This edition of the Starr King Student Handbook was completed in July and August 2014 through the editorial work of Assistant Registrar and Student Services Coordinator Malia Armstrong and Dean of Faculty Gabriella Lettini.

Updating This Document
All edits, updates, and/or changes to policies and practices can be suggested through emailing the Student Services Coordinator. Then they will be reviewed and either approved or denied by either the Curriculum Committee, the Core Faculty, the Admissions and Scholarship Committee, the President, and/or the Dean of Faculty. Edits and changes to protocols and guidelines may be implemented and advertised during the academic year.
Welcome Letter

Fall 2014

Dear Students and Colleagues-to-Be:

I’m delighted to welcome you (or welcome you back) to Starr King School for the Ministry! Our commitment to educating the whole person, our commitment to counter-oppressive work and study, our commitment to a Unitarian Universalist, multi-religious community of learning- these are the qualities that make Starr King unlike any other theological school anywhere. I believe it was these very qualities that first brought you here, and that keep you coming back. Please know how precious these commitments are to all of us who serve here, and how dedicated each one of our faculty and staff are to your growth and your success. We’re glad you’re here, and we’re ready to walk with you.

Every good journey begins, not just with a single step, but with a guidebook. So think of this student handbook as a guide of sorts, as you take the transformative journey toward ministry and religious leadership. Reading this handbook carefully will help you to understand the Starr King Way, to ask the right questions at the right times, and to get the support you need- from our dean of students to your advisor to your professors.

I look forward to getting to know each one of you as you work toward your dreams of religious leadership. It’s an exciting time, and I’m excited for you! May you be blessed and challenged, nourished and inspired for the work and study that prepares you for this most wonderful vocation.

Faithfully,

Rosemary

The Rev. Rosemary Bray McNatt, President

Starr King School for the Ministry
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UNDERSTANDING

STARR KING
Introduction to the School

Starr King is a Unitarian Universalist and multi-religious theological school preparing spiritual leaders for the 21st century to:

- Create just and sustainable communities that counter oppressions.
- Cultivate multireligious life and learning.
- Call forth compassion, wholeness and liberation.

Starr King offers a graduate school experience that is

Global in its scope:

- Using new educational technologies, students and teachers live and work in settings all around the globe.
- A vibrant in-person learning community in Berkeley provides a home base.
- Global immersions deepen multi-religious and cross-cultural learning.

Relational in its educational practice:

- Intensive periods in August and January build community among all students, faculty and staff.
- The personal advisor-student relationship anchors the entire educational process.
- Cohort groups connect students for creative interchange across differences and distances, building friendship and mutual support.
- Fieldwork and internships integrate relational learning that is attuned to specific cultures, contexts and struggles for justice.

Adaptive in its modes of teaching and learning:

- Each student achieves competency in the degree threshold requirements through a personalized educational plan, adapted to their vocational goals and the needs of their community.
- Multiple modes of teaching and learning engage students in a holistic and liberating education that calls forth their gifts and develops their capacities for courageous and compassionate religious leadership.
Educational Philosophy

The Starr King Emergent Educational Design centers education on the transformative power of relationships and honors the “interdependent web of all existence.” Each student works in relationship with a faculty advisor who guides and accompanies their learning process. Cohort groups invite students into creative interchange with one another. Courses, immersions, internships and fieldwork projects relate theological studies to the lived realities of specific communities, cultures and traditions.

Working within a counter-oppressive and multi-religious framework, Starr King students and faculty continually consider the relationships and intersections of religions, the arts, race, class, gender, embodiment, ecologies, cultural representations, sexualities, spiritual practices, justice and peace issues, technologies, and global economic realities. In the preparation of religious leaders for the 21st century, none of these can be treated as peripheral or “add on” considerations, because of all these issues are integral to the realities, beauty, and complexity of human life, understood as a relational whole.

Relational learning cultivates right relationship with self, with others, with communities of accountability, and with the sacred “ground of all relating” which is understood and honored in many ways in diverse religious traditions and spiritual practices.

Constructive learning respects that students have knowledge, experience, and agency to bring to the learning process. Internalized and systemic oppressions are countered by constructive learning which calls forth the presence and full engagement of students as creators rather than empty vessels or passive recipients of knowledge. Intentionality, self-awareness, and attention to social location are involved. Constructive learning cultivates human capacities and ethical virtues that empower courageous, engaged religious leadership; it is a way of teaching and learning that brings compassion and justice to the world.

Relational/constructive learning represents an evolution of progressive educational practices that are deeply rooted in Starr King’s history. Unitarian Universalist religious leaders in the 19th century pioneered revolutionary innovations in education to “call forth and direct aright all the powers of the soul” (William Ellery Channing). Their approach made education both a spiritual practice and an impulse for social change, igniting movements for women’s rights, worker’s rights, indigenous people’s rights, the abolition of slavery, ecological conservation, non-violence and resistance to war, and openness to the wisdom of all the world’s religious traditions.

Relational/constructive learning calls forth empowered and engaged spiritual leaders, rooted in love and committed to justice.
Advising
SKSM's educational philosophy is carried out through intensive, individual advising by the faculty. Each student who enters Starr King should understand that official matriculation registers an intention to accept the school's guidance.

Although each faculty member is available, as time allows, to each student for conversation, each student is assigned a primary advisor.

Expectations of the primary advisor:
- Serves as witness, memory, and guide in the shaping of individual students’ programs of study.
- Offers counsel to the advisee in the planning of their course of study; holding the advisee to account in pursuing questions and meeting their challenges; encourages stretching and risking in the learning process; insists on non-avoidance of important issues and areas of growth or learning.
- Directs the advisee to educational resources, educational options, refers advisees to other members of the faculty, as appropriate, for consultation on particular questions, issues, or learning approaches.
- Consults with students regarding denominational expectations and requirements.
- Reads and reflects with students regarding evaluations from coursework, fieldwork and, if students choose, the career assessment.
- Reads and reflects with the advisee on write-ups of special learning experiences; assigns credit for write-ups.
- Signs registration forms.
- Plans with the advisee the timing and participants for the student’s mid-program portfolio conference.
- Confers with the advisee on the timing of their request for graduation; presents the advisee for graduation to the faculty.
- Guides students in the preparation of a final project (MASC), or master's thesis (M.A.)
- Writes letters of recommendation at the request of the advisee.

Expectations of the student:
- Acknowledges that the faculty balances a variety of responsibilities.
- Assumes good intentions and expects that when problems are identified that they are being resolved with grace and understanding.
- Communicates effectively and respectively.
- Seriously practices the role of the religious leader and expects to be “called on it” when falling short of that goal.
Thresholds

Understanding the Thresholds
At Starr King School for the Ministry, our program's overall goal is to prepare each person holistically for religious leadership and multi-religious engagement through competency in eight threshold areas.

MDIV students can relate each threshold area to a corresponding office of religious leadership that is necessary for ministry in congregations, spiritually-informed social activism, theological scholarship, or community ministry.

MASC students can interpret the threshold through the lens of religious leadership as it interacts with being a social change agent.

Each threshold area also corresponds to the traditional disciplines and fields of religious study at the Graduate Theological Union (in bold, and in historically Christian language).

The eight threshold areas are:

1) **Life in Religious Community and Interfaith Engagement**
   - Provides education and training for the office of leadership.
   - MDIV students learn how to understand different faith communities and spiritual traditions and to support interfaith and multi-religious community work. This Threshold can include courses in Cultural and Historical Studies of Religions and Ritual Studies (Liturgical Studies).
   - MASC students learn how to understand different faith communities and spiritual traditions and to support interfaith and multi-religious community work. Courses typically include Functional and Pastoral Theology and Cultural and Historical Studies of Religions.

2) **Prophetic Witness and Work**
   - This Threshold invites students to deal with complex ethical issues and stances, understanding one’s social location and engaging challenging new perspectives.
   - MDIV students learn the components of the office of Prophet, and typically take courses in Ethics and Social Theory and Religion and Society.
   - MASC students learn how Religious Leadership for Social Change involves constant interchange between praxis and reflection, and challenges the academy to learn about justice from communities of struggles as much as from scholars. This Threshold includes classes in Ethics and Social Theory, Religion and Society, Community Field Work, Community Internship, Community Intern Reflection, MASC Project, Community Organizing, Administration.
3) Sacred Text and Interpretation
   - MASC students know the sacred texts of the communities they serve and how they relate to social justice issues. They also need to be able to speak publicly in diverse settings and to know how to deal with different media in their community work. This Threshold includes courses in Cultural and Historical Studies of Religions, Media Skills, Biblical Studies, Homiletics.
   - MDIV students understand this threshold as the office of Preacher, and typically include courses in Biblical Studies, Biblical languages, Homiletics, and Cultural and Historical Studies of Religions.

4) History of Dissenting Traditions and the Thea/ological Quest
   - Good leaders understand the *histories (*including her story and peoples’ histories) of the communities in which they live, with a special regard for traditionally silenced voices. Leaders know the complex history of the social issues and values of the communities they engage.
   - MDIV students learn about the components of the office of Scholar and typically take courses in History.
   - MASC students work with a community’s history as they seek to create social change and typically take courses in History.

5) Spiritual Practice and the Care of the Soul
   - Good leaders develop deep self-understanding, spiritual grounding and self-sustainability. They are able to interact with diverse communities and engage conflicts in creative and transformative ways.
   - MASC students learn how to counsel individuals and communities in difficult times. This Threshold includes courses in Religion and Psychology and Spirituality.
   - MDIV students learn the components of the office of Counselor, and typically take courses in Religion and Psychology and Spirituality.

6) Thea/ology in Culture and Context
   - How do we make meaning? What is the history of our beliefs and values and how do we more intentionally use our spiritual traditions as sources for justice work and spiritual grounding? How do we articulate beliefs and values that are sustainable and just? How do other perspectives change our worldview? How are our beliefs and values enriched and challenged by ethical challenges?
   - MDIV students learn the components of the office of Thea/ologian, and typically take courses in Systematic and Philosophical Theology and Cultural and Historical Studies of Religions.
   - MASC students learn about the interactions of these questions with their community work in the struggle for justice? This Threshold includes course in Systematic and Philosophical Theology and Cultural and Historical Studies of Religions, Social Theory, Religion and Society, Community Field Work, Community Internship, Community Intern Reflection, MASC Project.
7) **Educating for Wholeness and Liberation**
   - *MASC* students learn how transformative leaders need to be educators/ teachers and thus keep learning from and with their communities. This Threshold includes courses in *Theology and Education, Organizational Development, Conflict Transformation*.
   - *MDIV* students learn about the office of leadership as Teacher, and typically take courses in *Theology and Education*.

8) **Embodied Wisdom and Beauty**
   - Arts nourish and inspire the soul. Arts can decolonize and transform our ethical imagination.
   - *MDIV* students learn the office of Artist, and typically take courses in *Liturgical Studies, Art and Religion, and Spirituality*.
   - *MASC* students learn how the arts have been and are pivotal in spiritual communities, organizing and social change. This Threshold includes courses in *Liturgical Studies, Art and Religion, and Spirituality*.

For *MASC* students, these threshold areas integrate the arts of community organizing and justice work with the disciplines of theological and religious studies and spiritual grounding.

For *MDIV* students, these threshold areas integrate the arts of ministry (preaching, teaching, counseling, leading worship and ritual, administering) with the disciplines of theological and religious studies (theology, ethics, Biblical studies, world religions, church history, religious education, cultural studies, psychology, sociology of religion, congregational studies). Both programs also incorporate the development of personal qualities and habits to become a successful leader, such as mature judgment, self-awareness, and an ability to listen and to work in diverse communities, spiritual grounding, spiritual practice, integrity, responsibility, sensitivity sustainability, ethical discernment, and creative imagination.
ECO

EDUCATING TO CREATE JUST COMMUNITIES THAT COUNTER OPPRESSIONS

As a theological school, educating in a world blessed with resources of beauty, grace, resistance, and transformation and marked by intersecting forms of violence and injustice, we have made Educating to Create Just Communities that Counter Oppression a priority. The following statement summarizes our vision and hope and serves as a guiding document in our work. This is a living document that our community revises as we continue to learn and expand our understandings…

1. «To be what we want to see»

Former chair of Starr King’s board, Rev. Rosemary Bray McNatt has asked, “How [can] we teach authentically about creating the beloved community [unless we can] model it within our own walls?”

We recognize that we teach by how we are. We seek to embody just and loving human community, in which people are free to be fully themselves, in which people engage one another in respectful, welcoming ways, and in which no one is rejected, silenced, or exploited because of gender, race, sexual orientation, age, class, or physical character.

We seek to claim the possibilities always present in life: that we will meet one another in love. We seek to affirm rather than break bonds of intimate connection, interdependence, and relationship that are the givens of our existence. We seek to «be with one another, as we are with ourselves, as we are with the ground of all relating, which some call God,» in the words of Robert Kimball.

To keep faith with this desire requires us to recognize that we strive to love one another and to be just, even as our lives have already been affected by violence, oppressions, and injustice. We have been victims in some contexts, and in others, perpetrators or complicit bystanders.

To be what we want to see involves us in the work simultaneously of recovery from oppression, and of conversion amending our lives and seeking to restore right relationships when we have been complicit with violence, or have actively perpetuated oppressions. It also means deepening our capacity to be honest, direct, and present to one another.
2. «To shelter prophetic witness in the world»

We seek to embrace, support, and promote the religious leadership, vision, and wisdom of prophetic people of all genders, who bring to the human community experiences and knowledge that the dominant culture has ignored or silenced. We affirm that such knowledge is present among those often excluded from theological education and from institutionally recognized offices of religious leadership.

We intentionally and pro-actively support the religious leadership of people of color, of women and of transgender and queer people of all colors because of the importance of the witness of their experience and the gift of their religious insight.

In attending to the «precincts not heard from,» the human community may discover wisdom that can lead us beyond the present patterns of oppression and violence towards one another and the earth.

«We are affirming the knowledge and vision from people of color, sexual minorities, and women that holds promise for the creative transformation of our culture.

Religious leadership in our time is coming from people who are capable of being present to suffering without turning away; people whose own life experience has taught them that it is possible to cross thresholds and survive; people who are willing to be authentically themselves when others wish to silence them; people whose presence inspires, challenges, surprises, and calls forth strength from others; people who give themselves to the work of mending the world, and are themselves grounded in love.» (Starr King Journal, Spring, 1996)

«We envision theological education that includes engagement with culturally diverse values and life experiences, including those of people whose economic circumstances, lack of education, sexual orientation, and racial characteristics mark them as less valued by culturally dominant groups. This engagement must take place to add freshness to the questions, to deepen caring, and to create just community.»
(Starr King Educational Planning Committee, February, 1993)
3. «To counter white supremacy»

We seek to resist the perpetuation of cultural and institutional patterns in which the well-being of «whites» is assumed, often unconsciously or uncritically, to be of greater importance than the wellbeing of all; and in which the well-being of whites is achieved through ignoring, oppressing, or exploiting the lives of others.

People of color have resisted white supremacy in many ways. Communities of color teach patterns of resistance. Each person who survives oppression has found and moved along a path of resistance.

Those who «were never meant to survive» but have survived, extend to the larger human community the wisdom and ways, options and opportunities, sounds and rhythms of resistance and survival. Such people make their lives a gift of authentic presence and witness.

Members of the dominant society often miss the opportunity for fuller human meeting. To become more fully present and engaged, we must all engage in the work of seeing how white identity has been constructed in narcissistic ways. An embrace of fuller humanness relinquishes self-centered needs, arrogance, and self-serving patterns, and contributes to fresh possibilities for just and sustainable community.

Members of the dominant society must accept responsibility for this religious task, without depending on people of color to be «the mirror that talks back» and makes whites visible in their ignorance, thoughtlessness, or denial. At the same time, genuine and transformative human encounter happens when people are willing to speak the truth in love to one another and are open to being confronted.

White supremacy reveals a spiritual crisis at the heart of the dominant culture. Over-consumption and exploitation are hidden and tolerated for the sake of a quality of life that is neither abundant nor sustainable. Engaging white supremacy involves discovering a deeper experience of abundant life. This discovery, in turn, means confronting and changing social systems, including economic systems that perpetuate too banal a sense of «the good life», making it available to too few and causing harm to too many and to the earth.
4. «To work for the common good»
We seek to advance liberation, healing, and the establishment of a just and sustainable society by enabling people to gain the knowledge, experience, skill, and religious understanding they need to address intersecting forms of violence in North America and around the world.

This means our courses and sites of learning need to provide students of theology with opportunities, for example, to:
- Explore various options, theories, and practices of resistance/liberation/social analyses and transformation.
- Critique theological norms and patterns that undergird racial violence, gender violence, violence against the earth, etc.
- Discover, re-imagine and construct liberating theological visions.
- Gain literacy beyond the «white canon».
- Learn the histories of resistance and struggle against oppressions, as well as the histories of violence and oppressions.
- Critically examine the assumptions and foundations of our current, dominant economic system, which sustains the wealth of too few, and is historically aligned with a construction of race and racial hierarchy that justifies exploitation and stratifies wealth by race and gender.
- Draw on learning and experience in one area of resistance (for example, resistance to sexism) to make common cause with another (for example, resistance to racism).
- Engage directly with oppressed communities and suffering people in the work of survival and resistance.
- Explore ways congregations and religious institutions can promote the common good in our pedagogy and educational philosophy, work in ways that:
  o Trust in an empowering and liberating grace larger than ourselves;
  o Call forth and welcome the full, authentic presence of people;
  o Welcome silenced knowledge, feeling, experience;
  o Undergird human wholeness, integrity, interdependence, and agency;
  o Foster self-awareness and self-respect;
  o Strengthen relational capacities and the ethics of community;
  o Deepen knowledge and wisdom arising from engagement with primary texts and primary experience;
  o Embody an ongoing practice of inquiry, study, action, and reflection.

Note: Rebecca Parker, President of Starr King School, prepared this statement in 1996. The statement is based primarily on work done by the Board of Trustees during a 1992-1995 project of theological education with the Board, led by the Long Range Educational Planning Committee. During that project, students, faculty, trustees, graduates, invited guests and consultants considered the mission and vision of the School. Subsequent public statements of the School, as well as the board and faculty conversations, informed the statement. The faculty and the Board reviewed and reflected on the statement during the 1996-1997 year. During Fall 1998, the faculty voted to establish the «Educating to Counter Oppressions Committee» with this statement as the working document to which we seek to hold ourselves accountable. In the fall of 2005, the ECO Steering Committee edited the document further.
Multiple Modes of Teaching and Learning

Multiple modes of teaching and learning engage students in a holistic and liberating education that calls forth their gifts and develops their capacities for courageous and compassionate religious leadership.

Each degree candidate’s personalized educational plan enables the student to achieve competency in the 8 threshold areas through multiple modes of teaching and learning:

Courses
- Starr King online, hybrid, and residential courses, fall and spring terms
- Starr King Symposia and intensives in August and January
- Starr King immersions, offered on occasion in sites around the globe
- Graduate Theological Union courses offered in residential, online and intensive formats – open for free to all SKSM students
- University of California courses – open for free to all SKSM degree students

Field Education (Field Work and Internship) and Practice Teaching
- Field Work and Parish internships in Unitarian Universalist congregations
- Community/MASC Field Work and Internships in religious communities, youth work, justice and educational organizations, and community sites (requires participation in the field education reflection group)
- Clinical Pastoral Education in hospitals, prisons, and social service institutions
- Practice Teaching as a Hilda Mason Teaching Fellow—designing an offering a course through Starr King, a congregation, or a community organization

Independent Study and Advance Research Projects
- Special Reading Courses
- Research Projects under the direction of SKSM faculty

Experiential Learning
- “Write Ups” for credit of significant learning experiences and activities that advance the learning goals of the degree program
- Some examples:
  - Creative projects in religion and the arts – producing a film, studying music, writing a play
  - Keeping a journal while giving long-term care to a family member or friend who is ill or incapacitated
  - Participating in a spiritual practice or a program of spiritual direction
  - Conferences, workshops, and courses offered by organizations and educational institutions outside of Starr King, the Graduate Theological Union, and UC Berkeley
Online Learning
- All classes taught online count as online learning and are thus low residency. These include classes taught through Starr King, through the Institute of Buddhist Studies (in association with Starr King), and others in the Graduate Theological Union (GTU).
- More information is listed under the “Matriculation” heading under “Online Class Assistance”.

High Residency Learning
- Annual Symposia, Semester-long courses, day-long Saturday intensive courses, week-long Winter intersession courses, week-long Summer courses, and immersion courses all count as high residency learning. Thirty units must be done in high residency which may be done in the intensive courses during the summer and January intersession as well as participating in immersions.

Field Education Learning
- Clinical Pastoral Education (CPE), congregational or community fieldwork, congregational or community internships are all examples of fieldwork. Congregational or community fieldwork compared to congregational or community internships are differentiated in terms of scope and structure.

More information is listed under the “Matriculation” heading under “Field Education Definitions and Instructions.” Also information about “Developing an Internship” is under the “Maintaining the Program” heading.
Pacing Your MASC and/or MDIV Educational Plan
(Full-time and/or part-time enrollment status)

Starr King’s personalized programs of study allow students to flexibly pace their degree programs to fit their personal circumstances and goals while maximizing their learning process. Students work with their advisors to plan the pacing of their personalized program of study.

Programs of study may be paced over various lengths of time. The MDIV program can be completed in 3 years of study (full-time). It also can be paced over a longer period of time up to 6 years (less than full-time). The MASC program can be completed in 2 years of study. It also can be paced over a longer period of time up to 4 years.

The flow of the Academic Year resolves through four terms:
- Summer term (June-August): June Immersion, August Intensives, and August Symposium.
- Fall term (September-December): Online and Residential courses.
- Intersession term (January): Residential Intensives.
- Spring term (February-May): Online and Residential courses.

(To see additional detail go to: THE FLOW OF THE ACADEMIC YEAR)

Degree programs course of study begin in the Summer (August Intensive) term.
Program Requirements

MDIV Degree:

- A minimum of 90 units of credit (at least 30 units of which must be completed in residence in Berkeley)

- Three required core intensives (students who matriculated before August 2013 must complete an ECO requirement only)
  
  1. The Educating to Counter Oppressions (ECO) Intensive
  2. The Multireligious Intensive
  3. An Intensive in Unitarian Universalist Ministry or in Spiritual Leadership

- Participation in two or more August Symposia (optional, but encouraged, for students who matriculated before August 2013)

- A Portfolio Conference

- A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in Eight Threshold areas:
  
  1. Life in Religious Community and Interfaith Engagement
  2. Prophetic Witness and Work
  3. Sacred Text and Interpretation
  4. History of Dissenting Traditions and the Theological Quest
  5. Spiritual Practice and the Care of the Soul
  6. Theology in Culture and Context
  7. Educating for Wholeness and Liberation
  8. Embodied Wisdom and Beauty

See also: http://www.sksm.edu/academics/master_of_divinity.php
MASC Degree:

- A minimum of 48 units of credit (at least 24 units of which must be completed in residence in Berkeley)

- The Educating to Counter Oppressions (ECO) Intensive (students who matriculated before Fall 2013 can also substitute with ECO Seminar equivalent course)

- Participation in 2 or more August Symposia (optional, but encouraged, for students who matriculated before August 2013)

- At least 6 units must be taken from other schools at the Graduate Theological Union.

- A Portfolio Conference

- A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in Eight Threshold areas:
  1. Life in Religious Community and Interfaith Engagement
  2. Prophetic Witness and Work
  3. Sacred Text and Interpretation
  4. History of Dissenting Traditions and the Thea/ological Quest
  5. Spiritual Practice and the Care of the Soul
  6. Thea/ology in Culture and Context
  7. Educating for Wholeness and Liberation
  8. Embodied Wisdom and Beauty

- One 13 week term (Fall or Spring) of full-time Community Internship or its equivalent over the Fall and Spring Term (10 units of credit) and the Community Intern Reflection Class (2 units of credit)

- MASC Project: a creative project representative of the student's learning during the program, chosen and prepared in consultation with the Director of Public Ministries, Prof. Gabriella Lettini and with the support of one’s advisor.

See also: [http://www.sksm.edu/academics/masc.php](http://www.sksm.edu/academics/masc.php)
MA Degree:
Students in the MA program should refer to the MA Student Handbook and check-lists. Please become familiar with them and double-check them when you have questions:
http://www.gtu.edu/students/handbooks

Concurrent Degrees (MDIV/MA or MDIV/MASC):
SKSM allows students interested in integrating academic, ministerial and activist professional formation to pursue both the MDIV and either the MA or the MASC degrees concurrently.

Matriculation in concurrent MDIV/MASC or MDIV/MA can be done sequentially (starting with only one degree, and then petitioning to apply for the other) or concurrently. However, a student must apply and be admitted to the second program before completing the requirement for the first degree.

The double degree will entail:
- Tuition for two years for the MDIV
- Tuition for two years for the MASC or MA
- Continuing fees for either the MASC or MA after the fourth year
- 24 units can be used towards both degrees, at the discretion of the student’s advisor.

The Director of the MASC program should also be consulted when the MASC degree is involved.
Please note that the financial advantages of the double degree end at the conclusion of the second year of the first degree program. Academic advantages persist beyond this time frame.

Students should also note that the MA program is not a fixed tuition program such that tuition costs may increase from year to year.

See also Concurrent Degree Programs in the next section on “Tuition and Fees.”
PROPOSED:
An affiliated relationship between Starr King School for the Ministry (www.sksm.edu) and The Chaplaincy Institute (www.chaplaincyinstitute.org) for the purpose of establishing a joint program by which students can prepare for interfaith ordination and certification as a professional chaplain.

CONTEXT:
The Starr King School for the Ministry is accredited by A.T.S., a member of the Council for Higher Education, to offer an MDiv or M.A.S.C. degree.

The ChI Interfaith Community has been recognized by the Board for Chaplaincy Certification, Inc. (BCCI), an affiliate of the Association of Professional Chaplains (APC) www.professionalchaplains.org, as a valid interfaith ordaining body and valid interfaith endorsing body. Ordination with the ChI Community requires the academic completion (or equivalent) of the Interfaith Studies Certificate (a 12 module course-series equivalent to 18 credits at SKSM) from the ChI Seminary.)

Since board-certified chaplain status from the BCCI requires a 72-credits Master’s degree from a seminary accredited by a member of the Council for Higher Education (such as SKSM) and ordination/endorsement from a recognized body (such as the ChI Interfaith Community), it makes sense to combine the offerings of SKSM and ChI in the following way:

1. A degree that combines 18-credits from the ChI Interfaith Studies certificate with 54-credits from the Starr King curriculum to create an SKSM MDiv or M.A.S.C. as an accredited degree;

2. An option for interfaith ordination and Ecclesiastical Endorsement from the ChI Interfaith Community based on this MDiv or M.A.S.C. accredited degree.
In essence, a graduate of this combined program would complete 72-credits at SKSM for MDiv and 18-credits at ChI for IS certificate/ordination, for a total combined 90-credits from SKMS and ChI. The student is then eligible for ordination and board certification (with the additional requirements set forth by BCCI, such as Clinical Pastoral Education).

Through this affiliated relationship, mutually agreed-upon policies and procedures will be adopted by both Starr King and ChI so that students can be jointly admitted to a Starr King Master’s program (MDiv or M.A.S.C.), and the ChI Interfaith Studies certificate program.

**SKSM AND ChI Affiliation Agreement**

1.0 INTENTION

1.1 The Chaplaincy Institute (ChI) and Starr King School for the Ministry (SKSM) hereby enter into an affiliation agreement. This affiliation will be piloted for three years from the date of execution of this Agreement as an exclusive agreement and partnership between the schools. The exclusive nature of this agreement means that neither SKSM nor ChI will partner with another school or institution during this pilot period to achieve the same or a closely similar purpose as the purpose of this agreement.

1.2 The purpose of this affiliation agreement is to create an accredited Master’s Degree (MDiv or M.A.S.C.) into which has been integrated a ChI certificate of Interfaith Studies, thereby providing a pathway for students to meet both the educational and Ecclesiastical requirements for certification as a professional chaplain. To receive “board-certified chaplain” status from the BCCI requires a 72-credits Master’s degree (or its equivalent) from a seminary accredited by a member of the Council for Higher Education (such as SKSM) and ordination/endorsement from a recognized body. The ChI Interfaith Community is a religious, ordaining entity that has been recognized as an Ecclesiastical Endorsing body by both APC and the ACPE (Association for Clinical Pastoral Education).
1.3 Specifically, this agreement will allow students to obtain a SKSM MDiv or MASC degree and a ChI Interfaith Studies certificate of completion, with the ChI certificate counted towards the completion of their MDiv or M.A.S.C. degree. This “ChI-SKSM Joint Program for Interfaith Chaplaincy” is especially intended for students whose vocational aim is to become an interfaith chaplain. It is understood that some students who take this path may feel a call to pursue interfaith ordination with the ChI Interfaith Community. (See Section 9.0).

1.4 This affiliation between SKSM and ChI implies no financial obligations or governance agreements other than those specifically outlined in this document. This affiliation is for the purpose of the joint-program which shall be administered through collaborative work between the faculty and staff of both institutions, as authorized by the governing boards of each institution.

2.0 GENERAL TERMS OF THE ChI-SKSM JOINT PROGRAM FOR INTERFAITH CHAPLAINCY

2.1 Through this affiliation, ChI and SKSM agree to admit students jointly to ChI’s Interfaith Studies program and to SKSM’s MDiv or M.A.S.C. program. Joint admission to both programs will allow students to pursue both a ChI Interfaith Studies certificate and an SKSM MDiv or M.A.S.C. degree concurrently, with the ChI certificate as an integral component of their SKSM degree. Tuition will be paid directly to SKSM, and fees for the ChI program will be paid by SKSM to ChI in accordance with an agreed upon fee schedule (see Section 4.0).

2.2 Students admitted jointly to SKSM and to ChI will be required to commit to and complete the full ChI program as part of their SKSM degree. This includes all modules and all other requirements as they apply to normal ChI students, with one exception: the Mid-Term Self Assessment required by Interfaith Studies (IS) students at ChI, which would be fulfilled by the Portfolio Review requirement at SKSM. (See Section 9.0 for In-Care Team requirements related to a students’ call to Ordination). Any and all other exceptions to this rule would have to be approved by both institutions.
2.3 This agreement establishes that a total of 18 credits towards meeting the degree requirements of an SKSM MDiv or M.A.S.C. degree will be awarded to students who complete the 12 intensive modules of the ChI Interfaith Studies certificate (based on 1.5 credits per module). ChI module hours may be applied toward fulfilling the high-residency credits required for degree completion at SKSM.

3.0 ADMISSIONS

3.1 A joint admissions process is to be developed, including a joint application and a joint review process. Both institutions will have to agree to accept each student before the student is granted joint admissions.

3.2 In the preferred and usual circumstances, it is expected and encouraged that the student will apply for joint admission prior to beginning either program. The two institutions recognize, however, that some SKSM students may wish to enter the ChI program after having begun their SKSM studies, and some ChI students may wish to enter an SKSM degree program after having begun their ChI studies. Mutually agreeable procedures are to be worked out for handling these cases (see points 3.3 and 3.4 for some basic provisions).

3.3 If an SKSM student who has completed part of their SKSM MDiv or MASC degree wishes to apply for admission to the ChI Interfaith Studies certificate program, this will be possible by joint agreement of the two institutions. Normally this will be possible only in cases where the student still needs 18 or more credit hours to complete their SKSM degree and has a clear vocational plan to become an Interfaith Chaplain. It is recognized that there may be circumstances in which a Starr King degree student has already completed some modules at ChI before applying and being admitted to the ChI program. In these cases, the completed ChI modules may be “written up for credit” towards the MDiv or MASC degree and SKSM will pay ChI only for the remaining modules (i.e. no reduction in SKSM tuition will apply for ChI modules already completed; but upon admission to ChI, the student’s tuition payments will be made to SKSM and the agreed upon fee passed on to ChI).
3.4 If a ChI student who has completed part or all of the ChI program wishes to apply for admission to an SKSM Master’s program (MDiv or M.A.S.C.), the student will be welcome to do so. If admitted, SKSM will specify the academic credit and a proportional tuition reduction for the part of the ChI program that the ChI student has completed.

4.0 FINANCIAL ARRANGEMENTS

4.1 Students who have been jointly admitted to SKSM and ChI will pay tuition to SKSM at the established SKSM rates. They will be eligible for financial aid (student loans) just as any other SKSM student would be.

4.2 ChI fees other than module tuition will be paid directly to ChI by the student. SKSM fees other than tuition will be paid directly to SKSM. These fees will be made clear and visible in the joint application materials.

4.3 SKSM will pay ChI $900 for each module that the SKSM student completes as part of their joint admission (Please see Discussion Point in 4.4 below).

4.4 SKSM degree students who are not jointly admitted to SKSM and ChI will be at liberty to take ChI modules on their own and at their own expense at any time they wish. A SKSM student who takes ChI modules on their own will pay tuition directly to ChI for any modules that they take. ChI will charge them a special rate of $900 per module, rather than the normal ChI rate.

4.5 Should ChI’s tuition rates undergo revision, the $900 per module price-point is subject to change; in the event of a change, SKSM’s per-module rate will reflect a 33% reduction of ChI’s normal rate. It is reciprocally understood that the SKSM tuition rates are subject to review and revision one year from the start date of this proposal (see 4.5 below).

4.6 ChI students who have not been jointly-admitted to SKSM and ChI will be able to register for SKSM courses as a “special student” at a discounted rate. Starr King’s established per-credit hour rate will be discounted by 33% for special students who are enrolled at ChI.
4.7 It is entirely up to the discretion of SKSM faculty and administration to determine whether SKSM will give academic credit for ChI modules taken by an SKSM student who has not been admitted to the joint program. This should be arranged in advance whenever possible.

4.7 In any other cases of a student starting the joint program after completing part or all of the ChI program or an SKSM degree, special arrangements will be made which are fair to the student and to both institutions. The application process will involve, minimally, a petition to the SKSM Dean and the ChI Dean. Both institutions will still have to approve of joint admission. The petition process will likely include a review of coursework completed to date and equivalency and/or academic credit considerations to ensure all requirements are met.

4.8 ChI will bill SKSM for the modules that jointly admitted students participate in. SKSM will pay the tuition directly to ChI no less than 2 weeks prior to the module being held.

5.0 SCHEDULING SKSM COURSES AND CHI MODULES

5.1 It is anticipated that jointly-admitted students will have enough flexibility in their schedules to complete both programs in a concurrent fashion.

5.2 ChI modules can be completed at any time during the course of the jointly-admitted student’s MDiv or M.A.S.C. studies. ChI modules can be taken in any sequence, just as for any other ChI student. If, at some point, ChI requires prerequisites for certain modules, these prerequisites will be applied to jointly-admitted students just as to any ChI student (example: the “Spiritual Psychology I & II” modules scheduled in October and December, respectively, are to be taken sequentially).

5.3 If there are time conflicts between a student’s SKSM course schedule and the schedule of a ChI module the student wishes to register for, it will be up to the student to discuss this with the concerned SKSM faculty member(s) and with the ChI Dean. In these circumstances, the student will be expected to request and arrange an accommodation either with the ChI Dean or with the SKSM course instructor. It is understood that in accordance with SKSM’s standard policies that apply to all SKSM instructors, SKSM course instructors retain authority to accept or reject accommodation requests from students.
6.0 CLINICAL PASTORAL EDUCATION (CPE) AND OTHER INTERNSHIPS

6.1 Both Institutions understand that at ChI, an Interfaith Studies student must complete 200 hours of supervised practicum. An interfaith ordination candidate must complete 1 unit of CPE (or its approved equivalent – 400 hours of supervised practicum).

6.2 SKSM will determine the amount of academic credit, if any, to be granted for any internship (namely, ChI’s 200+ hour practicum requirement and/or Secondary Faith Tradition requirement), or for any class involving formal reflection on the internship. SKSM’s policies will determine whether there is a tuition payment for the internship or for the “reflection period”.

7.0 RELATIONS WITH THE GRADUATE THEOLOGICAL UNION (GTU)

7.1 ChI will be affiliated with SKSM. Any link between ChI and the GTU will be a function of ChI’s affiliation with SKSM. (See 1.1 above)

7.2 ChI modules will not be listed as GTU courses (since this would allow students from other GTU schools to take ChI modules for free). SKSM students will receive credit for the ChI program through SKSM “Write-Up” policies.

8.0 RELATIONS WITH ACCREDITING BODIES

8.1 SKSM will handle all relationships with the Association of Theological Schools with regard to the accreditation of Starr King and its joint-program with ChI. It is understood that SKSM will comply with all the ATS accreditation standards and that if any aspect of this joint program or affiliation agreement is discovered to be non-compliant, necessary changes will be made to assure compliance.

8.2 ChI faculty and staff will provide SKSM with any documentation of the ChI program required by the ATS.
8.3 To meet SKSM’s obligation with respect to ATS Institutional Standard 2.2 (below), SKSM will retain authority to approve all published descriptions of the joint program, its policies and procedures, and promotional documents used by SKSM and ChI (via various media including print, websites, e-communications, videos and/or social media) that announce, market, or otherwise publicly represent the ChI-Starr King Joint Program for Interfaith Chaplaincy.

ATS Standard 2.2: The school shall ensure that all published materials, electronic and print, including catalogs, academic calendars, and promotional literature, accurately represent the institution to its various constituencies and publics, including students and prospective students. All charges and fees, including refund policies, should be fully disclosed. Schools should exercise care in advertising to portray the institution fairly and honestly to the public. Wherever appropriate, published institutional documents shall employ gender-inclusive language with reference to persons.

9.0 INTERFAITH ORDINATION

9.1 It is assumed that some of the students in the joint program may pursue Interfaith Ordination by way of the ChI Interfaith Community’s In-Care Support Team process. This is not, however, a requirement of a student’s participation in the program. Participants will also be allowed to complete their ChI studies with a Certificate of Completion of the ChI Interfaith Studies program. (Note: the exact name of and the requirements for this certificate is currently under discussion by the ChI faculty, staff and board).

9.2 Students in the joint program are not guaranteed interfaith ordination with the ChI Interfaith Community. Individuals called to Interfaith Ordination may declare his/her intent anytime after completing his/her 3rd ChI module. All activities and expenses related to Ordination discernment and preparation are overseen by the ChI Community, related but distinct from the ChI Seminary (See 4.2 above)
10.0 MARKETING THE JOINT PROGRAM

10.1 Both institutions will market the joint program through their normal marketing channels, making use of multiple media—including print, websites, e-communications, social media, and video. Each institution will invest their own resources in producing and distributing marketing materials.

10.2 The two institutions will work together to agree on the language and images (logos, etc.) to be used in their marketing materials. Both agree that consistency in marketing will help build the program’s image and attract students. SKSM will retain final authority to approve marketing materials (see 8.3).

10.3 Both institutions will take responsibility to assure that all published policies and procedures for the joint program remain consistent and accurate.

11.0 APPROVAL

11.1 An initial agreement (of which this is draft 10.0) will be worked out between SKSM administration and faculty on one side, and ChI administration and faculty on the other.

11.2 It is understood that the Boards of both institutions will have to approve the agreement before it will go into effect. If the agreement is approved by both institutions the joint program would begin enrollment in Fall 2014.

11.3 The SKSM Board of Trustees, meeting Nov. 7-8, 2013 approved this affiliation in principle and authorized the President of SKSM in consultation with the SKSM Provost and Dean of the Faculty to work out the final details of an affiliation agreement with ChI, and to sign the agreement once a satisfactory agreement has been achieved.

12. The Pilot Period, Evaluation and Future Plans
12.1 During the three-year pilot period, ChI and SKSM will each evaluate the program with respect to its educational effectiveness, its administrative manageability and costs, its financial effectiveness, and its contribution to each institution’s mission, purpose and strategic goals.

12.2 During the three-year pilot period, SKSM and ChI administrators and faculty will respond to problems or needed changes through consultation, and, except as otherwise provided for in this document, will implement changes that are mutually-agreed upon.

12.3 During year three of the pilot period, each institution will determine if it desires a continued affiliation agreement, an altered affiliation agreement, or a dissolved affiliation agreement.

12.4 ChI and SKSM will fulfill their obligations to students admitted to the joint program during the pilot period, including those students whose program will only be completed after the three-year pilot period has concluded.

12.5 If further affiliation if agreed to by both institutions beyond the pilot period, the terms and commitments of the continued affiliation will be documented in a written agreement approved by the boards of both institutions.
STUDENT
FINANCES
Tuition & Fees

MDIV and MASC Tuition
Starr King charges an all-inclusive, total-degree Tuition for each degree program, set by the academic year that a student matriculates.
For students matriculating in the 2014-2015 academic:

All-inclusive tuition for the MDIV degree (3 years of full time study): **$60,174**

All-inclusive tuition for the MASC degree (2 years of full time study): **$40,116**

All-inclusive tuition for the joint MDIV/MASC Degree Tuition (4 years of full time study): **$80,232**

Note: Part-time study is possible in all degree programs. All-inclusive tuition remains the same regardless of full-time or part-time study but is prorated over a longer period of time for students studying part-time. See Personalized Payment Plans and Pacing Your Program of Study for details.

Pacing Your Program of Study
Starr King’s personalized programs of study allow students to flexibly pace their degree programs to fit their life circumstances and goals while maximizing their learning process. Each student works with their advisor to plan the pacing of their personalized program of study and to establish a “Personalized Educational Plan” that includes a projected graduation date.

Programs of study may be paced over various lengths of time. At a full-time pace, the MDIV program can be completed in 3 years of study. It also can be paced over a longer period of time up to 6 years (part-time). The MASC program can be completed in 2 years of study (full time). It also can be paced over a longer period of time up to 4 years (part-time). The joint MDIV/MASC degree can be completed in 4 years of study (full time). It also can be paced over a longer period of time up to 8 years (part-time).

For each degree program there is a cap on credits (see below) after which a continuing fee may apply.

Each student’s Personalized Payment Plan is designed specifically to fit with the pacing of their program of studies and their financial planning. Planned appropriately and adhered to responsibly, the PPP eliminates the risk of a balloon payment or the imposition of a continuing fee.

In planning the pacing of your program of study, it is important to keep in mind that if you are making use of student loans and/or if you’re required health insurance is through the Student Health Insurance Program (SHIP) you must abide by federal regulations that require a minimum number of credits each principal term.
Personalized Payment Plans

A pro-rated portion of Tuition is due by the first day of classes for each principal term (Fall and Spring Semesters) and total degree Tuition must be paid in full 30 days prior graduation.

Each student is required to set up and adhere to a Personalized Payment Plan arranged with the Student Accounts Manager (Anita Narang, studentaccounts@sksm.edu) based on the student’s projected graduation date. A student’s projected graduation date is determined in close consultation with their advisor, with whom the student charts their “Personalized Educational Plan.”

Each student’s accumulated credits are to be in sync with their financial status, according to their projected graduated date. If it is determined that a student’s projected graduation date needs to change, the new graduation date must be discussed with the Advisor and recorded with the Student Accounts Manager and the Registrar. The Personalized Payment Plan will be adjusted accordingly.

The Student Accounts Manager and the Office of the Registrar will keep a record of each student’s projected graduation date.

Important Note: Students who matriculated before fall of 2103 and have not yet completed their total Tuition payments have the option to set up and adhere to a Personalized Payment Plan with the Student Accounts Manager based on their projected graduation date as determined in consultation with their advisor. Their all-inclusive, total-degree Tuition due will remain unchanged and their risk of a balloon payment or continuing fees will be minimized. Degree candidates who have paid their total lump-sum tuition and are in continuing status as of fall 2014 must complete their program of studies under the tuition policies as set for in their entering year Student Handbook.

