Starr King School for the Ministry
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2020-2021 ACADEMIC CATALOG
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Dear Student,

This catalog serves as a current record of Starr King School for the Ministry’s Academic Policies, Procedures and Program Objectives for the 2020-2021 academic year. This catalog allows you to understand your responsibilities and rights as you navigate your studies at Starr King. Please take some time to review this information.

This catalog is supplemented by information in the Student Handbook (https://www.sksm.edu/resources/student-handbook) and Starr King’s course calendar (https://www.sksm.edu/academics/full-course-catalog).

While the catalog is accurate at the time of publishing (effective as of July 2020), course offerings, programs, services, tuition and fees, rules and regulations are subject to change. Starr King will do its best to communicate any changes in a timely fashion.

We wish you all the best in your academic pursuits and spiritual formation at Starr King.

Faithfully,

Rev. Dr. Gabriella Lettini, Dean of the Faculty, Chief Academic Officer and Aurelia Reinhart Professor of Theological Ethics  
Rev. Dr. Chris Schelin, Dean of Students and Director of Contextual Education  
Kelley Gibbs, Vice President of Finance and Administration
MISSION

The mission of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry AND for progressive spiritual leadership in society. Our educational approach is rooted in Unitarian Universalist values with a focus on:

- Countering Oppressions
- Cultivating multi-faith, multi-religious life and learning
- Creating just and sustainable communities
- Calling forth wholeness and liberation

Starr King School aims to educate the whole person in the service of love, compassion, and justice, through:

- Teaching by who we are and what we do
- Student-centered participatory learning
- Excellence and depth in religious studies
- Formation in the arts of religious leadership
- Service with congregations and communities
- Active membership in the Graduate Theological Union
- Deepening self-awareness and cultivating spiritual practice
- Striving to live in right relationship with self, others, and the earth

OUR THEA/LOGICAL UNDERSTANDING

Starr King School for the Ministry expresses a theological understanding that includes all in an embrace of mutuality, equality and respect. We seek to foster I-Thou relationships with one another, rooted in authentic presence and the full unfolding of the powers of the soul. Our tradition seeks to communicate not only to the mind, but also to the heart. That tradition leads us to encourage special pastoral concern for those who have been oppressed in body and spirit because of unjust social conditions. Honoring the priesthood and prophethood of all believers, our theological task includes working for just, loving and sustainable community among human beings and with the earth.
We value the integration of academic expertise with lived experience and living spirituality. Our tradition leads us to emphasize ongoing revelation in each culture and in every creature. Our attention is drawn to the concrete, not the abstract, to the particular, not the generic. Time, place, culture, language and history are theologially significant because they help us understand the presence of the holy within time and space, and within diverse expressions of humanness.

In faithfulness to our theological understanding, we educate to counter oppressions and create just community. Intersecting patterns of violence and injustice mark the world. But we believe that abiding resources of beauty, grace, resistance and transformation abound. To teach is to cooperate with revolutionary grace in the healing, transformation and full unfolding of life.

**OUR EDUCATIONAL PHILOSOPHY & PEDAGOGICAL PRACTICE**

Our theological understanding is expressed in our educational philosophy and pedagogical practice. We seek to educate in ways that:

- trust in an empowering and liberating grace larger than ourselves,
- call forth the full, authentic presence of people,
- welcome silenced knowledge, feeling and experience,
- undergird human wholeness, integrity, interdependence and agency,
- foster self-awareness and self-respect,
- strengthen relational capacities and the ethics of community,
- deepen knowledge and wisdom arising from engagement with primary texts and primary experience,
- embody an ongoing practice of inquiry, study, action and reflection.

Starr King School emphasizes student-centered, holistic learning that cultivates habits for successful ministry and effective religious leadership.

**Our Educational Model**

Starr King’s Educational Model advances Starr King as a school with “permeable walls” and opens the School to enrollment growth by making our programs more flexible, focused on student-centered education. It asks each student to engage in different
modes of learning: on-line learning, residential learning, hybrid learning, immersion learning and field learning.

**EDUCATING TO COUNTER OPPRESSIONS (ECO)**

In our work we strive to embody what we hope to see in the world — a just, loving humanity and community in which people are free to be themselves fully and without fear; a community where no one is exiled, silenced or exploited because of gender, gender expression, race, color, ethnic or national origin, religion, sexual/affectional orientation, age, class, physical character or disability.

*Read more about Educating to Counter Oppressions and Create Just Communities.*

**BRIEF HISTORY**

Starr King School opened its doors in 1904 as the Pacific Unitarian School for the Ministry.

Ten years later the school changed its name to Starr King School for the Ministry in honor of Thomas Starr King, a Unitarian and Universalist minister who served the San Francisco Unitarian Society during the Civil War.

In 1942, the school moved to its present location on Le Conte Avenue in Berkeley. Starr King has evolved tremendously over its more than 100-year history yet held fast to its commitment to religion that is both liberal and liberating. At the school’s heart is a passion for transformative education and a belief in the possibilities that lie within human beings.

*Read more about Starr King’s History: [https://www.sksm.edu/about/starr-king-schools-mission-and-history/](https://www.sksm.edu/about/starr-king-schools-mission-and-history/*

**THE ACADEMIC ENVIRONMENT**

*Individualized and Integrative Learning*

*Individually Designed Programs*

Each person’s path to religious leadership is unique. Starr King School attends to individualized and integrative learning, meeting students where they are and
We ask students, as members of our community, to reciprocate. This means participating fully in the community and worship life of the school, from helping to organize events to creating a full chapel service. In addition, students assist in shaping school policy and practice through their representation on faculty-student committees and the board of trustees.

**Holistic Study and Experiential Learning**

Starr King considers students’ whole life experience during seminary to be relevant to their studies. Significant learning takes place in contexts other than structured courses and formal fieldwork.

Independent projects, creative undertakings, learning from workplace challenges, life crises or major events, such as the birth of a child, the death of a friend or national mobilization for war, are all occasions for grappling with fundamental spiritual questions.

**Small Classes**

The school intentionally keeps its classes and seminars small, with emphasis on the active participation of all present. Our practice is to not accept auditors in courses because we expect each person in the classroom to participate fully.

**Narrative Evaluations**

As a general practice, Starr King employs written evaluations in coursework and fieldwork rather than letter grades. Through written evaluations, students receive regular feedback and counsel regarding the quality of their work and path of preparation for ministry, scholarship or religious leadership in society. Evaluations are also listed as Pass or Fail on the students’ transcripts.

M.A. students receive both written evaluations and letter grades for all courses taken at Starr King. Letter grades will be given to other Starr King students under
certain circumstances and with the agreement of both the student and the student’s advisor.

Thresholds

At Starr King School for the Ministry, our overall goal is to help each person prepare for religious leadership, within a multi-religious and counter-oppressive context. Towards that end, students will develop competency in each of the eight threshold areas described below.

Each threshold corresponds to the traditional disciplines and fields of religious study at the Graduate Theological Union (noted below, in Christian inspired language).

In 2014-2015 Starr King faculty created a series of learning outcomes for each threshold as part of its assessment study for the Association of Theological Schools. These learning outcomes will be used to support and document students’ progress in each threshold area.

Students will consult and work with their advisors to ensure they meet these learning outcomes. In their first year, they will conduct a Threshold Review with their advisor to identify areas where they already have some experience and those that will require more of their attention. In their second year, students will work with their advisor as they write an in-depth Threshold Assessment that reflects their work to date in each of the threshold areas. This assessment will become an essential part of their Portfolio Conference and Packet. In their final year, students will prepare a Final Threshold Assessment – again in conversation with their advisor – as part of their Petition to Graduate.

The eight threshold areas are:

1) Life in Religious Community and Interfaith Engagement

   The Offices of Pastor, Chaplain, and/or Spiritual Activist

Students will develop leadership skills in their faith community and/or in interfaith settings. Work in this threshold may include courses in Cultural and Historical Studies of Religions, Ritual Studies (Liturgical Studies), Functional and Pastoral Theology, Field Work and Internships. To meet the learning outcomes for this threshold students will:

   - Participate in a faith and/or or interfaith community.
• Study how faith communities – including their own – have organized and expressed themselves across time and space, including in their efforts to address injustice.

• Develop and apply leadership skills – including pastoral, organizational, and social change -in a faith community, interfaith setting, and/or movement.

• Examine faith and interfaith communities’ engagement – including with social change issues – from multicultural, counter-oppressive perspectives.

2) Prophetic Witness and Work

*The Offices of Prophet & Social Change Agent*

Students will learn to assess and respond to injustice and complex ethical issues in their communities and the world, while recognizing their own social locations and/or privileges. Work in this threshold may include courses in Ethics and Social Theory, Religion and Society, Religious Leadership for Social Change, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

• Study systemic oppression (e.g., based on race, gender, class, age, religion, ability, etc.), including in one’s own community, faith tradition, and life.

• Develop praxis/reflection skills to build just and sustainable communities and counter oppression.

• Become an activist and/or ally with those working for justice in a congregational, interfaith, community, or global setting.

• Engage in interfaith dialogue, action, and community with diverse audiences from a multicultural, counter-oppressive perspective.

3) Sacred Text and Interpretation

*The Offices of Preacher and Spiritual Activist*

Students will learn to use the sacred texts of the communities they serve in their speaking, writing, art and activism. They will also develop interpretations of sacred texts that are multi-religious and counter-oppressive. This threshold may include courses in Cultural and Historical Studies of Religions, Media Skills, Biblical Studies, Biblical Languages, Homiletics, Preaching, Sacred Texts, Field Work and Internships. To meet the learning outcomes for this threshold, students will:
• Study sacred texts (written and oral), interpretive methods and cultural contexts in diverse faith traditions, including their own.

• Use sacred texts (written and oral) and interpretive methods in faith communities, interfaith groups, social change and/or spiritual care settings.

• Develop skills in multi-religious hermeneutics, including sacred texts, in context and conversation with others through worship, preaching, art, etc.

• Create multi-media resources based on interpretations of sacred texts (written and oral) for multi-religious and counter-oppressive purposes.

4) History of Dissenting Traditions and the Theological Quest

*The Offices of Scholar and Activist*

Students will learn to articulate their theology and call to ministry. They will research and connect the histories of dissenting traditions to current events. This threshold may include courses in History, Church History, Media Skills, Storytelling, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

• Examine the history and nature of dissent in different faith traditions, including their own.

• Develop a familiarity with the prophetic history of progressive religions and/or movements and their connections with and impact on current events.

• Develop skills in public ministry that are multi-religious and counter-oppressive.

• Address injustice and promote social change as part of a progressive religious community, interfaith group, organization and/or movement.

5) Spiritual Practice and the Care of the Soul

*The Offices of Pastor, Chaplain & Spiritual Director*

Students will develop skills for tending to the spiritual needs of the communities they serve. They will also develop and/or deepen a spiritual practice of their own. This threshold may include courses in Religion and Psychology, Spirituality, Pastoral Care, Spiritual Direction, Spiritual Practice, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

• Develop and/or deepen their own spiritual practice.
• Explore different faith traditions’ core spiritual practices and how these might be used to foster spiritual growth, counter oppression and promote social change.
• Create and follow a self-care plan based on a holistic assessment of their needs.
• Offer spiritual care to others in a faith, interfaith, and/or community setting.

6) Theology in Culture and Context
  
  *The Offices of Theologian, Scholar & Activist*

Students will learn to articulate the theological foundations of their ministry and call to religious leadership and/or spiritual activism. This threshold may include courses in Systematic and Philosophical Theology, Cultural and Historical Studies of Religions, Social Theory, Religion and Society, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

• Study theologies of different faith traditions across time and space, including their own.
• Articulate their own theology and call to religious leadership and/or spiritual activism.
• Develop skills in using theological language in worship, education, art, media and/or activism.
• Engage people in theological conversations that are multi-religious and counter-oppressive.

7) Educating for Wholeness and Liberation
  
  *The Offices of Teacher, Educator, Facilitator*

Students will develop skills and resources for facilitating the learning, growth and transformation of the people and communities they serve. This threshold may include courses in Theology and Education, Organizational Development, Conflict Transformation, Religious Education, Human Development, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

• Study the power of education to address injustice and foster the wholeness and liberation of people, their communities and environment, including through religious education.
• Develop, teach and/or facilitate educational programs, classes or workshops involving children, youth, and/or adults in congregational, interfaith and/or community settings.

• Develop expertise in a specialized area of social change, ministry and/or spiritual practice and share this knowledge through speaking, writing, activism, media and the arts.

• Create multi-media educational resources that are multi-religious, multigenerational, and counter-oppressive.

8) Embodied Wisdom and Beauty

The Offices of Liturgist & Artist

Students will learn to employ the arts in a variety of ways in their ministries and will develop and/or deepen a creative practice of their own. They will also learn to recognize cultural misappropriation and ways of avoiding and/or countering it. This threshold may include courses in Liturgical Studies, Art and Religion, Spirituality, Field Work and Internships, and specific artistic disciplines. To meet the learning outcomes for this threshold, students will:

• Explore the role of beauty, aesthetics and the arts in different faith traditions and communities, including their own.

• Develop and/or deepen a creative practice of their own.

• Use the arts and beauty in congregational, interfaith and/or community settings, including to address injustice and foster social change.

• Study historical and contemporary examples of cultural misappropriation and ways of avoiding and/or countering it.
PROGRAMS OF STUDY

Starr King School offers the following programs of study:

- Master of Divinity (M.Div.)
- Master of Arts in Social Change (MASC)
- Master of Arts (M.A.)
- Chaplaincy Institute Joint Program
  - Interfaith Chaplaincy and Ministry Certificate
  - Interfaith Spiritual Direction Certificate
- Graduate Certificate in Multi-Religious Studies
- Graduate Certificate in Unitarian Universalist Studies

Information on each of the programs can be found below and on our website: www.sksm.edu

Master of Divinity Degree

Educational Goals

The M.Div. degree at Starr King is designed to prepare people for vocations in parish ministry; community ministry; religious education ministry; hospital, prison or hospice chaplaincy; or related forms of religious leadership with congregations and the wider community. The M.Div. meets the basic educational requirement for fellowship as a Unitarian Universalist minister, as well as the basic educational requirement for ordination in a variety of other denominations.

At Starr King, each student’s M.Div. program of study is individually designed to respond to that person’s gifts, challenges, life experience and calling. The program’s overall goal is to prepare each person holistically for ministry through attainment of competency in eight threshold areas that integrate the arts of ministry with the disciplines of theological and religious studies. This goal also includes the development of personal qualities and habits for a successful ministry, such as mature judgment, self-awareness, spiritual practice, integrity, responsibility, sensitivity and ethical discernment.

Degree Requirements

- Completion of 90 Units. In March 2020, the ATS Board of Commissioners issued COVID-19 Accreditation Guidelines for the current health crisis that:
  (a) waived residency requirements for all degree programs for Fall 2020.
• 3 Required Core Intensives: ECO, Multireligious, and either:
  • UU Leadership Core Intensive, for UU students on the ordination track;
  • Leadership Along the Way or Organizational Management
• Participation in 2 or more January Symposia (including online participation)
• A Portfolio Conference by the middle of their program
• A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in *Eight Thresholds

Admissions Requirements
• Bachelor’s Degree from an accredited college or university, or equivalent degree from a non-US school
• SKSM may occasionally offer admission to a well-qualified applicant who has not completed a BA. If the applicant can show evidence of capacity for graduate work. An interview with an Admissions Director, submission of a completed application evaluated and accepted by the Admissions Committee.

Additional Program Information
• You can attend classes on campus at SKSM and on campus at other GTU schools, online and hybrid courses.
• Length of Program
• The 90 credit MDIV can be completed in 3 Years Full-time if students take 30 credits per academic year. FT= min. 9 or more units per term
• The program can also be completed on a Part-time basis. 3.5-7 years for those who need to take less credits per year. PT= min. 6 units per term
• Tuition $775.00 per credit* (see section on Tuition for more information)Financial Aid, Scholarships may be available to those who qualify.

