise* is the responsibility of the GTU Board. The member schools participate in the formulation of that budget through representation on the GTU Board and GTU Board committees. Once the budget has been proposed, the GTU President recommends to the Council of Presidents an overall assessment package for the member schools. The assessment package includes the library assessment, the general budgetary support assessment and other specific assessments agreed at various times by the Council of Presidents. The Council of Presidents reviews the assessment package in the context of the overall budget, and approves the assessment package by a three-quarters majority. The GTU Board then approves the entire budget.

The library assessment is shared among the member schools in accordance with an allocation formula. This formula is revised from time to time and, after consultation with any affected affiliate, must be approved by the Council of Presidents and the GTU Board.

VIII. MEMBERSHIP

Admission of New Member Schools or Affiliates or of those seeking Library Privileges

Each institution seeking member school or affiliate status, or seeking library privileges, must demonstrate the following criteria in its application:

- a. That it is an institution established for purposes congenial with and complementary to the perduring mission of the GTU;
- b. If a degree granting institution, that the purpose and reasons for its application include detailed information regarding its academic offerings, degree programs, and accreditation;

<https://www.gtu.edu/schools-and-centers>

The Graduate Theological Union, created in 1962, is a consortium of interdependent theological schools, centers, and affiliates committed to collaboration with one another in order to offer a stronger graduate degree program than any single institution could offer alone.

The GTU confers the academic degrees of Master of Arts and Doctor of Philosophy. Each of the eight member schools offers other degrees such as the Master of Divinity, Master of Theological Studies, and Doctor of Ministry. The GTU also provides opportunities not available in a single school setting through a variety of centers, institutes, and programs. This unique multi-religious partnership creates a learning environment that is rich in academic and cultural diversity.

Students enrolled at the GTU or any of its member schools have the opportunity to choose from among more than 700 courses offered across the consortium each year. With 8 member schools, 5 academic centers, and 4 affiliates, the GTU is one of the largest theological consortiums in the world.

- Our Schools and Centers

- Member Schools

- [American Baptist Seminary of the West \(ABSW\)](#)
- [Church Divinity School of the Pacific \(CDSP\)](#)
- [Dominican School of Philosophy and Theology \(DSPT\)](#)
- [Jesuit School of Theology of Santa Clara University \(JST-SCU\)](#)
- [Pacific Lutheran Theological Seminary of California Lutheran University \(PLTS\)](#)
- [Pacific School of Religion \(PSR\)](#)
- [San Francisco Theological Seminary \(SFTS\)](#)
- [Starr King School for the Ministry \(SKSM\)](#)

- Academic Centers

- [The Center for Islamic Studies \(CIS\)](#)
- [The Richard S. Dinner Center for Jewish Studies \(CJS\)](#)
- [Center for the Arts & Religion \(CARE\)](#)
- [The Mira and Ajay Shingal Center for Dharma Studies \(CDS\)](#)
- [The Center for Theology and Natural Science \(CTNS\)](#)

- Affiliate Programs

- [Center for Swedenborgian Studies \(CSS\)](#)
- [Institute of Buddhist Studies \(IBS\)](#)

- o New College Berkeley (NCB)
- o The Patriarch Athenagoras Orthodox Institute (PAOI)
- **Certificate Programs**
 - o Asia Project
 - o Women's Studies in Religion
 - o Black Church/Africana Religious Studies

Appendix ii: EXTENDED ACADEMIC AND ADMINISTRATIVE CALENDAR

PSR 2019-2020

SUMMER 2019 (June 3 - June 28, 2019)			
MONTH	DATE	Date	DETAILS
May-June	27	(M)	Memorial Day Holiday: GTU Academic & Administrative Offices/Library Closed 5/25-26
June	3	(M)	PSR Berkeley Summer Session 2019 begins - registration for PSR Summer Session ongoing until first day of class
June	28	(F)	PSR Berkeley Summer Session Ends
July	4	(T)	Independence Day Holiday: Academic & Administrative Holiday, GTU Library Closed
July	22-26	(M-F)	DMin Seminar in Honolulu, HI
August	1	(Th)	Deadline for Faculty to submit Fall 2019 Syllabi to PSR's Office of Academic Affairs
August	2	(T)	Registration Deadline for August Biblical Hebrew and Greek Language Exams
August	21	(W)	UC Berkeley (UCB) Fall Semester 2019 begins
August	?	(W)	PSR Staff Retreat
August	19 - 30	(M-F)	<u>General Registration for Fall 2019</u>
August	20	(T)	Biblical Hebrew exam 9:00 am - 12:00 pm, Le Conte building exam rooms
August	21	(W)	Biblical Greek exam 9:00 am - 12:00 pm, Le Conte building exam rooms
August	22	(Th)	GTU Common MA Student Orientation, Dinner Board Room (from 8:30 am - 4:00 pm)
August	28	(W)	UCB Fall Semester 2019 Instruction begins
August	26-29	(M-Th)	Fall 2019 New Student Orientation [with Immersion Event on? (4:00 - 7:00 pm)]
August	28	(W)	Welcome BBQ for all entering student in all programs across consortium, 5:00 pm - 7:00 pm, Off-campus
August	?	(Th)	All-Day Faculty Retreat and Half-Day Faculty Business Meeting (Easton Hall)
August	30	(F)	Deadline for Leave of Absence requests
August	30	(F)	Intent to Graduate Forms for Fall 2019 Graduates Due (MA's to GTU Dean's Office)

SUMMER 2019 (June 3 - June 28, 2019)			
MONTH	DATE	DAY	DETAILS
August	30	(F)	<u>End of General Registration</u>
August	31	(Sa)	Late Registration for Fall Semester 2019 begins
FALL 2019 (September 3 - December 13, 2019)			
MONTH	DATE	DAY	DETAILS
September	2	(M)	Labor Day observed: Academic & Administrative Holiday, Library Closed
September	3	(T)	Instruction begins for Fall Semester 2019
			PSR Opening Worship
September	6	(F)	Deadline to submit UCB Cross-Registration petition to Registrar, 12:00 noon
September	11	(W)	Reception for GTU MA and Doctoral students & GTU Faculty, 3:30 pm - 5:30 pm, Dinner Board Room
September	13	(F)	<u>End of Fall 2019 late registration and/or approval of Leave of Absence</u>
			Deadline for registered students to make changes of enrollment
			End of Add/Drop/Change period; Check your course schedule in SONIS and course enrollments in Moodle
			<u>Deadline for submission of Special Reading Course forms for Fall 2019</u>
			<u>Deadline for incoming Summer/Fall students to submit Statement of Understanding to Academic Affairs</u>
			Deadline for GTU Common MA to successfully defend thesis or complete MABL examination WITHOUT paying
			ALL Tuition and Fees DUE for Fall 2019 or Payment Plans confirmed
September	16	(M)	Constitution Day Events
September	20	(F)	<u>Deadline to drop courses with full tuition refund</u>
September	24	(T)	Fall Semester 2019 Stickers Due on Library Cards for UCB Library and student discount privileges
October	1	(T)	Deadline for GTU Common MA to file completed and approved copies of theses or Certification of Oral
October	1	(T)	<u>Deadline for Priority Admissions to PSR for Spring 2020</u>
			<u>Priority Deadline for GTU Common M.A. Applications for Spring 2020</u>
			Deadline for Add/Change Programs for Spring 2020
October	11	(F)	<u>Deadline for Faculty to submit 2020-2021 Course Scheduling Forms to PSR Dean</u>
			Deadline to drop courses with half tuition refund through "Change in Enrollment" form OR email PSR Registrar
October	21-25	(M-F)	Reading Week - no classes; Administrative Offices open
October	28-29	(M-T)	PSR Fall Board of Trustees Meeting