Minimum Credits

for Student Health Insurance Program (SHIP) and Student Loans

For purposes of federally-supported financial aid programs, to receive full-time benefits a student must be enrolled for a minimum of 9 credits each principal term (i.e. Fall and/or Spring). To receive part-time benefits, a student must be enrolled for a minimum of 6 credits each principal term (i.e. Fall and/or Spring). Federal regulations do not allow us to count Summer (June Intensives, August Intensives, and Symposium) and Intersession (Winter/January Intensives) in determining eligibility for federally-supported financial aid programs (student loans and work study). Students who take fewer than 6 credits in a principal term may enter repayment for loans and are not eligible for loans within that semester.

Student Health Insurance Plan (SHIP) purchased from Starr King School is not available to anyone taking fewer than 6 credits in a principal term.
All-Inclusive Tuition

Starr King’s all-inclusive tuition covers all courses (on-line or residential) taken through SKSM and through the free cross-registration agreements Starr King has with the GTU member schools and affiliated centers, the University of California at Berkeley, Mills College and Holy Names College (with the exception of GTU member school Summer Session courses offered outside of the GTU free cross registration system). It also covers the SKSM mentoring/advising process, the required Portfolio Conference, use of the GTU library and its on-line resources, orientation and commencement, course fees for SKSM immersions, week-long intensives, and the Symposium; fieldwork, internships, and theological reflection; independent study projects, special reading courses, tutorials; and “write-ups” for credit of learning through life-experience or “write-ups” of additional workshops, conferences, courses and events in which students participate outside of SKSM, GTU, UCB and Holy Names.

All-Inclusive Tuition maximizes each student’s flexibility to design and pursue an effective mix of modes of learning in close consultation with their advisor, which will address their specific vocational goals, learning objectives, academic interests, and spiritual and professional formation.

Note: Courses may require the purchase of books, materials, and equipment not covered by tuition. For Starr King Immersions, such as the Rumi Immersion in Turkey or the Boston UU History Immersion, tuition is covered but students cover any additional costs such as transportation, room and board.

Summer Study and Intersession Study

For matriculated degree students, Starr King studies undertaken during the Summer (June 1 to August 31) and/or Intersession (January) terms require no additional tuition. Summer courses taken at other GTU schools may entail a fee that must be paid directly to the other GTU member school, above and beyond the all-inclusive tuition paid to SKSM. Clinical Pastoral Education programs may also entail a fee that must be paid directly to the C.P.E. site.

Fees for Outside Educational Opportunities

Starr King students may choose to engage in courses, workshops, conferences, educational opportunities and professional growth activities offered outside of SKSM, GTU and its affiliated centers, UCB, Mills and Holy Names. These opportunities may be as varied as spiritual direction, therapy, workshops, conferences, denominational events, or concurrent enrollment through other seminaries, universities, and graduate institutes. SKSM all-inclusive tuition does not cover outside educational opportunities. Work done through these opportunities can be “written up” and presented to one’s advisor for assessment and approval for Starr King credit. Work written up for credit, once approved by the advisor, must be registered through web-advisor to be counted towards the degree requirements.
There is no additional SKSM charge to receive credit for these endeavors; *nor is there any tuition credit, tuition break or reduction*. Students are responsible for any fees charged by organizations and individuals outside of SKSM, GTU, UCB, and Holy Names. However, MDIV, MASC, joint MDIV/MASC and M.A. students may apply for a Starr King “Growth and Learning Expense” to assist with the cost of these learning and growth opportunities, provided the opportunities are an integral part of their Personalized Educational Plan and advance their progress in meeting the degree requirements for their SKSM degree.

**Changes in Projected Graduation Date**
Each student’s projected graduation date is used to determine the pro-rataion of their tuition.

Advisors and advisees will regularly review each advisee’s progress towards their projected graduation date and assess the student’s achievements and challenges as the student implements their Personalized Educational Plan. Review of a student’s progress in their degree program may reveal a need to change the projected graduation date. If the advisor determines that the projected graduation date needs to be adjusted, the student must inform the Student Accounts Manager and must agree to a revised Personalized Payment Plan that will allow the student to complete their Degree Tuition payments in sync with their projected graduation date.

The Student Accounts Manager may recommend an adjusted graduation date to the advisor and advisee if the Student Accounts Manager becomes aware that the Personalized Payment Plan is significantly out of sync with accumulated credits such that the student is at risk of owing a balloon payment or entering continuing status unnecessarily, or the school is at risk of functioning inappropriately as a lender to the student.

**Staying Current with Your Payment Plan**
Students must be current with their Personalized Payment Plan to register each semester. If a student falls behind on their payment plan, an automatic block will be placed on their registration. If this occurs, the student should immediately contact the Student Accounts Manager to arrange to satisfy the terms of their payment plan or agree to an adjusted plan. The S.A.M. is authorized to remove the block when she is satisfied that payment is current or that an adjusted payment plan is agreed to.

**Cap on Maximum Credits for Degree Program**
The MDIV degree requires a minimum of 90 credits; a maximum of 99 credits is allowed.

The MASC degree requires a minimum of 48 credits; a maximum of 57 is allowed.

The joint MASC/MDIV degree requires a minimum of 114; a maximum of 123 is allowed.
Continuing Fees
For MDIV, MASC, or joint MDIV/MASC candidates: Continuing fees will be charged for any Fall or Spring semester beyond the point at which the projected graduate date has been reached and all-inclusive degree tuition has been paid in full if the required minimum of degree program credits has not been earned.

SKSM degree students who have completed payment of their all-inclusive tuition and wish to extend their degree program beyond the maximum of allowed credits may petition the Dean of the Faculty to be granted “continuing fee status” in connection with specific educational goals and a projected graduation date.

Continuing Fees are 50% of the student’s entering semester rate (calculated on a full-time basis).

For students in continuing status, payment of the continuing fee for the Fall principal term will cover credits taken in the Fall term and January intersession. Payment of the continuing fee for the Spring principal term will cover credits taken in the Spring term and Summer session.

Common M.A. Tuition
The Common M.A. is a joint Starr King and Graduate Theological Union degree. M.A. tuition is set annually by the GTU and is posted at gtu.edu. M.A. tuition may increase during a student’s course of study.

M.A. Tuition is due by the first day of classes for each semester and must be paid in full 30 days prior graduation. For more information on GTU Common M.A. Tuition and Fee please visit: http://gtu.edu/admissions/tuition-financial-aid

For further details on all fees, MA students should refer to their own student handbook. http://www.gtu.edu/students/handbooks

M.A. tuition for full-time students entering fall 2014: $670 per credit hour/$16,080 per year. Students pay tuition for the first two years of residence (full-time status means at least 12 credits per semester).

A continuing fee is assessed for each following year. For the 2014-2015 academic year the continuing fee is $4,020 per semester.

Students who choose part-time study (a minimum of three credits per semester) in the M.A. program pay per course, according to the Graduate Theological Union fee schedule.

Effective fall 2011, change of registration fees, in the amount of $50.00 per transaction, is assessed after late registration. Dropping and adding a class are two transactions and so would each be assessed $50.00.
Certificate Fees (UU Certificate, Multireligious Certificate)
Starr King’s certificate programs are open to Special Students and to Degree Students. The certificate programs require the completion of 18 credits.

Special Students who enroll in a certificate program pay a per-credit fee for each course they take. Per-credit fees are set annually and may increase in subsequent years.

Per-credit fees for 2014-2015: **$663 per credit.**

Fee for a 3 credit course: **$1,989.**

Fee for a 1.5 credit course: **$994.50**

Degree Students who enroll in a certificate program pay no additional fees or tuition beyond their all-inclusive degree program tuition provided the certificate is completed within the maximum credits allowed for their degree program. Beyond the maximum allowed, degree students seeking to complete a certificate as part of their degree must petition for Continuing Status (see below) and pay the continuing fee.

Special Student Fees and Online Student Fees
Special Students (i.e. students who are not currently matriculated in an SKSM degree program) may register through Starr King to take a Starr King course (residential, intensive, immersion, or online) or any course offered through the GTU Cross-Registration System.

Special Students and Online Students pay a Per-Credit Fee for courses.

Per-credit fees for 2014-2015: **$663 per credit.**

Fee for a 3 credit course: **$1,989.**

Fee for a 1.5 credit course: **$994.50**

Alumni, Trustees, SKSM Employees, and Partners of Current Degree Students

Alumni, trustees, employees of Starr King (staff or faculty), and partners of current degree students are eligible for a “course fee waiver” to take up to 3 credits per term as a “Special Student” at no charge if there is space in the course and the instructor approves. Contact the Student Accounts Manager to arrange a “course fee waiver.”
Transferring Between SKSM Degree Programs
Students transferring into one SKSM degree program from another SKSM program must have the approval of the Dean of the Faculty, must update their projected graduation date in consultation with their advisor, and must provide written documentation to the Student Accounts Manager and the Registrar. Based on their updated graduation date and the following policies, the student must agree to a revised Personalized Payment Plan with the Student Accounts Manager.

Transferring into one SKSM degree program from another SKSM degree program will result in the current entering-year rate of all-inclusive tuition being applied regardless of the student’s original entering year. This means that a transfer between one program to another may result in an increase in total tuition due.

All tuition paid to the degree program from which the student originally matriculated will be transferred and applied to the program into which they are transferring. No tuition previously paid will be refunded. For example, if an MDIV student transfers into the MASC program all money paid into the MDIV program will transfer to the MASC program. No refund will be given for the MDIV tuition previously paid. If the student has paid more tuition than required for the MASC program, no further Tuition will be assessed, but the student will be charged the current continuing fee for each principal term in which they are registered.

Joint MDIV/MASC Degree
Students may apply to be jointly admitted to the MDIV/MASC at the start of their studies at Starr King.

Students who decide after beginning one degree program that they want to do a joint-degree should discuss this possibility with their advisor, meet with the Director of the MASC program, and apply for the joint degree through petition to the faculty.

Beginning a joint-degree program this way will result in the current entering-year rate of all-inclusive tuition for the joint MDIV/MASC being applied regardless of the student’s original entering year. This means that beginning a joint degree may result in an increase in total tuition due.

The student’s projected graduation date and Personalized Payment Plan will be adjusted accordingly.

Late Registration Fees (Drop/Add)
Effective since fall 2011, change of registration fees, in the amount of $50.00 per transaction, will be assessed after late registration. Dropping and adding a class are two transactions and so each change will be assessed $50.00.
Tuition Credit for SKSM Certificate Students
Certificate Students who have completed a Starr King Certificate in Unitarian Universalist Studies (18 credits) or a Starr King Certificate in Multi-Religious Studies (18 credits) before matriculating for a MASC or MDIV degree will receive credit towards their degree tuition. 100% of the Certificate fees paid will be credited towards the all-inclusive tuition owed for their degree program, prorated over their first year in the degree program. All 18 credits will transfer into the Degree program and be counted towards the required number of credits for completing the Degree.

Submit your tuition credit request to the Student Accounts Manager, Anita Narang at studentaccounts@sksm.edu.

Tuition Credit for SKSM Special Students
Special Students (online and residential) who subsequently apply and are admitted to Starr King’s MDIV or MASC degree program will receive a tuition credit when they matriculate. 100% of the Special Student fees paid will be credited towards the all-inclusive tuition owed for their degree program, prorated over their first year in the degree program. Credits earned as a Starr King Special Student will transfer into the Degree Program and be counted towards the required number of credits for completing the Degree.

Submit your tuition credit request to the Student Accounts Manager, Anita Narang at studentaccounts@sksm.edu.

Tuition Credit for Transfer Students
Students admitted to Starr King’s MDIV or MASC degree who within five years prior to their matriculation with Starr King have completed course work in an accredited theological school, or a graduate religious studies program, or who have completed a certified unit of Clinical Pastoral Education may request that credits be transferred upon their admission to Starr King. Transfer credits count towards the required number of total credits needed to complete a degree program and the amount of all-inclusive tuition required will be reduced accordingly. Tuition credits will be prorated in accordance with the student’s projected graduation date. Note: The transfer policy for Common M.A. students is found in the M.A. Student Handbook published at www.gtu.edu.

To request a transfer of credits, entering MDIV or MASC students must submit a written request and written documentation (i.e. an official transcript from the other school, or a CPE final evaluation) to the Director of Admissions. Requests may be submitted any time during the admission’s process and early submission is encouraged. Requests must be received no later than August 1 or January 1.

The request will be reviewed and acted upon by the Chair of the Admission’s Committee (if the chair is a member of the SKSM faculty) or the Dean of the Faculty; signed approval of transfer credits will be communicated in writing to the entering student, the SKSM Registrar, the student’s Advisor, and the SKSM Student Accounts Manager.
The following criteria will be applied in determining pre-admission transfer credits:

- Transferred course work must be relevant to the degree requirements and learning goals of the MDIV and/or the MASC.
- Credit-hour equivalency will be determined by SKSM.
- No course work or CPE work that has been counted in the awarding of a completed degree at another institution will be transferrable.
- Limits on allowable transfer credits will be observed.

Allowable limits on transfer credits:

- For MDIV candidates no more than 30 credits can be transferred.
- For MASC candidates no more than 15 credits can be transferred.
- For joint MDIV/MASC candidates no more than 39 credits can be transferred.

Tuition Policy for Students on Leave of Absence

A student who has been granted a leave of absence from their degree program is exempt from the obligation to make payments on their Personalized Payment Plan while on leave provided they are current with their Personalized Payment Plan. Students on leave are not eligible for student loans, SKSM financial aid, or participation in the Student Health Insurance Program.

Tuition Refund Policy

If a student withdraws or is dismissed by the faculty from a Starr King degree program during the Fall principal term or the Spring principal term, they may be eligible for a refund of tuition they have paid that term. No refunds are available if the withdrawal date occurs during January intersession or Summer Session. The Student Accounts Manager will calculate any tuition refund owed to the student based on the withdrawal date as follows:

1. Prior to the end of General Registration: full refund of tuition due for the semester
2. During the 1st week of classes: full refund less withdrawal fee of $100 and drop fee of $50 per course.
3. During late registration (before 3rd week of classes): 80% of tuition paid that term
4. During 3rd, 4th and 5th week of classes: 50% of tuition paid that term
5. After the 5th week: no refund

Student Body Fees

This is a friendly reminder that there will be Student Body Fees automatically charged to your Student Account for each of the principal terms (Fall and Spring) in the amount of $17.50 per semester ($35.00 over full academic year).

This was voted upon and approved by Starr King students and the Board of Trustees within the 2012-2013 academic year. If there are any questions in regards to the Fees, please contact your Student Body and they will be more than happy to discuss their activities and goals for the upcoming academic year.
Financial Aid

Starr King offers several forms of financial aid for degree candidates. We work directly with our Consortial GTU Financial Aid office to best support students. Financial Aid is awarded in the form of Starr King institutional tuition scholarships, student loans, work study, or a combination of the three. Financial aid is granted on a year-to-year basis, with reapplication and review each year. Eligibility is based on information provided on a student’s application for financial aid and on satisfactory academic progress. The federal government requires that institutions of higher education establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress and the school must have a policy for monitoring progress. Federal regulations require that the Satisfactory Academic Progress (SAP) policy include quantitative and qualitative measure and certification of the completion of work within a maximum time frame. Satisfactory Academic Progress must be maintained in order for a student to retain eligibility for institutional and federal financial aid.

All students are encouraged to apply for financial aid. Starr King School for the Ministry does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender, gender identity, sexual orientation, or disability in administering its financial aid programs.

Financial Aid-Application Forms and Deadlines
Students must apply for financial aid each year by the Starr King Financial Aid application priority deadline in order to be considered for the fullest range of aid available. Students who apply after the priority deadline may still be eligible to receive Direct Loans. However, a late application may result in the loss of eligibility for limited forms of financial aid including institutional aid and/or federal work-study.

- Domestic Student Financial Aid Applications are available online at http://www.gtu.edu/admissions/financial-aid starting in December of each year. The FAFSA may be completed online at www.fafsa.gov as early as January 1 of each year. The Starr King School Code is G04080.

- It is the responsibility of the student to complete each year’s application on time. However, to encourage early and on-time application submission, the Financial Aid Office will send periodic e-mail reminders after the beginning of each calendar year.

- SKSM Institutional Financial Aid Applications may be obtained from the Financial Aid Office (510) 649-2469 or finaid@gtu.edu; or from the Student Accounts Manager in the SKSM Finance Office, studentaccounts@sksm.edu or from http://sksm.edu/admissions/financial_aid.php.
Federal Work-Study
The work-study program allows students who are eligible for need-based aid to work part-time for which they are paid an hourly wage. Federal Work-Study (FWS) may be available to those who demonstrate financial need and is subject to availability of funds. A Federal Work-Study award may be used for on-campus employment, at the GTU Library, or off campus with a non-profit employer. A work-study award grants a student priority consideration for on-campus hourly employment. To apply for Federal Work-Study a student must apply for federal financial aid.

Federal Direct Loans
SKSM participates in the federal Direct Loan program. Direct Loans are low interest loans that help students pay for the cost of the student’s education. Eligibility for a Direct Unsubsidized loan is not based on need. Interest begins to accrue on an unsubsidized loan at the time of disbursement. Interest payments may be deferred while the student is enrolled for at least 6 credits per principal term (Fall and Spring semesters). Accrued interest will be added to the principle balance of the loan after the student graduates, leaves school, or drops below enrollment for 6 credits per principal term. The Financial Aid Office will determine the amount a student can borrow up to the annual maximum of $20,500. Total financial aid awards, including loans, cannot exceed the total cost of education as determined by the Financial Aid Office. Students who wish to borrow aid in addition to their annual Direct Unsubsidized loan limit may contact the Financial Aid Office for more information. For information on the current unsubsidized direct loan interest rate, please visit: http://studentaid.ed.gov/types/loans/subsidized-unsubsidized#what-are-the-current.

An additional loan provided under the Direct Loan Program is the Direct Graduate PLUS Loan for graduate and professional degree students. The Graduate PLUS loan is an additional non-need based, federal student loan option. The terms and conditions include a determination that the applicant does not have an adverse credit history. Before a student will be considered for a PLUS Loan, the Financial Aid Office must have determined the maximum eligibility for Direct Unsubsidized Stafford Loans. The maximum PLUS Loan amount an eligible student can borrow is the cost of attendance minus any other financial assistance received. For information on the current Graduate PLUS loan interest rate, please visit: http://studentaid.ed.gov/types/loans/subsidized-unsubsidized#what-are-the-current.

The U.S. Department of Education charges a loan fee for a portion of the principle amount of the Direct Unsubsidized and Graduate PLUS loans. The loan fee is deducted proportionately from each loan disbursement. For the 2014-2015 year, the most current loan interest rates are listed at: https://studentaid.ed.gov/types/loans/interest-rates.

The Direct Loan Program offers several repayment plans that are designed to meet the different needs of individual borrowers. Generally, borrowers have 10 to 25 years to repay a loan, depending on the repayment plan that is chosen. A borrower will receive more detailed information on repayment options during the required student loan entrance and exit counseling sessions. For more information about the Direct Loan program and about repayment plans, visit https://studentloans.gov and contact the Consortial Financial Aid Office.
Outside Resources
In addition to the types of aid listed above, students are advised to seek financial support from outside sources, such as savings, support from friends and family, aid from churches or denominations, and grants or scholarships from outside organizations. Information regarding outside grants and scholarships is available on the financial aid pages of the GTU website at http://www.gtu.edu/admissions/financial-aid. The GTU Scholarship Link, operated and maintained by the Consortial Financial Aid Office, supports students by providing information on funding opportunities for graduate students in theological education.

Veterans Administration Benefits
On behalf of Starr King, the GTU Consortial Registrar is the certifying official for Veterans Benefits. Students with previous graduate level coursework/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veteran’s Affairs shall be notified. (Note: All prior graduate level coursework and training will be evaluated.) Upon completion of the course of study a degree will be conferred.

Students who meet the definition of a “veteran” may be eligible for Veterans Administration (VA) benefits. Students wishing to receive VA benefits should contact the GTU Consortial Registrar’s Office at or before the time of registration in order to complete the necessary paperwork.

Procedures for Receiving Federal Loan Proceeds
a) If you are receiving a federal loan, you must complete all necessary paperwork with the Financial Aid Office. First-time Direct loan borrowers at the SKSM must also complete Direct Loan entrance counseling. This requirement may be completed online at http://studentloans.gov. Exit counseling is required of all students in their last semester of registration and of those who otherwise drop below half-time enrollment at any point in the program.

b) Loan proceeds are received electronically at the beginning of the fall and spring terms and are processed through the Financial Aid Office and posted to student accounts. Students must be registered at least half-time and must have completed all financial aid requirements in order for loan funds to be processed. Please note that changes in enrollment may result in an adjustment to or loss of aid. Refund checks will be issued for any credit balances existing after charges are deducted. Students should contact the Finance Office for information regarding the schedule for their refunds.

c) A hold placed on your registration will result in a delay in the processing of your loan funds until the registration hold is resolved.
Deferment of Prior Student Loans

To defer prior student loans, students must be enrolled at least half-time. Students should make sure that their lender(s) are aware of their proper enrollment status by contacting them regarding any enrollment changes. Each Member School submits current enrollment information to the National Student Loan Clearinghouse each term. This information is accessible to major lenders and loan servicers but there is a time lag in reporting. Lenders may not receive updated enrollment information until mid-semester. Perkins loans typically require the completion of a deferment form, available from the school that issued the Perkins loan. If you have outstanding federal student loans, to ensure your lender is aware of your current status, be sure to respond to any mail directed from your lender/servicer. It is your responsibility to verify deferment procedures with your lender(s) and to comply with your lender(s) deadlines to avoid defaulting on your loans. Likewise it is your responsibility to give the appropriate deferment forms to the Registrar in a timely manner, along with an appropriately addressed mailing envelope for each form. Deferment forms are available in the Financial Aid and Registrar’s Offices.

Reporting Outside Resources

Federal regulations require students and the institution to report any outside resources the student will receive for the academic year. Outside resources include but are not limited to: scholarships, grants, denomination support, Vocational Rehabilitation, AmeriCorps, or other external sources of financial assistance such as payments made to the school from any person other than the student. Outside Resources, with the exception of Veteran’s Benefits, must be factored into the calculation of a student’s eligibility for institutional and federal financial aid. If necessary, the student’s financial aid package will be adjusted to account for additional assistance that is received.

General Policies Guiding the Consortial Financial Aid Office

The Financial Aid Office staff adheres to institutional policies and the rules and regulations dictated by the federal government.

a) Students who meet published application deadlines have priority over late applicants. Late applicants will be evaluated on a case-by-case basis as funds allow. Because financial aid funds are fully allocated during initial awarding, there will normally be no grants or work-study available to late applicants.

b) Full-time enrollment is 9.0 units or more per principal term (Fall or Spring semester). Half-time enrollment is 6.0 units per principal term.

c) Full-time students who drop to half-time status will have their grant-in-aid reduced in proportion to the reduction of their tuition charge. Federal Work-Study and Federal Direct Loans will be reduced as required by federal law.

d) Students enrolled less than half-time are not eligible to receive any financial aid.

e) Eligibility for financial aid for the summer term varies. Check with the Consortial Financial Aid Office for details.

f) Students receiving funds from non-SKSM sources will not have their grants reduced except in cases where total need is exceeded.

g) Members of religious orders are eligible to receive grants or scholarships and Federal Unsubsidized Stafford Loans. Members of religious orders are ineligible to receive Federal Work-Study.

h) Annual awards will be disbursed equally between the fall and the spring semesters.
Return of Title IV Funds Policy

Federal regulations require a school to have a written tuition and fees refund policy and a Return of Title IV (Federal Aid) Funds policy to be applied to students who withdraw during the term for which federal aid has been received. This policy addresses how Title IV funds are handled if the recipient of those funds completely terminates enrollment (i.e., cancels his/her registration, withdraws, or is dismissed) or stops attending classes prior to the end of a term.

When a student terminates enrollment after beginning attendance, that student may no longer be eligible for the full amount of Title IV funds that he or she was originally scheduled to receive. In this case, the amount of Title IV loan assistance earned by the student must be determined. If the student does not complete more than 60% of the enrollment period and the amount of Title IV aid disbursed to the student is determined to be greater than the amount the student earned, the unearned funds must be returned. If the amount disbursed to the student is less than the amount the student earned, and for which the student is otherwise eligible, he or she may receive a Post-withdrawal disbursement. After the 60% point in the period of enrollment, a student has earned 100% of the Title IV funds he or she was scheduled to receive during the period and a return is not required.

The Return of Title IV funds calculation is completed by the Financial Aid Office in accordance with the federal regulations set forth in the Higher Education Act of 1965 (http://www2.ed.gov/policy/highered/leg/hea98/sec485.html) and the Return worksheet (http://www.ifap.ed.gov/aidworksheets/attachments/2010IASGCreditHourFinal.pdf) provided by the Department of Education. To determine the amount of earned and unearned aid, the Financial Aid Office will calculate the percentage of the enrollment period the student completed. If any amount of aid is determined to be unearned, institutional charges are used to determine the portion of the unearned Title IV aid that the school is responsible for returning. The Financial Aid Office will include all appropriate SKSM fees in the Return calculation. The institutional charges used in the calculation usually are the charges that were initially assessed for the entire period of enrollment. Initial charges may only be adjusted by those changes the Finance Office made prior to the student’s withdrawal (for example, for a change in enrollment status unrelated to the withdrawal).

Once the Financial Aid Office determines the amount of unearned aid that the school is responsible for returning, the student and the Finance Office will be notified. The e-mail and/or written letter to the student will specify the amount of aid that must be returned to the Title IV loan program by the school and the amount that must be repaid by the seminarian in accordance with the terms outlined on his or her federal Master Promissory Note. If the school’s portion of the funds to be returned creates a balance due on the student’s account, the student will be billed for the amount due.

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended. Further details are available at the GTU Consortial Financial Aid Office. For further information, please contact the Financial Aid Office at (510) 649-2469 or at finaid@gtu.edu.
Starr King Institutional Tuition Scholarship Award-Donor List

Starr King annually provides Institutional Tuition Scholarship Awards to assist students with the cost of tuition. Starr King institutional tuition scholarships are awarded through an internal process by the SKSM Scholarship Committee, a subcommittee of the Admissions and Scholarship Committee. The Scholarship Committee considers the financial need of each applicant as well as the school’s commitment to educating to counter oppressions and our desire to manifest a just, multiracial, multicultural learning community. Students apply for Institutional Scholarships during the spring semester to receive assistance for the following academic year. While most awards are determined based on financial need, some are awarded as incentive grants or merit grants. The level of tuition aid may vary each year depending on a student’s financial application, available funding, and the number of qualifying applicants. Grants and scholarships awarded by SKSM are applied to tuition paid to SKSM, only.

Starr King Institutional Scholarships are funded through annual gifts given by friends of the School and through endowed scholarship funds. The endowed scholarship funds have been established in honor of beloved mentors and forbears. In making awards, the Scholarship Committee endeavors to match recipients with the interests and commitments of those honored.

In allocating Starr King Institutional Tuition Scholarship Awards, the Scholarship Committee will take into account each student’s projected graduation date and the pacing of their Personalized Payment Plan so as to assure an equitable distribution of tuition-aid.

- **The Josiah and Laile Bartlett Tuition Scholarship** honors the memory of Josiah Bartlett, Starr King’s former dean and president (during the 1950s and 1960s) and Laile Bartlett, sociologist of religion. As partners in ministry and life the Bartletts shaped Starr King’s progressive educational values and practices still in evidence today including personalized programs of study, student-centered learning, student involvement in governance of the School, and the creative interaction of religion and the arts. After serving as Starr King’s president, Dr. Bartlett pioneered the creation of the Unitarian Universalist interim ministry program.

- **The William Smythe Boyd, III Tuition Scholarship** was established by Miriam Boyd Gray in 1948 in memory of her father for the “education and training of men in the ministry.”

- **The Cutten Family Tuition Scholarship** was established in 2006 by Merrit Cutten to honor his parents and the legacy of ministerial leadership his family experienced as members of the First Unitarian Society of San Francisco.

- **The Mark DeWolfe Tuition Scholarship** honors the memory of Mark DeWolfe, a 1981 Starr King graduate who died from AIDS shortly after graduation. His parents began the endowed scholarship. 
• **The Aron and Eve Gilmartin Tuition Scholarship** established in 1989 by members of the Mt. Diablo Unitarian Universalist Church honors the memory of Eve Gilmartin who served as an active lay leader for many years and Aron Gilmartin who served a lifetime in the UU ministry and was an inspiring exemplar of religious leadership for racial equality and social justice.

• **The Raymond and Betty Goodman Tuition Scholarship** was established in 2004 by Dr. Ray Goodman, a devoted Unitarian Universalist, who notes, “I would not have been able to attend college and medical school without such aid and consider it a gift to myself to be able to do this for others.”

• **The Arnold and Ariel Grace Tuition Scholarship,** was established by William A. Grace to honor his parents. Arnold Grace attended Wentworth Institute, was a WWII Army veteran, and worked at George Junior Republic as a plant engineer for 48 years. The award is for returning 2nd through 4th year students.

• **The Gail Hamaker Tuition Scholarship** was established in 1987 by her family for a ministerial student with financial need who is interested in some aspect of women and religion.

• **The J. Henry Hanhisalo Tuition Scholarship** is for a student with financial need who wishes to incorporate music into their ministry. It honors the memory of Rev. Hanhisalo, a Universalist minister of Finish descent who served in New England.

• **The Janet Scott King Tuition Scholarship** has been established by Jim and Janet King, devoted UU leaders, to assist a Starr King student with financial need.

• **The Charles and Hilda Mason Tuition Scholarships,** established by a bequest from the Masons, are awarded in honor of Charles and Hilda, members of All Souls Unitarian Church in Washington D.C. who were leaders in civil rights, social justice work, grass-roots education, black empowerment, and more. Hilda Mason served as a trustee of Starr King School and was renowned for her bold leadership as a member of the City Council for the District of Columbia.

• **The Gordon and Phyllis McKeeman Tuition Scholarship** was established in 2002 for a student with a particular interest in Universalism who plans to enter parish ministry. The Rev. McKeeman served churches in Ohio and Massachusetts, then served as President of Starr King from 1983-88. Phyllis McKeeman has been active in UU church life and leadership for decades.

• **The Rosamond Reynolds Tuition Scholarships** are awarded in memory of Roz Reynolds, artist, friend and mentor to many Starr King students. She served as a trustee of Starr King and led the 1980’s campaign to establish the Aurelia Henry Reinhardt endowed professorship to secure a feminist voice and presence on Starr King’s faculty.
• The Elmo A. Robinson Tuition Scholarship was established for the “education of ministers” by Elizabeth Magers Robinson, member of the UU Church of Los Alamos, in loving memory of her husband.

• The Harry B. Scholefield Tuition Scholarship honors the memory of Rev. Harry Scholefield, minister emeritus of the First Unitarian Church of San Francisco which he served from 1957-1973. Beloved mentor, he taught many ministers and ministerial students to memorize poetry as a spiritual practice. Rev. Scholefield was active in civil rights and peace movements; he received the Adin Ballou Grassroots Peace Award from the UU Peace Fellowship in 1986.

• The Nancy M. Shaffer Tuition Scholarship honors the memory of 2004 Starr King graduate Rev. Nancy M. Shaffer, who passed away June 5, 2012. Nancy served congregations in Maryland, California, Virginia, Illinois, and Michigan, and was well-known for both her lifespan faith development ministries and her poetry, publishing the meditation manual “Instructions in Joy” and the posthumous “While Still There Is Light: Writings from a Minister Facing Death.” This scholarship was created by Nancy’s father, Lee Brooks, to benefit a female student every year.

• The Jacob Trapp Tuition Scholarship is awarded in memory of Jacob Trapp, who graduated from the Pacific Unitarian School (now Starr King) in 1929 and served for a lifetime in the Unitarian Universalist ministry. Author of many hymns, and a down-to-earth explorer of prayer, meditation and the mystical aspect of the religious, Jacob Trapp has been acknowledged as one of the principal contributors to the creative evolution of UU liturgy.

• The Unitarian Universalist Women’s Scholarships were established by a gift from the Massachusetts Association of Universalist Women and are for general assistance to seminarians at Starr King.

Scholarships for Unitarian Universalist Seminarians
The Unitarian Universalist Association provides scholarships to students who are preparing for Unitarian Universalist ministry. Most scholarship aid is for seminarians who have achieved candidate status for UU ministry; but some forms of assistance are occasionally available for entering students. After graduation from seminary, the UUA provides debt-reduction assistance for those who enter the ministry. Rev. David Pettee (a Starr King grad) is Director of Ministerial Credentialing at the UUA can answer questions you may have: dpettee@uua.org

Applications for UUA Scholarships are due April 15.

Current information is available at http://uua.org/careers/ministers/becoming/index.shtml
Institutional Merit and Incentive Scholarships
Starr King offers a number of Merit and Incentive Scholarships to students who show special promise based on their academic record, achievements as activists or religious leaders, or their distinctive commitments, religious affiliation and/or goals, or who meet specific criteria.

- **The John Buehrens Scholarship** is awarded as a merit grant by the President of Starr King to an entering student with financial need who is judged to have “the highest academic achievement and intellectual promise, as well as outstanding potential for effective ministry. Grantees who continue to excel in both their academic and professional formation will be eligible for additional grants.”

- **The Earl K. Holt III Scholarship** is awarded as a merit grant to a single recipient, with a strong commitment to parish ministry, and hopefully with a particular interest in Unitarian history and the Puritan-congregational tradition.

- **The St. Lawrence Tuition Scholarships** are funded by a gift from the St. Lawrence Foundation to provide financial aid to two students annually who are in candidate status for Unitarian Universalist ministry.

- **The Olympia Brown Scholarships** are awarded as incentive grants to students who advance Starr King’s commitment to theological education that engages underrepresented constituencies and historically marginalized groups. Olympia Brown was the first woman ordained to the Universalist ministry and one of the earliest women ministers in the U.S.

- **The Shelter Rock Incentive Grants** (while funds last) are awarded as incentive grants to promising degree students or certificate students to encourage and assist their enrollment.

- **The Balazs Scholarship** provides tuition and living expenses to enable a Unitarian minister from Transylvania to study for a year at Starr King. The Balazs scholar is selected by the Unitarian Church in Transylvania. The Balazs Committee supports the Balazs scholar and also arranges, as funds are available, for Starr King Students to do field work in Transylvania.

- **The Hilda and Charles Mason Teaching Fellowships** are awarded to students who have submitted a proposal that has been approved by the Curriculum Committee to teach a course at Starr King, in a congregation, or in the community.

- **The Tsubaki Grant** funds a student to travel to study Shinto at the Tsubaki Grand Shrine in Japan. Occasionally, the grant may be awarded to fund a student for global travel-study that promotes cross-cultural religious understanding and peace in keeping with the spirit and vision Rev. Dr. Yukitaka Yamamoto, SKSM-honorary degree recipient, global peace advocate, and 96th generation priest of the Tsubaki Grand Shrine.
Starr King Institutional Tuition Scholarships Awards (ITSAs)

Students must complete the following:

1. File the **2014-15 Free Application for Federal Student Aid (FAFSA)** with the federal processor online at [www.fafsa.gov](http://www.fafsa.gov). Please note the following:
   - If applicable, use estimated 2013 information if you have not yet filed a federal income tax return and then update the information once you complete your taxes or use the IRS Data Retrieval Tool (DRT) of the FAFSA, if eligible.
   - The **SKSM federal school code is G04080**

2. Complete and return the **2014-15 Domestic Student Financial Aid Application** to the Consortial Financial Aid Office;

3. Complete and return the **SKSM Institutional Tuition Scholarship Verification** (pdf) and return to Student Accounts Manager, email: studentaccounts@sksm.edu

4. Complete and return the **Starr King Institutional Tuition Scholarship Application** (pdf) and return to Student Accounts Manager, email: studentaccounts@sksm.edu.

For the 2014-15 academic year, these items must be returned to the Student Accounts Manager. The table below shows the expected timelines for the Starr King ITSAs for the 2014-2015 and 2015-2016 academic years. Please note that the 1st Review deadline for the **2015-16** academic year will be **April 1, 2015**. The purpose of the 2nd review is to award any relinquished funds and additional contributions received after the 1st Review.

Please note: as of this writing (8/1/2014) some of the dates are being reviewed. Current information will be posted on the SKSM website ([www.sksm.edu](http://www.sksm.edu)) as soon as it is available. Or you may check with Student Accounts for an update by emailing studentaccounts@sksm.edu.

<table>
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<td>Letters out to students</td>
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<td></td>
<td>1/01/2015</td>
<td>1/01/2016</td>
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Hilda Mason Teaching Fellows

- Recipient of an honorary doctorate from Starr King School for the Ministry, and former trustee of the school, the Honorable Hilda Mason (1916-2007), teacher, civil rights activist and city council member, was a prominent leader in Washington, D.C. In her later years, she would introduce herself as everyone's "grandmother" -- because that is how she saw herself!

- Born in a split log cabin in 1916 in rural Campbell County, Virginia, Hilda Mason strove constantly to broaden access to resources for all. She first became a teacher of "colored" students in racially segregated Altavista, Virginia, in the 1930s and '40s. After moving to the District of Columbia, she taught in the public schools which, through the 1950s, also were segregated.

- Determined to impress upon her students high academic standards, Hilda compensated for the lack of resources in her classroom by purchasing special supplies and equipment and supporting field trips out of her own pocket.

- In 1957, Hilda met Charles Noble "Charlie" Mason, Jr., a wealthy DC figure at All Souls Unitarian Church, which was then and remains a center of progressive activism in the District of Columbia. In between picketing the D.C. Transit Company to demand an end to its racist hiring practices and protesting the Whites-only membership policy of the YMCA, Hilda and Charlie engaged in a long courtship and married in 1965. Hilda and Charlie's coming together was but also a lifelong partnership in a continuing struggle to agitate and advocate for justice for the most vulnerable in our society.

- Hilda's career as an educator grew and expanded. She became a staff member at the LaSalle Laboratory School and the progressive Adams Morgan Community School Project. Outside the classroom she helped organize a school chapter of the Washington Teachers Union and fought for equal treatment for Black students and teachers. In the mid-1960s, she organized a rent subsidy project and summer enrichment program for children in the neighborhood around All Soul's Church.

- In 1971, Hilda was elected to the D.C. Board of Education where she fought for better access to early childhood education for poor children, reduced class sizes and parity of resources for schools in low-income neighborhoods with prosperous ones. During this time, she became an ally of Council Member Julius Hobson, a leader of the DC Statehood Party. Like so many residents of Washington, D.C., Hilda was outraged that U.S. citizens in the nation's capital did not have full voting representation in the United States Congress so she pushed for the District to become the 51st state. When Julius Hobson died in 1977, she was elected to his at-large seat on the City Council and was reelected in 1982, 1986, 1990 and 1994. As a member of the DC Statehood Party, she was a constant advocate for home-rule for the District of Columbia.
• She lost her bid for a sixth Council term in 1998 but she didn't retire from helping people. Hilda and Charlie continued their long-time practice of making "loans" to young people to help with college costs and to families struggling to buy food or pay utility bills. They were instrumental in establishing the University of the District of Columbia School of Law and were great patrons of the institution. They contributed large sums to provide scholarships for students attending the school. In 2004, the Board of Trustees of the school honored them by naming its library the Charles N. and Hilda H. M. Mason Law Library. Her heart was always open to those who were struggling for justice; she had a profound sense of the interconnectedness of oppressions and was very supportive of LGBTIQQA issues, HIV issues, etc… She attended as many public school graduations as she could and encouraged young people from foster homes and group homes to call her "grandma" so they felt someone loved them and was interested in their welfare.

• Hilda Mason did these things because they were the right things to do. She did them because if there was an injustice, she felt compelled to dismantle it.

(Also refer to pages Hilda Mason Teaching Fellowship information in Student Resources section.)
**Personal Growth & Learning Expenses**
Learning happens in a multitude of ways. Courses are one way, but conferences, spiritual direction, counseling, & pilgrimages are but a few of the other ways learning, growth and transformation can occur. To that end, Starr King budget funds each year to assist students with the costs of these learning experiences.

To apply, a student may submit a Personal Growth & Learning Expense form at any time during the fall or spring semester. Forms may be obtained in the form box at school, on the Forms page of the SKSM website, or from the Forms area of the student handbook.

The student fills out the form and discusses the learning opportunity with their advisor, getting the needed advisor signature (in person or via e-mail.) The student turns the form and any applicable documentation over to the Student Services Coordinator (marmstrong@sksm.edu) who presents the application to the Dean of the Faculty for approval.

When an award has been approved, the student is notified by the Student Accounts Manager who processes the check. Checks will be placed in the students' mailbox at the school or mailed, whichever is more appropriate.

**The student must sign a covenantal agreement stating they will use the funds for the intended purpose or they agree to return the funds. The student also agrees to write a one page description and evaluation of the event the stipend was obtained for that will be included in their student folder.** This will not be required if the student is using the funds for counseling.

It is our experience that students get more from counseling or spiritual direction when they contribute financially. The funds are limited and the total amount available varies from year to year. **A cap is placed on how much a student can receive over the course of their program.**

The Student Services Coordinator will communicate to students when they are at their limit. The cap amounts are dependent on the total amount of funding available.

**Please note: These funds are taxed and will be reported on your 1099 form at the end of the calendar year.**

See also *Growth & Learning Expense form* in Appendix.
Student Health Insurance Program (SHIP)

All students in a degree program must have health insurance commensurate with the insurance plan provided for purchase by the school.

The Graduate Theological Union and participating member schools and institutions sponsor a medical insurance plan designed to provide students with complete medical coverage at a very reasonable cost. The plan is with Kaiser Permanente, one of the largest health plans in California, with over 8,000 physicians at more than 150 locations in northern and southern California to serve you. The SHIP plan has a $500/person, $1,000/family deductible, 20% coinsurance after the deductible due for in-patient hospital care and out-patient surgery, and related tests and labs, and a $40 co-payment. However, there is no charge for preventative care.

This health insurance plan is available to students enrolled for at least six or more credits or units per semester at one of the following institutions (if you have questions or need more information contact the person listed below):

- Starr King School for the Ministry (Anita Narang, studentaccounts@sksm.edu) and (Kathleen Kook, kkook@gtu.edu)

If you are enrolled for nine (9) or more credits or units in any one semester, you must enroll in the GTU SHIP program, or provide proof of health insurance that has comparable benefits and costs. Enrollment in the SHIP plan is for the twelve months of the academic year beginning on September 1, 2014 and ending on August 31, 2015. Unless your eligibility to participate in the program changes, you will be enrolled for the entire year. If you enroll in spring semester, the plan becomes effective February 1, 2015. Premiums for the plan are paid in two equal installments at the beginning of each semester. The semester rates for the SHIP plan are:

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<th>Per Semester</th>
<th>Per Year</th>
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<tbody>
<tr>
<td>Student</td>
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<td>$3,184.52</td>
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<tr>
<td>Student and Spouse</td>
<td>$3,500.70</td>
<td>$7,001.40</td>
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<tr>
<td>Student and Child(ren)</td>
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<tr>
<td>Student and Family</td>
<td>$5,091.96</td>
<td>$10,183.92</td>
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</tbody>
</table>

Student enrollment periods are August 18 to September 12, 2014 and January 19 through February 15, 2015.
To enroll in the GTU SHIP program or to provide information about membership in a comparable plan and, therefore, waive out of the GTU program, point your browser to http://studentnet.kp.org/gtu.