Seeking Fellowship and ordination as a Unitarian Universalist Minister:
Pursuit of the M.Div. degree is only one aspect of preparation for fellowship and ordination as a Unitarian Universalist minister. Information on the full
process is available from the Unitarian Universalist Association Director of Ministerial Credentialing.

Contact:

Rev. Jonipher Kūpono Kwong
MINISTERIAL CREDENTIALING DIRECTOR
UNITARIAN UNIVERSALIST ASSOCIATION

25 Beacon St., Boston, MA 02108-2800
(617) 948-6402, jkwong@uua.org,
https://www.uua.org/offices/staff/mfd/credentialing

Master of Arts in Social Change Degree (MASC)

Educational Goals

The MASC is a professional degree designed for:

- those who want to concentrate their work on promoting goals of justice, equity and compassion in society, through religious or secular institutions,
- those seeking a grounding in ministerial and theological education to pursue their work,
- those already involved in religious leadership for social change who want to improve their professional competence.

The overall aim of this degree is to establish an appropriate theological foundation and skill base for religious leadership in society, organizations and institutions.

Each student’s program of study is individually designed to integrate theological study, spiritual practice and professional development in a way that responds to the interests, gifts and challenges of the student. The program offers both theological knowledge and practical experience in community organizing, media relations, non-profit management, political action and social service ministry. The MASC program also fosters personal growth, spiritual practice and deepened commitment to social justice.
Degree Requirements

- A minimum of 48 units of credit distributed among the 8 Threshold Areas
- Educating to Create Just and Sustainable Communities that Counter Oppression core intensive (ECO)
- Participation in at least one January Symposium (including online participation)
- Community Internship (5 credits min) and Integrative Reflection Course (1 credit)
- Final Project representative of your learning during the program (3 credits)
- A portfolio conference in the middle of their program

Admissions Requirements

- Bachelor’s Degree from an accredited college or university, or equivalent degree from a non-US school
- SKSM may occasionally offer admission to a well-qualified applicant who has not completed a BA. If the applicant can show evidence of capacity for graduate work. An interview with an Admissions Director, submission of a completed application evaluated and accepted by the Admissions Committee

Program Information

- The program may be completed in through regular courses, immersions and fieldwork at SKSM, and GTU schools.

Length of Program

- The 48 credit MASC can be completed in approx. 2 Years Full-time. FT= min. 9 or more units per term
- The program can also be completed on a Part-time basis. 2.5-5 years for those who need to take less credits per year. PT= min. 6 units per term
- Tuition
  - 775.00 per credit*
- Financial Aid, Scholarships may be available to those who qualify
Specialization

The MASC student, in consultation with an advisor, will identify an area of specialization for religious leadership, which could include, for example, racial justice work, gender issues, restorative justice, environmental responsibility, queer activism and other areas.

Community Internship and Intern Reflection Course

In the second year of their program, MASC students participate in a minimum of 5 credit (four months of community placement, designed to integrate religious leadership abilities with practical skills required for social change). These placements may be on a local, national or international level and will include supervision from a mentor who is a seasoned progressive activist. Students should not take more than 10 credits of Community Internship. As they are involved in their community internship, students should enroll in one credit of Intern Reflection.

Professional Roles MASC Graduates Might Assume

Those who have completed the MASC degree will be prepared to assume professional roles in institutions and organizations that work for progressive social change. Depending on the area of specialization and the professional background of MASC graduates, the employment field could include non-profit organizations, social service agencies, political action organizations, administrative and leadership positions in denominational bodies and religious associations, church staffs, educational programs, health organizations, community centers, interfaith organizations and research institutes.

Master of Arts

This degree program is conferred by the Graduate Theological Union. It is also known as the Common M.A. because it is offered in cooperation with the nine-member schools of the GTU. You are required to affiliate with a member school, such as Starr King or a participating academic center or institute. The primary academic base for your MA is your chosen school of affiliation.

The Common MA provides

- An opportunity to explore and enrich assumptions about theological and ethical issues inherent in life and work
• An academic structure for personal, sustained inquiry into theological questions
• A high level of competence in a specific area of study preparing you for doctoral studies

Degree and Residency Requirements
• Apply directly to the Graduate Theological Union, since the degree is conferred by the GTU
• A minimum of two years of in-residence
• A minimum of 48 units of credit (42 units of coursework and 6 units of thesis preparation)
• Proficiency in at least one modern language
• A master’s thesis

Concentration
Choose an area of concentration as a focus of study and for your thesis work. A Starr King faculty member with expertise in your concentration serves as your primary thesis advisor.

Concentration areas available through Starr King faculty include:
• Art and Religion
• Cultural and Historical Studies of Religions (including Islamic Studies)
• Ethics and Social Theory/Religion and Society
• History and Church History
• Liturgical Studies
• Religion and Psychology
• Systematic and Philosophical Theology (including Theology, Process and Relational Theology, and Religious Humanism)

Language
M.A. students are required to demonstrate proficiency in at least one modern language other than their first language:
• By passing a language exam,
By petitioning the GTU to accept 4 semesters (or 6 quarters) of coursework in the language,

- By petitioning the GTU to accept a successful semester of graduate study at a foreign university where the language was used in lectures and written work.

Coursework undertaken to meet the language requirement is not counted towards the 48 units of credit required for completion of the degree. Students are encouraged, whenever possible, to complete your language study before beginning the M.A. degree.

**Thesis**

Determine your thesis topic in consultation with the thesis committee, the approving body. The thesis committee chair must be a Starr King faculty member, who will also serve as your primary thesis advisor. The committee must include at least one faculty member from another GTU school. The committee works with you during the writing of the thesis and then meets with you for an oral examination on the completed thesis.

Your thesis must demonstrate competence in independent investigation, scholarly judgment and creativity. It should demonstrate that you are able to manage research materials and to organize a problem in acceptable academic form. A general understanding of the problem is required as well as knowledge of the standard reference works and journals that focus on the subject. An adequate bibliography must be included.

The committee may designate a pass with honors, a pass, a pass with minor revisions, a pass with substantial revisions, a failure with possibility of revisions, or a failure.

**Additional Resources**

Because of a long-established, free cross-registration system, SKSM-affiliated M.A., you can draw on Starr King and Graduate Theological Union resources, GTU-affiliated advanced centers for research and study, as well as the course offerings, libraries, research institutes and faculty of the University of California, Berkeley.

You may begin your Starr King-affiliated Common M.A. program in either the fall or spring.

**Degree Program Credit Requirements (For Full or Part Time Status)**

Nine units of credits are required each semester to maintain full-time status in the M.Div. and MASC programs, and a minimum of three units for part-time status. Students receiving Federal Financial Aid should take 6 credits for Part Time Status. For
M.A. students, the GTU requires 12 units to maintain full-time status and at least three units for part-time status.

**Joint MDIV/MASC or MDIV/MA**

Starr King allows students interested in integrating academic, ministerial and activist professional formation to pursue both the Master of Divinity (MDIV) and the Master of Arts in Social Change (MASC) or Master of Arts (MA).

**About Joint Degrees**

Matriculation in the joint MDIV/MASC 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.

Students who wish to do the joint MDIV/MA must complete the M.A. portion of the joint programs within two years of full-time study after completion of the M.Div.

**Double Degree Requirements**

- 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 end 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.
Joint Chaplaincy Institute & MDIV/MASC Program

- SKSM and The Chaplaincy Institute (CHI) offer a joint program through which students may work concurrently toward a MDIV or MASC degree and prepare to become interfaith chaplains, ministers, and or spiritual directors. Joint-program students may participate either in CHI’s Interfaith Chaplaincy & Ministry Certificate Program or Interfaith Spiritual Direction Certificate Program.

- This partnership equips developing interfaith leaders with the necessary tools for ministry in a multi-religious world and enables them to meet the requirements to become a Board-Certified Chaplain (BCCI) or an interfaith spiritual director. Board certification requires a 72-credit master’s degree from an accredited seminary such as SKSM and endorsement by a recognized faith group.

- Joint-program students enroll in ChI courses in Populi. ChI courses are a subset of, not a supplement to, the total credit required for completion of the MDIV or MASC. Chaplaincy Certificate courses total approximately 22 units of credit (varying slightly by course selection) and Spiritual Direction courses total 8 units of credit. Joint-program students are subject to additional fees and requirements determined by ChI.

Applicants to the Joint ChI/SKSM Program:

- Applicants are encouraged to explore the curriculum and requirements at The Chaplaincy Institute prior to applying to SKSM for the Joint Program. The application acceptance requirements follow the same requirements for the MDIV and/or MASC. A separate application to CHI is required at the time of application to SKSM. Students in the Joint Program are eligible for financial aid if qualified.

More information on the Joint SKSM-Chaplaincy Institute programs can be found on the website and in the Student Handbook.

The Graduate Certificate in Unitarian Universalist Studies (CUU)

The Starr King Certificate in Unitarian Universalist Studies, directed by Dr. Meg Richardson, enables you to study the full complement of Unitarian Universalist topics.
relevant to ministry and religious leadership and expected by the Ministerial Fellowship Committee.

We offer a wide variety of online courses and short-term intensives in UU theologies, UU history and polity, UU social justice priorities, global religious traditions, and congregational administration.

The certificate may be completed through any combination of six courses (18 units).

To enroll in the Certificate in Unitarian Universalist Studies program, submit your Certificate Program Enrollment form found on our website. The program director will review your submission and contact you to inform you whether your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of the program and the registrar. If we have not heard from you regarding your intentions for two semesters in a row, we will withdraw you from the program.

Certificate in Multi-Religious Studies (CMRS)

The Starr King Certificate in Multi-Religious Studies, directed by Dr. Som Pourfarzaneh, brings together historical, theological, and social interactions of the world’s many religions.

The certificate includes courses in introductory and advanced counter-oppressive theologies and social theories, interreligious histories, plural ethnic and religious geographies, and multi-religious spiritual practices, ritual arts, and education.

The certificate may be completed through any combination of six courses (18 units).

To enroll in the Certificate in Multi-Religious Studies program, submit your Certificate Program Enrollment form found on our website. The program director will review your submission and contact you to inform you whether your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of your respective program and the registrar stating you are not registering for the current or upcoming semester. If we have not heard from you regarding your intentions for two semesters in a row, we will withdraw you from the program.
SKIL OR INDEPENDENT STUDY

SKIL or Starr King Individualized Learning have replaced what used to be called SRCs or Special Reading Courses. SKIL is intended to deepen a student’s study and practice in a certain threshold. It can involve research, activism, creative expression and/or congregational life. It also can be done by one individual or several students if a faculty sponsor is found.

Students who are in their first semester (MASC) or first year (MDIV) can take a SKIL course only if it is a group course. This is to ensure that students get ample opportunity to interact with their peers in classes and engage in the SKSM community before taking on advanced independent study on their own.

SKIL courses will require a form and preliminary syllabus to be completed BEFORE the regular registration process and approved by the student’s faculty sponsor and advisor. Core and Advising Faculty will typically be able to sponsor only 1-3 SKIL courses per semester because of their other faculty commitments. So, it is wise to approach a possible faculty sponsor – with a draft of your form and syllabus – early.

More information about registering for a SKIL course can be found in the Student Handbook.

PROFESSIONAL INTERNSHIPS & CLINICAL PASTORAL EDUCATION

Clinical Pastoral Education

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, including the Unitarian Universalist Association (UUA). Furthermore, CPE is required for professional training for a career in chaplaincy.

Much of what you get out of CPE depends on the quality of the supervisor. Pick an established program with a supervisor with a good reputation. Although the UUA will sometimes approve CPEs that are not accredited by recognized agencies, these programs can be uneven in quality and can be cancelled on short notice, leaving you without options. They are not recommended. Be sure to discuss with your advisor your readiness for CPE. It is an intense and rich learning opportunity; you want to do
this in the right place in your ministerial formation for maximum benefit. Take your CPE supervisor’s feedback seriously and discuss it with your academic advisor, vocational advisor and other mentors.

All training programs require a minimum of 400 hours of combined clinical and educational work for one unit of CPE credit, and students registering with SKSM will also receive 10 academic credits. One CPE unit can be completed in a 10-12-week intensive program or also in an extended period.

You are strongly advised to enroll at a training site certified by a respected accrediting agency. The following three agencies are the most well-known and are recognized by the UUA:

- Association of Clinical Pastoral Education (ACPE) – www.acpe.edu
- College of Pastoral Supervision and Psychotherapy (CPSP) – wwwcpsp.org
- Center for Spiritual Care and Pastoral Formation (CSCPF) – www.cscpf.org

Recent years have seen an increase of accrediting and credentialing CPE organizations. It is important to confer with your religious organization about its requirements concerning CPE accreditation.

Most CPE units occur at agency-accredited centers where both the clinical hours and educational hours are earned on-site. However, while the San Francisco Bay Area can claim an abundance of work sites, some of our low residency students may discover they live at a considerable distance from a CPE center. If that is your situation, you may wish to consider a distance-learning CPE program in which the educational hours are earned online, and the clinical hours are earned at an approved setting that is conveniently located near you. Please contact the Director of Contextual Education for more information about distance-learning CPE.

Steps to CPE Enrollment with SKSM Interested students 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 semester or during the summer).
• Check all the information on CPE offered by the SKSM Student Handbook and Contextual Education Handbook as well as other materials available from the Director of Contextual Education.

• Attend the annual GTU CPE Fair in October, if in residence.

• Check the agency sites for updated lists of training centers. Additional announcements regarding CPE programs are posted regularly through SKSM media channels.

• Apply for programs.

• Communicate with Dr. Schelin and your advisor when you receive a supervisor’s acceptance letter and decide to enroll in that program.

• ChI joint-program students should also confer with their ChI advisor regarding practicum credit.

• During a given term, register for the CPE course under Dr. Schelin’s name: CPE4012 – Please contact Dr. Schelin to confirm you are registering for the right number of credits.

• Send your CPE supervisor’s evaluation to Dr. Schelin by last day of term.

• Please share your CPE evaluation with your advisor and discuss it at your next advising meeting.

Please note that the academic calendar does not necessarily coincide with that of your CPE program. Should the CPE supervisor not be ready to write the final evaluation by the last week of the academic year, the student may take one of the following options:

If the CPE unit will conclude within the three weeks after the end of term, you must submit a Petition for Incomplete and then the evaluation upon receipt.

If the CPE unit extends more broadly across two terms, you may opt to register for credit only in the latter term, OR;

Split the credit across the two terms. In this case, 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.

Be aware that 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.

More detailed information can be found in the SKSM Contextual Education Handbook (available at https://www.sksm.edu/academics/contextual-education/).

**Requirements for Clinical Chaplaincy**

Students who wish to pursue a career in clinical chaplaincy (hospitals, hospices, nursing facilities, etc.) must be informed about the requirements for certification. The general standards provided by the Association of Professional Chaplains, the largest credentialing organization, are as follows:

1. Bachelor’s degree from an accredited college or university.
2. Master’s degree in divinity/theological studies from an accredited institution, with a minimum of 48 earned credit hours for associate chaplains and 72 credit hours for board-certified chaplains, OR an approved equivalency.
3. Current ordination, commissioning, or similar standing granted by an authorizing religious body.
4. Current endorsement for chaplaincy by one’s faith tradition.
5. A minimum of either two CPE units (associate chaplains) or four CPE units (board-certified chaplains).
6. A minimum of 2,000 hours of work experience beyond the attainment of CPE units.