FALL 2019 (September 3 - December 13, 2019)			
MONTH	DATE	DAY	DETAILS
October	31	(Th)	<u>Deadline for Summer/Fall 1st year MDiv students to submit MDiv Entrance Interview to Assistant Dean</u>
			Deadline for Fall 2019 entering MTS students to submit Entrance Report to Assistant Dean
			Deadline for new students (INT, SP, SU, FA 19 cohorts) to complete online Sexual Harassment and Sexual
			Violence Training.
November	4	(M)	2020-2021 Course Scheduling Forms due to Consortial Registrar's Office by 5pm
November	4-8	(M-F)	<u>Early Registration for Intercession 2020 & Spring Semester 2020</u>
November	8	(F)	Deadline to Drop a Course with a "W" or to Change grading scheme to Pass/Fail
			<u>SPRING 2020 INTENT TO GRADUATE FORMS DUE</u>
November	23 - 26	(Sa-T)	AAR-SBL Annual Meeting in San Diego
November	27	(W)	<i>Thanksgiving Day Holiday: GTU Academic and Administrative Offices/Library Closed at 2:00 p.m. on Wednesday</i>
November	28 - 29	(Th-F)	<i>Thanksgiving: Academic and Administrative holiday / Library closed</i>
December	6	(F)	UCB Fall Semester 2019 Formal Classes Ends
December	1	(S)	Deadline for Faculty to submit Intercession 2020 Syllabi to PSR's Office of Academic Affairs
December	?	(F)	PSR Community Lessons & Carols/Winterfeast Celebration (tentative-TBA)
December	13	(F)	Fall Semester 2019 ends
			<u>Deadline for students to submit Petition for Incomplete for Fall 2019</u>
			Deadline to register for January Biblical Hebrew and Greek Language Exams
Dec.20 - Jan. 1		(F-W)	<i>Christmas to New Year's Day Holiday Break: GTU Academic, Library, and Administrative Offices Closed</i>
Dec.23 -Jan. 1		(M-W)	<i>PSR Christmas to New Year's Day Holiday Break: Administrative Offices Closed</i>
INTERSESSION 2020 (January 6 - January 31, 2020)			
MONTH	DATE	DAY	DETAILS
January	3	(F)	Deadline for instructors to submit grades for Fall 2019
			Deadline for students to submit Incomplete make-up work to instructors for Fall 2019
January	6	(M)	Intercession 2020 begins
			<u>Intercession Registration Open Until First Day of Class for Intercession Courses</u>
January	7	(T)	DMin Student Orientation
January	8	(W)	Biblical Hebrew Exam, 9:00 am - 12:00 pm, LeConte building
January	9	(Th)	Biblical Greek Exam, 9:00 am - 12:00 pm, LeConte building

INTERSESSION 2020 (January 6 - January 31, 2020)			
MONTH	DATE	DAY	DETAILS
January	10	(F)	Deadline for Faculty to submit Spring 2019 Syllabi to PSR's Office of Academic Affairs
January	20	(M)	<i>Dr. Martin L. King, Jr. Day: Academic & Administrative Holiday, Library Closed</i>
Jan. 20-31		(M-F)	<u>General Registration for Spring Semester 2019</u>
January	21	(T)	UCB Spring 2020 Instruction begins
January	24	(F)	Deadline to Submit Grades for Removal of Incompletes from Fall 2018 Semester
January	28-29	(M-T)	Spring 2019 New Student Orientation
January	31	(F)	Interession 2020 ends
January	31	(F)	<u>End of General Registration</u>
			Deadline for Leave of Absence requests
February	1-14	(Sa-F)	Spring 2019: Late Registration Period begins
SPRING 2020 (February 3 - May 22, 2020)			
MONTH	DATE	DAY	DETAILS
February	1	(T)	Deadline for Priority Admission to PSR for Fall 2020
			Deadline for GTU Common MA Applications for Fall 2020
			Deadline for 2020-2021 Priority Financial Aid Application (incoming students)
February	3	(M)	Instruction for Spring Semester 2020 Begins
February	7	(F)	Deadline to submit UCB Cross-Registration petition to registrar, 12:00 pm
February	10-11	(M-T)	PSR Winter Board of Trustees Meeting
February	14	(F)	<u>End of Spring 2019 late registration and/or approval of Leave of Absence</u>
			End of Online Add/Drop/Change period; Check your course schedule in SONIS
			Deadline for submission of Special Reading Course forms for Spring 2020
			<u>Deadline for incoming Int./Spring students to submit Statement of Understanding to Academic Affairs</u>
			Deadline for 2020-2021 Financial Aid Application for continuing students
			Spring 2020 Stickers Due on Library Cards
February	17	(M)	<i>President's Day: GTU Academic and Administrative Offices/Library Closed</i>
February	21	(F)	Deadline for students to submit Incomplete make-up work to instructors for Interession 2020
February	21	(F)	Deadline for instructors to submit grades for Interession 2020
February	21	(F)	Deadline to Drop a course with Full Tuition Refund

SPRING 2020 (February 3 - May 22, 2020)			
MONTH	DATE	DAY	DETAILS
March	1	(Th)	Deadline for GTU Common MA Applications for Fall 2019
March	2	(F)	Course Schedule: Forms from Deans with Final Corrections and Changes to 2019-2020 Course Schedule
			due in the Consortial Registrar's Office by 5:00 p.m.
March	6	(F)	Deadline to drop courses with half tuition refund through "Change in Enrollment" form
March	13	(F)	Intercession, 2020: Deadline to Submit Grades for Removal of Incompletes from Intercession Courses
March	18	(W)	Course Schedule: 2020-2021 Course Schedule Available on the Web and in PDF format
March	23-27	(M-F)	Spring Recess - No Classes, GTU Library Open, 8:30 am - 5:00 pm (M-F)
March	27	(F)	Deadline for MDiv 1st year Intercession/Spring admits to turn in MDiv Entrance Interview to Assistant Dean
March	27	(F)	Deadline for Intercession/Spring entering MTS students to submit Entrance Report to Assistant Dean
April	1	(W)	Deadline for Add/Change Programs for Fall 2020
April	1	(W)	Deadline for graduating D.Min. students to submit project to committee
April	3	(F)	<u>Deadline for MDivs requiring Middlers to submit Summary Sheet to Assistant Dean; Schedule Middler date</u>
			<u>with roomreservations@psr.edu AND committee</u>
April	6	(M)	Alternatives to Basics for 2020-2021 available online only
			<u>Deadline for graduating MTS students to submit MTS Synthesis Essay to advisor</u>
			Deadline for graduating D.Min. students to defend project
April	6-17	(M-F)	<u>Fall 2020: Early Registration</u>
April	10	(F)	Good Friday: Academic & Administrative Holiday, Library Closed
April	11-12	(Sa-Su)	Holy Saturday and Easter Sunday
April	17	F	Deadline to Drop a Course with a "W" or to Change grading scheme to Pass/Fail
April	17	F	Fall 2020: End of Early Registration
April	26	(Su)	Deadline to file Thesis by 5:00 p.m. for DMin Candidates
May	1	(F)	Deadline for Faculty to submit Summer 2019 Syllabi to PSR's Office of Academic Affairs
May	1	(F)	UCB: Spring, 2020 Last Day of Instruction
May	7	(Th)	GTU Commencement at 4pm; Reception for Graduates and Coordinators (for PSR MA's & PhD's also), 5:00-7:00 pm, TBD
May	11-12	(M-T)	PSR Spring Board of Trustees Meeting

SPRING 2020 (February 3 - May 22, 2020)			
MONTH	DATE	DAY	DETAILS
May	22	(F)	Spring 2020: semester ends at PSR
			Spring 2020: Deadline to Submit Petition for Incompletes from Spring 2020 Courses
			<u>Deadline for 1st year MDiv students to submit MDiv Vocational Academic Plan AND</u>
			<u>Spiritual Formation Plan to Assistant Dean</u>
			<u>Report and to (if not yet submitted) Middler packet with Middler Theological Statement to Assistant Dean</u>
			<u>Deadline for graduating MDiv students to submit Exit Interview to Assistant Dean</u>
May	24	(Su)	<u>PSR COMMENCEMENT</u>
May	25	(M)	<i>Memorial Day Holiday: PSR Academic and Administrative Offices/Library Closed</i>
June	12	(F)	Spring 2020: Deadline to Make up an Incomplete for Spring 2020 Courses
June	12	(F)	Spring 2020: Deadline to Submit Grades
July	3	(F)	Spring 2019: Deadline to Submit Grades for Removal of Incompletes from Spring 2019 Courses
July	3	(F)	<i>Independence Day Holiday: PSR Academic and Administrative Offices/GTU Library Closed [July 4 is Saturday]</i>
July	4	(Sat)	<i>Independence Day</i>

