

PACIFIC
School *of* Religion

BERKELEY, CA

2018–2019

ACADEMIC CATALOG



Governing Body, Officials, Faculty, and their Qualifications

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

Derene Allen, Co-Executive Director of the Ignite Institute, Faculty Associate in Social Entrepreneurship and Innovation (MBA Thunderbird School of Global Management)

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 Badè Museum of Biblical Archaeology (PhD Harvard University)

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, Assistant 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)

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

Rev. Dr. Joung Chul Lee, Visiting Assistant Professor of Practical Theology, Education, and Spiritual Formation; Director, Asian and Pacific Islander Initiative (PhD Claremont School of Theology)

Dr. Filipe Maia, Assistant Professor of United Methodist Studies, Leadership, and Theology (Doctor of Theology, Harvard Divinity School)

Dr. Inese Radzins, Associate Professor of Theology and Philosophy of Religion (PhD Vanderbilt University)

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)

Dr. Rossitza Schroeder, Associate Professor of Arts and Religion, Accreditation Liaison Officer (PhD University of Maryland)

Patricia St. Onge, Faculty Associate in the Practice of Ministry and Interim Director of Community Engaged Learning (MDiv, Pacific School of Religion)

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 2018-2019 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. 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

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Community Covenant

PSR COMMUNITY COVENANT

For the 2018-2019 Academic Year

Also available for download at:

<https://psr.edu/wp-content/uploads/2018/01/CommunityCovenant2018.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 each individual 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.”

That being said, 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, Lexington, Seattle University, United Theological Seminary, Vanderbilt, Wake Forest, Wesley, and Yale.

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 on the basis of 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 with regard to employment or with regard to participation in a particular 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:

1. Language shapes and informs our impressions of reality. It is basic to learning.
2. 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.
3. 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.
4. Both women and men suffer from the use of a male-oriented language which forces personalities into culturally approved roles, limiting free decisions.
5. 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 in light of the above assumptions:

1. 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.
2. All persons share equally in God's plan for humanity.
3. 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).
4. 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.
5. 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.

1. 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:
 - a. for **mankind**: Humankind, humanity, people, persons, creatures, citizens, community, ourselves, yourselves, folk, mortals, beings, etc.
 - b. for **brotherhood**: sisters and brothers, society, public, unity, community, amity, kinship, corporateness, etc.

- c. for **masculine pronouns**: he/she, we, our, their, one, the person, individual, someone, member, etc.
2. 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).
3. Occupational and status terms often suggest role and position stereotypes which need to be avoided.
 - a. This is true for both women and men.
 - b. Such terms not only give young people false impressions about their vocational prospects, they also tend to perpetuate discriminatory practices that exist.
 - c. Occupational and status terms can be avoided by the use of diction, by changing the sentence construction, or by altering the terminology.
 - d. To that end the following titles should be avoided:
 - i. policeman, fireman, serviceman, statesman, watchman, salesman, etc.
 - ii. authoress, aviatrix, heiress, sculptress, songstress, poetess, etc.
4. It is often demeaning to women to be identified entirely by their relationship to men.
 - a. One form of this discrimination is the use of the terms Mrs. and Miss, which identify women according to marital status.
 - b. It is preferable to use the general title Ms. to identify a woman, as Mr. is used to identify a man.
5. 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 the 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.)
6. 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.
7. 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 maintains 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 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.
- Students may request an **exception to the minimum for one semester** throughout their time receiving subsidized housing rates. Students who are granted an exception must early-register for the following semester to continue to qualify for subsidized housing.
- Students must be accepted to their PSR program by **March 15** to qualify for subsidized housing.
- **The priority deadline for housing for new students is March 31.** After March 31, there is no guaranteed housing preference for PSR students.
- Students can qualify for housing for a **maximum number of years** based on the program they are in as follows:
 - Master of Divinity —5 years
 - Master of Theological Studies —3 years
 - Master of Arts in Social Transformation —3 years
 - Doctor of Ministry —2 years
 - Certificate 1 year —Adding a certificate to a degree will not add additional years to the maximum number of years in subsidized housing

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, 2018-2019, for dormitory rooms per month:

| | |
|--|-------|
| September through May (includes board) | \$938 |
| June through August (<i>does not</i> include board) | \$537 |

Apartments per month (does not include board)

| | |
|-------------|---------|
| Studio | \$1,154 |
| One-bedroom | \$1,401 |

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.

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](#)

Procedure and Forms

In general students requesting accommodations should file a request with the Graduate Theological Union to cover accommodations at all consortial campuses. To find out more, visit the [GTU Students with Disabilities](#) page.

If accommodations need to be arranged with a specific campus, the GTU Disabilities Resource Officer (DRO) will work with the appropriate personnel at each campus for these accommodations.

All documents related to your ADA status and/or request will be kept in confidential file separate from your academic file and will be destroyed within one year after you have either graduated, withdrawn, or been terminated from the institution.

For further PSR-specific questions related to accommodations, contact the [Assistant Dean at PSR](#).

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 (not 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
- Castleview: 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,

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 Registrar or Office of Academic Affairs. If the staff decisions agree 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 Registrar and Assistant to the Dean 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 they 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 are 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 Depended 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 lreed@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-masters 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

2018-2019 Tuition:

| Program | Cost per credit (effective August 8, 2018) |
|---|--|
| <u>MAST, MDiv, MTS, CTS, CSS, CSSC, CST, CAPS, CSR, Special Student*</u> | \$732 |
| GTU Common MA | \$755 for first two years of full course load |
| <u>Master of Arts</u> 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) | \$4,530 |
| <u>Doctor of Ministry</u> (see DMin program manual for more information) | \$629 |
| Additional DMin supervision fee | \$57/semester |
| Continuing Education Unit | \$198/CEU |
| For auditors | \$365/credit |
| For auditors who are PSR alumni/ae | \$130/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) | \$101 |

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 going here](#).

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

Notes:

1. Students with outstanding balances on their PSR account (tuition, rent, fees, emergency loans, etc.) who are not current 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. Students whose account is not paid in full on May 1 prior to graduation will be blocked from receiving diplomas and transcripts.
4. PSR grants exemptions from PSR's board plan on a case-by-case basis for religious or medical dietary restrictions that PSR cannot accommodate. Medical restrictions require written documentation from a licensed physician addressing the specific accommodations required, e.g., meat-free, dairy-free, gluten-free, etc. PSR is able to accommodate most dietary restrictions. Students with medical notes specifying dietary restrictions should meet with the dining hall chef to discuss feasible accommodations. The chef will determine whether PSR is able to accommodate restrictions. Students may appeal the chef's decision to a panel of arbiters composed of a PSR student, PSR's director of community living, and PSR's chief business officer. The panel's determination will be final.

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.
1. 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. In the event that 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 students 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

2018-2019 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:

- 2018-2019 Verification Worksheet provided by Office of Financial Aid
- Copies of student's (and spouses if applicable) 2016 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) 2016 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 or not 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 \$710/credit for the fall semester (charges equaling \$6390) and the student withdrew from courses after completing 50% of the fall semester, PSR must return 50% of “unearned charges” (totaling \$3195) 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 in order 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 located 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 \(lreed@psr.edu\)](#).

Advising

All degree and certificate students are assigned an advisor by the Assistant Dean for Academic Programs. 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 come up in the interim, the Assistant Dean for Academic Programs 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 Programs & 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 Programs*

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

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: _____

Affiliation for GTU PhD Students

Students admitted to the academic doctoral programs at the [Graduate Theological Union \(GTU\)](#) may be affiliated for non-academic reasons with Pacific School of Religion. It is understood that such affiliation is informal and for the mutual support and enrichment of the student and PSR. If, for some reason, the student or the school wishes to sever the affiliation relationship, this may be done at any time.

After students have been admitted to the GTU, they may apply for affiliation with PSR by completing the [Affiliation Application](#) and submitting it to the PSR Academic Affairs department. Applications must be received by PSR before the last semester of the student's PhD program. Any applications received after this deadline will not be approved for affiliation. If the application is approved, the student and the GTU will receive a letter confirming this affiliation.

Once affiliation has been established, the student will receive information on being a part of the PSR community and assumes an obligation to conduct her/himself in a manner compatible with PSR's mission, and to act in a manner which supports that mission. Any student who violates this standard may be asked to relinquish their affiliation with Pacific School of Religion.

Affiliated students participate in the [community life](#) of PSR through its worship and non-academic community events and will receive regular announcement of such events via email. Affiliated students have access to parking, meal tickets, a mailbox,, Mudd computer lab, Mudd student lounge, and housing at PSR, though each is subject to availability and published policies and priorities of the respective departments. Other access such as international student support, faculty advisement unless previously assigned, and ADA services may not be available to affiliates through PSR unless they are related to the resources above, and such services should be requested through the GTU. Affiliated students remain under the purview of the GTU with regard to academic policies.

Affiliated students are asked to notify both schools if their status as a GTU doctoral student changes or if they no longer wish to remain affiliated with PSR. Upon completion of all academic requirements according to the faculties and board of the Graduate Theological Union, an affiliated student may participate in the commencement exercises of PSR. The name of Pacific School of Religion appears on the diploma of all students who remain affiliated during their studies at the GTU, however the degree remains conferred by the GTU only.

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 particular 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 grade 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 Programs 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.

Residency Requirements and Online Courses

Students are encouraged to take courses through out 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 a SRC. Therefore, a student should not ask a professor to offer a 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 Academic 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. Academic 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 a 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 is 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 Programs & 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 Programs & Registrar

Incomplete Maximums by Program:

The following degree/certificate programs have the following maximums:

- MDiv: 5 incompletes allowed
- All other degree and certificate programs: 3 incompletes allowed
- CEU's- 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 Masters 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 be at full time status at all times 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 must 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 Programs 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 the 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. However note 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 except under

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 Programs & 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 Programs & 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 Programs & 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 in the event that 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 Programs.

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 have the opportunity to 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 Programs.

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

[Graduation Form PSR 2018-2019](#)

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 Programs 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 Programs 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 Programs & 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.

Withdrawal and Termination

Students are encouraged to have a consultation with their advisor, the Assistant Dean for Academic Programs & 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 Programs & 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 Programs, 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 Programs informs the student and advisor of this action. The student is required to meet with their advisor before the start of the semester.

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 Programs 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.

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

- 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 Programs 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 Programs 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 at all times 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

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 particular 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 be 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.)

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 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

³ *Approved by the Council of Deans, April 2010*

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 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 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 of the 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 time-frame 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, sufficient 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 or not 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 of time 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

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, multifaith, 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

2018-2019

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 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 clear, 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 at all times 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:

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.

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.

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 particular 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)

A SRC is a course that a student and a faculty member design for a specific area of interest. A 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 a 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 M.Div 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 others 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 similar to 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 have the opportunity to 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 and Registrar to seek approval.

Individual courses used to satisfy requirements within the curriculum will change so it's 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 consortial 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 (with the exception of 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 an 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 with the possible exception of 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)

A SRC is a course that a student and a faculty member design for a specific area of interest. A 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 on 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 in the midst of 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 M.T.S. 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 of 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 (M.Div) 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 M.Div 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 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)

A SRC is a course that a student and a faculty member design for a specific area of interest. A 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 3 units of the credits used towards your degree may be filled with an SRC and a 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 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 M.T.S. 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 M.T.S. 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 particular areas of interest compatible with the resources of the school. M.T.S. students are encouraged to take full advantage of the Graduate Theological Union's schools, centers, and institutes during their course of study.

M.T.S.-Specific Course Planning Information

Using Your M.T.S. Worksheet

The *M.T.S. 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 Programs or your advisor about specific course planning or program review, bring this document with you.

M.T.S. Course Distribution

M.T.S. 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)

M.T.S. 5020 Synthesis Essay

Total M.T.S. 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 M.T.S. Degree

In addition to the 48 credits specified for the degree, M.T.S. 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 M.T.S. as they must "sign off" on each before they are submitted to the Assistant Dean for Academic Programs. You are accountable to your advisor for satisfactory completion of these requirements.

Entrance Report

During the first semester of the M.T.S. 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 Programs 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 Programs, must be submitted by the end of your final semester.

