



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 housing, on-campus dining, or other non-academic programs that are part of the educational program PSR provides.

INFORMAL PROBLEM RESOLUTION

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

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

Between Students

1. When a student is troubled by an incident that occurs with another community member, they should speak with the other community member to try to resolve the issue. *** An exception to this process is in the case of sexual harassment or any other conflict in which there is a risk of harm to oneself or others, whether real or perceived. In such cases it is advised that the grievant cease any contact or communication with the presumed respondent and report to the Title IX coordinator (either the CBO, Patrick O'Leary, or, in the CBO's absence, the Assistant Dean for Academic Affairs and Registrar, Lyndsey Reed), deputies, other appropriate PSR employee, or local authorities.*
2. If the issue is not resolved between the two community members, the grievant (the student) should consult the Assistant Dean for Academic Affairs and Registrar, Lyndsey Reed, and/or Director of Community Life, Ann Jefferson, in order to review existing student and institutional policies that may address the complaint more specifically.



Between Students and Faculty

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

POLICES FOR FORMAL STUDENT GRIEVANCES

(SPECIFIC)

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

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

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

POLICY & PROCEDURES FOR FORMAL STUDENT GRIEVANCES (GENERAL)

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

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

Individuals Covered by this Policy

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

Types of Matters and Disputes Covered

Matters which may be grieved through this process include:

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

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



Structure and Conduct During a Grievance Hearing

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

Formal Grievance Panel Guidelines

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

The Panel shall:

- establish its own procedures for the conduct of its investigation
- have full authority to obtain any necessary documents and discuss the grievance with any related party(s)
 - Panel requests to meet with the grievant or for more information from the grievant will be communicated in writing
 - The grievant must provide a documented response¹ to the request within five (5) business days of the Panel's request or the grievance will be denied.
- keep all information received and reviewed by the Panel in strict confidentiality
 - All information related to this grievance obtained by the Panel members is strictly confidential and may be used only for the purpose of resolving the grievance both during and after the grievance process.

The investigation may include, but is not restricted to:

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

Composition of Formal Grievance Panels

Staff Respondent:

Co-Chair of Grievance Panel: 1 Administrative Staff, appointed by the Chief Business Officer
Co-Chair of Grievance Panel: 1 Support staff member, appointed by the Chief Business Officer
1 Seminary employee selected by Grievant
1 Seminary employee selected by Respondent

If the grievant is a student: 1 student representative
If the grievant is a faculty member: 1 faculty representative

Faculty Respondent:

Co-Chair: Chair of the Faculty Association, or a faculty member appointed by the Dean
Co-Chair: 1 Administrative staff member, appointed by the Dean
1 Seminary employee selected by Grievant
1 Seminary employee selected by Respondent



If the grievant is a student: 1 student representative

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

Student Respondent:

Co-Chair: Dean or designee

Co-Chair: Assistant Dean or Director of Community Life

1 Seminary employee selected by Grievant

1 Seminary employee selected by Respondent

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

If the grievant is a faculty member: 1 faculty representative

Notes:

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

Rights and Restrictions of the Grievant and Respondent

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

Legal Counsel

- Neither the grievant nor the respondent may have their legal counsel present during the formal grievance procedure.
- However, should it be desired, a written statement may be given to the Panel from an attorney for the grievant or respondent.
- In addition, the grievant and respondent, when called to participate in a hearing, may bring a PSR employee as a Not-taker;
 - Note-takers may not address the committee or respond to questions posed to the grievant or respondent.

Panel Recommendations

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

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

Dismissal Review Group

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

The Review Group shall be made up of:

- a. In the case the dismissed party is an employee: The Chief Business Officer (or designee), direct supervisor of the employee whose dismissal is being recommended, and an Administrative Staff member.



- b. In the case the dismissed party is a student: The VP for Academic Affairs/Dean (or designee), Assistant Dean/Registrar, dismissed student's advisor, and Director of Community Life (or designee)

Dismissal Review Procedure

1. One or both Grievance Panel co-conveners will present the dismissal recommendation to a meeting of the Review Group to explain the reasons for the recommendation and to answer questions that may arise.
2. After reviewing the recommendation from the Panel, the Review Group will make the final decision regarding the recommended dismissal and document the reasons for its decision.
 - a. The Review Group may make additional recommendations to the Grievance Panel (e.g. disciplinary actions rather than dismissal, changes to policies, etc.) but the final decision on all recommendations OTHER THAN DISMISSAL are made by the Grievance Panel.
3. At the end of the investigation (including decisions by the Review Board) the Grievance Panel shall submit a written report outlining its recommendations to the grievant and any other parties involved and affected in the grievance and the Dean.

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

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

Formal Grievance Time Expectations

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

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

Grievance Appeal

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

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

Appeal Procedure

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

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

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



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

The President will decide on whether to accept the appeal and will notify the grievant about the next steps. The President's decision is final.

CONCLUSION OF THE PROCESS

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



Academic Disputes Policy

Academic Disputes with Pacific School of Religion/faculty

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

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

The decision of the Committee or Faculty is final.

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

Academic Policy Disputes

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

Grade Disputes

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

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

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

1. Each school of the GTU is committed to giving students from all other schools' access to its normal complaint process whenever they are taking courses or studying with faculty at the host school.



2. Students are encouraged to attempt to resolve the complaint directly by raising the issue with the individual at the host school whose conduct is the focus of the complaint.
3. If the matter cannot be resolved directly, the student should bring the complaint to the attention of the dean at the student's own school.
4. The dean of the student's home school will then contact the dean of the host school in order to help the student determine which policies and procedures at the host school are relevant in the situation.
5. The normal policies and procedures of the host school will be followed, with the added proviso that the dean of the student's home school will be kept informed of the progress made in addressing the complaint.
6. At the conclusion of the complaint resolution process, the dean of the host school will report the outcome in writing to both the student and the dean of the student's home school.



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 Plagiarism²

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.)



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 <i>consistently</i> beyond the expected scope of the assignment |
| 3.7 | A- | Excellent work; work that shows a general level of mastery <i>usually</i> beyond the expected scope of the assignment but also indicates a few instances of <i>only</i> adequate levels of mastery |
| 3.3 | B+ | Very good work; work that indicates a <i>consistently</i> full and adequate mastery of the assignment at the expected level |
| 3.0 | B | Good work; work that indicates a basically adequate level of understanding of the assignment but where improvements are clearly possible |
| 2.7 | B- | Passable work; work that shows a beginning grasp of the assignment but that needs improvement and additional study to reach a level of adequate mastery |
| 2.3 | C+ | Weak work; work that indicates significant lacunae in understanding, execution, or critical engagement; much additional study is needed to adequately fulfill the assignment |
| 2.0 | C | Poor work; work that shows a lack of overall understanding of the assignment |
| 1.7 | C- | Lack of work; work that indicates varying degrees of weakness in understanding, execution, and critical engagement |
| 1.4 | D | Extremely poor work; work that indicates severe weakness in understanding, execution, and critical engagement; student needs to begin studying all over again |
| 0.0 | F | Failure — Consistent inability to understand, execute and critically engage the material; student receives no credit for assignment or class. |

Other Grades

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



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

NOTES:

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

Pass/Fail

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

Withdrawal

A withdrawal from a class is indicated on a transcript as a “W”. Students may drop a class without it appearing on the transcript so long as they drop the course prior to the 7th week of the term (50 percent for short-term classes). After the 10th week of the semester (or 75 percent for short-term classes), students may not withdraw from any course and must either receive a grade or request an Incomplete.

Policy on Unsubmitted Grades

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



Tracking Progress within a Course and Final Grades

Courses are managed in a shared Learning Management System (LMS) called Moodle. Students receive feedback of their progress directly from the Moodle system. Students must frequently check their progress in a course to ensure they are doing well, submitting their work on time, and doing all that's necessary to succeed in the class.

SONIS, PSR's student information system is where all student's official records are held. Final grades are entered into the SONIS Student Portal 5 weeks from the last day of the semester. Students should only reference SONIS for their academic records and final grades.

Repeating a Course

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

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

Credit Hour Policy

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

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

for an average fifteen (15) week semester.

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

Time per Credit

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

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

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

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



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

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

Hours Outside of Class

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

Intensive (Short-Term Classes) & 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, for one to two weeks. 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.

Contact Hours for Intensive/Short-Term Classes

One Week Course (1.5 units) = 5 days, 4 hours per day

One Week Course (3 units) = 5 days, 8 hours per day

Two Week Course (1.5 units) = 10 days, 2 hours per day

Two Week Course (3 units) = 10 days, 4 hours per day

**Students may not miss any class time for intensive one-week courses and may only miss one day of class if the course meets for two weeks. Missing any time beyond what is specified will result in the student failing the class.*

Attendance Policy for In-Person and Remote Learning

Many courses are taught concurrently where students may take the same class either in-person or remotely. Students must register for the modality they prefer and, once selected, will have until the first day of class to switch. After the first day of class, students must remain in the chosen modality, no exceptions.

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

Students who register for in-person courses will be considered absent if they access the class remotely. Only in very rare circumstances will this be allowed and only at the discretion of the



instructor. Students registered for remote learning will not be allowed to attend the in-person class session.

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

Make-Up Work

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

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

Tardiness

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



Students with Disabilities: Accommodation Policy and Process

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

The Director of Community Life and Spiritual Care, along with the Assistant Dean for Academic Programming, serves the Student Accessibility Services (SAS). As needed, SAS will work with the Students with Disabilities Program staff at UCB to verify accommodation eligibility and recommend accommodation options.

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

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

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

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

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



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

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

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

Student with Disabilities: Accommodations Forms

To request accommodations, students must register with SAS, which involves:

- Complete the [Accommodations Request](#) form.
- Provide supporting documentation (see [Documentation Guidelines](#)).
- Meet with a SAS staff member to discuss your request and current situation and to develop a plan for moving forward.

All medical documentation and requests for accommodations will remain confidential. Confidential information is shared only with those who have a legitimate need to know. Student Accessibility Services (SAS) may share some information with instructors and staff as necessary to coordinate student accommodations.

Students who are unsure about their eligibility for assistance should complete the Request form and meet with SAS staff to discuss their situation.



Inclusive Language Policy

Policy Statement on the Use of Inclusive Language

The basic assumptions of our statement are:

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

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

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

Both women and men suffer from using a male-oriented language that forces personalities into culturally approved roles, limiting free decisions.

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

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

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

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

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

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

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

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

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

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

For **brotherhood**: sisters and brothers, society, public, unity, community, amity, kinship, corporates, etc.

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

Attempts need to be made to refer to God in other than exclusive masculine words in order to balance our images of the deity. Some options include Creator, Redeemer, Holy Spirit, Sustainer, Mother and Father



God, One, Life-Giver or Giver of Life, etc. (See nonsexist liturgies in the book *Women and Worship* by Sharon and Thomas Emswiler, Harper & Row, 1974).

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

This is true for both women and men.

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

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

To that end, the following titles should be avoided:

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

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

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

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

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

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

The common ways in which the identification of persons is written suggest 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 that imply that only women are in the home and doing domestic chores. This is demeaning to both men and women.

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

cal Union (Main Building; Douglas Adams Gallery)



Commitment to Equality

Diversity/Non-Discrimination/Equal Opportunity Policy Statement

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

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

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

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

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

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

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

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

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



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

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

The above-mentioned policies shall be periodically brought to the attention of employees and students and shall be appropriately administered. All personnel who are responsible for hiring and promoting employees and for the development and implementation of programs and activities are charged to support this policy. An Equal Opportunity Officer will be responsible for the establishment and implementation of procedures to guide our diversity program throughout the School. This includes monitoring diversity-related decisions and activities.

Diversity, Equity and Belonging Policy for Course Design, Syllabi, Pedagogy and Assignments

In order to embody PSR's missional commitments to the wisdom of historically marginalized communities and to continue our work of building strength through diversity, the faculty adopt this policy to guide our course design, syllabi, pedagogies and assignments.

- We expect that courses will include the work of authors, artists, scholars and leaders from a vast spectrum of contexts, whose diversity both reflects and expands our own, with particular attention to racial/ethnic, gender and sexuality, ability, economic, religious, and species diversity.
- In this effort, we center those whose interlocking identities and contexts make them uniquely equipped for critical and constructive engagement with texts and traditions, recognizing the insights of the Combahee River Collective whose analysis argues that the reorganization of society based on the collective needs and insights of the multiply-oppressed and most-impacted by social inequities would inevitably free everyone.
- Recognizing that the “cannons” of many of the disciplines of theological education have been fundamentally shaped by white supremacy, patriarchy and colonization, we seek out, utilize and cultivate scholarship that critically engages, expands and transforms these disciplines, especially drawing on insights from sectors not traditionally associated with theological education.
- We also work to employ and teach best practices for creating antiracist, anti-homophobic and anti-xenophobic communities of teaching, learning and formation.
- Acknowledging that one perspective is never enough to fully engage a topic or idea, we strive for multivocality in course materials, both read and presented, and engage in pedagogical strategies that disrupt the unitary expert dynamic and banking model of education.
- We commit to employing a variety of pedagogical approaches to engage the strengths and growing edges of students from a variety of backgrounds, experiences and contexts, including different styles of assignments and methods of evaluation and assessment.



- Understanding that certain kinds of knowledges have often been denigrated as not scholarly enough or as lacking value for critical inquiry, we strive for wholistic pedagogical approaches that access these subjugated knowledges, honoring the value of artistic, poetic, emotional, and practical engagements alongside critical, theoretical and analytical pursuits.
- We recognize that adopting a “preferential option for emerging communities of color” will require the translation of texts and traditions that never imagined them and commit to not putting the onus of that translation on our students. We will work to co-create an environment of reciprocity where we are mutually engaged in insuring that our courses, topics, and teaching can be impactful in and for their communities even as we are transformed by our engagement with them and embrace their unique “languages” as valid forms of theological reflection.
- Accepting that as much is revealed by what and how we *do not* teach as is by what and how we *do* teach, we commit to attending to the implicit and null curriculums that shape our courses, syllabi, pedagogies and assignments.

Course Design and Syllabi Assessment Rubric – Diversity, Equity and Belonging (example).

	Exceeds Expectations	Meets Expectations	Below Expectations
Course Topics			
Course Materials			
Assignments			