Appendix iv: PSR 2019-2020 Class Schedule

Course Number	Course Name	Semester	Credits	Campus	Instructor	Times
DM-6021	DMIN ANNUAL CONTINUING SEMINAR	Summer 2019-2020	1.5	PSR-Hawaii	Lawrence, James	(07/22/2019-07/26/2019) MON 9:00am-1:00pm, TUE 9:00am-1:00pm, WED 9:00am-1:00pm, THU 9:00am-1:00pm, FRI 9:00am-1:00pm
FE-1014	Summer Internship	Summer 2019-2020	3	PSR	St. Onge, Patricia	TBD
FE-2000	CLINICAL PASTORAL EDUCATION	Summer 2019-2020	6	PSR	St. Onge, Patricia	TBD
FERS-3002	MAST SOCIAL CHANGE FIELD WORK	Summer 2019-2020	3	PSR	St. Onge, Patricia	TBD
HS-3577	HOMOSEXUALITY & CHRISTIAN TRADITION	Summer 2019-2020	3	PSR	Schlager, Bernard	(06/03/2019 - 06/14/2019) MON 8:30am-12:30pm, TUE 8:30am-12:30pm, WED 8:30am-12:30pm, THU 8:30am-12:30pm, FRI 8:30am-12:30pm
STRS-2562	QUEER/CHRISTIAN THEOLOGY	Summer 2019-2020	3	PSR	Johnson, Jay	(06/17/2019 - 06/28/2019) MON 8:30am-12:30pm, TUE 8:30am-12:30pm, WED 8:30am-12:30pm, THU 8:30am-12:30pm, FRI 8:30am-12:30pm
CE-8147	INTRO TO CHRISTIAN ETHICS	Fall 2019-2020	3	PSR	Miller, Randall	Online
CSR-2001	CSR FINAL PROJECT	Fall 2019-2020	0-3	PSR	Schlager, Bernard	N/A
DM-6005	DMIN UNDER SUPERVISION	Fall 2019-2020	0	PSR	Faculty	N/A
DM-6011	DMIN IN THESIS	Fall 2019-2020	6	PSR	Faculty	N/A

Course Number	Course Name	Semester	Credits	Campus	Instructor	Times
FE-1003	SPECIAL FIELD STUDY MINISTRY I	Fall 2019-2020	3	PSR	Del Rosario	TBD
FE-1005	CONCURRENT FIELD STUDY I	Fall 2019-2020	3	PSR	Del Rosario	Wednesday 9:10 am- 12:00 pm
FE-1011	INTERNSHIP I	Fall 2019-2020	3	PSR	Del Rosario	TBD
FE-2000	CLINICAL PASTORAL EDUCATION	Fall 2019-2020	6	PSR	Del Rosario	TBD
FE-2210	ADV FIEL ED I	Fall 2019-2020	3	PSR	Del Rosario	Wednesday 1:30pm -3:00pm
FERS-3000	SOC CHG FIELD/IMMERS ELECTIVE	Fall 2019-2020	3	PSR	Del Rosario, St. Onge	TBD
FERS-3002	MAST SOCIAL CHANGE FIELD WORK	Fall 2019-2020	3	PSR	Del Rosario, Johnson	N/A
FT-2923	ORGNZTNL LEADRSHP CH & COMMNTY	Fall 2019-2020	3	PSR	Blake, Dorsey	Thursday 2:10pm - 5:00pm
HR-1630	METHODS IN STUDY OF BUDDHISM	Fall 2019-2020	3	PSR	Payne, Richard	Wednesday 9:40am- 12:30pm
HSR-3801	CHRISTIAN FOUNDATION OF U.S. SOCIAL MOVEMENTS	Fall 2019-2020	3	PSR	Schlager, Bernard	Tuesday 6:10pm- 9:00pm

Appendix v: Course Descriptions

Course Number	Course Name	Credits	Course Description
BS-1200	RHETORICAL USE OF TEXTS	3	This course will introduce students to methodologies of interpretation of sacred texts. Focus will be placed on various texts of the Hebrew Bible and New Testament but will include comparative texts from other sacred traditions (ancient Near Eastern, Mediterranean, and Hindu). Methods explored may include literary criticism, text criticism, and source criticism, material cultural approaches, arts and religion approaches, postcolonial, and critical race/ethnicity methods. Assignments will include several reflection papers. Assessment will be based on those papers and class participation and class presentations. This course is available for 1.5-3 units.
BS-3900	MARGINS, SPEAK	3	This course is a seminar on global hermeneutics and the Bible. We will concentrate on the study and critique of specific interpretations of the New Testament coming from marginalized communities that have at one time or another felt disenfranchised, powerless, and voiceless. Such communities take it upon themselves to resist the dominant interpretations and in doing so they begin to create a space in which their voices can be heard and empowered. Special attention will be given to critical approaches, issues of identity, colonialism and resistance, and the ideological spectrum between the margins and the center. In so doing, this course serves the stated program goal of helping students attend to "the continuing importance and practice of interpretation of texts and their communities in history and culture." During the semester, we will read and study biblical texts using different perspectives within a postmodern ideological framework. Under this postmodern lens, all interpretations of the biblical text -- whether historical, theological, literary or of any other kind; and whether presented by the instructor or the students -- are partial and non-universal readings. All real readers, flesh-and-blood readers like us, read subjectively and partially.
BSRS-4040	RACE/ ETHNICITY IN THE BIBLICAL WORLD	3	This course will explore the representations of race/ethnicity in the Hebrew Bible/Old Testament, New Testament, and the ancient cultures that influenced and produced the texts. Since this is a relatively new field of study in the ancient world, students will be doing original research and working together to develop paradigms for understanding the concepts in the Bible as understood through critical race and ethnicity theories. Grades will be based on active class participation in this seminar course, oral presentation(s), and a research paper.
CE-8109	INTRODUCTION TO CHRISTIAN ETHICS	3	This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an "issues" or "rules" -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the "art" of moral reflection and discernment, and provide ethical leadership and guidance to others.

Course Number	Course Name	Credits	Course Description
CE-8130	RELIGION, VIOLENCE, AND PEACE	3	From a global interdisciplinary perspective, we consider theories of religious violence and the nature of religiously inflected conflicts. We will address theological ethics, theories and practices of peacebuilding that claim to bring about a just, decolonial peace. The course will consider ethical responses to war (pacifism, just war, just peace, humanitarian intervention), and normative regimes and peace movements that respond to violence. This hybrid course also includes three US Institute of Peace short online modules and four face to face sessions.
CE-8147	INTRO TO CHRISTIAN ETHICS	3	MORAL DECISION MAKING IN A POSTMODERN WORLD Leading churches, social advocacy groups, and nonprofit organizations through processes of moral discernment and decision-making has never been quite so challenging. Over the past half-century churches have been pushed from their once privileged place at the very center of social and public life to the very margins. In addition, ongoing church scandals and what some view as unwarranted intrusions into the political arena have further eroded the moral authority traditionally accorded to churches, clergy, and other religiously identified leaders and fostered a profound skepticism and even hostility towards organized religion. This entry level course takes seriously the challenges and opportunities for doing Christian Ethics in a Postmodern context. Rather than an "issues" or "rules" -based approach, the class will focus on the key concepts, tools, and skills that students will need to clarify their own beliefs and perspectives, understand the "art" of moral reflection and discernment, and provide ethical leadership and guidance to others. Intended audience: MAST, MDiv, MTS students. ONLINE Sept 3 - December 13, 2019.
CSR-3001	CSR FINAL PROJECT	3	The final component of the CSR program, the CSR Final Project is designed by the student with the approval of their CSR advisor/coordinator. Students sign up for CSR 3001 when the semester they are completing this project. The general topic of the project is established when you enter the CSR program and is used to direct your course of study throughout the program. The project should include both research and community application components. Students are recommended to consult with at least two CSR-related faculty (either regular or adjunct) concerning their final projects. [Faculty Consent required]
DM-6000	D.MIN. SEMINAR	3	This seminar is designed to assist PSR Doctor of Ministry students focus their projects and create a plan of study for the first year in the program before their "Request to Proceed with Project" form is submitted. The course will introduce several research methods, contextual and interdisciplinary modes of inquiry, and consider multi-cultural, multi-generational and socio-economic environments of ministry today. This is a seminar/discussion course and students will be evaluated on a preliminary essay, class participation, a bibliography and a plan of study. The seminar will run for four hours, Monday-Friday for two weeks. Pass/Fail only.
DM-6005	UNDER SUPERVISION	0	PSR DMin students use this course number for registering during terms when they are not registering for coursework. This course indicates continuation in the program and carries a fee per semester. (This number is also used during a term while the student is engaged in coursework away from PSR.) Pass/Fail only.