Synthesis Essay

The M.T.S. 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 M.T.S. web page.

You must register in your last semester for the M.T.S. Synthesis Essay course (M.T.S.-5020-01). 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 in May, you must submit your essay to your advisor by April 15. 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 M.T.S. Synthesis Essay must then be submitted to the Assistant Dean for Academic Programs 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 Programs.

Guidelines for the M.T.S. Synthesis Essay

The capstone integrative document of the Master of Theological Studies Program at PSR is the M.T.S. 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 M.T.S. 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 M.T.S. 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.

So 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 M.T.S. 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 M.T.S. Synthesis Essay course, M.T.S.-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 M.T.S. 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 M.T.S. 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

M.T.S. Synthesis Essay Assessment Rubric

Student Name: _____

Grad Yr: _____

Area of Interest: _____

| Evaluation standards of M.T.S. 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 LGBTQ 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 Programs 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 are 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

| | | |
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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 Programs 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) _____

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 (M.T.S.) 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 |
|-------------------------------|----------------|----------------------------|
|-------------------------------|----------------|----------------------------|

| | | |
|-------|-------|-------|
| _____ | _____ | _____ |
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| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Use asterisk (*) to indicate PSR courses.

Total PSR Credits (minimum 6) _____

Transfer Credits _____ credits from _____

Total Credits _____

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 particular 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, **choosing** 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 together 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 make arrangements 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 Programs. 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 Programs 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 fail, 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 as long as 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 Programs. 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 Programs 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> |
|--------------------------|--------------------|------------------------------------|
| | | |

| | | |
|--|--|---|
| DMin Elective Learning Outcomes in Relation to Program & Thesis/Project form | Student (who entered 2015 and after) | By the end of Late Registration for any term in which electives are taken. |
| DMin Progress Report form | Student | before every Intersession DM 6021 Annual Continuing Seminar course |
| DMin Request to Proceed with Project form | 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 |
| Human Subjects Protocol Guidelines | Student | with Permission to Proceed form |
| DMin Project Project/Thesis Assessment Rubric & Defense Certification form | Advisor | after project/thesis defense (ideally by April 15th) |
| DMin Publishing and Binding form (needed for binding and publishing) | Student | After the defense has passed and final format and printing of two copies has been made |
| Physical Format for Thesis or Dissertation for the GTU | not submitted; for mostly student reference only | before printing final two copies of project/thesis after successful defense |
| DMin Criteria for Doctoral level work | not submitted; for mostly faculty reference only | when faculty are approving SRC-9999 (independent study) or SRC-8888 (upgrades) courses for DMin students |
| DMin Program Assessment Rubric | Program Director and Faculty | Submitted Annually for use in periodic program review |

Pre-2018 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. Our program offers structure and flexibility, and is intended to enhance your intellectual, spiritual, and professional formation for religious leadership. Your study will be rigorous and reflective. Whether you are a recent college graduate or a person in mid-career, we know that you bring a wealth of experience to this program and we are pleased to have you here.

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; and intentional efforts to help students mature in the qualities and capacities needed for religious leadership. The PSR faculty has made a special commitment to graduate theological education emphasizing critical interdisciplinary thinking, contextuality, partnership in learning with faith communities and the Graduate Theological Union (GTU), and formation for leadership. The goal of the M.Div. program is to provide students with:

- The ability to draw critically on the biblical Christian heritage and resources of contemporary society to provide for their own spiritual and ministerial formation and to prepare effective leaders to the Christian movement in witness and mission.
- Insight and skill for communicating Christian faith and ethics through preaching, teaching, speaking, writing, personal involvement, contemporary visual electronic media, arts, and other appropriate means.
- The capability, experience, and willingness to take leadership in social change on behalf of the prophetic witness of the Christian tradition and its commitment to justice and love.
- Knowledge, experience, and willingness to lead Christian communities in worship and to prepare laity to participate in leading worship.
- Preparation and practice in caring ministries

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 makes presumptions of maturity, of intellectual and vocational motivation, of basic study skills, and of self-discipline that are not generally made of undergraduate students.

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.

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.

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.

M.Div. Specific Course Planning Information

Using your worksheet

The *M.Div. Worksheet* is your planning document. All course requirements are listed for you to follow. Using this document will ensure that you meet the program’s requirements. When consulting with the Assistant Dean for Academic Programs or your advisor about specific course planning or program review, bring this document with you. As you can see, there are 81 credits. These credits are distributed amongst required courses (54 credits), Guided Elective/Areas of Concentration (12 credits) and General Electives (15 credits). The worksheet details the advised timing of required courses so consult it as you plan your course selections each semester.

Coursework Requirements

The ***required areas*** are in bold italics with the required PSR course that is offered at the year of entry listed. However, since different courses are required at different years

and semesters during your three years in the program, by the time you are ready to take a second or third year requirement, it is possible that the course number or title will have changed. While the **required areas** are not subject to change for your entering cohort, the course titles, numbers and even possibly the recommended semester to take them may change minimally from year to year, so please make sure to check the course schedule and the Alternatives to Basics each semester for the correct course that will satisfy the area you are planning to fulfill in the future. Note that these **required areas** usually cannot be fulfilled by taking just any course in that area but only by taking either the specific PSR course listed below or a course or course-combination that is listed on the Alternatives to Basics list that is published each year.

Required courses (58.5 credits):

Biblical Studies (9 credits)

Old Testament: OT 1115 or OT 8114: Critical Introduction to Hebrew Bible

New Testament: NT 1016: Introduction to New Testament

Upper level Bible course: OT, NT, or BS 2000+ level non-language 3.0 unit course with exegetical emphasis (may be cross-listed with another area e.g., NTRS)

History, Theology and Ethics (12 credits)

History: HS 1120/1041/1040/8100 History of Christianity or HSST 1115 History of Christianity II

Theology: ST 2160 Introduction to Theology

Ethics: CE 1051 or 8147 Introduction to Christian Ethics

Upper level Theology course: ST 2000+ level 3.0 unit course (maybe cross-listed with another area e.g., STRA)

Field Education (6 credits)

Field Education: FE 1005 & FE 1006

Formation for Religious Leadership (7.5 credits)

Spiritual Formation: SPFT 1082 or 1080/8182 Spiritual Disciplines/Formation for Leadership

Leadership: FT 2923 Organizational Leadership for Church & Community

Integration: MDV 4500 Senior Integrative Seminar or MDV 8400 (online)

Cultural Resources for Ministry (12 credits)

Art and Religion: RA 1156 Visual Arts and Religion

Other Faith Tradition: any HR 3.0 unit course centered around a non-Christian religion

Contextual/Cross-Cultural Immersion: List published by [Contextual Learning](#) dept. each year

Contextual Thinking: RS 1327

Ministerial Practices for Leadership (12 credits)

Christian Worship: LS 1201 Christian Worship

Homiletics: HM 2244 Preaching: Theology & Praxis

Pastoral Theology and Care: PS 1060 Pastoral Care & Congregation

Christian Education: ED 1530/ 8135 Introduction to Christian Education or ED 1135/8135 Critical Religious Pedagogy: A Christian Approach

Electives (24 credits):

Guided Electives/Area of Concentration (12 credits)

These are upper level courses in an academic area or interdisciplinary field that continue work done in required courses.

General Electives & Denominational Requirements (10.5 credits)

Total = 81 semester credits

GTU Alternatives to Required PSR Courses

In some cases it is possible to substitute courses from other GTU schools as alternatives to PSR required courses. Each year the Dean's Office produces a list of approved alternatives for the coming academic year. Please consult this list carefully if scheduling difficulties or other issues require you to seek alternatives. There are some requirements (Field Education, Senior Integrative Seminar, etc.) for which there may be no suitable alternative, and these you are expected to take at PSR. The *Alternatives to Required Courses* list is included in the Appendix, and it changes every year, so you should consider subsequent publications each year as official supplements to your manual.

Field Education

All second-year M.Div. students are required to fulfill their 6-credit field education placement midway through their academic program. This placement must be arranged by the second semester of your first year by contacting the Field Education Office. For more detailed information see "Field Education," in this manual. All the forms related to Field Education may be obtained directly from that office.

OTHER COURSE OPTIONS & RESOURCES

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 classified as general electives.

Thesis/Project

In special situations, an M.Div. student may apply to the Dean for permission to do a Thesis/Project as part of the M.Div. degree program. Any M.Div. student seeking this option must have a GPA of 3.5 and have the endorsement of the appropriate faculty member(s). Students should register for MA 5000 for this option.

PSR Resources for Choosing Courses

Because the M.Div. program is relatively more structured than some of the other programs, course selection is usually apparent. In addition to the general resources that may assist you in choosing your courses, M.Div. students may also consult the *Suggested Sequencing for a 3-Year Program* along with *Alternatives to Basics* if needed for the current year. Transfer students who have already fulfilled certain PSR basic requirements may find it helpful to consult with the Assistant Dean for Academic Programs to plan a slightly different sequencing of the program.

SUGGESTED SEQUENCING OF COURSES FOR 3 YEAR PROGRAM

| Credit | Basic Required Course |
|------------------------------------|---|
| Fall, 1 st Year | |
| 3.0 hours | Old Testament/Hebrew Bible |
| 3.0 hours | New Testament |
| 3.0 hours | Spiritual Disciplines for Leadership |
| 3.0 hours | Contextual Thinking |
| Spring, 1st Year | |
| 3.0 hours | History |
| 3.0 hours | Christian Worship |
| 3.0 hours | Art & Religion |
| 3.0 hours | Elective or [Other Faith Tradition req. or upper level Biblical Studies req.] |
| Fall, 2nd Year | |
| 3.0 hours | Field Education |
| 3.0 hours | Preaching: Theology and Praxis |
| 3.0 hours | Theology |
| 3.0 hours | Elective or [Other Faith Tradition req. or upper level Biblical Studies req.] |
| Spring, 2nd Year | |
| 3.0 hours | Field Education |
| 3.0 hours | Christian Education |

3.0 hours Introduction to Christian Ethics

3.0 hours Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]

Fall, 3rd Year

3.0 hours Organizational Leadership in Church and Community

9.0 hours Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]

Spring, 3rd Year

3.0 hours Pastoral theology and Care

1.5 hours Senior Integrative Seminar (Senior Integrative Essay)

7.5 hours Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]
Exit Interview

January Intersession or Summer Sessions

3.0 hours Contextual Learning/Cross-Cultural Immersion req.

6.0 hours Elective or [Other Faith Tradition req. or upper level Biblical Studies/Theology req.]

Milestones of the M.Div. Degree

In addition to the 81 credits specified for the degree, M.Div. students must also complete a set of milestones, non-course requirements for graduation that are due at specific points of the program:

- **Entrance Interview**, in the first semester
- **Vocational Academic Plan**, in the second semester
- **Middler Review**, in the second year
- **Senior Integrative Essay**, in the last semester
- **Exit Interview**, in the last semester

These reports and interviews from these milestones are considered integral to your progress through the M.Div. program and for the school to assess the impact of its academic programs. 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.

Academic Advisors' Role with Milestones

Each entering M.Div. student is assigned an academic advisor. To complete the M.Div. program, you need to submit four milestones throughout your program to your advisor and file with the Assistant Dean for Academic Programs. These include the Entrance Interview, Vocational Academic Plan, the Middler Review Report from the Middler Review, and the Exit Interview. The Senior Integrative Essay will be

completed in your Senior Seminar class and turned in to the instructor of that class. Any documentation for your Contextual Learning Encounters is tracked and maintained by the Contextual Learning department.

Entrance and Exit Interviews

During your first and last year, you will interview with your advisor at a key point, and together complete the Entrance Interview you first semester here and the Exit Interview your last semester here. Within the first semester at PSR you will complete the M.Div. Entrance Interview, and either you or your advisor may schedule a follow up meeting based on your responses. This report is due to the Assistant Dean for Academic Programs by October 30 (or for Intersession/Spring entering students, March 30). You will also submit an exit interview with your advisor in your last semester. That completed interview is due by the last day of the last semester. Both the Entrance and the Exit Interview should be submitted online to your advisor. The Assistant Dean for Academic Programs receives a copy once you submit to your advisor online.