An alternative credentialing organization, the College of Pastoral Supervision and Psychotherapy, shares requirements 1, 2, 4 and 5 and adds the requirement of membership in a CPSP chapter. Students may also explore the credentialing processes of the Center for Spiritual Care and Pastoral Formation. This summary should not substitute for a student’s own in-depth research into chaplaincy training. For more information, visit the websites for these credentialing agencies.
FIELD EDUCATION

An important aspect of student formation is contextual education, which is defined by hands-on learning experiences in which developing religious and social-change leaders engage practices of ministry and justice making in various contexts and communities. These settings enable students to hone their professional skills, benefit from the insights of experienced mentors and supervisors, and progress in vocational discernment. The main contextual opportunities at Starr King are field education (field work and internships) and Clinical Pastoral Education.

FIELDWORK & INTERNSHIPS

Field education entails intentionally reflective, supervised work, conducted in a congregational/agency setting or independently by the student as a special project. Field education is strongly encouraged, but not required for the MDiv degree. MASC students must fulfill an internship requirement to receive their diploma. Unitarian Universalist students seeking ordination must complete an internship approved and overseen by the Ministerial Fellowship Committee, which they may pursue as part of their course of study or upon graduation from Starr King.

Believing that students should follow a personalized course of study, and serving a population that resides across the country, Starr King does not follow a traditional “placement” model of. For the most part, students self-initiate field education opportunities that match their passions, vocational interests, and logistical capacities. The Office of Contextual Education will aid in locating and crafting an appropriate field education setting.

SKSM divides field education into the two categories of congregational and community-based settings and into the two levels of field work and internship.

Field Work is a less-structured field education experience involving a schedule of less than 15 average hours per week. Examples of field work include as volunteering for a non-profit, teaching a class over several weeks or serving on a committee. The field work student must benefit from the oversight of a mentor, but weekly, formal meetings are not required.

Internship is a field education experience that entails a minimum of 15 average hours per week (up to 40), weekly formal supervision at the site, and registration in a reflection class offered by SKSM. There are two Intern Reflection classes. One is designed for those working in a congregational setting (with Rev. Tera Klein), and one
is for those working in a community institution (with Tyson Casey). Please see course descriptions online. These courses are available only in the Fall and Spring terms.

**Steps to Field Work/Internship Enrollment with SKSM**

Students should:

1. Discuss desires and opportunities with their advisor and consult as to the feasibility of conducting field education at this point in their academic career.

2. Discuss desires and opportunities with Rev. Dr. Christopher Schelin, Director of Contextual Education, in the case of community field work/internships, or with Rev. Tera Klein, in the case of congregational field work/internships. At this point students can determine if they will propose a new field education setting or seek to engage an established setting.

3. Submit a Field Education Proposal form to either Dr. Schelin or Rev. Klein, detailing the nature of the work to be done, listing tentative learning goals, and providing a resumé/bio of the intended mentor supervisor if this is the first time this person is serving in such a capacity. All mentor’s supervisors must be approved by SKSM.

4. Register for field work or internship during the appropriate term’s registration period

5. Submit the learning agreement within two weeks of the start of the term.

6. Submit the midterm evaluation before Reading Week or at the designated midpoint of a summer assignment.

7. Submit the final evaluation by the end of term for a grade to be issued. No credit will be granted without an evaluation and it is the responsibility of the student, not the supervisor, to ensure that evaluations are submitted on time.

8. If you are interested in Field Work during the Summer, please consult with Rev. Dr. Christopher Schelin or Rev. Tera Klein before the end of the Spring term.
THE GRADUATE THEOLOGICAL UNION

Starr King School for the Ministry is a member of the Graduate Theological Union (GTU), a consortium of eight theological schools and eleven affiliated centers established in 1962. Starr King School joined the GTU in 1964.

About The GTU

The GTU was initially created by the participating schools to offer a stronger graduate degree program than any one school could offer alone. It began with a vision that the future of religious renewal and theological education in this world depends on the willingness of faith traditions to come together in the midst of differences. Today the GTU is fully accredited by the Association of Theological Schools (ATS), and the Western Association of Schools and Colleges (WASC) and offers doctoral and master’s degrees for denominational leadership within a unique interfaith context. The GTU is a thriving example of what can happen when an atmosphere of open dialogue and exploration is nurtured.

Through GTU schools and centers, Starr King students can relate to wider communities within Judaism, Islam, Buddhism, Roman Catholicism, Eastern Orthodoxy and Protestantism.

The GTU operates The Flora Lamson Hewlett Library in Berkeley, as well as a branch library at San Francisco Theological Seminary in San Anselmo. The library offers the services and resources needed to support the study and research needs of the member schools and centers.

Starr King students enjoy free and open cross-registration with all GTU member institutions.

GTU Schools & Multi-Religious Affiliations

- Starr King School for the Ministry
- The Center for Gay and Lesbian Studies
- Pacific School of Religion
- The Center for Islamic Studies
- Berkeley School of Theology
• The Center for Swedenborgian Studies
• Church Divinity School of the Pacific
• Institute of Buddhist Studies
• Dominican School of Philosophy and Theology
• The Center for Jewish Studies
• Jesuit School of Theology
• Center for Arts & Religion
• Pacific Lutheran Theological Seminary
• San Francisco Theological Seminary
• The Center for Theology and Natural Sciences

THE UNIVERSITY OF CALIFORNIA AT BERKELEY

One of the country’s finest public universities, the University of California, Berkeley, was established in 1865. The university campus is located two blocks south of Starr King School.

SKSM’s association with UC Berkeley dates back to Horace Davis, a Starr King School founder who served as president of the university from 1888 to 1890 and allowed seminary students to take UC Berkeley classes at no charge.

Now, through Graduate Theological Union agreements, Starr King students enjoy free cross-registration for UC Berkeley courses and the use of the university’s research and performing arts centers, its nearly 100 library collections and approximately 80 museum collections.

POLICIES

Our Student Handbook https://www.sksm.edu/resources/student-handbook/ clearly state policies regarding students’ rights and responsibilities, our “code of discipline,” especially in the Community Policies section. The Handbook includes a specified process for addressing formal student complaints of both an academic and a personal character.

Specific SKSM Policy and Compliance Statements are listed below and can also be found on the website here: https://www.sksm.edu/academics/policy-statements/
Statement on Academic Integrity and Misconduct
(accepted by SKSM Faculty, 12/12/2017)

Starr King School for the Ministry considers the conduct of research and academic scholarship to be moral and political work. Since the beginning of the term’s use in the West, “research” has always been connected to European colonialism as scientists and colonial powers sought to define, appropriate, commodify and disseminate knowledge about indigenous communities as well as exploit nature. Academic research has also been marred by the intersection of sexism, racism, classism, ableism, homophobia, transphobia and Christian supremacist views.

As a part of our purpose in educating to counter oppressions (ECO), we are committed to help our students understand the history of academic inquiry and knowledge production that depends upon and perpetuates colonialism, white supremacy, systemic violence, and multiple forms of oppressions. We actively dispute ideas of neutrality or objectivity in the creation of discourse and the categorization of sources of knowledge as “academic,” “logical,” or “original.”

Engaged in critical pedagogical approaches to research and praxis, we also are committed to teaching our students the history and methodologies of indigenous and emancipatory scholarship across the curriculum. We embrace the notion that what is acceptable or not acceptable knowledge is better determined by a community than by a Western neoliberal framework.

From these commitments, we understand academic integrity to be the intentional and honest practice of inquiry and reflection on one’s own reading, thinking, and writing. This can be further specified as:

- Investigating the relationships between selected sources of knowledge and the history of white, Western power in producing knowledge, as well as the counter histories and narratives of indigenous and historically marginalized people;
- Identifying the privileging of Western knowledge systems and the turning of indigenous and historically marginalized people into objects of study;
• Engaging with sources of indigenous knowledge or scholars from historically marginalized groups;
• Reflecting thoughtfully on one’s own social location in relation to the production of knowledge, academic imaginations of oppression and liberation, as well as the implications of one’s written work.1

Academic integrity requires graduate students to uphold several expectations related to their work:

1. **Completion of Assignments:** Any work submitted should reflect work that you completed according to the specific assignment provided by your instructor. If you are unclear about expectations related an assignment or written work, ask your instructor. Sometimes topics and work overlap in more than one course, or you may wish to expand upon your previous thinking and writing. Request permission from your instructor to re-use material from another course in their course.

2. **Attribution:** All written work must use proper attribution, meaning that you have identified the source, words and ideas that you reproduce, paraphrase (summarize) or otherwise, use in your assignment or to develop your thinking. This includes drafts and homework assignments. Individual instructors may have their own requirements for the citation styles; for reference, there are multiple resources available online (such as the Purdue OWL writing lab, [https://owl.purdue.edu/](https://owl.purdue.edu/)).

3. **Collaboration:** Collaboration and dialogue with other students are helpful as you study for your courses. However, do not collaborate with other students on a specific assignment unless you have been given permission or instructed to do so. If you collaborate with another student on an assignment, decide with your collaborators how you will cite shared or individual contributions. Leave significant room for listening and reflection.

**Academic Conduct**

Our school upholds a high standard not only in terms of academic quality appropriate for theological schools, but also with regards to our ECO commitments that extend
beyond the minimum expectations for academic conduct and written student work, described above.

Academic misconduct is behavior that violates the minimum expectations of participation in the academic life of the school. Individual incidents of misconduct, including academic misconduct, cause a breaking of trust between a student and their instructor, as well as their fellow students and other members of the school community. We identify behavior or actions as misconduct, when they fit one of the following categories:

- **Cheating**: fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are prohibited or inappropriate in the context of an academic assignment.
- **Plagiarism**: use of intellectual material produced by another person without acknowledging its source. Please review the section on plagiarism in the SKSM Student Handbook 2017-2018.
- **False Information or Fabrication**: failing to identify oneself honestly, fabricating or altering information and presenting it as legitimate, or providing false or misleading information to an instructor or any other staff member in an academic context.
- **Theft or Damage of Intellectual Property**: sabotaging or stealing another person’s work, improper access to or electronically interfering with the property of another person or the school or obtaining a copy of an exam or assignment prior to its approved release.
- **Alteration of Documents**: forgery of an instructor or supervisor’s signature, submitting an altered transcript of grades to or from another institution or employer, putting one’s name on another person’s work, or falsely altering a previously graded exam or assignment.

Instructors who suspect a student has cheated, fabricated, plagiarized, forged, altered/misused school documents, or facilitated some other form of dishonesty will address the issue with the student directly. If the suspicion is confirmed as a form of misconduct, the instructor will work with the core faculty to determine the best course of action, which could include (but is not limited to) Academic Probation. If the issue is
disputed, the student or instructor may follow the procedures listed under “Academic or Personal Dispute Policy” in the Student Handbook (and below).


**Leave of Absence Policy**

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 with all necessary signatures, 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.

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, during 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. See Leave of Absence Form on our website.
**Tardiness & Class Cuts Policy**

**Course Participation**

Starr King students are expected to participate fully in their courses. Students are expected to attend synchronous class sessions and submit assignments on time. Students who will be absent from classes or tardy in submissions must communicate with their instructors ahead of time or, when not possible, at the earliest opportunity afterward. Students should be aware that participation, whether in a classroom or online, is evaluated as part of their grade. Students with unexcused absences or lack of engagement may fail a course.

**Attendance in Online Courses**

Students should take care to keep instructors apprised throughout a semester. If you contemplate being away for more than a week, let your instructor know ahead of time. Or for longer absences, make arrangements with your instructor.

Please use the instructor’s SKSM email address for all your communications. Instructors’ personal email addresses are not a channel for course-related communications. You can find the instructors SKSM email address either in the syllabus or in the SKSM online directory (www.sksm.com/meet-us).

See How Students Develop Online Learning Skills,” http://www.educause.edu/ero/article/how-students-develop-online-learning-skills

Starr King students are expected to participate fully in their courses. Students are expected to attend synchronous class sessions and submit assignments on time. Students who will be absent from classes or tardy in submissions must communicate with their instructors ahead of time or, when not possible, at the earliest opportunity afterward. Students should be aware that participation, whether in a classroom or online, is evaluated as part of their grade. Students with unexcused absences or lack of engagement may fail a course.

**Grading & Evaluations**

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. Letter-grade based evaluations assess student performance based on a comparative system, ranking students best to worse according to one evaluative matrix. Written
evaluations provide the instructor and student the opportunity to assess student performance and growth according to several matrices on an individual basis, highlighting a student’s strengths or significant educative transformations. If necessary, for future academic endeavors, a student may request a letter grade.

To be clear, Starr King offers courses based on a Pass/Fail system, not a Letter Grade 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. In Spring 2019 an updated evaluation form was introduced, with the additional category of M, that indicated marginal pass. The Marginal Pass is not recorded by the GTU system, but it is helpful to students and their advisors to clearly identify major issues in a course.

Starr King course instructors provide a written evaluation for all degree seeking and certificate Starr King students in their classes each semester. The form is placed in the student personal file by the Registrar’s office. 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 enough 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 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 mid-degree portfolio conference. See also Initial Threshold Assessment as well as Threshold Assessment form in forms area of resources.

*Satisfactory Academic Progress (SAP) Policy*

Starr King School of the Ministry (SKSM) students are expected to make Satisfactory Academic Progress every semester they register in SKSM certificate and degree programs. SAP reviews are conducted annually following the end of the Spring semester after the submission of final grades. Satisfactory Academic Progress (SAP) is required by the Higher Education Act (HEA) and California state government to receive Title IV aid (federal financial aid). **SKSM students must maintain Satisfactory Academic Progress toward degree and certificate completion to be eligible to receive institutional and Title IV Aid (federal financial aid).**

The standards of the HEA apply to all students. Federal standards require that SKSM measures be quantitative as well as qualitative and include certification of completion of work within expected time frames. Academic Standing: Satisfactory Academic Progress brings to light problems with the quality of a students’ work and/or their pace in the program. Slow progress, numerous extensions, failed grades, and/or unethical professional and personal practices, failure to meet with one’s advisor and attend to one’s spiritual growth as suggested by faculty are examples of unsatisfactory progress, all affecting students’ standing in their program.

**A. Satisfactory Academic Progress: General Policies**

Satisfactory Academic Progress is based on the following qualitative and quantitative criteria:

- A minimum of 70% of Ps (passed courses) and positive narrative evaluations for all courses taken in each semester.
• Any incomplete coursework must be completed by the deadline stipulated by the faculty for the course.
• Full time students are expected to complete a minimum of nine (9.0) or more credit hours each semester.
• Part time students are expected to complete a minimum of six (6.0) credit hours each semester.
• Students must successfully complete a minimum of 67% (two-thirds) of cumulative units attempted (attempted units are units for which a tuition charge was incurred). This is referred to as pace and is measured annually on a cumulative basis. Transfer hours accepted toward the student’s degree requirements are included as credits attempted/earned.
• Students must complete their degree within 150% of the published length of their degree program. Time frame is evaluated by the number of credit hours attempted. For example, if your degree requires 90 credit hours to graduate, a student could not receive financial aid beyond 135 attempted credit hours (including transfer credits).

<table>
<thead>
<tr>
<th>Degree</th>
<th>Required Units</th>
<th>Maximum Attempted Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Divinity (MDiv)</td>
<td>90</td>
<td>135</td>
</tr>
<tr>
<td>Master of Arts in Social Change (MASC)</td>
<td>48</td>
<td>72</td>
</tr>
<tr>
<td>Common M.A.</td>
<td>48</td>
<td>72</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>18</td>
<td>27</td>
</tr>
</tbody>
</table>

• The maximum time frame calculations do not include semesters or years a student is on a leave of absence or not an active student. Nor does it include
attempted course credits from withdrawn courses that were dropped during the designated add/drop periods.

- SAP reviews include an evaluation of all the criteria above and are submitted annually by the Registrar to the Financial Aid Administrator, the Dean of Students, Dean of Faculty and the Student Advisor. Additionally, an interim SAP report is completed at the end of each term to the Dean of Students, Dean of Faculty and the Student Advisors. The report provides timely notification of satisfactory academic progress and warning periods for each student so that appropriate advising and guidance can be given. Also, all active students have a personal login credential which authorizes them to access their academic file, transcripts, academic progress history, and other important information in our database system, at any time during their enrollment.

- Students will be placed on financial aid SAP warning for one term if they fail to meet the minimum requirement of 70% Ps (passed courses) and/or the overall cumulative completed credits percentage standards. While on warning, the student may still receive financial aid. To be removed from financial aid warning status, the student must attain the required minimum requirement of 70% Ps (passed course) and/or cumulative completed credits percentage standards by the end of the warning period. The student will be notified by letter if the required standards are not met at the end of the warning period. Please see SAP Procedures below for further information.

- A term or semester is defined as the following academic periods: Spring (which includes courses taken during the January Intersession), Summer, Fall. For the Fall and Spring terms, a minimum of 6 credit hours per term are required for part-time students, and a minimum of 9 credit hours per term are required for full-time students.

B. Satisfactory Academic Progress Procedures

A Satisfactory Academic Progress (SAP) review will be made on an annual basis following the end of the Spring Semester, once final grades are submitted. The procedure is as follows:

The Registrar will complete an independent assessment of students’ SAP status and then confer with the Student Advisors, Dean of Students and Dean of Faculty regarding those students who do not meet SAP standards. Advisors will review their students’
work and confirm with the Registrar, Dean of Students and Dean of Faculty, that the student has not made satisfactory academic progress or provide adequate documentation that may result in a change to the SAP determination. The final SAP determinations are made, and the report is sent to all of the above including Financial Aid.

- Students who do not meet the requirements for satisfactory academic progress are notified of their SAP status and loss of financial aid eligibility by letter within two weeks of their SAP evaluation.
- To regain financial aid eligibility, a student’s record must reflect that they have met SAP requirements. Students who fail to meet these standards due to unusual circumstances, have the right to appeal their SAP financial aid suspension status. Students can appeal for reinstatement of financial aid eligibility by submitting a written petition to the Dean of Students by electronic mail within 30 days of the date of the final SAP review letter (please see section c. below for more details) or a student can earn the qualitative or quantitative requirements of SAP while paying for the course credits on their own.
- A student may be dismissed from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms.
- A student on leave during some or all of the academic year, upon their return, will be held to the expectations in place at the time they took their leave (e.g. finishing incomplete coursework).

C. SAP Appeal
Process for an Adverse SAP Decision:

If because of mitigating circumstances a student fails to make satisfactory academic progress and receives an adverse SAP determination, they may submit an appeal. The student may not request that SKSM disregard the student’s performance or eliminate a particular program requirement. The student may request that because of extenuating personal circumstances SKSM suspend an expected time frame for SAP and approve the student’s request for a deadline extension and/or revised time frame.

- A student choosing to appeal a SAP determination should submit a written petition to the Dean of Students by electronic mail within 30 days of the date
of the final SAP review letter. A copy of the appeal letter and decision must be submitted to the Financial Aid Office.

- The email should explain the mitigating circumstances influencing progress in the program and outline plans to make SAP within the subsequent semester. Extenuating circumstances that warrant an appeal of the SAP determination are injury or illness, the illness, injury and death of a relative, or other special circumstances. The appeal must explain why the students failed to make SAP and what has changed or will change in their situation that will allow them to make SAP at the next evaluation. The plan should outline how the student plans to meet the requirement(s) due the previous term and the one(s) due for the upcoming term. The email should also verify support of the plan by the student’s advisor. Though not required, students can ask their advisor to write a memo of support for the revised plan. The Dean of Students will consult with the core faculty and render a decision about the appeal in writing by email within 30 days of the date of the appeal.

- If a student has been placed on financial aid suspension, financial aid awards will be canceled 60 days after the start of the term. Those canceled funds are returned to the originating programs to be awarded to other eligible financial aid recipients. If the student’s appeal is granted, aid will be reinstated, based on what funds are available at that time. As a result of financial aid suspension, the student’s original award(s) may be reduced or lost. Appeals must be submitted no later than 30 days after notification of your SAP determination. Incomplete or late appeals may jeopardize the reviewing of the appeal in a time frame that would allow disbursement of financial aid, if the appeal is approved.

SAP Probation:

- A student will be placed on financial aid SAP probation for the term if a SAP appeal is approved. The student is eligible for financial aid while on probation. Failure to attain the required % of P’s (Passed courses) and/or cumulative completed credits percentage at the end of the term will result in an adverse SAP determination and the student will not be eligible for financial aid for the following term. If the student does not attain the required % of P’s (Passed courses) and/or cumulative completed credits percentage, but successfully follows the academic plan submitted with the SAP appeal, the student may
submit a follow-up appeal showing they have met the terms of the academic plan. If granted the appeal, the probationary period will continue for the following term. Follow-up appeals will be evaluated closely and may result in denial if not fully substantiated. A student may be dismissed from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms.

Readmittance Following Dismissal:
- A student who does not complete an appeal or whose appeal is denied will be dismissed from the program. A student can apply to re-enter the program after 1 academic year. The decision to re-admit a dismissed student is by vote of the core faculty. If a student is granted readmittance they will be placed on academic probation for one term. The student must meet SAP and/or the conditions of an Academic Plan after the probationary term. If the student does not meet SAP and/or the conditions of an Academic Plan, they will be dismissed permanently.

SAP Extensions:
- A student may request an extension of the maximum attempted credits provision of this policy if they are enrolled in a dual degree program, seek a second degree, or change their degree. Requests will be evaluated on a case by case basis.

D. Grading and Credit Definitions
As stated in the Academic Catalog, 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. A grade of P=Passing, a grade of NP= No Pass, a grade of NC= No Credit, a grade of W= Withdrawal (if after the add-drop period). A student must have a minimum of 70% of Ps (passed courses) and positive narrative evaluations for all courses taken in each semester.

For those students who have requested a letter grade or have taken courses with letter grades at other member schools in the Graduate Theological Union (GTU) those grades are calculated for SAP as follows:

A = Pass /GPA 4.0
B = Pass/GPA 3.0
C= Pass/GPA 2.0
Any grade below a C= No Pass/GPA 0
A student with letter grades must have a minimum cumulative GPA of 2.0 to meet SAP requirements.

Attempted credits include grades of: P (Passing) and NC (No Credit), NP (No Pass), W (Withdrawal: if the withdrawal is earned after the designated Add-Drop period) and letter grades of A, B, C, D, F.

Earned (completed) credits include grades of: P, A, B, C.

If a student repeats a course, credits will be added to your attempted/earned credit totals each time you register. However, only the most recent grade received in the course will be used in the calculation of the student’s cumulative academic evaluation or GPA.

Transfer credits accepted by Starr King, will be included when calculating your cumulative completed credits percentage and maximum attempted credits, but not your cumulative academic evaluation or GPA.

Audit (V) credits are not considered either attempted or earned.

Federal regulations require us to include the original grade and number of credits for any class a student retroactively withdraws from beyond the add-drop period when calculating your SAP status. If the student has retroactively withdrawn from one or more courses, the academic evaluation and/or GPA used to determine if you are meeting SAP standards may differ from your official Starr King transcript academic evaluation or GPA.

**Academic or Personal Dispute Policy**

If a student has an academic or personal dispute with a Starr King core, advising 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. final written evaluation of a student’s work in a course
b. Pass/fail decision,
c. an Incomplete decision,
d. decision re: amount of credit to be awarded for a write up.
e. decision on a letter-grade for a course (if a letter grade had been requested)

A personal dispute is defined as a dispute in which a student objects to the way they have been addressed or talked to by a SKSM faculty member in the contest of their studies at the school.

**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 your advisor (by phone, e-mail exchange, or in person) and seek their counsel and advice. Your 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 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 the 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 Faculty will communicate a decision in writing to both the faculty member and the student. The dean of the faculty will also inform your advisor, the dean of students, and registrar (as appropriate). 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.

If the Dean of Faculty is the person you have a dispute with, please address your appeal to the President, following the process described above.

**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 advisor, and the registrar (as appropriate). The President will be the final adjudicator of academic disputes.

**Policy on 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.

A great resource to help you understand and avoid plagiarism:


SKSM 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.
SKSM abides by the GTU CONSORTIAL AGREEMENT CONCERNING PLAGIARISM (Approved by the Council of Deans, April 2010) When a student from one GTU school is suspected of plagiarism in a course that the student is taking at another GTU school, the following protocol will be followed:

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

Students with Disabilities Policy

This policy strives for consistent and equitable student access to educational opportunities at Starr King throughout the GTU. In particular, it addresses a student’s ability to fulfill degree and certificate course and program requirements. The policy does cover GTU library use, student advising, SKSM/GTU classroom activities and requirements, and program exams, and capstone experiences or projects. It does not address extracurricular events sponsored by SKSM or GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The Dean of Students serves as the Disabilities Resource Officer (DRO) for SKSM. The DRO serves as a consortium-wide resource to develop expertise, provide information and consultation, and answer questions. The DRO may, as needed, request assistance from the Students with Disabilities Program staff at UCB to verify accommodation eligibility and recommend accommodation options.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student with a disability who seeks accommodations with their academic work submits a request form to the DRO (the form is available on the SKSM
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.** The student is responsible for incurring any cost associated with the documentation.

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

*Request for Accommodations form:*


*The Timing of a Student Request:* The student with a disability 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. They should recognize that the DRO has other responsibilities and requires a reasonable amount of time to integrate student requests within their workload. They should also be aware that additional time may be required for the DRO 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 to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity both within SKSM and across the GTU as students with disabilities cross-register for courses. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.
Next, the DRO 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.

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 a specified period of time up to three years. Students should use the DRO’s email to work with faculty and staff to arrange accommodations as needed. Students may re-apply for accommodation should the need persist beyond the period defined in the DRO’s decision.

*Appeal:* The student with a disability 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 should work with the faculty member to resolve the faculty member’s concerns. The DRO may consult with UCB’s Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the student with a disability can seek remedy via SKSM’s academic grievance policy.

If a student disagrees with the DRO’s decision and/or recommended accommodation, they can also appeal the decision through the academic grievance policy. Again, the DRO should work with the student first to find ways to resolve the student’s concerns.

*Institutional Contact:*

Rev. Dr. Christopher Schelin, Dean of Students, Disability Resource Officer  
cschelin@sksm.edu
Family Educational Rights and Privacy Act (FERPA)

For purposes of this statement, students will include only those individuals who are or have been enrolled in the Master of Divinity (MDiv), or the Master of Arts in Religious Leadership for Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies, Multireligious Studies or The Chaplaincy Institute (ChI) Certificate of Interfaith Studies program. Students will also include SKSM special student (i.e. SKSM Online, unclassified student). Common M.A. students are governed by the policies of their school of affiliation.

The term “student” includes an individual who has been admitted to and has enrolled in or registered with Starr King School for the Ministry, as defined above. The term “student” does not include an individual who has not attended Starr King School for the Ministry. An individual who is or has been enrolled in one institution, who applies for admission to a second institution, has no right to inspect the records accumulated for the second institution until enrolled therein.

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

FERPA defines an Education Record as certain information about a student that is maintained in any recorded way, such as handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche. Examples of a student Education Record for a Starr King School for the Ministry student include the following:

- Grades, courses taken, and official letters regarding a student’s status in school, academic evaluations, transcripts, advising records;
- Disciplinary records;
- Financial aid records;
- Medical and health records that the school may collect;
• Student’s identification number, social security number.

Starr King School for the Ministry accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students’ education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons or in other special situations that SKSM determines to be allowed by law. All these exceptions are permitted under the Act.

Within Starr King School for the Ministry’s community, only those members, individually or collectively, acting for SKSM’s purposes are allowed access to student education records. These members include personnel in the President’s Office, the Provost’s Office, the Dean’s Office (including the Acting Dean of Students and Community Life, and Dean of Faculty’s Office), the Registrar’s Office, Admissions Office and the Student Accounts Office, academic personnel within the limitations of their need to know, and legal counsel.

At its discretion and in accordance with the provisions of the Act, SKSM may provide Public Information to strengthen student education, community and support (see definition of Public Information). Students may withhold their Public Information by notifying the SKSM Registrar in writing by the final date of late registration for Fall semester, or by the final date of late registration for Spring semester for those who matriculate during the Spring semester.

Request for non-disclosure of a current student’s Public Information will be honored by the Institution for only one academic year; therefore, authorization to withhold Public Information must be filed annually in the Registrar’s Office by the final date of late registration for Fall semester. All students, including those students who initially matriculated and submitted their non-disclosure request in the Spring, will be required to renew their annual non-disclosure request in writing each subsequent fall.
The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they are dissatisfied with the outcome of the challenge, and to submit explanatory statements for inclusion in their files if they are dissatisfied with the decisions of the hearing panels. The Registrar at Starr King School for the Ministry has been designated by the institution to coordinate the inspection and review procedures for student education records, as outlined under education record. Students wishing to review their education records must make a written request to the Registrar, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial “hold” exists, prohibiting its release, or a transcript of an original or source document from another institution). Transcripts are available for a charge of $5.00 per copy. Student education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the person who made the record; do not include employment records; and do not include alumni records.

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

Students who believe that their education records contain information that is inaccurate or misleading or is otherwise in violation of their privacy or other rights may discuss their problems informally with the Registrar who may then consult with the Acting Dean of Students and Community Life if necessary. If the staff decisions are in agreement with the student’s request, the appropriate records will be amended. If not, the student will be notified within a reasonable period that the records will not be amended; and he/she will be informed by the Acting Dean of Students and Community
Life of his/her right to a formal hearing. Student requests for a formal hearing must be made in writing to the Acting Dean who, within a reasonable period after receiving such a request, will inform the student of the date, place, and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of his/her choice, including attorneys, at the student’s expense. The hearing panels which will adjudicate such challenges will be appointed by and chaired by the Acting Dean of Students and Community Life. The hearing panel will consult with legal counsel as appropriate.

Decisions of the hearing panel will be final, will be based on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the hearing panel, if the decisions are in favor of the student. If the decisions are unsatisfactory to the student, the student may place with the education records statements commenting on the information in the records, or statementssetting forth any reasons for disagreeing with the decisions of the hearing panel. The statements will be placed in the education records, maintained as part of the student’s records, and released whenever the records in question are disclosed.

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may file a complaint, in writing, with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Definition of Terms
SKSM FERPA Policy

Student
The term “student” includes an individual who has been admitted to and has enrolled in or registered with the Master of Divinity (MDiv), or the Master of Arts in Religious Leadership for Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies, Multireligious Studies or The Chaplaincy Institute (ChI) Certificate
of Interfaith Studies program. Students will also include SKSM special student (i.e. SKSM Online, unclassified student) at Starr King School for the Ministry.

The term “student” does not include an individual who has not attended Starr King School for the Ministry. An individual who is or has been enrolled in one institution, who applies for admission to a second institution, has no right to inspect the records accumulated for the second institution until enrolled therein.

**Student Education Records**

Student education records mean those records which are directly related to a student and maintained by the institution or by a party acting for the institution.

The term “student education records” does not include:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:
  1. are in the sole possession of the maker thereof; and
  2. are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record.

- Records relating to an individual who is employed by Starr King School for the Ministry which:
  1. are made and maintained in the normal course of business;
  2. relate exclusively to the individual in that individual’s capacity as an employee;
  3. are not available for any other purpose.

The above paragraph does not apply to records relating to an individual who is employed in an educationally related position because of their status as a student (e.g. work-study).

- Records which contain only information relating to a person after that person is no longer a student, such as information pertaining to alumni.
Public/Directory Information

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

The term “public information” shall be limited to student’s name, address, email address, telephone number, date of birth, place of birth, area of study, dates of attendance, degrees, scholarships and honors, school of affiliation.