Course Number	Course Name	Credits	Course Description
DM-6011	D.MIN. IN THESIS	6	PSR DMin Students who have completed their Request to Proceed with Project process should register for this class until they finish and defend their work if they have already completed their 6 units of DMIN in Thesis. Course may be taken for 3-6 units.
DM-6021	DMIN ANNUAL CONTINUING SEMINAR	1.5	The annual 1.5 unit Continuing Seminar of the Doctor of Ministry program at Pacific School of Religion is integral to the cohort design of the program and is organized around the principle of collegial professional support for shaping your thesis project. The 1.5 units are satisfied with reading learning colleague progress reports prior to the beginning of class and in-class participation. As with the beginning seminar DM 6000, class presentations and peer consultations comprise the primary strategy for academic and professional development of your thesis project. As part of the cohort pedagogy, students in the Continuing Seminar will share classroom space and discussion for part of every day with colleagues in the Beginning Seminar, and meet as a separate seminar for part of every day. Before the week begins, post on the Moodle course site a 10-page minimum Progress Report Paper that includes the five elements cited in the assessment rubric. You will present your current work and thinking on your project during one of the class day sessions and be expected to engage actively in the feedback portion of learning colleagues' presentations.
DM-6021	DMIN ANNUAL CONTINUING SEMINAR	1.5	This seminar is required for PSR DMin students each year after the DM-5000 & DM-5001 series or DM-6012 are completed. This seminar is designed to maintain peer conversation and development of student projects regularly for every year the student is active in the program. Students will have an opportunity to present on the progress of their project during this seminar to each other among different cohorts. Before the seminar meets each Intersession, each student is required to submit a written Progress Report to the faculty person leading the seminar. DMin students should register for 1.5 credits the first two years this course is taken and 0.0 units for all subsequent years. Class meets from 9:00am to 1:00pm, Monday-Friday for one week. [Auditors excluded]
ED-3230	RELIGIOUS EDUCATION AND CRITICAL PEDAGOGY: A CHRISTIAN APPROACH	3	RELIGIOUS EDUCATION AND CRITICAL PEDAGOGY: A CHRISTIAN APPROACH What is religious education? How have we done and how might we want to do in the future? The course introduces religious education from a perspective of critical pedagogy. Students will explore the six paradigms of religious education (tradition-centered, person-centered, justice-centered, family-centered, faith community-centered, and earth-centered educations) and examine them with critical theories, including race theory, postcolonialism, and feminism. The class will use the forms of lecture, student presentation, and small group discussion. Reading materials include, but are not limited to, the writings of Jack Seymour, Richard Osmer, Thomas Groome, and Mary Elizabeth Moore for RE, and Paulo Freire and bell hooks for critical pedagogy. This is a synchronous hybrid course, which means that students can join the class either in person or through Zoom. (It is expected that students choose either way and stick to it throughout the course.)

Course Number	Course Name	Credits	Course Description
FE-1003	SPECIAL FIELD STUDY MINISTRY I	3	Specialized field study arranged in consultation and with approval of the Field Education faculty. No course prerequisites. Pass/Fail only. To enroll, students must have made arrangements for an approved field education placement with the Director of Field Education. This course is available for 1.5-3 units. [Faculty Consent Required; Auditors excluded]
FE-1005	CONCURRENT FIELD STUDY I	3	3 hour per week on-campus class and 15 hours per week on-site basic field education. 2-semester long course. Completion of Fall & Spring semesters meets M. Div. program Basic Field Education requirement. Open to MTS students. To enroll, student must have made arrangements for an approved field education placement with the Director of Community Engaged Learning. ALL STUDENTS FROM BOTH SECTIONS ARE REQUIRED TO ATTEND COURSE ORIENTATION [Faculty Consent required to enroll in Section 02; Auditors excluded from both sessions; Pass/Fail only.]
FE-1006	CONCURRENT FIELD STUDY II	3	3 hour per week on-campus class and 15 hours per week on-site basic field education. Prerequisite: FE 1005 in the preceding semester. Completion of Fall & Spring semesters meets MDiv program Basic Field Education requirement. Open to MTS students. Pass/Fail only. To enroll, student must have made arrangements for an approved field education placement with the Director of Community Engaged Learning. [Faculty Consent required; Auditors excluded]
FE-1011	INTERNSHIP I	3	Full-time on-site field education. Arranged in consultation and with approval of Field Education faculty. Pass/Fail only. Internship to meet M.Div. program Field Ed requirement can begin in Fall, Spring, or Summer if it occurs over 9 consecutive months. To enroll, students must have made arrangements for an approved field education placement with the Director of Community Engaged Learning. Full-time internship students can only take one other course per semester. [Faculty permission required; Auditors excluded]
FE-1014	Summer Internship	3	Full-time on-site field education. Arranged in consultation and with approval of Community Engaged Learning faculty. Pass/Fail only. Internship to meet M.Div. program Field Ed requirement can begin in Fall, Spring, or Summer if it occurs over 9 consecutive months. To enroll, students must have made arrangements for an approved field education placement with the Director of Community Engaged Learning. Full-time internship students can only take one other course per semester. [Faculty permission required; Auditors excluded]

Course Number	Course Name	Credits	Course Description
FE-2000	CLINICAL PASTORAL EDUCATION	6	Ministry to persons in pastoral care setting, participation in weekly individual and group reflection upon that ministry with supervisor, study of theoretical material from theology, the behavioral sciences, and pastoral care. Integrates theological understanding and knowledge of behavioral science into pastoral functioning. Taken at a CPE site approved by the ACPE (or other accrediting organization determined by Director of Community Engaged Learning as accepted by employers and/or denominations.) Program conducted under the supervision of an ACPE accredited supervisor. Student must submit CPE program acceptance letter in order to register. Supervisor reports progress to Community Engaged Learning faculty as requested and submits final evaluation to be placed in the student's permanent file for grade. Student must complete one CPE unit in 4-months or 9-consecutive months in order to receive 6 units of academic credit. Student can take CPE for 0 units of academic credit in order to have completion of CPE appear on their transcript. If CPE is taken to meet M. Div. program FE requirement, it must provide 1.0 CPE unit and can only be taken P/F. Otherwise, can be taken for letter grade or P/F. Students cannot retroactively receive credit for completed CPE. [Faculty Consent required; Auditors excluded]
FE-2011	ADVANCED FIELD EDUCATION II	3	Advanced work in Field Education. Pass/Fail only. Prerequisites: FE 1005 and FE 1006. To enroll, students must have made arrangements for an approved field education placement with the Director of Community Engaged Learning. Students will meet as a learning cohort twice a month for 1.5-2.0 hours with Field Education faculty. Date and time for the semester will be set at the orientation session [FE 1005, FE 1006; Faculty Consent required; Auditors excluded]
FE-2210	ADV CONCURRENT FIELD STUDY I	3	Advanced work in Field Education. Pass/Fail only. Prerequisites: FE 1005 and FE 1006. To enroll, students must have made arrangements for an approved field education placement with the Director of Community Engaged Learning. Students will meet as a learning cohort twice a month for 1.5-2.0 hours with Field Education faculty. Date and time for the semester will be set at the orientation session. Course is available for 1.5-3 units. [FE 1005, FE 1006; Faculty Permission required; Auditors excluded]
FERS-3000	SOC CHG FIELD/IMMERS ELECTIVE	3	CSSC & MAST programs field work arranged in consultation and with approval of the Director of Community Engaged Learning. To enroll, students must have had consultation with Field Education faculty about planned project with broad sector or area of interest focus and confirmed mentor active in that field. Student must establish a schedule of twice-monthly consultations with FE faculty over semester to discuss project status. Depending on number of students enrolled, Field Education faculty may assign twice-monthly learning cohort meetings. [Faculty Consent required; Auditors excluded]