Vocational Academic Plan (VAP)

By the end of your first year of study, you will submit a Vocational Academic Plan as a statement of covenant between you and PSR for the completion of your degree. This plan proposes a rationale for course selection in light of your vocational plans and denominational and academic requirements. It becomes a working covenant between you and PSR for the completion of the M.Div. degree, although it certainly can be subject to change and revision in consultation with your advisor as you progress through the program. The Plan consists of one or two pages of responses to the questions posed on the VAP guidelines together with the M.Div. program worksheet projecting the courses you will take throughout your program. Guidelines for writing up the plan are in the Appendix. It must be submitted online to your advisor. The Assistant Dean for Academic Programs receives a copy once you submit to your advisor online.

Middler Review

The Middler Review, a meeting held at midpoint in the M.Div. program, is a comprehensive review of your theological understanding of ministry, academic record, field education experience, and development of proficiencies in ministry in the light of your denomination's requirements for ordination and personal vocational objectives. 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 submit a *Middler Summary Sheet* to the Assistant Dean for Academic Programs at least one week in advance of the meetings. The guidelines for planning and conducting the Middler Review are found in the appendix. 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 to your advisor in order to enter the program's final year. Students who are expected to complete their Middler Review in a given year but have not filed a *Middler Summary Sheet* with an upcoming Middler date and confirmed committee members by Spring registration will not be permitted to register. Students will not be allowed to begin their final 27 credits of the M.Div. degree work until a Middler Review has been scheduled by submitting a *Middler Summary Sheet* online first.

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.

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 Programs.

Field Education

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.

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.

All M.Div. students are expected to contact the Field Education by the end of the first semester of their first year to set up an interview with the field education faculty. Plans for field education must be approved in advance of registration.

Applications for Internships and Clinical Pastoral Education often must be completed months in advance. Concurrent placements are generally arranged by April for the following September. It is your responsibility, in consultation with Field Education 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. Credit is not given for past experience.

All M.Div. students are expected to fulfill a basic field education in their second year. This requirement of six semester credits may be met through either concurrent Field Education spread over two semesters (FE 1005 & 1006) or a full-time, nine-month internship (FE 1011-1014 series). The latter usually extends the M.Div. program to a four-year program. The maximum number of field education credits that can be applied to the M.Div. is 12 credits.

To fulfill the Basic Field Education requirement:

- ***Concurrent Field Education (6 credits)***

Placement in a setting (parish, agency) for approximately 15 hours each week (including January), plus weekly class meetings for full academic year starting in September

- **OR -**

- ***Internship (6 credits)***

Full-time, on-site participation for nine-months in a field setting; includes theological reflection, reading, supervision, and evaluation, but no weekly class.

Advanced Field Education (varying credit)

In addition to fulfilling the *basic* Field Education requirement, students have the opportunity to use elective credits in *special* and/or *advanced* Field Education experiences.

Advanced Field Education might include a second year in the same placement or a new situation for exposure to different ministries. Course designations and credit for additional Field Education experiences vary depending on the particular option

chosen by the student. All Field Education work requires the approval of the Associate Professor of Ministry and Field Education, and must meet supervision, evaluation, and theological-reflection requirements.

Clinical Pastoral Education

Students may earn six academic credits through study and work at a center accredited by the Association for Clinical Pastoral Education (ACPE). Clinical Pastoral Education (CPE) is supervised training primarily in hospital settings. It is not required by PSR for graduation but is required by some denominations and conferences as part of preparation for ordination.

PSR students seeking academic credit for CPE must register for it (FE 2000) in advance by Field Education faculty. CPE programs include full-time summer intensives, part-time programs during the academic year, and full-time residencies. Students must apply directly to CPE centers and pay tuition to the ACPE. More information about the application process is available in the Field Education Office. Only six PSR credits may be earned through CPE. No retroactive credit is given. (CPE requires approval of Field Education faculty.)

Information about the above-mentioned Field Education experiences is available at PSR's Field Education Office.

Summary of M.Div. Milestones/Assessment Points

| | |
|---------------------|--|
| First Year | <ul style="list-style-type: none"> ✓ Initial Advising meeting ✓ Entrance Interview (first semester—end of October or end of March for spring entrance) ✓ Vocational Interview with Field Education Office ✓ Vocational Academic Plan (end of first year) |
| Middler Year | <ul style="list-style-type: none"> ✓ Field Education ✓ Middler Review including Middler Theological Statement (submit Middler Review Report by last day of middler year) |

Senior Year

- ✓ **Senior Integrative Essay (Due by April 30 in MDV 4500/8400 class)**
- ✓ **Exit Interview (Due by end of the last semester)**

In addition to the “assessment points” listed above, PSR participates in national surveys conducted by the Association of Theological Schools (ATS) and uses the results to understand theological students at PSR in comparison to those at other institutions. You will be asked to complete a brief ATS questionnaire at your first and last semesters called the ATS Entering Student Questionnaire (ESQ) and the Graduating Student Questionnaire (GSQ). You may also have the opportunity to participate in alumni/ae surveys after you leave PSR. We are interested in finding out how our programs impact graduates and the professions and communities they serve, as well as improving our programs for future students. As a PSR student, you are an important partner in PSR’s ongoing efforts to assess the quality and impact of our programs.

Master Of Divinity Entrance Interview

Please fill out this form online. This required milestone due October 30th (or March 30th for Intersession/Spring admits) can be filled out in consultation with your advisor. Upon completion, a copy of your Interview will be sent to you and your advisor at the emails you provide on this form. Please ensure you use the official school email addresses for both yourself and your advisor.

A copy of your completed form will also be sent to the Assistant Dean for Academic Programs and will be archived in the Office of Academic Affairs for a limited number of years separately from your official student file for the purpose of tracking milestone completion, institutional research, and providing data for accrediting bodies. Faculty advisors are expected to read your Interview and may follow up with you if they wish to consult with you further on any of the questions in this document. Responses from all students in aggregate form may be shared with faculty for the purposes of student advisement. If data is presented in aggregate form to other non-PSR third parties such as accreditors, all personal identifiers (such as your name and email) will be removed. Asterisked (*) fields are required.

Please submit any further questions about this milestone to the Assistant Dean for Academic Programs.

MIDDLER REVIEW / GUIDELINES

A Middler Review is held after a student has earned 27 credits and before the completion of 54 (usually this is in the spring of the second year of full-time study). A student may not register for her/his final 27 credits until the Review has been completed.

I. PURPOSE

The Middler Review has a multi-fold purpose: 1) to assist the student as she/he prepares for the last half of seminary education by a review and assessment of the student's academic and vocational preparation; 2) to clarify the student's vocational direction

II. PREPARATION

Responsibility for gathering the panel, preparing and circulating review material, and scheduling the review lies with the student. All members should receive the entire packet of review material, but as listed below, each member of the panel has specific responsibility for assessing the materials.

A. THE PANEL. This review is most thoroughly and effectively done in a formal and inclusive process that joins faculty members and students with representatives from local communities of faith.

The panel is normally comprised of 4 to 6 persons selected for their expertise in one or another component of the review and for their experience with the student. The student should invite panel members at least a month in advance of the review, and involve them in the preparation of materials. This consultation may be carried out on the phone, in person, or by written correspondence, but should precede the circulation of materials to committee members.

- **A Faculty Advisor.** This panel member is a regular member of the PSR faculty. The faculty advisor reviews the transcript, vocational/academic plan and update, and degree worksheet with the student; and consults with the student regarding the theological statement. The faculty advisor also chairs the review.
- **Second Faculty Member.** In some cases, this panel member is appointed by the Assistant Dean, in consultation with the faculty advisor. The member's primary role is that of second academic reader of the written essay and to provide additional academic response to the oral presentation. You will be notified if you will be assigned a second faculty member.

- **A Field Education Supervisor/Mentor.** This panel member is a minister, church leader, or agency administrator who is familiar with the student's work in a field setting for ministry. The field education supervisor reviews all materials distributed to the panel which reflect the student's practice of ministry. The Field Supervisor reviews the field report with the student. If the student does not have a current field education supervisor, any other professional who is acquainted with the student's work in a ministry setting should be invited.
- **Student Peer(s).** One or two students are selected as panel members. These students should know the student personally and should be able to offer personal critique. Student peers ensure that the middler is taped and may also take notes to supplement the taping.
- **A Denominational Representative.** This panel member is an ordained church leader who is familiar with the expectations and rules of the student's denomination. The denominational representative reviews ordination requirements and progress with the student.

OR

- **A Representative of a Professional Credentialing Body.** If a student is not pursuing ordination but is considering a vocation which has a professional credentialing body, a member of that body who knows the requirements and rules for admittance should be included in the panel.

B. THE MATERIAL. The student will gather or prepare the following material for circulation to all panel members prior to the review. It is recommended that you provide dividers in your packet for each section described below and on the title page or cover of your packet, list the names of your panel members and the role they fulfill as described above.

- Midler Review Guideline Sheet.** A copy of this statement describing the Midler Review, to give panel members an understanding of the goals and procedures of the Midler Review.
- Transcript.** An unofficial copy of the student's PSR transcript. Students are encouraged to use their most recent grade report, or a print out their grades from [Student Web Advisor](#). If the student does not have access to a recent/current grade report, a copy may be requested from the PSR Registrar.
- Degree Worksheet.** A "filled in" [worksheet](#) which shows how the student is meeting the M.Div. degree expectations outlined in the PSR Catalogue and/or MDiv Program Manual. (Panel members from outside the school should be given copies of the relevant Catalogue and/or Program Manual pages.)

- Vocational/Theological Statement.** A carefully prepared written statement of 15-20 pages. Students should refer to the attached instruction sheet for guidance on preparing the paper. Samples of Vocational/Theological Statements may be downloaded at the PSR website or browsed outside of Holbrook 135.
- Self-Assessment Sheet,** completed by the student, which reflects the student's current personal and vocational development.
- Panel Member Student Assessment Guide,** blank, which provides panel members with criteria on which to evaluate student's paper and presentation (the panel members will complete an assessment prior to the conclusion of the Middler Review).
- Field Evaluation.** An evaluation is requested from the Field Education supervisor. The evaluation required for the field education can be used unless confidentiality concerns require a separate document be substituted.
- Ordination Requirements/Professional Accreditation.** The student should meet with a representative of his/her denomination (or professional accrediting agency) for a consultation on the procedures and requirements which apply to the student. The student should include in the packet these procedures/requirements as well as detailed information that details where the student is in that process.
- Oral Presentation.** This is not to be circulated in advance. The oral presentation is delivered at the beginning of the review itself. In it the student integrates her/his sense of call, theological studies and practice of ministry.

C. THE PROCEDURE. Attention to the Middler Review begins several months before the event itself. Here are the steps that the student needs to take during that time.

- Consult your Faculty Advisor.** Your faculty advisor will help you plan for the Middler Review and think about your panel. The name of your second faculty member will be given to you at the Middler Orientation, or can be obtained from the Assistant Dean's office.
- Recruit a Panel.** Each member of the panel is important in order to insure the comprehensive nature of the review. Invite panel members to participate in the review. Also, invite them to consult with you prior to the review as you collect and prepare material. In certain cases, it may be desirable to invite a distant panel member to participate through conference telephone facilities. This should be discussed with your faculty advisor.
- Set a Time and Reserve a Place.** The Middler Review should be scheduled for two hours. The PSR Conference Room (either Holbrook 133 or 134) should normally be used for Middler Reviews because participants can sit comfortably across from one another, see one another, and have a place to take and review notes. (Reserve the Conference

Room—as well as conference call equipment—by going to <http://roomres.psr.edu/>. First check for room availability then schedule by using the online form.) Reserve parking for panelists who are visitors to the PSR campus at the Reception desk.