Revisions and clarifications will be published as experience warrants. Revision Date: October 9, 2014

POLICY FOR PROTECTION OF SKSM STUDENTS FROM ALL FORMS OF SEXUAL MISCONDUCT

Temporary Supplement to Sexual Misconduct Policy

Overview: This temporary policy supplement is an extension of the existing Title IX Sexual Misconduct Policy. It implements the Department of Education “Final Rule” for Title IX regulations. If the Title IX Coordinator considers a report to be of a very serious asserted violation of the SKSM Sexual Misconduct Policy, use this temporary supplement along with the Policy.

Very serious reports are those that upon completion of the intake, the Title IX Coordinator believes that if true, the case reasonably may lead to sanctions of expulsion, suspension of matriculation or of co-curricular activities and/or a permanent adverse finding of sexual misconduct on record with SKSM.

Notice: Very serious reports require more detailed written notice. The Title IX Coordinator will provide written notice to the parties who are known, including a statement of the allegations and details known at the time, such as names of those involved, the alleged conduct, the date, time and location of the incident; a statement of the policies and standard of evidence that will apply; a statement that the Respondent is presumed not responsible for the alleged conduct until a final determination is made by the appointed fact-finder(s); and a reminder that both parties will have the opportunity
to review the investigative report and evidence prior to the hearing and an opportunity to bring an advisor of their choice to the hearing. Both parties are sent a copy of the SKSM Sexual Misconduct Policy and this supplement.

**Live Hearing:** Very serious reports require a live hearing if the report is not resolved by an agreement that is approved by the Title IX Coordinator, unless both the Complainant and the Respondent do not want a live hearing.

The hearing will take place in real-time, however, participants may be located in separate rooms using audio and/or video technology that allows simultaneous viewing and listening. The hearing fact-finder(s) shall decide who is allowed at the hearing and the order of the proceedings. SKSM may retain an external person to be the neutral fact-finder.

The live hearing is held by the fact-finder(s) who is appointed by the Title IX Coordinator and who is not otherwise involved in the case. The person will be appropriately trained. The fact-finder(s) will not have a conflict of interest or any bias for one side or the other.

All parties will receive 20 days or more notice of the date, time and location for the hearing, and a reminder of the equal opportunity for bringing an advisor/support person to the hearing.

At least ten (10) days before the hearing takes place, both the Complainant and the Respondent will have equal opportunity to review the investigative file subject to any parameters set by the Title IX Coordinator. This information will also be available at the hearing.

Each party’s advisor will be permitted an opportunity to ask the other party and any witness who testifies, relevant questions and follow-up questions, including those challenging credibility, but only upon the advance approval by the fact-finder(s), and subject to their guidelines, if any. Direct questioning of any witness by a party is not permitted. If a party does not have an advisor, they may inform the Title IX Coordinator in advance of the hearing, who will determine how to proceed. The fact-finder(s) will decide questions of relevance at the hearing.

Complainants and Respondents will be treated equitably. All relevant evidence at the hearing and in the hearing file will be objectively evaluated, including both inculpatory and exculpatory evidence. A determination will not be based on a party’s status as a Complainant, a Respondent, or a witness, or any preconceived notions or biases.
Within ten (10) business days of the live hearing, with extension as permitted by the Title IX Coordinator, the fact-finder(s) will provide a written determination to the Title IX Coordinator of whether or not the Respondent is found responsible under this Policy, and may also include a recommendation for sanctions or remedies.

The Title IX Coordinator will thereafter send the parties (simultaneously) a written Outcome Letter as stated in the SKSM Sexual Misconduct Policy. The range of possible disciplinary sanctions or remedies that may follow a determination of responsibility are stated in the SKSM Sexual Misconduct Policy.

**Records:** An audio or audiovisual recording or transcript of the live hearing will be created. The Title IX Coordinator will receive and retain records of the case including the interim and the supportive measures, if any. If no such measures were provided, SKSM will document the reasons why. The Office of the Title IX Coordinator will also maintain materials used to train any staff of SKSM who are appointed to serve as investigator(s), fact-finder(s) or in any other role related to this Policy. Requests for inspection of such records may be directed to the designated Title IX Coordinator.

### Standing Sexual Misconduct Policy

1. **INTRODUCTION**

Starr King School for the Ministry (also referred to as “SKSM”) is committed to maintaining its campus and programs free from all forms of sexual misconduct. To help achieve this goal, SKSM has developed these policies and programs which are designed to help protect all students from experiencing any form of sexual misconduct, including sexual and gender-related: violence, assault, harassment, domestic violence, dating violence, and stalking.

This Policy applies to misconduct directed against SKSM students whether it occurs on SKSM property or in relation to SKSM-sponsored events or programs. Off-campus conduct that is likely to have a substantial effect on on-campus activity or that poses a threat or danger to the SKSM community also may be addressed under this Policy.

1. II. **NOTICE OF NON-DISCRIMINATION AND HARASSMENT**
SKSM does not permit discrimination or harassment in its programs and activities on the basis of race, color, national origin, ancestry, sex, gender, gender identification or expression, sexual orientation, disability, age, religion, medical condition, veteran status, marital status or any other characteristic protected under law.

III. SCOPE OF THE POLICY

This Policy sets forth the policies and procedures for reporting incident(s) of possible sexual misconduct that occur toward any SKSM student.

Students who believe that an incident of possible sexual misconduct has occurred against a student of SKSM, by another student, faculty member, administrator, or any other individual that a student comes into contact with by way of any SKSM administered program, job or activity, including but not limited to, a student, faculty member or administrator of an affiliated school, center or institute of SKSM should follow this Policy. Please see Section VII below for information on how to report incident(s) of possible sexual misconduct, against a student.

For information related to academic misconduct, or other misconduct that is not sexual misconduct, please refer to the applicable sections of the student handbook.

As to faculty and employees of SKSM who experienced sexual misconduct may have, please consult your faculty or employee handbooks for the relevant reporting policies and procedures that apply; and persons may also contact the Title IX Coordinator and/or the Deputy Coordinators for assistance. See below.

1.IV. WHO ARE THE SCHOOL ADMINISTRATORS WITH RESPONSIBILITY FOR PROTECTION OF STUDENTS FROM SEXUAL MISCONDUCT?

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal law that prohibits harassment on the basis of sex (or gender) of students at educational institutions that receive federal financial assistance. Sexual misconduct is a form of illegal harassment based on sex (or gender).
“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance…” 20 U.S.C. §1681.

The Title IX Coordinator is the person designated by SKSM to oversee this Policy and to whom anyone with questions about this Policy may be referred.

Title IX Coordinator at SKSM:
Rev. Dr. Christopher Schelin, Dean of Students
510-549-4729 (office) or cschelin@sksm.edu.

SKSM has also designated the following Deputy Title IX Coordinator to serve as an Intake Officer for incidents of sexual misconduct reported by faculty and staff of SKSM:

Rev. Dr. Meg Richardson, Associate Dean of Faculty
510-549-4705 (office) or mrichardson@sksm.edu.

1.V. PROHIBITED CONDUCT

SKSM prohibits all forms of sexual misconduct, which includes sexual and gender-related violence of any form: assault, harassment, domestic violence, dating violence, and stalking. Each of these terms encompasses a broad range of behavior.

The following are among the forms of sexual misconduct that violate SKSM policy and the associated definitions:

1.1. Sexual Assault: Having or attempting to have intercourse with another individual:

- By force or threat of force;
- Without effective consent; or
- Where the individual is incapacitated.
Sexual Assault includes, but is not limited to: rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or the threat of any of these.

Sexual Intercourse is penetration (oral, anal or vaginal) by a tongue, mouth, penis, finger or an object.

2. Non-Consensual Sexual Contact (or attempts to commit the same): Having or attempting to have sexual contact with another individual:

- By force or threat of force;
- Without effective consent; or
- Where the individual is incapacitated.

Sexual contact includes intentional contact with the intimate parts of another, causing another to touch one’s intimate parts, or disrobing or exposure of another without permission. Intimate parts may include the breasts, genitals, buttocks, groin, mouth or any other part of the body that is touched in a sexual manner.

3. Sexual Exploitation: Occurs when an individual takes non-consensual or abusive sexual advantage of another individual for one’s own advantage or benefit, or to the benefit or advantage of another individual. Examples of sexual exploitation include:

- Causing or attempting to cause another individual to become drunk, drugged or otherwise incapacitated with the intent of engaging in a sexual behavior;
- Recording, photographing or transmitting images of sexual activity and/or the intimate body parts (groin, genitalia, breasts or buttocks) of another individual without their consent;
- Allowing third parties to observe sexual acts and voyeurism (spying on people who are engaging in sexual acts or who are doing other intimate activities such as undressing, showering, etc.);
- Exposing one’s genitals in non-consensual circumstances or inducing someone to expose their genitals;
- Knowingly transmitting a sexually transmitted disease or virus to another individual without his or her knowledge; or
4. **Domestic Violence**: Violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

5. **Dating Violence**: Violence committed by a person –

   (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

   (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:

   (i) The length of the relationship.
   (ii) The type of relationship.
   (iii) The frequency of interaction between the persons involved in the relationship.

6. **Stalking**: A course of physical or verbal contact directed at another individual that would cause a reasonable person to-

   (A) Fear for his or her safety or the safety of others; or

   (B) Suffer substantial emotional distress.

7. **Retaliation**: Action which is taken against an individual or group of individuals because of their participation in a complaint or investigation of sexual misconduct, including but not limited to, Complainants, Respondents, witnesses, or others involved in the complaint, investigation and/or resolution of the alleged sexual misconduct. Retaliation can take many forms, including...
threats, intimidation, pressuring, continued abuse, violence or other forms of harm to others.

8. **Sexual Harassment** is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive to interfere with, deny or limit a person’s ability to participate in or benefit from SKSM’s education program and/or activities. Sexual harassment has many forms. Sexual harassment is harmful regardless of gender of the perpetrator or the victim.

One form is *quid pro quo* or “this for that.” Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature constitutes sexual harassment when it is implicitly or explicitly suggested that submission to or rejection of the conduct results in adverse educational or employment action. An example is a student advisor asking a student to have sex in exchange for keeping quiet about a student’s violation of the plagiarism policy.

Another form of sexual harassment involves *hostile environment*. It is sexual harassment when an individual receives unwelcome sexual advances, unwanted verbal, physical, or visual behavior of a sexual nature, or is made to feel uncomfortable because of their gender or sexual orientation. Conduct that may constitute sexual harassment may include one or more of the following:

- Physical conduct: unwanted touching, blocking normal movement, or interfering with studies or work;
- Verbal conduct: epithets, derogatory comments, slurs, or humor of a sexual nature;
- Visual conduct: leering, making sexual gestures, displaying suggestive objects or pictures, cartoon posters in a public space or forum;
- Written conduct: letters, notes, or electronic communications containing comments, words or images as described above.

9. **Close Personal Relationships Affecting Teaching, Mentoring and Supervisory Functions.** Except where explicit and advanced authorization has been obtained in writing from the Vice President for Administration and Finance, no individual who is employed by SKSM may participate in a close personal relationship with an individual
who is a member of the SKSM community for whom the person provides or may (by virtue of SKSM assigned position or functions) reasonably be expected in the future to provide teaching, mentoring or supervision. Supervision includes grading or other academic evaluation, job evaluation, decisions pertaining to promotion, the direct setting of salary or wages, and job, internship, educational, or employment references or recommendations.

Close personal relationships include dating, sexual and similar close personal relationships that are or are not consensually undertaken by the supervisor and the individual. Such relationships do not include the usual and customary socializing at SKSM of teacher-student; mentor-mentee; supervisor-employee; faculty member-graduate student; co-workers; and supervisor-student employee. A person provides supervision when s/he oversees, directs or evaluates the work of others, including but not limited to, managers, administrators, coaches, directors, deans, chairs, advisors.

1.VI. DEFINITIONS:

The following are additional definitions used under this Policy, as defined by law:

1.1. Consent means “affirmative consent,” which means affirmative, conscious, and voluntary agreement to engage in sexual act. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other or others to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

In the determination of whether consent was given to sexual activity, it shall not be a valid excuse to an alleged lack of affirmative consent that the person whose conduct is at issue (“Respondent”) believed that the person who experienced the Respondent’s conduct (“Complainant”) consented to the sexual activity under either of the following circumstances:
(A) The Respondent’s belief in affirmative consent arose from the intoxication or recklessness of the Respondent.

(B) The Respondent did not take reasonable steps, in the circumstances known to them at the time, to ascertain whether the Complainant affirmatively consented.

In the evaluation of complaints under this Policy, it shall not be a valid excuse that the accused believed that the Complainant affirmatively consented to the sexual activity if the accused knew or reasonably should have known that the Complainant was unable to consent to the sexual activity under any of the following circumstances:

(A) The Complainant was asleep or unconscious.

(B) The Complainant was incapacitated due to the influence of drugs, alcohol, or medication, so that the complainant could not understand the fact, nature, or extent of the sexual activity.

(C) The Complainant was unable to communicate due to a mental or physical condition.

2. Coercion is a form of force which comprises unreasonable pressure for sexual activity.

When someone makes clear that they do not want to participate in a sexual activity, that they want to stop, or that their limit is at a certain point, continued pressure to act beyond that point can be coercive.

3. Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Other forms of force include intimidation (implied threats), threats and coercion that overcome resistance or produce consent.

4. Incapacitation is a state where someone cannot knowingly give consent because the individual lacks conscious knowledge of the nature of the act (e.g. to understand the who, what, when, where, why or how of the sexual interaction)
and/or is physically helpless. An individual is incapacitated, and therefore unable to give consent, if that individual is asleep, unconscious, or otherwise unaware that sexual activity is occurring. Incapacitation may occur as the result of alcohol or other drug use.

5. Complainant refers to the individual who may identify as having experienced or being a victim or survivor of possible sexual misconduct and who makes a report of sexual misconduct under this Policy. A Complainant can also be a person who reports self-knowledge of an incident of possible sexual misconduct but is not a victim, such as a SKSM student, staff member, faculty, teacher, or administrator.

6. Respondent refers to the individual whose conduct is at issue, under this Policy. A Respondent may be a current or former student, staff member, faculty, teacher, administrator, visitor, alumni, contractor of SKSM or one of its member schools, someone from an affiliated school, center or institute, or any other person. A Respondent may be a stranger or a non-stranger person.

7. Witness refers to any individual who either witnessed an incident or who has relevant information regarding a case that is being investigated under this Policy.

8. Advisor or Support Person is a person who provides emotional support to a Complainant or Respondent and who may be present in a non-participating role to provide moral support during any meeting or proceeding under this Policy. The advisor or support person may be a currently enrolled student, parent of the student, or a SKSM faculty or staff member. Non-participating means that the advisor or support person is silent and does not speak or present information during the meeting or proceeding under this Policy. [Attorneys are not permitted to participate in any Campus meeting or proceeding under this Policy, absent advance written consent of the Title IX Coordinator and agreement to terms.]

9. Clergy Member means “a priest, minister, religious practitioner, or similar functionary of a church or of a religious denomination or religious organization.”
California Evidence Code § 1030. Communications made in confidence with a clergy member may be privileged under the “clergy-penitent privilege” described in Evidence Code sections 1032-1034, unless they are also acting as an administrator, faculty or student advisor of SKSM, in which case they must report sexual misconduct to campus authorities.

10. **Pastoral Counselor** means a person who is associated with a religious order or denomination, is recognized by that religious order or denominations as someone who provides confidential counseling and is functioning within the scope of that recognition. 34 C.F.R. §§ 668.46(a). A pastoral counselor who is functioning as an administrator, faculty member or student advisor of SKSM would not be functioning within the scope of their pastoral duties and must report sexual misconduct to campus authorities.

11. 

VII. REPORTING INCIDENTS THAT MAY BE SEXUAL MISCONDUCT

1. **General Information:**

SKSM encourages all students to seek assistance from a medical provider and/or law enforcement as soon as possible after an incident that may be sexual misconduct. Prompt reporting is the best option to ensure preservation of evidence and for the identification and location of witnesses.

SKSM also encourages all students to make a report of the incident(s) to SKSM and to do so to SKSM’s designated officers as described below. Making a report means telling someone in authority what is known or believed to have happened. Students should make reports of the incident(s) as soon as the incident(s) of sexual misconduct become known.

SKSM will promptly review and thoroughly consider all reports of incidents that may be sexual misconduct under this Policy, including any misconduct alleged to have been taken by SKSM students, faculty, staff, or visitors, or by any student, faculty, staff or visitor of an affiliated school, center or institute of SKSM. Instructions for how to report these types of incidents are explained more fully below. SKSM will take prompt action
to prevent, correct and discipline behavior that is found to violate this Policy, where appropriate, in the judgment of SKSM.

The filing of a report under this Policy is independent of any criminal investigation or proceeding that may take place by governmental authorities or law enforcement, and both SKSM and criminal investigations may be pursued simultaneously.

2. Reporting Procedures:

If you are a student who believes there has been an incident of possible sexual misconduct against a SKSM student by another student, faculty or staff member, or visitor of SKSM, or by a student, faculty, staff member or visitor of a SKSM affiliated school or program, you are encouraged to report such conduct as soon as possible.

1. A. Emergency and External Reporting Options (non-SKSM):

- Emergencies: 9-1-1
- City of Berkeley Police Department: Emergency (510) 981-5911 or Non-Emergency (510) 981-5900
- Rape Crisis Center 24-hour helpline: 1-800-670-7273
- Bay Area Women Against Rape 24-hour hotline: (510) 845-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)
- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656-HOPE (4673)

Note: The Title IX Coordinator will assist students who wish to make a report to law enforcement authorities in doing so if the person so chooses. Students may also choose to decline to notify law enforcement authorities; however, as explained in Section G below, SKSM may be required by law to report incidents that involve violence, hate violence, and/or sexual assault, to law enforcement authorities, including those incidents that occur on-campus and off-campus. Except if required by governmental agencies, SKSM will not disclose a victim’s identity unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged
perpetrator’s identity will not be disclosed either, unless required by governmental authorities.

In any case, under state and federal law, a victim has: (1) the right to a Sexual Assault Forensic Medical Examination at no cost to the victim/patient; and (2) the right to participate or not participate with the local law enforcement agency or the criminal justice system, either prior to the examination, or at any other time. Additionally, a victim may agree to engage with local law enforcement and participate in the investigation and prosecution using a pseudonym (i.e., Jane or John Doe) instead of his or her true name.

1.B. Reporting Options at SKSM:

Incident(s) of possible sexual misconduct against SKSM students may be reported as follows:

- By submitting a written complaint by email to the Title IX Coordinator
- Or by submitting a report using the online reporting form available through SKSM’s webpage, and available at this link: https://www.sksm.edu/reporting-sexual-misconduct/

Title IX Coordinator
Rev. Dr. Christopher Schelin, Dean of Students
510-549-4729 (office) or cschelin@sksm.edu

All reports of incidents of possible sexual misconduct will be reported to the Title IX Coordinator.

1.C. Specific Information Regarding Incidents Occurring at or Involving Persons from a SKSM Member School or Affiliated School, Center, or Institute:

The Reporting Procedures for SKSM students who are taking courses at or offered by an affiliated school/center/institute of SKSM, are the same as the Reporting Procedures outlined in Sections A and B above.
SKSM will do everything feasible to address and prevent recurrence of any misconduct committed by a person of another affiliated school/center/institute of SKSM (such as a student, faculty, third-party contractor, staff member), however, SKSM may be limited in what actions it can take.

SKSM will consider all reported incidents that occur in connection with a SKSM student taking courses at or offered by an affiliated school/center/institute of SKSM, and will take interim measures and corrective action, as deemed appropriate by SKSM, for any sexual misconduct found to be in violation of this Policy, including such measures as no-contact orders, changes in classes or programs of study, temporary leaves of absence, changes in student advisors, and so forth.

In addition, SKSM students who are taking courses at or offered by an affiliated school/center/institute of SKSM, may also (in addition to reporting to SKSM) choose to report incident(s) of sexual misconduct that occur in connection with their taking courses at or offered by an affiliated school/center/institute, by using the policies and procedures of that affiliated school/center/institute. SKSM may work in conjunction with another school in investigating and resolving reported incidents and will so notify the student if it does on a case-by-case basis.

The following is a list of schools, centers and institutes in affiliation with SKSM:

**Schools:**

- **Berkeley School of Theology (BST)**
  - o 2606 Dwight Way, Berkeley, CA 94704

- **Church Divinity School of the Pacific (CDSP)**
  - o 2451 Ridge Road, Berkeley, CA 94709-1211

- **Dominican School of Philosophy & Theology (DSPT)**
  - o 2301 Vine Street, Berkeley, CA 94708

- **Graduate Theological Union (GTU)**
  - o 2400 Ridge Road, Berkeley, CA 94709
• Jesuit School of Theology in Berkeley of Santa Clara University (JST-SCU)
  o 1735 LeRoy Avenue, Berkeley, CA 94709

• Pacific Lutheran Theological Seminary (PLTS)
  o 2000 Center Street, Suite 200, Berkeley, CA 94704

• Pacific School of Religion (PSR)
  o 1798 Scenic Avenue, Berkeley, CA 94709-1323

• San Francisco Theological Seminary (SFTS)
  o 105 Seminary Road, San Anselmo, CA 94960

• The Chaplaincy Institute
  o 1400 Shattuck Avenue, Suite 14, Berkeley, CA 94709

Centers and Institutes:

• Center for Arts, Religion, & Education (CARE)
  o 2400 Ridge Road, Berkeley, CA 94709

• Center for Islamic Studies (CIS)
  o 2452 Virginia Street, Berkeley, CA

• Center for the Study of Religion and Culture

• Richard S. Dinner Center for Jewish Studies (CJS)
  o 2465 Le Conte Avenue, Berkeley, CA 94709

• Center for Theology and the Natural Sciences (CTNS)
  o 2400 Ridge Road, Berkeley, CA 94709

• Institute of Buddhist Studies (IBS)
  o 2140 Durant Avenue, Berkeley, CA 94704
• Institute of Salesian Studies (ISS)
  o 1831 Arch, Berkeley, CA

• New College Berkeley
  o 2029 Durant Avenue, #300, Berkeley, CA 94704

• Patriarch Athenagoras Orthodox Institute (PAOI)
  o 2311 Hearst Avenue, Berkeley, CA 94709

• School of Applied Theology (SAT)
  o 5890 Birch Court, Oakland, CA 94618

The following is a list of additional schools that offer cross-registration to SKSM students:

• Dominican University
  o 50 Acacia Avenue, San Rafael, CA 94901

• Holy Names University
  o 3500 Mountain Boulevard, Oakland, CA 94619

• Mills College
  o 5000 MacArthur Boulevard, Oakland, CA 94613

• University of California at Berkeley
  o University of California at Berkeley, Berkeley, CA 94720

1. Anonymous Reporting:

Anonymous reports, or reporting without disclosing the reporter’s name, can be made, but anonymous reporting is not the preferred way. Depending on the information received, SKSM’s ability to respond to an anonymous report may be limited. The Title
IX Coordinator will review anonymous reports received by SKSM and determine whether an investigation and response are appropriate.

1. Alcohol, Drugs and/or Other Misconduct:

SKSM encourages the reporting of conduct prohibited under this Policy. An individual who reports sexual misconduct, either as a Complainant or a third-party witness, will not be subject to disciplinary action by SKSM for his/her own personal consumption of alcohol or drugs, or other non-sexual misconduct, that happened at or near the time of the incident, unless SKSM finds the violation(s) to be egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating or academic dishonesty.

1.F. Prohibition Against Retaliation:

It is a violation of SKSM policy to retaliate against any person making a report of possible sexual misconduct, or against any person cooperating in the investigation of any report of possible sexual misconduct. Retaliation against any member of the SKSM community may result in disciplinary action, including termination of employment or expulsion from SKSM.

1. Possible Disclosure by SKSM of Information Pertaining to Reports of Possible Sexual Misconduct:

SKSM is committed to assisting students throughout the processes outlined in this Policy. Efforts will be made to respect the privacy of all individuals involved in this process in a manner consistent with the need for a thorough review of the report and carrying out the processes.

This means that the information related to a report under this Policy will only be shared with a limited circle of individuals who, in the judgment of SKSM, have a “need to know” basis in order to assist SKSM and/or its designees in its investigation and
response and to prevent the recurrence of any such conduct found to have been committed.

If there is a request that the names remain confidential, SKSM will take steps to investigate and respond to the report in a manner that is consistent with that request. However, SKSM’s ability to fully respond to the incident may be limited and SKSM thereby cannot guarantee complete confidentiality.

SKSM is required by law to report certain types of reported sexual misconduct in its annual crime statistics report. Neither names, nor other identifying details of the incident, will be made public in the annual crime report.

SKSM is also required by law under certain circumstances to report any incident which might be classified as a violent crime, hate crime, or sexual assault to law enforcement. However, it is up to the Complainant on whether or not to separately file his or her own report with the Police and/or to contact Rape Trauma Services.

Except if required by governmental agencies, SKSM will not disclose a victim’s identity unless the victim consents to being identified after being informed of his or her right to have identifying information withheld. If a victim does not consent to disclosing his or her identity, the alleged perpetrator’s identity will not be disclosed either, unless required by governmental authorities.

1.H. Discussing an Incident(s) of Possible Sexual Misconduct, Without Making a Report or Record of the Incident

If a person would like to discuss the details of an incident of possible sexual misconduct, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priests, or clergy. These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, or clergy member, except in extreme cases of immediacy of threat or danger, or abuse of a minor.
The faculty and administrators of SKSM, even if they are ordained clergy or pastoral counselors, are not acting in their capacity as members of the clergy and do not have such a relationship with SKSM students, and thus, they are required under this Policy to promptly forward all reports of possible sexual misconduct to the Title IX Coordinator for consideration and response.

1.1. Confidential Reporting Options:

Students who would like to speak to someone in confidence about an experience of sexual misconduct or about another’s experience of sexual misconduct, should contact off-campus rape crisis counselors, domestic violence resources, private agencies, external mental health agencies and external clergy members (see Resources in Section XVI).

VIII. INTAKE MEETINGS

1.1. Intake Meeting with Complainant:

Upon receipt of a report of an incident, a designated person will promptly schedule a meeting with the Complainant to take place as soon as possible to go over this Policy and to identify possible forms of support for the student (see the Resources section below). The initial intake meeting shall be conducted by the Title IX Coordinator, Deputy Title IX Coordinator, or by an external designee selected by SKSM, each of whom shall have training in victim-centered approaches (hereinafter, “Intake Officer”).

At this meeting, the Intake Officer will discuss whether there are any interim measures (see Interim Measures section below) that may be implemented at the discretion of SKSM. The preferences of the Complainant on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following:

- A student’s right to report the incident(s) to local law enforcement agencies;
- A student’s right to seek medical treatment and the importance of preservation of evidence;
• Requests for confidentiality, if any;
• SKSM’s obligation to consider all reports of incidents and the inability of SKSM to guarantee complete confidentiality;
• SKSM’s policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
• The possibility of an investigation by an outside impartial and neutral fact-finder selected by SKSM;
• The possibility for sanctions as determined by SKSM;
• The use of an Advisor or Support Person in any meeting or proceeding under this Policy; and
• SKSM’s obligation to report crime statistics into its daily crime log.

2. Intake Meeting with Respondent:

If the Respondent is a student of SKSM, the Intake Officer will also meet with the Respondent after receiving the report of the incident. If the Respondent is a faculty or staff member of SKSM, the Deputy Title IX Coordinator for faculty and employees will meet with the Respondent.

At this meeting, the Intake Officer will go over this Policy and also discuss whether there are any interim measures that may be implemented at the discretion of SKSM during the investigation and resolution of the report. The preferences of the Respondent on such measures may be stated and will be taken into consideration by the Intake Officer.

At the intake meeting, the Intake Officer will also discuss the following

• A student’s right to report the incident(s) to local law enforcement agencies;
• A student’s right to seek medical treatment and the importance of preservation of evidence;
• Requests for confidentiality, if any;
• SKSM’s obligation to consider all reports of incidents and the inability of SKSM to guarantee complete confidentiality;
• SKSM’s policy against retaliation of any person making a report or participating in the investigation or adjudication of an incident under this Policy;
• The possibility of an investigation by an outside impartial and neutral fact-finder selected by SKSM;
• The possibility for sanctions as determined by SKSM;
• The use of an Advisor or Support Person in any meeting or proceeding under this Policy; and
• SKSM’s obligation to report crime statistics into its daily crime log.

3. Initial Witness Interviews

The Intake Officer may also collect additional information or speak with any person(s) believed to have relevant information concerning a reported incident, in an effort to gather preliminary information to make an initial assessment of the matter. The preferences of the Complainant and the Respondent on witnesses to be interviewed may be stated and will be taken into consideration by the Intake Officer.

4. Initial Assessment by The Title IX Coordinator

The Intake Officer will then consider the nature of the report, the safety of the individuals involved and of the campus community, the Complainant and Respondent’s expressed preferences for resolution, and if the Intake Office is not the Title IX Coordinator, they will make a recommendation to the Title IX Coordinator on whether the matter can be resolved or whether to refer the matter for further investigation. Sexual assault cases will not be resolved through mediation.

The Title IX Coordinator will make the final decision on whether to refer the matter for further investigation. If the matter is resolved, the matter will be deemed closed, the decisions final and binding, with no further rights of appeal. If the matter is referred for further investigation, the matter will follow the procedures for investigation and resolution described below.

The Title IX Coordinator will inform the Complainant and Respondent in writing if the matter will be referred for further investigation.

5. Possible Interim Measures
Interim measures will be considered and implemented at the discretion of SKSM. Interim measures, which may be applied to the Complainant and/or the Respondent, include such things as:

- Issuance of a “no-contact” order or directive that restricts persons from having contact with one another in person or through electronic means;
- Change in class schedule;
- Change in student-related employment;
- Rescheduling of exams or assignments (in conjunction with appropriate faculty);
- Voluntary leave of absence;
- Providing escort services for movement between classes and SKSM activities;
- Interim suspension or SKSM-imposed leave;
- Administrative hold on student accounts, including a hold on the release of transcripts while an investigation is pending;
- Denial of access to campus, campus facilities and/or SKSM activities; and
- Other measures.

1.IX. EXTERNAL INVESTIGATIONS INITIATED BY SKSM

Following the initial assessment, the Title IX Coordinator shall decide whether to refer the matter for further investigation, and if so, the Title IX Coordinator shall designate an impartial investigator who has specific training and experience. The investigator may be an employee of SKSM or be an external investigator engaged to assist SKSM in fact gathering. SKSM retains the right to designate an external investigator of its own choice at all times.

The role of the investigator is to be a neutral fact-finder. The investigator may also designate another trained colleague to assist in interviewing parties, identifying and locating witnesses, and in gathering other facts and evidence. The investigator will investigate in a manner deemed appropriate in light of the circumstances of the case and will cooperate with law enforcement authorities to the extent necessary.
A typical investigation will include interviews with the Complainant, the Respondent and third-party witnesses, and of the collection of available physical, documentary and other evidence. Photographs may be taken. The Complainant, the Respondent and any third-party witnesses may present witnesses or other evidence to the investigator for consideration. Information collected during the initial intake and assessment will be forwarded to the investigator. If any law enforcement agency is also investigating the incident, the SKSM investigator may defer to the police department for the collection and preservation of evidence.

The investigator will compile the details of the investigation into an investigative report, which will contain summaries of the interviews, photographs (if available) and other related evidence or duty logs and also a detailed analysis of the events. Before finalizing a witnesses’ statement, the investigator may send a draft of the statement to the individual to allow them a chance to add to it or make any suggested changes to their statement.

The investigative report will be prefaced with a summary of findings and recommended actions. In this summary the investigator will:

- State the initial complaint;
- Outline the details of the investigation;
- State, whether, using a preponderance of the evidence standard, it is more likely than not that policy violation(s) occurred; and
- If requested by the Title IX Coordinator, include any recommended sanctions or corrective actions to be taken.

If requested by the Title IX Coordinator to make a recommendation, the investigator may recommend that SKSM impose certain sanctions or take certain corrective action; however, the decision to select and implement, appropriate sanctions or corrective action, if any, remains at all times within the authority of SKSM.

The completed investigative report normally will be submitted to SKSM within thirty (30) days of the intake. However, depending on the complexity of the case, additional time may be needed to complete the investigation.
1.X. RESOLUTION

The investigative report will be forwarded to the Title IX Coordinator of SKSM. He or she will review the fact-finding determination by the impartial investigator and take any recommendations for sanctions or corrective action into consideration.

The Title IX Coordinator will decide whether the matter requires further proceedings; whether to accept the recommendations for sanctions/corrective action (if any); or whether to issue or recommend to an officer of SKSM, different or alternative sanctions/corrective action.

The Title IX Coordinator can issue – or recommend to a SKSM officer – any sanctions which he or she believes is appropriate based on the results of the investigation, including but not limited to, warnings, censure, disciplinary probation, suspension, expulsion, revocation of admission and/or degree, or withholding a degree.

A preponderance of the evidence standard will be used under this Policy, that is, whether it was more likely than not that the conduct prohibited under the Policy occurred. All proceedings under this Policy will be prompt, fair, impartial, and conducted by those who are adequately trained.

Past violations of the responsible student may be considered in the determination of an appropriate resolution. SKSM will also consider whether the action will bring an end to the violation in question, whether it will reasonably prevent a recurrence of a similar violation and/or whether it will mediate any effects the violation had on the Complainant and the SKSM community.

Within ten (10) business days of the decision, both the Complainant and the Respondent will be notified in writing of the results of the investigation, including any sanctions or remedies imposed with notification of the rights to appeal the resolution (“Outcome letter”) as described below.

The Title IX Coordinator, or any designee of the Title IX Coordinator, also may meet separately with the Complainant or the Respondent to discuss the results of the investigation and explain any resolution action that will be taken or imposed.
summary of the investigative report will be available for review by both the Complainant and the Respondent, if so requested.

SKSM seeks to resolve all reported incidents of sexual misconduct within sixty (60) days of the initial report. All time frames expressed in this Policy are meant to be guidelines and depending on the complexity of the matter, additional time may be needed.

1.XI. **APPEALS**

If the Respondent or Complainant is dissatisfied with the resolution, either party may appeal. An appeal must be made in writing, within ten (10) business days of the Outcome Letter. The appeal should clearly state the remedy sought by the appealing party. The written appeal must be delivered to the President of SKSM, who will delegate review of the appeal to an appropriate member of the Executive Team (who does not have a conflict of interest) to review the appeal and make a recommendation in writing to the President of SKSM.

The President of SKSM will make the final decision on the appeal, in writing. A copy of the final determination and appeal decision are final and binding, except as described in section XI below.

Appeals should normally be completed within three weeks unless there is good reason to extend the time necessary to review the appeal. Normally, the grounds for granting an appeal will be limited to the following considerations:

- Is there compelling new evidence that was not available previously?
- Were there procedural irregularities that substantially affected the outcome of the investigation and decision for action that were detrimental to the Respondent or Complainant?

12. **ARBITRATION**

If either the Complainant or the Respondent is not satisfied with the decision following a timely appeal in section X above, s/he may request review by an impartial arbitrator under the Rules of the American Arbitration Association by submitting a request in
writing to the President of SKSM, no later than forty-five (45) calendar days after issuance of the decision following a timely appeal.

The request shall consist of a plain, concise and complete written statement outlining the grounds for disagreement with the outcome and all relevant information to substantiate the basis for doing so.

The President of SKSM will then decide whether the case is suitable for arbitration; if so, under written agreement between SKSM and the party seeking arbitration review, providing as a final and binding alternative to civil litigation, an arbitrator will be mutually selected between the parties, and the costs of the arbitrator’s fees shall be agreed to in writing by an authorized representative of the parties.

Any matter submitted to binding arbitration under this Policy shall be submitted in accordance with the Rules of the American Arbitration Association. Attorneys or advisors of the party’s choice may be present at and participate in the binding arbitration review process. This binding arbitration review process is the exclusive method of external review and is final and binding on both SKSM and the student, and the arbitrators’ award shall be final, binding and conclusive upon the parties and may be entered in any state or federal court having jurisdiction.

XIII. PRIVACY OF RECORDS

The Title IX Coordinator will retain records of reports and related documents under this policy. In addition, records relating to reports of incidents of possible sexual misconduct under this Policy may become a part of a students’ academic record.

Documents which are prepared in anticipation of the investigation and resolution of the matter (including the investigative report and any other documents) will not be disclosed outside of the review process, except as required by law.

The final Outcome Letter will be issued concurrently to both the Complaining and the Respondent. SKSM neither encourages nor discourages the further disclosure of the final Outcome Letter by either the Complainant or the Respondent. SKSM

Starr King School for the Ministry
(510) 845-6232
www.sksm.edu
acknowledges that sharing the final outcome letter with others may be an important part of a student’s healing process.

XIV. FALSE ACCUSATIONS

While SKSM encourages everyone to report harassing or inappropriate conduct, anyone who knowingly makes a false or bad faith accusation of harassment, discrimination, sexual misconduct, other conduct prohibited under this policy, or retaliation may be subject to appropriate sanctions. Failure to prove a claim of harassment, discrimination or retaliation does not in itself constitute proof of a knowingly false or bad faith accusation. A complaint filed in good faith also will not be considered as retaliation.

1. XV. DISSEMINATION OF POLICY; TRAINING AND PREVENTION

As a part of SKSM’s commitment to maintaining its campus and programs free from sexual misconduct, this Policy shall be disseminated widely to the SKSM community through publications, websites, student orientations, and other appropriate channels of communication.

The Title IX Coordinator is responsible for overseeing the SKSM’s efforts at training, prevention and education as it relates under this Policy. The Title IX Coordinator and the Deputy Coordinators will receive appropriate training for the intake and handling of reports of sexual misconduct under this Policy, including those that are victim-centered, and trauma informed.

SKSM will also provide all other employees with training relating to this Policy every two years.

In addition, in an effort to prevent all forms of sexual misconduct from occurring on SKSM campus or within the SKSM community, SKSM will provide all incoming students and faculty, at the start of the academic year, with a copy of this Policy, and may also provide additional materials designed to educate students on sexual misconduct and how to prevent it from occurring. Education programs shall promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, and shall be designed to prevent all misconduct prohibited
under this Policy from occurring, to empower victims, to identify safe and positive options for bystander intervention, and to help recognize warning signs of abusive behavior and how to avoid potential attacks.

Students, faculty and staff of SKSM are all encouraged to take part in education and training designed to prevent sexual misconduct.

XVI. RESOURCES

Getting Help: SKSM encourages all members of the SKSM community who believe they have been victims of sexual misconduct to report these incidents to local law enforcement authorities and to seek medical attention where appropriate.

SKSM also encourages all members of the SKSM community to report any incident(s) of possible sexual misconduct to SKSM under these Policies and to access resources for support and healing.

For Emergency Needs:

- **911** – Police
- City of Oakland Police Department: Emergency (510) 777-3211

- Mills College Campus Security (510) 430.5555Alameda Health System, Highland Hospital Sexual Assault Center, 1411 E. 31st Street, Oakland provides 24-hour assistance, including medical treatment and examination, advocacy and counseling support for victims of sexual assault. Website: [http://www.alamedahealthsystem.org/services/](http://www.alamedahealthsystem.org/services/) Telephone 510/437-4688.

- Community Violence Solutions Rape Crisis Center 24-hour helpline: 1-800-670-7273. Accessible from 925, 510, 415, 408, 707 and 650 area codes.

- Bay Area Women Against Rape provides free 24-hour comprehensive services to victims of sexual assault. Website: [http://www.bawar.org](http://www.bawar.org) Hotline: 510/845-7273 or 510/845-RAPE.

- City of Berkeley Mobile Crisis Team (MCT) is available every day from 10:30 AM to 11:00 PM at 510/981-5254.
National organizations that may be able to provide the SKSM community with important information and assistance:

- National Domestic Violence Hotline, 800/799-SAFE (7233)
- National Sexual Assault Hotline, 800/656-HOPE (4673)
- Stalking Resource Center, 202/467-8700
- National Teen Dating Abuse Helpline, 866/331-9474

SKSM Resources:

- Title IX Coordinator: Rev. Dr. Christopher Schelin, 510-549-4729, cschelin@sksm.edu

SKSM does not maintain an on-campus counseling center. Services available in the area, include:

Other Local Resources:

- The Interfaith Counseling Center of the Bay Area – Trained and licensed therapists and counselors are available. 2345 Channing Way, Berkeley, CA 94709. [http://interfaithcc.org/](http://interfaithcc.org/) 510/225-5595
- The California Counseling Institute 1562 Oakview Avenue, Kensington, CA 94707. [http://www.californiacounseling.org/](http://www.californiacounseling.org/) 415/752-1702
- City of Berkeley Adult Clinic, 2640 Martin Luther King Jr. Way 510/981-5290.
- Men Overcoming Violence, 1385 Mission Street, Suite 300, San Francisco 415/626-6704.
- San Francisco Violence Prevention Service [https://violenceprevention.sfgov.org/outreach.html](https://violenceprevention.sfgov.org/outreach.html)
Policy for Reporting Incidents of Bias

Starr King School for the Ministry’s mission is defined by our ECO commitment: Educating to Counter Oppressions and Build Just and Sustainable Communities. According to our ECO statement, 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.

Therefore, Starr King aims to cultivate safe and welcoming environments – on campus, online, and anywhere else we meet one another – in which all may thrive and co-create beloved community.

What is a Bias Incident?

A bias incident is a behavior or action that is motivated in part or in whole by bias or prejudice and which targets an individual or group based on one or more held identities. Bias incidents may include the following behaviors, among others:

- Identity-based slurs (e.g., racial epithets, sexist comments)
- Display of hate symbols
- Cultural appropriation
- Microaggressions
- Expression of stereotypes
- Offensive terminology
- Bullying

Bias is a natural human trait that must be named and engaged on the path of countering oppression. No person is free of biases, which are often unconscious or not perceived as disrespectful. The purpose of reporting bias incidents is not primarily punitive, but restorative. Addressing such incidents enhances our capacities for self-awareness, mutual understanding, reconciliation and collaboration, thereby enabling us to fulfill our callings as religious and social-change leaders more skillfully and compassionately.

Reporting a Bias Incident
Any involved party who experiences or witnesses a bias incident may complete the Bias Incident Report Form (https://www.sksm.edu/bias-incident-report/). This form is for all faculty, staff, and students of Starr King, as well as students from other GTU schools and visitors to Starr King.

The form can be filed for incidents that the involved party considers resolved as well as those for which the school should take action. In the case of the former, the report provides school leadership with helpful information for improving the SKSM community climate.

Whenever it is safe to do so, rather than dangerous or traumatizing, recipients or bystanders of a bias incident are encouraged to confront the problem through direct address with the alleged perpetrator.

Please make the report as complete and accurate as possible and provide supporting documentation or other evidence. Evidence may be preserved and presented in various forms, including, e.g., photographs, videos, screenshots, original documents, etc.

All information contained within your report will become a part of SKSM’s administrative records. Starr King will maintain privacy and confidentiality as much as possible, sharing information only with those who have a legitimate or legal need of access. When material is shared with persons outside of SKSM administration and the Bias Incident Response Team, it will be redacted as needed to maintain the privacy of educational records in adherence to the Family Educational Rights and Privacy Act (FERPA). The school will make every effort to protect against conflicts of interest as well as acts of retaliation.

**Responding to a Bias Incident**

Starr King will evaluate and address each report in a prompt, fair, and thorough manner. Once submitted, the report will be routed to the members of our Bias Incident Response Team. Any member of the Team found to be involved in a bias incident will be automatically recused. The Team will review reports and documentation, coordinate support services, recommend reparative or disciplinary actions, make necessary referrals, and confer with leadership about any public communications. Reporters will
be directly notified of the final outcome(s), barring any material that is protected by the FERPA or other legal or ethical obligations to maintain confidentiality.

The advisory body known as Team ECO, made up of staff, faculty, and student members, also currently serves as the Bias Incident Response Team.

**Policy on Student Harassment and Bullying**

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.

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.

**Enforcement**

The enforcement of the Starr King policy on Hazing shall be the responsibility of the Executive Team. They shall inform all students and employees 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 and Community Life.

**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 pocketknives 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.

Policy on Drug-Free Campus and Workplace

The Graduate Theological Union and its member schools (including 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.

Drug and Alcohol Resources

Several drug and alcohol counseling, treatment, and rehabilitation programs are available to SKSM faculty, students and employees. Local harm reduction resources are also available.
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. Nationals Alcoholics Anonymous listings for each state can be found at: http://www.aa.org/pages/en_US/find-aa-resources

Local Narcotics Anonymous program may be reached at (510) 444-4673. National Narcotics Anonymous listings for each state can be found at:

Those interested in local Harm Reduction programs can call The Center for Harm Reduction in Oakland at (415) 863 4282 or http://harmreductiontherapy.org/helping-harm-reduction-therapy/

Medication-assisted treatment, including methadone or buprenorphine, is available at several sites locally. For more information contact HAART in Oakland at 510.875.2300 or http://www.haartoakland.org,

Berkeley NEED is a local syringe exchange program. They offer harm reduction supplies such as sterile syringes and naloxone (also known as Narcan) a medication that can reverse an opiate overdose. You can learn more at www.berkeleyneed.org.

National harm reduction resources can be found at: http://harmreduction.org/connect-locally/

FINANCIAL AID

Starr King offers a comprehensive program of financial aid for eligible students, including federal financial aid loans, need-based scholarships and work-study. More information can be found in our SKSM Financial Aid Student Handbook Supplement.

To use Federal Financial Aid, students are required to take a minimum of 6 credits for each of the terms in which they are enrolled.

There are three academic terms:
1-Spring/ Intersession: 6 credit minimum

2-Summer: Students are not required to take summer courses, but many choose to enroll in summer intensives and other courses. Students must take a minimum of 6 credits to be eligible to use financial aid during the summer session. Students who are not using financial aid have no minimum credit requirement during the summer session.

3-Fall: 6 credit minimum

RETURN OF TITLE IV FUNDS (RST4)

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 and the Return worksheet 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 Consortium Financial Aid Office. For further information, please contact the Financial Aid Office at (510) 859-4611 or at financialaid@sksm.edu.

VETERANS BENEFITS
Starr King School for the Ministry is approved by State Approving Agency in California, the U.S. Department of Veterans Affairs (VA). Our degree programs are approved for payment of educational benefits to those veterans and dependents that are determined eligible by the Veteran’s Administration. Veterans Benefits and Transition Act of 2018 Starr King School for the Ministry will adhere to the requirements of and comply with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103.

Starr King permits any covered individual utilizing VA Chapter 31 or 33 to attend or participate in their course of education during the period beginning on the date on which the individual provides a certificate of eligibility for entitlement to educational assistance.

Starr King does not impose any penalties due to the delayed disbursement of funding from the VA under chapter 31 or 33. Students with payment delays will not be charged late fees, prevented from enrolling, or denied access to courses, libraries, or other
institutional facilities. Nor are students required to borrow additional funds due to the delayed disbursement of funding from the VA under chapter 31 or 33.

**TUITION & FEES**

Student Body Fee:
$20.00 per semester

SKSM fee per credit:

For the 2020-21 Academic Year, SKSM tuition is $775 per credit.

This fee applies to the following students:

Master of Divinity
M.Div. requires the completion of 90 credits.

Master of Arts in Social Change
MASC requires the completion of 48 credits.

Certificates (UU Studies or Multireligious Studies)

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**

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).

**Common M.A. Degree fee per credit:**

Full-time Common M.A. students entering Fall 2020 tuition is $775 per credit. Continuing M.A. students will pay $4,665 for Fall and Spring semesters. Students taking more than 12 credits per semester will be charged at the per credit rate.
The Common M.A. is a joint Starr King and Graduate Theological Union degree. Common M.A. tuition is set annually by the GTU.

For complete details on Common M.A. tuition and fees, please visit the GTU website: http://gtu.edu/admissions/tuition-financial-aid.

Total degree Tuition must be paid in full 30 days prior to graduation.

Tuition Transition Summer Cash Flow Challenge
Personalized Payment Plan

Please register for your Summer Intensives as planned.

Continuing M.Div. and MASC students lacking access to Federal Student Loans until Fall 2020 and who have difficulty paying the fee per credit for 2020 Summer Semester classes may set up a Personalized Payment Plan with SKSM.

Please contact Owais Qureshi at oqureshi@sksm.edu to set up your Personalized Payment Plan.

Billing

Once a student registers for their course(s), they will be invoiced for the number of units to be acquired from the course(s). After completing your registration for any given semester, you will be able to pay for your courses using Student Planning. Tuition must be paid in full by the end of Late Registration or a payment plan must be in place.

Credit Card, Check, Cash, E-Check, and Money Order Payments

- Online through Populi by credit card
- By mailing check or money order (made payable to “Starr King School for the Ministry”) contact Owais Qureshi, oqureshi@sksm.edu.
- In person by check, cash, or money order with Owais Qureshi, Student Accounts Manager. No credit cards accepted in person.

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, Intersession/Spring, and/or Summer). To receive part-time benefits, a student must be enrolled for a minimum of 6 credits each principal term (i.e. Fall, Intersession/Spring, and Summer). 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.

*SKSM alumni are eligible to take a course as a “Special Student” and to apply one free credit per year ($775 discount) to the cost of an SKSM course. Access to the course is subject to space availability and instructor approval.*

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/Intersession principal term, they may be eligible for a refund of tuition they have paid that term. 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 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

Complaint Procedure: “An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 2535 Capital Oak Drive Suite 400 – Sacramento, CA 95833 or [www.bppe.ca.gov/enforcement/complaint.shtml](http://www.bppe.ca.gov/enforcement/complaint.shtml)
Tel: 916.431.6959 – Fax: 916.263.1897
ADMISSIONS INFORMATION

How to Apply to the MDiv and MASC Programs:

- Complete an application online on our website @ www.sksm.edu
- If needed, apply for Financial Aid @ http://studentaid.ed.gov/sa/fafsa and Scholarships @ www.sksm.edu as early as possible to determine eligibility and plan your educational program path (School Code: G04080)
- Acceptance notification are usually generated within 3-4 weeks post-submission.
- Summer Intensives start: August 3rd Registration begins: April 5, 2020
- Fall classes start: Sept. 8th Registration begins: July 10th, 2020

How to Apply to the MA Program:

M.A. students may begin studies at Starr King School in either fall or spring.

Application deadline for fall enrollment: March 1stApplication deadline for spring enrollment: Oct 1st

To apply for the M.A. program, begin by contacting:

admissions@gtu.edu

510/649-2465, 510/649-2460 or 800/826-4488

Usually, if your academic interests best match Starr King’s program, the GTU will direct you to our admissions department. Starr King’s admissions staff will then confer with you about the fit between your interests and the expertise of the school’s faculty.

Application requirements include a B.A. from an accredited college or university, an academic statement of purpose, three academic letters of recommendation, transcripts and Graduate Record Exam (GRE) scores taken no longer than five years ago. To take the Graduate Record Exam, go to www.gre.org. The GTU’s institution code is 4336.

Admission to the M.A. program is by joint approval of the GTU admissions committee and the Starr King M.A. Admissions Committee. Visit https://www.gtu.edu/admissions/applying/ma-program for current application fees.
How to Apply to be a Special Student:

The term “Special Student” refers only to individuals who wish to take coursework but who are not currently enrolled and matriculated in a degree program at Starr King or any other GTU school.

Fill out and submit a SKSM Registration form online.

- SKSM Course Registration forms are due to the Registrar and payments are due to the Student Accounts Manager by the last day of the registration period.
- Your tuition can be paid using your credit card, via Populi, or by mailing a check or money order (See Course Fees for details). For check or money order (made payable to “Starr King School for the Ministry”) contact Owais Quereshi, oquereshi@sksm.edu.

For more information on Special Students, please click here.

Transferring to SKSM

Starr King welcomes transfer students through our regular application process. Students admitted to Starr King’s MDIV or MASC degree, who, within five years prior to their matriculation with Starr King have completed coursework 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. Students may also transfer credit for modules completed at the Chaplaincy Institute in exception to the general policy not to accept coursework from unaccredited institutions. 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 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 Admissions Committee (if the chair is a member of the SKSM core 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.

Additional Questions? Please contact our admissions coordinator at admissions@sksm.edu
APPENDICES

APPENDIX I – 2020-2021 ACADEMIC CALENDAR

SKSM/GTU KEY DATES
Academic Calendar
2020-2021

SUMMER 2020

June
1 GTU Summer Courses start - Summer Financial Aid Start Date
3 ChI and SKSM Summer Courses Start
19 End of Add/Drop for Summer Courses that began in June
24-28 UU Polity Course at General Assembly

July
1 –Sept 4 Fall 2020 General Registration Period
3 Deadline to Submit Grades for Removal of Incomplete from Spring 2020
3 Independence Day: Administrative Holiday / Library Closed

August
3-28 SKSM Intensives - Add/Drop date for August Summer Intensives is by the end of the 5th day of class.
6-7 SKSM Orientation
10-21 Required ECO Core Intensive
28 All Fall Moodle courses must open
Petition for Incompletes for Summer 2020 due
30 GTU Summer Courses End - Summer Financial Aid Ends

FALL SEMESTER 2020

September
Deadline for Fall 2020 General Registration

5-18 Late Registration Fall Semester 2020

7 Labor Day: Administrative Holiday / Library Closed

8 Instruction Begins for Fall Semester 2020

Fall 2020 General Registration Period Ends

11 Deadline to Submit Grades for Summer 2020

Deadline for Students to Make Changes to Enrollment

SKIL Forms Due

Part-time Status Change Forms Due

LOA, Program Extension

14 Deadline to Petition to Graduate in December 2020

18 Deadline for Fall 2020 Late Registration

End of Drop Period for Fall Courses

Deadline for Students to Make-Up Work for Incomplete for Summer 2020

25 Hilda Mason Applications for 2021-2022 Due

27-28 Yom Kippur / School Closed the 28th

October

9 CSI Forms Due – Faculty

Deadline for Instructors to Submit New Grade for Summer 2020 Incompletes

19-23 Reading Week - No courses

November

1 Institutional Tuition Scholarship Application Deadline for Spring 2021

9-20 GTU: Early Registration for Intersession and Spring 2021

17-18 SKSM Fall Board Meeting

25 Last Day for Change of Enrollments

26-27 Thanksgiving: Academic and Administrative Holiday / Library Closed
December
14 SKSM Courses End
15-18 Study Week / Make Up Week
18 Deadline to Submit Petition for Incomplete for Fall 2020 Courses
18 SKSM / GTU Fall Semester 2020 ends
25 Christmas: Administrative Holiday / Library Closed
21-January 1 GTU Administrative Holiday / Library Closed

INTERSESSION 2021

January
1 New Year’s Day: Administrative Holiday / Library Closed
4-29 GTU Intersession 2021 (General Registration prior to first day of the course)
4 Deadline to Submit Grades for Fall Semester 2020
Deadline to Make up an Incomplete from Fall Semester 2020
7-8 Orientation
9 Annual Symposium
11-15 Required ECO Core Intensive
11-23 January Intersession 2021
18 MLK Day: Academic and Administrative Holiday / Library Closed
18-29 General Registration for Spring Semester 2021
21 Part-time Status Change Forms Due
LOA, Program Extension
Last Day to Submit Petition for Incomplete for Intersession 2021
25 All Spring Semester Moodle Courses Must Be Open
29 Deadline for General Registration for Spring Semester 2021
30-Feb. 12 Late Registration Spring Semester 2021
31 Deadline to Petition to Graduate in Spring 2021
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Instruction Begins for Spring Semester 2021</td>
</tr>
<tr>
<td>12</td>
<td>Deadline to Submit Grades for Intersession 2021</td>
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<tr>
<td></td>
<td>Deadline to Make up an Incomplete from Intersession 2021</td>
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<tr>
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<td>Deadline for Students to Make Changes to Enrollment</td>
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<td>SKIL Forms Due</td>
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<td>Deadline for Late Registration Spring Semester 2021</td>
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<td></td>
<td>End of Drop Period for Spring Courses</td>
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<tr>
<td>15</td>
<td>Presidents’ Day: Academic and Administrative Holiday / Library Closed</td>
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<tr>
<td>5</td>
<td>Deadline to Submit Grades for Removal of Incomplete Intersession 2021</td>
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<tr>
<td>22-26</td>
<td>Reading Week/Spring Break (no courses)</td>
</tr>
<tr>
<td>1</td>
<td>Institutional Tuition Scholarship Application Deadline for 2021/2022 (First Review)</td>
</tr>
<tr>
<td>2</td>
<td>Good Friday: Academic and Administrative Holiday / Library Closed</td>
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<tr>
<td>4</td>
<td>Easter: Academic and Administrative Holiday / Library Closed</td>
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<tr>
<td>5</td>
<td>Summer Registration Opens</td>
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<tr>
<td>5-16</td>
<td>Early Registration for Fall Semester 2021</td>
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<tr>
<td>10</td>
<td>Last Day for Change in Enrollment</td>
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<tr>
<td>13-14</td>
<td>SKSM Board Meeting</td>
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<td>7</td>
<td>SKSM Spring Courses Ends</td>
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<tr>
<td>10-14</td>
<td>Study Week / Make Up Week</td>
</tr>
<tr>
<td>13</td>
<td>SKSM Commencement</td>
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<td>Date</td>
<td>Event</td>
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<tr>
<td>21</td>
<td>SKSM / GTU Spring Semester 2021 Ends</td>
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<td></td>
<td>Deadline to Petition for Incomplete - Spring Semester 2021</td>
</tr>
<tr>
<td>31</td>
<td>Memorial Day: Academic and Administrative Holiday / Library Closed</td>
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<tr>
<td><strong>June</strong></td>
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<tr>
<td>1</td>
<td>Final Institutional Tuition Scholarship Application Deadline for 2021/2022</td>
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<td>Deadline to Submit Grades for Spring Semester 2021</td>
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<tr>
<td>11</td>
<td>Deadline to Make up an Incomplete for Spring Semester 2021</td>
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<td><strong>July</strong></td>
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<tr>
<td>2</td>
<td>Deadline to Submit Grades for Spring 2021 for Removal of Incompletes</td>
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<tr>
<td>4</td>
<td>Independence Day: Academic and Administrative Holiday / Library Closed</td>
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</tbody>
</table>
APPENDIX II - STAFF, FACULTY, GOVERNING OFFICIALS

Board of Trustees
Rev. Natalie Maxwell Fenimore, Vice Chair
Ted Fetter, Chair
Bishop Yvette A. Flunder
Sylvester Johnson, PhD
Linda Laskowski
Rev. James C. Leach
Rev. Allison Miller
Jim Sherblom, Ph.D.
Rev. Rosemary Bray McNatt, Ex-Officio Trustee, President
Dr. Gabriella Lettini, Ex-Officio Trustee, Appointed by Faculty
Lisa Rueth, Elected by Students
Meg McGuire, Elected by Students
Lyn Cox, Appointed by Graduate Association

Staff
Rev. Rosemary Bray McNatt, President
Rev. Dr. Gabriella Lettini, Dean of the Faculty & Chief Academic Officer
Kelley Gibbs, Vice President of Finance & Administration
Jessica Cloud, Vice President of Advancement
Rev. Jacqueline Duhart, Director of Spiritual Services
Rev. Dr. Christopher Schelin, Dean of Students & Director of Contextual Education, Title IX Coordinator
Tyson Casey, Registrar (August-September 2020)
Dr. Hugo Córdova Quero, Director of Online Education and Associate Professor of Critical Theories and Queer Theologies
Xander Huffman, Annual Giving Coordinator & Communications Coordinator
Teresa Joye, Executive Assistant to the President
Katie Mahaney, Registrar*
Kim Moebius, Assistant to Dean of Faculty and Coordinator of Academic Programs
Owais Qureshi, Student Accounts Manager & Finance and Advancement Assistant
Matthew Waterman, Admissions Coordinator
Fred Williamson, Facilities Coordinator

*On leave August 2020

Core Faculty
Rev. Rosemary Bray McNatt, Professor of Unitarian Universalist Ministry & Heritage
Rev. Dr. Gabriella Lettini, Aurelia Reinhart Professor of Theological Ethics and Director of Studies in Public Ministry
Rev. Dr. Sofia Betancourt, Associate Professor of Unitarian Universalist Theologies & Ethics
Rev. Dr. Christopher Schelin, Dean of Students and Director of Contextual Education, Assistant Professor of Practical and Political Theologies
Rev. Dr. Sheri Prud’homme, Assistant Professor of Religion and Education

Faculty
J. Tyson Casey, Assistant Professor of Leadership & Movements
Rev. Dr. Hugo Córdova Quero, Associate Professor of Critical Theories and Queer Theologies
Rev. Christine Fry, Assistant Professor of Spiritual Practice & Care
Rev. Dr. Devorah Greenstein, Associate Professor of Religion & Psychology
Rev. Tera Klein, Assistant Professor of the Practice of Congregational Life
Rev. Dr. Meg Richardson, Assistant Professor of Unitarian Universalist History
Betty-Jeanne Rueters-Ward, Assistant Professor of Transformative Leadership
Taya Shere, Assistant Professor of Organic Multireligious Ritual
Dr. Ashley L. Bacchi, Assistant Professor of Jewish History & Ancient Mediterranean Religions

Adjunct Faculty
Dr. Shannon Frediani
Rev. Megan Visser

Hilda Mason Teaching Fellows
Juniper Kilpatrick

Newhall Fellow
Pravina Rodriguez
APPENDIX III – ACCREDITATION

Official Statement of Accreditation by the Commission on Accrediting of the Association of Theological Schools

Starr King School for the Ministry is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:

- MDiv, MA in Social Change
- Approved for a Comprehensive Distance Education Program

The Commission contact information is:

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Drive
Pittsburgh, PA 15275 USA

Telephone: 412-788-6505
Fax: 412-788-6510
Website: www.ats.edu
APPENDIX IV - ATS, COVID-19 AND RESIDENCY REQUIREMENTS

Starr King is accredited for Comprehensive Online Education by the Association of Theological Schools (ATS). As of July 1, 2020, ATS no longer has residency requirements for the M.Div. and MASC programs.

In light of the challenging presented by COVID19, the Department of Education has also waived any residency requirement:

“We are aware of the need for institutions to plan how they will offer instruction for upcoming periods of enrollment. Many institutions have informed us of their intent to offer both the summer and fall terms using distance education. To provide the necessary flexibility for institutions to make timely decisions, we are expanding the broad approval for the use of distance education as provided in the April 3, 2020, EA to include payment periods that overlap March 5, 2020, or that begin on or between March 5, 2020, and December 31, 2020.”


The US Department of Veterans’ Affair has also waived residency requirements until the end of December 2020,

“Based on the recently passed legislation, if your school converts from an approved residence training course to online training for that course (distance learning) due to COVID-19, your benefits will not change. However, the law only authorizes this special authority from March 1, 2020, to December 21, 2020.

The new law applies to both current and new students enrolled in courses affected by COVID-19.”