Course Number	Course Name	Credits	Course Description
FERS-3002	MAST SOCIAL CHANGE FIELD WORK	3	Required course for MAST program. CSSC and MAST students attend combined class in spring semester. Field work arranged in consultation and with approval of the Director of Community Engaged Learning. To enroll, students must have had consultation with Field Education faculty about planned project with broad sector or area of interest focus and confirmed mentor active in that field. Participants collaborate with each other, the faculty instructor, and their mentors to draft learning objectives and establish criteria for assessing the outcomes of their field work and immersion experiences. Participants meet in person twice monthly during the semester and provide regular progress reports online through a dedicated website. Participants will submit a final project in this course (such as a vocational plan, a social venture proposal, an educational and/or spiritual formation module for community organizing, among others) based on their field work/immersion experiences geared toward a specific area of social change. Draft iterations of the project are submitted online throughout the semester for feedback from colleagues, mentors, and the faculty instructor. Classes at the end of the semester are used to present their final projects and solicit observations and proposals for next steps. MAST students are required to do an additional 6-8-page paper: Social Analysis of Social Change Field Work Setting/Context. [SPFT 1082 (8182), FTRS 2973; Faculty permission required; Auditors excluded]
FT-1927	SOCIAL TRANSFORMATION IN ACTION	1.5	Under the PSR Stackable Curriculum, every student will engage in experiential learning during the intersession of their first or second year. Students will engage with the principles of community organizing and transformational change within a theological and social justice framework. Course begins with readings, lectures, and discussions. 3-4 Bay Area social justice organizations and movements will present opportunities for onsite work in various topic areas. Once students select a site, they will participate for 24 hours of experiential learning work (over 5.5 days), then re-convene for final discussions, summary, and closing. Students following Stackable Curriculum programs get priority registration; others may participate as space is available. Course meets daily,
FT-2923	ORGNZTNL LEADRSH CH & COMMNTY	3	This course is an excursion into various forms of organizational leadership in church and community. It includes pre-requisites for leadership, defining leadership, and embodying leadership. The course lifts up the importance of the self and what leaders bring to leadership. It explores the dynamics between the leaders and the communities (or organizations) they serve. The course seeks to fortify the soul of the students. Course format: seminar. Evaluations based on class discussion, reflection papers, research papers. Intended audience: MDiv/MTS/MAST/DMin

Course Number	Course Name	Credits	Course Description
FT-3150	DISCIPLES HISTORY AND POLITY	3	Utilizing historical, theological and cultural methods and approaches, this class will survey and examine the Christian Church (Disciples of Christ), from its founding two centuries ago to its contemporary expressions. The course will explore the present design and functioning (polity) of the Christian Church (Disciples of Christ) in its congregational, regional, and general manifestations. We will analyze the theological roots and developments of the Disciples tradition, and discuss the directions of mission, ministry, and ecumenism within the contemporary witness and work of the Christian Church (Disciples of Christ). This course fulfills the denominational requirement in Disciples history and polity for ordination. The course is designed for M.Div. students seeking ordination, but others may enroll.
FT-3950	21ST CENTURY EVANGELISM	1.5	This course introduces the theological and practical dimensions of evangelism in the context of the 21st century and with special emphasis on the United Methodist Church. We shall investigate the theological basis of the Christian evangelistic message and think together about the ways this message can be shared in our present reality. Class format: seminar, lecture/class-discussion. Evaluation method: attendance and participation, small reflection papers, book review, and final paper.
FTRS-2973	TRANSFORMATIVE LEADERSHIP	3	Transformational Leadership entails a dynamic relationship between the leader and the community of which the leader is a part. It entails developing strategies that enhance the probability of achieving shared goals & visions. In the quest for a more just and compassionate world, transformational leadership challenges dormant systems of oppression. The course explores various expressions of transformational leadership resulting from prophetic imagination and social entrepreneurship. Seminar format, evaluation through class participation, reflection papers and other papers. Audience: MAST, MDiv, MTS, DMin.
FTRS-3400	DESIGN THINKING FOR SOCIAL CHANGE	1.5	"Design Thinking" is a human-centered approach to problem solving and new product development that emerged from the high-tech, entrepreneurial world of Silicon Valley. It has evolved over the years into a process that is rooted in community-based research, ongoing testing of assumptions, a resistance to immediate answers for the sake of deeper insights and hypothesizing future consequences. This course introduces the design thinking model with leading design thinking consultants--including an interactive workshop in which students collaborate on a realistic design challenge--and opportunities to adapt this model for leadership skills in both congregational settings and non-profit organizations for effective social change strategies.
FTRS-3600	Vocation and Innovation	3	This course examines faith-based business initiatives that respond to social injustice in new and innovative ways. The focus of our study is PSR's context of the Bay area and the city of Oakland with its deep economic, racial and social inequalities, coexisting with enormous technological, political and social innovation. Course materials on faith-based organizing for change will be complemented by speakers and visits to sites that have such organizations in San Francisco and Oakland. Students will also engage in regular group conversations while in class. The final projects, which will be accomplished in groups will have both practical and theoretical components and will relate to a concrete plan for a faith based business or social justice venture.

Course Number	Course Name	Credits	Course Description
FTRS-3834	ENGAGING COMMUN OF LIBERATION	3	This immersion course in Cuernavaca, Mexico, will explore communities of liberation in modern Mexico, focusing on the LGBTQ and women's communities and on issues of economic justice within Mexico and between Mexico and the United States. Students will develop their knowledge of written, spoken and read Spanish through language classes and immersive living experience with native Spanish speakers. The program will include multiple field trips to sites of cultural and artistic importance, lectures on related topics, and dialogue with community members. Some knowledge of Spanish is suggested but not required. Application required - see https://tinyurl.com/2019-PSR-MEX for application and due dates. Faculty may request interview. Limited number of participants, open to community members/auditors. There will be 2-3 required pre-trip classroom sessions during the preceding semester for both academic discussion & logistics. [Faculty consent required; interview required; Auditors with faculty permission]
HM-2244	PREACHING THEOLOGY & PRAXIS	3	This course will familiarize students to diverse theologies and understandings of preaching so that they will come to understand preaching in their local contexts. Discussions will focus on biblical exegesis, interpretation, sermon form, orality, the person of the preacher, sermon delivery, issues of authority and the ethics of preaching. Weekly assigned readings. Students will preach two sermons in class which will be evaluated by professor and students.
HR-1630	METHODS IN STUDY OF BUDDHISM	3	A survey of different approaches to the study of Buddhism, including textual, anthropological, sociological, historical, and bibliographic. Particular attention will be given to contemporary critical studies, appropriate historical and social contextualization of doctrinal claims, and relations between Buddhism and other religions in the modern world. Seminar format: students present summaries of readings and lead discussions; also, presentation of own research plan. Grading: presentations and term paper, usually in the form of an MA thesis proposal. May be upgraded for doctoral students. [Auditors with Faculty permission]
HRRA-3945	ISLAMIC ART	3	This is a three-credit hour lecture course on Islamic visual culture. The geographic span of the class will be wide—from the Arabian Peninsula and the Middle East to North Africa and Western Europe. We will study some of the quintessential architectural monuments associated with medieval Islam. We will consider city planning, palatial structures and gardens but will mostly concentrate on religious architecture. We will further focus on the importance of calligraphy in Quran manuscripts and architectural inscriptions, on figural representations in secular buildings and books, as well as on images in ceramics and metalwork. An additional emphasis will be placed on the interactions between various cultures and especially on the ways Islamic visual idioms were utilized by the medieval Christians and vice versa. The grades will be based on: 1) your active involvement in class discussion, 2) one oral presentation, 3) weekly reflection papers, 4) a book review and 5) a final 10 to 15-page paper.