If you run into problems trying to enroll in or waive out of the GTU plan and cannot resolve your problems before the end of the fall or spring deadlines (see above), complete the appropriate form and submit it to the contact person at your school listed above:

**GTU Student Health Insurance Enrollment Form**

**GTU Student Health Insurance Waiver Form**

The above forms are available at the following website: http://gtu.edu/students/health-insurance

For further information, contact Anita Narang, studentaccounts@sksm.edu.

**HEALTHCARE FOR GRADUATES:**
According to Kaiser, Cobra is strictly for employees, not student graduates. However, student may pick the Continuation Plan/Conversion Plan. When a student has graduated, there is a Continuation Plan through Kaiser. Student should call Member Services at (800) 464-4000 and explain that their coverage will be ending and want to look into a Continuation Plan.

**FAQs-Tuition**

**Is there a different tuition for part-time and full-time students?**
The total amount of all-inclusive tuition for your degree does not change based on the pacing of your program. However, the pro-rated portion of that total tuition due each principal semester is lower for part-time students than for full-time students. Full-time students pace their program to be completed in two years (MASC) or three years (MDIV). Part-time students plan to complete their program over a longer time frame. The pro-rated portion due is based on your projected graduation date.

**What happens if I complete the maximum credit credits for my degree but haven’t finished paying tuition?**
If you have kept good track of your own progress towards your projected graduation date this is unlikely to happen. But in the unlikely event that it does, you must pay off the balance of tuition you owe in a final “balloon payment” prior to graduation.

**What happens if I finish paying tuition, but don’t have the credits required to graduate?**
If you have kept good track of your own progress towards your projected graduation date, this is unlikely to happen. But in the unlikely event that this occurs, you will enter continuing status and will be required to pay the continuing fee each principal semester until you are ready to graduate.
MATRICULATING
Advisor List Fall 2014

Megan Dowdell
Julia DeFranco MDiv 2
Katherine Candace Slack MDiv 2
(Catherine) Nancy Reid-McKee MASC
Mary Gear MDiv 2
Tracy Adevai MDiv 2
Laurel Littlejohn Gray MDiv 2
Ann Lown MDiv L/A

Ibrahim Farajajé
Mu'hsin Hamsah MASC 2
Bill Lester GTU PhD 2
Cassie Lipowitz GTU PhD
Michelle Mueller GTU PhD
Sheri Prud’homme GTU PhD
Rebecca Short MDiv 2
Zachary Markwith GTU PhD 3
Karuna Foudriat MDiv 2

Michelle Favreauault
Elena Rose Vera MDiv 4
Kristen Kuriga MDiv 2
Matt Weinstein MDiv 1
Hassaun-Ali Jones-Bey MASC 3
Anthony Carmelo Grafignino MDiv 1
Lorena Boswell MDiv 3
Amy Carlson MDiv 1
Zachary Wear MDiv 3
Erica Ward MDiv 3
Jan Hutslar MDiv 1

Devorah Greenstein
Millie Phillips MDiv 4
Wesley Morrison-Sloat MDiv 3 L/A
John Ashby MDiv 2
Lane Fisher MDiv 2
Bryan Plude MDiv 3
Shannon Brittany Eizenga MDiv 1
Zackrie Vinczen MDiv 1

Betty-Jeanne Rueters-Ward
Mandy Goheen MDiv 2
Shay (Shaylynn) Hellmann MacKay MDiv 2
Stephen Aaron Eaves MDiv 1
Lincoln Statler  MASC 1
Zoe Segal MDiv 1
Benjamin Dresner MASC 2
Rehana Kaderali MASC 1

Gabriella Lettini
Michael Kuji Ajani Hodges MASC 3
Carolyn Kerns MDiv 3
Pamela Whitney MDiv 2
Amelia Rennie Monteiro MDiv 2
Amanda Jean Weatherspoon MDiv 2
Lauren Way MDIV 2
Alexis Vincent MASC 2
Benel Dreksler MASC 2
Krystal Lynn Krakowski MDiv 1
Alexa Fraser MDiv 1
Szaboics (Szabi) Czire, Balazs Scholar (Fall Only)
Sandor Kovacs, Balazs Scholar (Spring Only)

Chris Fry
Nica Eaton Guinn MDiv 3
Kat Kowalski  MDiv L/A
Becky Leyser MDiv 3
Stephanie Kroner  MDiv L/A
Sarah Caine MDiv 3
Katy Kroll MDiv 3
Susan Marie Gimpel MDiv 2

Jo Sanzgiri
Derrick Christopher Mustelier MDiv 1
Karen Scivo MDiv 5
Satya Kaur Tabachnick MDiv 1
Michelle Rockwell MDiv 2
Terri Brill MDiv 2
Kevin Mann MDiv 3
Theresa Terra Collier-Young MDiv 2
Jessica Clay MDiv 2
Ciara Sophia Riley MDiv 2
Jeremy Loomis-Norris MDiv L/A

Ghazala Anwar
John Zhang MDiv 2
Pat Malarkey MASC 2
Zachary Nusbaum MDiv 3
Dana Jill Simpson MDiv 2
Ahmed Hassanein MDiv 2
Ven. Hae Won Sunim MDiv 2
Kala Perkins MDiv 2
Pat Thorne MDiv 2
Zebulon Terrill Armstrong-Green MDiv 1
Everett William Howe MDiv 1

Chris Long
Jim Lewis MDiv 4
Marla Scharf MDiv 6
Cohort Groups
Cohort Groups provide a context for all students to build community with fellow students on the journey. Arranged with regional or time-zone proximity in mind, each Cohort Group is convened and guided by a Starr King graduate. Cohort Groups may be sub-divided into “pods” comprised of three to four students who stay connected through weekly phone or SKYPE group calls.

Students are asked to be part of a cohort group independently on their residency mode during a semester.

The Acting Dean of Students and Community Life, Rev. Dr. Lindi Ramsden, will coordinate the work of the Cohort Groups, with the assistance of the Cohort Group Leaders.

Additional information will be provided from the Acting Dean of Students.

Cohort Group Leaders for 2014-2015:
Rev. Chris Long
Laurie Stuart
**Initial Threshold Assessment**

At the beginning of their degree program, each student is expected to do an assessment of where they are in relationship to each of the Thresholds. This assessment happens in consultation with the advisor. Individual advisors may employ differing methods, tools or timing. And because a student’s program of study is individual, the advisor may use different methods with different advisees. Students are encouraged to confer early with their advisor about this requirement.

A tool called the *Initial Threshold Assessment* form is in the Resources section of this handbook under forms.

A written assessment must be completed and signed by the advisor before a student can set up a portfolio conference.

**Resources for Students Interested in UUA Ordination**

A Masters of Divinity degree or its equivalent is required to become a UU minister.

Please see SKSM’s new special manual guiding you through the ordination process: **Requirements for Ministerial Fellowshipping in the UUA** (See manual on SKSM website or in the appendix at the end of this Handbook).

Additionally, read "The Requirements for Ministerial Fellowship with the UUA" [https://www.uua.org/documents/mpl/requirements_booklet.doc](https://www.uua.org/documents/mpl/requirements_booklet.doc) and its Appendix (which contains all the forms you will need along the way) [https://www.uua.org/documents/mpl/requirements_appendix.doc](https://www.uua.org/documents/mpl/requirements_appendix.doc).

These documents include information on applying to theological schools, and acceptance and/or entrance into a theological school.
Registration

Background Information
Before you complete the registration process, you must meet with your advisor. It is your responsibility to schedule a meeting with your advisor and to initiate email communications in connection with registration.

For any given term there are three distinct phases of registration:
• **Early registration** (aka pre-registration) – which occurs during the prior term
• **General registration** – which occurs the two weeks preceding a term
• **Late registration** – which occurs the first two weeks of a term. This is also referred to as the drop/add period (aka change of enrollment).

There are four registration cycles throughout the year:
• Fall
• January Intersession
• Spring
• Summer

No initial registrations will be accepted after the second week of the term except by petition to the Dean of the Faculty.

Web registration for each term is only available through WebAdvisor at colleague.gtu.edu during the dates for Early, General or Late Registration.

Consult the Course Schedule, either in paper form or online to determine which courses you wish to take. Please note that the paper form changes as soon as it is printed and so it is wise to double check the Searchable Course Schedule at [http://colleague.gtu.edu](http://colleague.gtu.edu) to verify the classes you wish to take are still available at the times you think they are.

As you investigate the available classes, you will notice some classes indicate a limit on the number of participants within a class. These classes are referred to as “limited classes.” Faculty sometimes place other restrictions on registrations of their class. For example, Professor Smith may require an interview with students interested in taking her ethics class. Added restrictions are listed in the course schedule. If a class is limited it will either be filled based on a “first come, first served” basis or you will need to obtain a pin number from the teacher in order to register for the class. If a pin is required it will be stated in the course schedule.

Reminder: Students participating in the Student Health Insurance Program (SHIP) must be registered for minimum of 6 credits in the Fall term and at least 6 credits in Spring term.

Students receiving **full time benefits of Federal Loans** must be registered for at least 9 credits in the Fall and 9 in the Spring term. Those receiving **part time benefits** must be registered for at least 6 credits in the Fall and 6 credits in the Spring. Federal regulations do not allow us to count Summer (*June Intensives, August Intensives, and Symposium*) and Intersession (Winter/January).
Pin Requests
To receive a pin, e-mail the faculty member during the beginning of one of the phases of registration (early, general or late). We encourage you to keep e-mail messages complete and brief. This will improve your chances of getting into a class. Include the following:

- Type “Limited Class Request” in the subject line.
- In the body of your email include: your name, home phone, email address, your school, degree program, and year in the program.
- Include the course number, course title and whether you wish to take the course for credit, as an auditor (not permitted at SKSM – see policies), or pass/fail.
- Include your reasons for wanting to take the course. Briefly include relevant previous coursework, experience, special interests and/or needs for taking the course. Finally be sure to show how you have met any registration restrictions indicated by the instructor.
- The emails of SKSM Faculty are listed at www.sksm.edu under faculty and staff.
- Faculty at other GTU schools are listed in the searchable course schedule at www.gtu.edu. Or contact the member school for contact information.
- UC Berkeley faculty contact information can be found at calnet.berkeley.edu/directory/.

Pins should be requested during the first week of early or general registration in order to allow instructors to receive all requests before making decisions. Instructors are expected to notify students by the second Tuesday at 5 p.m. This allows students time to register (or add) limited classes in the second week.

Advisor Input
All students are expected to be advised. If a student registers without being advised, they may find themselves “un-registered” by request of the advisor and the Dean of the Faculty.

Students may “write-up” an experience for credit with the consent of their advisor. The advisor will want to know how the experience has transformed or informed the student. She will also want to know how this pertains to the student’s program of study. “Write-ups” were not registered for through the WebAdvisor system prior to Spring 2014.
SKSM Write-ups
Starr King views different learning experiences while in seminary as contributing to the student's development as a spiritual leader, activist and educator. Substantive development may be written up for credit. The academic advisor has full discretion in determining whether a particular experience is substantive and integrative enough to qualify for a write-up, as well as the appropriate number of credits to award. If a student wants to write up an experience they should first have a conversation with their advisor. Once the advisor has verified that the learning was substantial and warrants credit, the student should write-up the experience.

The write-up should consist of a substantive paper which narrates and reflects on what was learned and how the experience was integrated deeply into the student's sense of religious leadership. On occasion, faculty members may ask for a series of conversations or some other format in lieu of a paper. A form is available in the forms area and as an appendix to this Handbook. The information at the top of this form must be at the beginning of the write-up to enable the registrar to put the credit onto the student’s transcript.

After the student writes up the experience, the advisor and student will want to discuss the amount of credit that should be awarded. Typically, this is done in relation to the work needed for a 3-credit graduate-level class (3 hours per week/16 weeks in class + 9 hours per week/16 weeks class preparation time =192 hours total).

*PLEASE NOTE: Effective Spring 2014, write-ups will now appear on student transcripts in WebAdvisor. To view write-ups prior to Spring 2014, if a student would like to see their transcript with the write-up reflected, they will need to submit a transcript request form on sksm.edu or set an appointment with the Registrar or Assistant Registrar to review their folder.
Registration Procedures

1. **Log In** to WebAdvisor at [http://colleague.gtu.edu](http://colleague.gtu.edu) using your User Name and Password.
   a. The user name and password were distributed to you at your orientation. IF YOU HAVE LOST YOUR USERNAME AND PASSWORD, e-mail techsupport@psr.edu for assistance.
   b. Logging in will take you back to the Selection screen.
   c. Select “Students”. This will take you to the student menu where you can begin the registration process.

2. Select “Check for Registration Blocks” in the main menu to see if there are any blocks to your registration.
   a. Examples of blocks: Advisor block; Health insurance block; Academic blocks; or blocks by the Business office, Housing office or Library for money in arrears. **These blocks must be removed before the system will process your registration.**
   b. All blocks but Health Insurance are cleared by contacting the office that placed the block.
   c. For a Health Insurance block
      i. Click on “Health Insurance Selection” in the “Financial Profile” section.
      ii. Click on the arrow next to “Health Insurance Choice”.
      iii. Choose the appropriate option from the drop down window.
         1. S = student
         2. SS = student & partner
         3. SC = student & children
         4. F = student & family
         5. W = waived out
   d. Please note: entering into a SHIP (aka HIPS) contract is a year-long commitment unless your status changes or you move to an area that Kaiser does not service.

3. To add a class
   i. Check to see if it requires a PIN.
   ii. For restricted courses, request the PIN code number from the Instructor.
   iii. Select “Enter PIN for Restricted Courses”
   iv. Enter PIN code numbers and the appropriate term for each restricted course.
      This will allow you to register for those courses when you enter them on the Registration screen.
   v. Return to the “Menu”.

4. **Register for courses** (for the purposes of registration, **all educational modes are categorized as a “course”**, including fieldwork assignments, internships, Clinical Pastoral Education, and Special Reading Courses.)
   a. Under Registration at Main Menu select “Register for Courses”.
   b. Select “Express Registration”. Having the course numbers, section numbers, number or units and grading option on hand makes this process more efficient.)
c. Enter courses by completing the following columns:
   i. Synonym: Leave blank.
   ii. Subject: Click on the arrow to the right of the column for a drop-down menu of fields/area. Select the area designation for the first course for which you wish to register. Choose the exact field designation.
   iii. Course: Enter the course number.
   iv. Section: Enter the section number (e.g., 01, 02). If you don’t know it is probably 01.
   v. Term: Click on the arrow to the right of the column. Select the term for which you are registering.
   vi. Repeat for each course you wish to take.

d. After entering all of your courses click submit.

5. Next screen will be to choose a grading option.
   a. The courses you have selected are displayed with an Action column for selecting your choice of grading option.
   b. Click on the drop-down menu to show the grading choices.
   c. Click on your choice. NOTE: Starr King courses are evaluated by written evaluation, not letter grades. You should therefore select the “pass/fail” grading option for any SKSM course unless you have special permission from your advisor to request a letter grade for a specific reason.

6. Check the “Credits” column to confirm number of units listed is correct. (This is on same screen.)
   a. If Variable Unit course, Special Reading Course, or Cross Registration course, enter the correct number of units in the “Credits” column.
   b. Click submit.

7. If there are no errors, your completed registration will be displayed on a screen entitled “Registration Results”.
   a. Errors (such as remaining registration blocks or an omitted PIN code for a restricted course) will result in a screen showing the errors next to the symbol “?”.
   b. To resolve the errors:
      i. Audits not allowed: Select either credit option (Register Letter Grade or Register Pass/Fail) or Remove from List. Click submit.
      ii. Pass/Fail only: Select either Register Pass/Fail or Remove from List Click submit.
      iii. Requires Instructor’s consent: You must get a PIN code from the instructor. Exit registration. When you have a PIN code enter it and continue with registration as above.
      iv. Petition required: You must get a PIN code from the instructor. Exit registration. When you have a PIN code enter it and continue with registration as above.
      vi. Any remaining blocks: If any blocks remain at this point, the system will not process your registration. You must exit Registration, and resolve the blocks.
The Starr King

register for a free course, an alumni/partner must send an email to the registrar at

registrar@sksm.edu

The Starr King offers one free course per academic year to alumni and partners of

Alumni and Partners Registration

Starr King offers one free course per academic year to alumni and partners of current students. To register for a free course, an alumni/partner must send an email to the registrar at registrar@sksm.edu stating their status as an alumni/partner and the preferred course. Then, go to the Starr King website and submit a complete Special Student Registration Form (https://secure.jotform.com/form/30866795154970).
Pictorial of SKSM Registration Process

Consider The Courses And Modes Of Learning You Want To Engage With And Review Your Educational Plan For The Coming Term With Your Advisor

Choose Classes
(See Chart "Choosing Classes")

Is The Class Limited?

If Yes, Then...

Obtain PIN By Sending An Email Directly To The Instructor.

Receive PIN From Instructor.
Register For Class
(See Chart "Registering For Classes")

If No, Then...

Register For Class
(See Chart "Registering For Classes")
Choose Classes

Review SKSM Courses
On www.sksm.edu

Review GTU Course Offerings
* Catalog
* Website

Talk to Returning Students
1st Year Students Can Do This
At Orientation

Look at GTU Catalog On-Line
For New Classes Offered

Come Up With List of Classes

On GTU On-line Catalog
Verify Classes Have Not Been
Changed or Cancelled

Make List of Your Preferred Courses-
Note If There Are Restrictions
Including Class Limits

Registering for Classes
(NOT drop/add)

Locate Username and Password
(1st Years Receive At Orientation)

Visit WebAdvisor at
http://colleague.gtu.edu
Choose Starr King, login, and
select student.

Choose an health
insurance option.

Under "Financial Information"
choose "Health Insurance
Selection."

Click on arrow next to "Health
Insurance Choice."

Choices Include:
*S = Student
*SS = Student and Spouse
*SC = Student and Child(ren)
*F = Student and Family
*W = Waved Out If you have your
insurance
*NA = Not Applicable If insurance does not
apply to you because you are taking less
than 6 units.

Click "Submit"
Do you have any registration blocks? See by choosing "Check for Registration Blocks" under "Registration".

Is this an insurance block?

No -> Input PINs for limited classes by choosing "Enter Course PIN Codes" under "Registration." You can do all restricted courses at one time or one at a time.

Yes -> Verify you chose an health insurance option.

No -> Select Express Registration

Yes -> Did you verify and are still having a problem?

No -> Contact Registrar

Yes -> Input the following data for each course:

- **Synonym** - leave blank
- **Subject** - Click on arrow for list of fields. Choose exact field designation
- **Course** - enter course number
- **Section** - enter section number. (i.e. 01,02, etc.) If no section number listed, enter "01."
- **Term** - Click on arrow to choose appropriate term.

Submit

Screen shows list of courses, but you are not done. Choose grade option by clicking arrow to show choices. All Starr King classes should be taken pass/fail unless authorized by your advisor.

Verify (and edit, if appropriate) credit amount for each class.

Submit

Resolve Errors (see expanded flow chart)

Review finalized class list by choosing "My Class Schedule" under "Academic Profile."
Changes of Enrollment
Changes of enrollment (adding a class, dropping a class, or changing the grading option or units) from General Registration through Late Registration are done using WebAdvisor. After Late Registration (the end of the second week of instruction) all changes of enrollment require the use of the paper Change of Enrollment forms. On the form students must obtain the signatures of the instructor offering the course, their Dean, and their Business Office (For SKSM, please see Student Accounts Manager), and will be assessed a fee set by each school for each change. This form is then placed in the Registrar’s mailbox. No change of enrollment will be permitted after the tenth week of the term, except under circumstances approved by the Dean or an appropriate committee of the student's school.

CDSP: Dean and Business office signatures not required. After the tenth week Petition to C&E committee required, including approval of the student's advisor. Fee of $50 is charged for each change in enrollment.
DSPT: Fee of $25 is charged for each change in enrollment.
FST: Fee of $20 is charged for each change in enrollment.
GTU: Business Office signature not required. Fee of $50 is charged for each change of enrollment.
Common MA students follow the policies of their school of affiliation. (IBS is $50 and PAOI is $25).
JST: Fee of $50 is charged for each change in enrollment.
PLTS: Fee of $15 is charged for each change in enrollment.
PSR: Assistant Dean's signature (in lieu of Dean's signature) not required until after the 10th week of classes. Fee of $50 is charged for each change in enrollment. Changes to SRC 8888 or SRC 9999 may be subject to $100 charge.
SFTS: Substantive changes require the approval of the Dean. Fee of $25 is charged for each change in enrollment.
SKSM: A fee of $50 is charged for each change in enrollment (add/drop) after the end of late registration.
Incompletes
Students are responsible for finishing their work within the term. In order to take an incomplete, they must submit a completed petition for an incomplete to their registrar before the last day of the term. Incomplete work is due to the instructor by the 3rd Friday after the term. The instructor is required to submit a new grade by the 6th Friday after the end of the term. The incomplete grade becomes an “F” if no new grade is received by the end of the 6th week.

ABSW: See ABSW Satisfactory Academic Progress statement.
DSPT: If the work is not made up by the 3rd Friday after the term, the faculty may: (1) assign a letter grade based upon the work that has been completed; (2) assign a letter grade of "F"; or (3) allow the "I" notation to remain on the transcript.
GTU Common MA: Submit form to and follow policy of school of affiliation except Incompletes will not show on transcript.
PLTS: The incomplete remains on transcript and is followed by the grade of "F" if not completed.
PSR: Each program manual stipulates a maximum number of incompletes a student can take before each incomplete (I) thereafter becomes an “I/F”. MDIV students are allowed a total of 5 incompletes during their academic program. All other PSR programs are allowed a total of 3 incompletes during their academic program. After the maximum number has been reached, a “fail” is recorded for all courses where work is not completed on time.
SFTS: Extension of incomplete beyond the 3rd week after the end of the term requires the approval of the Dean; otherwise “I” becomes “F”.
SKSM: Incompletes are an important option for students dealing with extraordinary circumstances; however, it should not be an option that is to be encouraged. Students are responsible for finishing their work within the terms. In order to take incomplete, students must submit a completed petition for an incomplete to their registrar before the last day of the term - no exceptions. Incomplete work is due to the instructor three weeks after the term. The instructor is required to submit a new grade by the 6th Friday after the end of the term. If, however, no new grade is received by the end of the 6th week, the incomplete grade becomes an "F". Given exceptional circumstances, Instructors may, at their discretion, agree to a time frame beyond the six weeks with approval from the Dean of Faculty. Time frames must be documented as part of the original petition. It is the responsibility of the student to make sure the “Change of Grade” form is completed with all necessary signatures and given to the Registrar to update the grade by the end of the semester in which the incomplete work is due, or it will automatically be converted to an "F" by the Registrar.
F/Fail
Grades of F/Fail remain on the student's transcript.
**ABSW**: Course must be retaken if it is a required course.
**CDSP**: If course is required for degree, student may fulfill the requirement by other means. If repeated, course and grade are recorded as new course, and original listing remains.
**DSPT**: If the course is required for a degree program, the student may repeat the course; however, both the failed course and "F" grade and the repeated course and its grade are listed on the transcript. For serious reasons, students who receive an "F" grade may petition the Instructor to have that grade changed. If the Instructor agrees, then the student must also petition the Executive Committee of the school for final approval. Such petitions are considered extraordinary to grading policy.
**GTU Common MA**: Follow common policy, not the policy of the School of Affiliation.
**PLTS**: If course is required, student may meet the requirement by suitable means with permission of the instructor. The appropriate grade is then recorded separately.
**PSR**: A course may be repeated once to improve a poor or failing grade ("D", "F", or "fail"). A repeated course is treated as part of a student's load, but when a course is repeated, the previous credits (though not the grade) are erased from the transcript. The new grade and credit hours appear on the transcript during the semester in which the course is repeated. Only the grade in the repeated course, however, is computed in the Grade Point Average.

Withdrawal
A student may withdraw from a degree program by submitting a withdrawal form to the Dean of Students. The form should be discussed with the advisor and requires the advisor’s signature. The Veteran's Administration will be advised within 30 days of the date of withdrawal, which will be the date the Dean of the Faculty signs this form. The Dean of the Faculty will forward the form to the Registrar’s Office to update the student’s record. When a student is withdrawn, veteran's benefits will be discontinued and any further certification of benefits terminated.

The GTU Financial Aid Office will perform a Title IV Return of Funds Calculation and have students with federal loans undergo a Loan Exit interview. A student who is withdrawn may ask to re-apply. Should a student re-apply, they should be prepared to explain what has changed to make them ready to move forward.

Also see Withdrawal Form, in Forms
Audits
Audits are posted to the student's transcript.
ASBW: Permission of the instructor is required. See current ABSW fee schedule and auditor policy.
CDSP: Audited courses included on transcript if student registers for course.
DSPT: Permission of the instructor is required. Fee is full tuition per course unless the audit is taken along with 12 units of credit for a given term.
FST: Fee is full tuition per course.
GTU: Not posted on transcript for any doctoral, MA (CJS, IBS, PAOI, and Common MA), Certificate, or Special students.
JST: Permission of the instructor is required. Students must register for an audit. Fee is full tuition per course.
SKSM: No audits permitted.

Cross Registration Procedures for UCB, Mills College and Holy Names

UC BERKELEY:
Students must be in a DEGREE program to cross-register for a UCB course. For further information, see the GTU/UCB Cross Registration agreement.

Instructions for cross-registration procedures are available on the GTU Website and from the Consortial Registrar. If these instructions are followed, cross-registration will go smoothly most of the time. If you encounter problems or questions in the process, please contact John Seal, GTU Consortial Registrar at once. Do not go to the UC Berkeley Registrar's Office, or to the Graduate Division, or to the UC Berkeley Department secretaries to settle problems. Liaison lines have been established and contacting the appropriate person to clarify a particular situation is essential when working with an institution as large as UC Berkeley.

1) When registering online for classes, list the UCB course as "UCB 9000 Section 01." (Also use this course number if you cross-register at Holy Names or Mills). Enter the total number of units for all cross-registration courses which you are taking.
2) Obtain the Application and Certification for Cross Registration form in the forms box by the student mailboxes prior to the first day of the UCB class. Read the form's instructions carefully. The form must be filled in completely. No form will be accepted without the signature of the Dean of your school and the UCB instructor actually teaching the course. E-mail approval is NOT acceptable at UCB; you must have an actual signature from the instructor on the form.
3) Submit the Application and Certification for Cross Registration form to the GTU Registrar's Office by the deadlines listed below and in the calendar.
4) Your schedule will show the course "UCB 9000 - Taking UCB course/s" until you submit the Application for Cross-Registration form.
Notes

- Your name may not appear on the initial class list received by the UCB instructor. Should it not appear on succeeding class lists, please notify John Seal, GTU Consortial Registrar [(510) 649-2462, jseal@gtu.edu]. The Consortial Registrar's Office will replace "UCB 9000" with the actual course number(s), which will appear on your WebAdvisor schedule and your transcript.
- If you decide not to take the UCB course for which you registered in WebAdvisor, you must drop "UCB 9000" in WebAdvisor before the end of Late Registration.
- If you change or drop a UCB class after submitting the form, you must complete the proper UCB form (obtained from the GTU registrar's office) and submit it to UCB, as well as completing the appropriate drop procedures at your host school. Failure to do so may result in an "F" for the class on your transcript.

DEADLINES: There will be no exceptions to these deadlines for filing the Cross Registration form in the GTU Consortial Registrar's Office. These are the only deadlines:

**Fall 2014:** Friday, September 5, at 12 noon  
**Spring 2015:** Friday, February 6, at 12 noon

UCB FALL INSTRUCTION BEGINS ON AUGUST 21, 2014  
UCB SPRING INSTRUCTION BEGINS ON JANUARY 13, 2015
HOLY NAMES UNIVERSITY:
Students may take a course at Holy Names University (including the HNU affiliate, the Sophia Center). The HNU and Sophia Center Flyer Schedule of Courses is available at:
http://www.hnu.edu/hnuresources/studentresourcecenter.html

1) When registering online for Starr King classes, list the course as xxx-xxxx Section 1, and the number of units. If multiple courses are taken, list the total number of units.
2) Students may cross-register for no more than one course (usually three semester units) in any academic term. Holy Names University students may not cross-register in GTU courses that are also offered for credit at HNU.
3) Cross-registered students must follow the academic procedures and deadlines of the host institution.
4) Obtain the Holy Names University form from the forms box by the student mailboxes. Read the form's instructions carefully.
5) Complete the top part of the form completely and clearly. You may not audit an HNU class. Get the signature of SK's Academic Dean and the GTU Consortial Registrar.
6) Take the signed paperwork to the Holy Names Registrar's Office at Holy Names University, 3500 Mountain Boulevard, Oakland. The HNU Registrar will sign the form after it is turned in. For Sophia Center courses, the required signature needs to be obtained from the Director of the Center instead of the HNU Division Chair.
7) Upon completion of the course, credit will be transferred between schools by transcript.

Any change in enrollment status (drop a class, change a letter grade to pass/fail or change from pass/fail to a letter grade) for a cross registration course requires paperwork for both institutions. Failure to follow this procedure could result in a failing grade on your record.

Please check the HNU website for registration dates and class start and end dates. The dates are sometimes different than those for the GTU.

MILLS COLLEGE:
Students may take a course at Mills College. The Mills Schedule is available online at:
http://www.mills.edu/administration/provosts_office/course_schedule.php

1. When registering online for Starr King classes, list the course as UCB-9000 Section 1, and the number of units. If multiple courses are taken, list the total number of units.
2. Obtain the Mills College form from the forms box by the student mailboxes. Read the form's instructions carefully.
3. Complete the top part of the form completely and clearly. Get the signature of SK's Academic Dean and the GTU Consortial Registrar.
4. Ask the Consortial Registrar for the procedure to register for a Mills College class.
Cross Registration Procedures for CDSP:

Beginning in Fall 2014, there are new procedures for registering for classes offered by CDSP.

CDSP’s course schedule will be available at the CDSP website (www.cdsp.edu).

1) During Early or General Registration, enter the CDSP course units for the course “CDSP 9000 01”.
2) Complete the form available online at https://cdsp1-public.sharepoint.com/.

3) Your Schedule will show the course “CDSP 9000 - Taking CDSP course/s” until after you submit the online Cross-Registration form.

NOTE:
It will be a few days before your name appears on the class roster. Please check with the GTU Consortial Registrar if you have any questions about cross registration.

The Consortial Registrar’s Office will replace “CDSP 9000” with the actual course number which will then appear on your WebAdvisor schedule.

If you decide not to take the CDSP course which you included in your WebAdvisor schedule you must drop “CDSP 9000” in WebAdvisor before the end of Late Registration.

If you change or drop a CDSP class after Late Registration has ended, you must complete a Change of Enrollment form (available here http://gtu.edu/sites/default/files/docs/gtu-old/Change%20Slip%20PDF.pdf) and submit a copy to both the Consortial Registrar AND the CDSP Registrar.
Transfer of Credits

Transfer of credits from ChI (Chaplaincy Institute)

1. Upon completion of the ChI program, the student brings a copy of the ChI Certificate of Completion to their Advisor for review and discussion.
2. The Advisor designates the number of units the student is to receive.
   Note: in November 2010 the faculty voted to recommend to each advisor the practice of transferring 12 units and commensurate tuition credit (1 semester) to students who have completed the ChI program.
3. The Advisor notes the number of units to be received on the copy and signs it.
4. The student leaves the signed copy in the Registrar’s upstairs mailbox.
5. The Registrar transcribes the ChI units onto the students SKSM transcript and places the ChI certificate in the student’s file.
Online Class Assistance

Online Education Director Cathleen Young (cyoung@sksm.edu) assists online faculty in creating online educational environments that include the foundations for excellent teaching and learning. She helps students with various issues related to online learning and provides a modicum of support to residential faculty needing assistance with Moodle functionality.

Students who enroll in online classes must be computer literate and have regular access to a computer with broadband internet. We strongly recommend access to a backup computer, because a malfunctioning computer does not excuse anyone from coursework. Students need to prepare their computers for online courses with the following:

1. Internet Explorer or Firefox browser; Firefox is most reliable and thus recommended. Moodle is increasingly compatible with Safari, but there are intermittent problems. Chrome works best with iPads.
2. Latest version of free Adobe Acrobat Reader and Flash Player. Most courses incorporate audio/ video; most computers come with players. Check yours before enrolling in online classes. Although Flash Player plays the most common a/v files, you may need additional plugins, such as those installed on most computers, or they may be downloaded (free) from Windows, Apple, or elsewhere.

While Studying Online

You'll spend a good deal of time sitting in front of your computer. In support of your health and physical comfort, we've borrowed this concise-but-useful compilation, “Ergonomics and Computer Use,” http://www.princeton.edu/uhs/healthy-living/hot-topics/ergonomics/ from Princeton University Health Services. Additionally, their home page, “Healthier Princeton,” features links to helpful relaxation and stretching videos. Thank you, Princeton!

Further Assistance and Technical Support

- Students should take care to keep instructors apprised throughout a semester. If you contemplate being away for more than 4 days, let your instructor know ahead of time. Or for longer absences, make arrangements for any lost work.
- See “How Students Develop Online Learning Skills,” http://www.educause.edu/ero/article/how-students-develop-online-learning-skills
- Remember Moodle Help for Students. This page provides lots of frequently requested, practical help, much of it tailored for GTU students. A link to the page appears in the Moodle Support block on each Moodle course page, often in the upper right-hand corner.
- Learning Moodle: Apart from the Precourse (“Orientation to Online Learning”), check out the Moodle Demonstration Site. There you will find the most recent stable released version of Moodle. Using free demo accounts (or create your own), you can explore sample courses hands-on without fear of “messing up” since the database and files are erased and restored every hour.
- Visit http://www.moodle.org and set up a free account in order to access extensive Moodle documentation and user communities.
- The GTU Moodle main site is at http://moodle.gtu.edu/. (A note for Faculty here: Faculty may obtain assistance at http://www.gtu.edu/library/faculty/moodle-help or through the Faculty link on the GTU Moodle main site and on Moodle online course pages.)
- Finally, MoodleDocs can be very helpful; i.e., Forums, Wikis, and more.
Briefly
About Posting
At Starr King we say participation is not an option. Rules aside, be willing to share your thoughts with others, and keep your comments both focused and relevant. Also, make sure you’re clear about course expectations. Check with your instructor about frequency of logins and posting. Norms are 3-5 times per week.

Length of Message
A screen’s worth is usually enough. Once in a while, maybe two. Because reading on a monitor can tire the eyes, brevity is helpful and generally appreciated.

Writing
Keep it simple. Use short sentences and capitalize rarely; perhaps only to indicate proper words, titles or headings. Unnecessary capitalization reads as SHOUTING. Please avoid.

Time to Take Time
When dealing with sensitive issues, take a little more time to reflect first on what has been said and then on how you will reply. Compose thoughtfully. Even leave for a few minutes before returning to click that button.

Humor
Be careful with sarcasm and humor. Not to say never ~ a little wit can sometimes work wonders ~ but flippant is almost never welcome, and online communications infamously misinterpret comments we thought were funny. Pay attention to this quirky phenomenon.

Etiquette
Communication can be just a little bit harder when studying online. Thus always resist the urge to flame another class member. Sleep on it before responding to anything that sets you off, because you might see differently when you return. See “The Core Rules of Netiquette,” http://www.albion.com/netiquette/corerules.html.
Field Education Definitions and Instructions

Clinical Pastoral Education (CPE-4012)
Clinical Pastoral Education (CPE) is a professional clinical education for ministry with people in crisis. Though most accredited centers are in hospitals, there are CPE programs in hospice, long-term care facilities and prisons. CPE is not required for the MDIV or MASC degrees, but it is required by some denominations and conferences as part of their ordination requirements. Furthermore, CPE is required for professional training for a career in chaplaincy.

For an excellent Student FAQ: http://www.acpe.edu/StudentsFAQ.html

SKSM Video Introduction to CPE with Rev. Dr. Clark:
http://www.youtube.com/watch?v=ZZDAL1LwkJ8 (10 parts)

Directory of accredited CPE centers are available at:

Note: It is suggested that you enroll at a site approved by the Association for Clinical Pastoral Education (ACPE), but it is not required. Please check with your denomination.

- College of Pastoral Supervision and Psychotherapy: http://www.pastoralreport.com/about.html

Students planning to receive SKSM credits for Clinical Pastoral Education should:
- Discuss with their advisor if they are ready for the experience and when in the course of their studies CPE can be sustainably engaged (a particular semester or during the summer);
- Check all the information on CPE offered by the SKSM Student Handbook and by the annual introduction to CPE (video and handouts available, please contact DR. Lettini). The annual introduction offers useful information about preparing one’s application;
- Attend the annual GTU CPE fair in mid October;
- Check the ACPE site for an updated list of ACPE certified site, Additional announcement about available CPE programs are posted regularly on Starr King This Week.
- Apply for programs;
- Communicate with Dr. Lettini and your advisor when you receive a supervisor's acceptance letter and decide to be in that particular program;
- During Fall or Spring terms please register for the CPE course under Dr. Lettini’s name: CPE-4012 – Faculty: Lettini
- Send your CPE supervisor’s evaluation to Dr. Lettini by last day of term;
- If doing CPE in the Summer: Bring evaluation to advisor to process credits that range from 1-10 units. A standard 400 hour CPE is 10 units. Psychology or Pastoral Care courses are not required to enroll in CPE. The GTU usually offers an introduction to CPE course in the January Intersession.
**Note:** When a unit of CPE is taken across two semesters the student can choose between two options, to be discussed with Dr. Lettini:

1. Split the credit across the two semesters. In this case, in order to process the credits at the end of the first semester the CPE supervisor needs to provide either a midterm evaluation or an alternative statement about satisfactory work. The final evaluation can be presented in the second term.
2. Register the credits only in the second semester and present the final evaluation by the last week of the term.

Should the CPE supervisor not be ready to write the final evaluation by the last week of the academic year, the student needs to ask for an Incomplete and return the evaluation later. Credits cannot be given without the evaluation.

**Advice on CPE for UU students on the ordination track:**

Our advice for you:

1. Much of what you get out of CPE depends on the quality of the supervisor. Make sure you pick an established program with a supervisor with a good reputation. Ask around about the supervisor, and make sure you feel comfortable with them before choosing a program.
2. Although the UUA will sometimes approve CPEs without ACPE accreditation, we recommend against this. These programs can be uneven in quality, and can be cancelled on short notice, leaving you without options.
3. Be sure you discuss with your advisor your readiness for CPE. CPE is an intense and rich learning opportunity; you want to do this in the right place in your ministerial formation for maximum benefit.
4. Be sure to take your CPE supervisor’s feedback seriously, and discuss it with your advisor and other mentors.

This is what the UUA says:

“Candidates are required to complete a basic unit of certified Clinical Pastoral Education (CPE). (A directory of certified CPE programs is available from the Association for Clinical Pastoral Education, Inc., at www.acpe.edu.) For many aspiring clergy, CPE represents the first experience of being considered a minister, both by the candidate and by others. It is strongly recommended that you complete CPE prior to meeting with the MFC. Most candidates find CPE to be a rewarding, though rigorous, learning experience. A significant part of the work occurs in a small group of peers, led by the supervisor, during which issues of self-awareness are addressed. The knowledge gained in this way can be critical to competence in ministry, which depends heavily on the quality of one’s character and personal relations.

Most CPE settings are at hospitals, although alternate sites may be available. All CPE programs require a minimum of 400 hours of work on-site. About half of that time will be spent doing the work of ministry, the other half reflecting on that work one-on-one or in the group. CPE can be completed in a 10-12 week intensive program or in an extended unit. The MFC is willing to consider a CPE Equivalency when a candidate brings relevant experience and references. Please contact the Ministerial Credentialing Director for further information.”
Field work describes an involvement in parish or community work that is less than 15 hours per week, does not typically involve weekly formal supervision at the site, may or may not be paid and does not include registration in the Intern Reflection Class. In other words, fieldwork refers to a less structured event such as volunteering for a non-profit, teaching a class over several weeks or serving on a committee.

An internship is at least 15 hours per week, has weekly formal supervision at the site, requires a formal learning service agreement, and also requires registration in a reflection class. There are two Intern Reflection classes. One is designed for those working in a parish setting. One is designed for those working in a community institution.

Developing an Internship or Field Work Experience

Students who wish to set up an internship or field work experience should:

1. Discuss desires and opportunities with their advisor. They should determine if they will be proposing an internship or participating in an established internship.
2. When proposing an internship it is necessary to include what learning will happen (Learning Agreement), how the learning will be evaluated, and what learning goals will be employed. Most established internships should also attend to these elements.
3. Discuss the internship with the faculty member who oversees the type you are doing. Community field work and internships are overseen by Dr. Gabriella Lettini and require a learning agreement, midterm and final evaluation. Congregational internships are overseen by Rev. Kurt Kuhwald.
4. Register for Fall, January or Spring field work or internship on Colleague (Community Internship and field wok: Dr. Lettini; Congregational Internship and Field work: Rev. Kuhwald, courses listed on SKSM and GTU catalogue each term);
5. Final evaluations are due by the last day of class in order for grades to be issued. Students must ensure that this happens.
FAQ Sheets for Students
Whom Do I Ask About…?