- Submit Summary Sheet.** As soon as the date, time, place, and participants for the Middler Review have been set, return the Middler Review Summary Sheet (attached) to the Assistant Dean for Academic Programs so the date of your review can be recorded. The Faculty Advisor should receive a copy of the summary sheet as well.
- Consult with Panel Members.** Each panel member can help you prepare yourself for the review, and sharpen your material so all panel members will find it helpful. Use the faculty members to help you complete your degree worksheet and to read a draft of your theological statement. Use your field supervisor to help you articulate your experience in the practice of ministry. Use your denominational representative to help you understand the personal and professional skills you need to be a minister in the denomination of your choice. You should remind your student peers to ensure that the interview is taped or notes are taken. A few days before the review, consult with your faculty advisor to decide details of format and procedure. If a conference telephone call is anticipated, make sure this is confirmed and that the outside caller has the procedure to join the conference.
- Distribute your Material.** There is a DEADLINE for the circulation of material to your panel. Panel members and the Assistant Dean for Academic Programs must receive your completed Middler packet ten (10) working days before the review. If the deadline is not met the Faculty Advisor may cancel the review.
- The Panel Member Student Assessment Guide** Please bring copies of this form (the one with the ratings scale) for each member of your panel. This will be distributed by your advisor at the conclusion of the question and answer period.

III. THE REVIEW

The Middler Review is organized around three steps: getting under way, structured conversation, and summary statements.

A. GETTING UNDER WAY. Most Middler Reviews bring people together who do not know one another. Care needs to be taken to help panel members get acquainted and feel comfortable.

- **Gathering.** The student needs to arrive a minute or two ahead of time to see that the place is in order and to greet panel members as they arrive.
- **Introductions.** When the faculty advisor calls the meeting to order, the student will be asked to introduce members of the panel, giving a word or two about their role and why they were selected. At this time, it will be noted whether a recording device has been set-up, or if a student peer will be taking notes.

- **Setting the Agenda.** With the student excused from the room, the faculty advisor will invite panel members to state questions and concerns they want to raise during the review. The faculty advisor designs the flow of the review so that each element of the review will receive the time it needs, and so that the review participant with special competence in an area is given an opportunity to pursue that area with the student. This is a time for panel members to test with one another their perception of the student and of the task of the review. This time is to help all members of the review panel understand the agenda and anticipate the process.

B. STRUCTURED CONVERSATION. The bulk of the session is spent in conversation with the student. The faculty advisor is responsible to see that all component areas of the review are addressed and that there is room for the questions and concerns of panel members. The primary task of panel members is to ask questions which will press the student to think about and respond to the areas under consideration. Speeches by panel members usually are reserved for the summary section of the review.

Oral presentation. After the student returns to the room she/he is invited to give a carefully prepared 5-10 minute oral presentation, integrating his/her sense of call, theological studies and practice of ministry. Panel members may use this presentation as a beginning point for their questions.

Questions. Questions are asked to:

- evaluate the student's theological understanding and ability to articulate her/his faith.
- consider the relationship of the student to the church or agency and its assumptions about ministry.
- assess the adequacy of the Vocational Academic Plan and what the student has done at PSR to move toward his/her chosen ministerial goals.
- evaluate the goals of the student in view of student's self-assessment
- counsel the student as to vocational clarity and fit
- create goals for the student's work in the Senior Integrative Seminar

C. SUMMARY STATEMENTS. After the time for questions has been spent, the student will leave the room while the faculty advisor calls for the preparation and presentation of summary statements by panel members to the student. At this time, the faculty member will hand out a new copy of the Panel Member Student Assessment form which includes a ratings scale. Panel members will use this tool to consider their summary statements and will hand in the form to the faculty member at the conclusion of the middler (to be shared at

a later time with the student—the faculty member will return these forms to the Academic Programs office).

Statements should identify both strengths and weaknesses panel members discern in the student from their work with her/him and from the review itself. Summary statements should be as direct, brief and memorable as possible.

The student will return to the room. Panel members will speak their summary statements. The faculty advisor will then make a final remark, thank the participants and draw the review to a close.

D. MIDDLEL REVIEW REPORT. Following the review, the student creates the Middler Review Report (attached), drawing on notes from the middler, feedback, and assessment forms.

E. ADVISOR MEETING FOR MIDDLEL REVIEW REPORT. Before the student and the faculty advisor leave the Review, the faculty advisor should arrange with the student a time to share and sign the Middler Review Report. Normally this process should be completed within two weeks of the Middler Review session.

IV. FOLLOW UP

A draft of the middler review is prepared by the student. The Report will include the student's goals for the Senior Integrative Seminar. The student and the advisor discuss the Report, revise it as needed, and both sign it. The student then transmits a copy of the Report to the Assistant Dean for Academic Programs, along with supporting documentation.

The Middler Review Vocational/Theological Statement

One of the key elements of the Middler Review is the preparation of a Vocational/Theological statement, which is approximately 15-20 pages in length. This essay, carefully prepared by the student in advance of the Review, is read critically by all panelists and forms the basis for much of the conversation that occurs in the Review.

The goal of this portion of the middler is to demonstrate 1) your facility with critical theological tools, and 2) your ability to integrate your knowledge of scripture, the history of Christian thought, and Christian communities and practices in a project of constructive theology.

Develop your essay by giving a critical reflection on your experience of life and faith, using theological and sociological categories. You may have written about your experience or journey before, but in this paper you are expected to bring to bear newly acquired tools of analysis, including awareness of your social location and a critical assessment of not just *what* you know or experience, but *how* you know and experience. You may want to consider your experience critically in light of academic disciplines to which you've been exposed, texts and thinkers you have encountered, and contexts that have helped you test your experience against that of other individuals and communities.

In your essay, you should give specific attention to the following areas, indicating your current understanding of them. On this basis your committee can more helpfully recommend areas of further study and reflection.

- Define your social location. How does your race, gender, sexual orientation, faith affiliation, economic class, etc, impact the way you relate to others, particularly those who are different from your own location?
- Articulate your theological statement in a way that is integrative of your faith, life and practice. What is the ultimate reference/source/grounding of your faith? How is your faith manifest in life? How is it related to the historical formulations of faith (God, Christ, Spirit, Scripture, Church, Sin)? How does your faith find a place in a community of accountability? How do you understand your responsibility as a person of faith? What is the role of theology in your life and ministry?
- How does your theology inform your relationship to neighbors (individually, globally, ecologically)? How is your commitment to justice and peace/prophetic stance expressed in regard to the relational nature of life? How do you propose to cope with the destructive forces that alienate one from another (evil, injustice, etc.)? Where does your theological position fit in the unfolding historical story of faith? Are there any useful references in the historical formulations of these issues and what are they? What theological thinkers have helped you and why?
- How does memory, history, locality, and future/hope play in your understanding of faith?
- Where are the growing edges in your continuing growth in faith? Who are the conversation partners? What are your theological questions?

Include in your essay a one-to-two page self-assessment of your competencies in ministry. How have life experiences, the M.Div. curriculum, and field work assisted you in the development of your skills for ministry? Utilizing the Middler Self-Assessment tool, what are your limitations? What areas do you need to address to strengthen your role as a religious leader? How can you use the resources of the M.Div. curriculum and programs of the school to further your vocational development? What are ways you can utilize the Senior Integrative Seminar for your development? What other resources do you need and how can you find them? You may find it helpful to consult with your advisor as you prepare your essay.

MDiv Exit Interview

(Please fill this out in consultation with your advisor and please print clearly)

Please fill out this form online at the [PSR MDiv section for senior year milestones](#). This required milestone due the last day of your last year can be filled out in consultation with your advisor. Upon completion, a copy of your Interview will be sent to you and your advisor at the emails you provide on this form. Please ensure you use the official school email addresses for both yourself and your advisor.

A copy of your completed form will also be sent to the Assistant Dean for Academic Programs and will be archived in the Office of Academic Affairs for a limited number of years separately from your official student file for the purpose of tracking milestone completion, institutional research, and providing data for accrediting bodies. Faculty advisors are expected to read your Interview and may follow up with you if they wish to consult with you further on any of the questions in this document. Responses from all students in aggregate form may be shared with faculty for the purposes of student advisement. If data is presented in aggregate form to other non-PSR third parties such as accreditors, all personal identifiers (such as your name and email) will be removed. Asterisked (*) fields are required.

Please submit any further questions about this milestone to the Assistant Dean for Academic

Pre-2018 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.

M.A.S.T. students can add PSR certificate programs to the degree, such as the Certificate of Spirituality and Social Change (C.S.S.C.) or the Certificate of Sexuality and Religion (C.S.R.). These combinations usually require additional credit hours but many of the courses can be applied across these programs. 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 for the M.A.S.T. 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 courses, field work and immersive learning opportunities are designed in consultation with the Ignite Institute @ PSR in collaboration with PSR's Office of Field Education and Contextual Learning. All of these offerings incorporate the practice of social transformation in the critical analysis of text, tradition, and community. 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.

M.A.S.T.—Specific Course Planning Information

Requirements for the M.A.S.T.

M.A.S.T. students complete course work equal to 39.0 credit hours (of these 63.0 credit hours are in field work with a mentor and 3.0 are devoted to a special project). The program can be completed in two academic years and participants have a maximum of five years to finish the requirements. Two required seminars, six core courses in social theory, ethics, and theology, along with social change field work frame the program, which culminates in either a thesis or a portfolio project for social transformation. The student's faculty advisor, in consultation with the Director of the M.A.S.T. program, works with each student to devise a plan for completing the program based on the participant's interests, faculty resources, and available internship sites.

REQUIRED SEMINARS (6.0 credits)

M.A.S.T. students join with participants in the Certificate in Spirituality and Social Change (C.S.S.C.) program and enroll in the first year of the program in two required seminars. These seminars are offered each academic year:

- 1) Spiritual Formation for Leadership
 - (a) SPFT 1082/8182 (3.0 credits, usually offered in the fall semester)
 - (b) This seminar introduces a variety of spiritual practices, opportunities to engage in them with colleagues, and relate such spiritual formation to critical social analysis and theological reflection.
- 2) Transformational Leadership
 - (a) FTRS 2973/8297 (3.0 credits, usually offered in the spring semester)
 - (b) This seminar surveys and develops the knowledge and skills needed to lead organizations, communities, and movements of social change. PSR faculty and social change leaders from the wider community present the diversity of approaches to this kind of leadership and methods for effective social transformation.

Core Courses in Social Theory, Ethics, and Theology (18.0 credits)

M.A.S.T. students combine courses equally from the fields of social theory, ethics, and theology:

- 1) Social Theory/Religion & Society
 - a) (2 courses or 6.0 credit hours; at least one of these courses at the Intermediate or Advanced level. Fields: RS).
- 2) Religious and Philosophical Ethics
 - a) (2 courses or 6 credit hours; at least one of these courses at the Intermediate or Advanced level. Fields: CE).
- 3) Theology (Philosophical, Systematic, Practical)
 - a) (2 courses or 6 credit hours; at least one of these courses at the Intermediate or Advanced level . Fields for theology: ST, PH, PT; Fields for practical theology: FT, ED, LS).

Note that for each course used toward core requirement, a M.A.S.T. Core and Elective Course Learning Outcomes form must be submitted online before the course begins. A List of Suggested M.A.S.T. Courses in each area may be published each summer on the M.A.S.T. website against certain criteria evaluated by the

M.A.S.T. Director. You may use this list for guidance in choosing your core courses, but regardless of whether the course appears in the list, you must submit the M.A.S.T. Learning Outcomes Form for each course taken toward the core requirement.

If you are still unsure about the applicability of a course toward a core requirement even after consulting the List of Suggested Courses and the M.A.S.T. Learning Outcomes form, you may consult with your advisor or the M.A.S.T. director on your choices. If approved, please submit the M.A.S.T. Learning Outcomes Form for each course taken toward the core requirement.

SUPERVISED INTERNSHIP & SAIL PROJECT (6.0credits)

In consultation with the Director of Field Education, students will begin identifying a social change field work placement in a social venture or social justice organization early on in their program and engage in that work beginning in their second semester (or after completing at least 9.0 credit hours of course work). Students already working in an area of social change may apply to have that work counted toward this field work requirement. In some cases, a series of “immersive learning” experiences in a particular area of social change can count toward this requirement as well.

1. 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. (Students may choose to take an additional 3.0 credits of social change field work as an elective by enrolling in FERS-3001)

2. The Social Analysis and Innovative Leadership (SAIL) Project

MA 4060 (3.0 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 internship supervisor and faculty advisor, the summative project includes elements such as: a detailed social analysis of the sector engaged at the internship placement; 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.

SOCIAL CHANGE ELECTIVES (9.0 credit hours)

These elective courses may be taken in any field, but for each course taken a M.A.S.T. Core and Elective Learning Outcomes form must be submitted before the elective course begins. These electives may also include specialized study with a particular faculty member in the form of a Special Reading Course, or an SRC 9999.

FORM: MAST Degree Audit

Student Name:

Pacific School of Religion

ID Number:

MAST Degree Audit - PRE 2018

| Required Seminars (6 units) | Course Name | Units | Grade | Term | Comments |
|---|-------------|-------------------------|-------|-------|----------|
| Spiritual Formation/Leadership | _____ | _____ | _____ | _____ | _____ |
| Transformational Leadership | _____ | _____ | _____ | _____ | _____ |
| Required Core Courses (18 units) | | | | | |
| Social Theory/Religion & Society | _____ | _____ | _____ | _____ | _____ |
| Field: RS (6 units) | _____ | _____ | _____ | _____ | _____ |
| Religious & Philosophical Ethics | _____ | _____ | _____ | _____ | _____ |
| Field: CE (6 units) | _____ | _____ | _____ | _____ | _____ |
| Theology (Philo/Systemc/Pract) | _____ | _____ | _____ | _____ | _____ |
| Fields: ST,PH, PT, RA, SP, EL, FT, HM, LS, PS, ED (6 units) | _____ | _____ | _____ | _____ | _____ |
| Required Social Change Field Work/ SAIL CAPSTONE (6 units) | | | | | |
| Social Change Fieldwork (3 units) | _____ | _____ | _____ | _____ | _____ |
| SAIL CAPSTONE (3 units) | _____ | _____ | _____ | _____ | _____ |
| Social Change Electives (9 units) | | | | | |
| | _____ | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ | _____ |
| Total Units: | 0 | | | | |
| Total PSR Units: | _____ | Transfer School: | _____ | | |
| Transfer Units: | _____ | | | | |
| Online Units (19 max): | _____ | | | | |
| SRC Units (9 max): | _____ | | | | |
| Time Lapse Met?: | _____ | | | | |

Pre-2018 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 in the midst of 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 M.T.S. 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 [Center for Spiritual and Social Transformation \(CSST\)](#) (soon to be the "Ignite" Center) in collaboration with the Office of [Field Education](#) and [Contextual Learning](#). Many of these courses and modules are offered in the evenings, on weekends, or online, which allows participants to continue working in their places of employment and bring that experience with them into the program.

All of 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 (especially under the guidance of a mentor and the PSR Director of Field Education in the second half of the program). 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. Specific Course Planning Information

Identifying C.S.S.C. courses

Each year, the list of suggested C.S.S.C. elective courses is published on the PSR website at the [C.S.S.C. program page](#). While there are no substitutes for the two required seminars (Spiritual Formation for Leadership & Transformative Leadership) and the final field work/capstone requirement (FERS 3001), any course which contributes toward the program learning outcomes may be used toward your elective requirement so long as you submit a [C.S.S.C. Electives Learning Outcomes form](#) for each course applied to the program. You are assigned an advisor at the start of your program, who may help you choose your electives. Your advisor may not be the Coordinator of the C.S.S.C. program, but the Coordinator may still be an important resource for you.

Using Your C.S.S.C. Worksheet or “My Progress”

The *C.S.S.C. 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.

C.S.S.C. Course Distribution

The 21 required credits are distributed among required seminars (6 credits), Social Change Field Work/Immersion capstone (3 credits), and electives for which you must demonstrate contribute toward your achievement of the program learning outcomes through the [C.S.S.C. Electives Learning Outcomes form](#) (12 credits), regardless of whether they appear on the C.S.S.C. suggested courses list or not.

Required Seminars (6.0 total credits)

1. **SPFT 1082/8182 Spiritual Formation for Leadership** (3.0 credits, usually offered in the fall semester) is co-taught by PSR faculty. This seminar introduces a variety of spiritual practices, opportunities to engage in them with colleagues, and relate such spiritual formation to critical social analysis and theological reflection.
2. **FTRS 2973/8297 Transformational Leadership** (3.0 credits, usually offered in the spring semester) surveys and develops the knowledge and skills needed to lead organizations, communities, and movements of social change. PSR faculty and social change leaders from the wider community present the diversity of approaches to this kind of leadership and methods for effective social transformation.

These seminars may be offered in both traditional classroom and online (8000-level) formats.

Required Social Change Field Work/Immersion Capstone (3.0 credits)

In consultation with the Director of Field Education and the Coordinator of the C.S.S.C. program, participants choose a broad sector or area of interest in which to focus their work (such as economics, ecology, social justice) and are paired with a mentor active in that field. Those already working in some area of social changemaking may apply to have that work count toward these credit hours for the program. In some cases, a participant may choose to combine a series of immersive learning/internship experiences for the required field work credits.

FERS 3001, Social Change Field Work/Immersion, Capstone Course (3.0 credits)

This seminar serves as the capstone course for the C.S.S.C. 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 together in person three times 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. The class meets in person a fourth and final time, at the end of the semester, to present their final projects and solicit observations and proposals for next steps.

Elective Credits, seminars and workshops (12.0 total credits)

Students are also required to take twelve credits in select areas, based on career goals and vocational needs. Suggested courses are [listed on the C.S.S.C. website](#), but any course on or off this list may be used, so long as a [C.S.S.C. Electives Learning Outcomes form](#) is submitted before the course is taken. The Coordinator of the C.S.S.C. program maintains a listing of these suggested courses each year. In some cases, with the approval of the Field Education and Contextual Learning Director, students may also customize a plan to complete various workshops, events, conferences, and other immersive experiences earn up to 3.0 credits in the course FERS 3000 of electives in the Fall and Spring terms.

Certificate of Spirituality and Social Change (CSSC) Elective Course Learning Outcomes Form

Dear PSR Student,

This form must be submitted at the beginning of each elective course you take towards your CSSC to ensure that the course you take fulfills to some extent the program learning outcomes and contributes to your CSSC Immersion Capstone FERS 3001 required in your last semester of the program. A copy of this form will be sent to you, your advisor, the CSSC Director and the Office of Academic Affairs when you hit the "Submit" button.

For further questions about this form, please contact the CSSC Director, Jay Johnson at jjohnson@psr.edu.

1) Student, Advisor and Course Information

Name: _____ Course Number: _____
 Email: _____ Course Name: _____
 Advisor Name: _____ Institution offering the course: _____
 Advisor Email: _____ Semester/Year: _____

2) Describe how this course will help you achieve the program learning outcomes:*

| | Evaluation on how this course will help me achieve this learning outcome |
|---|--|
| 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) | — |
| 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 | — |

Student Name:

Pacific School of Religion

ID Number:

Certificate of Spirituality and Social Change

| Required Seminars (6 units) | Course Name | Units | Grade | Term | Comments |
|--|-------------|-------|-------|-------|----------|
| Spiritual Formation/Leadership | _____ | _____ | _____ | _____ | _____ |
| Transformational Leadership | _____ | _____ | _____ | _____ | _____ |
| Required Social Change Field Work | | | | | |
| Social Change Fieldwork (3 units) | _____ | _____ | _____ | _____ | _____ |
| Elective Credits (12 units) | | | | | |
| | _____ | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ | _____ |
| | _____ | _____ | _____ | _____ | _____ |

Total Units: 0

Total PSR Units: _____ Transfer School: _____

Transfer Units: _____

Online Units (19 max): _____

SRC Units (9 max): _____

Time Lapse Met? (3 y): _____

Program Completed? _____

Anticipated Conferral Date: _____

Eligible for Commencement: _____

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 consortial 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 consortial 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)

- [New College Berkeley \(NCB\)](#)
- [The Patriarch Athenagoras Orthodox Institute \(PAOI\)](#)
- **Certificate Programs**
 - [Asia Project](#)
 - [Women's Studies in Religion](#)
 - [Black Church/Africana Religious Studies](#)

Appendix ii: Letters of Accreditation

ats The Association of Theological Schools
The Commission on Accrediting

February 9, 2018

David Vasquez-Levy
Pacific School of Religion
1798 Scenic Avenue
Berkeley, CA 94709
dvasquez@psr.edu

Dear President Vasquez-Levy,

The Board of Commissioners met in Pittsburgh, Pennsylvania, in February 2018 and included on its agenda Pacific School of Religion's recent comprehensive visit and the resulting report by the evaluation committee.

After reviewing the information in light of the pertinent Commission Standards and *Procedures*, the Board voted:

1. To reaffirm the accreditation of Pacific School of Religion for a period of ten years, with the next comprehensive evaluation visit in fall of 2027, one term before the period of accreditation expires on March 31, 2028.
2. To approve the following degree programs:
 - Master of Divinity
 - Master of Arts (Social Transformation) [Academic MA] (*see 7a below)
 - Master of Theological Studies [Academic MA]
 - Doctor of Ministry

[Note: the school also participates in the Master of Arts and Doctor of Philosophy degrees offered through the Graduate Theological Union, but these are listed under the GTU's accrediting history]
3. To approve the following extension site:
 - Office of the Hawaii Conference of the United Church of Christ (1848 Nu'uauu Ave, Honolulu, HI 96817), as a complete degree-granting site for the Doctor of Ministry degree.
4. To grant approval to offer comprehensive distance education: Yes
5. To encourage that attention be given to maintaining and enhancing these distinctive strengths:
 - a. Institutional commitment to and embodiment of diversity that permeates the institution, as demonstrated by the senior leadership, faculty, students, and other stakeholders. This diversity not only extends to race but also global representation, gender, gender identity, sexual identity, and socio-economic status, in ways that are rarely seen in graduate theological education. In the midst of this inter-cultural environment is the shared practice of open and honest exchange among all constituencies, with the overall goal being spiritual and social transformation.

The Commission on Accrediting of The Association of Theological Schools
10 Summit Park Drive, Pittsburgh, PA 15275-1110
Phone: 412-788-6505 • Fax: 412-788-6510 • www.ats.edu

February 9, 2018
Page 2
Pacific School of Religion

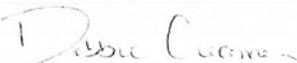
- b. Culture of innovation, as evidenced by the school's investment in the Ignite Institute, its exploration of certificate programs and stackable credentials, its various centers and partnerships, and its understanding of theological education as being relevant in the public sphere. This includes clear attention to the school's geographical placement (including the three "valleys" of Silicon, Central, and Bay Area/East Bay) and to its selection of senior leaders who embody the mission and possibilities of the school in new ways.
 - c. Quality and commitment of faculty and staff, and the overall engagement and passion that all members of the community express toward the school.
 6. To encourage that attention be given to the following areas of needed growth during the next period of accreditation, with each area linked to a specific Standard.
 - a. Institutional environment (Standard 8, section 8.5). Given the numerous transitions and uncertainties in recent years (internal and external to the institution), the school should carefully attend to the development of an internal institutional environment that fosters resilience and that nurtures employees in their work. The school should also continue to give attention to ensuring that it engages the number and qualities of personnel needed to implement the programs of the school, in keeping with its purpose (Standard 8, section 8.1), as well as to developing practices of communication and collaboration that strengthen the bonds of trust between institutional stakeholders, including board, administration, faculty, students, ecclesial bodies, and other partners (Standard 7, preface).
 - b. Educational assessment (Educational Standard, section ES.6). While the school has attended carefully to student learning outcomes and degree program assessment, it should continue to refine these plans and processes in order to ensure that they are as simple and sustainable as possible while adequate to answer fundamental questions about educational effectiveness.
 - c. Distance education (Educational Standard, section ES.4). As the school continues to serve new constituents, and as it adapts to the changing service offerings from the Graduate Theological Union, it should continue to attend carefully to best practices in distance education. Recognizing that ATS defines distance learning as occurring when a course is offered without students and instructors being in the same location (Educational Standard, section ES.4.1), the school should develop policies and practices that ensure consistent educational experiences regardless of modality (synchronous video, asynchronous design, hybrid, or residential). As part of this, the school should carefully review all of the expectations of the Educational Standard, section ES.4, and should consult with Commission staff as appropriate.
 - d. Cooperative use of resources (Standard 8, section 8.6). Given the discontinuation of the shared service offerings by the Graduate Theological Union, the school should give close attention to developing resources (on its own, through partnerships, or via outsourcing) that provide needed support for student services, financial management, institutional advancement, information technology, and other infrastructure. The school should also engage in evaluation of these new arrangements to ensure that they continue to effectively meet student and institutional needs and that they meet all federal and legal expectations (Standard 2, section 2.2).
 7. To require the following reports addressing areas of needed improvement, with each action below linked to one or more specific Standards:

February 9, 2018
Page 3
Pacific School of Religion

- a. To require a report by May 1, 2018, clarifying whether the Master of Arts in Social Transformation is to be understood as a Commission Standard B [Professional MA] or Commission Standard D [Academic MA] degree program. Prior to submitting the report, the school should consult with Commission staff regarding the expectation of each of these Standards, including those related to nomenclature, residency, and program content.
- b. To require a report by February 1, 2019, regarding continued progress toward financial equilibrium. The report should include the FY2018 audit, the FY2018 management letter (if available), the school's analysis of its FY2018 operating revenues and expenditures, budget projections for FY2019 and FY2020, and a discussion that addresses the school's progress toward increasing its enrollment, achieving its ambitious fundraising goals, reducing its operating deficits, repaying its endowment borrowings, developing a financial contingency plan, and reducing its endowment draw. The report should include an update on the school's plans and progress regarding its real estate holdings, and should demonstrate that it has developed a clear financial plan for how the proceeds of any property sales will contribute to long-term institutional vitality (Standard 8, sections 8.2.1.1, 8.2.1.2, 8.2.1.3, and 8.2.1.4).
- c. To require a report by April 1, 2019, regarding institutional purpose, planning, and evaluation (Standard 1). This report should demonstrate that the school is able to articulate a clear mission and intentional guiding vision that permeates all stakeholders of the institution and that serves as the framework for comprehensive institutional planning and evaluation (Standard 1, preface and section 1.1). Particular attention should be given to the ways in which this mission and vision inform and support institutional decision-making (with particular attention to programs offered, allocation of resources, and constituencies served) as well as ongoing evaluation procedures for institutional vitality (Standard 1, section 1.2).
- d. To require a report by February 1, 2021, regarding continued progress toward financial equilibrium. The report should include the FY2020 audit, the FY2020 management letter (if available), the school's analysis of its FY2020 operating revenues and expenditures, budget projections for FY2021 and FY2022, and a discussion that addresses the school's progress toward increasing its enrollment, achieving its ambitious fundraising goals, reducing its operating deficits, repaying its endowment borrowings, developing a financial contingency plan, and reducing its endowment draw (Standard 8, sections 8.2.1.1, 8.2.1.2, 8.2.1.3, and 8.2.1.4).

Actions of the Board of Commissioners are effective as of **February 2, 2018**. Please contact me if you have any questions.

Sincerely,



Debbie Creamer, Director
Accreditation and Institutional Evaluation



Business, Consumer Services and Housing Agency - Governor Edmund G. Brown Jr.

Bureau for Private Postsecondary Education
2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833
P.O. Box 980818, West Sacramento, CA 95798-0818
P (916) 431-6959 F (916) 263-1897 www.bppe.ca.gov



October 29, 2018

Pacific School of Religion
Attn: Rueben Shank
1798 Scenic Avenue
Berkeley, CA 94709

RE: State Authorization Contract July 1, 2018 to June 30, 2021

The Bureau wants to thank you for your cooperation in the completion of the State Authorization Contract.

Enclosed you will find the fully executed contract.

If you have any questions, please do not hesitate to give me a call at 916-431-6910.

Thank you,


Danette Ebert
Office Technician

RECEIVED

OCT 05 2018

STATE OF CALIFORNIA
STANDARD AGREEMENT
STD 213 (Rev 06/03)

| |
|---------------------|
| AGREEMENT NUMBER |
| REGISTRATION NUMBER |

PAID 10/5/18 7/1/18-19 B.P.P.E.

- This Agreement is entered into between the State Agency and the Contractor named below:
STATE AGENCY'S NAME
 Department of Consumer Affairs, Bureau for Private Postsecondary Education
CONTRACTOR'S NAME
 Pacific School of Religion
- The term of this Agreement is: July 1, 2018 or upon execution by the Parties (whichever occurs later), through June 30, 2021 With the option to renew
- The maximum amount of this Agreement is: \$1,076.00 (One Thousand Seventy Six Dollars and No Cents)*
 *Subject to amendment by the Bureau
- The parties agree to comply with the terms and conditions of the following exhibits, which are by this reference made a part of the Agreement.

| | |
|--|---------|
| Exhibit A – Scope of Work | 1 page |
| – State Authorization Agreement | 4 pages |
| Exhibit B – Budget Detail and Payment Provisions | 1 page |
| Exhibit C* – General Terms and Conditions | GTC 610 |
| Exhibit D – Special Terms and Conditions | 1 page |

Items shown with an Asterisk (*), are hereby incorporated by reference and made part of this agreement as if attached hereto. These documents can be viewed at <http://www.dgs.ca.gov/ois/Resources/StandardContractLanguage.aspx>

IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto.

| | | |
|--|--|---|
| CONTRACTOR | | <i>California Department of General Services Use Only</i> |
| <small>CONTRACTOR'S NAME (if other than an individual, state whether a corporation, partnership, etc.)</small> Pacific School of Religion | | |
| <small>BY (Authorized Signature)</small> <i>Patrick O'Leary</i> | <small>DATE SIGNED (Do not type)</small> 8/26/18 | |
| <small>PRINTED NAME AND TITLE OF PERSON SIGNING</small> Patrick O'Leary | | |
| <small>ADDRESS</small> 1798 Scenic Avenue, Berkeley, CA 94709 | | |
| STATE OF CALIFORNIA | | |
| <small>AGENCY NAME</small> Department of Consumer Affairs, Bureau for Private Postsecondary Education | | |
| <small>BY (Authorized Signature)</small> <i>Dr. Michael Marion Jr.</i> | <small>DATE SIGNED (Do not type)</small> 10/26/18 | |
| <small>PRINTED NAME AND TITLE OF PERSON SIGNING</small> Dr. Michael Marion Jr., Bureau Chief | | |
| <small>ADDRESS</small> 2535 Capitol Oaks Drive, Suite 400 Sacramento California, 95833 | | |

EXHIBIT A

SCOPE OF WORK

1. Pursuant to Section 600.9 of Title 34 of the Code of Federal Regulations, an institution that participates in the Federal student aid programs authorized under Title IV of the Higher Education Act of 1965, as amended, must be authorized by the State(s) where it is located. The purpose of this Agreement is to establish a cooperative relationship, in accord with California Education Code Section 94874.9, between the California Bureau for Private Postsecondary Education ("Bureau") and the named Contractor ("Institution") in order for the Bureau to review and act on complaints concerning the Institution. Additionally, pursuant to California Education Code Section 94874.9, the execution of this Agreement between the parties shall constitute establishment by the State of California for the Institution to offer programs beyond secondary education, including programs leading to a degree or certificate, in accordance with Section 600.9 of Title 34 of the Code of Federal Regulations. The Bureau shall provide services to the Institution in accordance with the provisions of this agreement, including the State Authorization Agreement, attached herein and labeled, Exhibit A, Attachment I – State Authorization Agreement.
2. The liaisons during the term of this agreement will be:

Department of Consumer Affairs
Bureau for Private Postsecondary Education
Name: Chief, Complaint Unit
Phone: (916) 431-6959
Fax: (916) 263-1897
Email: bppe@dca.ca.gov

Institution: *Pacific School of Religion*
Name: *Patrick O'Leary*
Phone: *510-849-8274*
Fax: *510-845-8448*
Email: *poleary@psr.edu*

Direct all agreement inquiries and notices to the above liaisons.

State Authorization Agreement

This State Authorization Agreement ("Agreement") is hereby made and entered into by and between the California Bureau for Private Postsecondary Education ("Bureau") and Pacific School of Religion ("Institution"), a California nonprofit corporation, collectively known as the "Parties."

In consideration of the mutual promises and covenants contained herein, and for other good and valuable consideration, the mutual receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

(1) PURPOSE

Pursuant to Section 600.9 of Title 34 of the Code of Federal Regulations, an institution that participates in the Federal student aid programs authorized under Title IV of the Higher Education Act of 1965, as amended, must be authorized by the State(s) where it is located. The purpose of this Agreement is to establish a cooperative relationship, in accord with California Education Code Section 94874.9, between the Parties for the Bureau to review and act on complaints concerning the Institution. Additionally, the execution of this Agreement between the Parties shall constitute establishment by the State of California for the Institution to offer programs beyond secondary education, including programs leading to a degree or certificate, in accordance with Section 600.9 of Title 34 of the Code of Federal Regulations.

(2) REPRESENTATIONS/WARRANTIES

- A. The Institution represents and warrants that it is an "independent institution of higher education" as defined in Section 66010 of the California Education Code.
- B. The Institution shall comply with all applicable state and federal laws, including laws related to fraud, abuse, and false advertising.

(3) EFFECTIVE DATE/TERM/RENEWAL

A. Term.

This Agreement shall be effective July 1, 2018 or immediately upon both Parties executing this Agreement (whichever occurs later), and terminate on June 30, 2021. Thereafter, this Agreement may be renewed for additional terms by agreement of both parties by written amendment.

It is mutually agreed that if the Bureau ceases to exist by government action during the initial term or any subsequent term of this Agreement, and there is no successor entity to the Bureau, this Agreement shall be of no further force and effect. In this event, the Department of Consumer Affairs shall have no obligation to review and act on complaints concerning the Institution.

B. Termination.

The Bureau may terminate this Agreement at any time if the Institution is no longer an independent institution of higher education as defined in Section 66010 of the California Education Code, or if the Institution fails to comply with the provisions of this Agreement.

The Institution may terminate this Agreement at any time upon 30 days written notice to the Bureau.

(4) STATE COMPLAINT PROCESS: COOPERATION OF PARTIES

Pursuant to this Agreement, the Bureau will review and, as appropriate, act on complaints concerning the Institution, in accordance with Section 600.9 of Title 34 of the Code of Federal Regulations. The Institution shall cooperate with the Bureau and/or any referring agency to resolve complaints received by the Bureau concerning the Institution.

(5) COMPLAINT PROCEDURES: REFERRALS

A. The Institution authorizes the Bureau to refer any complaint it receives related to the Institution, including any complaints related to institutional policies or procedures, or both, as determined by the Bureau, to the Institution, an accrediting agency, or another appropriate entity for resolution.

B. The Bureau shall notify both the complainant and the Institution of any such referral.

C. The Bureau shall retain the ability and responsibility to determine whether a referred complaint remains pending and/or has been resolved.

(6) INSTITUTION'S DESIGNATED LIAISON

The Institution hereby designates its: Chief Business Officer
(Title)
to act as a liaison with the Bureau for all complaints received by the Bureau related to the Institution.

(7) PROVIDING NOTICE TO STUDENTS

The Institution shall provide the following disclosure notice in all written and Internet-based documentation in which the Institution's student complaint processes are described, including the student catalog, student handbook, and the Institution's Internet Web site:

"An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at (address), Sacramento, CA (ZIP Code), (Internet Website address), (telephone and fax numbers)."

The Institution shall ensure that the required notice contains the most recent and accurate contact information as provided by the Bureau.

(8) ANNUAL FEE

To support costs incurred by the Bureau to perform activities pursuant to this Agreement, the Institution shall pay the Bureau one thousand seventy-six dollars (\$1,076.00) within 30 days from July 1, 2018, or within 30 days from both Parties' execution of this Agreement (whichever occurs later), and thereafter each calendar year on July 1st for each term that this Agreement remains in effect ("Bureau Fee"). The Bureau Fee may be periodically reviewed and adjusted by the Bureau through the administrative rulemaking process, and the adjusted amount shall be the annual fee for purposes of this Agreement upon written notice to the Institution.

(9) NON-CONFIDENTIAL AGREEMENT

This Agreement is not confidential. The Institution consents to the Bureau posting the Institution's name and the standard form of this contract on its Internet Web site.

(10) HOLD HARMLESS/INDEMNIFICATION

The Institution agrees to indemnify and hold harmless the Bureau, its designated representatives, agents, and employees from any and all liability, loss, damage, cost, or expense, including reasonable counsel fees and expenses, paid or incurred by reason of the Institution's breach of any of the obligations, covenants, representations, or terms contained in this Agreement, or otherwise by reason of the Institution's unlawful conduct.

(11) GENERAL PROVISIONS

- A. Modification of Agreement. This Agreement may be supplemented, amended, or modified by the mutual agreement of the parties.
- B. Notices: All notices arising out of, or from, the provisions of this Agreement will be in writing and given to the Parties either by regular mail, electronic mail, facsimile, or delivery in person.
- C. Entire Agreement: This Agreement and Exhibits identified as Exhibit A through D represent the entire agreement and understanding of the Parties with respect to the subject matter hereof and supersedes any prior or contemporaneous discussions, representations, or agreements, oral or written, of the Parties regarding this subject matter. Exhibits A through D are hereby incorporated by this reference. This Agreement will not be modified except by further writing signed by both Parties.
- D. Severability: If any provision contained in this Agreement is determined by a court of competent jurisdiction, or an arbitration tribunal, to be invalid or unenforceable, said determination will not affect the validity and enforceability of the remaining provisions hereof. The Parties represent that they are not aware that any provision of the Agreement is invalid or unenforceable.
- E. Waiver: No waiver by either Party, whether express or implied, of any right or obligation set forth in this Agreement, or any breach or default, will constitute a continuing waiver of that or any other right, obligation, breach, or default.

- F. Paragraph Headings: The paragraph headings and numbers in this Agreement are for convenience only and will not be deemed to affect in any way the language of the provisions to which they refer.
- G. Counterparts by Facsimile or Email: This Agreement may be executed in counterparts, each of which shall be deemed to be an original, but all of which, taken together, shall constitute one and the same agreement. In the event that any signature is delivered by facsimile transmission or by e-mail delivery of a ".pdf" format data file, such signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed) with the same force and effect as if such facsimile or ".pdf" signature page were an original thereof.

EXHIBIT B

BUDGET DETAIL AND PAYMENT PROVISIONS

The Institution shall pay the Bureau for costs incurred by the Bureau to perform activities related to this Agreement, set by California Education Code Section 94874.9 as one thousand seventy-six dollars (\$1,076.00) each year, unless another amount is later determined by the Bureau through the administrative rulemaking process. The Bureau is not responsible for any financial performance of this Agreement.

Payments shall be sent to the following address:

Bureau for Private Postsecondary Education
Attn: State Authorization Contract
P.O. Box 980818
West Sacramento, CA 95798-0818



William A. Ladassew
University of California, Santa Cruz

Wes Covert
Reed Dassenbeck
University of Hawaii at Manoa

Jeffrey Armstrong
California State Polytechnic State
University, San Luis Obispo

Cynthia Bann
Argosy University

Janna Berni
California State University,
Domestic Hills

Richard Bray
Accrediting Commission
for Schools WASC

Linda Buckley
University of the Pacific

Ronald L. Carter
Loma Linda University

William Colino
California State University,
Los Angeles

Christopher T. Cross
Public Member

Behnam Dabkin
St. Mary's College

Phillip Donohue
Baylor University

John Eichenbender
Stanford University

Mildred Garcia
California State University, Fullerton

Joire
Member

Dianne Harrison
California State University,
Nevada

Adrianna Ixtar
University of Southern California

Fernando Leon-Garcia
CETYS University

Deborah Lieberman
University of La Verne

Kay Lovist
William Jessup University

Barry Ryan
International Ecological University

Sandra Serrano
Accrediting Commission for
Community and Junior Colleges

Thomas Stewart
Purdue University

Amy Supinger
Public Member

Tomoko Takahashi
Seika University of America

Andrew Wallis
Wintner College

Jane Wellman
Public Member

Leah Williams
Public Member

President
Mary Ellen Petricko

March 9, 2017

Dr. David Vasquez-Levy
President
Pacific School of Religion
1798 Scenic Avenue
Berkeley, CA 94709

Dear President Vasquez-Levy:

This letter serves as formal notification and official record of action taken concerning Pacific School of Religion (PSR) by the WASC Senior College and University Commission (WSCUC) at its meeting on February 17, 2017. This action was taken after consideration of the report of the review team that conducted the Accreditation Visit to the Pacific School of Religion on October 17-20, 2016. The Commission also reviewed the institutional report and exhibits submitted by the Pacific School of Religion prior to the Offsite Review (OSR), the supplemental materials requested by the team after the OSR and the institution's January 20, 2017 response to the team report. The Commission appreciated the opportunity to discuss the visit with you and your colleagues: Mary Donovan Turner, Academic Dean and ALO; Patrick O'Leary, Chief Business Officer; and Wanda Scott, Chief Advancement Officer. Your comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC.

Actions

1. Receive the Accreditation Visit team report
2. Reaffirm accreditation for a period of six years Schedule the next reaffirmation review with the Offsite Review in spring 2022 and the Accreditation Visit in fall 2022
3. Schedule the Mid-Cycle Review in spring 2019
4. Request submittal of annual audited financial statements within five days of Board of Trustees approval each year, accompanied by a letter noting institutional developments and progress in meeting financial goals
5. Schedule a Special Visit in spring 2019. A report is due 10 weeks prior to the Special Visit, in which the institution is requested to:
 - a. Address the fiscal stability of PSR and the progress made in the repayment of funds borrowed from PSR's endowment, especially the restricted endowment (CFR 3.4);
 - b. Provide evidence of breakeven operating budget results (CFR 3.4);
 - c. Provide an operational contingency plan to address the event of further operating budget deficits and/or delays in the sale of campus properties (CFR 3.4, 4.7).

Commendations

The Commission commends the Pacific School of Religion in particular for the following:

1. The development and establishment of an independent, engaged, and committed Board of Trustees (CFR 3.9)
2. The hiring of a new president and the assembly of a senior administrative team of qualified and experienced professionals (CFR 3.6 and 3.9)
3. A collaborative, dedicated, and qualified faculty and staff (CFR 3.1), who have fostered the coherence of mission across all constituencies and functions (CFR 1.1) and have fully engaged in conversations about strategic position and direction in light of current challenges in graduate theological education (CFR 4.6 and 4.7)
4. The development of learning outcomes and rubrics (CFR 2.3 and 4.1) and robust co-curricular programming that is integrated into student experience and regularly assessed for its effectiveness (CFR 2.11)
5. The development and preliminary implementation of strategic plans, strategies, programs, and related financial projections to boost all operating revenue sources and to prioritize the allocation of existing and new resources (CFR 4.3 and 4.7)
6. The collaborative and thoughtful process used to develop plans for the renovation of Holbrook Hall so that it will meet the future operational needs of PSR and foster a sense of place and community for all of the institution's constituencies (CFR 3.5 and 4.6).

Recommendations

The Commission identifies the following issues for further development:

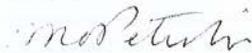
1. Strengthen the fiscal health of the institution by advancing the timeline for the repayment of funds borrowed from the institution's endowment, especially restricted endowment (CFR 3.4); by advancing the timeline for breakeven operating budget results (CFR 3.4); and by developing an operational contingency plan in the event of further operating budget deficits and/or delays in the sale of campus properties (CFR 3.4 and 4.7).
2. Further develop and coordinate the institutional research capabilities at PSR to help assure data-informed planning and decision-making (CFR 4.1, 4.2, and 4.7).
3. Focus and prioritize the institution's enrollment, advancement, and curricular plans to ensure that they continue to be aligned with the institution's mission, vision, and strategic plans and are attainable given the realities of current staffing and resources (CFR 2.3, 3.1 and 3.7).
4. Continue to develop the institution's assessment and program review processes with a focus on the assessment of online and hybrid learning, as well as learning of different tracks of students within the same course (CFR 2.1, 2.6, and 2.10).
5. Develop clearer policies for faculty loads, tenure, promotion, and professional development (CFR 3.2 and 3.3) in light of changing faculty responsibilities as the institution takes on more entrepreneurial ventures.

In taking this action to reaffirm accreditation, the Commission confirms that the Pacific School of Religion has addressed the three Core Commitments and has successfully completed the two-stage institutional review process conducted under the 2013 Standards of Accreditation. Between this action and the time of the next review for reaffirmation, the institution is encouraged to continue its progress, particularly with respect to student learning and success.

In accordance with Commission policy, a copy of this letter will be sent to the chair of PSR's governing board in one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on PSR's website and widely distributed throughout the institution to promote further engagement and improvement, and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that the Pacific School of Religion undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Mary Ellen Petrisko
President

MEP/ gc

Cc: William Ladusaw, Commission Chair
Mary Donovan Turner, ALO
Donaldson Hill, Board Chair
Members of the Accreditation Visit team
Geoffrey Chase, Vice President

PACIFIC SCHOOL of RELIGION

Appendix iii: EXTENDED ACADEMIC AND ADMINISTRATIVE CALENDAR 2018-2019

| SUMMER 2018 | | | June 4 - June 29, 2018 |
|-------------|---------------|--------|---|
| June | 4 | (M) | PSR Summer Session 2018 begins - registration for PSR Summer Session ongoing until first day of class |
| July | 4 | (T) | <i>Independence Day Holiday: Academic & Administrative Holiday, GTU Library Closed</i> |
| August | 1 | (W) | Deadline for Faculty to submit Fall 2018 Syllabi to PSR's Office of Academic Affairs |
| August | 3 | (T) | Registration Deadline for August Biblical Hebrew and Greek Language Exams |
| August | 15 | (W) | UC Berkeley (UCB) Fall Semester 2018 begins |
| August | 15 | (W) | Move-in Day for International students (for Fall semester) |
| August | 15 | (W) | Move-in Day for new Domestic students (for Fall semester) |
| August | 15 | (W) | PSR Staff Retreat |
| August | 13 - 30 | (M-F) | <u>General Registration for Fall 2018</u> |
| August | 21 | (W) | Biblical Hebrew exam 9:00 am - 12:00 pm, Le Conte building exam rooms |
| August | 22 | (T) | UCB Fall Semester 2018 Instruction begins |
| August | 22 | (W) | Biblical Greek exam 9:00 am - 12:00 pm, Le Conte building exam rooms |
| August | 23 | (Th) | GTU Common MA Student Orientation, Dinner Board Room (from 8:30 am - 4:00 pm) |
| August | 27- 30 | (M-Th) | Fall 2018 New Student Orientation [with Immersion Event on ? (4:00 - 7:00 pm)] |
| August | 29 | (W) | Welcome BBQ for all entering student in all programs across consortium, 5:00 pm - 7:00 pm, Off-campus |
| August | 30 | (Th) | All-Day Faculty Retreat and Half-Day Faculty Business Meeting (Easton Hall) |
| | 30 | (Th) | DMin Orientation in Honolulu, Hawaii |
| August | 31 | (F) | Intent to Graduate Forms for Fall 2018 Graduates Due (MA's to GTU Dean's Office) |
| August | 31 | (F) | <u>End of General Registration</u> |
| September | 1- 14 | (Sa-F) | Late Registration for Fall Semester 2018 |

| FALL 2018 | | | September 4 - December 14, 2018 |
|-----------|----|-----|---|
| September | 3 | (M) | Labor Day observed: Academic & Administrative Holiday, Library Closed |
| September | 4 | (T) | Instruction begins for Fall Semester 2018 PSR Opening Worship |
| September | 7 | (F) | Deadline to submit UCB Cross-Registration petition to Registrar, 12:00 noon |
| September | 12 | (W) | Reception for GTU MA and Doctoral students & GTU Faculty, 3:30 pm - 5:30 pm, Dinner Board Room |
| September | 12 | (W) | Deadline for MA or MABL to register for September Modern Foreign Language Exam |
| September | 14 | (F) | <u>End of Fall 2018 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 |
| | | | Deadline for submission of Special Reading Course forms for Fall 2018 |
| | | | Deadline for incoming Summer/Fall students to submit Statement of Understanding to Academic Affairs |
| | | | Deadline for GTU Common MA to successfully defend thesis or complete MABL examination WITHOUT paying fees for Fall 2018 |
| September | 17 | (M) | Constitution Day Events |
| September | 21 | (F) | Deadline to drop courses with full tuition refund |
| September | 25 | (T) | Fall Semester 2018 Stickers Due on Library Cards for UCB Library and student discount privileges |
| September | 26 | (W) | Modern Foreign Language Exam, 1:00 pm - 4:45 pm, Dinner Board Room (MA or MABL only) |
| October | 1 | (M) | Deadline for MA or MABL to file completed and approved copies of theses or Certification of Oral |
| | | | Examination forms for GTU approval of degree on October 14th (by 4:00 pm, September 30) |
| October | 1 | (M) | Deadline for Priority Admissions to PSR for Spring 2019 |
| | | | Priority Deadline for GTU Common M.A. Applications for Spring 2018 |
| | | | Deadline for Add/Change Programs for Spring 2019 |

| | | | |
|------------------|---------|--------|--|
| October | 8-9 | (M-T) | PSR Fall Board of Trustees Meeting |
| FALL 2018 | | | September 4 - December 14, 2018 |
| October | 12-13 | (F-Sa) | Come & See! Fall 2018 |
| October | 12 | (F) | Deadline for Faculty to submit 2019-2020 Course Scheduling Forms to PSR Dean |
| | | | Deadline to drop courses with half tuition refund through "Change in Enrollment" form OR email PSR Registrar |
| October | 22-26 | (M-F) | <i>Reading Week - no classes; Administrative Offices open</i> |
| October | 31 | (W) | Deadline for Summer/Fall 1st year MDiv students to submit MDiv Entrance Interview to Assistant Dean |
| | | | Deadline for Fall 2018 entering MTS students to submit Entrance Report to Assistant Dean |
| | | | Deadline for new students (INT, SP, SU, FA 18 starters) to complete online Sexual Harassment and Sexual Violence Training. |
| November | 5 | (M) | 2019-2020 Course Scheduling Forms due to Consortial Registrar's Office by 5pm |
| November | 5-9 | (M-F) | <u>Early Registration for Intersession 2018 & Spring Semester 2019</u> |
| November | 9 | (F) | Deadline to Drop a Course with a "W" or to Change grading scheme to Pass/Fail |
| | | | SPRING 2019 INTENT TO GRADUATE FORMS DUE |
| November | 15 | (Th) | Priority Deadline for PSR student Housing Applications for Spring 2019 |
| November | 17 - 20 | (Sa-T) | AAR-SBL Annual Meeting in Boston, MA with GTU Alumni Reception at AAR-SBL on Saturday Nov. 17 |
| November | 19 | (M) | Deadline to Submit Dissertation Proposals to Academic Secretary by noon for December Doctoral Council |
| November | 21 | (W) | <i>Thanksgiving Day Holiday: GTU Academic and Administrative Offices/Library Closed at 2:00 p.m. on Wednesday</i> |
| November | 22 - 23 | (Th-F) | <i>Thanksgiving: Academic and Administrative holiday / Library closed</i> |
| November | 26 | (M) | <i>TEXTBOOKS: Textbook lists due to GTU Registration Office for Intersession and spring 2019</i> |
| November | 30 | (F) | UCB Fall Semester 2018 Formal Classes Ends |

| | | | |
|--------------------------|----|--------|--|
| December | 1 | (S) | Deadline for Faculty to submit Intersession 2019 Syllabi to PSR's Office of Academic Affairs |
| FALL 2018 | | | September 4 - December 14, 2018 |
| December | | (F) | PSR Community Lessons & Carols/Winterfeast Celebration (tentative-TBA) |
| December | 14 | (F) | Fall Semester 2018 ends |
| | | | Deadline for students to submit Petition for Incomplete for Fall 2018 |
| | | | Deadline to submit Intent to Graduate forms to Assistant Dean for Acad. Prog. for May 2018 grads. |
| | | | Deadline to register for January Biblical Hebrew and Greek Language Exams |
| | | | UCB Fall Semester 2018 ends |
| Dec.21 - Jan. 1 | | (Th-M) | <i>Christmas to New Year's Day Holiday Break: GTU Academic, Library, and Administrative Offices Closed</i> |
| Dec.24 - Jan. 1 | | (M-M) | <i>PSR Christmas to New Year's Day Holiday Break: Administrative Offices Closed</i> |
| INTERSESSION 2019 | | | January 2 - February 1, 2019 |
| January | 2 | (W) | Intersession 2019 begins |
| | | | Intersession Registration Open Until First Day of Class for Intersession Courses |
| January | 4 | (F) | Deadline for instructors to submit grades for Fall 2019 |
| | | | Deadline for students to submit Incomplete make-up work to instructors for Fall 2018 – Consortial Deadline |
| January | 8 | (T) | DMin Student Orientation |
| January | 9 | (W) | Biblical Hebrew Exam, 9:00 am - 12:00 pm, LeConte building |
| January | 10 | (Th) | Biblical Greek Exam, 9:00 am - 12:00 pm, LeConte building |
| January | 10 | (Th) | Deadline for Faculty to submit Spring 2019 Syllabi to PSR's Office of Academic Affairs |
| January | 15 | | UCB: Spring, 2019 Semester Begins |
| January | 21 | (M) | <i>Dr. Martin L. King, Jr. Day: Academic & Administrative Holiday, Library Closed</i> |
| | | | UCB: No Classes |
| Jan. 21-Feb. 1 | | (M-F) | General Registration for Spring Semester 2019 |

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| January | 16 | (W) | Deadline for MA graduates for Spring 2019 to submit GTU Intent to Graduate forms to GTU Student Affairs Office |
| INTERSESSION 2019 | | | January 2 - February 1, 2019 |
| January | 17 | (Th) | Common MA Student Orientation, 8:30 am to 4:00 pm, Dinner Board Room |
| January | 22 | (T) | UCB Spring 2019 Instruction begins |
| January | 25 | (F) | Deadline to Submit Grades for Removal of Incompletes from Fall 2018 Semester |
| | | | Move-in Day for new Domestic students (for Spring semester) |
| January | 28-29 | (M-T) | Spring 2019 New Student Orientation |
| February | 1 | (F) | Interession 2019 ends |
| | | | <u>End of General Registration</u> |
| | | | Deadline for GTU Common MA to successfully defend thesis without paying fee for Spring |
| February | 2-15 | (Sa-F) | Spring 2019: Late Registration Period |
| SPRING 2019 | | | February 4 - May 24, 2019 |
| February | 1 | (T) | Deadline for Priority Admission to PSR for Fall 2019 |
| | | | Deadline for GTU Common MA Applications for Fall 2019 |
| | | | Deadline for 2019-2020 Priority Financial Aid Application (incoming students) |
| February | 4 | (M) | Instruction for Spring Semester 2019 Begins |
| February | 8 | (F) | Deadline to submit UCB Cross-Registration petition to registrar, 12:00 pm |
| February | 11-12 | (M-T) | PSR Winter Board of Trustees Meeting |
| February | 15 | (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 2019 |
| | | | <u>Deadline for incoming Int./Spring students to submit Statement of Understanding to Academic Affairs</u> |

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| | | | Deadline for 2018-2019 Financial Aid Application for continuing students |
| | | | Spring 2019 Stickers Due on Library Cards |
| SPRING 2019 | | | February 4 - May 24, 2019 |
| February | 15 | (F) | Spring 2019 Deadline to Successfully Defend Thesis or Dissertation or complete MABL oral examination in a GTU degree program without paying fees for spring 2019 |
| February | 22 | (F) | Deadline to Drop a course with Full Tuition Refund |
| February | 18 | (M) | |
| February | 27 | (W) | Modern Foreign Language Exam, 1:00-4:45 pm, Dinner Board Room (MA or MABL only) |
| March | 1 | (F) | Deadline for GTU Common MA Applications for Fall 2019 |
| March | 1 | (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 | | (F-Sa) | Come and See! Spring 2019 |
| | | | Deadline to drop courses with half tuition refund through "Change in Enrollment" form |
| March | 20 | (W) | <i>President's Day: Academic & Administrative Holiday, Library Closed</i> Course Schedule: 2019-2020 Course Schedule Available on the Web and |
| March | 25-29 | (M-F) | <i>Spring Recess - No Classes, GTU Library Open, 8:30 am - 5:00 pm (M-F)</i> |
| March | 29 | (F) | Deadline for MDiv 1st year Intersession/Spring admits to turn in MDiv Entrance Interview to Assistant Dean |
| | | | Deadline for Intersession/Spring entering MTS students to submit Entrance Report to Assistant Dean |
| April | 1 | (M) | Deadline for Add/Change Programs for Fall 2019 |
| April | 1 | (M) | Deadline to file completed and approved copies of MA theses or Certification of Oral Examination forms for |
| | | | MA in Biblical Languages candidates for GTU approval of degree on May 7th (by 4:00 pm, April 3) |
| | | | Deadline for graduating D.Min. students to submit project to committee |
| April | 5 | (F) | Deadline for MDivs requiring Middlers to submit Summary Sheet to Assistant Dean; Schedule Middler date with roomreservations@psr.edu AND committee |

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| April | 8 | (M) | Alternatives to Basics for 2019-2020 available online only |
| | | | Deadline for graduating MTS students to submit MTS Synthesis Essay to advisor |
| | | | Deadline for graduating D.Min. students to defend project |
| SPRING 2019 | | | February 4 - May 24, 2019 |
| April | 8-19 | (M-F) | <u>Fall 2019: Early Registration</u> |
| April | 18 | Th | Deadline to Drop a Course with a "W" or to Change grading scheme to Pass/Fail |
| April | 19 | (F) | <i>Good Friday: Academic & Administrative Holiday, Library Closed</i> |
| April | 20-21 | (Sa-Su) | <i>Holy Saturday and Easter Sunday</i> |
| April | 28 | (Su) | Deadline to file Thesis by 5:00 p.m. for DMin Candidates |
| May | 1 | (W) | Deadline for Faculty to submit Summer 2019 Syllabi to PSR's Office of Academic Affairs |
| May | 3 | (F) | UCB: Spring, 2018 Last Day of Instruction |
| May | 8 | (W) | Deadline for MA or MABL to register for September Modern Foreign Language Exam |
| May | 9 | (Th) | GTU Commencement Reception for Graduates and Coordinators (for PSR MA's & PhD's also), 5:00-7:00 pm, CDSP |
| May | 9 | (Th) | GTU Commencement (for PSR MA's & PhD's also) 4:00 pm, Location TBD |
| May | 10 | (F) | UCB Spring Semester 2019 ends |
| May | 13-14 | (M-T) | PSR Spring Board of Trustees Meeting |
| May | 22 | (W) | Modern Foreign Language Exam, 1:00-4:45 pm, Dinner Board Room (MA or MABL only) |
| May | 24 | (F) | Spring 2019: semester ends at PSR |
| | | | Spring 2019: Deadline to Submit Petition for Incompletes from Spring 2019 Courses |
| | | | Deadline for 1st year MDiv students to submit MDiv Vocational Academic Plan AND |
| | | | Spiritual Formation Plan to Assistant Dean |
| | | | Report and to (if not yet submitted) Middler packet with Middler Theological Statement to Assistant Dean |
| | | | Deadline for graduating MDiv students to submit Exit Interview to Assistant Dean |

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| May | 26 | (Su) | <u>PSR COMMENCEMENT</u> |
| May | 27 | (M) | <i>Memorial Day Holiday: PSR Academic and Administrative Offices/Library Closed</i> |
| May | 31 | (F) | Deadline for students leaving PSR housing after Spring 2019 to vacate unit |
| SPRING 2019 | | | February 4 - May 24, 2019 |
| June | 14 | (F) | Spring 2019: Deadline to Make up an Incomplete for Spring 2019 Courses – Consortial Deadline |
| | | | Spring 2019: Deadline to Submit Grades |
| July | 4 | (Th) | <i>Independence Day Holiday: PSR Academic and Administrative Offices/GTU Library Closed</i> |
| July | 5 | (F) | Spring 2019: Deadline to Submit Grades for Removal of Incompletes from Spring 2019 Courses |