Course Number	Course Name	Credits	Course Description
HRST-8200	SEXTING: SEX IN SACRED TEXTS	3	At the intersection of sex and sacred texts we often think of prohibitions, rules and regulations, and narratives of the origins of humanity. Yet, sacred texts offer a much expansive engagement with sexuality if we consider more broadly the ways in which sexuality operates in these writings. Using a literary approach, this course engages discourse about sexuality and writings that use the imagery of sexual expression in sacred texts of Judaism, Christianity and Islam, alongside extra-canonical and theological texts, as well as the texts of other religious and spiritual traditions, with a focus on the mystical and poetic. Focusing on deep engagement with a few texts, we will explore them as sources for liberating and complex sexual theologies beyond legalistic discourse. Grading will be based on a variety of written and creative projects, including tweets, blog posts, artistic expressions, and regular contributions to the course discussions on the class Moodle site. Designed for students in the Certificate in Sexuality and Religion, fulfilling the Area A requirement. Students in all degree and certificate programs are welcome.
HS-1041	INTRODUCTION TO CHRISTIAN HISTORY	3	This course provides an introductory overview of Christian history with a focus on important theological, spiritual, social, and ecclesiological issues as they were shaped and understood by the laity, institutional authorities, and a variety of religious leaders. Class format will include lectures and class discussions based on the reading and interpretation of primary and secondary texts. Requirements: online discussion forums; the writing of six analytical essays; several pop quizzes; and two take-home written exams. This is a basic survey course in the History of Christianity intended primarily for MDiv and MTS students. It satisfies the basic history requirement for PSR's degree programs.
HS-1750	History of Christianity and Social Change	3	HISTORY OF CHRISTIANITY & SOCIAL CHANGE This is a basic history of Christianity course focused on Christianity in times of rapid social, economic, and/or political change from the second century CE to the present. Students will learn basic skills for the study and interpretation of history and the application of historical study to the concerns of the present and future. Students will use primary sources focused both on Christian participation and shaping of social change and Christian resistance to such change. The students will consider practical institutional activity and theological and intellectual foundations. This course will satisfy the History requirement for PSR MAST, MTS, and some MDiv students (MDiv students seeking ordination should consult a denominational advisor to make sure this course is enough preparation in history). [Auditors with faculty permission]
HS-3577	HOMOSEXUALITY & CHRISTIAN TRADITION	3	This course offers an historical overview and survey of attitudes toward homoeroticism and homosexuality in ancient, medieval, and modern Christianity in the West and in present-day American Christianity. Several key figures, texts and movements will be considered and analyzed with a view toward understanding and interpreting their impact on contemporary debates. Seminar format; research paper and two (2) in-class presentations are required. Meets for two weeks during the summer Monday - Friday from 8:30am-12:30pm, June 3rd - 14th. Students may Zoom into this course with faculty permission.

Course Number	Course Name	Credits	Course Description
HS-4575	THE OTHER IN CHRISTIAN HISTORY	3	Historical exploration of Western Christian attitudes toward outsiders and aliens from the early Christian era through the early 21st century. Consideration will be given first to theoretical issues involved in the study of "the other" in Christian history, and topics treated will include pagans, heretics, witches, Jews, Muslims, foreigners, immigrants, homosexuals, and members of "minority" groups. Seminar format; two analytical essays; one research paper and two (2) in-class presentations. Intended for MDiv students. [Faculty Consent required]
HSFT-2000	UMC HISTORY/DOCTRINE/POLITY 1	3	This course is a study of Wesleyan theology-its concerns, texts, and doctrinal statements-and the history of the Methodist movement, from its inception in eighteenth-century Britain to its current embodiment in the United Methodist Church. The course will engage in close readings of John Wesley's texts and some of his contemporary interpreters alongside readings on the Book of Discipline of the UMC. This course is designed to fulfill one half of the credits required by the denomination for United Methodist history, doctrine, and polity. Assignments will include: careful reading of the assigned texts, weekly reflections posted on Moodle, two paper assignments, and a class presentation. [Faculty Consent required]
HSFT-2001	UMC HISTORY/DOCTRINE/POLITY 2	3	This course explores the history of the Methodist movement in the context of the United States, from its formation to the formation of the United Methodist Church. Furthermore, the course studies the nature, structure and polity of the United Methodist Church as expressions of its Wesleyan theological roots. We will explore the Book of Discipline in order to understand the constitution, discipline, organization, and governance of United Methodism. Students will be equipped to lead United Methodist congregations as well as to assess the social principles of the denomination. This course is designed to fulfill one half of the credits required by the denomination for United Methodist history, doctrine, and polity. Assignments will include readings of assigned texts, weekly reflections posted on Moodle, and a final exam.
HSFT-3000	UMC GENERAL CONFERENCE IMMERSION	1.5	This course will immerse students in the General Conference of the United Methodist Church. This class will introduce students to the theological disputes within the United Methodist Denomination including, but not limited to, issues with the United Methodist Book of Discipline. Students in this immersion will have the chance to be present for this moment in the life of the United Methodist Church, participate in activities with seminarians from other United Methodist seminaries, and engage in the task of "conferencing," a process of discernment in the Wesleyan traditions. There will be two class meetings prior to the trip. A final meeting will be held following the trip.
HSHR-3801	CHRISTIAN FOUNDATION OF U.S. SOCIAL MOVEMENTS	3	Intended for MDiv, MA, and PhD students, this course will explore the Christian foundations of several U.S. social justice movements of the 20th century including the Civil Rights Movement, Women's Movement, LGBTQ Movement, and Environmental Justice Movements. The historical, cultural, and economic aspects of these various movements will be considered with the aim of understanding how religion informed these calls for deep and lasting change within U.S. culture. Several class presentations and a final research paper will be required.

Course Number	Course Name	Credits	Course Description
LS-1201	CHRISTIAN WORSHIP	3	For many communities of faith, worship forms the heart of their life together. It is a place where participants learn the behaviors, rhythms, and patterns of faith that form them for lives of spiritual and social transformation. In this introduction to the practice of worship, we will examine the ways in which worship both shapes and is shaped by culture, history, theology, language, and practice. As we investigate the different movements and rhythms of worship and sacraments, students will learn to harness the power of embodied spiritual and ritual practices in different ministry contexts by critically and constructively engaging liturgical texts and contexts, by designing multisensory, intercultural, and meaningful worship services, and by practicing their leadership of different elements of worship, all while immersing themselves in their own unique religious/denominational, historical, and cultural styles of worship. This lecture/discussion course will be evaluated by attendance, participation, critical and constructive reflection essays, quizzes and worship design projects.
LSFT-2143	ADVANCED WORSHIP DESIGN	1.5	This practicum course consists of working as a team to design, plan, and carry out worship for weekly chapel and other occasional services at the Pacific School of Religion. Students will gain experience with planning and carrying out worship in a variety of styles through a small group process. We will explore the nuts and bolts of designing meaningful, multisensory, and creative worship while reflecting on the historical, cultural, theological, embodied, and practical aspects that shape the experience of worship in contemporary communities of faith. Evaluation is based on attendance, participation, evaluation of chapel services, curation of chapel service(s) and a final critical reflection paper. It is geared toward MDiv. students, but all are welcome. Course meeting times coincide with one-hour, weekly Chapel Planning Committee Meetings on the day preceding Chapel services (meetings held on PSR Campus), and with Chapel services for the seventy minutes leading up to the service as well as 30 minutes after each week. 3-4 other discussion sessions will be arranged in consultation with the professor and other students.
MA-4060	SAIL CAPSTONE FOR MAST	3	The SAIL Project (Social Analysis for Innovative Leadership) is the capstone project for the Master of Arts in Social Transformation degree. Students choose either to write a thesis or to create an e-portfolio demonstrating effective engagement with the degree's learning outcomes. Students meet with each other and the instructor three or four times over the course of the semester to share insights into strategies about their projects. [Faculty Consent required]