Advising…

<table>
<thead>
<tr>
<th>My Academic Program</th>
<th>Your Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking UCB classes</td>
<td>Registrar, Kat Croswell (<a href="mailto:registrar@sksm.edu">registrar@sksm.edu</a>)</td>
</tr>
<tr>
<td>Registration questions</td>
<td>Kat Croswell (<a href="mailto:registrar@sksm.edu">registrar@sksm.edu</a>)</td>
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<tr>
<td>Portfolio Conferences</td>
<td>Your Advisor and/or Kat Croswell (<a href="mailto:kcroswell@sksm.edu">kcroswell@sksm.edu</a>)</td>
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<tr>
<td>Diversity Concerns</td>
<td>Your Advisor</td>
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<tr>
<td>Educating to Counter Oppression (ECO)</td>
<td>Your Advisor</td>
</tr>
<tr>
<td>Student Files</td>
<td>Kat Croswell (<a href="mailto:kcroswell@sksm.edu">kcroswell@sksm.edu</a>) or Malia Armstrong (<a href="mailto:marmstrong@sksm.edu">marmstrong@sksm.edu</a>)</td>
</tr>
<tr>
<td>The MASC Program</td>
<td>Gabriella Lettini (<a href="mailto:glettini@sksm.edu">glettini@sksm.edu</a>)</td>
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<tr>
<td>Community Fieldwork</td>
<td>Gabriella Lettini (<a href="mailto:glettini@sksm.edu">glettini@sksm.edu</a>)</td>
</tr>
<tr>
<td>Congregational Fieldwork</td>
<td>Kurt Kuhwald (<a href="mailto:kkuhwald@sksm.edu">kkuhwald@sksm.edu</a>)</td>
</tr>
<tr>
<td>Discerning Your Calling</td>
<td>Your Advisor/Acting Dean of Students, Rev. Dr. Lindi Ramsden (<a href="mailto:lramsden@sksm.edu">lramsden@sksm.edu</a>)</td>
</tr>
<tr>
<td>Info on Counseling or Spiritual Direction</td>
<td>Please see SKSM website or contact Acting Dean of Students, Rev. Dr. Lindi Ramsden (<a href="mailto:lramsden@sksm.edu">lramsden@sksm.edu</a>)</td>
</tr>
<tr>
<td>Students’ Concerns/Issues</td>
<td>Acting Dean of Students, Rev. Dr. Lindi Ramsden (<a href="mailto:lramsden@sksm.edu">lramsden@sksm.edu</a>)</td>
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</tbody>
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Community Life…

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<tr>
<th>Community Life</th>
<th>Acting Dean of Students and Community Life, Rev. Dr. Lindi Ramsden (<a href="mailto:lramsden@sksm.edu">lramsden@sksm.edu</a>)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feast Nights</td>
<td>Student Body Officers (typically vice presidents)</td>
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<tr>
<td>Student Body Concerns</td>
<td>Student Body Officers</td>
</tr>
<tr>
<td>Islamic Studies</td>
<td>Ibrahim Farajajé (ifarajajé@sksm.edu)</td>
</tr>
<tr>
<td>Parking</td>
<td>Jamie Krovontka (<a href="mailto:jkrovontka@sksm.edu">jkrovontka@sksm.edu</a>)</td>
</tr>
<tr>
<td>Reporting a crime</td>
<td>Jamie Krovontka (<a href="mailto:jkrovontka@sksm.edu">jkrovontka@sksm.edu</a>)</td>
</tr>
</tbody>
</table>
## Finances…

| Personal Growth and Learning Expenses | Your Advisor  
SKSM Assistant Registrar and Student Services Coordinator |
|---------------------------------------|--------------------------------------------------------|
| Student Health Insurance              | Fredonia Thompson (FThompson@gtu.edu) and/or  
Finance Director, Anita Narang (studentaccounts@sksm.edu) |
| Student Loans                         | GTU Financial Aid Office or SKSM Finance Office       |
| Work Study Opportunities              | GTU Financial Aid Office or SKSM Finance Office       |
Volunteering…

<table>
<thead>
<tr>
<th>Event</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteering during Orientation</td>
<td>Jeremiah Kalendae (<a href="mailto:jkalendae@sksm.edu">jkalendae@sksm.edu</a>)</td>
</tr>
<tr>
<td>Volunteering during Commencement</td>
<td>Kat Croswell (<a href="mailto:kcroswell@sksm.edu">kcroswell@sksm.edu</a>), Malia Armstrong (<a href="mailto:marmstrong@sksm.edu">marmstrong@sksm.edu</a>), Jamie Kroventka (<a href="mailto:jkroventka@sksm.edu">jkroventka@sksm.edu</a>)</td>
</tr>
<tr>
<td>Volunteering at the school</td>
<td>Jamie Kroventka (<a href="mailto:jkroventka@sksm.edu">jkroventka@sksm.edu</a>)</td>
</tr>
<tr>
<td>Volunteering during the Board of Trustees Meetings</td>
<td>Jamie Kroventka (<a href="mailto:jkroventka@sksm.edu">jkroventka@sksm.edu</a>)</td>
</tr>
<tr>
<td>Proposing a Student-Taught Course as a Hilda Mason Fellow</td>
<td>Curriculum Committee in c/o Malia Armstrong (<a href="mailto:marmstrong@sksm.edu">marmstrong@sksm.edu</a>)</td>
</tr>
<tr>
<td>Leading a Ritual or Tuesday Chapel</td>
<td>Michelle Favreault (<a href="mailto:mfavreault@sksm.edu">mfavreault@sksm.edu</a>)</td>
</tr>
<tr>
<td>Volunteering to promote the school's work</td>
<td>Interim Advancement Director, Abbey Tennis (<a href="mailto:atennis@sksm.edu">atennis@sksm.edu</a>)</td>
</tr>
</tbody>
</table>

Into the Field…

<table>
<thead>
<tr>
<th>Fieldwork Type</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Congregational fieldwork, including internships</td>
<td>Kurt Kuhwald (<a href="mailto:kkuhwald@sksm.edu">kkuhwald@sksm.edu</a>)</td>
</tr>
<tr>
<td>The Unitarian Universalist Association (UUA) and related UU organizations</td>
<td>Kurt Kuhwald (<a href="mailto:kkuhwald@sksm.edu">kkuhwald@sksm.edu</a>), Michelle Favreault (<a href="mailto:mfavreault@sksm.edu">mfavreault@sksm.edu</a>), or President Bray McNatt (<a href="mailto:rbraymcnatt@sksm.edu">rbraymcnatt@sksm.edu</a>)</td>
</tr>
<tr>
<td>Community fieldwork (outside of a congregation)</td>
<td>Gabriella Lettini (<a href="mailto:glettini@sksm.edu">glettini@sksm.edu</a>)</td>
</tr>
<tr>
<td>CPE (Clinical Pastoral Education)</td>
<td>Your Advisor and/or Gabriella Lettini (<a href="mailto:glettini@sksm.edu">glettini@sksm.edu</a>)</td>
</tr>
<tr>
<td>List of Resources for CPE, MFC, WRSCC &amp; Center for Ministry</td>
<td>Please check the SKSM website</td>
</tr>
</tbody>
</table>

Online Education…

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Courses</td>
<td>Online Education Director, Cathleen Young (<a href="mailto:cyoung@sksm.edu">cyoung@sksm.edu</a>) and/or Your advisor</td>
</tr>
</tbody>
</table>

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## Advancement & Communication…

| Making an annual pledge/gift to support the school | Interim Advancement Director, Abbey Tennis (atennis@sksm.edu) |
| Making a planned gift to the school | Interim Advancement Director, Abbey Tennis (atennis@sksm.edu) |
| Connecting donors to the school | Interim Advancement Director, Abbey Tennis (atennis@sksm.edu) |
| SKSM logo use, graphics, technical requirements or vendors related to communication needs, such as sweatshirts | Communications Consultant, Katie Garcia (kgarci@sksm.edu) |
| SKSM press releases, media relations, advertising | Communications Consultant, Katie Garcia (kgarci@sksm.edu) and Admissions and Recruitment |
| Sharing information for publication on the web about projects | Communications Consultant, Katie Garcia (kgarci@sksm.edu) |
| SKSM’s computer photo archive | Communications Consultant, Katie Garcia (kgarci@sksm.edu) |

## Connecting…

| Making an appointment with your advisor, or contacting an adjunct faculty member | Email addresses for faculty follow the protocol: first initial last name @ sksm.edu (for example, dblake@sksm.edu) Full list at sksm.edu |
| Making an appointment with the President | Please write to rbraymcnatt@sksm.edu, Subject Line: Scheduling An Appointment. A Staff member will answer. |
| Making an Appointment with the Provost | Please write to ifarajaje@sksm.edu, Subject Line: Scheduling An Appointment. A Staff member will answer. |
| Making an appointment with the Dean of Faculty | Please write to glettini@sksm.edu, Subject Line: Scheduling An Appointment. A Staff member will answer. |
| Reserving a Room | rooms@sksm.edu |
| Starr King This Week submissions | StarrKing@sksm.edu |
| Problems with my online directory page, including how to change information | Communications Consultant, Katie Garcia – kgarci@sksm.edu |
| Someone I know might be interested in attending SKSM | Admissions and Recruitment Director, Jeremiah Kalendae- jkalendae@sksm.edu |
| Connecting your laptop to the Wi-Fi at Starr King; connecting to Web Advisor or Moodle | CITs Technical Support, techsupport@psr.edu (510) 849-8204 |
Faculty and Staff

Core Faculty:
Rosemary Bray McNatt, President
Dr. Ibrahim Farajajé, Provost and Professor of Cultural Studies and Islamic Studies
Rev. Dr. Gabriella Lettini, Dean of Faculty, Aurelia Henry Reinhardt Director of Studies in Public Ministry and Professor of Theological Ethics
Rev. Lindi Ramsden, Acting Dean of Students and Community Life

Faculty:
Dr. Ghazala Anwar, Associate Professor of Quranic Studies
Rev. Dr. Dorsey Blake, Associate Professor of Spirituality and Prophetic Justice
Rev. Michelle Favreault, Assistant Professor of Liberal Religious Education and Liturgy
Rev. Kurt Kuhwald, Assistant Professor of Preaching, Pastoral Care and Social Change
Rev. Dr. Meg Richardson, Visiting Assistant Professor of Unitarian Universalist History
Dr. Jo Sanzgiri, Associate Professor of Organizational Development and Leadership Education

Additional Advising Faculty:
Rev. Chris Long
Megan Dowdell
Rev. Christine Fry
Rev. Dr. Devorah Greenstein
Betty-Jeanne Rueters-Ward

Adjunct Faculty:
Dennis Bernstein
Sofia Betancourt
Tyson J. Casey
Yassir Chadly
Jiwon Chung
Hugo Cordova Quero
Megan Dowdell
Christine Fry
Devorah Greenstein
Cassie Lipowitz
Kim Klein
Zachary Markwith
Sheri Prud’homme
Elizabeth Rankow
Betty-Jeanne Rueters-Ward

Hilda Mason Teaching Fellow:
Hassaun Jones-Bey

Newhall Fellowship:
Michelle Mueller
Staff:
Malia Armstrong, Assistant Registrar and Student Services Coordinator F
Rev. Rosemary Bray McNatt, President F
Kat Croswell, Registrar F
Dee Ward, Assistant to the Dean of Faculty and Coordinator of Academic Programs P
Rev. Jeremiah Kalendae, Admissions and Recruitment Director P
Jamie Krovontka, Special Assistant to the President and Operations Director F
Shirley Liu, Assistant to the Provost and Assistant to the Finance Department F
Anita Narang, Finance Director F
Katie Garcia, Communications Consultant P
Rev. Lindi Ramsden, Acting Dean of Students and Community Life P
Abbey Tennis, Interim Advancement Director F
Fred Williamson, Building & Grounds Manager P
Cathleen Young, Online Education Director F

F indicates full-time employee;
P indicates part-time employee
Starr King Student Leadership
Please note that student positions are elected. Thus term limits are listed.

Student Body Officers:
President: Jessica Clay (one year term ends 2015)
Vice-President: Lauren Way (one year term ends 2015)
Secretary: Benjamin Dresner (one year term ends 2015)
Treasurer: Pat Malarkey (one year term ends 2015)

Board of Trustee Student Members
Sarah Caine (two year term ending in 2016)

Curriculum Committee
Mandy Goheen (one year term ending in 2015)
Elena Rose Vera (one year term ending in 2015)

Admissions and Scholarship Committee
Lauren Way and Becky Leyser (one year terms ending in 2015)

Student Body Dues
This message is to inform you that the student body has voted to collect mandatory student dues at the time of tuition payment, categorizing the dues as a fee. The fee will amount to $17.50 per semester for all degree earning students enrolled for any number of credits regardless of residency mode. Certificate students will not be charged this fee. This fee will be charged during time of tuition payment for fall and spring semesters, but not intersession or summer.

Student dues insure the functioning of a resourced student body government. The purpose of student body government is to discuss the needs and desires of the students of Starr King, give feedback as a unified voice to the larger school, and work with faculty, staff, and administration to create a productive, healthy, and vibrant student centered learning environment. The student body also works to create community among students that we might support through the challenges and celebrate the rewards of seminary.
Bulletin Boards
The School balances being a green environment with accessibility. As such we encourage electronic communications where they are readily accessible to the intended audience. We have cut down on the number of bulletin boards we used in the past year. Please use Starr King This Week, Starr King’s Community Facebook page, and the bulletin board by the student mailboxes for advertising events. Please do not post notices on doors, walls, or windows.

1. The bulletin board to the left of kitchen door is reserved for pictures of Starr King students, staff, faculty and board. It is attended by Communications.
2. The bulletin board across from the kitchen is reserved for official SKSM communications and minutes of meetings. It is attended by the President's Office.
3. The bulletin board by the upstairs Transgender restrooms is reserved for student services announcements, registration announcements, and financial aid announcements. It is attended by the Office of the Registrar.
4. The bulletin board to the left as you face the garden door is reserved for Community Announcements and news of Starr King folks. It is attended by Communications.
5. The bulletin board next to the student mailboxes is for manual notification of GTU and non GTU events.
6. The bulletin board outside Professor Lettini’s office is reserved for information and announcements related to the MASC and Women’s Studies in Religion programs. It is attended by Professor Lettini.
7. Resource Manuals are located in the bookshelf across from the front desk and contain housing and employment notices, spiritual direction and counseling information, course syllabi and CPE notifications.
8. The Reading Room bookshelves contain various resources such as MFC reading materials, UUA resources, newsletters, and more.

Government-Required Statements and Data
Anti-Discrimination Statement – Title IX
Members of the Starr King School for the Ministry community are entitled to assert their rights to be free from discrimination on the basis of their race or color, national or ethnic origin, gender, age, sexual orientation, gender expression, and/or disability. Starr King will not retaliate against anyone for filing a complaint to protect such rights or for otherwise exercising his right to be free from discrimination. If you believe you have been subjected to discrimination or retaliation on a basis protected by civil rights laws, you may file a complaint with the Title IX Officer, Lindi Ramsden (lramsden@sksm.edu). You may also file a complaint with the Office for Civil Rights, U.S. Department of Education, 50 United Nations Plaza, San Francisco, CA 94102, phone number (415) 556-7000.

*Below is a detailed description of all Title IX Policies going forward at Starr King School for the Ministry starting in Fall 2014. These policies will be continually updated throughout the year to maintain compliance with Title IX. Please see the Starr King website for further updates and inquiries involving Title IX.
Student Harassment and Bullying Policy

Starr King seeks to create and maintain an academic environment in which all members of the community are free from harassment and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. Starr King School for the Ministry espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weakens the health of the community. Furthermore, harassment compromises the integrity of our progressive theological seminary education, because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out our progressive religious and spiritual values. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated at Starr King School for the Ministry.

Harassment

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living or campus environment. Harassment includes intimidation, invasion of privacy, or any threat to the well-being of a person or a group which is communicated verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication. Forms of harassment include, but are not limited to:

a. Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes; but is not limited to, unwanted phone calls, hang-ups, unwanted voice messages, obscene phone calls.

b. Non-Verbal/Visual/Electronic/Written: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, postings on social media sites or other applications, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.

c. Physical: Conduct such as unwanted physical contact including touching, interference with an individual’s normal work or movement, and assault.

d. Retaliation: It is a violation of University policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. 
Retaliation is a violation of this policy whether or not the underlying claim of harassment, discrimination, sexual harassment or sexual misconduct is proven.
Starr King School for the Ministry advises students who post on social media sites such as Facebook, Twitter, and/or Instagram to carefully consider what they choose to have associated with their online presence. Having a seemingly “anonymous” online presence does not necessarily make you or what you post “anonymous.” Posting items online or on social media sites that you do not intend to be attributable to you and/or accessible to the public could become problematic. This could be particularly limiting for you in the future when seeking employment or applying to graduate school. More and more employers and institutions look at all available information about applicants when making hiring and admission decisions. Furthermore, information and comments that are posted online may be a violation of Starr King’s Harassment and Bullying policy and can be adjudicated within Starr King’s student conduct system.

**Sexual Harassment**
Any sexual advances, requests or demands for sexual favors and other physical, verbal or visual conduct of sexual nature constitute sexual harassment when:
1. Such conduct has the purpose or effect of substantially interfering with an individual’s work or academic performance, creating an intimidating, hostile or offensive work, learning, living or campus environment; or
2. Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting the individual; or
3. Submission to such conduct is made either explicitly or implicitly a term of condition of an individual’s employment or academic programs.

Any member of the Starr King School for the Ministry community, visitor to the Starr King campus, or other individual who is subject to sexual assault or harassment, or becomes aware of an actual or potential incident of sexual assault or harassment, should report the incident immediately, either verbally or in writing, to any one of the following people in order to formally notify the school. Upon receiving a report, these individuals are obligated to take action in order to provide a safe non-discriminatory environment for all.
- When the alleged harasser is a Starr King student: Acting Dean of Students and Community Life, Lindi Ramsden, or a member of the professional staff.
- When the alleged harasser is a member of the Starr King faculty: Provost or Dean of Faculty.
- When the alleged harasser is an administrator or non-teaching staff member of Starr King: Acting Dean of Students and Community Life.
- Regardless of the status of the alleged harasser, any incident may be reported to the Title IX Coordinator for Starr King School for the Ministry. Currently, the Title IX Coordinator is: Rev. Dr. Lindi Ramsden, Acting Dean of Students and Community Life, (916) 206-9176, lramsden@sksm.edu.

**Privacy of Information**
To the extent that maintaining the privacy of all parties to a complaint of sexual assault or harassment does not impede the school’s obligation to fully investigate and respond to allegations and reports, the privacy of all parties to a complaint will be respected.
POLICY ON STUDENT SEXUAL MISCONDUCT

Introduction
Starr King School for the Ministry does not tolerate any degree of sexual misconduct on or off-campus. Sexual assault violates the values of our community as well as the school’s mission to educate leaders who are strong in character and in judgment, confident in their identity and vocation, and committed to service and justice as articulated in Starr King’s mission statement. Students, faculty, and administration must be aware of Starr King policies and procedures so that they may act in an educated, responsible manner when dealing with sexual coercive and/or violent situations. A student charged with assault, sexual or otherwise, whether the incident occurred on or off campus can be prosecuted under California criminal statutes and/or disciplined, suspended, or dismissed. Registered sex offenders are not permitted on campus. Abusive sexual behavior within Starr King is harmful to both the learning environment and the sense of community the school seeks to foster among students, staff and administration. All members of Starr King have an obligation to act responsibly in the realm of sexuality. Any student who, either individually or in concert with others, participates in any of the following misconduct is subject to discipline, suspension, dismissal, and expulsion.

Sexual Offenses
a. Sexual offenses include, but are not limited to, non-forcible sexual intercourse is when a person is under the age of consent (the age of consent in California is 18 years old), physical and/or verbal abuse, threats of violence, actual non-consensual or forcible intercourse, attempted vaginal intercourse by a person(s) known or unknown, sodomy (and intercourse), forced oral copulation (or genital contact), rape by a foreign object (including a finger), sexual battery (unwanted touching by a person of another person with a purpose of sexual arousal and/or any unwanted fondling, kissing, or groping), dating violence, domestic violence and stalking.

The following acts are defined as follows:

b. Stalking: the act of willfully, maliciously, and repeatedly following or willfully and maliciously harassing another person and making a credible threat with the intent to place that person in reasonable fear for his or her safety, or the safety of his or her immediate family or suffer substantial emotional distress.

c. Domestic Violence: felony or misdemeanor crimes of violence committed against an adult or a minor who is a spouse, former spouse, cohabitant, former cohabitant, or person with whom the suspect has had a child or is having or has had a dating or engagement relationship. For purposes of this subdivision, “cohabitant” means two unrelated adult persons living together for a substantial period of time, resulting in some permanency of relationship. Factors that may determine whether persons are cohabiting include, but are not limited to, (1) sexual relations between the parties while sharing the same living quarters, (2) sharing of income or expenses, (3) joint use or ownership of property, (4) whether the parties hold themselves out as husband and wife, (5) the continuity of the relationship, and (6) the length of the relationship.

d. Dating Violence: Dating Violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the following factors: the length of the relationship; the type of relationship; the frequency of interaction between the persons involved in the relationship.
e. **Rape; act of violence; aggression, intimidation and power:**
1. Sexual intercourse against the will of the victim accomplished by force, perception of force, intimidation, threats or coercion where the complainant fears bodily harm if he/she does not submit. 
2. Anal/Vaginal/Oral penetration against the survivor’s will, by person(s) known or unknown, without consent when the survivor’s will is overcome by fear, force or intimidation that results from the threat of force, drugs or alcohol administered without consent or being physically unable to communicate consent.

The preceding also includes situations where the survivor is unable to resist due to alcohol or drugs, whether or not the substances were admitted to by the accused.

**On-Campus Resources**
For official notification to Starr King which will result in a report and investigation:
- Lindi Ramsden, Title IX Coordinator (for general assistance and official notification to the University): (916) 206-9176, lramsden@sksm.edu

**Government Resources**

www.notalone.gov

Any member of the Starr King community, visitor to the Starr King campus, or other individual who is subject to sexual assault or harassment, or becomes aware of an actual or potential incident of sexual assault or harassment, should report the incident immediately, either verbally or in writing, to any one of the following people in order to formally notify the school. Upon receiving a report, these individuals are obligated to take action in order to provide a safe non-discriminatory environment for all. Title IX prohibits discrimination on the basis of sex in any federally funded education program or activity. Sexual harassment, which includes sexual violence (assault, stalking domestic violence, rape) is a form of sex discrimination. If you would like to file a complaint under Title IX for sex discrimination, please contact the Title IX Coordinator:

- Regardless of the status of the alleged harasser, any incident may be reported to the Title IX Coordinator for Starr King School for the Ministry. Currently, the Title IX coordinator is: Lindi Ramsden, Title IX Coordinator (for general assistance and official notification to the University): (916) 206-9176, lramsden@sksm.edu.
- When the alleged harasser is a Starr King Student: Contact the Acting Dean of Students and Community Life
- When the alleged harasser is a member of the Starr King faculty: Provost or Dean of Faculty
- When the alleged harasser is an administrator or non-teaching staff member of Starr King: Acting Dean of Students and Community Life
- When the alleged harasser is any other individual on-campus (including visitors): Any member of the Starr King Staff
Procedures for Survivors of Sexual Assault or Rape

Sexual assault can happen to anyone. There is no typical survivor. Statistics indicate anywhere from 85-90% of all sexual assaults occur between people who know each other.

If you are the survivor of a sexual assault, your first priority should be to get to a place of safety. You should obtain necessary medical treatment. Starr King strongly recommends that a survivor of sexual assault report the incident in a timely manner. Time is a critical factor for evidence collection (for legal purposes) and preservation. Filing a report with the school will not obligate the survivor to prosecute, nor will it subject the survivor to scrutiny or judgmental opinions from officers or Starr King staff. School personnel will assist the student in notifying authorities if desired (or if Starr King is legally obligated to do so). Filing a report with the school will:

- Ensure that a survivor of sexual assault receives information on how to obtain a medical examination for collection of evidence for legal purposes.
- Provide the survivor with information on where they can go for collection of evidence for legal purposes helpful in prosecution, which cannot be obtained later (ideally a survivor of sexual assault should not wash, douche, use the toilet, or change clothing prior to a medical/legal exam).

If a sexual assault survivor contacts the Police Department, the Sex Crimes Unit will be notified as well. A survivor may choose that the investigation is pursued through the criminal justice system. A survivor advocate from either the Coalition or District Attorney’s office will guide the survivor through the available options and support the survivor in his or her decision.

If you have been assaulted or raped, you have options on how you can proceed. The following are recommendations intended to support you in dealing with this crime.

1. Do not blame yourself. Sexual assault is NEVER THE SURVIVOR’S FAULT.
2. Go to a safe location. If you are injured, seek medical attention immediately.
   - Do NOT SHOWER, BATHE, OR DOUCHE! The only way medical evidence for legal purposes can be collected is if it is left intact.
   - Drugs and evidence for legal purposes are only retrievable within the first 72-96 hours.
   - Refrain from touching or moving any objects or materials in the location where the assault has taken place. The impulse to clean is normal, but evidence for legal purposes that might be needed may be destroyed by these activities.

Call the local law enforcement agency at 911 for emergency assistance or Berkley Police Department (510) 981-5735. The Berkeley Police Department will respond to campus and you will be transported to a safe harbor. Transportation can be provided by a friend or roommate to the Police Department.
In order to collect evidence to later be used in legal proceedings, a Physical Evidence Recovery Kit (PERK) exam should be administered at the safe harbor. This is performed at the survivor’s discretion. Although the survivor may not want to press charges immediately, it is important that evidence for legal purposes be collected for potential future use as soon as possible after the assault takes place.

- Call the Berkeley Police Department at 911 or (510) 981-5735. You will be asked to file a report. The option to press charges is an additional step beyond filing a report and is at your discretion. An officer of the same sex as the survivor can be requested.

- If you receive off-campus counseling, you may use your personal or student insurance plan.

Options Following a Sexual Assault/Stalking/Domestic and/or Dating Violence Incident:

1. File a Report with the Berkeley Police Department or Local Law Enforcement

For a sexual assault that took place on-campus, students can contact the Berkeley Police Department directly at 911 (or 9-911 from a campus landline phone) to file a report with the police. Campus authorities can assist in notifying the local police if the student chooses. Staff will respond quickly and with sensitivity upon notification of an assault. Students who survived a sexual assault that took place off-campus and want to file a sexual assault with the police can call 911. The Berkeley Police Department can assist in filing a restraining order if requested.

2. File a Report with the Acting Dean of Students and Community Life

Whether a student elects to report a sexual assault to the police, he or she is urged to make an official report directly with a professional staff member. The Title IX Coordinator can assist in this process, particularly if the assault is being filed after normal business hours.

The Title IX Coordinator will first suggest that the student attend to any medical needs immediately. The student will be provided with information regarding hospital procedures and available resources. Accompaniment to the hospital will be provided if desired by the student. The student will be assisted in contacting a support person such as a friend, if desired.

The student will be informed that the school will investigate and respond to any allegation of sexual misconduct.

Students who have been sexually assaulted have access to other available assistance in changing academic and living situations after an alleged incident, if so requested by the student and if such changes are reasonably available.
3. File a No Contact Order

Students may also request a “no-contact order” towards the other student who has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the complaining student or others. A professional staff member will write this document on behalf of the student initiating the request. Students who initiate this letter must abide by the same expectations, and may go through the conduct process should they violate the conditions of the letter. Students who would like to initiate this process can contact Lindi Ramsden, (916) 206-9176, (lramsden@sksm.edu).

4. Decline to File a Report

The student has the right not to file a report. However, students are highly encouraged to seek medical attention, including counseling. Students who wish to file a report at a later date may do so by contacting Title IX Coordinator, Lindi Ramsden, when they are ready. They can also file a report with the Berkeley Police Department should they choose to do so in the future. Please note that a delay in reporting could weaken evidence for legal purposes used to determine whether an individual is responsible for a sexual assault. Please note that if a student declines to file a report, the institution still maintains an obligation to provide a safe, non-discriminatory environment for all students and will still move forward with conducting an investigation.

Academic, Transportation, Work, or Residence Hall Changes

The Acting Dean of Students can assist in initiating any academic, transportation, work-related, or housing changes as requested by the victim, and if reasonably available, regardless of whether the victim chooses to report the crime to the school or to local law enforcement.

Eminent Danger to the Community

If it is determined that a serious threat exists, Starr King will release a warning to protect the community by preserving the reporting survivor’s anonymity.

Rape Trauma Syndrome

(RTS) is an acute stress reaction to the threat of being killed or being seriously injured resulting from either a completed or attempted sexual assault. Not all the reactions encompassed by RTS are experienced by each survivor. Rather, RTS represents a range of possible reactions. RTS reactions vary from person to person. RTS has two major phases; the immediate or acute phase, in which the survivor’s lifestyle is completely disrupted, the long term phase in which the survivor must reorganize the disrupted lifestyle. Characteristics of the first phase include shock, disbelief, sleeping and eating pattern disturbances, difficulty concentrating, fear, shame, guilt, mood swings, lack of self-esteem, and flash backs to the incident. The reintegration is aided by support from friends, relatives, and others in the survivor’s environment.
If a friend has been assaulted or raped:

1. Listen and be supportive.
2. Let your friend make her or his own choices.
3. Encourage your friend to immediately contact the appropriate resources.
4. Stay with your friend during interviews and/or examination if she or he wants you to do so.
5. Take care of yourself. You may need to talk to someone about how this has affected you. The resources listed in this section are for you as well.

Consent

Consent is informed and freely and actively given by mutually understandable words or actions that indicate a willingness to participate in mutually agreed upon sexual activity. Consent that is obtained through the use of force (actual or implied, immediate or future) whether that force is physical, threats, intimidation, or coercion is invalid consent.

The survivor of sexual aggression is not required to physically or otherwise resist a sexual aggressor. Silence, a previous sexual relationship, and/or current relationship with the perpetrator may not be taken as an indication of consent.

Use of alcohol by the perpetrator is not an excuse for violating the sexual conduct policy. A person who is not of legal age; who is incapacitated/helpless by physical or mental illness; who is mentally or physically incapacitated as a result of drug or alcohol consumption; is unconscious or unaware is incapable of giving consent. A person who knows, or reasonably should have known, that another is incapacitated by the use of drugs or alcohol, and engages in sexual activity with that person, is committing sexual assault or rape.

Note: Intoxication of the assailant or survivor does not diminish the assailant’s responsibility of the sexual assault or rape. To have sex with a person who is intoxicated is considered rape because a person under the influence is unable to give informed consent.

Prevention

It can be difficult to discuss sexual expectations with someone—especially when it is early on in the relationship. However, both men and women must take responsibility to prevent rape or any other form of sexual assault. Listed below are prevention tips for both men and women. Although no single method will make you immune to rape and/or assault, there are steps you can take to avoid potentially damaging situations.

Responsibilities for individuals include:

1. Get to know your partner and discuss sexual expectations before you find yourself in an intimate situation.
2. Clearly communicate your desires and limits, do not make assumptions.
3. Avoid excessive use of alcohol.
4. Be assertive. If you say “no,” say it CLEARLY.
5. Listen and hear. Being told “NO” is not a rejection of you as a person.
6. Accept your partner’s decision. Do not try to manipulate or coerce.
7. Understand and accept that you are responsible for your behavior and choices.
8. Trust your instincts. If you think something is wrong, then you are probably right. Get out of the situation immediately.

Sex Under the Influence

If you choose to drink, the likelihood you will remember to consider the above responsibilities is greatly reduced. Thus, you run the risk of impaired thinking, judgment, and communication. Some individuals get themselves and their partners drunk enough to let sex “just happen.”

As outlined above, consenting sex requires sober, verbal communication free of threats and other coercion. Starr King policy recognizes that someone who is under the influence is unable to give consent. Furthermore, being under the influence is never an excuse for raping or assaulting anybody.

- At least 70% of all sexual assaults involve alcohol.
- The use of alcohol can be a factor for the survivor, the aggressor, or both.
- Alcohol lowers inhibitions and impairs judgment, which can lead to a dangerous situation.

Sexual Assault/Stalking/Domestic and Dating Violence Prevention and Response

Starr King educates the student community about sexual assaults and date rape through wellness programs throughout the year. In addition, the Acting Dean of Students and Community Life will offer sexual assault education and information programs to Starr King students and all employees. Literature on physical and sexual assault, and general safety tips on risk education and Starr King response are available at Campus Safety and Residence Life and Student Conduct.

Pertinent Federal Legislation

The Student Right-To Know and Campus Security Act of 1990 and the Campus Sexual Assault Victims Bill of Rights Amendment to the 1992 Higher Education Reauthorization Act include protection that is intended to help survivors of sexual assault by requiring colleges to report accurate statistics regarding sexual assault and rape. Additionally, if the assault or rape is reported, the survivor can choose to pursue disciplinary action on campus without needing to file charges with the police.

Investigating an Allegation of Sexual Assault when the Alleged Assailant is a Starr King Student
1. Initiating a Complaint

Students initiating a complaint at Starr King School for the Ministry who feel that they have been sexually assaulted or any faculty, staff, administrator, or student who witnesses a sexual assault should promptly report the incident to a professional staff member to initiate a complaint.

2. Filing a Report

The Title IX Coordinator will meet with the complainant to review the details of the allegation and to explain the subsequent steps involved in a sexual assault investigation. A completed incident report will be promptly submitted and an investigation will begin.

Immediate Response: The Title IX Coordinator will initiate an immediate response to separate the complainant and respondent from engaging each other in common areas, residence halls, campus buildings, and student activities. They will further outline options to change the complainant’s or respondent’s academic and/or living situations if those changes are requested by the complainant or respondent are reasonably available. The Title IX Coordinator has the discretion to remove the complainant or respondent from a hostile living situation.

3. Investigation

The Title IX Coordinator will inform both parties of the respective time and place of the interviews and that contact between the parties will be limited to necessity (see Immediate Response). During this stage of investigation, the complainant and respondent have the right to be accompanied by an advocate who is not a lawyer during interviews with the assigned Hearing Officer. Proceedings will provide a prompt, fair, and impartial investigation and resolution; and be conducted by Hearing Officers who receive annual training on issues related to domestic violence, dating violence, sexual assault, and stalking.

The Hearing Officer will investigate the incident by separately questioning the complainant, respondent, and any identified witnesses. The purpose of the questioning is to ascertain to reasonable suspicion if there may have been a violation of the school’s policies and what immediate responses need to occur. Both the complainant and the accused will be given an opportunity to present evidence and witnesses to the Hearing Officer, and both may be accompanied by an advocate if they wish. The Hearing Officer will review information provided regarding the incident under a preponderance of evidence standard. The hearing process will be conducted in such a manner that protects the safety of the complainant(s) and promotes accountability. Should the investigation not produce a conclusion that is more likely than not that the conduct in question occurred, the respondent may be found not responsible or not in violation of the student code of conduct. However, complainants may still seek options such as filing a no-contact order and reporting the incident to the Berkeley Police Department. At the conclusion of the investigation, the Hearing Officer will make a decision regarding any findings of responsibility and issue any consequent disciplinary sanctions. Both the complainant and the respondent will be simultaneously informed in writing of any change to the results that occur prior to the time that such results become final as well as when the results become final.
During any stage of the investigation, if the Hearing Officer reasonably suspects that the respondent poses an imminent threat of harm or disruption to the campus community, the Acting Dean of Students or his/her designee may immediately remove the respondent from campus housing, study abroad programs, and/or restrict the respondent’s movement on campus.

4. Disciplinary Sanctions

Sanctions against a student who has violated the Starr King policy on Sexual Offenses will vary depending on the severity of the violation. Action against a student found to have violated the policy may include suspension from the residence halls, and/or may include suspension, dismissal, or expulsion from the school or its programs, including Study Abroad opportunities.

Both the complainant and respondent must be informed of the outcome of a sexual assault proceeding within three (3) business days of the Hearing Officer’s decision. To assist the Hearing Officer in formulating appropriate sanctions, the complainant may make a statement of impact of the assault. The respondent will also be afforded the right to provide a statement to the Hearing Officer.

5. Appeal Process

Any disciplinary action against a student who has violated the Starr King policy on Sexual Offenses may be appealed following the process identified in the Student Handbook in effect at the time of the sanction. The newly created University Hearing Board (UHB) composed of students, staff, and faculty members will convene to hear the case, allowing for both the complainant and respondent to state their cases, and will then make a final decision with regards to the disciplinary sanction. Both the complainant and the respondent will be simultaneously informed in writing of any change to the results that occur prior to the time that such results become final as well as when the results become final.

Initiating a Complaint when the Alleged Assailant is a Starr King Employee

Students and employees initiating a complaint at Starr King School for the Ministry who feel that they have been sexually assaulted or any faculty, staff, administrator, or student who witnesses a sexual assault should promptly report the incident to a professional staff member. Students and employees initiating a complaint of sexual harassment should promptly notify Human Resources.

1. Filing a Report

The professional staff member will meet with the complainant to review the details of the allegation and explain the subsequent steps involved in a sexual assault investigation. A completed incident report will be promptly submitted and an investigation will begin. In cases of complaints of sexual harassment, Human Resources or a representative will initiate the investigation.
Immediate Response: The professional staff member(s) will initiate an immediate response to separate the complainant and respondent from engaging each other in common areas, residence halls, campus buildings, and student activities. They will further outline options to change the complainant’s or respondent’s academic, living situations, and/or employment location if those changes are requested by the complainant or respondent and are reasonably available. Title IX Coordinator has the discretion to remove the complainant or respondent from a hostile living situation.

2. Investigation

The Title IX Coordinator will inform both parties of the respective time and place of the interviews and that contact between the parties will be limited to necessity (See Immediate Response). Both the complainant and respondent have the right during interviews to be accompanied by an advocate who is not a lawyer. Proceedings will provide a prompt, fair, and impartial investigation and resolution; and be conducted by representatives who receive annual training on issues related to domestic violence, dating violence, sexual assault, and stalking.

The representative will investigate the incident by separately questioning the complainant, respondent, and any identified witnesses. The purpose of the questioning is to ascertain to reasonable conclusion if there has been a violation of the school’s policies and what immediate responses need to occur. The investigation process will be conducted in such a manner that protects the safety of the complainant(s) and promotes accountability. Should this questioning not produce a reasonable conclusion, the respondent may be found not responsible or not in violation of Starr King policy. However, complainants may still seek options such as filing a no-contact order and report the incident to the Berkeley Police Department. At the conclusion of the interviews, the representative will make a decision regarding any findings of responsibility and recommend disciplinary actions. Both the complainant and the respondent will be simultaneously informed in writing of the findings however the specific disciplinary action recommended, if any, to the respondent will remain confidential in sexual harassment cases.

During any stage of the investigation, if the representative reasonably suspects that the respondent poses an imminent threat of harm or disruption to the campus community, the representative may recommend to Human Resources and the President that the respondent be placed on administrative leave until administrative remedies have been exhausted.

3. Disciplinary Sanctions

Disciplinary Action against an employee who has violated the Starr King policy on Sexual Misconduct will vary depending on the severity of the violation. Disciplinary action against an employee found to have violated policy may include suspension from employment up to and including termination. All disciplinary actions will be approved by the President of Starr King School for the Ministry.
Both the complainant and respondent will be informed of the findings of the investigation and that prompt disciplinary was taken, when appropriate, and any change that occurs prior to the time that such results become final.

4. Appeal

Any disciplinary action against an employee who has violated the Starr King policy on Sexual Misconduct is final. It is the sole discretion of the school to determine if an employee has demonstrated factors that constitute “just cause” for disciplinary action.

During any stage of the investigation, if the representative reasonably suspects that the respondent poses an imminent threat of harm or disruption to the campus community, the representative may recommend to Human Resources and the President that the respondent be placed on administrative leave until administrative remedies have been exhausted.

Recording Investigative Materials and Reports

The permanent disciplinary record of a student who violated the policy on Sexual Offenses will reflect this violation if and only if the allegations of the complainant are found to be true. However, a separate file including the incident report and findings of the University Hearing Board will be kept for at least seven (7) years from the date of the final report.

Privacy of Information

To the extent that maintaining the privacy of all parties to a complaint of sexual assault or harassment does not impede the school’s obligation to fully investigate and respond to allegations and reports, the privacy of all parties to a complaint will be respected.

At Starr King School for the Ministry, an individual can speak with professionals who have legally protected abilities to maintain confidentially and protect the identity of those with whom they work. As required by law, all disclosures to any Starr King employee of an on-campus sexual assault are tabulated for statistical purposes by the Acting Dean of Students and Community Life, without personal identifying information. In compliance with federal law, these statistics and other mandated crime statistics are reported annually under the federal Clery Act. This type of publicly-available record keeping will be accomplished without including identifying information about the victim, to the extent possible by law.

The Family Educational Rights and Privacy Act (FERPA) prohibits the disclosure of conduct records to any third party without written permission from the student(s) involved. Requests from parents, family members, and concerned students for information about the complainant and/or the respondent will not be honored without written permission from the student(s) involved.
POLICY ON PUBLIC NUDITY

Although the term “public nudity” is not specifically mentioned in the Sexual Harassment or Sexual Assault Policy, it is considered physical conduct that has a purpose or affect of creating an intimidating, hostile, or offensive environment. At such, those involved will be subject to disciplinary action. Public nudity includes but is not limited to “mooning, streaking, and public urination.”

POLICY ON HAZING

All groups, organizations, or individuals associated with Starr King are forbidden to partake in any form of hazing as defined in Article 5, Sections 32050, and 32051 of the California Education Code.

Section 32050, California Education Code

- “Hazing is any method of pre-initiation into a student or any pastime or amusement engaged in with respect to such an organization which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace result in physical or mental harm to any student or other person attending college, or any other educational institution in this state, but the term hazing does not include customary athletic or other similar contests or competition.”
- “No student, and/or other persons in attendance at any public, private, parochial or military school, college or other educational institution, shall conspire to engage in hazing, participate in hazing, or commit any act that injures, degrades, or disgraces, or tends to injure, degrade or disgrace fellow student and person attending the institution. The violation of this section is a felony punishable by a fine of no less than $500, nor more than $5,000 and imprisonment in the county jail for no more than one year, or both.”

Intent and Spirit of Hazing Policy

Starr King School for the Ministry shall interpret the word “hazing” to mean any intentional action taken or situation created, whether on or off campus, to produce mental or physical discomfort, embarrassment, harassment or ridicule. Such activities may include, but are not limited to, the use of alcohol, paddling in any form, creation of excessive fatigue, physical or psychological shocks, or any other such activities engaged by the organization inside or outside the confines of the campus, the public wearing of apparel which is conspicuous and not normally in good taste, engaging in public stunts, morally degrading or humiliating games activities, or any other activities not consistent with national, organizational or local policies, or the regulations of the school.

The enforcement of the Starr King policy on Hazing shall be the responsibility of all officers and moderators of each organization. They shall inform all members, pledges, and alumni of this policy and maintain the organization’s strict adherence to this policy. Failure to do so will result in disciplinary action.

Any violation of the school Policy on Hazing should be reported to the Acting Dean of Students of Community Life.
POLICY ON EJECTING/THROWING OBJECTS

Students who eject any object from a window, balcony, etc. are displaying inappropriate behavior. This kind of behavior can be extremely dangerous and is a potential hazard. Students who are found to be responsible for ejecting, launching, shooting or throwing any object, including but not limited to fruit, paintballs, rocks, or water balloons, will be subject to disciplinary action.

POLICY ON FIREARMS, WEAPONS, PYROTECHNICS & EXPLOSIVE DEVICES

The use or possession of firearms, including but not limited to BB guns, paintball guns, air soft guns, pellet guns, ammunition and/or weapons, including knives, is prohibited on the Starr King campus. Knives specifically prohibited include but are not limited to knives larger than 5 inches, switchblades, butterfly knives, swords, hunting knives, etc. Kitchen knives and/or small pocket knives are permitted; however, a weapon is defined by the school as any object used to threaten or cause bodily harm to an individual. Any object can become a weapon, if used to harm or threaten harm to an individual. If an item is deemed a weapon by the school, it will be confiscated and/or destroyed.

The use and/or possession of firecrackers, fireworks, sparklers, and/or other explosive devices are not permitted on campus or in the city of Berkeley. All items will be confiscated and/or destroyed.
Program Accessibility Guidelines
Starr King School for the Ministry plans its programs, employment, and activities to be accessible. When employment or a program of study is discovered not to be accessible to a particular person, the School provides services to ensure accessibility.

At SKSM—the program of study is individually structured to respond to the gifts, background, needs, interest and calling of each student. Each student's needs are taken into account in designing their progress toward their degree. Students are expected to identify their needs and, in partnership with the school, through their advisor, to plan their program of study. SKSM's educational philosophy is carried out through intensive, individualized advising by the faculty. Each student works directly with their advisor to plan ways for the student's particular needs to be met. Students with disabilities who have particular needs for program access discuss the services they require with their advisor. Together student and advisor plan the best approach to program access for that student.

The school places high value on direct, in-person communication in all areas of its life and work. For this reason, the school intentionally avoids bureaucratic procedures that might bypass human interaction, voice-to-voice meetings or individualized attention.

The Graduate Theological Union (GTU) has a consortium-wide “Students with Disabilities” policy which Starr King participates in as well. The policy is described below. (Pronouns have been altered in keeping with Starr King's inclusive approach.)

The GTU participates in a consortium-wide “Students with Disabilities” policy which benefits from a collaborative arrangement with the University of California at Berkeley (Effective Fall 2006). The policy strives for consistent and equitable student access to educational opportunities throughout the GTU. In particular, it addresses a differently-able student's ability to fulfill degree and certificate course and program requirements. The policy does cover GTU library use, student advising, GTU classroom activities and requirements, program exams, 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.).

The GTU Dean of Students serves as the Disabilities Resource Officer (DRO) for the consortium. The DRO serves as a consortium-wide resource to develop expertise, provide information and consultation, and answer questions. The DRO works with Students With Disabilities Program staff at UCB who verify accommodation eligibility and recommend accommodation options. While eligibility verification and recommendations for accommodations are centralized, implementation of accommodations reflects individual institutional resources and cultures.
**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 differently-able student who wishes to request accommodations with her academic work submits a request form to the GTU DRO (the form is available on the GTU website). The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student's condition (a form for this step is available on the GTU website). **The student is responsible for incurring any cost associated with the documentation. Students may wish to apply for a Growth and Learning Expense to help defer these costs.** Students should check with their advisors. The DRO informs the student's institutional contact that a request has been made and forwards the form and supporting documentation to the UCB Students With Disabilities Program office for review. **The UCB office judges whether or not the student's disability is eligible for accommodation and recommends a variety of possible accommodations.**

Accommodations are not intended to give differently-able students an unfair advantage, but to remove barriers that prevent differently-able students from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

**The Timing of a Student Request:** The differently-able student should request accommodations 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. G/S/he needs to appreciate that the DRO and institutional contact person have other responsibilities and require a reasonable amount of time to integrate student requests within their workload. G/S/he also needs to appreciate the time required for GTU to collaborate with UCB on the verification and recommended accommodations process.

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

**Decision:** The DRO works with the institutional contact to consider UCB's decision. This gives individual GTU institutions the opportunity to participate in the decision-making process, particularly if UCB rejects a student request. If UCB recommends approval, the DRO works with the institutional contact to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity across the consortium. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or if the accommodation would place undue financial or administrative burdens on the institution.

Next, the institutional contact works with the student and appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (a form for this step in the process is available on the GTU website).

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.
Implementation: Accommodations will apply to all educational events described in the DRO's email for up to three years. Students should use the DRO's email to work with faculty and staff to arrange accommodations as needed.

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

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

Expectations to Standard Examination Requirements
If a student has a diagnosed disability or is one for whom English is not the student's primary or first language, the student may qualify for up to 50% additional time to write hir examinations. The degree of time extension should be based on the student's facility in English or the nature of hir disability. The purpose of this extension is to remove or lessen the disadvantage of non-native speakers having to write lengthy examinations in a foreign tongue. It is also to provide students with comparable educational experiences when their disabilities do not accommodate time-intensive evaluations.

Drug Free Campus and Workplace
The Graduate Theological Union and its member schools (like Starr King) require that their campuses be drug free. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while at SKSM is prohibited. Abuse of alcohol (including underage drinking) on SKSM 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.

SKSM is required to impose sanctions, up to and including the dismissal, of any employee engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on SKSM or member school premises. Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. Information regarding specific penalties is available at SKSM Business Office. In addition, an employee convicted of any criminal drug statute for a violation occurring in the workplace is required to notify the Director of Finance, of such a conviction no later than five days from the date of the conviction.

SKSM 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 SKSM campus is prohibited.
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 the Director of Finance.

Several drug and alcohol counseling, treatment, and rehabilitation programs are available to SKSM faculty, students and employees. Merritt Peralta Institute's (MPI) Chemical Dependency Department may be reached at (510) 869-8850 for help in dealing with a drug or alcohol dependency problem. The initial consultation is free and includes an assessment of the problem and the recommendation of a treatment plan. A local Alcoholics Anonymous may be reached at (510) 839-8900 and a local Narcotics Anonymous program may be reached at (510) 444-4673.

**Campus Crime and Safety**

*Introduction*

Starr King School for the Ministry (SKSM) highly values the individual and collective security of its staff, faculty and students. This is so not only because it cares about individual safety, but also because Congress has set many requirements for campus crime policies and reporting. The Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act), codified at 20 U.S.C. 1092(f) as part of the Higher Education Act of 1965 (HEA), requires that SKSM disclose policy information and crime statistics as part of a campus security report published annually.

This report serves as the campus security report for Starr King School for the Ministry for the academic year 2013 - 2014.

At SKSM, the Operations Director has the responsibility for gathering statistics, identifying reportable crimes and providing them to the Department of Education and the public, and for the preparation of this report. The campus security report can be viewed on SKSM website and copies of it may be obtained from Starr King School for the Ministry. The information in this report comes from a variety of sources, including the City of Berkeley Police Department, incidents reported to Starr King School for the Ministry, and the member schools of the consortium.

*Campus Safety*

SKSM informs students and employees annually about campus security procedures and practices thru dissemination of this report.

Starr King School for the Ministry does not have a campus law enforcement or safety staff. No employee of SKSM has, within the scope of their SKSM employment, police powers or the authority to arrest individuals.
Since SKSM does not have its own safety staff, SKSM urges persons affiliated with the school to make use of the extensive safety resources at the City of Berkeley Police and Fire Departments and the University of California at Berkeley. SKSM encourages students and employees to be responsible for their own safety and the security of others. You can do this by informing yourself about safety procedures and crime avoidance tips available from the City of Berkeley and the University of California. You may access this information at the following websites: City of Berkeley Police Department: http://www.ci.berkeley.ca.us/police/default.html City of Berkeley Fire Department: http://www.ci.berkeley.ca.us/DepartmentHome.aspx?id=10180 UC Berkeley: http://public-safety.berkeley.edu/csp/scproserv.html

The University of California operates a night escort service that SKSM students are encouraged to use. The service provides escorts who will walk you to your car, a shuttle bus, public transportation, or home if you live nearby. Call 642-WALK from 6:00 PM to 2:00 AM. Boundaries for the service are: Cedar (North), Parker (South), Shattuck (West) and Prospect (East).

Access to Starr King Campus and Buildings
Access to all space on SKSM campus is limited to the official occupant of that space and that occupant’s officers, employees, students, guests and/or invitees.

Keys and access codes allowing entry to SKSM building and offices are issued by the Operation’s Director who maintains a list of persons holding keys and access codes. Unauthorized copying or lending to unauthorized persons, of keys or access codes, is expressly forbidden by SKSM. Violations of this policy may result in the loss of access privileges.

Security of Starr King Information about Registered Sex Offenders Campus Building
Members of SKSM community are charged with responsibility for safeguarding the spaces under their control, maintaining custody of the keys and access codes to which they have been entrusted, and reporting promptly the loss of any such keys or codes. The Director of Operations has responsibility for close control of the activities of persons engaged in any form of maintenance or repair anywhere on the campus.

Procedures to Report Criminal Activity and Emergencies
Members of SKSM community, or any other person authorized to be present on SKSM campus, should report any suspected criminal activity or other emergency that poses a threat to life or property.

- If immediate danger to life or property exists, dial 911.
- If immediate danger is not present, call the Berkeley Police Department at (510) 981-5900 to report criminal activity.
- In all cases, report the accident to Operations Director (jkrovontka@sksm.edu) or other senior administrator. You may ask the Operations Director for a Crime Incident Report form.
The Operations Director will work with the President of the school to ensure that all reports received are investigated and appropriate actions taken.

Starr King School for the Ministry urges that all crimes be reported.

Incidents that may or may not be crimes should also be reported using procedures for reporting crimes on a voluntary, confidential basis for inclusion in the Campus Security Report.

**Information about Registered Sex Offenders**

Information about registered sex offenders under section 17010(j) of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S. Code 14071(j), may be obtained from the City of Berkeley Police Department. The Berkeley Police Department is located at 2100 Martin Luther King Way, Berkeley, CA 94704 and may be reached by telephone at (510) 981-5900. Federal law requires persons who must register as sex offenders to provide notice to the state if they are employed by or a student at an institution of higher education. Since Starr King School for the Ministry does not have a campus police department, sex offenders must register with the chief of police of the City of Berkeley. They must notify the chief of police within 5 days of enrolling in SKSM, moving to the City of Berkeley, or of being convicted of an offense qualifying them as sex offenders. The Family Educational Rights and Privacy Act (FERPA) does not prohibit institutions from disclosing information about registered sex offenders. Megan's Law makes available to adults and organizations information on "serious" and "high-risk" sex offenders in their local community. The information on a registered sex offender includes:

- Name and known aliases
- Age and sex
- Physical description, including scars, marks and tattoos
- Photograph, if available
- Crimes resulting in registration
- County of residence
- Zip code (based on last registration)

Viewing this information is free. In December 2004 the State of California created a website that provides detailed information about registered sex offenders that can be viewed by going to [http://meganslaw.ca.gov](http://meganslaw.ca.gov).

You can also find a map of known or registered sex offenders located in the City of Berkeley on the Berkeley website at [http://www.ci.berkeley.ca.us/police/department/sexcrimes/meganslaw.html](http://www.ci.berkeley.ca.us/police/department/sexcrimes/meganslaw.html).

You may contact the Oakland Police Department via telephone at (510) 238-2188 or visit their website at [http://www.oaklandpolice.com/crimprev/megan.html](http://www.oaklandpolice.com/crimprev/megan.html). The Alameda County Sheriff's Department is also required to make this application available. It may be reached via telephone at (510) 667-3600.
MAINTAINING THE
PROGRAM

(ALSO SEE MATRICULATING)
Grading

Context
- Starr King employs written evaluations rather than letter grades in order to provide a more thorough and useful evaluation of a student’s progress toward course outcomes to that individual student.
- Letter-grade based evaluations assess student performance based on a comparative system, ranking students best to worse according to one evaluative matrix. The written evaluation provides the instructor and student the opportunity to assess student performance and growth according to a number of matrices on an individual basis, highlighting a student’s particular strengths or significant educative transformations.
- To be clear, Starr King does not offer courses based on a Pass/Fail system; however, the educational tools we use as part of the Graduate Theological Union utilize that nomenclature. Again, the instructor should not evaluate a student on whether that student has done enough to pass only, but offer a thorough evaluation of that student’s work.
- Starr King course instructors provide a written evaluation for all Starr King students in their classes each semester. The form is placed in the student personal file. Faculty should also send a copy of the evaluation directly to the students at the end of each course.

Practice
- If a student fails to achieve sufficient progress towards the learning outcomes as laid out in the course syllabus (covenant), then it is the instructor’s prerogative to not give student credit for the course (in the GTU, an F). It behooves the instructor to check in with a student if there is risk of failure. Students may appeal a failure; instructors may or may not deny the appeal. If there is continued conflict, the dean of faculty is appealed to for the next stage of mediation.
- Starr King MDIV and MASC students are encouraged to take courses for written evaluations but may request a letter grade in addition at the outset of the semester. In these cases, the student should present why they are requesting a letter grade and discuss with the instructor, the framework for this particular evaluative matrix. Students should also have this conversation with their advisor. Starr King M.A. students receive both written evaluations and letter grades. The evaluation provides guidance and the grade maintains compliance with the Common MA program.
- Evaluation of a student’s overall program of study is assessed at three points using three different mechanisms.
- Students provide an initial assessment of where they are in relationship to the thresholds. The assessment is discussed with their advisor and used to point towards future educational planning. The advisor will provide guidance on timing of the written assessment but must be on file in the student’s file before a student can do their portfolio conference. See also Initial Threshold Assessment as well as Threshold Assessment form in forms area of resources.
- At approximately the midpoint of a student’s program of study they complete a Portfolio Conference designed to assess where they are at that stage. See also Portfolio Conference as well as Portfolio Conference form in the forms area of resources.
- Finally, at the end of a student’s program of study, the student petitions the faculty and provides a final assessment of where they are in relationship to the thresholds. The faculty use this assessment and the advisor’s input to approve (or disapprove) of the petition. See also Petition to Graduate.
Leave of Absence

Starr King does not grant a leave of absence for work considered a normal part of an individually designed course of study at the school. Therefore your advisor must be clear on your reason for the request and what will be accomplished during the leave of absence. **Work accomplished during a leave of absence cannot be counted as credit toward the completion of a degree. This includes write-ups and incompletes.**

A Leave of Absence form must be completed for each semester of leave. **If a leave is not officially requested, approved and on file in the student’s file, the student may be terminated when they do not register for classes.** A leave of absence form submitted after late registration is subject to the change of registration fee of $50.00. This is in addition to any costs associated with withdrawing the student from classes.

Students are advised to consult with the Financial Aid Office about whether a leave is the best financial decision. Students with educational loans need to check carefully about how a leave will affect deferment and payment of loans. Payments on all state and federal loans may go into repayment within six months.

Participation in the school’s health insurance program is **not** available during a leave of absence. MASC students are not normally granted more than four total semesters of leave, and no more than two semesters consecutively, in the course of their degree program. MDIV students are not normally granted more than six total semesters of leave, and no more than three semesters consecutively. Accrediting agencies require institutions to enforce a reasonable continuity in the program.

Leaves of absence taken once matriculation in the degree program has begun do count toward the total allowed in the program. (Semesters deferred before beginning the program are not considered leaves and do not count.)

See *Leave of Absence* form in **Forms**.
Transcripts

Starr King School maintains transcripts for each student. Transcripts are maintained outside of the registration system (aka WebAdvisor) since write-ups prior to Spring 2014 and summer CPE programs are not registered within WebAdvisor. This means that classes outside of the registration system will not be available for viewing from WebAdvisor and will only be seen on the Starr King School transcript. Transcripts are housed in a student’s file until they have graduated.

See also Student File.

To request a transcript:

When requesting transcripts, please submit your request online (http://www.sksamstudents.com/transcript-request.html) and remember to include:

1) The term/year of attendance (i.e., Spring 2010)
2) The exact number of transcripts needed (the first transcript is free; subsequent transcripts are $5 each, as are RUSH copies)
3) Whether the transcript needs to be "official" (the schools official seal and the Registrar's signature is included), or "unofficial" (no seal or signature included). Please note that students can only receive “unofficial” transcripts for personal requests.
4) The exact USPS mailing address and name/title of the person(s) who should receive the transcript(s)
5) The requester's/student's personal contact information including a USPS mailing address, and current telephone number
6) If a fee of $5 or more is needed for your request, please mail the check to the Assistant Registrar, address the check to Starr King, and put ‘transcript’ in the memo line to expedite the transcript process. Your transcript will be mailed upon receipt of payment.
7) Please note that the Ministerial Fellowship Committee requests copies of evaluations be sent in addition to the transcript. In order to stay in compliance with federal law, students *must* explicitly request evaluations accompany the transcript during your initial request.

On average, it takes approximately 7-10 business days to process a transcript request. If you request a RUSH copy, it will be sent in 1-2 business days and will be $5 upon request.

Please note: Policy prohibits us from emailing transcripts. We can, however, fax a transcript if it is deemed particularly time-sensitive.
STARR KING
POLICIES
Student File
The student file includes the student’s transcript, written evaluations, records, application for admission, and any other correspondence or written materials relevant to the program of study. Students may add samples of their work in preparation for the portfolio conference. Students should review their file from time to time, especially to read the class evaluation.

(Please note that letters of recommendation from the admission’s application are removed prior to a file being created.)

Students wishing to review their file should see the Registrar of the Assistant Registrar. The file is signed out in compliance with the requirements of federal law. The file is kept in the office of the Registrar. Some Financial Aid records are kept in the office of the GTU Financial Aid Officer. At SKSM, a student’s file is open to the student, to the core and advising faculty, to the Registrar and the Assistant Registrar, the Student Accounts Manager, and to the GTU Financial Aid Officer. At times, a student’s file is also used for statistical analysis by a designee of the Dean of Students. Students who receive aid from the Veterans Administration are audited annually. No one else is permitted access to files without the student’s written consent. All people excepting the Registrar and Assistant Registrar sign out files.

Students with questions or concerns about the content of their file should raise them with the Dean of Students, or with the Registrar. Questions about their program of study should be discussed with their advisor or another member of the faculty. Questions or concerns about written evaluations of their work should be raised directly with the writer of the evaluation.

The law protects the student’s right to challenge the content of their file. If students have concerns that are not resolved by talking directly with one’s advisor and the Dean, they should follow the Academic Dispute Policy. If matters are not resolved to their satisfaction in this way, the law provides that they may make a written addendum to their file and further provides that complains may be filed with the Family Educational Rights and Privacy Act Office, Department of Education, Room 4074, Switzer Building, Washington DC 20202.

The School discloses information from a student’s file only at their written request. See also Transcripts. Unofficial transcripts are available at no cost to current students. Graduates pay per copy. Students may copy any part of their file.

(Please note that the Ministerial Fellowship Committee requests copies of evaluations be sent in addition to the transcript. In order to stay in compliance with federal law, students must explicitly request evaluations accompany the transcript during their initial request.)

The School will not disclose confidential information from a student’s file to others without their permission. The law regards some information in a student’s file as public and gives the school the freedom to disclose this information at our discretion. This public information includes the following: student name, address, phone number, date of birth, area of study, year in school, dates of attendance, degree program, religious affiliation, scholarships and honors, most recent previous degree and school, country or citizenship, and school of affiliation. Upon a student’s written notification, the School will withhold this public information. The request must be filed annually.
*The Family Educational Rights and Privacy Act of 1974 as referred to above. This law defines a student’s rights. A copy of the complete law is available online. The Dean of Students is available to assist in securing a copy of the law if assistance is needed. Starr King School for the Ministry accords all the rights under the law to student.

**Advisor Assignment and Requests to Change**

*Advisor Assignment*

- Advisor assignments are made by the Dean of Faculty, in a collaborative process with the advising faculty. The Admissions and Scholarship Committee may make recommendations. The Dean of Faculty notifies the student and the advisor about the assignment.
- Although, within the limits of time, all faculty are available to advise all students regarding special concerns or when a student desires a particular expertise - students are assigned a primary advisor when they enter a degree program. The advisor oversees the student’s program and offers guidance.
- Students are not guaranteed to have the same advisor throughout their academic program.

*Changing Advisor*

- If students want to change their primary advisor, they should speak directly with the current advisor. If both parties agree, the student should submit a -Request to Change Advisor- form, including the relevant faculty signatures, to the Dean of Faculty. The Dean of Faculty and the Provost will make a final decision.
- Desire to change does not guarantee a change will happen.
- The Dean of Faculty, in consultation with the Provost, carries the final responsibility for assigning advisees to advisors.

*Changing Advisee*

- The faculty member notifies the Dean of the Faculty immediately, outlining why a change is being requested.
- The Dean of Faculty, in consultation with the Provost, assesses the need for immediate change and re-assign as necessary.
- The Dean of Faculty, in consultation with the Provost, carries the final responsibility for assigning advisees to advisors.
Satisfactory Academic Progress

Students are required to make satisfactory academic progress in order to qualify for financial aid. For full-time and for less than full-time students, academic progress is achieved by completing and passing a minimum of 6 units each fall and spring term. Passing work is measured qualitatively and quantitatively by the faculty using methods that include:

1. Grades
2. Written evaluations
3. Review and certification of completed work

If a student does not pass this minimum they will be placed on academic probation. A student may also be recommended to the faculty for academic probation by the advisor if the advisor feels that the student is not successfully attending to personal and spiritual transformation and/or the thresholds for two successive semesters. A student may be terminated from the program, by vote of the faculty, if ze is on academic probation for two semesters. The student will not be eligible for financial aid if ze is on academic probation for two semesters.

A review of special circumstances may be requested by the student. The student's advisor, the Dean of the Faculty and the Provost may decide to restore eligibility, noting the reasons for doing so in the student's financial aid file. The advisor who has brought forward a vote on the probation can and should bring forward a vote to take the student off probation when it is appropriate.

Additionally, full-time MDIV students are expected to complete the program within 12 semesters. Full-time MASC students are expected to complete the program within 6 semesters. MA students should refer to their student handbook.

Advisors and advisees should be in close communication to insure Satisfactory Academic Progress.

Additional information on SAP will be distributed in the Fall of 2014.

Academic Probation

- The faculty may vote to place a student on academic probation if the student has a semester where ze earns less than the minimum number of units of credit.
- The faculty may vote to place a student on academic probation if the student has been proven to have committed plagiarism or has seriously breeched SKSM ethical standards and practices in other ways.
- A student may also be recommended to the faculty for academic probation by the advisor if the advisor feels that the student is not successfully attending to personal and spiritual transformation. A student may be terminated from the program, by vote of the faculty, if ze is on academic probation for two (2) semesters.
Dismissal from the Program
If a student has not registered by the third week of the semester, the faculty will decide whether to drop the student from the program. The student will be notified in writing that a vote is scheduled at least one week prior to the faculty meeting. The faculty will take into consideration all correspondence from the student concerning personal circumstances. If a student is dropped from the program, s/he will be notified in writing. The Veteran's Administration will be advised within 30 days of the date of dismissal, which will be the date the issue was voted upon by the core faculty. When a student is dismissed, veteran's benefits will be discontinued and any further certification of benefits terminated.

The GTU Financial Aid Office will perform a Title IV Return of Funds Calculation and have students with federal loans undergo a Loan Exit interview.

Academic Dispute Policy
If a student has an academic dispute with a Starr King core or adjunct faculty member, the student may seek resolution of the dispute, following the steps outlined below.

An academic dispute is defined as a dispute in which a student objects to a decision by a course instructor relating to the evaluation of a student’s work, and the completion of a student’s assignments or fulfillment of academic expectations. Academic disputes can occur in relationship to:

a) a final written evaluation of a student’s work in a course
b) a Pass/fail decision,
c) an Incomplete decisions,
d) a decision re: amount of credit to be awarded for a write up,
e) a decision on a letter-grade for a course (if a letter grade had been requested)

Step One: Direct Address.
Communicate directly, and in a timely manner, with the faculty member (in person, in writing, by e-mail or by phone). State your disagreement, concern or objection and state the resolution you feel would be appropriate. The faculty member will be responsible to respond in a timely manner (in person, in writing, by e-mail or by phone) and may agree or disagree with you, may accept or reject your proposed resolution, or may propose an alternative resolution that would be acceptable. You must respond to the faculty member in a timely manner, to indicate whether you will accept and abide by their response, or whether you will pursue resolution by proceeding to step two.

Step Two: Consultation.
Meet with you mentor-advisor (by phone, e-mail exchange, or in person) and seek their counsel and advice. Your mentor-advisor will accompany you in reflecting on how and why the dispute arose, what issues are at stake, what learning may be involved for you, and what next steps might be best. Your mentor-advisor, at their discretion, may consult with the dean of the faculty, and the core or adjunct faculty member with whom you have the dispute, and may enlist their assistance in working out a resolution or good way forward for you. If consultation does not result in resolution or good way forward, you may proceed to step three.
Step Three: Formal Appeal to the Dean of the Faculty
You may formally appeal a faculty member’s decision to the dean of the faculty, if steps one and two have been followed but no satisfactory resolution achieved. A formal appeal should be presented to the Dean of the Faculty in writing, stating your objection to the faculty member’s decision and your reasons for the objection, with any supporting materials you wish to provide.

A copy of the formal appeal will be given to the faculty member by the dean of the faculty. The faculty member will have up to 30 days (during the contract year) to provide a written statement expressing his/her reason for the decision, and providing any supporting materials the faculty member wishes to provide. If your appeal is received during a period when the faculty member is on sabbatical, on vacation, or on a break between contract periods, the dean of the faculty will determine an appropriate deadline for the faculty member’s written statement to be received, and will keep you informed of the expected timeline for the dean of the faculty’s decision.

The dean of the faculty will read your written appeal and the faculty member’s statement in response. The dean of the faculty may choose to interview, individually, you and the faculty member. If interviews are conducted, you and the faculty member each have the right to invite another person to be present as a fair witness. After considering the written materials and the results of the interviews (if held), the dean of the faculty will render a judgment. The judgment will do one of the following things:

a) Uphold the faculty member’s decision,
b) Set-aside the faculty member’s decision and determine a new decision,
c) Direct either the student or the faculty member or both to take an action or actions that will resolve the matter to the satisfaction of the Dean of the Faculty.

The dean of the faculty will communicate his/her decision in writing to both the faculty member and you. The dean of the faculty will also inform your mentor-advisor, and the dean of students and registrar (if relevant). If either the faculty member or you are not satisfied with the dean’s adjudication of the academic dispute, a formal appeal to the President can be made.

Step Four: Formal Appeal to the President
A formal appeal to the president may be initiated by a written communication to the President from the student or faculty member making the appeal. The one making the appeal will state in writing their reasons for objecting to the Dean’s judgment. The Dean will have 30 days to prepare a written response to the objections. The President may interview the Dean and the person making the appeal, with a fair witness present at the interviews at the request of the interviewee. The President may review all the previous written materials related to the formal appeal to the Dean, and may ask for any additional information or interviews that the President feels would be useful in adjudicating the matter. The President will prepare a written judgment that will do one of the following things:

a) Uphold the Dean of Faculty’s decision.
b) Set-aside the Dean of Faculty’s decision and determine a new decision.
c) Direct either the Dean of Faculty or the appellant to take an action or actions to resolve the matter to the satisfaction of the President.

The President’s decision will be communicated in writing to the Dean of Faculty, the faculty member, the student, the mentor-advisor, and the registrar (if relevant.) The President will be the final adjudicator of academic disputes.
Plagiarism
Plagiarism is the appropriation of words and ideas written by others without proper attribution and is a serious violation of academic and personal integrity. It amounts to theft and is ground for dismissal from the school. At the same time, different cultures have different understanding of plagiarism. At SKSM we follow GTU Guidelines.

Additional resources on plagiarism:
Plagiarism: What It Is and How to Recognize and Avoid It:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Consequences of Plagiarism
Teachers who suspect that a student has plagiarized should address the issues with the student. If plagiarism is confirmed the teacher will work with the core faculty to determine the best course of action which could include Academic Probation. If the matter is disputed, the student or teacher may follow the procedures listed under —Academic Disputes. Students who are placed on Academic Probation twice may be dismissed from the program.

Change of Address
Several systems exist at Starr King School and throughout the Graduate Theological Union. Most are not connected. Thus we have developed a process to ensure that all systems have the best information.

Students who change contact information
1. Complete a ‘Change of Address’ form. See Forms section of handbook or ‘Address Change Form’ online at: http://www.sksm.edu/studentforms/index.php. Forward the completed form to Anita Narang via email (studentaccounts@sksm.edu), postal mail or dropping off in mailbox.
2. Form is scanned and distributed to action agents of various systems for updating.

Once a year clean-up
1. Each fall semester, students are required to fill out a ‘Student Information Form’ which is compared to what we have. Other information collected on the ‘Student Information Form is used for federal reporting.
2. Changes are noted on a ‘Change of Address’ form, duplicated and fed to owners of various systems for updating.
Portfolio Conference

“Portfolio Conferences” are an assessment process designed to review a student’s program of study and spiritual growth approximately mid-way through the degree program. **The student and advisor determine when the conference should happen. The student is responsible for coordinating its planning (time, participants and location).** The conference should be done well before a student petitions to graduate.

The purpose of the conference is to **affirm the student and their work; provide feedback, addressing specific issues and questions and exploring growing edges; provide a time for the student to assess what is needed before graduation; articulate issues on which counsel and consultation are needed; experience both community support and accountability.**

Participants in the conference include:

- **Student**
- **Student’s advisor**
- **Another faculty member** - core or adjunct
- **A student contemporary**
- **A community representative** - someone from outside the school who knows the student and their work. It is best if the representative is a member of the community the student is focused on working with or works in the vocation the student hopes to enter.

Portfolio conferences are one hour long. The conference should be scheduled by the student at least a month in advance and a portfolio of representative student work should be distributed at least 2 weeks in advance (in print, on a CD or by e-mail: please ask participants for their preferences).

What to include in the Portfolio package for each participants:

- A selection of one’s most significant academic papers, essays, sermons and personal writings (as pertaining to the student work and growth during the program).
- An updated student transcript, one’s Threshold Assessment essay and an update on how the student is meeting the Thresholds requirement (this can be presented in the format chosen by the student)
- Course, internship and CPE evaluations. Additional assessments are also optional. Most of these materials are kept in the student file housed in the Registrar’s office and can be copied by the student.
- A selection of the student’s art work (optional)
- A portfolio should be “sustainably” read by all participants: something in the 60-80 page range.
- Please include this description of the Portfolio Conference in the package
The format of the 1 hour meeting can vary and can be discussed with one’s advisor. The meeting is facilitated by the student advisor and will include:
  • welcoming by the student’s advisor;
  • a chalice lighting, or a reading, a prayer or a brief ritual, led by the student;
  • introduction of participants and of the ways they worked with the student;
  • responses to the student’s portfolio, feedback on the student work and dialogue meant to strengthen the student’s learning and growth;
  • Questions and/or advice from participants
  • Questions the students would like help in assessing
  • A closing (by student or advisor)
    o Sometimes students include food or drink as a means of being gracious, but this is not at all required.
    o Students can choose to prepare the space and their presentation as simply or as elaborately as they like.

**Students are expected to review participant and format choices with their advisor.**

**Students are expected to bring to the conference all “Portfolio Conference forms.”** They are also expected to complete page 1 or the “Portfolio Conference Record”, sign the form, obtain their advisor’s signature and return the form to the Registrar as documentation of completion. Students should complete part 1 of page 2 or the “Portfolio Advising Notes” and give the form to the advisor prior to the conference. This page will be kept in the advisor’s records.
COMPLETING THE PROGRAM
Petition to Graduate

Students interested in graduating, should discuss readiness with their advisor. Readiness is based on completion of degree requirements, and other variables such as thesis defense, or religious leadership formation.

Students who are encouraged to petition the faculty for graduation by their advisors should submit their last written assessment. The Threshold Assessment form may be used or the student may simply write a reflection paper explaining how they have attended to competency in each threshold.

In either case, the assessment should be qualitative rather than quantitative.

Students are encouraged to discuss assessments with their advisor. The petition to graduate is given to one’s advisor to present to the whole faculty for a vote. Students wishing to graduate in December must hand in their assessment by November 20th. Students graduating in the fall will be presented to the Board at the same time as those graduating in the spring.

Students wishing to graduate in May must hand in their assessment by January 20th. The faculty votes to award the degree. The Starr King School Board, at its spring meeting, votes to confer the degree.

The advisor notifies the student of the outcome of the faculty vote along with any provisos. Students who need units from the semester in which they are graduating can expect to have a copy of the degree until such time as the degree requirements can be verified.
STUDENT RESOURCES
 Acting Dean of Students and Community Life
The Rev. Dr. Lindi Ramsden is the Acting Dean of Students and Community Life. She will:

- Offer another resource for students to feel supported and challenged in their educational journey at SKSM and their path for ministry.
- Listen to students’ concerns about the life of the school and offer honest feedback, delivered kindly.
- Meet with students that encounter significant life challenges, offer counsel and suggest resources available to them.
- Strengthen the community life of the school, helping high and low residency students, faculty and staff to feel equally included.
- Coordinate and strengthen the work of the cohort groups, in collaboration with the cohort leaders.
- Create community events and/or collaborate with faculty, staff and students in their creation and organization.
- Serve as a member of the core faculty.

Please contact Rev. Ramsden at lramsden@sksm.edu.

All School Meeting
All School Meetings have played an important role in the life of the School. They provide a moment for the Community to gather (via meeting/Skype/Fuze/phone) to receive updates and to learn important information on the life of the School. It is also a time to share joys and concerns, discuss issues, explore questions, etc. All School Meetings will take place at least three times each semester. They will be hosted by the President, Provost, Dean of Faculty and Acting Dean of Students and Community Life, in collaboration with Student Body President and other officers.

Dates to be announced.
Greetings from the Student Body President

Dear Incoming SKSM Students,

Welcome to Starr King School for the Ministry! My name is Jessica Clay and I am the Student Body President for the 2014-2015 school year. I am so glad you have chosen SKSM to pursue your education and look forward to getting to know you and supporting you on your path.

Seminary is a life altering experience; please reach out to either myself or the Vice President Lauren Way (lway@ses.sksm.edu) if you need any questions answered throughout this process. The student body leadership looks forward to supporting you along your journey here, whether you are low or high residence.

I have been both a low and a high residence student and currently live in PSR housing on campus. I come to religious leadership as a second profession and have really loved my time so far at SKSM.

I would like to know more about you and look forward to meeting you at orientation. I also look forward to learning about the gifts you bring to SKSM and encourage you to be as involved in student body activities as you feel called to. We have student body meetings once per month, chapel services once per week, and Lauren will be organizing events and activities throughout the year. All of the activities on campus are available for high and low residence students.

Welcome! We are so glad you are here.

Warmly,

Jessica Clay
Student Body President
Candidate for Fellowship UUA
(jclay@ses.sksm.edu)

Student Body Dues

This message is to inform you that the student body has voted to collect mandatory student dues at the time of tuition payment, categorizing the dues as a fee. The fee will amount to $17.50 per semester for all degree earning students enrolled for any number of credits regardless of residency mode. Certificate students will not be charged this fee. This fee will be charged during time of tuition payment for fall and spring semesters, but not intersession or summer.

Student dues insure the functioning of a resourced student body government. The purpose of student body government is to discuss the needs and desires of the students of Starr King, give feedback as a unified voice to the larger school, and work with faculty, staff, and administration to create a productive, healthy, and vibrant student centered learning environment. The student body also works to create community among students that we might support through the challenges and celebrate the rewards of seminary.
Student Body By-Laws
Starr King School for the Ministry Student Body By-Laws

Article 1: Name
The name of this organization shall be the Student Body of Starr King School for the Ministry, herein referred to as the Student Body.

Article 2: Purpose
A. The purposes of the Student Body shall be:
   1. To strive to counter oppressions and to work toward a more just community in all our endeavors.
   2. To provide leadership development opportunities for students preparing for religious leadership.
   3. To promote understanding of student interests to the faculty and staff of Starr King School for the Ministry (herein referred to as SKSM) and the Graduate Theological Union (herein referred to as GTU).
   4. To represent student interests at SKSM and the GTU.
   5. To enhance student life while in seminary by supporting and nurturing each other's spiritual life and responding to our need for fun.
   6. To provide learning opportunities for stewardship of student body resources and SKSM.
   7. To nurture the freedom and integrity of the questioning mind and loving community, and embrace all persons of diverse backgrounds.
   8. To encourage the development of a spirit of interdependence, responsibility, and integrity.

B. In order to fulfill our purposes we will:
   1. Hold regular meetings.
   2. Elect officers.
   3. Establish a budget.
   4. Collect dues.
   5. Administer an emergency student loan fund.
   6. Select representatives to Student Body, SKSM, and GTU committees.
   7. Administer a social justice fund.
   8. Coordinate social justice activities.
   9. Carry out activities to achieve our shared purposes that the voting membership deems appropriate.

Article 3: Meetings
A. Regular meetings will be held at least once per month during the regular semester. The full student body of SKSM will be notified of meetings by email and postings at least 7 days prior to any student body meeting. The agenda of said meeting shall be organized by the Executive Committee and is to be included in the posted notification of the meeting. Each meeting shall include approval of the previous meeting's minutes, a treasurer's report, and any other business as necessary.

B. A quorum of the Student Body for the purposes of voting shall be constituted of ten percent (10%) of the Members eligible to vote in person or by absentee ballot.

C. Student Body business will be conducted by those voting members present at meetings. Absentee voting shall be allowed on Student Body Business, should a voting member of the Student Body not be able to be present on the day of voting. In the event of absentee voting, votes must be put in writing and given to the Student Body Secretary no later than 5:00 PM Pacific Time the day prior to the Student Body Meeting. Votes may be hand written or sent and received via email. The Secretary will not share the results of the vote until the time in the meeting at which is appropriate.
D. The Student Body shall strive for consensus in all of its business decisions, with the exception of financial matters. In all financial matters, decisions shall be made by vote requiring approval by a simple majority of the quorum.

E. An additional meeting may be called by any three voting members of the Student Body or the President or Acting President. Notification of additional meetings shall be conducted in the same manner as regular meetings.

Article 4: Voting Membership
A. All students enrolled in a degree-granting program at Starr King School for the Ministry are voting members of the Student Body.

Article 5: Officers
A. Student Body officers have joint responsibility for planning and coordinating Student Body activities, as directed by the Student Body. The term of office shall be one year. In the absence of officers for a semester or more, the executive committee shall appoint a person to fill the vacancy. Specific duties are:
1. President (s): Student Body representative to the administration; appoints special student task force chairpersons; prepares meeting agendas and posts notice of meetings; presides at (facilitates) meetings, attends monthly faculty meetings, and helps plan the All-School Meetings.
2. Vice President(s): Performs functions of the President(s) in the event of Presidential absence. Coordinates Feast Nights, Ministerial Fellowship Committee (MFC) reception, and other activities and projects as deemed appropriate by the Executive Committee and/or Student Body.
3. Secretary: Responsible for recording minutes to insure a written record of proceedings; maintains a file of the last three years of minutes; reads minutes of the previous meeting; prepares a copy of the minutes to be posted one week after the previous meeting.
4. Treasurer: Maintains treasury; collects dues; writes Emergency Student Loan Fund checks and receives loan repayment; keeps a written record of all transactions. The treasurer shall prepare a proposed annual budget in September for approval by the Student Body and recommend a sliding scale dues amount. At the last meeting in May the treasurer shall present a final yearly budget statement.

Article 6: Election Procedures:
A. Election Committee:
1. The Election Committee will consist of one out-going Student Body Officer, one faculty or staff member, and one Student Body member who is not currently an officer or running for office.
2. The Student Body will select the election committee at a regular meeting.
3. The Election Committee will be responsible for the issuing of ballots, and the collecting, counting, and reporting of votes.

B. Nominations:
1. Members of the Election Committee will accept nominations for Officers of the Student Body and Representatives to school committees, between the 2nd Monday of March and the Friday before spring break, noon PST.
2. No person will be nominated for a position without that person’s prior consent.
3. A list of those nominated will be prominently posted within 1 business day of the close of the nomination period.
4. No nominee will begin campaigning prior to Campaign Season.

C. Campaign Season:
1. Campaign Season will extend from Monday after nominations have closed until the elections.
2. Campaigns will not slander opponents.
D. Voting:
   1. Voting for officers of the Student Body and Elected Committee Members will be held throughout the first full business week of April.
   2. Each voting member, as defined in Article 4: Voting Membership, will be allowed one vote.
   3. All voting will be by secret ballot, except in the case of absentee ballots. If a student needs an absentee ballot, they must request one no later than Tuesday 5 PM of election week. Absentee ballots must be returned to designated Election Committee Member by Friday 5 PM of election week.
   4. Ballots will contain a space for write-in candidates for each available position.
   5. The Election Committee will be responsible for tallying the votes, informing all contenders, and posting the results within 1 business day of the close of elections.
   6. Instant Runoff Voting. In each contest, voters will designate first preferences and subsequent preferences. If no candidate receives a majority, the candidate with fewest first preferences is eliminated and the secondary preferences on ballots for that candidate are recounted with the existing first preferences. This procedure is repeated until a candidate receives a majority, and is elected to office. In contests filling multiple positions, the procedure is repeated until just the number of candidates remain to fill the positions, who are elected to office.

Article 7: Committees
   A. Executive Committee: The Student Body officers constitute the executive committee.
   B. Elected Committee Members: The Student Body will elect the following members to the following faculty-sponsored committees.
   C. Admissions and Scholarship Committee: Two student members will each be elected for one-year terms.
   D. Curriculum Committee: Two student members will each be elected for two-year terms. Their terms shall be staggered.
   E. Board of Trustees: Two student members will each be elected for two-year terms. Their terms shall be staggered.
   F. Special Task Forces: Special Task Forces may be approved by the Student Body at any time. These task forces shall be appointed for a specific purpose to achieve a certain function or goal. Upon the completion of their task, the task force will be disbanded.
   G. When there are vacant seats on a faculty-sponsored committee, and the election to fill those seats for the year has already taken place, students will be appointed to committees for the remainder of the school year by mutual consent of the chair of the committee and the Student Body executive committee.

Article 8: Amendment Procedures
These by-laws may be amended by a two-thirds majority vote of the quorum, provided that two (2) weeks notice of the proposed amendment has been provided in writing to all students and that the amendment has been posted in a prominent place during those two (2) weeks.

(Also refer to Student Body Fees in Student Finances.)
Community Life

Working with the Faculty

Each student who enters Starr King should understand that official matriculation registers an intention to accept the school's guidance. Each student is assigned a primary advisor. Additionally, the entire faculty is available to advise each student on the course of study. Starr King students have much greater access to faculty members than occurs at other schools. However, that access is not unlimited. The faculty has responsibility for research, writing, class preparation, committee work within SKSM and the GTU, denominational and social justice commitments, administrative duties, and the overall programs and pedagogies of the school. All of these are in addition to the teaching and advising that students may see.

In order to facilitate sustainable relationships, the faculty has established these suggestions for its work:

1. **Faculty accepts student appointments throughout the Fall, January and Spring semesters (September to May, except winter break).** Other times, such as Reading Week, Spring Break, the summer months, are generally dedicated to research and other administrative tasks. Additionally, in the summer, faculty have vacation times during which they do not attend to any SKSM business. You may ask your advisors about their specific preferences for emergency communication during January and the summer months.

2. **Requests for Letters of Recommendation** should be submitted to the faculty member at least one month before the letter is due.

3. **Faculty members are limited as to the number of Special Reading Courses (SRC’s) per semester they may take on (1-3).** Please contact Faculty members early on if you are interested in working with them. A request does not mean that the faculty will be available in that term.

4. Faculty are expected to work at least one day a week from home without obligations for meetings or appointments in order to focus on research, writing, and preparations for lecturing or teaching. For some that day is Friday when the SKSM building is closed. For others, Friday is a religious holiday, and they may work from home on another weekend day.

5. SKSM Faculty have two rest days a week that they may take Friday, Saturday or Sunday, according to their religious/spiritual observances.

6. Please respect faculty religious observances, rest days, vacation and other times off. This includes not expecting faculty to answer last minute messages at night or on weekends. Practicing respectful and healthy boundaries with your advisor and professors will help you to be a respectful leader who knows how to practice sustainability.

7. If faculty members allow you to have their personal phone number for emergency situations, please do not use it improperly in other situations. Please practice responsible communication.
Making an Office Hour Appointment with an SKSM Faculty Member

Appointments with Faculty members can be made for face to face meetings, phone conferences, or SKYPE (voice or video). Appointments for all Faculty members can be made by emailing individual faculty members at their SKSM.edu email addresses. All Faculty emails are listed on the website (www.sksm.edu). When using email communication, please remember to use the same consideration that you would in person: please include greetings and common expressions of courtesy such as please and thank you. Please conclude with greetings and do not forget to sign.

Appointments for President Rosemary Bray McNatt, Provost Farajaje’ and Dean Lettini can be made via their e-mail addresses and will be answered by their assistants.

1. Appointments are generally made one to two weeks in advance. Please plan ahead. 
   “Same-day” appointments are rare and generally reserved for emergencies involving health or well-being.
2. Appointments will generally be made for 30 minutes. If you would like more time with the professor, kindly note that in your email.
3. When you write to your advisor at the beginning of each term please check if they hold regular office hours each week: planning your meeting during those time frames will speed the planning process.
4. Appointment requests will be answered in the order they are received. For staffing reasons requests may be answered every few days, rather than immediately. Please be patient if it takes a few business days to reply. If your email has not been answered within one week's time, then you may resend your request.
5. Once a time has been set, it is your responsibility to keep the appointment. If you do not, your priority level may drop.
6. Please come prepared to your meetings. Consult the Student Handbook, the course offering and bring any material relevant to the issues you need to discuss. You may prepare a brief agenda for the meeting and send it ahead of time to your advisor.
7. Please take notes during your meetings: it is your responsibility to keep a record of the meeting for yourself and to follow up on what you discuss and agree on with your advisor. Please start a file with your notes early on in your program, and review it periodically.
8. Please review the notes from your previous appointments before each meeting.
Other Ways of Contacting a SKSM Faculty Member
We are aware that not every question that you have for a faculty member will require an official appointment. Here are some other ways to consult faculty:

1. Send them an e-mail. When using email communication, please remember to use the same consideration that you would in person: **please include greetings and common expressions of courtesy such as please and thank you.** Please conclude with greetings and **do not forget to sign. Faculty may not answer messages they consider disrespectful, such as one-liners.** If you are too rushed to write a properly addressed and formed message, please consider writing at another moment. The fact that you are rushed and busy is not an excuse to treat others less than graciously. Additionally, unclear messages and questions often lead to confusion and therefore to additional work.

2. Leave a voice message. The main number is (510) 845-6232. Each faculty member has a private voice mail, and the number is listed on the Starr King website.

3. SKSM does not give out faculty home phone numbers or personal cell phone numbers. Ask the faculty person at the first class meeting if they can be contacted at home or on their cell, and, if so, get the number.

4. You may speak to faculty in person before or after class, but please be considerate and ask if they really have the time: they may need to focus on other tasks. Please respect faculty breaks as they respect yours. Do not assume that break time is a meeting time.

5. When you see a faculty member in the hallway or elsewhere, please remember that they may be engaged in another task. For your benefit, the faculty member may suggest making an office appointment in order to give the best response to your questions, or to give your conversation the care and attention it deserves. **Always ask whether they are available to speak with you now, or whether you should make an appointment. Kindly respect that decision, as it will result in the best answers being provided to you.**

6. Please be mindful of break times for faculty and staff, such as lunch breaks.

7. Unless an office door is open, signaling a welcome to drop-ins, please respect a closed-door as an indication that a person is not to be interrupted. Please be considerate. Except in the case of an emergency situation, do not expect people to interrupt everything they are doing to because you have a question or need. Ask politely if you can interrupt, and be brief. Please be respectful and understanding if people tell you it is not a good time; write an e-mail message instead.

Contacting SKSM Adjunct Faculty, Research Scholars and Hilda Mason Teaching Fellows

1. Send them an e-mail. When using email communication, please remember to use the same consideration that you would in person.

2. **SKSM does not give out faculty home phone numbers.** Ask the faculty person at the first class meeting if they can be contacted at home, and, if so, get the number.

3. **Adjunct Faculty, Research Scholars and Hilda Mason Teaching Fellows do not have offices or voicemail boxes at the school, and cannot be reached by phone via the school.**

4. High Residency Adjunct Faculty, Research Scholars and Hilda Mason Teaching have mailboxes in the SKSM Lobby. Be aware they may check it only weekly.
Student-Taught Courses at Starr King:
History and Philosophy

For many decades—at least since the 1970’s—Starr King degree students, under the auspices of the Curriculum Committee and the faculty, have taught courses at the school. The School views such practice teaching as an integral aspect of graduate theological education, in keeping with the understanding that professional education appropriately involves supervised practice of the profession. The School’s students practice pastoral care and chaplaincy work in Clinical Pastoral Education programs and sites; they practice parish ministry in congregational internships and fieldwork; they practice community ministry and religious leadership for social change through community internships and fieldwork; they practice teaching at the School as well as in congregations and community settings.

The School also views practice teaching as an excellent mode of learning: studies show that people retain a modest percentage of what they are taught, but they retain nearly 100% of what they teach. At Starr King, practice teaching happens in many ways: student presentations and student teaching are encouraged as part of faculty-taught courses and seminars, and as part of internships and fieldwork projects. Students serve as teaching assistants in faculty-taught courses, particularly the –Educating to Counter Oppressions! seminar which engages advanced students in leading discussion groups for entering students. Student-taught courses at the School are an additional opportunity for students to practice teaching.

This document outlines the School’s approach to student-taught courses that we have followed since the 2011-2012 academic year and marks an evolution of our policies, practices, and support for student-taught courses. It has been developed by the Curriculum Committee and has been approved by the Core Faculty as a guiding document for this aspect of our educational work.
Selection of Student Taught Courses

Students interested in offering a student-taught course must prepare and submit a proposal to the Curriculum Committee, following the course-proposal protocols established by the Curriculum Committee. Typically, the protocols expect a proposal to include a course title and description, a draft syllabus, and a statement of the student’s qualifications and preparation to teach the course. The Curriculum Committee may also ask for additional information, such as answers to questions about the pedagogy that will be employed, the way the course will support the School’s curricular commitments to counter-oppressive, multi-religious education, etc. The Curriculum Committee sets the timeline and deadlines for receiving and acting on student-taught course proposals and publicizes them on the website and to the faculty and student body.

Courses may be for 1.5 or 3 units; they may be taught in intensive format, online, or residentially.

**MASC students completing the program in two years can apply in their second year and teach the course after graduation.**

**Reminder: Call for Proposals for the 2015-16 Hilda Mason Fellowship**

The Curriculum Committee is accepting applications for the 2015-16 Hilda Mason Fellowship. Applicants will have to submit the following items:
1) Course title/description 2) Outline of syllabus 3) Statement of teaching philosophy 4) Context/setting of the proposed course 5) Course timeframe

All applications will have to be submitted to the Dean of Faculty’s office by **Midnight, Monday, September 22, 2014**. Please email applications to: Dee Ward (dward@sksm.edu).

**Categories of Student Taught Courses**

**Hilda Mason Teaching Fellowship for Community Teaching**
Awarded to selected Starr King degree students who have submitted a proposal to teach in a community setting or congregation, applying their theological studies to education for wholeness and liberation for any age group or population. Course to be designed and offered by the student in connection with a sponsoring organization/site.

**Hilda Mason Teaching Fellowship for Faculty-Student Collaborative Teaching**
Awarded to selected Starr King degree students who have submitted a proposal in collaboration with a Starr King Core or Regular Adjunct Faculty member, for a course to be developed and taught by the student and faculty member in collaboration. Such courses will be offered as part of Starr King’s curriculum and through the GTU cross registration system. May be for 1.5 or 3 units; taught in intensive, online, immersion, or residential format.

**Hilda Mason Teaching Fellowship for Student-Taught Courses**
Awarded to selected Starr King degree students who have submitted a proposal to teach a course that will be offered as part of Starr King’s curriculum and through the GTU cross registration system. May be for 1.5 or 3 units; taught in intensive, online, immersion, or residential format.
Criteria for Assessing Proposals for a Hilda Mason Teaching Fellowship

In reviewing proposals for a teaching fellowship award, the Curriculum Committee will assess the student’s qualifications and preparation for teaching the course, the appropriateness of the pedagogy and the course design for the setting in which it will be offered (community, congregation, or graduate level teaching), the suitability of the course in terms of Starr King’s educational values and commitments, and the significance of the teaching opportunity for the student’s preparation for their vocational goals. It is expected that teaching fellowships will in some way advance the integration of the student’s theological program of study with their past experience and skill. Proposals that simply repeat a course or topic of instruction that the student has already had expert professional experience with generally will not meet this criteria. Proposals will not be assessed in terms of their helpfulness in filling –slots‖ in the school’s ongoing curriculum—but if they duplicate topics that might otherwise be covered by hiring an adjunct faculty member, the Curriculum Committee may take this into account in deciding not to hire an adjunct.

Submission of a proposal for a teaching fellowship does not guarantee acceptance. The Curriculum Committee will make judgments based not only on the quality of the proposal, but also based on the financial resources available in a given year for providing a fellowship, and on the overall number of courses it feels can be successfully offered.

Hilda Mason Teaching Fellowship Award Letters

Students whose proposals are selected by the Curriculum Committee will be granted a “Hilda Mason Teaching Fellowship” by the School, and will be notified of the fellowship and its amount by a letter from the Curriculum Committee. Copies of the Fellowship Award letter will be sent to the Finance Director and the Registrar’s Office. Fellowships will be funded by the Hilda Mason Endowed Scholarship Fund, on which a draw of 5% of the 13 quarter average will be taken annually beginning with the 2011-2012 fiscal year (at which point the endowment will have been held by the school for an initial three-year period.)

The amount of the Hilda Mason Teaching Fellowship will be determined annually by the Curriculum Committee. Initially, the Fellowships will be for $1500 for a 3-unit course. It is expected that the Fellowships will at no time exceed the amount that Adjunct Faculty receive for teaching a 3-unit course.

The Hilda Mason Teaching Fellowships will be administered in the same way that other scholarship and financial aid grants are administered: through the office of the Dean of Students as a reduction on the student’s tuition account. If the Teaching Fellow has already paid all of their tuition, the Fellowship will be awarded as a check from the school to the student during the semester that the student is scheduled to teach.
Mentoring and Supervision of Teaching Fellows
Each Hilda Mason Teaching Fellow will be mentored and supervised by a member of Starr King’s faculty. The faculty member may work with the student in the study and preparation that leads up to the course proposal. During the semester when the course is offered, the mentor/supervisor will meet occasionally with the student to reflect on their experience in teaching the class, and will offer feedback, guidance, and evaluation on the student’s teaching. At the end of the semester, the mentor/supervisor will provide the registrar with an evaluation of the student’s teaching to be included in their student file. Hilda Mason Teaching Fellows will receive 3-units of course credit for teaching a 3-unit course, and may also receive credit (with the approval of the mentor/supervisor) for the preparation of the course.

Cancellation of the Course
If a Teaching Fellowship course is cancelled because of no enrollment, the Hilda Mason Teaching Fellowship will not be cancelled. The student will be encouraged to offer the course in another venue, if possible, or at another time.

Funding Source
Hilda Mason Teaching Fellowships will be funded from the Hilda Mason Endowment, held by Starr King and designated by the donor for Financial Aid. Up to 20% of the annual draw on the Hilda Mason Endowment may be annually designated for this purpose, at the discretion of the President in consultation with the Admissions and Scholarship Committee.
Starr King This Week

*Starr King This Week* is the weekly e-newsletter of the Starr King Community. It is published every Thursday during the school year. Its primary purpose is to convey the news about SKSM. However, some exceptions are made for GTU and larger community events. **Submissions for SKTW must be emailed to starrking@sksm.edu no later than 12:00 noon on Wednesdays.**

- All submissions are subject to edit.
- Because SKTW is distributed via email, we try to keep it relatively short. Notices should be concise and include date, time, and who to contact (name, phone and/or email address) for more information. We do not publish articles, humor, or opinion pieces.
- Since space is at a premium, priority of submissions is as follows:
  1. SKSM events/notices
  2. Activities/notices involving SKSM people
  3. GTU events/notices
  4. UU related activities
  5. Non-UU or GTU/SKSM events of interest to the community
- Personal information (e.g. updates on a person's status following surgery) will only be published with the permission of the person involved
- While job and housing information is printed in SKTW, the information presented is minimal. Complete descriptions can be found in the Jobs/Housing binder kept in the bookshelf across from the receptionist desk.

The GTU E-List

The GTU-List is an electronic listserv for students, faculty, staff and alumni of the GTU, to help share resources and information. Often found on the list are conference announcements and calls for papers, upcoming events, services for students, announcements of other bulletin boards of interest, and casual conversation between GTU members. To subscribe to the list, go to [http://george.gtu.edu/mailman/listinfo/gtu-list](http://george.gtu.edu/mailman/listinfo/gtu-list). To post messages to the list, send an email to: gtu-list@george.gtu.edu.

The GTU Scholarship Database

The GTU Financial Aid Office maintains a database of outside scholarship opportunities geared towards the interests and areas of study of the students at the GTU member schools. You can access this scholarship information through the Financial Aid section of the GTU website at [http://scholarships.gtu.edu/](http://scholarships.gtu.edu/).

Job Postings

If you are looking for employment please check the “Job and Housing” binder which is located on the bookshelf across from the reception desk. Please note: you may find field education opportunities here as well. If you have been awarded work-study funds and are looking for employment please contact the Finance Director to review relevant Starr King employment options. Contact the Financial Aid office to review other work-study opportunities.
Housing Options
If you are looking for housing, please check with PSR Housing.

Advancement
How you can be involved?

One of the joys of being a Starr King student is sharing the good news of what the school stands for: a personalized education for religious leadership that emphasizes multi-religious and counter-oppressive commitments within a diverse and welcoming environment. Who can better speak to this than those of you who experience our educational approach firsthand? Tell others about how you experience the school. It is the best testimony to Starr King's educational imagination and success.

Being an ambassador for the school is at the heart of our advancement efforts. When your friends and family hear about what this school means to you and why, they give greater thought as to how they can support the life-changing work that happens here. Invite them to consider such support. Generous-spirited people of all income levels appreciate learning about opportunities to support progressive causes that are making a difference in the world, and they will thank you for telling them about Starr King School for the Ministry.

Over the course of your sojourn with us there will be other ways you can help the school's advancement efforts, such as events, speaking in congregations, joining in visits to donors, helping with mailings, or connecting us with people you know who may contribute to the mission of the school. Talk with Abbey Tennis regarding what you would like to bring to Starr King's advancement efforts.

“Every gift comes carrying with it the wisdom of the giver. There is a seeker behind every gift--a serious student of life who has seen the light rising like wildfire in the winter sky, a questioner and a free spirit, whose own inquiry has led them to intimate connections and communications that sustain life.”  Rev. Dr. Rebecca Parker, Former President
Balázs Scholars Program

The Balázs Scholars Program has brought a Transylvanian Unitarian Minister to study at Starr King School for the Ministry and the GTU almost every year since 1994. This year we welcome Rev. Vass Károly our nineteenth Balázs Scholar. The Program is named for Francis Balázs, a young Transylvanian Unitarian minister who graduated from seminary in Kolozsvár, then studied in the late 1920’s at Oxford and at what is now called Starr King School, before returning to Transylvania.

Take the opportunity to welcome and get to know Vass. Invite him for coffee or for dinner. A conversation with Vass about Unitarianism in a land of its birth will enhance your understanding of Transylvanian Unitarianism and your Starr King experience. If you would like to provide support for our Balázs Scholar as he gets used to Berkeley, help him with computer questions or with his chapel service, or would like to volunteer to drive him to a near-by church some Sunday when he preaches, please contact Arliss Ungar at Balázs@ungar.us.

Starr King School provides fund-raising and administrative assistance as well as waiving tuition for the Balázs scholar. The volunteer Balázs Scholars Program Coordinating Committee provides hospitality and support for the scholar and family, and schedules preaching engagements and transportation. The Committee is made up of representatives from the school, the Starr King community, the host churches and a liaison to the Partner Church Council. The host church for the scholar rotates between the Unitarian Universalist churches in San Francisco, Oakland, Walnut Creek and Berkeley (Kensington). This year UU Church of Berkeley in Kensington is the host church. Arliss Ungar [Balázs@ungar.us] is chair of the committee, Jay Roller [jaybroller2002@yahoo.com] schedules the scholar’s preaching and other engagements.

The Balázs Scholars Program is funded by donations from individuals, money from the Partner Church Council, and from honoraria, donations and Sunday service collections from the churches where the Balázs scholar preaches. We appreciate your help to sustain this important program. Donations can be made on line at http://www.sksm.edu/Balázs/support.php?ref=nf (be sure to designate Balázs). Checks for donations should be made out to Starr King School with Balázs on the notation line, and given to Abbey Tennis at Starr King or mailed to Starr King School, 2441 Le Conte Avenue, Berkeley, CA 94709.
Quilt of Protection
A quilt made by Starr King people is available in the President’s Office for anyone in the Starr King community who could benefit from a tangible reminder of the support and comfort of the people within this learning community. It was made for passing around to anyone experiencing illness, accident, difficult life transitions, or crisis. The quilt includes “Starr King Quilt of Protection: A Book of its Life”. Reading the stories of those who have had the quilt before can be part of the comfort of the quilt.

The Sacred Stitches group at Starr King created the quilt in 1997, led by Louise Todd Cope and Jenny Johnston. All members of the Starr King community were invited to participate, and were asked to let prayers for healing be a part of the process. Since then, the quilt has visited many members of our community in circumstances ranging from surgery to divorce to the aftermath of the Columbine shootings for a community member from that church. Please ask the Special Assistant to the President for this quilt, to take to someone from our Starr King community or for yourself whenever needed.

Feast Nights
Feast Nights, are opportunities for the Starr King community members to meet for “communion around the table”, with a dimension of spirituality and play. Feast Nights embrace and welcome SKSM students, faculty, and staff, as well as their friends, partners, and children. Traditionally, these are held one Saturday per month during the academic year. Feast Nights are hosted by Starr King students who select themes and/or lead activities.

Hosting a Feast Night is a great way to bring your talents and offerings to the Starr King community! In addition to setting the theme, hosts prepare a few simple main dishes. Attendees bring food to complement these, potluck-style. Hosts may be reimbursed for up to $50 of their food costs (included in the student body budget). For reimbursement, contact the student body Treasurer with your receipts.

Hosts should expect to arrive at least an hour prior to the scheduled beginning of a Feast Night for food preparation and set-up. Hosts should also follow the guidance on using Starr King facilities found elsewhere in the student handbook. When special accommodations or equipment (sound system, etc.) are needed, please follow student handbook procedures.

It is a good idea to send an email invitation to the SKSM student listserv approximately 3 weeks before Feast Night, and then follow up with a reminder one week beforehand. A brief write-up inviting the whole SKSM community, including faculty and staff, should be sent to Starr King This Week (StarrKing@sksm.edu) by the applicable deadline.

The Student Body Vice-President schedules Feast Nights, keeping religious observances in mind. Feast nights are fueled by volunteers and a powerful way to contribute to the community. To host a Feast Night, contact the student body Vice-President, Lauren Way (lway@ses.sksm.edu).
Starr King Building Use Guidelines

Our school is a gift to Starr King from friends and supporters. Each of us can express gratitude for this gift through our thoughtful use of the space. We also show our respect and regard to one another by making a commitment to use the building responsibly.

Starr King Building Hours
The building is open Monday through Thursday from 8:30 am through 5:00 pm. If you wish to access the building outside of these days and hours, please use your key and ensure that you completely lock up the building prior to your departure. Unauthorized copying of keys AND unauthorized lending of keys is expressly forbidden by Starr King. Violation of this policy may result in loss of access privileges.

Basic Community Expectations
These guidelines are for all uses of the School, from classes and committee meetings to formal school events or private parties. The instructor, student, staff member, faculty member or committee chair who requests the space for meeting/class/other use is the responsible party and will be expected to adhere, in full, to the Building Policies indicated below. Failure to do so may result in the party being unable to request rooms or use space in the Starr King building. The responsible party MUST be physically present early enough to let people in, stay throughout the event, and remain until the last person is gone, and the windows and doors have been checked and locked.

Reservations for rooms can be made by emailing the requested date, time, and number of expected participants to rooms@sksm.edu.
Basic Building Policies

1.) Unlocking the building, as needed, prior to the event and re-locking the building at the conclusion of the event – this includes closing windows and doors, as well as locking classroom doors and the school building prior to departure;

2.) Being available for any needs or emergencies while the others are present, and contacting 911 or the Operations Director in appropriate circumstances;

3.) Setting up the room space as needed for the event;

4.) **Do not touch the thermostats** – they are set to run programs throughout the day to regulate temperatures throughout the building – changing the temperature on one thermostat greatly affects temperatures in other areas of the building as a result of the ductwork location;

5.) Cleaning up the room space, the kitchen and any other area at the conclusion of the event – this includes putting away any tables and chairs that were used, returning markers/easels/white boards to their –home, clearing out ritual materials (candles, altar cloths, stones, etc.), etc.

6.) Put dishes into the dishwasher and run it, if necessary – if the dishes in the dishwasher are clean, empty the dishwasher first, then reload with dirty dishes and run, if necessary;

7.) Live flowers must be appropriately cared for and discarded when the flowers are old, droopy or otherwise browning – and MUST be discarded prior to them molding; vases are to be properly washed, dried and placed back onto appropriate kitchen shelves;

8.) Place all trash, recycling and compost into appropriate bins located in the kitchen and various classroom spaces – if the trash, recycling or compost are overflowing, or will be left over the weekend, please remove all trash, compost & recycling bags from the building and place them into the large recycle and trash cans located on the west side of the building (just outside the Fireside Room) – additional trash and compost bags are located inside the trash cans or in the kitchen under the microwave;

9.) Returning chairs and other items to their usual home – chairs stacked at the far end of the Fireside Room (excluding the 13-15 chairs which are left in a circle in the middle of the room) and tables stored in the Sunroom;

10.) Ensuring that all doors and windows are securely closed and locked;

11.) Ensuring that all lights which can be turned off are, in fact, turned off;

12.) Do not move the piano or organ in the Fireside Room without express permission from the Operations Director; and

13.) Do **not** add or remove artwork, bulletin boards, white boards, or signs to/from the walls without contacting the Operations Director first.

14.) Restoring Fireside Room to its proper classroom-style set-up following ritual practice, including returning flowers, altar cloths, candles, stones, rocks, vases, etc. used in the ritual practice to the cabinet located in the Sunroom portion of the Fireside Room. The standard classroom-style includes 13-15 chairs in a circle in the center, other chairs stacked cleanly and safely at the end and rolling chairs pushed into the corners, long rectangle tables closed up and returned to their storage area, pulpits returned to their storage areas, and white board pushed up against the wall. You MUST keep the path to the emergency exit door clear.
Access to and Security of Our Building

Please do not prop the outside doors open with chairs, rocks, the deadbolt, or anything else.

All students, faculty and staff at Starr King have keys to the building. We DO NOT have security personnel, so it is up to each and every person to ensure that the building is safe and locked. **If you arrive before 8:30 am or depart after 5:00 pm, is it YOUR responsibility to ensure that the door you use is locked and secure.** We recommend locking exterior doors as you enter the building after business hours. Finally, please check to ensure that ALL windows and doors are closed and locked prior to departure from building.

Please make sure that windows and doors are closed and locked in the following rooms:

**Downstairs**
Reading Room – windows locked with both latches
Student Lounge – deadbolt on back door onto lawn
Bottom of the Stairs – deadbolt on door leading to faculty/staff parking lot

**Upstairs**
Fireside Room – windows above the fireplace locked, and secure the windows in the Sunroom
Kitchen – secure windows and deadbolt on door – and close/lock the door between the kitchen and Fireside Rooms
Round Chapel – close the high windows using the tool, turn off fan (switch behind the door), and lights
Mailbox area – deadbolt on door to railed walkway

In addition, the front doors to the building should be locked. This may seem difficult, but turning the lock from inside can be facilitated by gently and quickly jiggling the door back and forth as you try to turn the lock.

**Lights**
The lights should be turned off in all rooms except those that have permanent plastic locking tabs to keep them on.

**Lost Keys**
Lost keys may be replaced – at a cost of $20.00 per key – by contacting the Operations Director. Excessive loss of keys may result in lost access privileges.

**Reporting Criminal Activity and Emergencies**
Please report any suspected criminal activity or other emergency that poses a threat to life or property as follows:

If immediate danger to life or property exists, call 911 first and then alert a staff member of SKSM.

If immediate danger is not present, call the Berkeley Police Department non-emergency number, (510) 981-5900, and then alert a staff member of SKSM.
**SKSM contacts for after-hours emergencies are, in order of contact:**
BUILDING EMERGENCIES: Fred Williamson (510) 417-9971
OTHER EMERGENCIES: Jamie Krovontka (440) 823-4499
STUDENT EMERGENCIES: Lindi Ramsden (916) 206-9176

Please fill out a crime incident report in the SKSM office as soon as possible after an incident. Additionally, please report all crimes to the Berkeley Police Department and complete a report (or other paperwork, etc.) as required by the Police Department.

**Campus Crime and Safety Report**
Starr King School for the Ministry highly values the individual and collective security of its staff, faculty and students. At Starr King, the Operations Director has the responsibility for gathering statistics, identifying reportable crimes and providing them to the Department of Education and the public. The information comes from a variety of sources, including the City of Berkeley Police Department, incidents reported to Starr King, and member’s schools at the GTU.

Starr King informs students and employees annually about campus security procedures and practices. Since Starr King does not have its own safety staff, Starr King urges persons at the school to make use of local police and fire departments. Additionally, student, faculty and staff are responsible for their own safety and security.

**Kitchen Use Guidelines**
1. Promptly rinse any dishes you use and put them in the dishwasher.
2. If you take any dishes from the kitchen, return them.
3. If the dishwasher is full of dirty dishes, please run it, using only dishwasher soap (located beneath the microwave).
4. If the dishwasher is full of clean dishes, please empty it.
5. If you leave food in the refrigerator, label and date it. Please dispose of your food in a timely fashion so that the refrigerator is not full of moldy, rotting food.
6. Place any recyclable bottles and cans in the large blue recycling bins (with the two holes on the top).
7. Wipe all counters, the sink and the stove.
8. Sweep the floor, and mop up any spills. (A broom is behind the kitchen door.)
9. Take out the garbage if the cans are overflowing, or will be left over the weekend with food or other items that will rot. Garbage cans are located in the gated area outside the Fireside room. Garbage must be in closed trash bags.
10. Take away any unused food or take responsibility to see that it is used/disposed of.
11. COMPOST FOOD SCRAPS, PLANT SCRAPS AND OTHER COMPOSTABLE MATERIALS IN THE GREEN BINS.
Room and AV Equipment Requests

Rooms can be scheduled by sending an email to rooms@sksm.edu with your request. Please do not attempt to schedule a room in person or by the phone. All room requests should come from a member of the SKSM community who assumes all responsibilities as the “host/ess”. Please request rooms as early as possible. No requests will be taken less than 7 days before a scheduled event. The email request should include the following information:

1. List the name, phone number and email of the person acting as the host/ess of the event;
2. Date and time that you are requesting (this should include time for set up before and clean up after the event);
3. The name of the event or reason for wanting the room;
4. Any AV equipment that you will need (it will be up to you to learn how to use the equipment prior to the event – there will be NO ONE available on the date of your event to teach you how to use the equipment or to set it up for you); and
5. The number of people participating (in case your first choice of room is unavailable).

Please be patient if it takes a few business days to reply. If your request has not been answered within one week's time, then you may resend your email.

When conflicts appear on the Room schedule, a combination of “priority need” and “order received” will be used. The determination of priority need is as follows:

1. SKSM Board of Trustees Meetings
2. SKSM Courses
3. Official SKSM events (such as Orientation, Faculty Meetings, Staff Meetings, All-School Meetings)
4. Requests from Faculty and Staff.
5. Requests from Students for SKSM-related educational events (for example, Student Body meetings, Evolving Dialogue, Small Group Ministries)
6. Requests from Students for non-SKSM-related events (for example, to host training for your church or have a party).

Starr King School for the Ministry provides room availability to members of the SKSM community as an extra benefit, not a right or a guarantee. It is not uncommon for rooms to fill up, and thus for us to have to say no to some requests. SKSM assumes no liability for such circumstances. For best results, plan your event ahead of time, and do not publicize a date or time until after you have received a room confirmation.
STARR KING BUILDING USE CONTRACT

Our school is a gift to Starr King from friends and supporters. Each of us can express gratitude for this gift through our thoughtful and responsible use of the space.

Use of the building for non-SKSM or GTU related events may be arranged with the Operations Director, jkrovontka@sksm.edu. Starr King School requests a donation in the amount of $100-$500 per event to help defray the costs of using the building, and requires that an SKSM community member (student, staff, faculty, or trustee) serve as volunteer host/hostess.

NAME: ________________________________________________

EVENT: ________________________________________________

ROOM(S) TO BE USED: ____________________________________

DATE OF EVENT: __________________________________________

SKSM HOST/ESS: __________________________________________

I HAVE READ THE ABOVE STARR KING BUILDING USE GUIDELINES AND EXPECTATIONS, AND AGREE TO ADHERE TO THESE REGULATIONS WHILE ENROLLED AT, EMPLOYED BY OR OTHERWISE AFFILIATED WITH STARR KING SCHOOL FOR THE MINISTRY.

I UNDERSTAND THAT FAILURE TO DO SO MAY RESULT IN MY BEING BANNED FROM RESERVING OR USING STARR KING ROOMS, WITHDRAWAL OF ACCESS PRIVILEGES, OR ANY OTHER RESTRICTIONS WHICH THE EXECUTIVE ADMINISTRATION DEEMS NECESSARY.

Printed Name ___________________________ Signature ___________________________ Date ___________________________

Approved by: ___________________________  ___________________________

Signature ___________________________ Date ___________________________

Printed Name and Title ___________________________
Parking at Starr King
The parking lot at Starr King School is **VERY** small, and is used to accommodate Staff, Faculty, Trustees, Committee Members, Students and Visitors. Please park only where indicated and remember the following applies to the parking lot 24 hours per day, 7 days a week:

1. **Numbered spaced 1-8 (under the school) are for Staff and Faculty only.**
2. Alpha space A-I (behind the school) are for Trustees, Committee Members, Visitors, Associate Faculty, Students and others designated by the Operations Director.
3. We have one Reserved Handicapped Parking spot.
4. From time to time the lot may have spaces or the entire lot reserved for special events or visitors.
5. Do not leave your car in the parking lot overnight, on the weekends, holidays, or when you will be out of town without making arrangements with the Operations Director.
6. **Leave your keys on the key board next to the upstairs mail boxes** when you park in the lot so that those blocked in can move your car to leave when necessary.
7. Office staff are not available to help move cars in the parking lot.
8. If you have the option of using a PSR lot or Berkeley street sticker, please use it.
9. If you move someone else’s car, **please relock it** and return the keys to the board.
10. Those using alternative modes of transportation will be blessed!

Smoking Policy
Starr King School for the Ministry is a no smoking facility. Berkeley law requires that smokers stand not less than 20 feet from the main entrance way of the building when smoking outside, and to stand at least 20 feet away from windows and doors of neighboring buildings. Smokers are expected to dispose of their cigarette butts appropriately. Please be courteous.

Bike Policy
Bikes may be locked up on the bike rack in the back of the building near the fountain. Bikes are not permitted in the school building. Please do not lock bikes on the front ramp of the school.
**Locker Policy**

A person who uses a locker that is the property of Starr King School is presumed to have no expectations of privacy in that locker or of the locker's content.

Lockers are available for personal use on the school premises and are the property of the Starr King School for the Ministry. These lockers are made available for personal use in storing personal supplies and personal items necessary for use at school. The lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by city, state or federal law or school policy.

The personal use of the locker does not diminish Starr King School for the Ministry’s ownership or control of the locker. Starr King School for the Ministry retains the right to inspect the locker and its contents to insure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, or any other material forbidden by this policy.

In order to implement the school policy concerning personal lockers, the following are the requirements and regulations:

1. **LOCKS**
   
   Locks will be provided by Starr King School for the Ministry and Starr King School for the Ministry will retain access to personal lockers by keeping a master list of combinations or retaining a master key. Individuals may not use their own locks to prevent access to lockers by Starr King School for the Ministry and any unauthorized locks will be removed without notice and destroyed.

2. **USE OF LOCKERS**

   Lockers are to be used to store personal supplies and personal items necessary for use at school.

   A. Lockers shall not be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by city, state or federal law or school policy, such as:
      - drugs, other than current prescription medication or medicine sold over the counter; liquid medication must be stored in an appropriate sealed container
      - drug paraphernalia
      - wet items, including, but not limited to: clothing, umbrellas or towels
      - food or drinks, including, but not limited to: alcohol
      - weapons
      - any flammable substance
      - bomb or explosive devices, including, but not limited to: fireworks
      - acids or other chemicals
      - animals, living or otherwise
      - incense, deodorizers, air fresheners
      - batteries, other than those that are actively being utilized in electronic equipment
B. Please do not:
   - run extension cords to you locker for any reason
   - block the vents
   - write on or in the lockers
   - make modifications to the lockers
   - place or apply stickers/decals, tape or other items on or in the lockers
   - post anything on the outside of your locker
   - change the numbers or rename the lockers
   - leave cellular telephones or other electronic communication devices that emits an audio signal or vibration while in the “on” position

Individuals are expected to keep their lockers in a clean and orderly manner.

3. AUTHORITY TO INSPECT
   Starr King School for the Ministry retains the right to inspect lockers to ensure that they are being maintained in accordance with the conditions of policy number # 2.

4. INSPECTION OF LOCKERS
   A. The inspection of lockers will not be conducted unless the Operations Director or designee has a reasonable suspicion to believe that the locker(s) to be inspected contain(s) items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, which are forbidden by city, state or federal law or school policies, or which pose an imminent and serious threat to health and safety necessitating the general search of part or all of the lockers, as set forth in Section 5 of this policy.
   B. Before a particular locker is inspected, the individual, if present on the school premises, shall, where practicable, be contacted and given the opportunity to be present during the conduct of the inspection, unless circumstances require that the inspection be conducted without delay in order to protect the health and safety of others present on school premises. Whenever an individual locker has been inspected under this policy without the individual’s presence, the Operations Director or designee shall notify the individual of such inspection as soon as practicable thereafter.

5. INSPECTION OF ALL LOCKERS
   A. An inspection of all lockers in the school, may be conducted if the Operations Director or designee, reasonably believes that such an inspection is necessary to prevent, impede or substantially reduce the risk of:
      (1) an interference with school purposes or an educational function,
      (2) a physical injury or illness to any person,
      (3) damage to personal or school property, or
      (4) a violation of city, state or federal law or school policy(s).
Examples of circumstances justifying a general inspection of a number of lockers are:
(a) When Starr King School for the Ministry receives a bomb threat;
(b) When evidence of individual drug or alcohol use creates a reasonable belief of an
 unusually high level of use;
(c) Before school holidays to check for missing library books, or school
 equipment;
(d) When there is a reasonable belief that weapons are stored in the lockers.

B. If a general inspection of a number of lockers is necessary, then ALL lockers in the
 defined inspection area will be examined. Individuals will not necessarily be given the
 opportunity to be present while a general inspection is being conducted.

6. INDIVIDUAL MATERIAL
When conducting an inspection pursuant to these rules, the inspector shall take care to
 avoid disrupting the contents of the locker or intruding unnecessarily into any individual’s
 written material located in the locker. In addition, as to written material, the inspection
 will be kept to the minimum level necessary to determine that such material is not in
 itself, or being used to conceal, contraband.

7. DISPOSAL OF CONFISCATED CONTRABAND
All contraband confiscated from lockers may be disposed of by the Operations
 Director or designee as they deem appropriate, including, but not limited to:
(1) return to the proper owner or place, unless it poses a threat to health or safety;
(2) use as evidence in discipline proceeding if possession of the contraband constitutes
 a ground for suspension, expulsion or termination;
(3) delivery to the appropriate law enforcement officials for prosecution purposes if
 possession of the contraband constitutes evidence of a crime; or
(4) destruction.

8. INVOLVEMENT OF EMERGENCY SERVICES PERSONNEL
A. The Operations Director or designee, may request the assistance of any Emergency
 Services Personnel to assist the school in inspecting lockers or their contents for
 purposes of enforcing school policies if such assistance is required:
(1) to identify substances which may be found in the lockers; or
(2) to protect the health and safety of persons or property, such as to aid in the
 discovery and disarming of bombs or other suspicious devices which may be
 located in the lockers.
B. The Operations Director or designee may cause a locker inspection to be performed for
 school purposes if information supplied by Emergency Services Personnel gives rise
 to a reasonable suspicion that a locker or lockers contains contraband.

8. LOCKER CLEANING
Nothing in these rules shall affect members of the custodial staff, who at the direction
 of the Operations Director or designee, clean out:
A. lockers from time to time in accordance with a general housekeeping, or
B. the locker of the individual no longer active in the daily life in the school as
determined by the Operations Director.
Use of Scents, Incense, Scented Candles, etc.
While scents have a long history in culture and rituals around the world, we also know that,
today, some people experience environmental sensitivities which impede them from being in the
presence of scents. When using scents, incense, scented candles, and the like, please be mindful of
who is in your group, the ventilation availability in your space of choice, and the amount of the
scents you are choosing to use. Additionally, we ask that you consider having a special, designated
area for those who are overly sensitive to scents, especially if your event involves a large group
of people. Another possibility is including smells in your event by passing herbs/spices in a
small box that can be inhaled or smelled by those who wish to participate, while protecting those
who do not wish to participate.

Flowers
Live flowers are welcomed into the Starr King building for all purposes. However, you must let
Jamie Krovontka (jkrovontka@sksm.edu) know prior to bringing flowers into the building.

Additionally, YOU are responsible for caring for the flowers, including watering them, changing
the water in the vases, and disposing of the flowers prior to their wilting, becoming moldy or
dying. Please care for the flowers that you bring, or take them home with you following the
ritual/activity for which they were used.

Boxes to be Placed in Stacks
For staff and faculty members who must maintain records and documents for required numbers of
years, there is space available in Stacks. Please contact Jamie Krovontka to make arrangements for
placing boxes in appropriate locations.

All boxes that are to be placed in Stacks MUST have a destroy-by date. Please place the date in
large print on both the top of the box and the front panel of the box (which MUST have an
appropriately-fitting lid.) If the documents/records are NEVER to be destroyed, please indicate
that clearly on the box in large print on the top of the box and the front panel of the box.
Fire Extinguishers
Fire extinguishers are located on the upper level outside the Faculty Lounge, outside the Female/Transgender restroom, inside the back door in the kitchen, inside the copy room near the side door, inside the Fireside Room main door, inside the Fireside Room near the emergency exit door, and on the lower level inside the back exit to the courtyard, inside the Stacks door, and inside the office located beyond the all-person restroom.

What to do In Case of Fire
Most fires start out small, but after a few minutes can be out of control. It is important to act fast to sound the alarm, and just as important to know what to do and how to do it quickly.

THINK FAST, ACT WITH CAUTION:
When you first discover a fire, determine what to do immediately. If the fire is small, grab a fire extinguisher and put it out. If the fire is too much for you to handle, report it immediately sound the alarm within the building and call 911.

WARN THE PEOPLE:
Warn all people in the area immediately surrounding the fire so that they can get to places of safety.

STAND BY:
Wait in a safe place for firefighters and direct them to the location of the fire. Valuable minutes are wasted when they need to look for the fire themselves.

FIRE FIGHTING:
Everyone is responsible for preventing fires, but there is no need to join in the firefighting unless directed to do so by the fire personnel on site.
Copyright

Introduction
The purpose of copyright law is stated in the U.S. Constitution, Article I, Section 8: Congress shall have Power…To promote the Progress of Science and useful Arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries.

What this says is that creators are given exclusive rights to promote their works so that they have the incentive to create new works, for the betterment of society as a whole. This right should be granted for a period of time sufficient for the creator to obtain a satisfactory profit, but after that time has passed the work should belong to the public domain (that is, to everyone, free of charge).

Copyright is governed by federal law (Title 17 of the U.S. Code). Copyright covers any work that can be fixed into a tangible form of expression, including books, choreographic works, computer programs, videos, or images. Ideas and facts, in and of themselves, cannot be copyrighted.

What is “Fair Use?”
Special provisions are made in federal copyright law to allowing copying in the classroom (section 107), and in libraries and archives (section 108). Section 107 states,

In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include —
1. the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

Legally, fair use is determined case-by case on the basis of a balance of the four factors listed above although precedents set by court cases have, in certain cases, defined these factors more concretely. Note that purpose is only one of the four factors, and the mere fact of non-commercial use does not by itself determine fair use.
How does this affect me?
Faculty, students, and staff of the GTU, and in addition, the GTU as an institution, are each expected to abide by Copyright Law. While this sets limits on copying, at the same time each of us are encouraged to exercise our full rights granted to us by the provision of Fair Use. Practically speaking this means:

- Each individual should have a reasonable understanding of copyright law. The resources at the bottom of this page have been selected to help you in this process.
- Copying for personal use in research, (for example, using the copying machines in the library) of one or two of chapters from a book, or an article from a journal issue would normally be considered fair use, but copying an entire book could be subject to copyright restrictions. Theses and dissertations are just like any other book.
- Use of an image (whether from a book or a website) by a student for a term paper or presentation would normally be considered fair use, provided the image was only used for that class, and not reproduced for additional use (for example, put up on a website that will persist after the class ends). If you wish to use an image in a website, instead of copying it, consider simply linking to the image on the original website.
- Using brief quotations (with proper footnoting, of course) is considered fair use, but you should obtain permission to reprint entire works such as poems or images in your thesis or dissertation.
- Copying of works in the public domain is, of course, permissible, though fees can be charged for access to the original work. For more information on how to determine if a work is in the public domain, see below.
- **Plagiarism and copyright are different issues.** It might be permissible under copyright law, for example, to copy a small portion of someone else's work and use it in your term paper. However, if you failed to cite the real author for his words/ideas, then this would be an act of plagiarism. **Plagiarism is considered a serious violation of academic policy.** (See -Educational Policies in the -Programs and Policies section for more information regarding consequences.) Because plagiarism is serious, you should always be careful to give credit where credit is due. For more information, see the GTU Library's handout, *Getting Started in Research* (available at the library or on the web at [http://library.gtu.edu/tutorials/starting.pdf](http://library.gtu.edu/tutorials/starting.pdf)) in the section entitled “Writing Advice”.

**For more information**


Ritual/Worship Opportunities at the GTU

**American Baptist Seminary of the West** (ABSW), Clyborne M. Hill Chapel, 2606 Dwight Way, Berkeley - Monday 6 - 6:45 pm

**Church Divinity School of the Pacific** CDSP Chapel, 2451 Ridge Road, Berkeley  
Morning Prayer, Monday-Friday 7:30 am - 8:00 am  
Eucharist, Mon., Tues., Wed., Friday 11:30 am - 12:30 pm, Thursday - 5:30 pm 6:30 pm  
Evening Prayer, Monday-Friday 5:30 pm - 6:00 pm  
Noonday Prayer, Thursday 11:30 am

**Dominican School of Philosophy and Theology** DSPT Chapel, 2301 Vine Street, Berkeley, Tuesday 11:10 am - 12:00 pm

**Franciscan School of Theology**, FST Chapel, 1712 Euclid Avenue, Berkeley  
Mass - Monday, Tuesday 5:10 pm; Eucharist or Morning Prayer, Thursday 9:40 am

**Jesuit School of Theology of Santa Clara University** (JST), Shalom Chapel  
Except Tuesday 5:15 pm service, which is in PSR's Chapel  
1752 Le Roy Avenue, Berkeley  
Eucharist, Monday-Friday 8:00 am, Saturday 8:30 am, Tuesday-Friday 5:15 pm

**Pacific Lutheran Theological Seminary** (PLTS), Chapel of the Cross, Great Hall, 2770 Marin Avenue, Berkeley,  
Morning Prayer, Tuesday 9:30 am - 10:00 am  
Eucharist, Wednesday 11:15 am - 12:15 pm  
Compline, Thursday 10:00 - 10:30 pm  
Prayer & Coffee, Friday 9:45 - 10:15 am

**Pacific School of Religion** (PSR), Chapel of the Great Commission, 1798 Scenic Avenue, Berkeley, Chapel Service, Tuesday 11:10 am - 12:00 pm

**Patriarch Athenagoras Orthodox Institute** (PAOI), St. Demetrios Chapel, 2311 Hearst Avenue, Berkeley, Divine Liturgy, Tuesday 6:00 - 7:00 pm

**San Francisco Theological Seminary** (SFTS), 2 Kensington Road, San Anselmo, Monday, Friday, Stewart Chapel  
Tuesday, Thursday, Montgomery Chapel  
Service of the Word, Monday 10:00 am - 10:25 am  
Service of Prayer, Tuesday 10:00 am - 10:25 am  
Service of Praise, Thursday 10:00 am - 10:25 am  
Service of the Lord's Supper, Friday 10:00 am - 10:25 am

**Starr King School for the Ministry** (SKSM), 2441 Le Conte Avenue, Berkeley, Chapel Service, Fireside Room, Tuesday 1:00 pm - 2:00 pm
GTU Library Resources

Libraries

Graduate Theological Union, 2400 Ridge Rd.: Student ID card is used to check out items from library. The identification card must have an updated sticker every semester. Stickers can be obtained from Student Services.

University of California at Berkeley: GTU students, faculty, visiting scholars, and staff may obtain a free library card for borrowing books and other materials from the UCB Library. Bring your GTU ID card with a current registration sticker to the Privileges Desk in the Doe Library (also called the Main Library). You will be issued a separate library card for UCB on the spot. Please note that this card cannot be used at the UCB affiliated libraries, including the Boalt Hall Law Library and the Ethnic Studies Library. See a complete list on the UCB Library website.

The Wilbur Collection and Starr King Reading Room: Starr King houses a special collection of books dating from the radical reformation (16\textsuperscript{th} century) forward that documents the history of Unitarianism in its intellectual context. The books of the Earl Morse Wilbur Rare Book Collection can be studied in the Starr King Reading Room. The Reading Room contains a variety of Unitarian Universalist Association resources, books from the Ministerial Fellowship Committee's reading list, newsletters from congregations, UU organizations and more. These resources cannot be taken out of the Reading Room, but are available for your use there. Recent publications from Beacon Press are shelved just outside the Reading Room, and can be checked out and returned on an honor system.

Worship Resources Bookshelf: Starr King has worship resources available. The bookshelf is located at the base of the stairs, next to the doorway leading to the back courtyard. Worship resources should not be removed from the building and always replaced on the shelves when done being used.

The Library Web Site
http://library.gtu.edu
Information about our hours and other services may be found on the GTU Library web site. From the home page, you may link to GRACE, the GTU Library catalog, to electronic resources available via the Internet, to tutorials and handouts on a variety of research topics, or to other useful sites on the Internet. Notices regarding special closings or other news will also appear on the library's home page.
**How to Get a Library Card**

http://library.gtu.edu/services/borrow.html

After acquiring a library card from your schools’ Registrar, students, faculty and staff should bring their GTU ID card with the current semester's registration sticker to the library. Please note that you should not provide your signature on the card until instructed to do so when you are presenting it to a staff member at the GTU Libraries Reference Desk. The ID card will then be bar-coded and laminated along with the registration sticker; you can then use it as your library card. You may wait until the first time that you wish to check out books to do all of this.

The GTU Library card may be used for borrowing materials from both the Hewlett Library in Berkeley (commonly called “The GTU Library”) and its branch library at the San Francisco Theological Seminary (“The SFTS Library”)

Fines are charged on overdue, lost, or damaged materials. For more information about recalling materials, placing holds, or other borrowing procedures, see the web page above.

**GRACE, the Library Catalog**

http://grace.gtu.edu

You can see what materials the library owns by searching the library's online catalog, GRACE. Books may be looked up by author, title, subject, keyword, or call number. Books in the GTU Library are arranged on the shelf according to the Library of Congress call number system, the system used by academic libraries in the U.S. (To understand more about call numbers see http://library.gtu.edu/tutorials/callnumbers.pdf or attend a library workshop).

**Research Databases**

http://library.gtu.edu/databases.html

The GTU Library subscribes to databases that provide access to journal indexes, full-text journal articles, electronic encyclopedias, and images. These databases are available via the Internet. Anyone may access these databases while in the library, but remote access from home is restricted to GTU students, faculty, visiting scholars and staff.

**Reserve Books**

http://grace.gtu.edu/search/

Books or articles placed on reserve for a class are shelved at the Circulation Desk. To request an item on reserve, you must know its call number. Look up the call number on GRACE, either by the course number or the professor's name. See the special links on GRACE to course reserves.
Research Assistance
http://library.gtu.edu/reference/index.html
The Reference Desk is located on Level 2 of the GTU Library. Reference Desk staff is ready and willing to help library users. The desk is staffed Monday through Thursday, 9:00 a.m. to 6:00 p.m. and Friday from 9:00 a.m. to 5:00 p.m. during semesters. For example, we can show you how to:

- use GRACE or electronic databases
- find a book or journal article
- decipher a journal citation
- get started on a research project.
- P.A.T.H. (Paper and Thesis Help) is a one-on-one consultation with a Reference Librarian for getting started with research on a particular topic. This service is available by appointment during Reference Desk hours.

Workshops
http://library.gtu.edu/reference/workshops.html
Library workshops, conducted in the Teaching Lab on Level 2 of the GTU Library, are offered throughout the school year. Topics include: searching the library catalog, using indexes to find journal articles and book reviews, and getting started on Biblical research. See the current semester's schedule and a full description of each workshop on our webpage.

Interlibrary Loan
http://library.gtu.edu/services/ILL.html
Materials not found at the GTU Library or at the UC Berkeley Library can be obtained for you from another library. This service is called Interlibrary Loan (ILL). ILL requests may be made at the Reference Desk or by filling out the Interlibrary Loan Request Form located on this website. Please provide complete bibliographic information, including publisher, date, volume, and/or edition. This service is only available to GTU students, faculty, visiting scholars, and staff.

Audio-Visual Media and Microforms
The Library has a variety of non-book materials: videos, DVDs, CDs, audiocassettes, filmstrips, kits, and slides. To see if we have a specific title, look it up on GRACE. Most materials circulate, but they may also be viewed or listened to in the Audio-Visual Room on Level 2 of the GTU Library.

The microfilm and microfiche collection and reader/printer are located on Level 1. Copies made from the reader/printer are 15 cents per page and may be paid for at the Circulation Desk.
Computers in the Library
At the GTU Library, four GRACE stations are located around the circular atrium. Five stations on the east side of Level 2 are for the Library's CD-ROM databases and other research purposes only. The five stations on the west side of Level 2 are general-use Internet stations; time limits are set for use (see http://library.gtu.edu/services/internet.html). The Teaching Lab is reserved for class and workshop use only. There are no facilities for word processing, reading files on disks, or viewing personal CD-ROMs.

At the Branch Library at SFTS, computers in the public areas may be used for searching GRACE, databases, or Internet searching. A computer lab adjacent to the library is available for additional use.

Photocopiers
Photocopy machines are located on Level 1 and 2. These machines accept copy cards, which may be purchased from a vending machine located next to the copiers on Level 2, or you may use cash.

Study Areas

On Level 1, two study rooms are available to GTU students and faculty for group or personal study. A sign-up sheet and keys for these rooms are kept at the Circulation Desk.

Lockers

GTU students may check out a locker key from the Circulation Desk at the beginning of each semester. No personal items or library books may be stored in the study carrels; lockers are available for this purpose. Lockers are located on Level 1.

The University of California, Berkeley Library and Stanford University Library
http://library.gtu.edu/services/ucb.html

Pick up a handout at the library or see the web page, “The University of California, Berkeley Library and Stanford University Library: A Guide for GTU Students, Faculty, and Visiting Scholars”, for a description of the resources available to GTU students at these libraries. GTU students may borrow materials from these libraries at no charge. GTU librarians offer a tour of the UCB libraries during Orientation Week.

The libraries of the GTU and UCB have a cooperative agreement for purchasing materials: UCB depends on the GTU Library in some fields, and the GTU Library depends on the UCB Library in others. Depending on your interests and the courses you take, the collections of the UCB Library may be an important part of your work.
## Calendars

**Academic and Administrative Calendar**
This calendar contains holiday information as well as main dates for registration.
http://gtu.edu/academics/calendar/academic-and-administrative-calendars-current-year

**Registration Calendar**
This calendar contains all the dates pertaining to registration.
http://www.gtu.edu/academics/calendar/registration-dates-current

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### SKSM Academic Calendar

#### Summer Session, Orientation, & Symposium 2014

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Immersion Course: UU Polity at General Assembly, Providence RI</td>
<td>Jun. 25-29</td>
</tr>
<tr>
<td>U.S. Independence Day (administrative holiday)</td>
<td>Jul. 4</td>
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<tr>
<td>General In-gathering, Sunday evening</td>
<td>Aug. 17</td>
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<tr>
<td>MASC and MDIV CORE INTENSIVES</td>
<td>Aug. 18-Aug. 22</td>
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<tr>
<td>Orientation and registration advising for 1st year students</td>
<td>Aug. 25-Aug. 29</td>
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<tr>
<td>Starr King Symposium, &quot;Transformative Change&quot; with Rev. angel Kyodo Williams Sensei. This is a required course for all SKSM students.</td>
<td>Aug. 27-Aug. 28</td>
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<tr>
<td><strong>Fall Semester 2014</strong></td>
<td><strong>Dates</strong></td>
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<tr>
<td>General Registration for Fall 2014</td>
<td>Aug. 18-Aug. 29</td>
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<tr>
<td>Instruction Begins Fall 2014</td>
<td>Sept. 2</td>
</tr>
<tr>
<td>Late Registration Fall Semester 2014</td>
<td>Sept. 2-Sept. 12</td>
</tr>
<tr>
<td>Fall Semester 2014 Deadline for Registered Students to Make Changes in Enrollment WITHOUT a Fee</td>
<td>Sept. 12</td>
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<tr>
<td>Yom Kippur half-day administrative holiday</td>
<td>Oct. 4</td>
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<tr>
<td>Reading Week</td>
<td>Oct. 20-24</td>
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<tr>
<td>Early Registration for Intersession 2015 &amp; Spring 2015</td>
<td>Nov. 10-21</td>
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<tr>
<td>Thanksgiving: Academic and Administrative holiday / Library closed (half-day holiday on Weds 11/26)</td>
<td>Nov. 26-30</td>
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<tr>
<td>Final day of classes</td>
<td>Dec. 12</td>
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<tr>
<td>Deadline to Submit Petition for Incomplete for Fall Semester Courses</td>
<td>Dec. 12</td>
</tr>
<tr>
<td>Study Week (Finals can be due this week)</td>
<td>Dec. 9-13</td>
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<tr>
<td>Fall Semester 2014 ends</td>
<td>Dec. 12</td>
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<tr>
<td>Winter Holidays - Starr King administrative holidays</td>
<td>Dec. 23-Jan. 3</td>
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<tr>
<td>Deadline to Make up an Incomplete from Fall Semester</td>
<td>Jan. 3, 2015</td>
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<tr>
<td>Intersession 2015</td>
<td>Dates</td>
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<tr>
<td>Intersession 2015 (General Registration prior to first day of the course)</td>
<td>Jan. 5-30, 2015</td>
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<tr>
<td>Martin Luther King, Jr. Day: Academic and Administrative holiday /Library closed</td>
<td>Jan. 19</td>
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<tr>
<td>Spring ’15 Orientation</td>
<td>Jan. 22-23</td>
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<tr>
<td>Parish Internship Gathering</td>
<td>Jan. 22-23</td>
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<tr>
<td>Intersession, 2015: Last Day to Submit Petition for an Incomplete</td>
<td>Jan. 30</td>
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<tr>
<td><strong>Spring Semester 2015</strong></td>
<td><strong>Dates</strong></td>
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<tr>
<td>Late Registration Spring Semester 2015</td>
<td>Jan. 31- Feb. 13</td>
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<tr>
<td>Instruction begins for Spring Semester 2015</td>
<td>Feb. 2</td>
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<tr>
<td>Spring, 2015: Deadline for Registered Students to Make Changes in Enrollment WITHOUT a Fee</td>
<td>Feb. 13</td>
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<tr>
<td>Presidents’ Day: Academic and Administrative holiday / Library closed</td>
<td>Feb. 16</td>
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<tr>
<td>Reading week</td>
<td>March 23-27</td>
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<tr>
<td>Good Friday: Academic and Administrative holiday / Library closed</td>
<td>April 3</td>
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<tr>
<td>Easter: Library closed</td>
<td>April 5</td>
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<tr>
<td>Early Registration for Fall Semester 2015</td>
<td>April 13-24</td>
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<tr>
<td>Last day of classes</td>
<td>May 22</td>
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<tr>
<td>Deadline to Submit Petition for Incompletes from Spring 2015 Courses</td>
<td>May 22</td>
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<tr>
<td>SKSM Commencement (tentative)</td>
<td>May 26</td>
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<tr>
<td>Study Week (Finals can be due this week)</td>
<td>May 19-23</td>
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<tr>
<td>Spring Semester 2015 ends</td>
<td>May 23</td>
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<tr>
<td>Memorial Day: Administrative holiday / Library closed</td>
<td>May 26</td>
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<tr>
<td>Independence Day: Administrative holiday / Library closed</td>
<td>July 4</td>
</tr>
<tr>
<td>Deadline to make up an Incomplete for Spring 2015 Courses</td>
<td>June 13</td>
</tr>
<tr>
<td>U.S. Independence Day: Administrative holiday / Library closed</td>
<td>July 4</td>
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</tbody>
</table>
APPENDIX I

Preparing for Unitarian Universalist Ministry
Preparation for Unitarian Universalist Ministry

Unitarian Universalist Minister’s Association (UUMA) – Pacific Central District Chapter

Greetings from the members of the... Unitarian Universalist Ministerial Association, Pacific Central District Chapter

We look forward to meeting you and being in conversation with you about your journey into professional ministry/religious leadership.

The Pacific Central District Resource Guide and Directory usually includes a full list of our membership with contact information, as well as listing the ministers serving each of the congregations in this district. SKSM liaison Rev. Sarah Moldenhauer-Salazar can provide more information about UU community ministers serving in this district. Reach her at uvrevsarah@yahoo.com

Membership in the UU Ministers Association

Membership in the "continental" UUMA is open to students in candidate status with the UUA's Ministerial Fellowship Committee. As an UUMA member, you will receive periodic newsletters, can participate in the UUMA's online "chat," and can register for the UUMA's "Professional Days" prior to each year's General Assembly.

Membership dues for candidate members (i.e., prior to preliminary fellowship) are only $35/year. For more information, check the website at www.http://www.uuma.org.org, email the UUMA staff at administrator@uuma.org, or contact the UUMA at 25 Beacon Street, Boston, MA 02108, phone: (617) 848-0498

Membership in the UUMA - Pacific Central District Chapter

Membership in the UUMA-PCD Chapter, and participation in chapter retreats and activities, are open to students who are candidate members of the UUMA (see above) while they are completing the internship 'year' of their ministerial preparation here in the Pacific Central District (and those who have completed their internship here or elsewhere).

When you have been accepted to begin an internship in the PCD, please contact the UUMA-PCD liaison about membership and participation in our local chapter.

For more information about any of the above, please contact Rev. Sarah Moldenhauer-Salazar (SKSM, 2002 grad), our UUMA-PCD Chapter's local liaison to the Starr King community. Sarah can be reached at uvrevsarah@yahoo.com.

The UUA's Ministerial Credentialing home page is: https://www.uua.org/leaders/leadership/ministerialcredentialing/16220.shtml.
Requirements for Ministerial Fellowshipping in the UUA

Clinical Pastoral Education

Demonstrated Areas of Academic Competence

Demonstrated Areas of Professional Competence

Internship

Required Reading

Career Assessment

Understanding of UU Congregational Life; minimum of two years active involvement

Strong Motivation for Ministry

Sponsorship by a Congregation

Personal Traits

Understanding of UU History

Familiarity with UUA Bylaws

Support and Understanding of UU Ministers Association Objectives and Guidelines

Master’s of Divinity Degree
Processes for Ministerial Fellowship in the UUA

Enter into Applicant Status with the UUA Ministerial Credentialing Office

Contact the UUA Ministerial Credentialing Office with your intention to enter into the fellowship process Click here for contact information for the office

Enter into Aspirant Status with the UUA Ministerial Credentialing Office

Advice: Do this ASAP

A person in aspirant status has submitted the following forms to the Ministerial Credentialing Office:

1. Initial Inquiry Form All Regional Sub-Committee on Candidacy (RSCC) and Ministerial Fellowship Committee (MFC) forms may be found in the Appendix of the Requirements for Ministry booklet.
2. Interview Form (RSCC-2) (Word) (PDF)
3. Essay on ministerial aspirations and relevant biography (1-2 pages) in which you say something about who you are and the ministry you feel called to serve.
4. A signed Criminal Offense Disclosure/False Representation Statement RSCC-3 (Word) (PDF)
5. A Transfer/Plural Standing Form, if applicable. The requirements for clergy seeking transfer or plural standing with the Unitarian Universalist Association (UUA) are essentially the same as for all other aspirants. Please note that the MFC seeks evidence of a clear demonstration of motivation and commitment to Unitarian Universalism. Clergy seeking transfer or plural standing must also:
   - Sign a consent form allowing for the release of information to certify status of standing in current or prior denomination; (RSCC-4) (Word) (PDF)
   - Submit a letter of reference from a ministerial colleague from current or prior denomination;
6. Has been accepted into theological school or other approved program or has graduated.
7. Signed the Application for Candidate Status/Waiver of Claims/Authorization, RSCC-5 (Word) (PDF)

Advice: The RSCCs like to see people not much later than after the equivalent of a year of full time study, and interviews must be scheduled far in advance, so request one early.

Enter into Candidate Status with the UUA

1. Completed and released a career assessment from an approved center
2. Completed at least one year of theological education
3. Been interviewed and granted candidate status by an Regional Subcommittee on Candidacy

Click here for information on interviews with the Regional Subcommittee on Candidacy

Enter into Preliminary Fellowship with the UUA
Advice on Preparing for RSCC and MFC Interview

*We begin with some history of the credentialing/fellowshipping process, in order to illustrate an essential confusion that has caused grief for many, the clarification of which forms the basis of my recommendations.*

There is vast confusion about the dual function of the Ministerial Fellowshipping program of the UUA. While the desired outcome of this process is Ministerial Fellowship for the candidate in question, the process is one of *both* credentialing and fellowshipping; two very distinct and different things.

A credentialing process is one that certifies that the person examined has both a degree of academic practical knowledge to practice a profession that is understood to require a great deal of preparation, and where the malpractice of which is thought to have a significant capacity to harm. Most credentialing processes have their origins in the nineteenth century, when the proliferation of specialized formal education meant that most people were now prepared for vocations by schools, rather than through less formal apprenticeships. This led to some concern that schools may or may not be in close enough touch with the requirements of the practice of the profession, rather than the mere academic study of it. Hence credentialing bodies were formed of actual practitioners, a practice which continues today. Medicine was the first profession to adopt a credentialing process, although part of the history of credentialing is to see this paradigm expanding outwards to an increasing variety of vocations not always previously considered professional.

The Ministerial Fellowship Committee does do the sort of professional assessment that is appropriately labeled credentialing, but it also does more, as the name “ministerial fellowship” itself indicates. The MFC also determines whether a person presents as a minister, and a UU minister in particular. Here people become confused. Often, they either imagine that the fellowshipping process is only a credentialing process, or they confuse fellowshipping with ordination, and claim that the UUA is stepping outside the boundaries of congregational polity in determining who might be seen as a minister. Of course, in congregational polity, congregations alone have the sacred right to install particular persons as ministers to particular congregations, and to the (almost) rite of ordination. In fact, the UUA is an association of congregations, performing those tasks too complex to be well undertaken by single congregations, and the assessment of a person’s general suitability for UU ministry has been understood as such a task for a while now, although certainly not forever. Hence all aspects of the Fellowshipping process mandate the inclusion of lay people, and the appointments to these bodies are given to the UUA Board of Trustees precisely for the special protection of the role of congregations and laity in the process.

I fall into this perhaps seemingly arcane polity lecture because I am convinced that *confusion between credentialing and fellowshipping on the part of students and those advising them has been a major contributor to poor outcomes.* Students preparing for a credentialing exam only tend to cram on facts and rehearse answers to hypothetical content questions. This often actually impairs the students’ ability to present as a UU minister in the room, as someone who is emotionally present and engaged with the other persons in the room, and as someone who might be said to represent the living tradition.
**Common Mistakes in the Fellowshipping Process:**

1. Delaying too long before seeing the Regional Subcommittee on Candidacy. Students feel like they want more time — to get ready. Meanwhile, the RSCCs understand that their process is to guide students from early on, and give persons good counsel. It confuses/concerns them, then, when students do not make appointments along the recommended time line. You should know that the MFC itself is recommending rule changes (not yet approved but likely to be) that would take away the RSCC’s ability to deny candidacy (they would only approve or delay candidacy) which is intended to take pressure off this interview so that students can approach it more easily.

2. Overuse of coaching and rehearsal. It often does more damage than not, by encouraging students to think only in terms of professional competence and rehearsed responses, not engaged ministerial presence. Also, the vast majority of coaching and mock MFC panels are done by persons who have little no experience or expertise in the process. On the part of ministers, their only experience is often their own MFC interview, often many decades in the past. Meanwhile, lay person panelists, really interested in the process and flattered to be included, can be unreasonably affirming of students. If you chose to do a mock MFC, be sure to select people who are very knowledgeable about the process, and/or people who have seen the MFC themselves not more than five years ago.

3. Be yourself. Sometimes students offer each other advice along the lines of, “don’t talk about your passion for x, the committee prefers you to be y.” Don’t do it! You need to be able to speak about yourself, your interests, and your ministry as honestly as possible.

4. Take the Wizard of Oz advice: don’t relate to the committee as if they were the big, scary, green face projected on the screen; instead, be sure you are talking to the people in the room. Relate! Minister!

5. Know your packet thoroughly.

6. Be sure to account for how you have followed up on any and all suggestions that we made to you.

**Special thoughts on MFC preparation from former SKSM student and former member of the MFC, Abbey Tennis:**

When we are ministerial students, there is a lot of anxiety in the air about the MFC process. We fear not knowing enough detail, or not being able to recall it under pressure. We distrust the process of our years of preparation being judged by a panel of strangers who have only known us for an hour. We don’t fit the “mold” of “standard UU minister” and we fear they will reject us as too unusual.

Those fears may be valid (though many students find detail recollection and conformity matter much less to the MFC than we initially think they do). But our preparation for ministry shouldn’t orbit around our anxiety. It shouldn’t even orbit around the standards set by the MFC. Each of us should simply be trying to become the best UU minister we can be. If we do that, the credentialing process will affirm it.
So what are the most important aspects of preparation?

1) **Be intentional about your ministerial formation and discernment.** Watch your process as your skills and ideas develop. Watch where you have strong gifts and where you feel uninformed/unprepared. You are the best evaluator of your growing edges. Judge yourself against the best you – not against anyone else.

2) **Get involved in congregational life.** Even if you struggle to find a congregation that speaks to you. UU Ministers must know the movement. We must understand the lived experience of UUs, flawed as we all are, in order to lead. Get to know other UU communities too, if you can – youth communities, regional organizations, etc. This goes for people preparing for community ministries as well as parish-based ministries. It is important to know who we are, and how we work.

3) **Engage with colleagues.** Find other UU ministers and UU ministers-to-be. Find mentors. Get to know peers. Talk openly with them about your discernment and formation. Make friends.

   i) **Ask Advice.** This is important for two key reasons:
      a. **Our movement is tiny.** We will know these people for our whole careers, and when most of us are out there doing solo ministries in congregations, or community settings, our collegial network is essential for support, troubleshooting and inspiration.
      b. **Mentors can give us excellent advice about our preparation.** The more ministers we can go to with questions about how to address our growing edges, or our concerns about the ministry, or our ideas for the faith, the better! They can give us a broader perspective on what ministry looks like, feels like, is, and is not, than we can see from our vantage point as non-clergy participants in UU community. Take every opportunity you can for collegial engagement.

4) **Personal, emotional, and spiritual growth is as important as (and arguably much more important than) intellectual growth.** We should attend to our emotional/spiritual lives with as much care as we attend to our academic lives.

5) **Get in contact with the ministerial credentialing office at the UUA.** Right now, the director of that office is David Pettee. Have a conversation with David as early as you can about your process. This is his job – you are not bugging or burdening him. He will give you important information and advice about the steps you need to take to be credentialed, and the timeline for each of the steps (MDIV, aspirant status, Career Assessment, RSACC interview, CPE, Internship, MFC interview, and eventual settlement process if you are interested in parish-based ministry). He can also help you trouble-shoot in the areas your process doesn’t magically line up with the standard process, he can help you find resources to meet your learning needs, and he can help connect you to colleagues or learning opportunities that may be invaluable to you.
6) The MFC process is long and complex. It involves many steps, which often have to be taken in specific order, or on a specific timeline. This process is a general guideline for how to prepare for credentialing, but if pieces of it don’t match your process or timeline, there are always options for making it work for you. Nearly all MFC rules and policies can be waived for people in preparation if there is a good reason. This can help candidates find creative alternatives to standard elements of the process or the normal timeline of the process. The MFC cares about us becoming fully prepared for UU ministry, not that we 100% follow the rules if they don’t work for our life situation. This is another reason to talk to David Pettee he can give us thoughts about the type of waivers the MFC may or may not grant us if they are warranted for our situation.

7) Breathe, trust yourself, and connect to your deepest grounding. This call is about service to something larger than ourselves - humanity, all that is holy, the UU movement, the earth. Try not to dwell on anxieties about this process - focus on your vision for how to serve the world.

Specific Advice and Additional Information on Requirements

CLINICAL PASTORAL EDUCATION

Our Advice:

1. Much of what you get out of CPE depends on the quality of the supervisor. Make sure you pick an established program with a supervisor with a good reputation. Ask around about the supervisor, and make sure you feel comfortable with them before choosing a program.

2. Although the UUA will sometimes approve CPEs without ACPE accreditation, we recommend against this. These programs can be uneven in quality, and can be cancelled on short notice, leaving you without options.

3. Be sure you discuss with your advisor your readiness for CPE. CPE is an intense and rich learning opportunity; you want to do this in the right place in your ministerial formation for maximum benefit.

4. Be sure to take your CPE supervisor’s feedback seriously, and discuss it with your advisor and other mentors.

This is what the UUA says:
Candidates are required to complete a basic unit of certified Clinical Pastoral Education (CPE). (A directory of certified CPE programs is available from the Association for Clinical Pastoral Education, Inc., at www.acpe.edu.) For many aspiring clergy, CPE represents the first experience of being considered a minister, both by the candidate and by others. It is strongly recommended that you complete CPE prior to meeting with the MFC. Most candidates find CPE to be a rewarding, though rigorous, learning experience. A significant part of the work occurs in a small group of peers, led by the supervisor, during which issues of self-awareness are addressed. The knowledge gained in this way can be critical to competence in ministry, which depends heavily on the quality of one’s character and personal relations. Most CPE settings are at hospitals, although alternate sites may be available. All CPE programs require a minimum of 400 hours of work on-site. About half of that time will be spent doing the work of ministry, the other half reflecting on that work one-on-one or in the group. CPE can be completed in a 10-12 week intensive program or in an extended unit. The MFC is willing to consider a CPE Equivalency when a candidate brings relevant experience and references. Please contact the Ministerial Credentialing Director for further information.
AREAS OF ACADEMIC COMPETENCE

Our Advice:
When it comes time to prepare for the MFC Interview, you will need to document how you’ve satisfied each of these areas. We strongly advise that you develop a system of noting all the way along how the books you read, the workshops you attend, the congregational and community experiences you have, fit into each of these categories. Periodically review the categories to make sure you aren’t neglecting any. What the UUA Says:

The MFC expects that each candidate will have achieved a satisfactory level of competence in specified areas. Students are encouraged to work closely with their seminary in planning their courses of study so that the following areas can be covered through course work, independent study, reading, seminars, workshops or other experiences. The following is a description of the areas of competence that the MFC feels each candidate should cover in the course of their preparation. How these areas are covered is left to the candidate and to the seminary. The Committee requires that each candidate prepare a written statement of competency. Course work with brief course descriptions can be included in the statement as well as brief descriptions of the readings, seminars, workshops, or life experience being cited as pertinent to the specific areas of competence.

THEOLOGY: Each candidate is expected to have competency in theological studies, both historical and contemporary, with the ability to articulate and discuss his/her own theology.

CHURCH HISTORY: Candidates are expected to be familiar with the major events, themes, controversies and theological issues in the history of the Christian Church, with particular attention to the development of Unitarianism and Universalism.

HEBREW AND CHRISTIAN SCRIPTURES: All candidates are required to have the equivalent of one graduate level course in critical analysis of the Hebrew Scriptures, and one graduate level course in critical analysis of Christian Scriptures. An additional course in each area is strongly recommended.

WORLD RELIGIONS: Candidates are expected to have graduate level knowledge in two areas: general comparative studies of major world religion traditions, and the in-depth study of one specific religious tradition other than Unitarian Universalism.

SOCIAL THEORY/SOCIAL ETHICS: Candidates are expected to be knowledgeable about social theory (issues of ethics and justice), to understand the religious issues involved, to have responses to the issues, and to have a practical understanding of the dynamics of social change.

HUMAN DEVELOPMENT/FAMILY LIFE EDUCATION/MINISTRY WITH YOUTH AND YOUNG ADULTS: Candidates are expected to be knowledgeable about theories and research in human development and how these theories relate to issues such as aging, adolescence, parenting, and death. In addition, candidates should be familiar with issues, programs, and resources for ministry with youth and young adults.
UNITARIAN UNIVERSALIST HISTORY AND POLITY: Candidates should be able to demonstrate graduate level knowledge of issues, themes, theological motifs, sources and literature of Unitarian and Universalist history, and be able to describe and critique institutional history, present organization and issues, with an emphasis on building an anti-racist, multi-cultural movement.

RELIGIOUS EDUCATION HISTORY, THEORY, METHOD, AND PRACTICE: Candidates should have an understanding of several current philosophies of educational learning theories, teaching methods (including methods of teacher training,) and the history and philosophy of Unitarian Universalist religious education. Candidates are expected to be knowledgeable about several current philosophical and methodological trends in UU religious education, and be familiar with at least one Unitarian Universalist religious education curriculum at each age level. Candidates should be able to discuss the theological and educational assumptions and methodologies each religious education curriculum uses.

AREAS OF PROFESSIONAL COMPETENCE
Our Advice:
When it comes time to prepare for the MFC Interview, you will need to document how you’ve satisfied each of these areas. We strongly advise that you develop a system of noting all the way along how the books you read, the workshops you attend, the congregational and community experiences you have, fit into each of these categories. Periodically review the categories to make sure you aren’t neglecting any.

What the UUA Says:
The MFC expects that each candidate will have achieved a satisfactory level of competence in specified areas. Students are encouraged to work closely with their seminary in planning their courses of study so that the following areas can be covered through course work, independent study, reading, seminars, workshops or other experiences. The following is a description of the areas of competence that the MFC feels each candidate should cover in the course of their preparation. How these areas are covered is left to the candidate and to the seminary. The Committee requires that each candidate prepare a written statement of competency. Course work with brief course descriptions can be included in the statement as well as brief descriptions of the readings, seminars, workshops, or life experience being cited as pertinent to the specific areas of competence.

PROFESSIONAL ETHICS/ UUMA GUIDELINES: A thorough knowledge of the UUMA Guidelines, paying special attention to professional ethics, is expected.

WORSHIP, PREACHING, MUSIC AESTHETICS: Candidates are expected to know the theory and art of worship, preaching and rites of passage, and have experience in conducting religious ceremonies.

PASTORAL CARE AND COUNSELING: Candidates should be familiar with theories, techniques and issues related to pastoral counseling, and be able to demonstrate ability in pastoral counseling. One unit of Clinical Pastoral Education is required.
LEADERSHIP AND ORGANIZATION: Candidates are expected to have good skills in working with committees and boards, and in training, motivating, and sustaining volunteers. A working knowledge of group dynamics, interpersonal communication, theories of ministry and family systems theory is expected.

ADMINISTRATION AND MANAGEMENT: Candidates are expected to have familiarity with and basic competence in methods and theories of administration and fundraising. Work in this area should be a combination of academic and experiential.

ANTI-RACISM, ANTI-OPPRESSION AND MULTICULTURALISM: Candidates are expected to be conversant with concepts of anti-racism and to demonstrate a commitment to anti-racism and diversity in our Association.

SEXUAL HEALTH, SEXUAL BOUNDARIES, AND SEXUAL JUSTICE: Candidates are expected to be knowledgeable about sexuality issues in ministry, including sexual education, LGBTQI issues, sexuality concerns of adults and adolescents for pastoral care, and public witness. Candidates are expected to demonstrate a commitment to sexual justice in our Association and in society. One sexual harassment prevention learning experience is required.

INTERNSHIPS

Our Advice:
It is wise to begin thinking about possible internships as soon as possible. Consult with Rev. Kurt Kuhwald. Check out the Internship Clearing House at the UUA (http://www.uua.org/careers/ministers/becoming/internships/).

Cultivate relationships with UU Ministers you admire. Sometimes it is possible to make private arrangements through personal connections for internships with congregations or organizations that don’t necessarily have one already established.

Make sure you know as much about prospective supervisors as you can before committing to an internship; be sure your styles are compatible. Talk to former interns of particular congregations and organizations.
What the UUA Says:
All interns must have scheduled an interview with an RSCC prior to the commencement of their internships. MFC Policy 3, C. 9 states that candidates for the UU ministry have agreed in writing to defer accepting any ministerial position other than internships and student ministries unless approved by the Ministerial Credentialing Director. Violation of this policy shall render the candidate ineligible for an interview with the Ministerial Fellowship Committee or Ministerial Fellowship for four years from the commencement of the position.

All candidates are required to satisfactorily complete a full-time or part-time supervised internship. Full-time internships must be for at least nine months. Part-time internships typically extend over a total of 18 months at a minimum of 15 hours per week. Supervision is to be provided by a UU minister in final Fellowship. Equivalent experience, e.g. fieldwork placements or supervised ministries may be considered on a case-by-case basis. It is acceptable to conflate an academic field education requirement with the UUA internship requirement. Internships play a crucial role in ministerial formation.

All interns, regardless of their setting, will be expected by the MFC to demonstrate a basic competence for ministry in the areas listed here. These descriptions of ministerial competencies are not meant to be exclusive, nor does the MFC expect that all interns will incorporate every task into a Learning/Service Agreement. Interns in community based settings may find that not all of these are immediately applicable to their work; however, it is expected that they develop these competencies in their relationship with a UU congregation.

A. The MFC expects a candidate applying for Preliminary Fellowship to demonstrate their abilities in the full range of ministerial competencies, defined jointly by the MFC and the UUMA as Pastoral Work, Prophetic Outreach, Teaching, Practical Arts and Worship. An internship shall therefore be designed to enhance existing and needed skills within these broad competencies defined as follows:

1. Pastoral Work refers to direct service to persons, families, or groups within a congregation or community based setting. This work includes: counseling with regard to life issues, relationships, and spiritual growth with the minister cognizant of her/his abilities and limitations; small group facilitation and leadership; caregiving to individuals and groups and tending to the institution’s spirit.

2. Prophetic Outreach refers to those aspects of ministry that extend the Unitarian Universalist commitment to justice, peace, democratic process, and interdependence beyond the congregational or community based setting. This work includes: public witness or the intern’s personal involvement with regard to community or world issues; social advocacy, the intern’s engagement with anti-racism, anti-oppression, and multi-cultural initiatives and promotion of institutional inclusivity and commitment to Unitarian Universalist values.

3. Teaching refers to creating, leading and facilitating educational programs. This work includes: educational program development; fostering theological thoughtfulness and depth in individuals and the congregation or community based setting, as appropriate and advancing Unitarian Universalism, its heritage, practices, and ideals.
4. **Practical Arts** refer to the nuts and bolts of everyday congregational or institutional life. This work includes: program administration and development; denominational participation; working with governing boards, committees and volunteers; working with peer and support staff, and the direct provision of service/s.

5. **Worship** refers to all aspects of corporate worship. This work includes: the art of preaching and leading worship; worship service development and leadership for all ages; the intern’s personal spiritual life, and administering rites of passage (children’s dedications, coming of age ceremonies, weddings, memorial, and funeral services).

B. Lay leaders must evaluate and affirm the ministerial roles of a candidate during an internship. The internship supervision shall therefore include a lay committee of five or more persons.

C. An internship is not only about development of skills. The internship shall therefore be designed to enhance the intern’s ability to reflect on the theological and ethical bases from which these skills arise.

D. An internship is an opportunity to grow into the identity and role of a minister. Therefore the internship shall include evaluations from the intern, supervising minister, and intern committee, which are shared and which shall accompany other application documents to the Ministerial Fellowship Committee. Such evaluations shall emphasize reflections on areas of change and growth during the internship. Interns are required to develop a written Learning/Service Agreement with their supervisors and lay committees before, or at the beginning of, any internship.

Whatever the setting, direct weekly supervision is required. For community based internships, it is not required that the intern’s supervisor be a Unitarian Universalist minister in final fellowship. However, the intern must have a Unitarian Universalist minister in final fellowship available for consultation and reflection and serve as a member of the intern committee. The MFC discourages congregations from offering internships during the minister’s sabbatical year.

The MFC expects that supervision will occur on-site and discourages off-site supervision. Those interns who seek off-site supervision must consult in advance with the Ministerial Credentialing Director, who in some circumstances may involve the MFC Candidacy Working Group to authorize the arrangement.

Off-site supervision guidelines include:

a. That the off-site supervisor and intern meet preferably face to face weekly;

b. That the off-site supervisor only be supervising one intern at a time;

c. That the off-site supervisor must be in full and final fellowship;

d. That the off-site supervisor preferably not be a District Staff member;

e. That the off-site supervisor and intern be in consultation with the Ministerial Credentialing Director in design of the Learning/Service Agreement
REQUIRED READING
For the list of reading required for ministerial fellowship, go to:
http://www.uua.org/careers/ministers/becoming/16224.shtml. You’ll note that this link also
contains links to the requirements in electronic format where possible.

Make yourself familiar with the list early in your seminary career, so that whenever possible, you
can include these works in with your regular coursework as possible (for example, when working
on a special project, it would be great to include titles from the MFC list where appropriate).
Many students also find it helpful to review the titles together in study groups before they are
scheduled to meet with the MFC.

UNDERSTANDING OF UU CONGREGATIONAL LIFE
Our association is an association of congregations. Congregations are our most basic and sacred
unit of both governance and practical religion. Note the Fellowship requires two years of active
involvement; two years of passive membership is not adequate. You’ll want to get involved in
one congregation in great depth. But especially if you are new to UU, you’ll want to look for
ways you can demonstrate you’ve sought out ways to experience different sorts of
congregations. Because of the independence in our polity, our congregations can be quite
different from one another; understanding that is absolutely key to ministry and to
understanding Unitarian Universalism.

MOTIVATION FOR MINISTRY
Be capable of clearly describing your call to ministry; members of the MFC expresses
concerns frequently about persons who seem to be backing into ministry. Be able to
clearly describe the difference between the role of a minister and lay leader.

CONGREGATIONAL SPONSORSHIP
Here’s What the UUA Says:
Upon being granted candidate status, candidates are required to obtain sponsorship by a UU
congregation.

What is the purpose of this requirement?
The purpose of this requirement is to ensure familiarity on the part of aspiring ministers with UU
congregational life, and encourage congregations to take a responsible role in the recruitment,
preparation and assessment of our future ministers. Our congregations, our ministries and our
religious movement all stand to gain if we can work together creatively to identify and support
potential leaders.

When does sponsorship occur?
Since the Regional Sub-Committees on Candidacy make the first official decision regarding a
person’s fitness for ministry using input from a number of different sources, a request for
sponsorship from a congregation occurs after an aspirant have been granted candidate status by
an RSCC.
Who should decide who is or isn't sponsored?
In most instances, sponsorship will be decided by a vote of the congregation or its representative body, such as the Board of Trustees. If the congregation has a minister, he or she may have a recommendation, but it is not the minister's role to make the final decision.

Is some kind of documentation required?
Yes. Documentation of congregational sponsorship should be provided using the following form at www.uua.org/leaders/leaderslibrary/ministerialcredentialing/22461.shtml or the form in the Appendix.

What happens if a congregation chooses not to sponsor a candidate?
The Ministerial Credentialing Office would appreciate being contacted in the event a congregation chooses not to sponsor a candidate so appropriate steps can be taken to address the concerns regarding why this decision was made.

What is being said with the decision to sponsor a candidate?
At the most basic level, congregational sponsorship indicates confidence in the candidate's potential and suitability for UU ministry. The MFC regards sponsorship as evidence that the candidate is actively committed to the Purposes and Principles of the UUA and the institutions which uphold them. A congregation is not indicating that the candidate is presently ready for ministry when the congregation commits to sponsorship. The final decision to grant fellowship to a candidate is made by the MFC after careful consideration of written materials, evaluations and a personal interview.

What are the other requirements for UU ministry?
The general qualifications, as stated by the Ministerial Fellowship Committee, are these:

“All candidates must have satisfactorily completed all educational and skill training programs and demonstrates the qualities, skills and aptitude required for Unitarian Universalist ministry as determined by the MFC. Those qualifications and requirements include, but are not limited to, the following: satisfactory completion of an approved clinical pastoral education (CPE) program and an internship (as described in Rule 12), or the equivalent; have completed the required reading; have undergone an approved career assessment program; be able to demonstrate an understanding of and experience with UU congregational life based on at least two years active involvement or equivalent; must demonstrate a strong motivation for our ministry; must be sponsored by a member society; and must demonstrate a balanced and healthy personality, a capacity for self-understanding, a concern for others, and ministerial leadership skills. The Committee will further require that the candidate be well informed on the history and development of Unitarianism and Universalism, familiar with the Bylaws of the Unitarian Universalist Association, and fully committed to the purpose, objectives and guidelines of the Unitarian Universalist Ministers’ Association. A candidate for the ministry shall also have a Master of Divinity degree or its equivalent from a theological school approved by the Committee or have had an equivalent educational experience. Any exceptions to these qualifications must be approved by the MFC.”
In addition to the general qualifications for ministerial fellowship, there are many specific requirements for candidates. Go to:
www.uua.org/leaders/leaderslibrary/ministerialcredentialing/index.shtml

*Doesn't this requirement have the potential for creating an uncomfortable situation in the congregation if the congregation is not enthusiastic about sponsoring a candidate, especially if the candidate is a long-term member, big contributor, etc.?*

Yes. This is an important concern which needs to be dealt with carefully. It is especially important, however, not to back away from the challenge of providing the person with honest feedback. Chances are if a congregation has severe reservations about a person's potential for ministry, the candidate will not be well-served in the long run if falsely encouraged.

The MFC does not recommend that a congregation risk conflict over sponsorship. In expressing reservations to a candidate, it is important to try to stress concern for a candidate’s well-being and success in employing their unique gifts, which might not necessarily be for ministry. If a congregation comes to an impasse or don't know what to do, please call the Ministerial Credentialing Director.

In many instances, a congregation will be asked for sponsorship by a person who is away at school or simply moved away for other reasons. If the person is reasonably well known within the congregation, it is certainly appropriate to consider sponsorship. A congregation may want to recognize a candidate’s aspirations through, for example, newsletter articles, announcements, and invitations to participate in congregational activities when the candidate is in the area. A congregation could invite a candidate to write a newsletter article sharing with the congregation some of the excitement of their journey.

If the congregation has a minister, their relationship with a candidate is important. The minister may be a mentor, role model, teacher and spiritual guide of considerable influence. The minister may also have mixed feelings about the candidate or the role that person is playing within the congregation. In any case, it is important to be sensitive to the possibilities and pitfalls inherent in the relationship and include the minister when developing policies regarding congregational response to candidates.

*Who's supposed to be providing all this support?*

Again, congregations will respond to this opportunity in a variety of ways. Some will be able to offer little support at all and will simply deal with requests for sponsorship at the board level on a case by case basis. If this is apt to be the scenario in your congregation, it is still important to have a policy in place which will guide your response to possible inquiries. For example: Who decides? What criteria are important? Will you want to interview the candidate? What happens if someone tries to block sponsorship? What if the board and the minister disagree?

If there is more interest and energy within a congregation for working with candidates, the board might, for example, recruit a subcommittee to develop policies, explore possibilities and relate to candidates and their needs for support.
In what ways might a congregation support a candidate?

Depending on their interests, resources, and the needs of the candidate, congregations will choose to support the people they sponsor in a variety of ways. Nothing in particular is required.

One of the major concerns for theological school students is their high level of debt; financial assistance can sometimes make the critical difference between staying in school and dropping out. A congregation and candidate may want to work together to raise money in any number of ways, including special fund-raisers and help with locating grant money or with direct backing from generous parishioners. People who are looking for opportunities to donate money tend to believe that contributing to the education of our future leaders is a good and worthwhile investment. Some congregations contribute to the cost of the career assessment program. It is important for persons aspiring to the ministry to do this as early as possible in their preparation. Congregational support and encouragement to do career assessment will benefit the individual and our ministry as a whole. The cost of the program can be considerable.

Valuable support can be offered in less tangible ways as well. Candidates may benefit from opportunities to preach or lead other forms of worship. They may need experience working with committees and the financial aspects of running a church. They might be asked to be leaders in the religious education program, or organize a social action project.

Candidates could be encouraged (and supported financially) to participate in UUA district and continental events. A particularly worthwhile opportunity, especially for people who are relatively new to Unitarian Universalism and/or concerns of the larger Association, is attendance at the UUA General Assembly. Consider having the candidate seek delegate status from your congregation.

With a seminary nearby, congregations are liable to be deluged by requests for sponsorship.

What should a congregation do when the candidate is not well known?

If a congregation is near a theological school attended by many UU students, it will be particularly important to develop policies regarding sponsorship as soon as possible. Most congregations in this circumstance already have developed certain understandings about how to welcome, integrate and support ministerial students and value their presence. The challenge may simply be to become more intentional about a sponsoring relationship.

If a candidate not well known asks for sponsorship, it's perfectly acceptable to expect that person to become involved in the life of the congregation for a period of time before considering sponsorship. Some congregations ask for a reference from a UU minister or other mutually acceptable person who knows the candidate to get more background.
All candidates are expected to have been minimally been actively involved with a UU congregation for at least two years before interviewing with the MFC. For people who became UU's during seminary or for ministers who want to transfer from another denomination, this requirement may seem like a difficult obstacle. Despite this challenge, the MFC firmly believes that those aspiring to professional leadership positions in our Association need to have grounding in, and understanding of, UU congregational life. Congregational sponsorship may not guarantee this understanding, but it is meant to encourage, facilitate and underscore its importance.

*Is sponsorship like having a ministerial intern?*

No. Congregational sponsorship and ministerial internships are very different. An intern has contracted with the congregation and the minister for supervision as a learner for an agreed upon length of time. The intern is acting in a professional ministerial capacity, even though ministerial credentials have not yet been granted. Interns are evaluated and held accountable in a structured way that is not appropriate for someone the congregation sponsors. A sponsored candidate who is not an intern will participate as a layperson, not a minister. If a congregation has an intern or field education student, it will be important for both minister and congregation to be clear about the distinction so the intern's position of authority is not jeopardized or confused.

*Does a person need to be a member for congregational sponsorship?*

While it is important for a candidate to indicate their institutional commitment by membership in a UU congregation *somewhere*, it is not necessary for them to be members of the sponsoring congregation. It would be important to consider this issue on an individual basis. Some candidates seek sponsorship from their internship sites and this is permissible.

*This seems like a big responsibility. What's in it for a congregation?*

What's in it for congregations is the opportunity to play a pivotal role in promoting responsible, well- prepared leaders for our religious communities and Unitarian Universalism in general. The MFC’s experience with sponsorship is that it is not burdensome. In fact, both congregations and candidates have expressed pride and enthusiasm about the opportunity to claim one another. For more information about sponsorship or a person requesting sponsorship, please contact the Ministerial Credentialing Office.

**PERSONAL TRAITS**

From the UUA: “Must demonstrate a balanced and healthy personality, a capacity for self-understanding, a concern for others.”

**UNDERSTANDING OF UU HISTORY**

You will need to be able to show that you can place yourself and your ministry within the context of our living tradition. Be able to easily pull up historical figures and theologians you admire, and explain why. Have a good sense of the overall arching development of history, but don’t obsess on names and dates. Good news: the MFC has decided to ask fewer “stand-alone” content questions, and more that ask people to explain how they might use historical knowledge in their ministry (in other words, less of “When was the Cambridge Platform written?” And more- “What would you say to a church member about the meaning of covenant and where that came from?”). For an overview, it can be helpful to periodically review the brief outline of North American UU history in the front of David Robinson’s book, *The Unitarians and the Universalists*. 
UUA BYLAWS
OK! We get it. Not everyone finds reading associational bylaws riveting. But you really need to do it. Nothing is more off putting than when folks aspiring to UU Ministry don’t get the basics about how the association works. And the Ministerial Fellowship Committee is likely to ask you some very basic polity questions (ex: how is the UUA Board elected? Who is the Moderator? What does the Moderator do?). For a complete copy of the UUA Bylaws go to: http://www.uua.org/uuagovernance/bylaws/index.shtml.

UU MINISTERS ASSOCIATION
You can’t know enough about it—read the guidelines thoroughly, and join your local UUMA Chapter the very minute you are eligible.
http://www.uuma.org/

MASTERS OF DIVINITY
Chill. You’ve got it covered. You chose Starr King School for the Ministry.
APPENDIX II:

STARR KING

FORMS
THRESHOLD STUDENT SELF ASSESSMENT

The following questions for reflection are to be used as a guide for students during the first year and the final semester.

_Students should submit their responses with the advisor’s signature to the student file by the end of their first year of studies. An updated version should also be submitted to the advisor in conjunction with the petition to graduate. Petitions to graduate to all faculty do not need to include the complete Threshold Self-Assessment._

_NOTE: When submitting your responses please INCLUDE the following information:_

STUDENT’S LEGAL NAME: __________________________________________
STUDENT’S PREFERRED NAME: __________________________________________
PROGRAM: __________________________________________
SEMESTERS/YEAR IN THE PROGRAM: __________________________________________
TERM: _________ YEAR: __________ PROGRAM WAS STARTED: __________________
ADVISOR: __________________________________________

**SPIRITUAL PRACTICE AND CARE OF THE SOUL**

The Ministry of the Pastoral Counselor/Spiritual Director

What is it about your calling (as you understand it at present) that will require pastoral counseling and spiritual direction skills?

What knowledge, experience, capacities and gifts do you already have re: counseling and spiritual direction?

What might you need to unlearn to strengthen you capacity to be a wise and effective pastoral care giver/spiritual director?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some learning goals and ways to meet those goals that will develop your knowledge, skills and capacities in this threshold area.
EDUCATING FOR WHOLENESS AND LIBERATION
The Ministry of the Teacher

What is it about your calling (as you understand it at present) that will require teaching skills?

What knowledge, experience, capacities and gifts do you already have re: the ministry of teaching?

What might you need to unlearn or replace to strengthen your capacity to be a wise and effective leader of educational work?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some educational goals and ways to working towards those goals that will advance your develop your knowledge, skills and capacities as a teacher.

EMBODIED WISDOM AND BEAUTY
The Ministry of the Artist

What is it about your calling (as you understand it at present) that will require skills and abilities in the embodiment of wisdom and the embrace of beauty or an understanding of liturgical history/practice?

What knowledge, experience, capacities and gifts do you already have re: leading with artistry and creative expression (written, visual, musical, design…)?

What might you need to unlearn to strengthen you capacity to be a wise and effective practitioner of “applied creativity” in your work?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some learning goals and ways to meet those goals that will develop your knowledge, skills and capacities in this threshold area.
HISTORY OF DISSENTING TRADITION AND THE THEOLOGICAL QUEST
The Ministry/Religious Leadership of the Scholar

What is it about your calling (as you understand it at present) that will require the gifts and skills of a scholar and historian?

What knowledge, experience, capacities and gifts do you already have re: working as a scholar and as a historian?

What might you need to unlearn to claim your capacity as a scholar and engaged in disciplined study of history?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some learning goals and ways to meet those goals that will develop your knowledge, skills and capacities in this threshold area.

LIFE IN RELIGIOUS COMMUNITY AND INTERFAITH ENGAGEMENT
The Ministry of the Pastor/Congregational Leader/Imam/Rabbi…etc.

What is it about your calling (as you understand it at present) that will require pastoral leadership skills and ability to lead multi-faith work?

What knowledge, experience, capacities and gifts do you already have re: leading congregational life in the role of the minister, or giving leadership to a religious community . . . and what experience do you have leading multi-faith engagement?

What might you need to unlearn to strengthen your capacity to be a wise and effective leader of a religious community and of multi-religious work?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some learning goals and ways to meet those goals that will develop your knowledge, skills and capacities in this threshold area.
PROPHETIC WITNESS AND WORK
The Ministry of the Prophet/ Social Change Agent

What is it about your calling (as you understand it at present) that will require skills for leading social change?

What knowledge, experience, capacities and gifts do you already have re: prophetic witness, social justice/social change work?

What might you need to unlearn to strengthen your capacity to be a wise and effective leader of social justice work?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some learning goals and ways to meet those goals that will develop your knowledge, skills and capacities in this threshold area.

SACRED TEXT AND INTERPRETATION
The Ministry of the Preacher/Interpreter of Sacred Text

What is it about your calling (as you understand it at present) that will require skills in preaching, teaching, and interpreting sacred texts?

What knowledge, experience, capacities and gifts do you already have re: working with sacred texts and their interpretation?

What might you need to unlearn to strengthen your knowledge and skills re: interpreting sacred texts?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some learning goals and ways to meet those goals that will develop your knowledge, skills and capacities in this threshold area.
THEA/LOGY IN CULTURE AND CONTEXT
The Ministry of the Theologian

What is it about your calling (as you understand it at present) that will require skills in critical and constructive theological reflection?

What knowledge, experience, capacities and gifts do you already have re: theological work?

What might you need to unlearn to strengthen you capacity to be a wise and effective leader of theological work?

How do you understand this threshold with respect to the calling to create just and sustainable communities that counter oppressions?

How will you explore this threshold with a commitment to multi-religious life and learning?

Sketch out some learning goals and ways to meet those goals that will develop your knowledge, skills and capacities in this threshold area.
Starr King School Covenant

(For the beginning of each academic year)

We humbly ask you who are trustees, supporters, alumni and friends of the school to hold us in your best thoughts and prayers as we live out this covenant in the days ahead.

LEADER: I invite the students, faculty and staff please rise in body (and/or spirit) and join in the words of the covenant:

ALL: We covenant to support the mission of Starr King School for the Ministry: to educate people for Unitarian Universalist Ministry and for progressive religious leadership in society. We seek to meet one another in love, affirming bonds of interdependence and relationship as we advance the well-being and growth of this institution.

LEADER: By our unique roles and individual gifts, may we uphold this covenant in educating, learning and serving with the distinctive educational approach rooted in Unitarian Universalist and progressive religious values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

Faculty: May we nurture a teaching and learning environment with integrity and compassion, as we take time to develop our academic strengths and support the unfolding power of those we are entrusted to guide.

Staff: May we hold the duties and trusts placed in our work with respect and expertise.

Students: May we enter into our studies with integrity and participate in the formation of our vocations with curiosity and depth.

ALL: Striving to live in right relationship with self, others and the earth, may we practice forthright and timely communication, mindful of our authorities, capacities and limits. By our affirmation today, we strive to carry forth with these commitments by returning to this document in our communal life and discrete roles to hold ourselves and our colleagues accountable and in care.
Advisor-Advisee Covenant
Revised and approved by Faculty on Tuesday, August 13, 2013

Introduction
As a collaborative learning community, SKSM emphasizes the relationship between advisor and student in the design of our academic programs.

The following document offer advisors and students a framework for understanding their unique gifts and roles in this relationship throughout the course of study. A variety of supplemental policies and practices are outlined in the student and faculty handbooks. Faculty advisors bring expertise in academic advising, leadership formation/vocational discernment and spiritual nurture of adult learners. Students who enroll in the programs of SKSM are expected to participate in this relationship with intention and integrity, bringing their own experiences and engagement.

Covenant
Together, we agree to:
- Communicate in a timely manner
- Meet regularly for advising sessions
- Refer to the procedural agreements for Advisors and Students
- Support practices of accountability for the learning goals established each semester
- Follow proper administrative procedures (outlined in the faculty and student handbooks) at times of disagreement and conflict.
- Establish learning goals.

The Advisor agrees to:
- Serve as mentor and guide in the shaping of a student’s academic program, with regards to threshold competencies and the ECOJSC objectives of SKSM and all degree requirements.
- Support religious formation of vocational discernment of the student and provide resources and referrals as appropriate to the professional aspirations of the student.
- Encourage spiritual, intellectual and emotional growth and provide challenge throughout the program.
- Confer on the evaluative practices for credit given (for write-ups, SRC’s, CPE’s, etc.) and provide guidance and consultation on student’s educational plan prior to each registration period.
- Write letters of reference on behalf of the student, if requested in a timely manner.

The Student agrees to:
- Establish and communicate learning goals with the Advisor each semester through the academic year
- Participate in reflective practices within the pedagogies of the school and participate in discernment/formation activities beyond the school as appropriate
- Share intellectual, spiritual and emotional growth and learning experiences with the advisor in accordance with the mutually agreed upon goals each semester
- Request administrative and evaluative documentation with appropriate consideration of time/deadlines

Advisor:
Signed ____________________________ Date ____________

Advisee:
Signed ____________________________ Date ____________
## ADDRESS UPDATE/CHANGE FORM

Please print or type and use black or blue ink.

<table>
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<tr>
<th>FIELD</th>
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Address change/update for:  
Please check all that apply.

- Student
- Online Student
- Work-Study Student
- Faculty
- Online Faculty
- Associate Faculty
- Staff
- Graduate
- Trustee
- Donor
- Volunteer
- Other
- Student Teacher
- (Former) Faculty

_________________________________________  ______________________________ 
Signature/Print name                                                        Date

**PLEASE RETURN THIS FORM TO THE SKSM-Finance Office**

All information collected will be used by SKSM/GTU for internal use only and will not be released without your permission.
# STARR KING SCHOOL FOR THE MINISTRY

## Student Evaluation Form

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<tr>
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### Grade (circle one):
- Credit (pass)
- No Credit (fail)
- Incomplete
- In Progress
- Withdrawn

### Evaluation Based on (circle one or more):
- Term paper
- Class discussion
- Interview
- Class presentation
- Reflection essays
- Moodle postings

### Knowledge, Skills & Attitude

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<td>1. Demonstrates deep engagement with material presented</td>
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<td>2. Class participation is reflective and respectful</td>
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<td>3. Written material is clear, coherent, contextualized</td>
</tr>
<tr>
<td>4. Demonstrates sufficient flexibility to deal with alternative paradigms of inquiry</td>
</tr>
<tr>
<td>5. Demonstrates sensitivity to and responsible handling of ethical problems; is guided by Starr King’s ECO philosophy</td>
</tr>
<tr>
<td>6. Is prepared, contributes and completes assignments on time</td>
</tr>
<tr>
<td>7. Attends class regularly</td>
</tr>
</tbody>
</table>

### Please discuss the student’s strengths in your class.


### Instructor’s level of concern for student progress (circle one):
- (1) No concern
- (2) Some concern
- (3) Serious concern

### Please discuss growing edges for the student.


Date

Instructor’s signature

To be submitted by all faculty to student file each semester
Leave of Absence

Starr King does not grant a leave of absence for work considered a normal part of an individually designed course of study at the school. Therefore your advisor must be clear on your reason for the request and what will be accomplished during the leave of absence. Work accomplished during a leave of absence cannot be counted as credit toward the completion of a degree. This includes write-ups and incompletes.

A Leave of Absence form must be completed for each semester of leave. If a leave is not officially requested, approved and on file in the student’s file, the student may be terminated when they do not register for classes. A leave of absence form submitted after late registration is subject to the change of registration fee of $50.00. Students are advised to consult with the Financial Aid Office about whether a leave is the best financial decision. Students with educational loans need to check carefully that a leave will not jeopardize their deferment of payment. Payments on all state and federal loans may go into repayment within six months. Participation in the school’s health insurance program is not available during a leave of absence.

MASC students are not normally granted more than four total semesters of leave, and no more than two semesters consecutively, in the course of their degree program. MDIV students are not normally granted more than six total semesters of leave, and no more than three semesters consecutively. Accrediting agencies require institutions to enforce a reasonable continuity in the program. Leaves of absence taken once matriculation in the degree program has begun do count toward the total allowed in the program. (Semesters deferred before beginning the program are not considered leaves and do not count.)

Student Legal Name: ____________________________
Student Preferred Name (if used): ______________
ID #: _______________________________________
Phone: _______________________________ E-mail: _______________________________
Program: _______________________________ Completed Semesters or Year/s in the program: __________
Advisor: ________________________________

I am requesting a leave of absence for __________. Began Program __________ (only one semester’s leave per sheet) list semester and year list semester and year

Did you receive financial aid this year? ______________ Have you ever received financial aid: ______

Reasons for request: ____________________________________________________________

(You may attach a letter if you prefer)
Student’s Signature: ___________________________ Date: ___________________________
Advisor’s Signature: ___________________________ Date: ___________________________
Dean of Faculty’s Signature: ___________________________ Date: ___________________________
Student Accts Mgr Signature: ___________________________ Date: ___________________________
Registrar’s Signature: ___________________________ Date: ___________________________
Withdrawal

A student may withdraw from a degree program by written request.

The Veteran's Administration will be advised within 30 days of the date of withdrawal, which will be the date the Dean of the Faculty signs this form. When a student is withdrawn, veteran's benefits will be discontinued and any further certification of benefits terminated.

The GTU Financial Aid Office will perform a Title IV Return of Funds Calculation and have students with federal loans undergo a Loan Exit interview.

A student who is withdrawn may be asked to re-apply.

Student Legal Name: ____________________________

Student Preferred Name (if Used): ____________________________

ID #: ____________________________

Phone: ____________________________ E-mail: ____________________________

Program: ____________________________ Advisor: ____________________________

I am requesting to withdraw from the program ____________________________.

list semester and year

Began Program ____________________________ Did you receive financial aid this year? _

list semester and year list what kind

Have you ever received financial aid: ____________________________

list what kind

Reasons for request: __________________________________________

(You may attach a letter if you prefer)

Student’s Signature: ____________________________ Date: ____________

Advisor’s Signature: ____________________________ Date: ____________

Dean of Faculty Signature: ____________________________ Date: ____________

Student Accts Mgr Signature: ____________________________ Date: ____________

Registrar’s Signature: ____________________________ Date: ____________
Request to Change Advisor

A student may request to change advisors. The Dean of Faculty, after weighing all variables, will have the final authority to decide if the change will occur and who the new advisor will be. A desire to change does not guarantee a change will happen.

Student Legal Name: ____________________________________________ ID #: __________________
Student Preferred Name (if Used): __________________________________________________________
Phone: ______________________ E-mail: _______________________________________________________
Program: ____________________ Advisor: ______________________________________________________
Reason/s for request: ____________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
(you may attach a letter if you prefer)
Current Advisor’s Signature: ______________________________________ Date: _________________
Notes from current Advisor: __________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Reason/s for request: ____________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
I have had a conversation with my current advisor and we are both amendable to this change.
Student’s Signature: __________________________ Date: _________________

Administrative Use Only:

Decision: __________________________________________________________

Dean of Faculty’s Signature: __________________________ Date: __________________

*If this request is approved, the Deans will assign a new advisor in keeping with our practice.*
PORTFOLIO CONFERENCE RECORD

Student’s Legal Name: ____________________________________________________________
Student’s preferred name (if used): ________________________________________________
Program: ___________  Semesters in the program: _________________________________
Advisor: ________________________________________________________________
Second Faculty: ____________________________________________________________
Community Representative: _________________________________________________
   Organization: ____________________________________________________________
Student Representative: _____________________________________________________
Additional guest (only by permission of the advisor): _____________________________

Date: __________________

Notes about the portfolio conference are on record with the student’s advisor. They are confidential and will be used with the student for advising purposes.

Additional comments: _______________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

Signature of advisor: _________________________________________________________
Signature of student: _________________________________________________________

Student is responsible for completing this form prior to conference. Student is responsible for returning this signed and completed page to the Registrar. Please check Student Handbook for a detailed description of the Portfolio Conference.
PORTFOLIO ADVISING NOTES

Part 1:

Student’s Legal Name: ____________________________________________
Student’s Preferred Name (if used): _________________________________
Program: _________  Semesters in the program: ________________
Advisor: _____________________________
Second Faculty: ____________________________
Community Representative: ________________________________
    Organization: ________________________________________________
Student Representative: _________________________________________
Additional guest/s: _____________________________________________

______________________________________________________________
Date: ________________

Part 2:

Advising notes: ________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________

- Student to complete part 1 and give to advisor prior to conference.
- Advisor to complete part 2 during or following the conference.
- For advisor’s files only.
CHANGE OF GRADE FORM
Fill out and send to the registrar of your school

STUDENT’S NAME: ____________________________
Last          First          Middle

ID# ____________________________

COURSE TITLE: ____________________________

COURSE NUMBER: ________________  SECTION: ________________

SEMESTER/YEAR TAUGHT: ________________  UNITS ________________

NEW/REVISED GRADE: ________________

FACULTY SIGNATURE / DATE: ____________________________
COURSE WRITE-UP

Student Legal Name: _____________________________________________

Student Preferred Name (if used): __________________________________

ID #: __________________________________________________________

Program: __________________________

Semester: ________________  Year: _____________

Advisor: ________________________________

Course/Conference/Experience Title: __________________________________

Course:  WU-4999

Credits: ________ (0.5-3)

Credits authorized by: ____________________________________________  Date: ____________

(Advisor’s signature)

Please attach support material or type below:

______________________________________________________________________________

______________________________________________________________________________

WRITE –UP: Starr King views different learning experiences while in seminary as contributing to the student's development as a spiritual leader, activist and educator. Substantive development may be written up for credit. The academic advisor has the full discretion in determining whether a particular experience is substantive and integrative enough to qualify for a write-up, as well as the appropriate number of credits to award. If a student wants to write up an experience they should first have a conversation with their advisor. Once the advisor has verified that the learning was substantial and warrants credit, the student should —write-up the experience.

The write-up should consist of a substantive paper which narrates and reflects on what was learned and how the experience was integrated deeply into the student’s sense of religious leadership. On occasion, faculty members may ask for a series of conversations or some other format in lieu of a paper. After the student writes up the experience, the advisor and student will want to discuss the amount of credit that should be awarded. Typically, this is done in relation to the work needed for a 3-credit graduate-level class (3 hours per week/16 weeks in class + 9 hours per week/16 weeks class preparation time =192 hours total). EFFECTIVE SPRING 2014: Write-ups are now registered through the WebAdvisor system and will be on SKSM transcripts and on record in student files. Write-ups received prior to Spring 2014 will not be seen on WebAdvisor.
CHANGE OF ENROLLMENT FORM

For detailed instructions on Change of Enrollment refer to Instructions in Student Handbook.

Student Legal Name: ________________________________________________
Student Preferred Name (if used): _______________________________________
ID #: __________________________
Program: _______________________
Term: ___________________ Year: ______________
Advisor: __________________________
ADD: _____
Course# ___________ Sect # ______
Grade Option: LG____ P/F____ AU____
Units_______

Faculty’s Signature: ___________________________ Date: ______________
DROP: _____
Course# ___________ Sect # ______
Units_______
Email Faculty

OPTION CHANGE: ___________
Course# ___________ Sect # ______
Grade Option: LG____ P/F____ AU____
Units_______

SIGNATURES AND DATES (as required)

Advisor: __________________________

Dean of Faculty: __________________________

Business Office: __________________________
PERSONAL GROWTH AND LEARNING FUND

APPROVAL

STARR KING SCHOOL FOR THE MINISTRY

2441 LE CONTE AVENUE

BERKELEY, CALIFORNIA 94709-1209

PAY TO: ________________________________________________________________

ADDRESS: _____________________________________________________________

ADDRESS: _____________________________________________________________

ADDRESS: _____________________________________________________________

CITY, STATE, ZIP: ________________________________________________________

☐ Send to payee

☐ or Return to ___________________________________________________________

CHARGE TO:

222
<table>
<thead>
<tr>
<th>FUND</th>
<th>FUND SOURCE</th>
<th>UNIT</th>
<th>DEPT.</th>
<th>PROJECT</th>
<th>OBJECT</th>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>23090</td>
<td>10</td>
<td>02</td>
<td>0010</td>
<td>91310</td>
<td>Personal Growth &amp; Learning</td>
<td>$</td>
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<td>$</td>
</tr>
</tbody>
</table>

COMMENTS:

TOTAL DUE $ 

AUTHORIZED BY: ________________________ DATE: _____________________

DEAN OF STUDENTS

AUTHORIZED BY: ________________________ DATE: _____________________

DEAN OF FACULTY

APPROVED BY: ________________________ DATE: _____________________

FINANCE DIRECTOR

Please PRINT or type and use a black or blue PEN to fill out the form.
GRADUATE THEOLOGICAL UNION

Common MA Special Reading Course
(Form for individual instruction)

Register for this class on WebAdvisor as SRC 9999 or SRC 8888, section 01. Remember to enter the correct number of units. Submit two copies of this form to the registrar of your School of Affiliation, before the end of Late Registration. If the form is not submitted by this deadline, a Change of Enrollment form will also be required, and the regular Change of Enrollment fee will be assessed.

_________________________________  __________________________________________
Student's Name Degré/Program

Academic Year: _______ Term: Fall Intersession Spring Summer

Course Title:
You MUST limit title to 30 characters or less, including punctuation & spaces. Characters beyond 30 will be deleted!

Course Number: SRC 8888 SRC 9999 Course Area: ______ Section Number: _________
(Use in WebAdvisor) (Assigned by GTU Registrar)

Faculty Name: __________________________ Faculty School: ________________________

Course Level: Introductory Advanced Doctoral

Units: 1.5 3.0 Other ______ Grade Request: Pass/Fail Letter Grade

Method for Evaluation (Check all applicable):
Written/Oral Reports Paper/Examination Other __________________

Objectives (Be concise):

Outline or Bibliography (Be concise):

_________________________________  __________________________________________  __________________________________________
Signature of Faculty/Date Signature of Advisor/Date Other Approval/Date
STARR KING SCHOOL FOR THE MINISTRY

Special Reading Course
(form for students not enrolled in the GTU Common MA program)

Register for this class on *WebAdvisor* as SRC 8888 or SRC 9999, section 01. Remember to enter the correct number of units. Submit the white copy of this form to the SKSM registrar, before the end of Late Registration. If the white copy is not submitted by this deadline, a Change of Enrollment form will also be required, and the regular Change of Enrollment fee will be assessed. Please keep the yellow copy for yourself.

___________________________________________________

Student’s Name

Academic Year: _______ Term (Check): □ Fall □ Intersession □ Spring □ Summer

You MUST limit title to 30 characters or less, including punctuation & spaces. Characters beyond 30 will be deleted!

Course Title: _________________________________________________________________________

Course Number: □ SRC 8888 □ SRC 9999 Course Area: _______ Section Number: ______

(Use in *WebAdvisor*) (Assigned by GTU Registrar)

Faculty Name: ___________________________________ Faculty School: ____________

Course Level (Check): □ Introductory □ Advanced □ Doctoral

Units (Check): □ 1.5 □ 3.0 □ Other _____ Grade Request (Check): □ Pass/Fail □ Letter Grade

Method for Evaluation (Check all applicable):

□ Written/Oral Reports □ Paper/Examination □ Other __________________

Objectives (Be concise):________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Outline or Bibliography (Be concise):________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature of Faculty/Date

Signature of Advisor/Date

Student Services Signature/Date

White—SKSM registrar

Yellow—student’s use

Form revised July 2010
GRADUATE THEOLOGICAL UNION - UNIVERSITY OF CALIFORNIA AT BERKELEY
APPLICATION AND CERTIFICATION FOR CROSS REGISTRATION

Please print or type so that all copies are legible.

Semester/Year _____/______

GTU School of Affiliation ______________________

(PhD or ThD students must "GTU")

Enrollment Status at UCB: New ________ Re-entering _______

(P1st cross-reg. term) (after completion of a cross-reg. chm)

Registration Status: Casual ________ Cooperative ________ Joint Doctoral ______

(Non-PhD) (PhD) (PhD in Near Eastern Studies or Jewish Studies)

Student's Name

Last __________ First __________ Middle __________

Current Address

Street and Number __________ City __________ State/Zip __________

Telephone ________ Social Security Number __________ Gender ______

Email address __________

Birth Date ________ Birth Place __________ Country of Citizenship __________

Bachelor’s Degree granted by:

Name and location of school __________ Degree conferred ________ Date conferred ________

Course to be taken at UCB - Every box MUST be filled

(NOTE: If you are taking a course with a discussion group, include that control number as well)

<table>
<thead>
<tr>
<th>CONTROL NUMBER</th>
<th>DEPT</th>
<th>COURSE NUMBER</th>
<th>SSCI. NUMBER</th>
<th>NUMBER OF UNITS</th>
<th>CONTROL</th>
<th>OFFERING THIS COURSE (Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Letter</td>
<td>P/NF S/U</td>
</tr>
</tbody>
</table>

Certifying signatures: I certify that this student is enrolled in a degree program, that a transcript of the student's undergraduate work showing evidence of the bachelor's degree is on file and that the scholastic record is above average, and that all fees have been paid.

Dean of School of Affiliation: GTU Date

Registrar: GTU Date

Dean of College or Department Chair (if required): UCB Date

Procedure for Cross Registration:

1. Obtain Signature of Dean of your school (GTU MA’s School of Affiliation Dean).
2. Fill out this form.
3. List UCB course WITH CORRECT CONTROL NUMBER(S).
4. Get signature of Instructor offering course.
5. Get UCB Dean of College or Dept.
   Chair signature, if required.
6. Return completed form with all signatures to the GTU Common Registrar’s office by posted deadline.

White: UCB Yellow: GTU form revised October 2011
GRADUATE THEOLOGICAL UNION - MILLS COLLEGE
APPLICATION AND CERTIFICATION FOR CROSS REGISTRATION

Please print or type so that all copies are legible

Semester/Year ______ / ______  GTU School of Affiliation ______  Degree Program ______

Student's Name _____________________________

Last/Family  First  Middle

Current Address _____________________________

Street & Number  City/State  ZIP

Telephone ( ) ________________  Social Security # ________________  Gender ________________

Birth Date ______ / ______ / ______  Birth Place _____________________________  Citizenship ______

Country

Course to be taken at Mills - Every box MUST be filled:

<table>
<thead>
<tr>
<th>COURSE NUMBER AND TITLE</th>
<th>AREA/DEPT</th>
<th>NO. OF UNITS</th>
<th>GRADE OPTION</th>
<th>SIGNATURE OF INSTRUCTOR</th>
</tr>
</thead>
</table>

Certifying Signatures:

Student ___________________________________________ Date __________ 

Faculty Advisor (if required) ___________________________ Date __________ 

Dean of School of Affiliation __________________________ Date __________ 

GTU Consortial Registrar ______________________________ Date __________ 

Mills Registrar or Representative ______________________ Date __________ 

Remember, it is your responsibility to:

a. Be sure all prerequisites and criteria for cross-registration are satisfied;

b. Be sure all the information on this form is complete and correct, obtain all required signatures, give the completed form to the Mills registrar and the yellow copy to GTU Consortial Registrar (NOTE: your cross-registration in the course is not officially recorded until a copy of the completed form is turned in to the GTU Consortial Registrar);

c. Meet all registration regulations, deadlines and penalties at Mills College;

d. Notify BOTH schools if the class is dropped, to avoid getting a UW or 'F' grade.

White: Mills College  Yellow: GTU Consortial Registrar  Pink: Student

init: May 2008
GRADUATE THEOLOGICAL UNION - HOLY NAMES COLLEGE
APPLICATION AND CERTIFICATION FOR CROSS REGISTRATION

Please print or type so that all copies are legible

Semester/Year __________/__________
Home School: Holy Names ___ GTU ___
Term/Year
GTU School of Affiliation __________
Degree Program __________
Year in Program __________
Student's Name __________
Last __________ First __________ Middle
Current Address
Street and Number __________
City __________ State/Zip __________
Telephone __________
Social Security Number __________ Sex __________
Area code and Number
Birth Date _______ Birth Place __________
Country of Citizenship __________

Course to be taken at GTU/HNC - Every box MUST be filled:

<table>
<thead>
<tr>
<th>COURSE NUMBER or COURSE I.D.</th>
<th>COURSE TITLE</th>
<th>NO. OF UNITS</th>
<th>GRADE OPTION Circle One</th>
<th>SIGNATURE OF GTU INSTRUCTOR or HNC DIVISION CHAIR or HNC REGISTRAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>L.G.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P/F</td>
<td></td>
</tr>
</tbody>
</table>

Certifying Signatures:
Signature of Student __________ Date __________
Faculty Advisor (if required by school) __________ Date __________
Dean of GTU School of Affiliation __________ Date __________
HNC Division Chair __________ Date __________
GTU Common Registrar __________ Date __________
HNC Registrar or Representative __________ Date __________

Remember, it is your responsibility to:
a. be sure all prerequisites and criteria for cross-registration are satisfied;
b. be sure all the information on this form is complete and correct, obtain all required signatures, give the completed form to the HOST school Registrar who will return the yellow copy to the HOME school Registrar (Note: your cross-registration in the course is not officially recorded until a copy of the completed form is obtained by the GTU/Holy Names Registrar);
c. meet all registration regulations, deadlines and penalties at the HOST school;
d. notify the Registrars at BOTH schools if the class is dropped, to avoid getting a UW or 'F' grade.

Host School - Original White      Home School - Yellow
PETITION FOR INCOMPLETE
Must be filed with the student’s school Registrar by the last day of the term

**Common Policy:** Students are responsible for finishing their work within the term. Students must petition to take an incomplete no later than the last day of the term. Incomplete work is due by the third (3rd) Friday after the end of the term. The instructor is required to submit a new grade by the sixth (6th) Friday after the end of the term. The incomplete becomes an “F” if no new grade is received by the end of the sixth week. Students should consult their school handbook for any variation to this Common Policy.

**Academic Year:** ___________  **Term** (Check): □ Fall □ Intersession □ Spring □ Summer

**Student’s Name:** ___________________  **ID Number:** _______________

**Course Number & Title:** __________________________________________

**Instructor:** ___________________  **Instructor’s School:** __________________________

---

I understand the GTU Common Policy on Incompletes as printed above and any variations stated in my school handbook, agree to meet the required obligations and deadlines.

___________

initial here

---

**Date Work Due:** ___________  **Final Grade Due:** ___________
(No later than the 3rd Friday after last day of the term)
(No later than the 6th Friday after last day of the term)

**Student’s Signature:** _______________  **Instructor’s Signature:** _______________

**Date:** _______________  **Date:** _______________

---

**Approval:**

_________________________

Signature of the Registrar (or Dean if beyond six weeks)

**Date:** _______________

---

*Students, please make duplicate copies for you, the Course Instructor, and the Registrar.*
# Final Course Evaluation Form

Name of Course ______________________________________ Course Number: ________________________

Instructor(s) ______________________________________ Semester _____________ Year _____________

Student Name: ___________________________________ (name will only be used by cmte/dean for follow-up)

Degree Program: MDiv MASC MA PhD certificate special student

Institution Of Affiliation (SKSM, PSR, IBS, etc): ______________

These evaluations will be housed in the Dean of the Faculty’s office at Starr King and used by the Curriculum Committee, the Dean, and the Dean’s staff in evaluating instructors and choosing future classes. After the grades and student evaluations have been completed, the evaluation results are shared in aggregate form with the instructor and individual student names are not shared with the instructor without specific permission.

Please rate the following: (1 = not at all 3 = somewhat 5 = absolutely)

Please include any additional explanation at the end (under “Additional Comments”).

<table>
<thead>
<tr>
<th>Overall</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course significantly advanced my knowledge in this subject.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>This course was helpful to my overall preparation for spiritual leadership/ministry.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I am confident in my understanding of the material.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I applied myself fully to this course and completed all assignments.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I would take another course offered by this instructor.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I would recommend this instructor to other students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I would recommend this course to other students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I had a serious issue in this class and would like to be reached for follow-up by a dean or member of the Curriculum Committee.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pedagogical Aspects Of The Learning Environment:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor(s) was/were accessible.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I felt positively challenged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>My knowledge, experience, and agency were expanded during this class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I was expected to be a creator of knowledge not merely an empty vessel</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>This course called forth my gifts and developed my capacities for courageous and compassionate spiritual leadership.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I felt welcomed to risk and to share my ideas, perspectives, and feelings.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>Differences amongst participants were honored.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>The class became a strong learning community together.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>I felt “accompanied” in my learning. In this course, “right relationship” was cultivated:</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>• With myself</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>• With others</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>• With “communities of accountability,”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>• With the sacred “ground of all relating.”</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Logistical Aspects Of The Learning Environment:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>The actual content and materials of the course corresponded to the syllabus, the learning objectives and the learning outcomes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>The assignments (reading, papers, projects, etc.) enhanced my learning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>The workload was manageable and reasonable for a graduate level course</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>The class was a good balance of learning modalities (reading, practice, etc).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>The strengths of the class format (on-line, in-residence, intensive, etc) seemed well-used.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>My experience of the educational technology used (on-line forums, videoconferencing, Power-point presentations, etc.) was positive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>In completing this form, I felt free to be completely candid.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Please answer the following questions:

26. How has this course empowered and engaged you as a spiritual leader by contributing to your understanding of how to create just and sustainable communities that counter oppressions?

27. How has this course empowered and engaged you as a spiritual leader by cultivating multi-religious life and learning?

28. How has this course empowered and engaged you as a spiritual leader by calling forth compassion, wholeness, and liberation?

29. How will you apply this learning in your career?

30. What element of the class would you recommend be retained in future courses?

31. What suggestions do you have for improvement?

32. Additional comments (please use this space to expand on any previous answers – so that we're clear, for instance, about what technological issues came up):
SKSM CRIME REPORT & INTERNAL INVESTIGATION FORM
Please use this form to report information about crimes which have occurred at Starr King School for the Ministry. The information collected from these forms is used to prepare a compilation of statistical crime information for the school’s Annual Campus Crime Report.

Victims and witnesses to crimes must be made aware that they have a right to report criminal acts to police, and to report school policy violations to the appropriate office. If a person reporting requests anonymity, this request must be honored to the extent permitted by law. Accordingly, no information should be included on this form that would personally identify the victim without their consent. The legislation requires that records or actions related to crime or incident statistics be retained for seven (7) years.

Please deliver this completed form to the Operations Director, Jamie Krovonta.

NAME: ________________________________

PHONE NUMBER: __________________________ DATE: ___________

REPORT MADE BY: Victim _____ Witness _____ Third-Party _____ (specify any relationship to the victim)

TYPE OF INCIDENT: Homicide _____ Burglary _____ Sex Offense _____ Arson _____ Robbery _____ Auto Theft _____ Assault _____ Drug/Alcohol _____

DESCRIPTION OF THE INCIDENT OR CRIME: ________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

WAS A POLICE REPORT FILED? Yes _____ No _____

LOCATION OF THE INCIDENT/CRIME (Be as Specific as Possible): ________________________________

________________________________________________________________________

________________________________________________________________________

DID THE INCIDENT OCCUR (check any that apply):
☐ On SKSM Campus ☐ On Property Not Adjacent to GTU
☐ On GTU/Member School Campus ☐ Unknown Location
☐ On Property Immediately Adjacent to GTU ☐ Other: ________________________________
SEX OFFENSES
Examples: rape, sodomy, sexual assault with an object, fondling, incest, statutory rape.

WAS THIS CRIME A SEXUAL OFFENSE? Yes _____ No _____

WAS IT A RAPE OR ATTEMPTED RAPE? Yes _____ No _____

IF YES TO EITHER QUESTION ABOVE, WERE THE VICTIM AND ASSAILANT AQUAINTED? Yes _____ No _____

IF YES TO THE IMMEDIATELY PRECEDING QUESTION, WERE EITHER THE VICTIM OR THE ASSAILANT UNDER THE INFLUENCE OF ALCOHOL OR DRUGS?

<table>
<thead>
<tr>
<th>Victim:</th>
<th>Yes _____ No _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assailant:</td>
<td>Yes _____ No _____</td>
</tr>
</tbody>
</table>

HATE CRIMES
Hate crime information is required to be reported for criminal homicide, sex offense, robbery, aggravated assault, burglary, motor vehicle theft, arson, and any other crime involving bodily injury.

WAS THIS CRIME MOTIVATED BY HATE OR BIAS? Yes _____ No _____

IF YES, IDENTIFY THE CATEGORY OF PREJUDICE:
Race _____ Ethnicity _____ Disability _____
Religion _____ National Origin _____ Sexual Orientation _____

PROVIDE A BRIEF EXPLANATION OF THE DETERMINATION: ____________

ALCOHOL, DRUG AND WEAPONS LAW VIOLATIONS

CHECK ALL THAT APPLY:
Alcohol _____ Drugs _____ Weapons _____

PROVIDE A BRIEF DESCRIPTION OF INVOLVEMENT OF ABOVE: _________________

To Be Completed by Operations Director:
Number of individuals arrested or referred for SKSM disciplinary action: _______________
STARR KING BUILDING USE CONTRACT

Our school is a gift to Starr King from friends and supporters. Each of us can express gratitude for this gift through our thoughtful and responsible use of the space.

Use of the building for non-SKSM or GTU related events may be arranged with the Operations Director, jkroventka@sksm.edu. Starr King School requests a donation in the amount of $100-$500 per event to help defray the costs of using the building, and requires that an SKSM community member (student, staff, faculty, or trustee) serve as volunteer host/hostess.

NAME: __________________________________________

EVENT: _________________________________________

ROOM(S) TO BE USED: ________________________________

DATE OF EVENT: _________________________________

SKSM HOST/ESS: __________________________________

I HAVE READ THE ABOVE STARR KING BUILDING USE GUIDELINES AND EXPECTATIONS, AND AGREE TO ADHERE TO THESE REGULATIONS WHILE ENROLLED AT, EMPLOYED BY OR OTHERWISE AFFILIATED WITH STARR KING SCHOOL FOR THE MINISTRY.

I UNDERSTAND THAT FAILURE TO DO SO MAY RESULT IN MY BEING BANNED FROM RESERVING OR USING STARR KING ROOMS, WITHDRAWAL OF ACCESS PRIVILEGES, OR ANY OTHER RESTRICTIONS WHICH THE EXECUTIVE ADMINISTRATION DEEMS NECESSARY.

Printed Name ___________________________ Signature ___________________________ Date ______

Approved by: ________________________________
Signature __________________________________
Date ______

Printed Name and Title ___________________________