Course Number	Course Name	Credits	Course Description
MDV-4500	SENIOR INTEGRATIVE PROJECT/SEM	1.5	The Senior Integrative Seminar is a 1.5 credit class to be taken in the M.Div. student's final semester at Pacific School of Religion. The purpose of the seminar is to assess your learning process: how and what have you learned while at PSR? This will occur by evaluating your learning in relationship to PSR's Institutional Learning Outcomes and by taking account of any issues raised in your Middler Review. You will need to refer back to that review to show how you have worked on the issues raised at that time. Four case studies to choose among will be presented. Students will be able to choose which case study to engage. You will then be asked to reflect on the case study by responding to a series of questions over a seven-week period. The questions are designed to evaluate your ability to integrate your MDiv studies in facing an important contemporary issue in society. Letter Grade Only [Faculty Consent required]
MTS-5020	MTS SYNTHESIS ESSAY	1.5	For PSR students working on the Master of Theological Studies Synthesis Essay. Pass/Fail only. Course may be taken for 0.0-1.5 units.
NT-1013	CHRISTIAN SCRIPTURES	3	The purpose of this course is to introduce students to the collection of writings that we come to call the New Testament. In this course students will become familiar with the historical context, culture, and the politics that lead to the production of this text. In addition to the traditional historical critical approach to the text, students will be introduced to other methods such as feminist, queer, postmodern, and postcolonial readings that will help us deconstruct these texts and reconstruct interpretations that are socially, ethically, and politically relevant to the world we live.
NT-8102	CHRISTIAN SCRIPTURES (ONLINE)	3	The purpose of this course is to introduce students to the collection of writings that we come to call the New Testament. In this course students will become familiar with the historical context, culture, and the politics that lead to the production of this text. In addition to the traditional historical critical approach to the text, students will be introduced to other methods such as feminist, queer, postmodern, and postcolonial readings that will help us deconstruct these texts and reconstruct interpretations that are socially, ethically, and politically relevant to the world we live. This is the ONLINE section for Christian Scriptures.
OT-1115	CRITICAL INTRO TO HEBREW BIBLE	3	This course gives an overview of the Hebrew Bible/Old Testament, particularly the history, archaeology, societies, religions, and various cultural and political forces that shaped and influenced the preserved text. The geographic focus of the lectures will focus on the southern Levant (Holy Land) in its Near Eastern contexts, the temporal range will be approximately 2000-333 BCE. Themes will be stressed that echo PSR's core values, with special focus on leadership in its biblical forms, critical thinking, contexts (both ancient and modern), race/ethnicity, sexuality, and gender. Audiences: MDiv. NOTE: This course is the in-class version of OT 8114 Critical Introduction to Hebrew Bible. Students wishing to take the online version of this class should register for OT 8114. [Auditors with faculty permission]

Course Number	Course Name	Credits	Course Description
PS-1461	RITUAL DESIGN	1	This is one part of a 3-module class of 1 credit units each. You must also register for Ritual Design and Communication to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one-unit module introduces the basic principles of Communication for first-year stackable curriculum students through an extended reflection on practices of "Communication" as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises.
PS-1462	COMMUNICATION	1	This is one part of a 3-module class of 1 credit units each. You must also register for Ritual Design and Communication to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one-unit module introduces the basic principles of Communication for first-year stackable curriculum students through an extended reflection on practices of "Communication" as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises.
PS-1463	EMPATHY	1	This is one part of a 3-module class of 1 credit units each. You must also register for Ritual Design and Communication to complete the course. As a required course in the Stackable Curriculum for MDiv students in their first year, it provides an introductory and hands on approach to leading religious communities. Each class will meet on Thursday afternoons for a total engagement of 4-5 weeks per module. This one-unit module introduces the basic principles of Pastoral Care and Theology for first-year stackable curriculum students through an extended reflection on "Empathy" as a spiritual trait for leaders of communities involved with social justice and transformation. The course is organized around lectures and discussions, with the expectation of a research paper at the end. Students will engage with readings through personal reflections and regular writing and discussion exercises.

Course Number	Course Name	Credits	Course Description
PS-8106	INTRO TO PASTORAL CARE	3	This online course aims to introduce students to the history, practice, and theology of pastoral care in Christian traditions, although it is open to students of any religious background or no religious background. Students will use online tools to discuss readings and engage in the analysis of case studies, though the instructor will give short lectures to present background information supplemental to the readings for each week. In addition, students will attend a small number of face-to-face meetings with their classmates to practice their pastoral care skills; these meetings will be scheduled in the first week of class according to student availability. Students will be evaluated through discussion board participation, presentations, reflection papers, and a research paper. The course assumes no prior knowledge or experience in pastoral care and is a required course for the MDiv program. The course will place special emphasis on pastoral care in diverse contexts, for and by people of color, LGBTQ persons, and other underrepresented groups, in order to prepare students for a wide array of possible settings for pastoral care, and students will be encouraged to think critically about categories such as race, gender, and sexual orientation.
RA-1156	VISUAL ARTS AND RELIGION	3	This a three-credit hour face to face introductory lecture course which explores the ways in which people across time and space visualized their religious beliefs. Besides having a large temporal span from the third to the twentieth century, the material in the course covers also a wide geographical area—from the Near East to North America, and from the Netherlands to Ethiopia. The course satisfies the art requirement for MDiv candidates.
RA-1700	CHORALE	1.5	Students explore the role of music in worship and in the life of faith through rehearsing music from a variety of cultures and stylistic periods and singing in worship services. The course emphasizes vocal development, theological reflection, building community through music, and music as a spiritual practice. PSR community members encouraged to join. Open to the general public without registration.
RASP-1700	SPIRITUAL AUTOBIOGRAPHY	1.5	SPIRITUAL AUTOBIOGRAPHY: PURPOSES AND APPROACHES. Reflecting on substantial excerpts from a range of narratives (and some poetry) about the spiritual "journey," this course will offer an opportunity to explore why this genre continues to be important, not only for personal reflection and spiritual development, but also as a resource for communities—families, churches, and any group that recognizes the spiritual dimension of collaborative living. Students will be writing several experimental pieces and ultimately a short version of (or chapter of) their own spiritual journeys, with an introduction reflecting on their own narrative strategies.

Course Number	Course Name	Credits	Course Description
RS-1827	CONTEXTUAL THINKING	3	One of the foundational education commitments that undergirds this course is the assertion that all knowledge is contextual. In the various settings of ministry and social transformation, context plays an important role in shaping our work, our approaches to that work, our understandings of our own role in that work, and the meaning we make of it. At its core, this course seeks to ground our theological explorations in a deeper understanding of our own social contexts, as we develop facility in translating from one context to another and engaging across difference. Focusing in particular, on the case of race, this course is designed as a path for exploring and understanding the ways that race in all of its intersections operates as a social construct and lived experience in ourselves and in the communities we serve. Making use of historical, theoretical and theological lenses, we will engage in readings, dialogue, self-reflection, and experiences with other artists and activists as we strengthen our commitment to addressing issues of prejudice, power, and privilege while cultivating cultural humility and cross-cultural competency.
RSCE-8248	SEXUALTY, ETHICS, CULTURE, FAITH	3	This course will offer students a comprehensive look at human sexuality from a variety of disciplines, including theology, ethics, education, pastoral ministry, economics, and LGBTQ studies. The course will be grounded in knowledge about the human body and the ways in which sexuality and intimacy play an important role in human development and well-being. Students will have the opportunity to learn about sex education practices, including curricula, in use in progressive communities of faith, as well as engage with current social justice issues relating to sexuality, such as reproductive health care, LGBTQ rights and more. The course will also include panels and field trips, giving students an opportunity to engage directly with the sexual communities and service providers. This is an ONLINE course that will also have a set meeting time via video-conferencing.
SPFT-1082	SPIRITUAL FORMATION LEADERSHP	3	This course introduces histories, practices, and issues of spiritual formation. The course particularly aims to help students to understand the significant relationship between spirituality and leadership for social change. The course also encourages students to find or create effective spiritual practices for themselves. Selected spiritual practices from multiple traditions with a primary emphasis on Christian traditions will be introduced with their social and historical contexts and examined critically for their role in contemporary leadership formation. This is a PSR's requirement course for the first-year students in MDiv and MAST programs and students in CSSC. Also, anyone who is interested in the field of spiritual formation and engaged spirituality is welcome.
SRC-8888	SRC UPGRADE	3	Upgrading a lower level course to an advanced or doctoral course. Course available for 0.5-12 units.
SRC-999	SPECIAL READING COURSE II	3	SPECIAL READING COURSE TO BE USED ONLY IN INSTANCES WHERE A STUDENT TAKES TWO READING COURSES IN A GIVEN SEMESTER
SRC-9999	SPECIAL READING COURSE I	12	A special reading course designed by the student and faculty member. This course must have a special reading course form on file in your Registrar's office in order to receive credit for it. Obtain the form from your Registrar. Course available for 0.5-12 units.

Course Number	Course Name	Credits	Course Description
ST-1086	THEOLOGICAL THINKING	3	Theology concerns words, wordings, the Word, or speech about the divine. Long ago, Anselm defined theology as faith seeking understanding. This course offers a space to continue a search that humans have engaged in for millennia—making sense of faith, and particularly the Christian faith. We will learn from the wisdom and the shortcomings of those who have preceded us in seeking to talk meaningfully and responsibly about various theological topics and how they help one to think about social transformation. In addition, we will learn from contemporary quests and concerns as we become active participants in the theological process today.
ST-2160	INTRODUCTION TO THEOLOGY	3	The course emphasizes liberators, and contemporary thought, through brief but in-depth encounters with historically pivotal or influential essays, texts, thinkers, and ideas. Students will learn to use and interpret basic theological concepts and models, using traditional vocabularies (doctrine of God, creation, theological anthropology, Christology, suffering and evil, soteriology, pneumatology, eschatology) by engaging a variety of theological texts critically and creatively. Students will be invited to participate as theologians while gaining a sense of how theology is a temporal, contextual, ongoing and imaginative endeavor, in which present articulations are flooded with, produced by, argue with, extend, contradict, and depart from inherited claims about the relations between God, Jesus/Christ, the Holy Spirit, humanity, life, and the universe(s). Course format: Lecture and discussion. Evaluation: Class participation, Moodle posting, 2 brief papers and term paper.
STCE-3400	BELOVED (CHRISTIAN) COMMUNITY	3	What distinctive contributions can theological ideas make to communities of faith committed to social change? How can we think in explicitly theological ways about the cultural and political constructions of race, gender, and sexuality, especially as these intersect and intertwine? Can religious leaders effectively critique the social systems in which they are embedded and the (religious) institutions on which they often rely for support? Drawing on various forms of social analysis, this course invites constructive theological work rooted in Josiah Royce's notion of "the Beloved Community," around which Martin Luther King, Jr., shaped his own work for civil rights and social transformation. We will aim to think theologically about the ethical challenges in sustaining counter-cultural expressions of the Beloved Community in diverse contexts. Lectures, discussion, and presentations will culminate in a final project suitable for a variety of vocational paths.
STCE-4777	GOD AND CAPITAL	3	This course will explore the relation between theology and economics in contemporary Christian theological discussions. The class begins with a study of Marx's Capital and then moves to an investigation of different forms of approaching the relation between theology and the economy. Through the readings, lectures and class debate, students will be invited to address economic issues theologically and employ the Christian imaginary critically considering the economic problems facing our societies. As a three-credit hour class, students will be expected to devote nine hours of work outside of class in reading and writing assignments.

Course Number	Course Name	Credits	Course Description
STPH-4880	POLITICAL THEOLOGY	3	The recent resurgence of the language of religion in the public sphere calls for a re-examination of the relationship between theology and political theory. What are the connections between ideas of God and power, especially in an age of secularism? Is the theological always political? And, can the political ever be considered a-religious? If "modern theories of the state are secularized theological concepts" (Schmitt) how can one rethink and critique either state or theology? This course explores the idea of political theology by engaging a wide range of texts, including Paul's letter to the Romans, Jacob Taubes, Augustine, Spinoza, Simone Weil, Hannah Arendt, and Vincent Lloyd. NOTE: This course is the in-class version of STPH 8480 Political Theology. Students wishing to take the online version of this class should register for STPH 8480. [Introductory Theology course; 25 max enrollment]
STRS-2384	CHRIST AND CULTURE	3	What can Christian theology offer to the complexities of today's "public square," which is increasingly multi-cultural and multi-religious? What does theologically informed spiritual formation look like for social transformation? This course invites active engagement with both texts and communities as we analyze the development and multiplicity of approaches to Christology. We will explore what Christ has to do with culture as we work toward constructing a Christian theology of social change and transformation. This course is also offered entirely online as STRS-8284.
STRS-2562	QUEER/CHRISTIAN THEOLOGY	3	Beyond apologetic arguments for more inclusive Christian faith communities, what kind of positive contributions can LGBT-identified people make to the ongoing evolution of Christian theological ideas? This course invites an exploration of that question with the insights and strategies drawn from a variety of queer theorists. As we examine the classical arc of Christian doctrinal topics (God, creation, Christ, salvation, Trinity, and so on) in relation to dominant modes of modern Western sensibilities, we'll consider ways in which Christianity itself is inherently queer and how this queerness can help shape movements for social change and transformation. (This summer session course meets for two weeks from 8:30am to 12:30pm, Monday through Friday, June 17-28.) Students may Zoom into this course with faculty permission.
STRS-4242	WOMEN'S STUDIES IN RELIGION	3	This seminar (required for students in the GTU Certificate in Women's Studies and open to all interested students) explores and analyzes emerging themes and issues in women's studies in religion, focusing on those that intersect with race, sexuality, gender, ethnicity, class, culture, nationality, and religious expression. This course will provide theoretical groundwork and common vocabulary for students interested in pursuing women's studies and womanist, feminist, mujerista scholarship in theology/religious studies. The course introduces the issues that are raised by the field of women's studies and explores how these issues relate to the study of religion. Evaluation based on Moodle participation, leadership of class discussion, and final project and presentation. This course is open to all degree programs at the GTU and has an inter-religious orientation. This course is taught from a liberationist pedagogy perspective.

Course Number	Course Name	Credits	Course Description
STRS-4900	ANIMALS, NATION-STATE & GOD	3	What, if anything, sets human beings apart from other animals? How does this question shape Christian theological ideas in the context of the modern nation-state? What happens to faith and politics when human distinctiveness diminishes? This course considers the significance of theological anthropology (what it means to be human) in relation to other doctrinal topics, ecological urgencies, and the totalizing effects of the modern nation-state. These intersections can, in turn, complicate and enrich standard convictions about human sexuality, gender, and race. Drawing on a variety of tools and methods, we will seek to construct collaboratively a theological approach to "animality" to advance the full thriving and flourishing of God's whole creation. This seminar for advanced master's level and doctoral students will entail some lecture, group discussion/presentations, and options for a research project suitable for a variety of vocational paths.
STRS-8284	CHRIST AND CULTURE	3	How do we think and engage theologically with the "world"? What can Christian theology offer to the complexities of today's "public square," which is increasingly multi-cultural and multi-religious? What does theologically informed spiritual formation look like for social transformation? This course invites active engagement with both texts and communities as we analyze the development and multiplicity of approaches to Christology. As we explore together what Christ has to do with culture, we will work toward constructing a Christian theology of social change and transformation. (This course is the ONLINE version of STRS-2384.)

Addendums



Statement of Understanding

Please read, sign and submit this form to the Office of Academic Affairs.

DUE BY SEPTEMBER 20, 2019

I, _____
(Student Name)

have accessed and read an electronic copy of the Academic Catalog found at <https://psr.edu/academics/academic-catalog/>. I understand the policies and have reviewed the information specific to the program(s) for which I have been admitted.

The program(s) to which I have been admitted to at PSR is/are:

(Please list all degree and certificates for which you were admitted)

I agree to abide by the policies stipulated within, including future addenda to the Academic Catalog, and understand that compliance with the terms of these policies is a condition of my active student status at PSR.

I understand that if I have any questions at any time regarding these policies, I will consult the Assistant Dean of Academic Affairs & Registrar or the appropriate Staff/Faculty members.

I understand my registration and active student status at PSR may be rescinded if I do not sign and return this form by September 20, 2019 or if I fail to abide by the policies contained within the Academic Catalog.

Signature

Date

Office Use Only

Date Received: ____/____/____ Received By: _____

NOTES: