Acknowledgements

This handbook is a labor of love birthed through community participation. Thank you to all the individuals who assisted in reviewing section contents and making revisions: Gabriella Lettini, Tyson Casey, Kim Moebius, Owais Qureshi, Chris Schelin, and Matthew Waterman.

Blessings on the Journey,

Starr King Staff and Faculty

Updating This Document

All edits and updates can be suggested by email to the Assistant to the Dean of the Faculty. Then they will be reviewed and either approved or denied by the people responsible for that area of work, such as the Curriculum Committee, the Core Faculty, the Admissions and Scholarship Committee, the President, the Registrar, the Dean of Students, and/or the Dean of Faculty. Edits and changes to protocols and guidelines may be implemented and advertised during the academic year.

Please visit the SKSM website to find the most up to date version of the handbook (in a downloadable PDF format).
Welcome Letter
Fall 2020

Dear Students and Colleagues-to-Be:

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

We are especially thankful for your courage at this moment: in this heartsick, often dangerous world, you have chosen to begin preparation for the ministry that is calling you forward. All of us here are longing for the day when we might meet you, celebrate, study and learn together—and we know all too well that day has yet to arrive. Even with a global pandemic, and amid all that is troubling this world, you made the decision to embrace a richer and more faithful life. Please know that we see you, even online!

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

I write these words just before I begin a six-month sabbatical (August 15, 2020 through February 15, 2021). Yet the school is in good hands: my dear colleague, the Rev. Dr. Sofia Betancourt, will serve as acting president. Especially in this year, I look forward to getting to know each one of you as you work toward your dreams of religious leadership. It’s an exciting time, and I’m excited for you! May you be blessed and challenged, nourished and inspired for the work and study that prepares you for this most wonderful vocation.

Faithfully,

Rosemary

The Rev. Rosemary Bray McNatt, President
Starr King School for the Ministry
Our Mission

The mission of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry and for progressive religious leadership in society.

Starr King School’s distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, and creating just and sustainable communities.

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 History

Starr King School opened its doors in 1904 as the Pacific Unitarian School for the Ministry and was incorporated in 1906 as “an institution for educating students for the Christian ministry, and especially for that of the Unitarian churches.”

The school’s founders had identified the need for a liberal theological school in the West, one suited, said a prospectus, to the “training of ministers for their work in the very field in which they are to serve.” They wanted ministers who focused on the practical realities of church life and had a vision for serving the common good.

The Pacific Unitarian School for the Ministry held its first classes at the First Unitarian Church of Oakland and moved to Berkeley two years later to be near other seminaries and the University of California, where students were free to take classes. From the beginning, the school welcomed students from other parts of the world and other denominations, as well as women.

Over its more than 100-year history, Starr King has 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.
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Getting Oriented
A Word on COVID-19

The ongoing coronavirus pandemic has reordered our lives and upended our expectations about what is “normal.” As the critical threat of the virus became apparent, Starr King School for the Ministry acted swiftly to protect the safety of its students, faculty, and staff. We closed the physical campus and moved all residential classes online over a week before the Bay Area authorities issued a shelter-in-place order. Starr King adjusted to the changing circumstances quite smoothly due to more than a decade of providing online education to an increasingly low-residency student body.

We are still accustomed to gathering our community for embodied presence at key moments of the year: the August and January intensives, the annual Symposium, the Commencement exercises, and, for Unitarian Universalists, the UUA General Assembly in June. The pandemic has forced us to adapt, shifting many of these key events to a completely online format. We miss the fullness of learning, worshiping, and celebrating in shared space and place, but we are grateful that technology has enabled us to fulfill our mission of educating religious and social-change leaders largely without interruption.

Pandemics such as this are long-term challenges of endurance and adaptation. Consequently, Starr King School for the Ministry has extended fully-online course delivery through Fall 2020. We will resume in-person instruction during the January Intersession period at the earliest. But since the safety of our community members is the highest priority, we will continue to re-evaluate when and how to hold in-person gatherings again, utilizing objective data to make informed and responsible decisions.

Starr King faculty and staff continue to perform their duties for the school, whether working from home or, as personal health and public circumstances allow, from our new facilities on the campus of Mills College. You may contact them by email, phone, or Zoom meeting.

Stay updated on our pandemic response efforts at https://www.sksm.edu/coronavirus/.
The Graduate Theological Union

The Graduate Theological Union is “a union of schools and programs that, together, represent the world’s major religions in collaboration...The GTU provides a unique community where scholars and practitioners from across the world’s great religions gather for academic study of their own and of other traditions and disciplines.”

https://www.gtu.edu/about

Starr King School for the Ministry has been a member institution of the GTU since 1964.

Member Schools
- Berkeley School of Theology (BST), formerly known as American Baptist Seminary of the West (ABSW)
- Church Divinity School of the Pacific (CDSP)
- Dominican School of Philosophy & Theology (DSPT)
- Jesuit School of Theology of Santa Clara University (JST)
- Pacific Lutheran Theological Seminary of California Lutheran University (PLTS)
- Pacific School of Religion (PSR)
- San Francisco Theological Seminary/Graduate School of Theology of the University of Redlands (SFTS)

Academic Centers
- Center for the Arts & Religion (CARe)
- The Mira and Ajay Shingal Center for Dharma Studies (CDS)
- The Center for Islamic Studies (CIS)
- The Richard S. Dinner Center for Jewish Studies (CJS)
- The Center for Theology and the Natural Sciences (CTNS)

Affiliates
- Center for Swedenborgian Studies (CSS)
- The Institute of Buddhist Studies (IBS)
- New College Berkeley (NCB)
- The Patriarch Athenagoras Orthodox Institute (PAOI)

Certificate Programs
- Asia Project
- Black Church/Africana Religious Studies
- Women’s Studies in Religion (WSR)
Although Starr King School for the Ministry has relocated its physical center to the campus of Mills College, we continue to share this map of “Holy Hill” so that students may familiarize themselves with the locations of other GTU campuses and facilities. The map has not been updated and so it shows SKSM’s old location on Le Conte Avenue in Berkeley.
# SKSM/GTU KEY DATES

## Academic Calendar

### 2020-2021

## SUMMER 2020

### June

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GTU Summer Courses start - Summer Financial Aid Start Date</td>
</tr>
<tr>
<td>3</td>
<td>Chi and SKSM Summer Courses Start</td>
</tr>
<tr>
<td>19</td>
<td>End of Add/Drop for Summer Courses that began in June</td>
</tr>
<tr>
<td>24-28</td>
<td>UU Polity Course at General Assembly</td>
</tr>
</tbody>
</table>

### July

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Sept 4</td>
<td>Fall 2020 General Registration Period</td>
</tr>
<tr>
<td>3</td>
<td>Deadline to Submit Grades for Removal of Incomplete from Spring 2020</td>
</tr>
<tr>
<td>3</td>
<td>Independence Day: Administrative Holiday / Library Closed</td>
</tr>
</tbody>
</table>

### August

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-28</td>
<td>SKSM Intensives - Add/Drop date for August Summer Intensives is by the end of the 5th day of class.</td>
</tr>
<tr>
<td>6-7</td>
<td>SKSM Orientation</td>
</tr>
<tr>
<td>10-21</td>
<td>Required ECO Core Intensive</td>
</tr>
<tr>
<td>28</td>
<td>Petition for Incompletes for Summer 2020 due</td>
</tr>
<tr>
<td>30</td>
<td>GTU Summer Courses End - Summer Financial Aid Ends</td>
</tr>
</tbody>
</table>

## FALL 2020

### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Deadline for Fall 2020 General Registration</td>
</tr>
<tr>
<td></td>
<td>All Fall Moodle courses must open</td>
</tr>
<tr>
<td>5-18</td>
<td>Late Registration Fall Semester 2020</td>
</tr>
<tr>
<td>7</td>
<td>Labor Day: Administrative Holiday / Library Closed</td>
</tr>
<tr>
<td>8</td>
<td>Instruction Begins for Fall Semester 2020</td>
</tr>
<tr>
<td></td>
<td>Fall 2020 General Registration Period Ends</td>
</tr>
<tr>
<td>11</td>
<td>Deadline to Submit Grades for Summer 2020</td>
</tr>
<tr>
<td></td>
<td>Deadline for Students to Make Changes to Enrollment SKIL Forms Due</td>
</tr>
<tr>
<td></td>
<td>Part-time Status Change Forms Due</td>
</tr>
<tr>
<td></td>
<td>LOA, Program Extension</td>
</tr>
<tr>
<td>14</td>
<td>Deadline to Petition to Graduate in December 2020</td>
</tr>
<tr>
<td>18</td>
<td>Deadline for Fall 2020 Late Registration</td>
</tr>
<tr>
<td></td>
<td>End of Drop Period for Fall Courses</td>
</tr>
<tr>
<td></td>
<td>Deadline to Make up an Incomplete from Summer Semester 2020</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>25</td>
<td>Hilda Mason Applications for 2021-2022 Due</td>
</tr>
<tr>
<td>27-28</td>
<td>Yom Kippur / School Closed the 28th</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>CSI Forms Due – Faculty&lt;br&gt;Deadline to submit new grade for Summer Semester 2020 Incompletes</td>
</tr>
<tr>
<td>26-30</td>
<td>Reading Week - No courses</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Institutional Tuition Scholarship Application Deadline for Spring 2021&lt;br&gt;(Returning student deadline is only in Spring)</td>
</tr>
<tr>
<td>9-20</td>
<td>GTU: Early Registration for Intersession and Spring 2021</td>
</tr>
<tr>
<td>17-18</td>
<td>SKSM Fall Board Meeting</td>
</tr>
<tr>
<td>25</td>
<td>Last Day for Change of Enrollments</td>
</tr>
<tr>
<td>26-27</td>
<td>Thanksgiving: Academic and Administrative Holiday / Library Closed</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>SKSM Courses End</td>
</tr>
<tr>
<td>15-18</td>
<td>Study Week / Make Up Week</td>
</tr>
<tr>
<td>18</td>
<td>Deadline to Submit Petition for Incomplete for Fall 2020 Courses</td>
</tr>
<tr>
<td>18</td>
<td>SKSM / GTU Fall Semester 2020 ends</td>
</tr>
<tr>
<td>25</td>
<td>Christmas: Administrative Holiday / Library Closed</td>
</tr>
<tr>
<td>21-January 1</td>
<td>GTU Administrative Holiday / Library Closed</td>
</tr>
</tbody>
</table>

**INTERSESSION 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>New Year’s Day: Administrative Holiday / Library Closed</td>
</tr>
<tr>
<td>4-29</td>
<td>GTU Intersession 2021 (General Registration prior to first day of the course)</td>
</tr>
<tr>
<td>4</td>
<td>Deadline to Submit Grades for Fall Semester 2020</td>
</tr>
<tr>
<td>7-8</td>
<td>Deadline to Make up an Incomplete from Fall Semester 2020</td>
</tr>
<tr>
<td>9</td>
<td>Orientation</td>
</tr>
<tr>
<td>9</td>
<td>Annual Symposium</td>
</tr>
<tr>
<td>11-15</td>
<td>Required ECO Core Intensive</td>
</tr>
<tr>
<td>11-23</td>
<td>January Intersession 2021</td>
</tr>
<tr>
<td>18</td>
<td>MLK Day: Academic and Administrative Holiday / Library Closed</td>
</tr>
<tr>
<td>18-29</td>
<td>General Registration for Spring Semester 2021</td>
</tr>
<tr>
<td>22</td>
<td>Part-time Status Change Forms Due</td>
</tr>
<tr>
<td></td>
<td>LOA, Program Extension</td>
</tr>
<tr>
<td></td>
<td>Last Day to Submit Petition for Incomplete for Intersession 2021</td>
</tr>
<tr>
<td></td>
<td>Deadline to submit new grade for Fall Semester 2020 Incompletes</td>
</tr>
<tr>
<td>29</td>
<td>Deadline for General Registration for Spring Semester 2021</td>
</tr>
</tbody>
</table>
30-Feb. 12  Late Registration Spring Semester 2021
31        Deadline to Petition to Graduate in Spring 2021
          All Spring Semester Moodle Courses Must Be Open

SPRING 2021

February
1        Instruction Begins for Spring Semester 2021
12       Deadline to Submit Grades for Intersession 2021
          Deadline to Make up an Incomplete from Intersession 2021
          Deadline for Students to Make Changes to Enrollment
          SKIL Forms Due
          LOA, Program Extension
          Deadline for Late Registration Spring Semester 2021
          End of Drop Period for Spring Courses
15       Presidents’ Day: Academic and Administrative Holiday / Library Closed
19       Deadline to Make up an Incomplete from Intersession Semester 2021

March
5        Deadline to Submit Grades for Removal of Incomplete Intersession 2021
12       Deadline to submit new grade for Intersession Semester 2021 Incompletes
22-26    Reading Week/Spring Break (no courses)

April
1        Institutional Tuition Scholarship Application Deadline for 2021/2022 (1st Review)
2        Good Friday: Academic and Administrative Holiday / Library Closed
4        Easter: Academic and Administrative Holiday / Library Closed
5        Summer Registration Opens
5-16     Early Registration for Fall Semester 2021
10       Last Day for Change in Enrollment
13-14    SKSM Board Meeting

May
7        SKSM Spring Courses Ends
10-14    Study Week / Make Up Week
13       SKSM Commencement
21       SKSM / GTU Spring Semester 2021 Ends
          Deadline to Petition for Incomplete - Spring Semester 2021
31       Memorial Day: Academic and Administrative Holiday / Library Closed

14
SUMMER 2021

June
1 Final Institutional Tuition Scholarship Application Deadline for 2021/2022
4 Deadline to Submit Grades for Spring Semester 2021
11 Deadline to Make up an Incomplete for Spring Semester 2021

July
2 Deadline to Submit Grades for Spring 2021 for Removal of Incompletes
4 Independence Day: Academic and Administrative Holiday/Library Closed

Chaplaincy Institute Dates

SUMMER 2020

June
2, 9, 23, 30 The Business of Ministry
4-6 Eco-Ministry
8-11 Ministry Basics 3
8-12 Spiritual Direction 3

July
13-15 Healthcare Chaplaincy
16-18 Being with Dying & Death

August
18-22 Global Spiritual Traditions 1

FALL 2020

September
21-25 Spiritual Psychology
28-30 Prophetic Voice & Social Transformation

October
12-16 Spiritual Direction 4
19-21 Ministry Basics 4
13-17 Global Spiritual Traditions 1
19-22 Ministry Basics
Spiritual Direction 3
November
17-21    Global Spiritual Traditions 2

December
1, 8, 15, 22    The Business of Ministry
3-5    Spiritual Care as if Oppressions Matter

INTERSESSION 2021

January
19-23    Global Spiritual Traditions 1
          Spiritual Direction 1

SPRING 2021

February
16-18    Ministry Basics 1
          Arts for Awakening
19-20

March
16-20    Global Spiritual Traditions 2
          Spiritual Direction 2

April
16-18    Science & Spirit
19-21    Ministry Basics 2
22-23    Spiritual But Not Religious

May
18-20    Theological Literacy
21-22    Ceremonial & Congregational Ministry

SUMMER 2021

June
7-10    Ministry Basics 3
7-11    Spiritual Direction 3
11-12    The Business of Ministry

July
12-14    Healthcare Chaplaincy
15-17    Being with Dying & Death
Officers of the School

Board of Trustees

Dr. Ted Fetter, Chair
Rev. Natalie Maxwell Fenimore, Vice Chair
Rev. James C. (Jay) Leach, Secretary
Linda Laskowski, Treasurer
Rev. Dr. Yvette A. Flunder
Dr. Sylvester Johnson
Linda Laskowski
Rev. Alison Miller
Bruce Field
Rev. Dr. James Sherblom

Ex Officio:
Rev. Rosemary Bray McNatt, SKSM President
Rev. Dr. Gabriella Lettini, Dean of Faculty
Lyn Cox, Graduate Association
Lisa Rueth, Student Member
Meghan McGuire, Student Member

Core Faculty

Rev. Rosemary Bray McNatt
President, Professor of Unitarian Universalist Ministry & Heritage

Rev. Dr. Gabriella Lettini
Dean of Faculty & Chief Academic Officer
Aurelia Henry Reinhardt Professor of Theological Ethics
Director of Studies in Public Ministry

Rev. Dr. Sofia Betancourt
Associate Professor of Unitarian Universalist Theologies & Ethics

Rev. Dr. Christopher Schelin (Ex officio)
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

Dr. Ashley L. Bacchi
Assistant Professor of Jewish History & Ancient Mediterranean Religions

Rev. Dr. Hugo Córdova Quero
Associate Professor of Critical Theories and Queer Theologies

J. Tyson Casey
Assistant Professor of Leadership & Movements

Rev. Christine Fry
Assistant Professor of Spiritual Practice & Care
Adjunct Faculty

Shannon Frediani
Megan Visser

Hilda Mason Teaching Fellows

Juniper Kilpatrick

Newhall Fellow

Pravina Rodrigues

Advisor List Fall 2020

Dr. Ashley L Bacchi
Rev. Sofia Betancourt
J. Tyson Casey
Rev. Chris Fry
Rev. Tera Klein

Rev. Dr. Gabriella Lettini
Dr. Som Pourfarzaneh
Rev. Dr. Sheri Prud’homme
Rev. Dr. Meg Richardson
Betty-Jeanne Rueters-Ward
Taya Shere
Staff

Rev. Rosemary Bray McNatt
President

J. Tyson Casey
Acting Registrar (August-September 2020)

Dr. Hugo Córdova Quero
Director of Online Education

Jessica Cloud
Vice President of Advancement

Rev. Jacqueline Duhart
Director of Spiritual Services

Kelley Gibbs
Vice President of Finance and Administration

Xander Huffman
Annual Giving Coordinator and Communications Officer

Teresa Joye
Executive Assistant to the President and Operations Director

Rev. Dr. Gabriella Lettini
Dean of the Faculty and Chief Academic Officer

Katie Mahaney*
Registrar

Kim Moebius
Assistant to the Dean of the Faculty and Coordinator of Academic Programs

Owais Qureshi
Student Accounts Manager & Finance and Advancement Assistant

Rev. Dr. Meg Richardson
Associate Dean of Faculty
Deputy Title IX Coordinator

Rev. Dr. Christopher Schelin
Dean of Students & Director of Contextual Education
Title IX Coordinator

Matthew Waterman
Admissions Coordinator

Fred Williamson
Facilities Director

* On temporary leave effective August 2020
Getting Settled
Technical Requirements

Whether you are studying at a distance or resident in the Bay Area, the majority of your Starr King experience will be mediated digitally. Most of our classes are online, as are all our chapel services and every whole-community gathering except for special events such as Symposium and Commencement. Students register for courses online and meet with their advisors via videoconference. Successful completion of the degree program therefore requires the use of hardware and software in good working order.

Applications and Platforms

The following digital platforms are used by Starr King School for the Ministry to deliver its services:

**Populi** ([https://sksm.populiweb.com](https://sksm.populiweb.com)) is our student information system. On this platform, you submit your application, register for classes, pay tuition, view your unofficial transcript, and request mailed copies of your official transcript.

**Moodle** ([https://moodle.gtu.edu/](https://moodle.gtu.edu/)) is our online learning platform. For all online classes, and most in-person classes, you will access readings, watch lectures or other videos, interact with classmates in discussion forums, and more.

**Zoom** ([https://zoom.us](https://zoom.us)) is our videoconference service. You may meet with your advisor by Zoom or phone.

Synchronous online and hybrid classes conduct sessions on Zoom. Chapel services are held on Zoom and in-person events are livestreamed.

**Adobe Fillable PDF forms:** Student forms are now fillable PDFs and are available for download through the Student Forms page for Current Students ([https://www.sksm.edu/resources/student-forms/](https://www.sksm.edu/resources/student-forms/)).

You must have Adobe Acrobat DC in order to complete the forms. The “Reader” version is free for download and allows you to sign PDF forms. You can download here: [https://get.adobe.com/reader/](https://get.adobe.com/reader/)

**How to fill and sign a PDF form:**
1. Open the PDF document.
2. Click the “Fill & Sign” tool in the top right pane.
3. Fill out your form:
   Complete form filling by clicking a text field and typing or adding a text box. You can add checkmarks and fill in radio buttons too.
4. Sign your form:
   Click “Sign” in the toolbar at the top center of the page. Then draw, type, or choose an image for your signature. Then click “Apply” to place your signature on the form.
5. Save and send your form to the Registrar:
After you have filled the form and added your signature, you will need to save it as a unique file. Go to “File” in the menu bar, then select “Save As” in the dropdown. Change the name of the file so that it follows this format: Term-Year_Form Type_Your Name.

E.g. 2020-FA_Change of Enrollment_Dorothy Day.

Once you have saved the file, send the newly named and completed form to the Registrar for signatures. Be sure to cc your advisor when sending it to the Registrar, and to follow-up after a week to confirm the form was received and in process. It is your responsibility to ensure forms are completed.

Equipment and Software

Please note the following requirements for utilizing these services. These requirements are specific to laptop and desktop computers. Current or recent-generation smartphones will meet all technical needs:

Internet Connection
Broadband internet enabling at minimum upload/download speeds of 2.0 Mbps

Hardware
2.5 GHz dual-core processor or higher

Operating System
PC: Windows 7 or higher
Mac: OS X with Mac OS 10.10 or higher

Software
Up-to-date internet browser, such as Google Chrome, Mozilla Firefox, or Apple Safari

Zoom Client for Meetings or Zoom smartphone app, freely available on the Zoom website or your app store

Word processing software for handling documents and writing essays. If you do not have Microsoft Office products such as Word you can download the Open Office software suite for free (https://www.openoffice.org/).

A free PDF reader that will allow you to open, complete, and sign school forms in PDF format. PDF readers include Adobe Acrobat (https://get.adobe.com/reader/) and Foxit Reader (https://www.foxitsoftware.com/pdf-reader/).

Please notify your advisor if you are unable to meet these technical requirements.

Housing

Starr King School for the Ministry does not directly supply any housing for students, staff, and faculty. The San Francisco Bay Area’s notorious housing crunch has resulted in high rental costs and limited availability. But with diligence, luck, and networking, Starr King students have been able to find housing. Our Office of Student Services provides counsel to new high-residency students as they begin their search and assists low-residency and commuter students with temporary housing options.

Student housing arrangements include shared single-family homes, apartments, co-ops and
intentional communities. Craigslist and the larger SKSM network are available to help students find shared housing. Students may also obtain leads via social media platforms. For example, the “Gay Area Queer Housing S.F. Bay Area” group on Facebook assists LGBTQ+ persons to locate supportive housing options.

Other schools in the Graduate Theological Union (GTU) consortium offer housing to SKSM students once they have housed their own students. In addition to dorm rooms, and apartments, some schools rent to commuter students one or two days a week.

The Graduate Theological Union webpage has a comprehensive list of housing resources: http://gtu.edu/admissions/life-at-gtu/housing.

The following schools are places to start:

**Pacific School of Religion (PSR)**
Dorm facilities are located on the PSR campus at 1798 Scenic Ave.
www.psr.edu/housing
housing@psr.edu | 510.849.8255

**Church Divinity School of the Pacific (CDSP)**
Dorms and unfurnished apartments are located on the CDSP campus, across Le Conte Ave. from SKSM.
www.cdsp.edu/admissions/housing
Melville Hayes-Martin, Housing Officer
mhayes-martin@cdsp.edu | 510.204.0705
Short-Term/Guest Housing:
Eastonhall@cdsp.edu

**Dominican School of Philosophy & Theology (DSPT)**
Apartments in Vilarassa Hall, one block from the GTU Library, and dorm rooms (male-only) in St. Albert Priory in Oakland.

https://www.dspt.edu/student-housing
admissions@dspt.edu 510.883.2073

**Berkeley School of Theology** (formerly American Baptist Seminary of the West)
Apartments at 2508 Benvenue Ave., four blocks south of UC Berkeley.
www.abswapartments.com
leasing@hudsonmcdonald.com | 510.665.9900

For off campus housing, most in-residence SKSM students live in Berkeley, Oakland, or elsewhere in the larger Bay Area in such cities as Alameda, Albany, Concord, Dublin, El Cerrito, Hayward, Lafayette, Livermore, Martinez, Oakland, Richmond, San Francisco, and Walnut Creek.

**Home Hospitality for Low Residency and Commuter Students**

Some members of local Unitarian Universalist congregations open their homes during parts of August and January to offer free home hospitality to low residency students in town for Intensives, Orientation, and Symposium. Others additionally offer space for “medium-residency” students who may commute to SKSM for coursework during the fall and spring semesters. The Dean of Students (cschelin@sksm.edu) and SKSM student workers coordinate the program with local volunteers. **Home hospitality is not offered during August 2020 intensives as courses are conducted fully online due to the COVID-19 pandemic.**
Transit

It’s possible to visit or live in the San Francisco Bay Area without a car. Transit options can get you around the Bay, including: BART, bus, ferry, cable car, light rail, train, taxi, car sharing, bike and scooter sharing. CalTrain, Amtrak and BART also reach to outlying cities.

Some SKSM students find bicycles a viable transportation mode, thanks to the region’s mild weather. Bikes can be brought on BART, CalTrain, Amtrak, and AC Transit buses. Check websites for details and instructions.

Clipper Cards (www.clippercard.com) allow you to ride most of the region’s multiple transit services without fishing around in your pockets for change. Visit 511.org for transit planning. Clipper Cards offer reduced rates for youth, seniors, and people with disabilities.

Ride sharing, bike and scooter sharing have their own apps -Uber, Lyft, Bird, Lime, etc. Bay Wheels (bike share) offers steep discounts for low income people. Sign up through Bike Share for All.

Health Insurance

Any degree seeking student taking 6 or more credit hours is obligated to enroll in the SKSM Student Health Insurance Plan unless proof of comparable insurance is provided. Spouses and dependents are also eligible to enroll. Students who need health insurance are encouraged to search for and enroll in a plan that best fits their needs. Please consult the exchange website for your state of residence (e.g., Covered California).

SKSM’s Student Health Insurance Plan (SHIP) is underwritten by United Healthcare and brokered by Gallagher Student Health & Special Risk.

To learn more about the UnitedHealthcare insurance plan cost, coverage, and benefits, as well as to enroll or to request a waiver, visit the SKSM page on the Gallagher website: www.gallagherstudent.com/sksm. Select “My Benefits and Plan Information” on the left-hand menu for more detailed explanations of the SHIP terms and services. Select “Student Waive/Enroll” to enroll or request your waiver.

Enrollment or Waiver Request for the Student Health Insurance Plans

Every SKSM student must either enroll in the SHIP or request a waiver before or at the start of each academic year. September 11, 2020 is the deadline to enroll or to request a waiver for the current year. New students who matriculate in the spring semester must enroll or submit the waiver by February 12, 2021.

Students who do not complete a waiver form by the published deadline will be automatically enrolled in and billed for the Student Health Insurance Plan.

Enrollment in the UnitedHealthcare Student Health Insurance Program is for the twelve months of the academic year beginning on September 1, 2020 and ending on August 31, 2021. Unless your eligibility to participate in the program changes, you will be enrolled for the entire year. You can be billed for half the premium in fall and spring semester, but you are responsible for the full year’s payment.

For students that matriculate in the spring semester, the plan becomes effective February
1st. You will be enrolled through the end of the academic year and would need to re-enroll or submit a waiver for 2020-2021.

Student Health Insurance Plan Coverage

The plan is fully compliant with the Affordable Care Act and all other federal and state mandates. The plan offers comprehensive benefits that include hospital room and board, inpatient and outpatient surgical procedures, labs and x-rays, chemotherapy and radiation, inpatient and outpatient mental health services, physician office visits, consultant visits, ambulance, emergency care, and prescription drugs.

Preventive Care Services are available at no cost sharing when received from an In-Network Providers. Preventive Care Services may include routine physicals and examinations, routine screenings, routine GYN examinations, and most immunizations.

Student Health Insurance Plan Cost

Students enrolling in the Fall are billed both semesters and are responsible for the full annual premium. Students starting school in Spring semester will pay the Spring/Summer prorated premium. The annual rate is $4,950 per person. The Spring/Summer rate was not available at the time of publication but will be listed at the Gallagher website. Students may also enroll in the optional dental and vision insurance components of the plan for additional monthly charges.

Please contact the Dean of Students, Dr. Christopher Schelin (eschelin@sksm.edu) with any questions.

Safety, Security, & Preparedness

What to do in Case of Fire

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

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

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

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

FIREFIGHTING:
Everyone is responsible for preventing fires, but there is no need to join in the firefighting unless directed to do so by the authorities.

Campus Crime and Safety

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

This report serves as the campus security report for Starr King School for the Ministry for the academic year 2020-2021.

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

Campus Safety

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

Starr King School for the Ministry does not have a campus law enforcement or safety staff. No employee of SKSM has, within the scope of their SKSM employment, police powers or the authority to arrest individuals.

Since SKSM does not have its own safety staff, SKSM urges persons affiliated with the school to make use of the extensive safety resources at the City of Oakland Police and Fire Departments if you feel safe doing so. SKSM encourages students and employees to be responsible for their own safety and the security of others. You can do this by informing yourself about safety procedures and crime avoidance tips available from the City of Berkeley and the University of California. You may access this information at the following websites:

City of Oakland Police Department: [https://www.oaklandca.gov/departments/police](https://www.oaklandca.gov/departments/police)

City of Oakland Fire Department: [https://www.oaklandca.gov/departments/fire](https://www.oaklandca.gov/departments/fire)

Security of Starr King

Members of SKSM community are charged with responsibility for safeguarding the spaces under their control, maintaining custody of the keys and access codes to which they have been entrusted, and reporting promptly the loss of any such keys or codes.

Procedures to Report Criminal Activity & Emergencies

Members of SKSM community, or any other person authorized to be present within SKSM facilities, should report any suspected criminal activity or other emergency that poses a threat to life or property.

- If immediate danger to life or property exists, dial 911 if you feel safe doing so.
- If immediate danger is not present, call the Oakland Police Department at (510) 777-3333 to report criminal activity.
- In all cases, report the accident to VP of Finance and Administration (kgibbs@sksm.edu) or other senior administrator. You may ask the Operations Director for a Crime Incident Report at
The Operations Director will work with the President of the school to ensure that all reports received are investigated and appropriate actions taken.

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

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

Information about Registered Sex Offenders

Information about registered sex offenders under section 17010(j) of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S. Code 14071(j), may be obtained from the City of Oakland Police Department, located at 455 7th St., Oakland, CA 94607 and may be reached by telephone at (510) 777-3333. Federal law requires persons who must register as sex offenders to provide notice to the state if they are employed by or a student at an institution of higher education. Since Starr King School for the Ministry does not have a campus police department, sex offenders must register with the chief of police of the City of Berkeley. They must notify the chief of police within 5 days of enrolling in SKSM, moving to the City of Berkeley, or of being convicted of an offense qualifying them as sex offenders. The Family Educational Rights and Privacy Act (FERPA) does not prohibit institutions from disclosing information about registered sex offenders. Megan’s Law makes available to adults and organizations information on “serious” and “high-risk” sex offenders in their local community. The information on a registered sex offender includes:

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

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

You may contact the Oakland Police Department at (510) 238-2189. The Alameda County Sheriff’s Department is also required to make this application available. It may be reached via telephone at (510) 667-3600.

Reporting Criminal Activity and Emergencies

Please report any suspected criminal activity or other emergency that poses a threat to life or property as follows:

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

- If immediate danger is not present, call the Oakland Police Department non-emergency number, (510) 777-3333, and then alert a staff member of SKSM.

SKSM contacts for after-hours emergencies are:

BUILDING EMERGENCIES:
Fred Williamson (510) 417-9971

OTHER EMERGENCIES:
Rosemary Bray McNatt (510) 350-8456
Please fill out a crime incident report in the SKSM office as soon as possible after an incident. Additionally, please report all crimes to the Oakland Police Department and complete a report (or other paperwork, etc.) as required by the Police Department.

**Campus Crime and Safety Report**

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

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

Crime statistics for 2016-2018 are provided in the PDF file linked below. As per federal requirements under the *Clergy Act*, Starr King provides statistics for designated crimes, arrests, *VAWA (Violence Against Women Act)* offenses, arrests, unfounded crimes, and disciplinary actions that occur either on campus, or on immediately adjacent public property. Collected crime statistics are for SKSM’s previous address in Berkeley.

**GTU Alerts**

Whether you are in high or low residency, we ask you all to take a simple step to strengthen the network of safety here at SKSM and in the other campuses that are part of the GTU. Please sign up for the GTU-Alert emergency warning system. You can opt in to receive a text, email and/or phone call in case of an emergency threatening lives or safety at any of the schools which are part of the GTU.

Examples of when the GTU Alert will be activated:
- Someone with a gun is threatening the GTU campus
- There is a bomb threat that the Berkeley Police Department determines is credible enough to take precautions.
- There is an approaching wild fire, or after an earthquake has caused damage to buildings that could threaten life or safety.

It is very simple to sign up. You may learn how at the following link: [https://www.gtulink.edu/Home/gtu-consortium-emergency-notification-system](https://www.gtulink.edu/Home/gtu-consortium-emergency-notification-system)

**SKSM Crime Report & Internal Investigation Form**

Please use the Crime Report Form to report information about crimes which have occurred at Starr King School for the Ministry. COPIES ARE AVAILABLE FROM THE OPERATIONS DIRECTOR. The information collected from these forms is used to prepare a compilation of statistical crime information for the school’s Annual Campus Crime Report.

Victims and witnesses to crimes must be made aware that they have a right to report criminal acts to police, and to report school policy violations to the appropriate office. If a person
reporting requests anonymity, this request must be honored to the extent permitted by law. Accordingly, no information should be included on this form that would personally identify the victim without their consent. The legislation requires that records or actions related to crime or incident statistics be retained for seven (7) years.
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The Nature of Our Learning Community

Educational Philosophy

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

- Counter oppressions
- Call forth compassion, wholeness and liberation
- Cultivate multi-religious life and learning
- Create just and sustainable communities

Starr King offers a graduate school experience that is **Global** in its scope:

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

**Relational** in its educational practice:

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

**Adaptive** in its modes of teaching and learning:

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

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

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

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

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

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

### Advising

SKSM’s educational philosophy is carried out through individual advising by the faculty. Each student is assigned a primary advisor, although that advisor may change over time. Advisors are available to returning students from late August to the end of the Fall term and from mid-January to the end of the Spring term. New students will be in touch with their advisor earlier, during August and January Orientation weeks. They typically do not work on holidays, weekends or after business hours. Advisors will devote June to administrative duties, research and writing, will be on vacation in July, and will focus on class preparation in the first part of August.

The 2019 accreditation process with the Association of Theological Schools identified the unsustainable conditions that had developed within the schools advising model. Following the ATS accreditation report, a task force comprised of faculty advisors and students was established to assess and develop an emergent strategy that prioritizes both our student-centered educational philosophy and the capacity of our current advising faculty. Advising faculty, on average, experienced a 50% increase in the number of advisees under their purview since last year alone. A substantial number of insights were obtained from the groups’ feedback loops, and various proposals were developed by the Curriculum Committee and the Faculty. The strength of where we are now in this regard was made possible by the many creative contributions and collaborative conversations with faculty and students over the course of the 2019-2020 Academic Year.

With the intention of re-aligning with the schools ECO philosophy of creating just and sustainable communities, the Advising Model and school’s academic practices will shift over the 2020-2021 and 2021-2022 Academic Calendar years. Each phase in the process will be iterative, so that we can continue to meet the
needs of our students without drastic disruptions in the ongoing relationships and adjust accordingly along the way. These shifts build upon pre-existing processes in an attempt to cultivate consistency and efficiency, which therefore supports capacity within our educational ecosystem.

One of the most significant shifts is the hiring of a part-time Director of Spiritual Services to serve the students spiritual support and formation. Starting in the 2020-2021 Academic Year, advisors can refer an advisee to the Director of Spiritual Services when something comes up that falls outside of the scope of academic advising. This new addition to our organizational team allows advisors to focus on a student’s academic progress, while ensuring the school meets the spiritual needs of the students (as they were articulated in the Student Body Mental Health Task Force Report & Recommendations 2017-2018). As this role integrates within our ecosystem, additional shifts may be made in the role of academic advisor in the coming years, so as to further support collaboration of these roles.

Advisors are expected to:

- Serves as witness, memory, and guide in the shaping of individual students’ programs of study and academic progress.
- Meets for 20-30 minutes with the student once or twice on a one-on-one basis during each academic term (Summer/Fall and Intersession/Spring). Any additional academic one-on-one advising meetings, beyond four per academic year, will be determined as needed in relation to the student’s academic progress.
- Offer counsel to the advisee in the planning of their course of study and work through the various portals.
- Ensure advisee registers for specific portal requirements within the appropriate timeframe for completion. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Be familiar with SKSM policies, procedures and deadlines.
- Encourage student to stretch, risk, and be accountable for their learning.
- Listen and support student’s spiritual formation.
- Work with student on special reading courses and/or suggest another faculty. Serves as primary point-of-contact with the advisee on write-ups of individual learning experiences (e.g. external SKILs and Symposium reflections).
- Review and sign advisee forms.
- Responds to students’ requests via email within one week (not including weekends, holidays, or school closures), or as determined by the advisor/advisee at the start of the term.
- Consult with student regarding denominational/vocational requirements.
- Guide student in preparation of a final project (MASC) or MA thesis.
- Facilitate student’s Portfolio Conference.
- Present the student’s Petition to Graduate to the faculty.
- Write letters of reference at the request of the advisee (advanced notice required).
- Model appropriate boundaries in the advising relationship.
Because the advising relationship is mutual, students are expected to:

- Check in with the advisor regularly, as needed, during the academic terms, via email and/or scheduled appointments.
- Consult with advisor before registering for courses.
- Acknowledge that the faculty balances a variety of responsibilities.
- Respect the schedule and time availability of the advisor. Advisors are not expected to meet on weekends, holidays, and outside business hours.
- Practice professional discipline and ethics in scheduling and attending advisory meetings, adhering to deadlines, checking the Student Handbook before requesting information, and incorporating feedback received.
- Assume good intentions and expects that when problems are identified that they are being resolved with grace and understanding.
- Come to meetings prepared, with questions, concerns and ideas to share.
- Provide advisor with a draft agenda and all relevant information to review in one timely email prior to the scheduled meeting.
- Take notes on meetings, including suggestions received from advisor.
- Respect the schedule and time availability of the advisor.
- Initiate planning process for various degree requirements with advisor.
- Request meetings at least one week in advance.
- Make requests for letters of reference one month in advance, when possible.
- Contact advisor promptly if they need to cancel or reschedule a meeting.
- Abide by the 2-minute agency practice: If student has an inquiry or needs information for their educational experience, two minutes will be spent consulting the Student Handbook to find a solution. If unable to find the necessary information, student will contact the appropriate person to find a solution (may not be the advisor).
- Provide clear and succinct requests via email to the advisor as needed.
- Turn registration and other forms into advisor in a timely manner.
- Register for the specific degree requirements as directed by the student handbook and their advisor. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Complete specific degree requirements in the semester in which they are registered to do so. Failure to do so may result in a hold being placed on a student’s academic progress, and a freeze on future registrations.
- Take responsibility for their actions (or inactions) as a student spiritual leader.
- Understand and respect the boundaries of this professional relationship.
- Understand that the advisors are to be contacted for academic concerns. For other concerns, please contact:
  - Rev. Jacqueline Duhart, the Director of Spiritual Services, for pastoral care and spiritual development;
  - Rev. Tera Klein for Congregational Field work and Internships;
Working with the Faculty

Each student who enters Starr King should understand that official matriculation registers an intention to accept the school’s guidance. Each student is assigned a primary advisor by the dean of faculty in consultation with the dean of students. Additionally, students can consult with other faculty on specific matters in their area or expertise.

Starr King students have much greater access to faculty members than occurs at other schools. However, that access is not unlimited. The faculty has responsibility for research, writing, class preparation, committee work within SKSM and the GTU, denominational and social justice commitments, administrative duties, and the overall programs and pedagogies of the school. All of these are in addition to the teaching and advising that students may see.

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

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

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

3. Faculty members are limited as to the number of Starr King Individualized Learning (SKIL) courses per semester they may take on (1-3). Please contact Faculty members early on if you are interested in working with them. A request does not mean that the faculty will be available in that term.
4. Faculty are expected to work at least one day a week from home without obligations for meetings or appointments to focus on research, writing, and preparations for lecturing or teaching. For many that day is Friday.

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

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

7. If faculty members allow you to have their personal phone number for emergency situations, please do not use it improperly in other situations. Please practice responsible communication.

Making an Appointment with a SKSM Faculty Member

Appointments with Faculty members can be made for face to face meetings, phone conferences, or Zoom (voice or video). Appointments for all Faculty members can be made by emailing individual faculty members at their SKSM.edu email addresses. All Faculty emails are listed on the website (http://www.sksm.edu). Please use only your SKSM address when emailing faculty. Appointment requests emailed to President Rosemary Bray McNatt (Spring 2021), Interim President Sofia Betancourt (Fall 2020) and Dean Gabriella Lettini will be answered by their assistants.

1. Appointments with faculty are generally made one to two weeks in advance. Please plan ahead. “Same-day” appointments are rare and generally reserved for emergencies involving health or well-being.

2. Appointments will generally be made for 15 or 30 minutes, depending on needs. If you would like more time with the professor, kindly explain your need in your email.

3. When you write to your advisor at the beginning of each term please check if they hold regular office hours each week: planning your meeting during those time frames will speed the planning process.

4. Appointment requests will be answered in the order they are received. For staffing reasons requests may be answered every few days, rather than immediately. Please be patient if it takes a few business days to reply. If your email has not been answered within one week’s time, then you may resend your request.

5. Once a time has been set, it is your responsibility to keep the appointment. If you do not, your priority level may drop. Please contact the faculty ASAP if you need to cancel or are late.

6. Please come prepared to your meetings. Consult the Student Handbook, the course offering and bring any material relevant to the issues you need to discuss. You may prepare a brief agenda for the meeting and send it ahead of time to your advisor.
7. Please take notes during your meetings: it is your responsibility to keep a record of the meeting for yourself and to follow up on what you discuss and agree on with your advisor. Please start a file with your notes early on in your program and review it periodically.
8. Please review the notes from your previous appointments before each meeting.

Other Ways of Contacting a Hi-Res SKSM Faculty Member

We are aware that not every question that you have for a faculty member will require an official appointment. Here are some other ways to consult faculty:

1. You may speak to faculty in person before or after class, but please be considerate and ask if they really have the time; they may need to focus on other tasks.
2. When you see a faculty member in the hallway or elsewhere, please remember that they may be engaged in another task. For your benefit, the faculty member may suggest making an office appointment to give the best response to your questions, or to give your conversation the care and attention it deserves. Always ask whether they are available to speak with you now, or whether you should make an appointment. Kindly respect that decision, as it will result in the best answers being provided to you.
3. Please be mindful of break times for faculty and staff, such as lunch breaks.
4. Unless an office door is open, signaling a welcome to drop-ins, please respect a closed door as an indication that a person is not to be interrupted unless you have an appointment. Please be considerate.
   Except in the case of an emergency, do not expect people to interrupt everything they are doing because you have a question or need. Ask politely if you can interrupt and be brief. Please be respectful and understanding if people tell you it is not a good time; write an e-mail message instead.
5. Please DO NOT use Facebook Messenger to contact faculty. Using SKSM email address helps maintain confidentiality, privacy, and is more effective.

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

1. Send them an email. When using email communication, please remember to use the same consideration that you would in person.
2. SKSM does not give out faculty home phone numbers. Ask the faculty person at the first-class meeting if they can be contacted at home, and, if so, get the number.
3. Adjunct Faculty, Research Scholars and Hilda Mason and Newhall Teaching Fellows do not have offices or voicemail boxes at the school and cannot be reached by phone via the school.
4. High Residency Adjunct Faculty, Research Scholars and Hilda Mason Teaching have mailboxes in the SKSM Lobby. Be aware they may check it only weekly.
Email Courtesy

When using email communication, please remember to use the same consideration that you would in person, please:

• Write a properly addressed and clear, concise message - unclear questions and lengthy messages often lead to confusion and therefore to additional work.
• Include greetings and common expressions of courtesy such as please and thank you. Treating people with respect is a small way to embody our commitments.
• Remember to sign.

Expect, too, to enjoy, laugh and cry with your advisor! They are your witness, caring presence, and guide as you make your way through Starr King and beyond.

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 in bold, and in historically Christian 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 an Initial Threshold Assessment with their advisor to identify areas where they already have some experience and those that will require more of their attention. Students must register for this Initial Threshold Assessment (listed as THRESHASSESS in Populi) in the corresponding semester they plan on completing it with their advisor. 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.

Threshold Learning Outcomes

Threshold One:
Life in Religious Community & 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.

**Threshold Two:**

*Prophetic Witness & 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.

**Threshold Three:**

*Sacred Text & 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.

**Threshold Four:**

*History of Dissenting Traditions & 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.

Threshold Five:
Spiritual Practice & Care for 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.

Threshold Six:
Theology in Culture & Context
The Offices of Theologian, Scholar & Activist

Students will learn to articulate the thea/ological 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 thea/ologies of different faith traditions across time and space, including their own.
• Articulate their own thea/ology and call to religious leadership and/or spiritual activism.
• Develop skills in using thea/ological language in worship, education, art, media and/or activism.
• Engage people in thea/ological conversations that are multi-religious and counter-oppressive.

Threshold Seven:
Educating for Wholeness & 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 multimedia educational resources that are multi-religious, multigenerational, and counter-oppressive.

Threshold Eight: Embodied Wisdom & 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.

Initial Threshold Assessment

At the beginning of their degree program, each student is expected to register for and complete a Threshold Review with their advisor to explore where they are in relationship to each of the Thresholds. Midway through their program, students will write an in-depth Threshold Assessment summarizing their work and progress in meeting the learning outcomes of each threshold. Because a student’s program of study is individual, the advisor may use differing methods, tools and timing with each advisee. Students are encouraged to confer early with their advisor about these requirements.

A tool called the Threshold Self-Assessment form is posted on the SKSM website under Student Forms: https://www.sksm.edu/resources/student-forms/

Students must complete their Threshold Assessment within their first semester of work at SKSM. The exercise is an important tool that will allow student and advisor to plan the course of study. The Threshold assessment will be placed in the student’s online file.

The Threshold Assessment must be reviewed and signed by the advisor before a student can set up their Portfolio Conference.

Portals

It is not unusual to find yourself feeling overwhelmed at times. Your advisor will be there to support you as you plan your academic and vocational program. Starr King, as you will see, uses the language of “thresholds” and “portals” to ground students’ learning experiences. The thresholds point you to the breadth and depth of work that is expected of you. But you – in conversation with your advisor - will explore how, when and where you best do that work. The portals describe in a general way the issues you and your advisor
will address each year and when certain key tasks (e.g., your threshold assessment) need to be completed.

Students will not necessarily pass through these Portals in linear fashion. Some may already have accomplished certain tasks (e.g., active involvement in congregation and/or activist group) upon arrival at Starr King while others may choose to move ahead to tasks which especially excite them (e.g., UU history, labor union organizing). As a result, students may find themselves going back and forth through the Portals.

While each student’s path through Starr King will be unique, the portals provide a common structure through which all students will pass. These portals and their associated tasks (including some threshold learning outcomes) are as follows:

**Portal One: EXPLORING**
- Attend SKSM Orientation*
- Meet with advisor for first time*
- Review advisee/advisor covenant*
- Engage in academic planning*
- Complete Initial Threshold Assessment**
- Identify MASC area of specialization* [MASC]
- Make friends and create a support system
- Develop and/or deepen a spiritual practice
- Participate in a cohort group, student body and/or MASC activities
- Attend religious, interfaith and/or chapel services
- Complete Educating to Counter Oppression
- Core Intensive*
- Attend Symposium*

**Portal Two: DEEPENING**
- Do Academic Planning*
- Articulate theology and call to religious leadership and/or spiritual activism
- Become involved in a faith/interfaith community, organization or movement
- Complete Multireligious Core Intensive class* [MDIV]
- Fulfill Theology & Ethics for Ministerial Leadership Core Intensive* [MDIV]
- Participate in six-month or longer Community Placement* [MASC]
- Prepare MASC Project proposal [MASC]
- Study and use sacred texts in culturally appropriate ways
- Conduct research on a historical topic involving dissent and social change
- Use the arts in congregational, interfaith and/or community settings
- Attend Symposium*
- Review the Threshold Assessment* by mid-program, before the Portfolio Conference
- Complete Portfolio Conference and Packet**

**Portal Three: GOING FORTH**
- Academic planning*
- Engage in an internship, clinical pastoral education and/or field education
- Complete MASC Final Project*
- Develop and follow a self-care plan
- Meet with a vocational mentor and/or in-care group
- Preach, lead worship and/or conduct rituals
- Teach and/or facilitate a class, group, workshop, etc.
- Develop skills in public ministry and/or sacred activism
Complete Final Threshold Assessment*
Update Portfolio Packet*
Submit Petition to Graduate**
Assist with Baccalaureate Chapel and/or Commencement
Final meeting with Advisor to reflect on and celebrate SKSM experience

Tasks marked with an asterisk (*) are required at specific times in a student’s journey through Starr King. Tasks marked with two asterisks (**) require student registration for the semester in which the task will be completed. Be sure to communicate with your advisor as to the best time to complete the required tasks.

Portal Benchmarks

While most of the program portal components are nonlinear, there are a few that must be completed in a specific order and during a set time in your degree path. These are the initial Threshold Assessment, the mid-degree Portfolio Conference, and the Petition to Graduate. Students must register for these three tasks in Populi, for the semester in which a student is expected to complete them. As part of their registration, students are required to watch recorded videos of faculty and student discussions on these components. After students have confirmed viewing these videos, they can work with their advisor to ensure timely completion of the tasks involved. Completion of one component is required before moving to the next one. In general, the timing of these are as follows:

- Initial Threshold Assessment
  - First semester as a student.
- Mid-degree Portfolio Conference
  - MASC students:
    - Third semester (full-time)
- Petition to Graduate
  - The semester prior to anticipated graduation.
    - Summer for December graduation
    - Intersession for May graduation

Students are expected to complete the task in the semester within which they registered. If the task is not completed prior to early registration, the student may have their registration frozen so that they cannot register for the next semester. Exceptions will be granted only with approval from the student's advisor and the dean of faculty. In such instances, the expectation is that the student will complete the task before the next semester begins, so that they can register during Late Registration.

ECO Commitment

EDUCATING TO CREATE JUST COMMUNITIES THAT COUNTER OPPRESSIONS

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

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

1. «To be what we want to see»

Rev. Rosemary Bray McNatt has asked, “How
[can] we teach authentically about creating the
beloved community [unless we can] model it
within our own walls?”

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

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

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

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

2. «To shelter prophetic witness in the world»

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

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

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

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

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

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

3. «To counter white supremacy»

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

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

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

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

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

White supremacy reveals a spiritual crisis at the heart of the dominant culture. Over-consumption and exploitation are hidden and
tolerated for the sake of a quality of life that is neither abundant nor sustainable. Engaging white supremacy involves discovering a deeper experience of abundant life. This discovery, in turn, means confronting and changing social systems, including economic systems that perpetuate too banal a sense of «the good life», making it available to too few and causing harm to too many and to the earth.

4. «To work for the common good»

We seek to advance liberation, healing, and the establishment of a just and sustainable society by enabling people to gain the knowledge, experience, skill, and religious understanding they need to address intersecting forms of violence in North America and around the world.

This means our courses and sites of learning need to provide students of theology with opportunities, for example, to:

- Explore various options, theories, and practices of resistance/liberation/social analyses and transformation.
- Critique theological norms and patterns that undergird racial violence, gender violence, violence against the earth, etc.
- Discover, re-imagine and construct liberating theological visions.
- Gain literacy beyond the «white canon».
- Learn the histories of resistance and struggle against oppressions, as well as the histories of violence and oppressions.
- Critically examine the assumptions and foundations of our current, dominant economic system, which sustains the wealth of too few, and is historically aligned with a construction of race and racial hierarchy that justifies exploitation and stratifies wealth by race and gender.
- Draw on learning and experience in one area of resistance (for example, resistance to sexism) to make common cause with another (for example, resistance to racism).
- Engage directly with oppressed communities and suffering people in the work of survival and resistance.
- Explore ways congregations and religious institutions can promote the common good in our pedagogy and educational philosophy, work in ways that:
  - Trust in an empowering and liberating grace larger than ourselves;
  - Call forth and welcome the full, authentic presence of people;
  - Welcome silenced knowledge, feeling, 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.

**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).

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.

- **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 Disputes” in the Student Handbook.

Multiple Modes of Teaching and Learning

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

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

Courses
- Starr King online, hybrid, and residential courses, fall and spring terms
- Starr King Symposia and intensives in August and January (intensives require substantial preparation before the course)
- Starr King immersions, offered on occasion in sites around the globe
- Graduate Theological Union courses offered in residential, online and intensive formats – open for free to all SKSM students
- University of California, Mills College and Holy Names University courses – open for free to all SKSM degree students

Contextual Education
- Field Work and Parish internships in Unitarian Universalist congregations
- Community/MASC Field Work and Internships in religious communities, youth work, justice and educational organizations, and community sites
- Field education reflection seminars (internship-level only)
- Clinical Pastoral Education in hospitals, prisons, and social service institutions

Starr King Individualized Learning

Independent study under faculty supervision is regarded as SKIL (Starr King Individualized Learning). Since fall of 2018 it has 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 as long as a faculty sponsor is found.

Students who are in their first semester (MASC) or first year (MDIV) are allowed to 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.

The form and syllabus template can be found on the Student Forms page of the SKSM website. More information on enrolling is found in the Office of the Registrar section of this handbook.

Experiential Learning
- Significant learning experiences and activities outside the classrooms are discussed with advisor, such as art projects, journaling, participating in a spiritual practice or a program of spiritual direction
• Conferences, workshops, and courses offered by organizations and educational institutions outside of Starr King, the GTU, and UC Berkeley

Students will be able to engage in different learning modalities:

• SKSM-GTU Campus Residential Courses - Semester-long courses, week-long January or Summer intensive courses count as high residency learning.
• Online Courses: these include classes taught online through Starr King, and other schools and centers in the Graduate Theological Union (GTU).
• SKIL Courses – Independent study under faculty supervision

• Hybrid Learning: Where some students are online, and the professor and other students are on campus, or where some students and the professor are online and other students are on campus.

• Contextual Learning: Clinical Pastoral Education (CPE), congregational or community fieldwork, parish or community internships. They do not take place on the SKSM-GTU campus and are not supervised by SKSM or GTU faculty.
• Immersion courses: offered on occasion in sites around the country and the globe (e.g., US/Mexico border, Turkey, Italy, Boston, UUA General Assembly, Oakland, ChI).
• ChI Courses: they are to be counted as contextual learning, as they do not take place on an accredited school’s campus and are not supervised by faculty from SKSM-GTU.

Important Notice: In June 2020, the Association of Theological School, our accrediting agency, has voted to lift all residency requirements. Therefore, students are no longer required to take a percentage of their units on campus.

Pedagogical Training

Hilda Mason Teaching Fellowships
The Honorable Hilda Mason (1916-2007) was a teacher, civil rights activist, city council member, and a prominent leader in Washington, DC and was a member of All Souls Unitarian Church. Hilda Mason was the recipient of an honorary doctorate from Starr King School for the Ministry and was a former trustee of the school. For more information on this important leader: https://www.sksm.edu/resources/student-handbook/financialaid/hilda-mason-teaching-fellows/

Hilda Mason Teaching Fellowship for Student-Taught Courses
Awarded to selected Starr King degree students who have submitted a proposal to teach a course that will be offered as part of Starr King’s curriculum and through the GTU cross registration system. May be for 3 units; taught in intensive, online, immersion, or residential format.
Please note: On occasion the Dean of Faculty and curriculum committee will review proposals that are outside the traditional student-taught course model. If students have ideas for a course that does not fit the description outlined above (for example, teaching a course in a community setting), they may submit it for consideration after consulting with their advisor and the Dean of the Faculty.

Applying for Hilda Mason Fellowship
We suggest that students interested in applying start working on a proposal with their advisor in
the Spring in order to meet the Curriculum Committee September deadline. Applicants will have to submit the following:

1. Course title/description
2. Outline of syllabus. (While the development of a full syllabus is not necessary at the point of application, please review the SKSM Syllabus Template).
3. Statement of teaching philosophy (including ECO)
4. Context/setting of the proposed course
5. Course timeframe
6. What qualifies you to teach this course? What teaching experience do you have?
7. What is your educational philosophy?
8. Why is it important we add this course to our offerings/Why is this course important to the community?
9. Does your advisor support your plan to teach next year? Are you making Standard Academic Progress so far?
10. Reference letter from your advisor

**Call for Proposals for the 2021-2022 Hilda Mason Fellowship**

All applications will have to be submitted via email to the Assistant to the Dean of Faculty by **Midnight, Friday, September 25, 2020.** MASC students completing the program in two years can apply in their second year and teach the course after graduation.

**Criteria for Assessing Proposals for a Hilda Mason Teaching Fellowship**

In reviewing proposals for a teaching fellowship award, the Curriculum Committee will assess the student’s qualifications and preparation for teaching the course, the appropriateness of the pedagogy and the course design for the setting in which it will be offered (community, congregation, or graduate level teaching), the suitability of the course for both the teaching fellow and enrolled students in terms of Starr King’s educational values and commitments, and the significance of the teaching opportunity for the fellow’s preparation for their vocational goals. It is expected that teaching fellowships will in some way advance the integration of the student’s theological program of study with their past experience and skill. Proposals that simply repeat a course or topic of instruction that the student has already had expert professional experience with generally will not meet this criterion.

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

**Hilda Mason Fellowship Award Letters**

Students whose proposals are selected by the Curriculum Committee will be granted a “Hilda Mason Teaching Fellowship” by the School and will be notified of the fellowship and its amount by a letter from the Curriculum Committee. Copies of the Fellowship Award letter will be sent to the Finance Director and the Registrar’s Office.

Currently, the Fellowship is $2000 for teaching a 3-unit course. Students can also register for a free for a three credit SKIL (Starr King Individualized Learning Course) for teaching this course. It is expected that the Fellowships will at no time exceed the amount that Adjunct Faculty receive for teaching a 3-unit course. The Hilda Mason Teaching Fellowships will be administered in the same way that other scholarship and financial aid grants are
administered: through the Office of Student Accounts in collaboration with the Financial Aid Office as a reduction on the student’s tuition account (tuition credits). If the Teaching Fellow has already paid all of their tuition, the Fellowship will be awarded as a check from the school to the student during the semester that the student is scheduled to teach. In very rare instances, a student may be selected to teach in the term after they graduate, in which case they will not receive a tuition credit but will be paid the full fellowship amount (please note- this payment would be taxable)

**Mentoring and Supervision of Teaching Fellows**

Each Hilda Mason Teaching Fellow will be mentored and supervised by a member of Starr King’s faculty. The faculty member may work with the student in the study and preparation that leads up to the course proposal. During the semester when the course is offered, the mentor/supervisor will meet periodically with the student to reflect on their experience in teaching the class, and will offer feedback, guidance, and evaluation on the student’s teaching. At the end of the semester, the mentor/supervisor will provide the registrar with an evaluation of the student’s teaching to be included in their student file.

**Hilda Mason Teaching Fellows have the option to receive 3-units of course credit (at no tuition cost) for teaching a 3-unit course and may also receive credit (with the approval of the mentor/supervisor, as a paid SKIL) for the preparation of the course.**

**Cancellation of the Course**

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

Degree programs course of study begin in the Fall or Spring terms. The Symposium takes place in the January Intersession term. The Hilda Mason fellows are a special category of adjuncts. As such, they are not asked to attend faculty meetings and study times, unless by special invitation.
Conducting Your Studies

Program Requirements

Completing the MDiv Degree
A minimum of 90 units of credit.

• Three required core intensives:
  1. The Educating to Counter Oppressions (ECO) Intensive. This course must be taken within six months of matriculation.
  2. The Multireligious Intensive
  3. One of the following: UU Leadership Core Intensive (for students on the UU ordination track), Leadership Along the Way, or Organizational Management

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

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

Completing the MASC Degree

• A minimum of 48 units of credit.
• The Educating to Counter Oppressions (ECO) Intensive. This course must be taken within six months of matriculation.
• Participation in 1 or more January Symposia
• A Threshold Self-Assessment (in the first semester)
• A Mid-Degree Portfolio Conference
• A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in Eight Threshold areas:
  1. Life in Religious Community and Interfaith Engagement
  2. Prophetic Witness and Work
  3. Sacred Text and Interpretation
  4. History of Dissenting Traditions and the Theological Quest
  5. Spiritual Practice and the Care of the Soul
  6. Theology in Culture and Context
  7. Educating for Wholeness and Liberation
  8. Embodied Wisdom and Beauty

• A Community Internship (5 units minimum) and the Community Intern Reflection Class (1 unit).
• MASC Project (3 units): a creative project representative of the student’s learning during the program, chosen and prepared in consultation with the instructor and with the support of one’s advisor.

See also: http://www.sksm.edu/academics/masc.php
Completing the MA Degree

Students in the MA program should refer to the MA Student Handbook and checklists. Please become familiar with them and double-check them when you have questions: http://www.gtu.edu/students/handbooks

Completing Dual Degrees (MDiv/MA or MDiv/MASC)

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).

MASC/MDIV:

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.

The Director of the MASC program, Dr. Lettini should also be consulted when the MASC degree is involved.

GTU MA/SKSM MDIV:

Students begin their studies in the M.Div. program and must complete all requirements for the degree before matriculating in the M.A. program. 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. Eight 3-unit courses, or 24 units, the equivalent of one year of full-time study, can be applied to the requirements of both degrees, and the minimum time to be spent in the sequential programs is four years.

While students may apply to the M.A. program at any point in their studies, they are encouraged to apply by the end of the second year of their M.Div. program, so that they can select courses that will satisfy degree requirements for both programs. M.Div. students admitted to the joint M.A. program are placed on deferment for the M.A. until they complete M.Div. requirements. Students who begin the M.A. program and subsequently wish to apply as well to the M.Div. program should consult with the SKSM academic dean.

During the final semester of the M.Div. program, students meet with their advisor and the GTU assistant dean to determine which eight 3-unit courses to transfer from the M.Div. program to the M.A. program. Students are encouraged to enroll in MA-1000, GTU MA Research Methods, as an elective course during their final year of the M.Div. program, so that they are prepared to begin work on their thesis as soon as they matriculate in the M.A. program. Students are also encouraged to start working on their MA Foreign Language Requirement as they finish their M.Div. studies.

Throughout their M.Div. program, students register in the SKSM registration system, pay tuition to SKSM. Upon matriculation in the M.A. program, students register in the GTU registration system and pay tuition to the GTU. The GTU also administers financial aid; however, students are still eligible for SKSM institutional aid. Please note that the MA program has a high residency component: no more than five 3 credit online courses may be used to fulfill MA requirements.

When students complete the joint M.Div./M.A. programs, the M.Div. degree is conferred by SKSM, the school accredited to confer that degree, and the M.A. degree by the GTU, the
school accredited to confer that degree. Separate transcripts are provided for each degree, the M.Div. by SKSM and the M.A. by the GTU.

All double degrees 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.
- A total of 114 credits. One fourth of the credits (28.5) need to be taken in high residency mode. (This is an approved exception to ATS Educational Standard, section ES.2.1.1.1.)
- Only one Mid-Degree Portfolio Conference
- All other degree requirements for each program

Please note that the financial advantages of the double degree end at the conclusion of the second year of the first-degree program. Academic advantages persist beyond this time frame.

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

To apply to a joint degree program please consult with your advisor first, then write a petition addressed to the Dean of Faculty explaining the reason for your request. The Faculty will vote on the petition in one of the monthly faculty meetings. The student will be notified of the decision.

See also Concurrent Degree Programs in the next section on “Tuition and Fees.”
Online Learning

Online Class Assistance

Online Education Director Rev. Dr. Hugo Córdova Quero (hquero@sksm.edu) assists faculty in creating online educational environments that include the foundations for excellent teaching and learning.

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

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

While Studying Online

You will spend a good deal of time sitting in front of your computer. We encourage you to gather embodiment practices and resources that resonate for your life. Here are some resources to get you started:

- Caring For Your Eyes from AllAboutVision.com: [http://www.allaboutvision.com/cvs/irritated.htm](http://www.allaboutvision.com/cvs/irritated.htm)
- 8 Simple Exercises for Computer Users from the University of Virginia: [http://ehs.virginia.edu/ehs/ehs.ergo/ergo.pc.html](http://ehs.virginia.edu/ehs/ehs.ergo/ergo.pc.html)

Moodle

Students will receive a Moodle username and password from the office of the registrar when enrolling for their first class. Go to [https://moodle.gtu.edu to log in to your account](https://moodle.gtu.edu). **Neither the Director of Online Education nor any other staff member at SKSM can issue you a Moodle username and password.**

Since 2017, all courses --residential, hybrid, intensives, and the like-- are also online. You will be adding to your course on Moodle after you register in Populi. Please consider that this is not an automatic process, and it may take a couple of days for the system to reflect your registration during General and Late Registration Periods. It may take more than a week to update your registration in Moodle outside of these regular registration periods. Remember to check the Moodle Help for Students section on the GTU Moodle main page which provides various resources on how to navigate and use this learning system most effectively. The link is: [https://moodle.gtu.edu/mod/page/view.php?id=174134](https://moodle.gtu.edu/mod/page/view.php?id=174134)
Concurrently, the Director of Online Education can assist you with particular situations during the first weeks of instruction until you get familiarized with the Moodle platform. However, this is a limited assistance. The Director of Online Education as well as other SKSM staff member cannot grant you a Moodle username and password and cannot turn in your assignments or change the dates of submission, for example. Only you have access to changing information on your Moodle account. Please bear this in mind when asking for help.

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-developonline-learning-skills

About Posting

At Starr King we say participation is not an option. Rules aside, be willing to share your thoughts with others, and keep your comments both focused and relevant. Also, make sure you are clear about course expectations, usually detailed in the syllabus. Check with your instructor about frequency of logins and posting. Norms are 3-5 times per week. These times are not negotiable, meaning that you are expected to interact about 3-5 times every week. If you participate 30 times in a week, that does not imply that you can be absent the following month. If you do so, you will be considered as absent in the course for all that time. Students are only entitled to be absent one week per semester in an online course.

Moodle is designed to lock itself after a certain time. If you are writing your post on Moodle and the systems locks itself, you will lose your work. Therefore, write it before either in MS Word or Notepad and then insert your post in the Moodle window. Many students --and instructors-- have lost hours of work as a result of not paying attention to this aspect. So please be sure that you have your work backed up in a MS Word or notepad file before posting. The Director of Online Education or the Moodle coordinator cannot retrieve your lost work, so please pay special attention to this feature in Moodle. Concurrently, sometimes the posting goes wrong, and if you do not have a backup, you would also need to start to write your posts all over again. Having a backup is the safest way to deal with these two situations. There is no way in Moodle to recover information once the system has locked itself.

Length of Message

A screen’s worth is usually enough. Once in a while, maybe two. Because reading on a monitor can tire the eyes, brevity is helpful and generally appreciated. Instead of posting a very long message, try to divide your thoughts into different conversations, so you can interact with more classmates in a given week. This will also foster the interaction with your peers in a more diversifying way.
Writing

Keep your posts simple. Use short sentences and capitalize rarely; perhaps only to indicate proper words, titles or headings. Unnecessary capitalization reads as SHOUTING. Please avoid. If you need to emphasize a word, just write it in italics. The use of “quotation marks” or underlying may be tough to read by classmates with different visual abilities. Your care about the needs of others contribute to make the class a nice and welcoming environment.

Inclusive and non-discriminatory language is expected in spoken and written formats whenever is possible. It may be necessary — in specific cases in order to understand certain topics — to use a word that it is no longer “politically correct.” In these cases, be very intentional to state first the purpose of you recalling that term and, if in written, always include it between quotation marks. Otherwise, this may offend or hurt any of your peers. When in doubt about this, please consult your instructor before you mention or write that term. Except in this situation, any derogatory or offensive term would be considered as inappropriate for a class interaction.

Time to Take Time

When dealing with sensitive issues, take a little more time to reflect first on what has been said and then on how you will reply. Even ask a question to the classmates posting in the conversation to be sure that you are understanding them correctly. Then compose thoughtfully. Even leave for a few minutes before returning to click that button.

If there are thoughts that could be misinterpreted or could be taken as not politically correct, take the time to write an extra line explaining this. Better to be sure your classmates understand you correctly than creating an uncomfortable situation due to misinterpretations. You may also want to consult your instructor to check if your understanding of a topic or conversation matches the instructor’s perception, and then proceed to post your comment.

Academic Conduct (Plagiarism)

Your ideas and work as well as others are valued in every class, but they are more visible in online courses where we rely heavily on written formats.

Taking words, graphics, and/or ideas from any other sources without full attribution constitutes an academic offence. Proper citation must be given to all formats of production (written, visual, auditive). Many students are often tempted to cut-and-paste directly from the internet.

Although there is no reason to dismiss citation from the internet — when authorship, URL address and date of accessing the website is properly given — lack of these element also constitute plagiarism.

Whenever in doubt on how to proceed on this issue, please contact your instructor before you submit your comment on a forum or the assignments through a link on Moodle. To learn the basis for appropriate academic conduct is an ongoing process, and your instructor will always be willing to assist you.
Humor

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

Besides, humor is culturally bound and many of your classmates may hold different conceptions about humor. In an increasingly multicultural environment at SKSM, cultural sensitivity is necessary when thinking about humor.

Another aspect is that humor heavily relies on language, and for many of your classmates or instructors, English may be their second, third, or even fourth language, thus increasing the possibilities for misunderstandings.

Communication can be just a little bit harder when studying online. Thus, always resist the urge to flame another class member. Sleep on it before responding to anything that sets you off, because you might see differently when you return. See “The Core Rules of Netiquette,” http://www.albion.com/netiquette/corerules.html. Please use inclusive or gender-neutral language whenever possible.

Respect for the opinion and right of expression of your fellow classmates is mandatory, whether your interaction is face-to-face (synchronic) or online (diachronic). You have all the right to disagree with a classmate or with your instructor. There are ways to politely express your point of view and have a civilized interaction. Be always intentional to state the basis upon which you build of position.

Confidentiality

Related to the compliance with FERPA, please refrain from using classmates’ comments (High res and hybrid courses) or Moodle postings in forums (online courses) either in your papers or outside the classroom.

We understand Moodle forums to be safe spaces for classmates to freely talk and express personal feelings or ideas. They are not topics for conversation outside the classroom. Please respect your classmates right to keep their comments aimed only to this class.

Assignments

Throughout the semester you are expected to turn in assignments at certain deadlines. Please be mindful that there is a reason for these deadlines. If due to illness, family or job-related issue, you are expecting to be unable submit your work by the deadline, please contact your instructor to arrange for any lost work. By all means keep your instructor informed and negotiate about lost work so you can successfully pass your course. Your instructor will not accept all your assignments at once by the last day of the semester, as there are pedagogical goals related to every assignment that only work in the allocated time of submission. Submitting the assignment all your assignments by the last day of instruction instead of submitting them during the semester may result in you failing the course.

Be mindful that SKSM requires all turning in of assignments over Moodle. Submissions over the private or SKSM email inbox of your instructor do not count as official turning in of your assignments. If you send an assignment to the private or SKSM email address, your instructor will not be permitted to grade it, thus, resulting in you failing that assignment. The only official way of submitting an assignment is through
Moodle. Kindly refrain from putting your instructor in a difficult situation.

Please remember that your instructor also has deadlines for submission of grades. Extensions (incomplete) are granted on exceptional cases, not as a norm. Therefore, please plan ahead to make the deadline for the submission of all your assignments. Extensions are not meant for work that should have been turned in during the semester. It only gives you extra time to turn in your final course assignment under exceptional circumstances. That implies that if you petition an extension, your instructor in consultation with the Academic Dean can deny your request if the reasons stated for the extension are considered not applicable. The best course of action is that you plan and work on your final course assignment ahead of time.

In the exceptional case that you are granted an extension, you will have three extra weeks to turn in your final course assignment. Your instructor will have until the third Friday after you turned your final course assignment to submit your final course grade. Then, your incomplete will be changed into the grade submitted by your instructor by the registrar. Failing in submitting your final course assignment at the end of the third week of the extension, will automatically turn into an F (fail).

Your instructor is also required to offer you feedback on all of your assignments and turning in your student evaluation and grades over Moodle. Your instructor is not allowed to submit these materials or grades over email. The only way of counting them officially is through Moodle. Please do not put an instructor in a difficult situation by asking her/him/them to send feedback or grades over email. SKSM policies do not allow faculty to do so.

Dropping an Online Course

When you want to drop an online course, you will need to do this through the specific guidelines detailed by the registrar’s office. Just stopping attending an online course will not unenroll you. You will still be financially charged for the course. You will also be graded for being absent from the course. To avoid this situation, inform your instructor as soon as you decide to drop an online course and initiate the process through the registrar’s office immediately. Please remember that you instructor has no editing privileges in Moodle to add you or drop you from a class.

Adding an Online Course

When you want to add an online course, you will need to do this through the specific guidelines detailed by the registrar’s office. Your instructor has no editing privileges on Moodle to do this. As in any registration, please remember that there may be a delay of 1-2 business days for the system to reflect this change and for you to appear in the class roster in the course on Moodle.

When you have doubts about the process of registering --or dropping-- for online courses, this should be consulted with the SKSM registrar. There is also a section in this handbook that has especially been written for this purpose. Kindly revise and be clear with the registration policies so you avoid delays in your registration or extra financial charges when dropping an online course.

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.

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 a number of matrices on an individual basis, highlighting a student’s particular 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.
- 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 sufficient progress towards the learning outcomes as laid out in the course syllabus (covenant), then it is the instructor’s prerogative to not give student credit for the course (in the GTU, an F). It behooves the instructor to check in with a student if there is risk of failure. Students may appeal a failure; instructors may or may not deny the appeal. If there is continued conflict, the Dean of Faculty is appealed to for the next stage of mediation.
- Starr King MDIV and MASC students are encouraged to take courses for written evaluations but **may request a letter grade** in addition at the outset of the semester. In these cases, the student should present why they are requesting a letter grade and discuss with the instructor, the framework for this 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.

- **At approximately the midpoint of a student’s program of study they complete a Mid-Degree Portfolio Conference designed to assess where they are at the stage.** See also *Mid-Degree Portfolio Conference* as well as *Mid-Degree Portfolio Conference form* in the forms section the SKSM website.

- **Finally, at the end of a student’s program of study, the student petitions the faculty and provides a final assessment of where they are in relationship to the thresholds. The faculty use this assessment and the advisor’s input to approve (or disapprove) of the petition.** See also *Petition to Graduate.*

**Mid-Degree Portfolio Conference**

Portfolio Conferences are an assessment process designed to review a student’s program of study and spiritual growth and ministerial formation approximately mid-way through the degree program. The student and advisor determine when the conference should happen, and which semester the student should register for completing this process. The student is responsible for registering for the zero-credit course (PORTCONF) in Populi for the semester in which they will complete this requirement. The student is also responsible coordinating its planning (time, date, materials, participants, and virtual location). The participants can attend the conference via phone or Zoom. It is the responsibility of the student to organize and coordinate the technical needs well before the conference, including booking the Zoom room with ample advance.

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

Participants in the conference include:

- **Student**
- **Student’s advisor**
- **Another faculty member** – core or adjunct SKSM faculty.
- **A community representative** – someone from outside the school who knows the student and their work.

The office of the registrar will assign the second faculty, pending faculty availability and overseeing the equity of faculty workloads. Students can send in a list of preferred faculty for this second seat, and doing so does not guarantee a faculty member on that list will participate.

Portfolio conferences are **one-hour long** (no more). The conference should be scheduled by the student at least one month in advance and
a portfolio of representative student work should be distributed at least 2 weeks in advance (in print, on a CD or by e-mail: please ask participants for their preferences). One electronic copy needs to be submitted to the advisor. In order to complete the process, the student must ensure the Registrar receives their Portfolio Packet (in PDF form) and the Portfolio Conference Record form.

What to include in the Portfolio package for each participant:

- A selection of one’s most significant academic papers, essays, sermons and personal writings (as pertaining to the student work and growth during the program).
- An updated student transcript, one’s Threshold Assessment essay and an update on how the student is meeting the Thresholds requirement (this can be presented in the format chosen by the student).
- Course, internship and CPE evaluations. Additional assessments are also optional. Most of these materials are kept in the student file housed in the Registrar’s office and can be copied by the student.
- A selection of the student’s artwork (optional)
- A portfolio should be “sustainably” read by all participants: something in the 30-50 page range.
- A table of contents listing each item, its location in the package, and a description of its original context (i.e., title, term, and instructor for the course in which a paper was written; date and setting for a sermon, etc.)

- Please include this description of the Portfolio Conference in the package

The format of the 1-hour meeting can vary and can be discussed with one’s advisor. The meeting is facilitated by the Advisor and may include:

- Welcoming by the student’s advisor;
- A chalice lighting, or a reading, a prayer or a brief ritual, led by the student; Introduction of participants and of the ways they worked with the student;
- Responses to the student’s portfolio, feedback on the student work and dialogue meant to strengthen the student’s learning and growth;
- Questions and/or advice from participants Questions the students would like help in assessing A closing (by student or advisor)

Given that Portfolio Conferences will be all online for the foreseeable future, students may want to encourage a shared aesthetic or physical experience that each participant can access in their own way (such as food, tea, flora, etc.), but this is not at all required. Students can choose to prepare the space and their presentation as simply or as elaborately as they like.

Portfolio Conferences can be quite comprehensive in both their nourishment and challenges for future growth and learning. It is best to block time after your conference to just absorb all that was shared and be with whatever arose for you in the experience. Some students take an hour, some take the rest of the day. Spend some time outdoors, with nature, or whatever practice sustains and celebrates you at this juncture. Assess in advance what would support your sustainability best following such a significant effort, and commit to ensuring you
have spaciousness after the portfolio conference to support your reflection and renewal.

Students are expected to review participant and format choices with their advisor. **Students are expected to bring to the conference all “Portfolio Conference forms.”** (Available on the SKSM Website and in the forms section of this handbook) They are also expected to complete page 1 of the “Portfolio Conference Record”, sign the form, obtain their advisor’s signature and return the form to the Registrar, along with a PDF version of the packet, as documentation of completion. Students should complete part 1 of page 2 or the “Portfolio Advising Notes” and give the form to the advisor prior to the conference. This page will be kept in the advisor’s records.

If a student is unable to complete the portfolio conference in the same semester agreed to with their advisor, and registered through Populi, the student may not be able to register for courses in future semesters. Starting in the Fall 2020 semester, students who do not complete the portal requirements in the semester in which they registered will have their registrations frozen until they are able to complete the requirement. Exceptions to this will be granted only after approval by the student's advisor and Dean of Faculty.

Students will not be allowed to Petition to Graduate if they have not completed the Mid-Degree Portfolio Conference.

**Satisfactory Academic Progress (SAP)**

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).

Maximum Time Frame for Completion of Degree

<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>
</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.

**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.

Contextual 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.

The following information provides a broad overview of CPE, field work and field internships. Students are urged to consult the Contextual Education Handbook for more details. It is available for download at https://www.sksm.edu/resources/student-handbook/.

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 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. 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 approved 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) – www.cpsp.org
- Center for Spiritual Care and Pastoral Formation (CSCPF) – www.cscpf.org

Recent years have seen a proliferation 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 particular 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 particular 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 subsequent to 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, in order to process the credits at the end of the first semester the CPE supervisor needs to provide either a midterm evaluation or an alternative statement about satisfactory work. The final evaluation can be presented in the second term.

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.

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 brief 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 Work and 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 provide assistance 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 20 average hours per week or 200 hours total. 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 15-40 hours per week on task, or 200-400 hours total. Internship also includes 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 resume/bio of the intended mentor supervisor if this is the first time this person in 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.

Guidelines & Advice for Students Seeking Ministerial Fellowship with the UUA

According to the UUA’s requirements, an Aspirant seeking to reach Candidate status must submit a copy of a final evaluation for a CPE/field education unit to the Ministerial Credentialing Office. All SKSM field education courses qualify for the necessary experience to meet this requirement.

Any Candidate seeking Preliminary Fellowship through the Ministerial Fellowship Committee must complete either a full-time, nine-month internship or a part-time, eighteen-month internship. Please consult Rule 12 of the MFC Rules for further information.

As stated in the UUA’s requirements, Candidates seeking Preliminary Fellowship must have completed one unit of CPE. It is highly recommended that an aspiring minister complete this requirement before meeting with the Ministerial Fellowship Committee. The MFC
may grant a CPE equivalency should the candidate demonstrate relevant experience and provide references.

Please contact the Ministerial Credentialing Director for further information. The St. Lawrence Foundation has limited funds available to offset the costs of the CPE stipend. For more information, please go to: http://www.nyscu.org/SLFTE/

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

Further Resources

An excellent FAQ for students: http://www.acpe.edu/StudentsFAQ.html

SKSM Video Introduction to CPE with Rev. Dr. Peter Yuichi Clark (in 10 parts): http://www.youtube.com/watch?v=ZZDAL1LwkL8

Contextual Education Deadlines

Fall 2020
Learning Agreements (Field Work & Internships): September 11

Mid-term Evaluations (Field Work & Internships): October 16

Final Evaluations (Field Work & Internships): December 18
Copies of Supervisor Evaluations (CPE): December 18
Submission of Incomplete Work: January 4

January Intersession
If registering for credit for ongoing CPE or Field Work in January please submit evaluation by February 5

Spring 2020
Learning Agreements (Field Work & Internships): February 12

Mid-term Evaluations (Field Work & Internships): March 19

Final Evaluations (Field Work & Internships): May 21
Copies of Supervisor Evaluation (CPE): May 21
Submission of Incomplete Work: June 11

Maintaining Proper Paperwork

- All the requisite field education forms (proposal form, learning agreements, and midterm and final evaluations) are available
at the Student Forms web page: https://www.sksm.edu/resources/student-forms/.

- If you cannot submit your final evaluation on time, you must file a Petition for Incomplete form by the end of term instead (Forms available at http://www.sksm.edu/resources/student-forms/).
- All forms must be completed in full. E-signatures are accepted provided assent by all parties is verified.

Please file the appropriate paperwork for your field education category. Field work and field internship experiences, as well as congregational and community settings, are distinct and have separate forms.

The Chaplaincy Institute (ChI) - SKSM Joint Program for Interfaith Chaplaincy

Starr King School for the Ministry (SKSM) and The Chaplaincy Institute (ChI) are pleased to offer a joint program through which students may prepare to become interfaith chaplains, ministers, and/or spiritual directors to meet the needs of a changing and diversifying religious landscape.

This affiliation allows developing religious leaders to combine an accredited MDiv or MASC degree awarded by SKSM with one of the ChI courses of study: The Interfaith Chaplaincy & Ministry Certificate or the Interfaith Spiritual Direction Certificate. Students who complete the joint program will be equipped with the necessary tools for ministry in a multi-religious world and will be able to meet the academic and ecclesial requirements to become certified as professional chaplains. For more information on the ChI certificates, please visit www.chaplaincyinstitute.org.

Program Guidelines

Through the affiliation, ChI and SKSM agree to admit students jointly, allowing students to pursue both a ChI certificate and an SKSM degree concurrently, with the ChI certificate as an integral component of earning their SKSM degree. A total of 22 credits toward meeting the requirements of an SKSM degree will be awarded to students who complete the Interfaith Chaplaincy & Ministry program, and an exact total of 8 credits will be awarded to students who complete the Interfaith Spiritual Direction program.

Persons who enter the joint program must balance their responsibilities as students who meet the requirements and expectations of both institutions. For pedagogical reasons we have structured the program to ensure that students first root themselves in the ECO philosophy of SKSM before they start working at another institution, and that they subsequently remain grounded with SKSM as they study at ChI. In order to be able to offer the joint certificate to the students whose primary vocation are chaplaincy or spiritual direction, and to ensure the financial sustainability of the program, SKSM also needs to monitor and at times limit the number of students that can take ChI modules each term. Therefore, we will follow these guidelines:

- All SKSM students admitted to the joint program will be notified in advance by Dr. Christopher Schelin, SKSM’s Director of
Contextual Education, as to when they can begin their studies at ChI. Due to limited capacity and high demand, accepted students are currently placed on a waiting list.

- As per SKSM general policy, no student should register for courses without previous consultation with their advisor.
- All entering students will ground their studies at SKSM-GTU for a minimum of one semester before being able to take courses at ChI.
- All students will take the ECO seminar before studying at ChI (the ECO seminar is offered each year during the January and August intensives).
- ChI courses can account for up to 50% of earned credit in the Fall and Spring semesters, provided that enrollment in ChI courses does not violate SKSM attendance policies (noted elsewhere in this Handbook).
- SKSM students who wish to apply to ChI after matriculating need to petition and receive approval from the Director of Contextual Education. The decision will be made via collaborative consultation between the Director of Contextual Education, the Vice President of Finance and Administration, and the Dean of Faculty. Priority will be given to students whose main vocational goals are chaplaincy and spiritual direction.

ChI courses do not occur on the SKSM campus and are therefore considered low residency.

The ChI courses are listed in the SKSM course catalogue and joint-program students register for credit in the normal manner. The Spiritual Direction courses and the required courses for Interfaith Studies are listed individually in the catalogue. Interfaith Chaplaincy & Ministry electives are grouped together under a single course designation: SPFT-1120 ChI Chaplaincy Electives. Joint-program students enroll in SPFT-1120 in any term when they register for ChI electives. The credit level is based on the combined value of the electives taken that term.

A ChI faculty member (usually the Academic Dean) is also appointed as SKSM adjunct faculty. Although ChI modules are taught collaboratively, this person functions as Starr King’s instructor of record for the ChI courses. Consequently, the adjunct faculty will grant students permission to register and will complete evaluations and assign grades.

Additional ChI Requirements

Tuition for ChI courses is folded into the per-credit fees that joint-program students pay directly to SKSM. However, interested students should be aware of additional program fees charged by ChI and which are not included in tuition.

Additionally, the ChI certificate programs include academic and personal-development requirements beyond participation in the courses, such as meetings with one’s ChI academic advisor, completion of a practicum, and individual spiritual direction. Participation in the joint-program demands a serious commitment from the student to fulfill the expectations of both institutions for the rigorous preparation of future religious and social-change leaders.

The Chaplaincy Institute is subdivided into two distinct components: the seminary and the interfaith community, the latter of which serves as an ordaining body. Certificate students are welcome, but not required, to seek ordination through ChI. Please note that the pursuit of ordination will entail added conditions and costs.
More information on all ChI policies and procedures may be found at their website.

Below you will find a copy of relevant sections of the joint-program agreement that has been adopted by SKSM and ChI.

**The ChI - Starr King Joint Programs for Interfaith Chaplaincy and Spiritual Direction**

*Please note: the document below includes only the sections of interest to the students.*

**AGREEMENT**

This affiliated relationship between Starr King School for the Ministry (www.sksm.edu) and The Chaplaincy Institute (www.chaplaincyinstitute.org) establishes a joint program by which students can prepare for interfaith ordination and certification as a professional chaplain and/or becoming an interfaith spiritual director. Specifically, this agreement will allow students to obtain a Starr King School for the Ministry (SKSM) M.Div. or M.A.S.C degree and a Chaplaincy Institute (ChI) certificate of completion in either the Interfaith Chaplaincy and Ministry Program (CP) or Interfaith Spiritual Direction Program (SD), with the ChI certificate counting towards the completion of their M.Div. or M.A.S.C. degree.

This “ChI-SKSM Joint Program for Interfaith Chaplaincy and Spiritual Direction” is especially intended for students whose vocational aim is to become an ordained interfaith minister, a professionally certified chaplain, or an interfaith spiritual director.

Starr King School for the Ministry (SKSM) is accredited by the Association of Theological Schools (ATS) a member of the Council for Higher Education, to offer an M.Div. or M.A.S.C. degree.

The Chaplaincy Institute (ChI) Interfaith Community has been recognized by the Board for Chaplaincy Certification, Inc. (BCCI), an affiliate of the Association of Professional Chaplains (APC) (www.professionalchaplains.org), as a valid interfaith ordaining body and provides Clergy in Good Standing status for its members. Ordination with the ChI Community (see section 9.0 for more about the interfaith ordination process) requires the academic completion (or equivalent) of the Interfaith Chaplaincy and Ministry Program certificate from the ChI Seminary. The Interfaith Spiritual Direction Program is a 4-course series equivalent to 8 credits at SKSM from the ChI Seminary. Both programs include practicum and/or field work requirements that a SKSM student may choose to register for additional credits with SKSM.

**PURPOSE**

**Interfaith Chaplaincy Training**

Board-certified chaplain status from the BCCI requires a minimum 72-credits Master’s degree from a seminary accredited by a member of the Council for Higher Education (such as SKSM) and ordination/endorsement from a recognized body (such as the ChI Interfaith Community). Therefore, the offerings of SKSM and ChI are combined to achieve the following outcomes:

**CONTEXT**
1. A degree that incorporates approximately 21 credits from the ChI Interfaith Chaplaincy and Ministry Program (CP) certificate within the 90 credits required for the completion of a Starr King M.Div. degree;

2. An option for interfaith ordination and status as a Clergy in Good Standing with the ChI Interfaith Community based on an M.Div. or M.A.S.C. accredited degree.

Graduates of the combined SKSM M.Div./ChI CP program are eligible for ordination and board certification (with the additional requirements set forth by BCCI, such as Clinical Pastoral Education). Additionally, SKSM M.A.S.C. degree students may also incorporate CP certificate credits to earn their diploma, although with the understanding that they will not be eligible for board-certified chaplaincy.

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

Interfaith Spiritual Direction Training

Enrollment and completion of the Interfaith Spiritual Direction joint program combines 8 credits from the ChI certificate with all remaining credits from the Starr King curriculum to create an SKSM M.Div. or M.A.S.C. accredited degree. Students in this joint program also have the option of registering their practicum hours with SKSM as 2 units of field work credit.

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

SKSM AND CHI AFFILIATION AGREEMENT

1.0 INTENTION

The Chaplaincy Institute (ChI) and Starr King School for the Ministry (SKSM) entered into a formal affiliation agreement in May of 2014. This affiliation was piloted for three years from the date of execution of the initial Agreement through the Spring semester of 2017. Neither SKSM nor ChI is obligated against partnering with another academic institute to achieve the same, or a closely similar purpose, as the purpose of the joint program. This agreement is subject to annual review and approval.

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

2.0 GENERAL TERMS OF THE CHI-SKSM JOINT PROGRAM FOR INTERFAITH CHAPLAINCY AND SPIRITUAL DIRECTION
Through this affiliation, ChI and SKSM agree to admit students jointly to ChI’s Interfaith Chaplaincy and Ministry Program or Interfaith Spiritual Direction Program and to SKSM’s M.Div. or M.A.S.C. program. Joint admission to both programs will allow students to pursue both a ChI CP or SD certificate and a SKSM M.Div. or M.A.S.C. degree concurrently, with the ChI certificate as an integral component of their SKSM degree. Students are not permitted to pursue both a CP certificate and an SD certificate within a single degree program. Tuition will be paid directly to SKSM, and fees for the ChI program will be paid by SKSM to ChI in accordance with an agreed upon fee schedule (see Section 4.0). Joint program students need to be aware that course cancellation fees do apply.

2.1 This agreement establishes that 22 credits for Interfaith Chaplaincy and Ministry Program or 8 credits for Spiritual Direction toward meeting the degree requirements of a SKSM M.Div. or M.A.S.C. degree will be awarded to students who complete the required courses and a sufficient number of electives for the ChI Interfaith Chaplaincy and Ministry Program certificate or 4 intensive courses for the Spiritual Direction certificate. Practicum or field placement hours apply to the completion of either the CP or SD program; SKSM students have the option of registering these hours at SKSM to be put toward additional credit. As per the regulations of the Association of Theological Schools, ChI course hours may not be applied toward fulfilling the high-residency credits required for degree completion at SKSM.

2.2 ChI’s chaplaincy program requires students to complete a total of 22 credit hours in courses plus other independent requirements, for a total of 24 credit hours recognized by the APC and ACPE for the full program. Individual courses vary by length, with a combination of asynchronous independent learning followed by live (virtual or in person) course days. A given CP certificate of completion will include 8 required courses plus 4 to 6 elective courses equal to or exceeding 22 credit hours (but no more than 23 credit hours), plus all other program requirements beyond course completion.

2.3 No ChI course will be considered part of the joint program until it has been approved by SKSM and its credit level has been calculated. Appendix A provides a table of approved courses, tuition rates, and credits. Appendix B offers a detailed catalog of ChI courses accepted for the 2020-2021 academic year.

3.0 ADMISSIONS

A joint admissions process, including an integrated application and review process, has been developed. Both institutions must accept each student before the student is granted joint admissions.

3.1 In the preferred and usual circumstances, it is expected and encouraged that the student will apply for joint admission prior to beginning either program. The two institutions recognize, however, that some SKSM students may wish to enter the ChI program after having begun their SKSM studies, and some ChI students may wish to enter an SKSM degree program after having begun their ChI studies. Mutually agreeable procedures have been worked out for handling these cases (see points 3.2 and 3.3 for some basic provisions).
3.2 If an SKSM student who has completed part of their SKSM M.Div. or MASC degree wishes to apply for admission to the ChI Interfaith Chaplaincy and Ministry Program or Interfaith Spiritual Program, this will be possible by joint agreement of the two institutions. Normally this will be possible only in cases where the student: still needs 21 or more credit hours to complete their SKSM degree and has a clear vocational plan to become an interfaith chaplain, OR still needs 8 or more credit hours to complete their SKSM degree and has a clear vocational plan to become an interfaith spiritual director. It is recognized that there may be circumstances in which a Starr King degree student has already completed some courses at ChI before applying and being admitted to the joint program. In these cases, the SKSM M.Div. or MASC students can receive credit for the completed ChI courses and SKSM will pay ChI only for the remaining courses (upon admission to ChI, the student’s tuition payments will be made to SKSM and the agreed upon fee passed on to ChI).

3.3 If a ChI student who has completed part or all of the ChI program wishes to apply for admission to an SKSM Master’s program (M.Div. or M.A.S.C.), the student will be welcome to do so. If admitted, SKSM will award academic credit based on the credit assigned to completed ChI courses. If the student has ChI courses outstanding upon SKSM matriculation and wishes for those courses to be accommodated within the joint program, the student must explicitly request joint-program admission with their application. The student will be subject to all the stipulations outlined in section 5.0 below.

4.0 FINANCIAL ARRANGEMENTS

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

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

4.2 SKSM will pay ChI the agreed tuition for each course that the SKSM student completes as part of their joint admission.

4.3 SKSM degree students who are not jointly admitted to SKSM and ChI will be at liberty to take ChI courses on their own and at their own expense at any time they wish. A SKSM student who takes ChI courses on their own will pay tuition directly to ChI for any courses that they take. ChI will charge them a special tuition rate of 75% of the standard fee.

4.4 ChI tuition rates are subject to revision and will be discussed with SKSM in advance of renewing the joint-program agreement. Tuition increases will only be implemented at the outset of the SKSM fiscal year, which begins every July 1. It is reciprocally understood that SKSM’s tuition rates are subject to review, revision, and disclosure on an annual basis.
4.5 ChI students who have not been jointly-admitted to SKSM and ChI will be able to register for SKSM courses as a “special student” at a discounted rate. Starr King’s established per-credit hour rate will be discounted by 25% for special students who are enrolled at ChI.

4.6 It is entirely up to the discretion of SKSM faculty and administration to determine whether SKSM will give academic credit for ChI courses taken by an SKSM student who has not been admitted to the joint program. This should be arranged in advance whenever possible.

4.7 In any other cases of a student starting the joint program after completing part or all of the ChI program or an SKSM degree, special arrangements will be made which are fair to the student and to both institutions. The application process will begin with a petition to the SKSM Director of Contextual Education and, if approved, will be submitted to the ChI Dean. Both institutions will still have to approve of joint admission. The petition process will likely include a review of coursework completed to date and equivalency and/or academic credit considerations to ensure all requirements are met. Approval will also be conditional upon available space, as the joint program has a limited capacity as determined by the SKSM operating budget.

4.8 ChI will, on a monthly basis, bill SKSM for the courses that jointly admitted students participate in. SKSM will pay the tuition directly to ChI subsequent to each monthly period of study.

5.0 SCHEDULING SKSM COURSES AND CHI COURSES

It is anticipated that jointly-admitted students will have enough flexibility in their schedules to complete both a Starr King Master’s program and one ChI certificate program in a concurrent fashion.

i. Persons admitted as SKSM degree students may only complete one ChI certificate as part of the joint program.

ii. Jointly-admitted students may enroll in ChI courses after first meeting the following conditions:

a) completion of at least one semester of study at SKSM; and

b) completion of the required Education to Counter Oppressions course.

Periods of high demand may result in a lengthier wait time.

iii. Students must begin the CP certificate with one of the four courses that serve as a ChI-designated entry point for the program.

iv. Spiritual Direction courses are to be taken in sequence during the course of one year, although exceptions may be granted in case of emergency.

5.1 ChI courses must total no more than 50% of a joint-program student’s earned credit during the fall and spring semesters. If there are time conflicts between a student’s SKSM course
schedule and the schedule of a ChI course the student wishes to register for, it will be up to the student to discuss this with the concerned SKSM faculty member(s) and with the ChI Dean. In these circumstances, the student will be expected to request and arrange an accommodation either with the ChI Dean or with the SKSM course instructor. It is understood that in accordance with SKSM’s standard policies that apply to all SKSM instructors, SKSM course instructors retain authority to accept or reject accommodation requests from students.

6.0 CLINICAL PASTORAL EDUCATION (CPE) AND OTHER INTERNSHIPS

Both Institutions understand that at ChI, an Interfaith Studies student who is not seeking ChI Community ordination must complete 200 hours of supervised practicum. An interfaith ordination candidate must complete 400 hours of supervised practicum (equivalent to one unit of CPE). If an individual has completed one or more units of CPE in the last five years, it fulfills the 400-hour practicum requirement. A student in the SD program completes a practicum that is particular to the SD program.

6.1 SKSM will allow students to register their CP certificate 200+ hour practicum requirement as field education or Clinical Pastoral Education credit. Additionally, SD certificate students may earn 2 units of field work credit for conducting their spiritual direction practicum. Students who elect to register the practicum with SKSM will pay the standard per-unit tuition rate.

7.0 RELATIONS WITH THE GRADUATE THEOLOGICAL UNION (GTU)

ChI will be affiliated with SKSM in the latter’s capacity as an independent degree-granting institution. Academic connection between ChI and the GTU, in relation to this affiliation, will be a function of the joint program only.

7.1 ChI courses will be listed as standard SKSM courses in the catalog. The course descriptions in the SKSM catalog will clarify that these classes are for joint-program students only and that other SKSM or GTU students may not enroll in these classes through SKSM.

8.0 RELATIONS WITH ACCREDITING BODIES

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

8.1 ChI faculty and staff will provide SKSM with any documentation of the ChI program required by the ATS.

8.2 To meet SKSM’s obligation with respect to ATS, SKSM will retain authority to approve all published descriptions of the joint program, its policies and procedures, and promotional documents used by SKSM and ChI (via various media including print, websites, e-communications, videos and/or social media) that announce, market, or otherwise publicly represent the ChI-Starr
King Joint Programs for Interfaith Chaplaincy and Spiritual Direction

9.0 CERTIFICATES OF COMPLETION AND INTERFAITH ORDINATION

Joint program students in the CP or SD certificate programs who complete all their required coursework (which may include practicum and/or field placement) will receive a certificate of completion from ChI.

9.1 While it is understood that some students in the CP joint program may pursue a path to interfaith ordination with the ChI Interfaith Community, ordination as interfaith clergy is not to be presumed alongside academic completion of the joint program, and SKSM disclaims any responsibility to oversee or intervene.

9.2 Individuals discerning a call to interfaith ordination may declare their intent any time after completing their 2nd ChI course. All activities and expenses related to ordination discernment and preparation are overseen by the ChI Interfaith Community, related but distinct from the ChI Seminary (See 4.1 above).

Revised June 2020

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 or not 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.

Sample Courses in UU Studies include:

Immersion Courses:
- UU Congregational Polity
- UU North American History (Baltimore or Boston)

Intensive Courses:
- UU History
- UU Prophetic Witness

Online Courses:
- Systems Thinking and Leadership
- UU History
- Mental Illness and Oppressions
The Graduate 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 or not 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.

Sample Courses in Multi-Religious Studies include:

Hybrid/Online Courses:
- Environmental Ethics and Liberation
- Spiritual Practices for These Times
- Mysticism and Social Change
- Queer Studies from a Multireligious Perspective
- Adult Faith Development
- Dynamic Youth Ministry
- Intro to Islam
- Forgiveness
- Unitarian Universalist History
- Mental Illness and Oppressions
- Systems Thinking and Leadership

Intensive and Immersion Courses:
- Multi-Religious Core Intensive

SKSM/GTU Library Resources

Please visit www.sksm.edu/coronavirus for detailed information about how the GTU Library is resourcing students during the pandemic.

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

University of California at Berkeley: GTU students, faculty, visiting scholars, and staff may obtain a free library card for borrowing books and other materials from the UCB
Library. Bring your GTU ID card with a current registration sticker to the Privileges Desk in the Doe Library (also called the Main Library). You will be issued a separate library card for UCB on the spot. Depending on your interests and the courses you take, the collections of the UCB Library may be an important part of your work.

Other seminary libraries: If you are a low residence student, check with a GTU library reserve librarian about the ATLA Reciprocal Borrowing Program that allows GTU students and faculty to use materials at other seminary and theological libraries in the US and Canada. Refer to the LibGuide “Distance students – guide to the library” for details. [http://libguides.gtu.edu/distance](http://libguides.gtu.edu/distance). If you are not near an ATLA-affiliated library, the GTU Library will work to make arrangements with another local theological library in your area. Contact the GTU Reference desk for this personalized service. Many universities, seminaries, and theological libraries offer library privileges to community residents. Check with your local college or seminary.

The Wilbur Collection and UUA Resources: Starr King holds a special collection of books dating from the radical reformation (16th century) forward that documents the history of Unitarianism in its intellectual context. Starr King also retains a variety of Unitarian Universalist Association resources, books from the Ministerial Fellowship Committee’s reading list, newsletters from congregations, UU organizations and more. Finally, our collection includes a set of worship resources. These materials will be available for study upon the reinstatement of in-person learning.

The GTU Website ([http://gtu.edu/library](http://gtu.edu/library)) Information about hours and other services may be found on the GTU Library web site. From the home page, you may link to GRACE, the GTU Library catalog, to electronic resources available via the Internet, to tutorials and handouts on a variety of research topics. An extensive series of “LibGuides” will help orient you to the wide array of library services for local and distance students. If you still have questions, the GTU Reserve Desk is eager to assist you. Reference librarians are also available in a Moodle chat box during operating hours.

How to Get a Library Card

On-campus Students: During registration you will receive your ID card with a library barcode. You will have access to electronic resources using your Student ID number. You must have your library card (Student ID with barcode) with you to check out items; no items will be checked out to you without your library card. Library cards are not transferable and should not be used by anyone other than yourself. Your Registrar will also provide a semester sticker for your ID so you can use UC-Berkeley Libraries.

Distance Students: You do not need visit the library in person to get a barcode. After you register for classes, you will be able to access resources remotely using your Student ID number.

The GTU Library card may be used for borrowing materials from both the Hewlett Library in Berkeley (commonly called “The GTU Library”) and its branch library at the San Francisco Theological Seminary (“The SFTS Library”). You don’t need a library card for
online use. Your 7-digit student ID number is enough for full online access.

Fines are charged on overdue, lost, or damaged materials. For more information about recalling materials, placing holds, or other borrowing procedures, see the web page above.

GRACE, the Library Catalog

(www.grace.gtu.edu) You can see what materials the library owns by searching the library’s online catalog, GRACE. Books may be looked up by author, title, subject, keyword, or call number. Books in the GTU Library are arranged on the shelf according to the Library of Congress call number system, the system used by academic libraries in the U.S.

Research Databases

The GTU Library subscribes to databases that provide access to journal indexes, full-text journal articles, electronic encyclopedias, and images. These databases are available via the Internet using your student ID number or the barcode on the back of your library card. Anyone may access these databases while in the library, but remote access from home is restricted to GTU students, faculty, visiting scholars and staff. JSTOR, a favorite of SKSM students, is “a comprehensive full-text article database used by millions for research, teaching, and learning.”

Interlibrary Loans

(www.gtu.edu/library/interlibraryloan) The service of obtaining materials located at a distance, via a request made at your local library, is called Interlibrary Loan (ILL).

High residency students: Materials not found at the GTU Library or at the UC Berkeley Library can be obtained for you from another library. ILL requests may be made at the Reference Desk or by filling out the Interlibrary Loan Request Form located on this website. Please provide complete bibliographic information, including publisher, date, volume, and/or edition. This service is only available to GTU students, faculty, visiting scholars, and staff.

Low residency students: If you want to borrow a book that is part of the GTU library collection, you can use your local public library’s interlibrary loan system to borrow a GTU library book. Work with your local public library. If you run into difficulties, the GTU Reference staff is eager to reach out to your local library.

Reserve Books

Books or articles placed on reserve for a class are shelved at the Circulation Desk. To request an item on reserve, you must know its call number. Look up the call number on GRACE, either by the course number or the professor’s name. See the special links on GRACE to course reserves.

Research Assistance

The Reference Desk is located on Level 2 of the GTU Library. Reference Desk staff is ready and willing to help library users. If you are a low-res student, don’t hesitate to reach out. Reference Desk staff delights in working remotely with distance students. The desk is staffed Monday through Friday during semesters. Check the library website for up-to-date hours.

Reference librarians can show you how to:
• use GRACE or electronic databases
• find a book or journal article
• decipher a journal citation
• get started on a research project.
• P.A.T.H. (Paper and Thesis Help) is a one-on-one consultation with a Reference Librarian for getting started with research on a particular topic. This service is available by appointment during Reference Desk hours.

Workshops

Library workshops, conducted in the Teaching Lab on Level 2 of the GTU Library, are offered throughout the school year. Topics include: searching the library catalog, using indexes to find journal articles and book reviews, and getting started on Biblical research. See the current semester’s schedule and a full description of each workshop on the library webpage.

Audio-Visual Media and Microforms

The Library has a variety of non-book materials: videos, DVDs, CDs, audiocassettes, filmstrips, kits, and slides. To see if we have a specific title, look it up on GRACE. Most materials circulate, but they may also be viewed or listened to in the Audio-Visual Room on Level 2 of the GTU Library.

The microfilm and microfiche collection and reader/printer are located on Level 1. Copies made from the reader/printer are 15 cents per page and may be paid for at the Circulation Desk.

Computers in the Library

At the GTU Library, four GRACE stations are located around the circular atrium. Five stations on the east side of Level 2 are for the Library’s CD-ROM databases and other research purposes only. The five stations on the west side of Level 2 are general-use Internet stations; time limits are set for use. The Teaching Lab is reserved for class and workshop use only. There are no facilities for word processing, reading files on disks, or viewing personal CD-ROMs.

At the Branch Library at SFTS, computers in the public areas may be used for searching GRACE, databases, or Internet searching. A computer lab adjacent to the library is available for additional use.

Photocopiers

Photocopy machines are located on Level 1 and 2. These machines accept copy cards, which may be purchased from a vending machine located next to the copiers on Level 2, or you may use cash.

Study Areas

On Level 1, two study rooms are available to GTU students and faculty for group or personal study. A sign-up sheet and keys for these rooms are kept at the Circulation Desk.

GTU students may check out a locker key from the Circulation Desk at the beginning of each semester. No personal items or library books may be stored in the study carrels; lockers are available for this purpose. Lockers are located on Level 1.
A Message from the Business Office

The Business Office is committed to providing professional assistance to students, faculty, staff and third-party agencies. We strive to offer the best possible service consistent with policies and regulations.

We handle all aspects of student accounts. This includes processing payments and credits, billing tuition and fees, and processing miscellaneous charges and account adjustments.

The Business Office partners with Financial Aid Solutions for all processes related to federal financial aid.

Financial Aid forms required for the processing of federal financial aid requests can be found on our website (https://www.sksm.edu/admissions/financial-aid). Financial Aid Solutions stand ready to assist you in any way necessary. If you have any questions, please contact the SKSM Financial Aid Office at (510) 859-4611 or financialaid@sksm.edu

We welcome your feedback and are always looking for way to improve our support to you.

Your primary contact is Owais Qureshi (oqureshi@sksm.edu). He is available for phone appointments Monday-Thursday, 9:00 a.m.-12:00 p.m. or 2:00-3:00 p.m.

Financial aid information will be available in the business office as well as on our website.

Tuition and Fees

MDiv and MASC Tuition

Starr King charges tuition on a per credit basis. The current tuition is $775/credit. The credit charge is reviewed every year and is subject to change.

Students will be billed each semester at the rate of $775 per credit for the number of credits taken that semester. Should you add or drop a course, your adjusted billing will reflect these changes. There are three semesters per year: 1) Summer Semester, 2) Fall Semester, and 3) Spring-Intersession Semester.

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

Cap on Maximum Credits for Degree Programs

The MDIV degree requires a minimum of 90 credits; a maximum of 99 credits is allowed.

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

The joint MASC/MDIV degree requires a minimum of 114; a maximum of 123 is allowed.

Part-Time and Full-Time Study

Part-time study is possible in all degree programs.

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

Minimum Credits for Federal Student Loans

In planning the pacing of your program of study, it is important to keep in mind that if you are making use of student loans you must abide by federal regulations that require a minimum number of credits each principal term.

For purposes of federally supported financial aid programs, in order to receive full-time benefits a student must be enrolled for a minimum of 9 credits each principal term (i.e. Fall and/or Spring/Intersession). To receive part-time benefits, a student must be enrolled for a minimum of 6 credits each principal term (i.e. Fall and/or Spring/Intersession).

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.

Tuition Transition for Continuing MDIV, MASC, & Dual Degree Students

Students who matriculated by Spring 2016 are committed to an all-inclusive tuition plan (rather than the current system which charges tuition per credit). The total cost of their degree will be capped, not to exceed the total cost agreed to at the time of their matriculation.

When a M.Div. or Dual Degree student qualifies for the tuition transition, and their cumulative tuition payment reaches the tuition cap, any remaining credits needed to earn their degree will be paid for by SKSM Transition Tuition Scholarship Funds (up to 99 credits for an M.Div. or 123 credits for a Dual Degree).

If the student is given permission to earn more than the 99 credits for M.Div. or 123 credits for Dual Degree, they will be charged at the per credit rate which will be added to the total of their original all-inclusive tuition.

When a MASC student qualifies for the tuition transition and owes less for their degree than the all-inclusive tuition agreed to at their matriculation, they will pay the lesser amount. SKSM Transition Tuition Scholarships will make up the difference between the total paid through the fee per credit billing and the price of the student’s original all-inclusive tuition (up to a maximum of 57 credits).

What happens if I complete the maximum credit credits for my degree but haven’t finished paying tuition?

If you have kept good track of your own progress towards your projected graduation date this is unlikely to happen. But in the unlikely event that it does, you must pay off the balance of tuition you owe in a final “balloon payment” prior to graduation.

What happens if I finish paying tuition, but don’t have the credits required to graduate?

If you have kept good track of your own progress towards your projected graduation date, this is unlikely to happen. But in the unlikely event that this occurs, you will be required to pay the continuing fee each principal semester until you are ready to graduate. Total degree tuition must be paid in full 30 days prior to graduation.
Billing

Tuition is due by the first day of classes for each principal term (Summer, Fall and Spring/Intersession Semesters), or when federal loans are disbursed.

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
  PMB# 9937 – 5000 MacArthur Blvd.
  Oakland, CA 94613) Please contact Owais Qureshi, oqureshi@sksm.edu. If you have questions or concerns regarding payments.
- No credit cards accepted in person.

Staying Current with Your Payment Plan

Students must be current with their Payment Plan to register each semester. If a student falls behind on their payment plan, an automatic block will be placed on their registration. If this occurs, the student should immediately contact the Student Accounts Manager (Owais Qureshi) to arrange to satisfy the terms of their payment plan or agree to an adjusted plan. The Student Accounts Manager is authorized to remove the block when satisfied that payment is current or when agreement is reached for an adjusted payment plan.

Summer Personalized Payment Plan

Continuing M.Div. and MASC students lacking access to Federal Student Loans until the fall of an academic year, and who have difficulty paying the per-credit tuition for Summer courses, may set up a Personalized Payment Plan with SKSM.

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

Fees for Outside Educational Opportunities

Starr King students may choose to engage in courses, workshops, conferences, educational opportunities and professional growth activities offered outside of SKSM, GTU and its affiliated centers, UCB, Mills and Holy Names. These opportunities may be as varied as spiritual direction, therapy, workshops, conferences, denominational events, or concurrent enrollment through other seminaries, universities, and graduate institutes. SKSM all-inclusive tuition does not cover outside educational opportunities. Work done through these opportunities can be adapted for credit using the SKIL process. Work written up for credit, once approved by the advisor, must be registered through student planning to be counted towards the degree requirements.

There is no additional SKSM charge to receive credit for these endeavors; nor is there any tuition credit, tuition break or reduction. Students are responsible for any fees charged by
organizations and individuals outside of SKSM, GTU, UCB, and Holy Names. However, MDIV, MASC, joint MDIV/MASC and M.A. students may apply for a Starr King “Personal Growth and Learning Expense” to assist with the cost of these learning and growth opportunities, provided the opportunities are an integral part of their Personalized Educational Plan and advance their progress in meeting the degree requirements for their SKSM degree. Personal Growth and Learning Expense applications are available in the Forms section of the SKSM website.

Certificate Tuition

Starr King’s certificate programs are open to Special Students and to Degree Students. The certificate programs require the completion of 18 credits.

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

Per-credit tuition for 2020-2021: $775 per credit
Tuition for a 3-credit course: $2,325
Tuition for a 1.5 credit course: $1,162.50

Special Student Fees and Online Student Tuition

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

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

Per-credit tuition for 2020-2021: $775 per credit
Tuition for a 3-credit course: $2,325
Tuition for a 1.5 credit course: $1,162.50

SKSM Alumni

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

Partners of Current Degree Students and Faculty

Partners of the current degree students will be charged a $500 flat fee per course. The spouse is limited to one course per year if there is space in the course and the instructor approves. Please note this applies only to SKSM courses.

Transferring Between SKSM Degree Programs

Students transferring into one SKSM degree program from another SKSM program must submit a Change of Degree form with all necessary signatures.

The student must have the approval of the Dean of the Faculty and update their projected graduation date in consultation with their advisor.

Transferring into one SKSM degree program from another SKSM degree program will result in the current entering-year tuition rate being applied regardless of the student’s original entering year. This means that a transfer between one program to another may result in an increase in total tuition due.
All tuition paid to the degree program from which the student originally matriculated will be transferred and applied to the program into which they are transferring. No tuition previously paid will be refunded. For example, if an MDIV student transfers into the MASC program all money paid into the MDIV program will transfer to the MASC program. No refund will be given for the MDIV tuition previously paid.

Joint MDIV/MASC Degree

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

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

Tuition Credit for SKSM Certificate Students

Certificate Students who have completed a Starr King Certificate in Unitarian Universalist Studies (18 credits) or a Starr King Certificate in Multi-Religious Studies (18 credits) and who have matriculated for a MASC or M.Div. degree by Spring 2016 will receive credit towards their degree tuition. 100% of the Certificate fees paid will be credited towards the tuition owed for their degree program, prorated over their first year in the degree program. All 18 credits will transfer into the Degree Program and be counted towards the required number of credits for completing the Degree.

Submit your tuition credit request to the Student Accounts Manager at studentaccounts@sksm.edu. Certificate Students who have completed a Starr King Certificate in Unitarian Universalist Studies (18 credits) or a Starr King Certificate in Multi-Religious Studies (18 credits) and who have matriculated for a MASC or M.Div. degree after Spring 2016 or later will transfer the Certificate credits they have earned to the Degree program and will pay tuition for the Degree program at the annually established fee per credit rate.

Tuition Credit for SKSM Special Students

Special Students (online and residential) who were admitted to Starr King’s MDIV or MASC degree program and matriculated by Spring 2016, will receive a tuition credit when they matriculate. 100% of the Special Student fees paid will be credited towards the tuition owed for their degree program, prorated over their first year in the degree program. Credits earned as a Starr King Special Student will transfer into the Degree Program and be counted towards the required number of credits for completing the Degree.

Submit your tuition credit request to the Registrar at registrar@sksm.edu.

Special Students who were admitted to SKSM’s M. Div. or MASC degree program, and who matriculated after Spring 2016, will transfer the credits they have earned to the Degree program, and will pay tuition for the Degree program at the annually established fee per credit rate.
Tuition Credit for Transfer Students

Students admitted to Starr King’s MDIV or MASC degree who within five years prior to their matriculation with Starr King have completed course work in an accredited theological school, or a graduate religious studies program, or who have completed a certified unit of Clinical Pastoral Education may request that credits be transferred upon their admission to Starr King. Transfer credits count towards the required number of total credits needed to complete a degree program and the amount of tuition required will be reduced accordingly. Tuition credits will be prorated in accordance with the student’s projected graduation date.

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 admissions 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 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. Each complete transfer request and the letter of determination from the Admissions Committee Chair or Dean of Faculty will be placed in the student’s permanent file.

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 coursework or CPE work that has been counted in the awarding of a completed degree at another institution will be transferable.
- Limits on allowable transfer credits will be observed.

Allowable limits on transfer credits:

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

Tuition 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
Student Body Fees

This is a friendly reminder that there will be Student Body Fees automatically charged to your Student Account for each of the principal terms (Fall and Spring/Intersession) in the amount of $20.00 per semester ($40.00 over full academic year).

If there are any questions about the fees, please contact your Student Body Leadership and they will be more than happy to discuss their activities and goals for the upcoming academic year.

Purchasing Course Texts

Courses at Starr King will require students to engage with a substantial range of texts written by scholars, practitioners, and activists. Readings often consist of articles that are available in digital format and posted on class Moodle pages. But students must also be prepared to procure physical or digital copies of published books that are assigned as course texts. Students may be able to borrow some texts from friends, peers, or colleagues, but at other times they will need or want to purchase their own copies. Neither Starr King nor the Graduate Theological Union operate an institutional bookstore. With the understanding that purchasing books is yet another added expense of higher education, Starr King encourages students to utilize online search engines to compare prices. We recommend that students search for books by author and title or ISBN at BookFinder.com and AddAll.com.

Financial Aid

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

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

Application Forms and Deadlines

Students must apply for financial aid each year by the Starr King Financial Aid application priority deadline in order to be considered for the fullest range of aid available. Returning students have a deadline of Spring each year for the following
year, as they are not eligible to apply for scholarships for the Fall deadline. Students who apply after the priority deadline may still be eligible to receive Direct Loans. However, a late application may result in the loss of eligibility for some forms of financial aid including SKSM Scholarships and/or federal work-study. Domestic Student Financial Aid Applications are available online via the SKSM website starting in December of each year. The FAFSA may be completed online at www.fafsa.gov as early as October 1 for the following year. The Starr King School Code is G04080.

SKSM Institutional Financial Aid Applications can be obtained by visiting the SKSM website at http://www.sksm.edu/admissions/financial-aid/.

If you have any questions, please contact the SKSM Financial Aid Office at (510) 859-4611 or email financialaid@sksm.edu.

SKSM Institutional Financial Aid Application Deadlines:

For Spring 2021, deadline is November 1, 2020.

For the 2021-2022 Academic Year, deadlines are:
- April 1, 2021 (priority)
- June 1, 2021 (final)

Federal Work-Study

The work-study program allows students who are eligible for need-based aid to work part-time for which they are paid an hourly wage. Federal Work-Study (FWS) may be available to those who demonstrate financial need and is subject to availability of funds. A Federal Work-Study award may be used for on-campus employment, at the GTU Library, or off campus with a non-profit employer. A work-study award grants a student priority consideration for on-campus hourly employment. To apply for Federal Work-Study a student must indicate an interest in work-study on their FAFSA.

A school must use at least 7% of its FWS federal allocation to support students working in community service jobs, including: reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in school through ninth grade; literacy tutors in a family literacy project performing literacy activities; or emergency preparedness and response. Students who wish to participate in a reading literacy project are given priority consideration for federal work-study employment.

Veterans Administration Benefits

SKSM degree programs are approved by the state approving agency in California, the U.S. Department of Veterans Affairs (VA), for payment of educational benefits to those veterans and dependents that are determined eligible by the Veteran’s Administration.

Students wishing to receive VA benefits should contact financialaid@sksm.edu at or before the time of registration to complete the necessary paperwork.

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

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 52248 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.

Federal Direct Loans

SKSM participates in the federal Direct Loan program. Direct Loans are low interest loans that help students pay for the cost of the student’s education. Eligibility for a Direct Unsubsidized loan is not based on need. Interest begins to accrue on an unsubsidized loan at the point of disbursement. Students may opt to pay (6 credits) in a qualified degree program. Any interest accrued will be added to the principal balance of the loan after the student graduates, leaves school, or drops below half-time. Our partners in the administration of Federal Direct Loans, FA Solutions, will determine the amount a student can borrow up to the annual maximum of $20,500. Total financial aid awards, including loans, cannot exceed the total cost of education. For information on the current unsubsidized direct loan interest rate, please visit:

http://studentaid.ed.gov/types/loans/subsidized-unsubsidized#what-are-the-current

An additional loan provided under the Direct Loan Program is the Direct Graduate PLUS Loan for graduate and professional degree students. The Graduate PLUS loan is an additional non-need based, federal student loan option. The terms and conditions include a determination that the applicant does not have an adverse credit history. Before a student will be considered for a PLUS Loan, FA Solutions must have determined the maximum eligibility for Direct Unsubsidized Stafford Loans. The maximum PLUS Loan amount an eligible student can borrow is the cost of attendance minus any other financial assistance received. Students who wish to borrow a Graduate PLUS Loan must contact the FA Solutions directly. For information on the current Graduate PLUS loan interest rate, please visit:

http://studentaid.ed.gov/types/loans/subsidized-unsubsidized#what-are-the-current

The U.S. Department of Education charges a loan fee for a portion of the principal amount of the Direct Unsubsidized and Graduate PLUS loans. The loan fee is deducted proportionately from each loan disbursement. The most current loan interest rates are listed at:

The Direct Loan Program offers several repayments plans that are designed to meet the different needs of individual borrowers. Generally, borrowers have 10 to 25 years to repay a loan, depending on the repayment plan that is chosen. A borrower will receive more detailed information on repayment options during the required student loan entrance and exit counseling sessions. For more information about the Direct Loan program and about repayment plans, visit https://studentloans.gov/myDirectLoan/index.action

**Procedures for Receiving Federal Loan Proceeds**

If you are receiving a federal loan, you must complete all necessary paperwork that appears on the Starr King financial aid web page. First-time Direct loan borrowers at SKSM must also complete Direct Loan entrance counseling. This requirement may be completed online at http://studentloans.gov. Exit counseling is required of all students in their last semester of registration and of those who otherwise drop below half-time enrollment at any point in the program.

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

b) A hold placed on your registration will result in a delay in the processing of your loan funds until the registration hold is resolved.

**Deferment of Prior Student Loans**

To defer prior student loans, students must be enrolled at least half-time (6 credits). SKSM submits current enrollment information to the National Student Loan Clearinghouse each term. This information is accessible to major lenders and loan servicers but there is a time lag in reporting. Servicers may not receive updated enrollment information until mid-semester. Perkins loans typically require the completion of a deferment form, available from the school that issued the Perkins loan. If you have outstanding federal student loans, to ensure your loan servicer is aware of your current status, be sure to respond to any mail directed from your lender/servicer. It is your responsibility to verify deferment procedures with your servicer(s) and to comply with your servicer(s) deadlines to avoid defaulting on your loans. Likewise, it is your responsibility to give the appropriate deferment forms to the Registrar in a timely manner, along with an appropriately addressed mailing envelope for each form. Deferment forms are available from the SKSM Financial Aid Office: financialaid@sksm.edu.

**Reporting Outside Resources**

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

**General Policies Guiding the SKSM Financial Aid Office**

Starr King and our Financial Aid Office, staffed by FA Solutions, adhere to institutional policies and the rules and regulations dictated by the U.S. Department of Education.

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

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

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

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

e) Eligibility for financial aid for the summer term varies. Check with [financialaid@sksm.edu](mailto:financialaid@sksm.edu).

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

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

h) Annual awards will be disbursed equally between the fall and the spring semesters.

**Return of Title IV Funds Policy**

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

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

Once the SKSM Financial Aid Office determines the amount of unearned aid that the school is responsible for returning, the student and the Business 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 by consulting directly with staff at the FA Solutions.

Scholarships

SKSM Institutional Tuition Scholarships (ITSAs)

Starr King annually provides Institutional Tuition Scholarship Awards to assist students with the cost of tuition. Starr King institutional tuition scholarships are awarded through an internal process by the SKSM Scholarship Committee. The Scholarship Committee considers the financial need of each applicant as well as the school’s commitment to educating to counter oppressions and our desire to manifest a just, multiracial, multicultural learning community.

Students must apply every year for Institutional Scholarships during the spring semester to receive assistance for the following academic year. While most awards are determined based on financial need, some are awarded as incentive grants or merit grants. The level of tuition aid may vary each year depending on a student’s financial application, available funding, and the number of qualifying applicants. Grants and scholarships awarded by SKSM are applied to tuition paid to SKSM, only.

In order to apply for a SKSM Institutional Tuition Scholarship, students must complete both the FAFSA and the SKSM Scholarship Application:

1. File the Free Application for Federal Student Aid (FAFSA) with the federal processor online at www.fafsa.gov. Please note the following:
a. The SKSM federal school code is G04080

b. For financial aid during the 2020-2021 Academic year, submit the 2020-2021 FAFSA using 2018 tax records. You can submit your FAFSA from October 1, 2019 through June 30, 2020.

c. For financial aid during the 2021-2022 Academic year, submit the 2021-2022 FAFSA using 2019 tax records. You can submit your FAFSA from October 1, 2020 through June 30, 2021.

d. If you have not yet filed a federal income tax return, use estimated information; then update the information once you complete your taxes.

2. Complete and return the Domestic Student Financial Aid Application to the SKSM Business Office or email to, financialaid@sksm.edu

3. Complete and return the Starr King Institutional Tuition Scholarship Application and return to Student Accounts Manager, Owais Qureshi, oqureshi@sksm.edu.

For the 2020-2021 academic year, these items must be returned to the Student Accounts Manager, Owais Qureshi, oqureshi@sksm.edu.

The table below shows the expected timelines for the Starr King Institutional Scholarships for the 2019-2020 and 2020-2021 academic years.

Please note that the 1st Review deadline for the 2020-2021 academic year will be April 1, 2020. The purpose of the 2nd review is to award any relinquished funds and additional contributions received after the 1st Review.

Please note that any scholarships awarded may not be released until signed acceptance letter and “thank you note or card” is received by Finance Office.

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Starr King Institutional Tuition Scholarships - Donor List

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

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

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

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

- **The Mark DeWolfe Tuition Scholarship** honors the memory of Mark DeWolfe, a 1981 Starr King graduate who died from AIDS shortly after graduation. His parents began the endowed scholarship.

- **The Aron and Eve Gilmartin Tuition Scholarship** established in 1989 by members of the Mt. Diablo Unitarian Universalist Church honors the memory of Eve Gilmartin who served as an active lay leader for many years and Aron Gilmartin who served a lifetime in the UU ministry and was an inspiring exemplar of religious leadership for racial equality and social justice.

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

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

- **The Gail Hamaker Tuition Scholarship** was established in 1987 by her family for a ministerial student with financial need who is interested in some aspect of women and religion.
• **The J. Henry Hanhisalo Tuition Scholarship** is for a student with financial need who wishes to incorporate music into their ministry. It honors the memory of Rev. Hanhisalo, a Universalist minister of Finnish descent who served in New England.

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

• **The David and Norma Lewis Tuition Scholarship** provides full tuition for as many students as possible. David Lewis was a former Board member of SKSM.

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

• **The George Mayer Memorial Annual Scholarship** was established in 2019 by the Society for Community Work to honor George Mayer, who guided the organization through significant changes while serving as president from 2016 until his sudden passing in 2018.

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

• **The Rosamond Reynolds Tuition Scholarships** are awarded in memory of Roz Reynolds, artist, friend and mentor to many Starr King students. She served as a trustee of Starr King and led the 1980’s campaign to establish the Aurelia Henry Reinhardt endowed professorship to secure a feminist voice and presence on Starr King’s faculty.

• **The Elmo A. Robinson Tuition Scholarship** was established for the “education of ministers” by Elizabeth Magers Robinson, member of the UU Church of Los Alamos, in loving memory of her husband.

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

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

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

- **The John Weston Endowed Fund for Humanist Studies** was established in 2019 by a gift from Rev. John H. Weston. Its purpose is to promote the study of humanism, including its history within Unitarian Universalism and the wider world, and the continuing role it can play in contemporary congregations.

- **The White Family Tuition Scholarship**

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

**SKSM Institutional Merit and Incentive Scholarships – Donor List**

Starr King offers a number of Merit and Incentive Scholarships to students who show special promise based on their academic record, achievements as activists or religious leaders, or their distinctive commitments, religious affiliation and/or goals, or who meet specific criteria.

- **The John Buehrens Scholarship** is awarded as a merit grant by the President of Starr King to an entering student with financial need who is judged to have “the highest academic achievement and intellectual promise, as well as outstanding potential for effective ministry.” In addition, the UUA selects a second or third year student to receive the second Buehrens scholarship.

- **The Tony and Laura Bushman Scholarship** is awarded to a high residency SKSM student who demonstrates that they can be an effective force in defining and promoting adult men’s ministry in the community.
and in congregations. The scholarship requires a final project, and a separate application.

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

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

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

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

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

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

### SKSM Hilda Mason Teaching Fellows

For many decades—at least since the 1970’s—Starr King degree students, under the auspices of the Curriculum Committee and the faculty, have taught courses at the school. The School views such practice teaching as an integral aspect of graduate theological education, in keeping with the understanding that professional education appropriately involves supervised practice of the profession.

The Curriculum Committee accepts proposals for Hilda Mason Fellowships in September of each year. Students apply to teach a course in a community setting or at Starr King, either independently or in collaboration with a faculty member. The application must include an outline syllabus, teaching philosophy statement, and a description of the context and timeframe for the course.
The Fellowship is endowed by Hilda and Charles Mason, and is named in honor of Hilda Mason, recipient of an honorary doctorate from Starr King School for the Ministry, and former trustee of the school, the Honorable Hilda Mason (1916-2007), teacher, civil rights activist and city council member, was a prominent leader in Washington, D.C.

More information about Hilda Mason, the named scholarship and how to apply is online: https://www.sksm.edu/student-taught-courses-at-starr-king/

UUA Scholarships for Unitarian Universalist Seminarians

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

Please note the various application deadlines at the link below. Note that the application requires several letters of reference. Be sure to start early to submit your application.

Current information and application instructions are available at http://www.uua.org/careers/ministers/becoming/scholarships

Other scholarships funded by UU organizations include:

St. Lawrence Foundation CPE Grants

The St. Lawrence Foundation for Theological Education seeks to aid students in aspirant or candidate status with the Unitarian Universalist Association by offering stipends to pay up to $750 tuition for the UUA required one unit of Clinical Pastoral Education at an accredited CPE center. The Foundation will send the tuition payment directly to the CPE Center. Therefore, students who submit this application must be committed to taking CPE at the center named and, in the timeframe, specified. A post-grant report will be required from the student.

The Foundation needs to use limited funds to meet the needs of many students. Please do not apply for this scholarship if you have other sources of funding for CPE tuition or if you are able to cover the expense yourself. To access the application form, use this link:

http://www.nyscu.org/SLFTE/

The Marjorie Bowens-Wheatley Scholarship

Offered by the UU Women’s Federation, this program provides direct financial support to aspirants or candidates to UU ministry, or candidates in the UUA religious education or music leadership programs, who identify as women of color, Latina, or Hispanic. Applicants must complete an online form. There are two funding cycles per year, with deadlines of March 1 and October 1.

https://www.uuwf.org/funding-programs/mbw-scholarship-app/
**UUA Program Assistance Grant for Career Assessment**

Aspirants with financial need may request a $1000 Program Assistance Grant from the UUA Ministerial Credentialing Office to offset the costs related to the career assessment. Please contact the UUA Ministerial Credentialing Office when an assessment has been scheduled so that the MCO can arrange to send the grant directly to the career center.

**Other Outside Scholarships**

In addition to the types of aid listed above, students are advised to seek financial support from outside sources, such as savings, support from friends and family, aid from churches or denominations, and grants or scholarships from outside organizations.

Information regarding outside grants and scholarships is currently available on the financial aid pages of the GTU website at [http://scholarships.gtu.edu/](http://scholarships.gtu.edu/).

**Non-Tuition Aid**

**Emergency Loans**

Starr King provides no-interest emergency loans to students who need to cover urgent expenses. Students can download an application from the Student Forms page of the SKSM website and submit to the Business Office.

**SKSM Personal Growth & Learning Grants**

Learning happens in a multitude of ways. Courses are one way, but conferences, spiritual direction, counseling, & pilgrimages are but a few of the other ways learning, growth and transformation can occur. To that end, Starr King budget funds each year to assist students with the costs of these learning experiences.

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

The application requires the student to discuss this learning opportunity with their advisor or another supporting faculty member and obtain that individual’s signature before submitting it to the Dean of Students for consideration and approval.

When an award has been approved, the Dean of Students will notify the student. Payment will be processed either via direct deposit or a check mailed to the student’s address.

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

It is our experience that students get more from their experience when they contribute some portion of the financial cost. The funds are
modest and the maximum amount available to any student varies from year to year. For 2020-2021, the maximum award per student is $300. Grants may be awarded through June 2021 or until the current year’s fund has been exhausted.

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

**SKSM Relief Fund**

The SKSM Relief Fund provides support to community members (students, graduates, faculty, staff, board members, etc.) in the event of disease, sudden death, calamity, or natural or man-made disaster. This fund can also be used to help the school recover in the event of a calamity at the physical location of the school. Persons may apply for this fund when other available resources (e.g., family support, unemployment benefits, health insurance coverage) are insufficient or unavailable in a timely manner.

This fund is donor-supported and administered by the Dean of Students, who may consult with other administrators and/or faculty as needed. The fund is for acute emergency situations. It does not supplement or replace existing financial aid does not have to be repaid. The amount awarded and number of recipients is subject to available funds.

*Sample Expenses Covered:*

- Rent
- Utilities
- Costs related to medical care
- Replacement of essential belongings
- Safety needs
- Urgent transportation costs

*Sample Expenses Not Covered:*

- School tuition
- Entertainment purchases
- Non-essential utilities (e.g., cable or streaming television)

If you would like to be considered for emergency relief support, please complete the application here: [https://www.sksm.edu/relief-fund-application/](https://www.sksm.edu/relief-fund-application/)

**FAQs-Tuition**

*What happens if I complete the maximum credit credits for my degree but haven’t finished paying tuition?*

If you have kept good track of your own progress towards your projected graduation date this is unlikely to happen. But in the unlikely event that it does, you must pay off the balance of tuition you owe in a final “balloon payment” prior to graduation.

*What happens if I finish paying tuition, but don’t have the credits required to graduate?*

If you have kept good track of your own progress towards your projected graduation
date, this is unlikely to happen. But in the unlikely event that this occurs, you will enter continuing status and will be required to pay the continuing fee each principal semester until you are ready to graduate.
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Please email sksmregistrar@sksm.edu for all registrar related matters.

Registration Process

Before you complete the registration process, you must meet with your advisor. It is your responsibility to schedule the meeting with your advisor, to initiate email communications in connection with registration, and to review the GTU course catalogue prior to the meeting.

Please remember that GTU courses are important resources for your studies, and part of what SKSM offers to its students by virtue of the Consortial Agreement. GTU online courses are accessible to students in all modalities. Please do not limit yourself by consulting only the SKSM course offerings.

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

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

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

Web registration for each term is available to students through Populi during the dates for Early, General, or Late Registration.

Consult Populi or the Course Schedule online to determine which courses you wish to take. Please note it is wise to double check the Searchable Course Schedule managed by the GTU in order to verify the classes you wish to take are still available at the times you think they are.

Students receiving full time benefits of Federal Loans must be registered for at least 9 credits in the Fall and 9 in the Spring/Intersession term. Those receiving part time benefits must be registered for at least 6 credits in the Fall and 6 credits in the Spring/ Intersession. To be eligible for Summer aid, students must be registered for at least 6 credits.

The GTU and all GTU member schools now use separate student information systems for each school. Moodle is now used to facilitate registration across member schools.

All GTU courses will have a Moodle site, and all students will be enrolled in the Moodle site for each course in which they register. You will no longer need to request an enrollment key from the instructor; you will appear in the Moodle site automatically. Depending on your instructor, you may not be able to see your course in Moodle until the first day of the semester.

For courses with limited enrollment, it is wise to register during the Early Registration period. If you register during General Registration, your registration is provisional until it is confirmed by the instructor. If the enrollment cap was exceeded before you registered, the instructor will unenroll you and notify you by email.
As we implement these new procedures, the deans, registrars, and GTU Moodle administrator are committed to as smooth a transition as possible. Please let us know your questions and concerns as they arise.

**Faculty Consent**

Faculty Consent may be required before registering in certain SKSM courses. Please review course descriptions in Populi to see if consent must be requested.

To receive Faculty Consent:

E-mail the faculty member during the beginning of one of the phases of registration (early, general or late). We encourage you to keep e-mail messages complete and brief. This will improve your chances of getting into a class. Include the following:

- Type “Limited Class Request” in the subject line.
- In the body of your email include: your name, degree program, and year in the program.
- Include the course number, course title and whether you wish to take the course for credit, as an auditor (not permitted at SKSM – see policies), or pass/fail.
- Include your reasons for wanting to take the course. Briefly include relevant previous coursework, experience, special interests and/or needs for taking the course. Finally, be sure to show how you have met any registration restrictions indicated by the instructor.
- The emails of SKSM Faculty are listed at [www.sksm.edu](http://www.sksm.edu) under faculty and staff.
- Faculty at other GTU schools are listed in the searchable course schedule at [www.gtu.edu](http://www.gtu.edu).
- UC Berkeley faculty contact information can be found at calnet.berkeley.edu/directory/
- Faculty Consent should be requested during the first week of early or general registration in order to allow instructors to receive all requests before making decisions. Instructors are expected to notify students by the second Tuesday at 5 p.m. This allows students time to register (or add) limited classes in the second week.

**Advisor Input**

All degree and certificate seeking students are expected to be advised prior to registering (Certificate students are expected to be advised by the Director of their Certificate Program). If a student registers without being advised, they may find themselves “unregistered” by request of the advisor and the Dean of the Faculty. Students also must confer with their advisor on the timing of their registration for their Initial Threshold Assessment, Mid-degree Portfolio Conference, and Petition to Graduate. These three “courses” are for zero (0) credit and do not apply to financial aid needs. If a student does not confirm with their advisor, nor register for and complete these requirements in the designated semester, their registration for future semesters may be frozen.

**Registering in Populi**

Getting oriented:

- During an open registration period when you log in to Populi, you’ll see an alert on your Home page that looks like this:
Click the alert to go the registration page.

- My Courses shows the courses (if any) in which you're already registered for the term shown.
- Available Courses shows the courses for which you may register.
- Click on the course name to see course details.
- ℹ indicates that you've already passed this course.

To Register for Courses:

1. Find a course under Available Courses and click + in either the Enroll or Audit column.

2. If you see🔒 in either column, you cannot register for that course in that way. Reasons include:
   - There may be an enrollment limit placed on the course.
   - You have not fulfilled the prerequisites to enroll in that course.
   - You have already registered for another section of that same course.

3. As you select courses, the information for Available Courses updates:
   - The meeting times for courses having schedule conflicts with My Courses turn red.
   - Hours/credits turn red if those courses would cause you to run afoul of the term's Max Hours/Credits limit.
   - If you enroll in a course with no openings, your My Courses enrollment status will show Waiting List. The Registrar can control the waiting list; you can also move off the waiting list when other students drop the course.

4. To remove a course, click ⭕ under My Courses.

5. Click Save to submit your registration changes. You can also click Undo Changes to erase any changes you made since you last saved registration.

Registering for Variable-Credit Courses

Certain coursework at Starr King will have variable credit levels based on the student’s individualized course of study. These include Clinical Pastoral Education (CPE), Field Education, and Starr King Individualized Learning (SKIL) courses, as well as Chaplaincy Electives. When you register for a variable-credit course in Populi, you must email the Registrar registrar@sksm.edu a notice about the number of credits you will be taking.
The Registrar will then adjust the credit level accordingly.

Registering Starr King Individual Learning Courses (SKIL Courses)

Registering in a Starr King Individual Learning Course (formerly called a Special Reading Course/SRC):

1. Submit a completed SKIL form with all necessary signatures to the registrar by the semester deadline.
2. Upon receipt of the completed form the Registrar will register the student for SRC.9999 for the appropriate number of credits.

SKIL forms are available online via the Student Forms page. They MUST have the signature of the instructor and all other required signatures. Completed SKIL forms are due to the Registrar by the end of the Late Registration period. Any SKIL forms received after the end of Late Registration will require a Change of Enrollment form with all required signatures.

Cross-Registration for UCB, Mills College, Holy Names & Dominican University of CA

UC BERKELEY

Students must be in a DEGREE program to cross-register for a UCB course. For further information, see the GTU/UCB Cross Registration agreement. Instructions for cross-registration procedures are available on the GTU Website and from the Consortial Registrar. If these instructions are followed, cross-registration will go smoothly most of the time. If you encounter problems or questions in the process, please contact John Seal, GTU Consortial Registrar at once. Do not go to the UCB Registrar’s Office, or to the Graduate Division, or to the UCB Department secretaries to settle problems. Liaison lines have been established and contacting the appropriate person to clarify a particular situation is essential when working with an institution as large as UCB.

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

NOTES
- Your name will not appear on the UCB class roster for several weeks. This is normal and no cause for alarm; however, if after the sixth week of classes your name is still not appearing, please notify John Seal, GTU Consortial Registrar [(510) 649-2462, jseal@gtu.edu]. The Consortial Registrar’s
Office will replace “UCB 9000” with the actual course number(s), which will appear on your Populi schedule and your transcript.

- If you decide not to take the UCB course for which you registered in Populi, you must drop “UCB 9000” in Populi before the end of Late Registration.
- If you change or drop a UCB class after submitting the form, you must complete the proper UCB form (obtained from the GTU registrar’s office) and submit it to UCB, as well as completing the appropriate drop procedures at your host school. Failure to do so may result in an “F” for the class on your transcript.

DEADLINES

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

Cross-registration forms due:

- Fall: September 11, 2020
- Spring: February 5, 2020

Instruction at UCB begins:

- Fall: August 19, 2020
- Spring: January 12, 2021

HOLY NAMES UNIVERSITY

Students may take a course at Holy Names University. The HNU Schedule of Courses is available at: http://courses.hnu.edu/courseclassschedules/courseclassschedulespublic?v1=101

1. When registering online for Starr King classes, list the course as UCB-9000 Section 01, and the number of units. If multiple courses are taken, list the total number of units.
2. Students may cross-register for no more than one course (usually three semester units) in any academic term. Holy Names University students may not cross-register in GTU courses that are also offered for credit at HNU.
3. Cross-registered students must follow the academic procedures and deadlines of the host institution.
4. Obtain the Holy Names University form from the forms box by the student mailboxes. Read the form’s instructions carefully.
5. Complete the top part of the form completely and clearly. You may not audit an HNU class. Get the signature of SK’s Academic Dean and the GTU Consortial Registrar.
6. Take the signed paperwork to the Holy Names Registrar’s Office at Holy Names University, 3500 Mountain Boulevard, Oakland. The HNU Registrar will sign the form after it is turned in. For Sophia Center courses, the required signature needs to be obtained from the Director of the Center instead of the HNU Division Chair.
7. Upon completion of the course, credit will be transferred between schools by transcript.

Any change in enrollment status (drop a class, change a letter grade to pass/fail or change from pass/fail to a letter grade) for a cross registration course requires paperwork for both institutions. Failure to follow this procedure could result in a failing grade on your record. Please check the HNU website for registration dates and class start and end dates. The dates are sometimes different than those for the GTU.
MILLS COLLEGE

Students may take a course at Mills College. The Mills Schedule is available online at: https://catalog.mills.edu/class-search/

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

DOMINICAN UNIVERSITY

1. Graduate Theological Union students may take upper-division or graduate courses at Dominican University with the approval of the DU Division Chairperson (undergraduate courses) or Program Director (graduate courses) and the DU Registrar. All courses taken by Graduate Theological Union students on a cross-registration basis must also be approved by the Dean of their school of affiliation and the GTU Consortial Registrar.
2. Dominican University degree-seeking seniors and graduate students may take a course at the Graduate Theological Union with the approval of the GTU faculty member offering the course and the GTU Consortial Registrar. Dominican University students must also obtain the approval from their academic advisor and the DU transfer credit evaluator.
3. Students may cross-register for no more than one course (usually three semester units) in any academic term. Dominican University students may not cross-register in GTU courses that are also offered for credit at DU.
4. To cross-register, students should file the GTU/DU cross-registration form by the registration deadline at their host institution. Forms and instructions are available from the DU Registrar, the GTU Consortial Registrar and the Registrars of GTU schools of affiliation. Dominican students must also file an Authorization to Take Courses Off Campus with the Dominican Registrar’s Office.
5. Cross-registered students must follow the academic procedures and deadlines of the host institution.
6. Upon completion of the course, credit will be transferred between schools by transcript.
7. Tuition and fees are paid to the home institution only, not to the host institution.

Alumni and Partner Registration

Starr King offers alumni a discounted rate for one academic course per year (first credit is free - $775 value). Partners of alumni or partners of currently enrolled students will be charged a flat fee of $500 per course, per academic term.

To register for a course, an alumni or partner of an alumni or current student must go to the Starr King website and complete an Online Registration Form designed for Special Students and Certificate students (http://www.sksm.edu/special-studentcertificate-student-registration-form)

Late Registration

The deadline for late registration is the end of the second week of instruction. No
registrations will be accepted after the second week except upon petition by the student to the Dean of Faculty.

**Change of Enrollment**

Changes of enrollment (adding a class, dropping a class, or changing the grading option or units) from General Registration through Late Registration are done using Populi. After Late Registration (the end of the second week of instruction) all changes of enrollment require the use of the paper Change of Enrollment form. After ALL signatures are acquired, the form is placed in the Registrar’s mailbox.

**No change of enrollment will be permitted after the tenth week of the term, except under circumstances approved by the Dean.**

**Audits**

GTU schools have differing policies regarding audits. Starr King does not currently allow students to Audit courses.

**BST** (formerly ASBW): Permission of the instructor is required. See current BST fee schedule and auditor policy.

**CDSP:** Audited courses included on transcript if student registers for course.

**DSPT:** Permission of the instructor is required. Fee is full tuition per course unless the audit is taken along with 12 units of credit for a given term.

**GTU:** Audited courses included on transcript if student registers for course.

**JST:** Permission of the instructor is required. Students must register for an audit. Fee is full tuition per course.

**SKSM:** No audits permitted.

**Incomplete Grades**

Incomplete grades are an important option for students dealing with extraordinary circumstances; however, it should not be an option that is to be encouraged. Students are responsible for finishing their work within the term. Should you need to request an incomplete grade, please discuss your situation with your instructor in advance whenever possible.

In order to receive an incomplete, students must submit a completed petition for an incomplete with all necessary signatures, to the registrar before the last day of the term - no exceptions.

Incomplete work is due to the instructor three weeks after the term. The instructor is required to submit a new grade to the Registrar by the 6th Friday after the end of the term. **If no new grade is received by the end of the 6th week, the incomplete grade becomes an “F”**.

Given exceptional circumstances, Instructors may, at their discretion, agree to a time frame beyond the six weeks with approval from the Dean of Faculty. Time frames must be documented as part of the original petition.

**Leave of Absence**

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

A [Leave of Absence form](#) 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 placed on involuntary leave or withdrawn from the program 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.

**Withdrawal from a Degree Program**

A student may withdraw from a degree program by submitting a formal [Withdrawal Form](#) to the Dean of Students. The form should be discussed with the advisor and requires the advisor’s signature.

If student is a veteran, the Veteran’s Administration will be advised within 30 days of the date of withdrawal, which will be the date the Dean of the Faculty signs this form. The Dean of the Faculty will forward the form to the Registrar’s Office to update the student’s record. When a student is withdrawn, veteran’s benefits will be discontinued, and any further certification of benefits terminated.

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

**Petition to Graduate**

Students who are interested in graduating, should discuss readiness with their advisor. Readiness is based on completion of degree requirements and other variables such as religious leadership formation. Students must first evaluate their readiness to graduate with their advisor, register for Petition to Graduate in Populi (PET-2-GRAD) for the corresponding semester, then submit the following information to the Coordinator of Academic Programs & Dean of the Faculty:

- Cover letter outlining their readiness for graduation (250-500 words)
- Updated narrative Threshold Self-Assessment
- [Petition to Graduate form](#) with Advisor signature

Once the materials have been submitted to the Dean of the Faculty and Coordinator of Academic Programs, they are shared with the advising faculty for review. It is the responsibility of the advisor to briefly “present” their petitioning advisees to the faculty at the assigned faculty meeting. If the student is approved by the faculty for graduation, the advisor must notify the
student. The remaining signatures will be handled by the registrar.

Change of Address

To change contact information, complete a ‘Change of Address’ form found under Forms on our website. Forward the completed form to the Registrar via email (registrar@sksm.edu), postal mail, or dropping off in mailbox.

Once a year clean-up: Each fall semester, students are required to fill out a ‘Student Data Form’ which is compared to what we have. Other information collected on the ‘Student Data Form’ is used for federal reporting.

Transcripts

SKSM students currently enrolled in SKSM degree or certificate programs may print out unofficial copies of their grades at any time by logging into Populi.

For an official transcript, submit a Transcript Request Form on our website. Fill out the form completely. All Official Transcripts bear the seal of the school and an authorized signature. Once the envelope is opened, the transcript becomes unofficial. You CANNOT view the transcript and send along to another institution. The fee for an official transcript is $5 each.

Please note that the Ministerial Fellowship Committee requests copies of evaluations be sent in addition to the transcript. To stay in compliance with federal law, students MUST explicitly request evaluations accompany the transcript during your initial request.

On average, it takes approximately 7-10 business days to process a transcript request. Please note: Policy prohibits us from emailing transcripts. We can, however, fax a transcript if it is deemed particularly time sensitive.

Student Records

The student file includes the student’s transcript, written evaluations, records, application for admission, and any other correspondence or written materials relevant to the program of study. Students may add samples of their work in preparation for the mid-degree portfolio conference. Students should review their file from time to time, especially to read the class evaluations.

Please note that letters of recommendation from the admissions application are removed prior to a file being created.

Students wishing to review their file should contact the Registrar. The file is signed out in compliance with the requirements of federal law. The file is kept locked in the office of the Registrar. As a result of COVID-19, and the school’s move to Mills College campus, the paper files are securely stored off-campus and are not readily accessible. Requests to access the paper files may take 6—8 weeks to fulfill. Electronic files can be obtained by contacting the Registrar and requesting specific files to be sent to the student via email, generally within one week of the request being made. Some Financial Aid records are kept in the office of the Student Accounts Manager.

At SKSM, a student’s file is open to the student, to the core and advising faculty, to the Registrar, the Student Accounts Manager, and to the President.
At times, a student’s file is also used for statistical analysis by a designee of the Dean of Students. Students who receive aid from the Veterans Administration are audited annually. No one else is permitted access to files without the student’s written consent. All people except the Registrar sign out files.

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

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

The School discloses information from a student’s file only at their written request – this includes requests for Transcripts. Students may copy any part of their file.

The School will not disclose confidential information from a student’s file to others without their permission. The law regards some information in a student’s file as public and gives the school the freedom to disclose this information at our discretion. This public information includes the following: student name, address, phone number, date of birth, area of study, year in school, dates of attendance, degree program, religious affiliation, scholarships and honors, most recent previous degree and school, country or citizenship, and school of affiliation. Upon a student’s written notification, the School will withhold this public information. The request must be filed annually.
Vocational Resources
Multi-Religious Resources

Multi-Religious Support
Resources Beyond SKSM

The Interfaith Observer
http://www.theinterfaithobserver.org/

An independent news media website exploring interreligious relationships and interfaith culture.

Parliament of the World’s Religions
https://parliamentofreligions.org/

The Parliament of the World’s Religions was created to cultivate harmony among the world's religious and spiritual communities and foster their engagement with the world and its guiding institutions in order to achieve a just, peaceful and sustainable world.

Festival of Faiths
https://festivaloffaiths.org/

The mission of the Festival of Faiths is to promote interfaith understanding, cooperation, and action through exploring how different participating faith traditions address a common issue, topic, or theme. The festival is held every April in Louisville, Kentucky.

Religions for Peace USA
http://www.rfpusa.org/

RFPUSA seeks to contribute to the well-being of civil society and to advance peace-building efforts and reconciliation in the United States and throughout the world.

Interfaith Center at the Presidio
http://www.interfaith-presidio.org/

The Interfaith Center at the Presidio welcomes, serves, and celebrates the diverse spiritual wisdom and faith traditions of the San Francisco Bay Area and is networked with interfaith groups locally and globally.

Center for LGBTQ and Gender Studies in Religion, Pacific School of Religion

Transgender Religious Roundtable
https://clgs.org/our-work/transgender-religious-roundtable/

The CLGS Transgender Religious Roundtable testifies to the transfigurational power of spirituality and religion to nurture the full thriving and dignity of people of all genders.

Trans* Seminarians Cohort:
A Year-Long Leadership Development Program

The National LGBTQ Task Force, Center for LGBTQ and Gender Studies in Religion, and the Freedom Center for Social Justice, sponsor the Trans* Seminarians Cohort, a leadership program for transgender and genderqueer seminarians in the US.
Preparing for UU Ministry at Starr King

Ministerial Formation, Credentialing, and Discernment

Unitarian Universalist Ministry is a life-changing and fulfilling profession. Serving in congregations, hospitals, the military, prisons, non-profits, entrepreneurial ministries, spiritual direction and the community, UU ministers help people explore life’s deepest questions and challenge us to be our best selves. By virtue of congregational polity, each UU congregation has the right to ordain anyone it chooses; however, the Unitarian Universalist Association and the Unitarian Universalist Ministers Association discourage the ordination of those who have not had academic and practical training provided by an accredited theological school, and who have not been credentialed and welcomed into preliminary fellowship through the UUA’s Ministerial Fellowship Committee.

Classes and field work to earn your MDiv degree at SKSM can be structured to fulfill your requirements for becoming a credentialed Unitarian Universalist minister.

The UUA’s credentialing body, the Ministerial Fellowship Committee (MFC) expects candidates for Unitarian Universalist ministry to develop and demonstrate competency in seven key areas of ministry (see below). These seven areas of competency align well with the Eight Thresholds around which SKSM organizes its teaching.

1. Worship and Rites of Passage
2. Pastoral Care and Presence
3. Spiritual Development for Self and Others
4. Social Justice in the Public Square
5. Administration
6. Serves the Larger Unitarian Universalist Faith
7. Leads the Faith into the Future

There are three stages of preparation, with requirements for each stage, that prepare you for your interview with the UUA Ministerial Fellowship Committee.

- Applicant Status
- Aspirant Status
- Candidate Status

The UUA Ministerial Fellowship Committee schedules interviews for ministerial candidates three times a year. They are held at the UUA headquarters in Boston, but they have also been hosted on-line during the COVID-19 pandemic. Once a ministerial candidate is granted Preliminary Fellowship following their interview by the Ministerial Fellowship Committee, they are authorized to begin service as a UU minister in parish, chaplaincy, educational, justice or other community settings.

Advice on how to get started:
- Sign up to receive important info
- Familiarize yourself with resources and requirements
- Participate in UU community
- Plan your course of study and field work/internships
- Become an Aspirant (so you can qualify for UU scholarships)
- Apply for annual UU Scholarships in April!
A. Make sure you are receiving important information!

1. Contact the UUA’s Ministerial Credentialing Office
   - Fill out your Initial Inquiry Form to become an Applicant. This is the first step in the ministerial credentialing process and will get you in the loop to receive important communications from the UUA!
     Applicant Survey Form: https://www.surveymonkey.com/r/DR5RKV7

2. Sign up for SKSM’s UUFormation@sksm.edu list serve to be notified of information and opportunities of interest to SKSM students preparing for UU ministry. To sign up, email the Rev. Jacqueline Duhart

B. Familiarize Yourself with Ministerial Credentialing Resources and Requirements

You do not need to know all this material when you begin, but it is helpful to know where to go when you need the latest information. Check out these websites.

1. Becoming a Minister (UUA Webpage)
   http://www.uua.org/careers/ministers/becoming
   Find links to MFC requirements and reading lists, UUA scholarships, Career Assessment centers, congregational sponsorship info, the Internship Clearing House, and military chaplaincy requirements.

2. UUA Credentialing and Professional Development Office
   https://www.uua.org/offices/staff/mfd/credentialing

3. MFC Requirements and Appendix – Note, the Required Reading List (organized by the seven competencies) is in the Appendix -pages 20 – 42.
   https://www.uua.org/careers/ministers/becoming/ prep-stages

4. UUA Ministerial Fellowship Committee (MFC) webpage
   https://www.uua.org/uuagovernance/committees/mfc
   Find links to MFC rules and policies, meeting dates, and sample interview questions.

5. Requirements for Military Chaplaincy
   https://www.uua.org/careers/ministers/military/62863.shtml

C. Participate in UU Community

1. Participate in a SKSM UU Ministerial Formation Discernment Group which meets monthly October – May. Sign up once you have confirmed your class schedule. If you are already in Aspirant status with the MFC, you can also join the UU Ministers Association and register for the UU Ministerial Formation Network, which, in addition to discernment groups serving UU seminarians from any seminary, also offers an annual free seminarian retreat and access to individual vocational advisors.
2. **Start or renew a connection with a UU Congregation**

The Ministerial Fellowship Committee expects Candidates for UU ministry to be able to demonstrate an understanding of UU congregational life based on at least two years active involvement or the equivalent. To become an Aspirant, you will need a congregation to sponsor you.

The purpose of this requirement is to ensure familiarity on the part of new ministers with UU congregational life and encourage congregations to take a responsible role in the recruitment, preparation and assessment of our future ministers.

If you would like help connecting with a local congregation, please contact the Rev. Jacqueline Duhart, and/or speak with your advisor.

**Pacific Central District**: A full list of congregations in the Pacific Central District (where SKSM is located) can be found at [http://www.pcduua.org/congregations/](http://www.pcduua.org/congregations/)

To find UU Congregations across the USA, consult the UUA’s Congregational Directory [http://www.uua.org/directory/congregations](http://www.uua.org/directory/congregations)

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**D. Plan Your Course of Study**

Candidates for fellowshipped UU Ministry are required to complete readings and coursework, as well as a unit of Clinical Pastoral Education (CPE), and a ministerial internship (either 9 months full time or 18 months, half time).

Don’t wait until the last minute to do the MFC required reading. Let the reading help to strengthen your UU identity development throughout your time in seminary. Make a plan to read relevant books as part of your classes and incorporate your reading into your projects and papers. You can find the reading list in the Appendix pages 20-42 of the Ministerial Fellowship Committee Requirements. [https://www.uua.org/careers/ministers/becoming/prep-stages](https://www.uua.org/careers/ministers/becoming/prep-stages)

As you work with your advisor to plan your courses, internships or field work for each semester, it helpful to review the MFC coursework and reading list for each area of competence to decide which classes you want to take. Each semester, you can update the MFC forms to document your coursework, readings, relevant field work, workshops, trainings, volunteer or professional experience.

CPE (Clinical Pastoral Education), and parish ministry internships require applications, and some are competitive, so it helps to plan ahead.

**MFC Areas of Competence for UU Ministry**

**One: Worship and Rites of Passage**

**Required courses**: Preaching/Worship Arts; Liberal and/or Liberation Theologies

**Required course content**: Multi-religious Studies

**Optional courses**: Visual Arts, Music Studies

**Two: Pastoral Care and Presence**

**Required courses**: Pastoral Care

**Required course content**: Sexual Misconduct Prevention/Professional Boundaries; Ethics

**Optional courses**: Advanced CPE; Counseling;
Cross-Cultural Counseling; Human Development; Family Systems; Sexuality Issues for Religious Professionals

Three: Spiritual Development for Self and Others

Required courses: Religious Education Theory; Method/Practice; Hebrew & Christian Scriptures

Optional courses: Multi-Religious Spiritual Practice; Spiritual Direction; Philosophy; Child Development

Four: Social Justice in the Public Square

Required courses: Religious Ethics; Anti-Racism/Anti-Oppression/Multiculturalism

Required course content: (Choose four) Community Organizing/Social Change Theory; Public Leadership; UU History of Prophetic Witness; Justice Theory; History of Oppression; LGBTQI Studies; Gender Studies; Feminist Studies; Disability Studies; Postcolonial Theory; Ethnic Studies; Environmental Justice; Peace Studies

Five: Administration

Required courses: (Choose one) Church Administration; Nonprofit Management and/or Leadership

Required course content: Stewardship/Fundraising

Optional course content: Social Entrepreneurism; Marketing; Strategic Management

Six: Serves the Larger Unitarian Universalist Faith

Required courses: UU History; UU Polity; History of Christianity

Recommended experience: Volunteer service at the UUA regional or national level

Optional courses: Advanced UU History Research/Scholarship; Global Studies;

Seven: Leads the Faith into the Future

Required courses: World Religions

Required course content: Youth/Young Adult Ministry; Multicultural Studies; Multi-Religious Approaches to Ministry

Optional courses: Entrepreneurial Ministry; Generational Studies; Media and Social Networking; Radical Hospitality; Global Studies

E. Don’t wait to start the process of becoming an Aspirant

It is to your advantage to be in Aspirant status before mid-April of your first year in seminary. This will make you eligible to apply for annual UUA scholarships by the deadline of April 15. As an Aspirant, you can join the UU Ministers Association in time to register for UU Ministry Days (held in June, just before General Assembly) and can participate in the UU Ministerial Formation summer seminarian retreat – free retreat and reimbursed travel.

To become an Aspirant, you will need to be interviewed by a UU minister in preliminary or full fellowship, be sponsored by a congregation, and send in some paperwork, including a criminal background check. Details can be found here - https://www.uua.org/careers/ministers/becoming/prep-stages

F. Apply for UUA Scholarships – annual deadline is April 15th

https://www.uua.org/careers/ministers/becoming/scholarships
You must be in Aspirant or Candidate status to apply.

G. Career Assessment

The required career assessment, which is part of achieving Candidate status, is a more comprehensive personal, emotional, and psychological evaluation than the name implies. It is required for all Aspirants at centers accredited by the Ministry Development Council.

http://www.uua.org/careers/ministers/becoming/mfc-approved-career-centers

A Program Assistance Grant of $1,000 from the UUA is available to offset the costs of the career assessment – which run between $1450 - $2000.

The UUA Ministerial Credentialing Office strongly recommends that Aspirants complete a career assessment as early in the process as possible.

“We recommend you make use of the career center reports by sharing the results with advisors, mentors, CPE and internship supervisors, and anyone else who is in a position to give you additional feedback about the suitability of your vocational goals. It is in your best interest to check out possible areas of concern or “growing edges” by engaging in honest conversation with people who know you well.”

H. Clinical Pastoral Education (CPE)

All UU ministry aspirants/candidates are required to complete a basic unit of certified Clinical Pastoral Education (CPE) and the evaluations will be included in the candidate packet. A directory of certified CPE programs is available from the Association for Clinical Pastoral Education, Inc., at www.acpe.edu or the College of Pastoral Supervision and Psychotherapy at www.pastoralreport.com

It is strongly recommended that you complete your CPE prior to meeting with the MFC, and many congregations prefer that their ministerial interns have completed their CPE before their internship. CPE is completed in a 10 to 12-week intensive program or in an extended unit. The MFC is willing to consider a CPE Equivalency when an aspirant or a candidate brings relevant experience and references. Please contact the UUA Ministerial Credentialing Director for further information. The St. Lawrence Foundation has funds available to offset the costs of the CPE tuition. For more information, please go to: http://www.nyscu.org/SLFTE/

I. UU Ministerial Internships

An internship is an opportunity to grow into the identity and role of a minister. Full time internships must be for at least nine months. Part-time internships typically extend over a total of 18 months at a minimum of 15-20 hours per week. On site weekly supervision is to be provided by a UU minister in full Fellowship. For community-based internships, if the supervisor isn’t a Unitarian Universalist minister in full fellowship, a UU minister in full fellowship must be available for consultation and reflection and serve as a member of the intern committee.

To express your interest in finding an internship, go to the UUA’s Internship Clearing House. There you can create a Prospective Intern Profile so that congregations and organizations looking for an intern can contact you. You can also read profiles from internships sites: congregations, community ministries and hybrids (a combination of congregation and community or campus ministries) to see what
internships and salaries being offered.  
http://www.uua.org/careers/ministers/becoming/internships/

Sometimes it is possible to create a new internship opportunity at a site that is not currently listed on the Internship Clearing House by cultivating relationships with UU Ministers whom you admire and asking about an internship opportunity.

For additional help finding congregational internships, consult with your advisor. You may also seek assistance from the Rev. Tera Klein, Parish Internships Coordinator at SKSM, tklein@sksm.edu.

Begin thinking about possible internships as soon as possible. Many congregations’ deadlines for internship applications are close to a year in advance, some with applications due as early as October 30th. For those who are planning to do a parish ministry internship in 2021-2022, this fall is the time to create and post your Prospective Intern Profile.

J. Resources for UU Seminarians

UU Ministers Association (UUMA)  
http://www.uuma.org

The UUMA is the professional association for UU Ministers. The mission of the UUMA is to nurture excellence in ministry through collegiality, continuing education, collaboration, and a commitment to anti-racism, anti-oppression and multi-culturalism.  
View a welcome video and find information for new members here:  
https://www.uuma.org/page/new_members

Seminarians are eligible to join the UUMA when they reach Aspirant status in the UUA ministerial credentialing process. Acceptance of membership in the Unitarian Universalist Ministers Association entails agreement by the member to abide by the UUMA’s Constitution & Bylaws and the Guidelines for the Conduct of Ministry.  
Annual dues for Aspirants and Candidates start at $125, depending on income level. Members experiencing severe financial hardship or full disability may apply for a full or partial dues waiver at:  
https://www.uuma.org/page/dues_waiver

Don’t let finances get in the way of joining!

Seminarians who have joined the UUMA are able to participate in the UU Ministerial Formation Network (including a free annual retreat), attend UUMA chapter retreats, Ministry Days prior to General Assembly, the Institute for Excellence in Ministry and other UUMA programming.

UUMA Chapters  
https://www.uuma.org/members/group_select.asp?type=6495

There are 24 chapters in the UUMA. In addition to geographical chapters, there are chapters for People of Color in Ministry, UU Military Chaplains, and Community Ministers. It is possible to belong to more than one chapter.  
Connecting with a UUMA chapter can help you build a foundation of collegial connection. You can join a chapter as soon as you are in Aspirant status with the UUA’s ministerial fellowshipping process and have become a member of the UUMA.

Chapters offer retreats, a list serve, and other opportunities for collegial support and continuing education.

The Pacific Central UUMA, which includes the SF Bay Area, extends a warm welcome to SKSM
students. Check out the website for a list of upcoming retreats, ordinations and other events of interest.  

http://www.pduuma.com

UUMA Affinity Groups
https://www.uuma.org/members/group_select.asp?type=8074
The UUMA offers eight groups for those who share common traits or interests. Some examples include: Pastor Parents, Urban Ministries, UU Clergy Recovery, and Prison Ministries.

UU Ministerial Formation Network
https://www.uuma.org/page/mfn

Students preparing for or considering UU ministry are encouraged to participate in the UU Ministerial Formation Network, sponsored by the UU Ministers Association (UUMA) and Unitarian Universalist Association (UUA). The UU Ministerial Formation Network offers each participant: discernment support, collegiality, and supplemental education. Seminarians who are members of the UUMA are eligible to participate. To be a member of the UUMA, you must be in Aspirant or Candidate status in the UUA’s ministerial credentialing process.

UU Ministerial Formation Network
Discernment Support
Participants can choose to receive their discernment support from either an individual Vocational Advisor or through a group experience (on-line or in-person). Discernment Groups start in October and run through May. Please register for a group through the UU Ministerial Formation Network website in August or September.
Rev. Jacqueline Duhart also offers monthly UU Ministerial Formation Discernment Group for SKSM students. Please send her an email if you would like to participate – jduhart@sksm.edu
Meeting times are set to best accommodate the schedules of interested SKSM students, and you do not need to be an Aspirant or member of the UUMA. SKSM students matriculating in the spring semester are also welcome to join.

For those who would like the support of others who share one or more aspects of their identity, the UU Ministerial Formation Network (through the UUMA) also offers identity group options, for example:

- People of Color
- Trans*/Non-Binary
- Geographically Isolated
- Community Ministers
- People with Disabilities
- People with Working-Class Backgrounds

They also offer the option for participants to specify identity preferences for their individual Vocational Advisor. We cannot guarantee our ability to make identity matches, but we will do our best.

UU Ministerial Formation Network
Collegiality (Free Retreats!)

MFN Participants are invited to at least one in-person retreat each year they are enrolled in the program. Like other aspects of the program, attendance at the retreat is free of charge.

Participants can attend a retreat near them, or one of the retreats connected to other programming:

  Usually in March. This UUA-sponsored retreat welcomes UU religious professionals who identify as Black, Indigenous, people of color, Latina/o, Hispanic, Asian/Pacific Islanders, Middle
Easterner, and/or multiracial and multiethnic.

- **Pre-UUMA Ministry Days (which are prior to the UUA General Assembly):**
  Open to all MFN participants who have not attended an earlier retreat. (Note: this can also be an opportunity to fund your travel to GA).

**UU Ministerial Formation Network Supplemental Education**

Drawing on research about the transition into ministry, the UU Ministerial Formation Network offers webinars each year on a variety of topics. Participants may choose which webinars are most relevant to their own learning goals.

**Note:** SKSM students who are not yet Aspirants and/or members of the UUMA can participate in a more modest level of Ministerial Formation Network programming, including a retreat at Camp DeBenneville Pines (near LA) as well as the monthly SKSM Ministerial Formation Discernment Group. Touch base with SKSM Chaplain, the Rev. Jacqueline Duhart to get connected.

**K. Resources for UU Students of Color**

**Finding Our Way Home Annual Retreat**
Welcomes religious professionals who identify as African, Caribbean, Native/American Indian, Asian and Pacific Islander, Latinx and Hispanic, Middle Eastern/Arab, Multiracial and Multiethnic Unitarian Universalists. This retreat is hosted annually by the Multicultural Ministries staff and is a gift from the Diversity of Ministry Initiative. Ministers, religious educators, seminarians, and musicians gather to share in fellowship, collegial support, service, and deep personal connections. More info here: https://www.uua.org/multiculturalism/finding-our-wayhome-retreat-religious-professionals-color

Introduce yourself to Rev. Michael J. Crumpler, the UUA’S Director of LGBTQ and Multicultural Programs mcrumpler@uua.org

**Subscribe to Catalyst** the UUA newsletter from Multicultural Ministries

**DRUUMM (Diverse Revolutionary UU Multicultural Ministries)**
http://www.druumm.org

DRUUMM is a Unitarian Universalist People of Color Ministry and anti-racist collective bringing lay and religious professionals together to overcome racism through resistance and transform Unitarian Universalism through our multicultural experiences. Seminarians are welcome to participate in DRUUM activities.

**Black Lives of Unitarian Universalism**
www. BlackLivesUU.com

BLUU provides information resources and spiritual support for Black Unitarian Universalists and works to expand the role and visibility of Black UUs within our faith.

**UU Seminarians of Color**
This group serves as a networking and support opportunity for seminarians who identify as people of African descent, Caribbean, Native/American Indian, Asian and Pacific Islander, Latina/o and Hispanic, Middle Eastern/Arab, Multiracial and Multiethnic Unitarian Universalists.
L. UU Resources for Trans Seminarians

TRUUsT: Transgender Religious Professional
UU Together
https://transuu.org/

Are you a Unitarian Universalist religious professional (including seminarians) who is transgender, genderqueer, gender fluid, non-binary, two spirit, intersex, agender, bigender, third gender, neutrois, transsexual, and/or otherwise marginalized in terms of gender identity? If so, you are warmly invited to join TRUUsT! Some of us are fully public about our gender identity, some of us are partially public, and some of us are not at all public. We have members from the United States, Canada, and Europe.

TRUUsT advocates for the gifts, safety, liberation, and leadership of trans religious professionals in Unitarian Universalist ministries and institutions. Their work to counter oppression includes but is not limited to dismantling racism, sexism, ableism, heterosexism, homophobia, biphobia, transphobia, classism, ageism, colonialism, and sizeism. No matter where you are on your journey or how open you are about your gender identity/experience, TRUUsT welcomes you. https://transuu.org/join-us

For more information contact: multicultural@uua.org.
# Community Policies

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Students with Disabilities Policy

Starr King School for the Ministry aims to provide equitable access to educational opportunities and resources for all students. The Dean of Students oversees the process of requesting and accessing accommodations at Starr King and throughout the GTU and your SKSM Advisor can assist you in planning a course of study.

Accommodations for Students with Disabilities

Request for Accommodations form:

This policy strives for consistent and equitable student access to educational opportunities at Starr King and 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 diagnose 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.

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

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**Policy for Protection of SKSM Students from All Forms of Sexual Misconduct**

**Temporary Supplement to Sexual Misconduct Policy – August 2020**

**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
Standing Sexual Misconduct Policy

I. 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.

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
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 Coordinators are the persons 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
2441 Le Conte Avenue
Berkeley, CA 94709
510-549-4729 (office) or cschelin@sksm.edu

Title IX Deputy Coordinator at SKSM
Rev. Dr. Meg Richardson, Associate Dean of Faculty
2441 Le Conte Avenue
Berkeley, CA 94709
510-549-4705 or mrichardson@sksm.edu

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. 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
• Sexually-based stalking and/or bullying.

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 cohabiting with or has cohabited 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.

VI. DEFINITIONS:

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

1. **Consent** means “affirmative consent,” which means affirmative, conscious, and voluntary agreement to engage in sexual activity. 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:

- The Respondent’s belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
- 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:
  - The Complainant was asleep or unconscious.
  - 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.
  - 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.

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.

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: 1-800-656HOPE (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.

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 one of the Title IX Coordinators:
  - Rev. Dr. Christopher Schelin, Title IX Coordinator: cschelin@sksm.edu
  - Rev. Dr. Meg Richardson, Deputy Title IX Coordinator: mrichardson@sksm.edu

- 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-sexualmisconduct/

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

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)
  2606 Dwight Way
  Berkeley, CA 94704
- Church Divinity School of the Pacific (CDSP)
  2451 Ridge Road
  Berkeley, CA 94709-1211
The following is a list of additional schools that offer cross-registration to SKSM students:

- Dominican University
  50 Acacia Avenue
  San Rafael, CA 94901
- Holy Names University
  3500 Mountain Blvd
  Oakland, CA 94619
- Mills College
  5000 MacArthur Blvd
  Oakland, CA 94613
- University of California at Berkeley
  Berkeley, CA 94720

D. 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.

E. 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.

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.

G. 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.

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.

I. 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).

J. Office for Civil Rights
You may also file a complaint with the Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
San Francisco, CA 94102
phone number (415) 556-7000.
http://www2.ed.gov/about/offices/list/ocr/complaintintro.html

VIII. INTAKE MEETINGS
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.

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.

X. RESOLUTION

The investigative report will be forwarded to the Title IX Coordinator of SKSM. They 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. The 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.

**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?

**XII. 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 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.

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 Coordinator 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

Bay Area Resources
- 911 – Police
- City of Berkeley Police Department: Emergency (510) 981-5911
- Alameda Health System – Medical counseling for victims of sexual assault and domestic violence at Highland Hospital, Oakland, and other locations. Visit http://alamedhealthsystem.org/services and select “Medical Counseling” in the alphabetical menu. Highland Hospital 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 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.

Nationwide Resources
- 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 (office) or cschelin@sksm.edu
  - Deputy Title IX Coordinator: Rev. Dr. Meg Richardson, 510-549-4405 (office) or mrichardson@sksm.edu

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

Other Bay Area Resources
- The Interfaith Counseling Center of the Bay Area - Trained and licensed therapists and counselors are available. 2345 Channing Way, Berkeley, CA 94709 https://www.interfaithcc.org/ (510) 225-5595
- 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.
Reporting a Bias Incident

For Emergencies: If a crime is in progress or has just occurred, please dial 911.

For Sexual Misconduct: In cases of sexual harassment, discrimination, or assault, please use the reporting form available here: https://www.sksm.edu/reporting-sexual-misconduct/.

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. 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.

Social Media Use

This policy is crafted to assist Starr King School for the Ministry (SKSM) employees, students, alumni and friends remain in right relationship as they manage or interact with various social media platforms, both those that are authorized and operated by Starr King personnel as well as those that are independent of the school. This policy provides guidelines for respectful, just, and constructive behavior that should be followed by persons whose social media use impacts the community life of the school or represents the school to the larger world.

Social media provides tremendous opportunities for effective engagement, deep interaction, and quick communication. At the same time, it is well known that social media use may encourage impulsive and unethical expressions that are otherwise avoided in more direct forms of interpersonal engagement. These guidelines are written not to curtail participation in social media but to foster interactions based on our commitment to bless the world with the spirit of love, in the words of our Starr King Chalice Lighting.

This policy is applicable to all social media platforms, including but not limited to: Facebook, Twitter, YouTube, Instagram, Flickr, LinkedIn, and personal blogs.

All faculty, staff, students, alumni, and friends of the school are expected to conduct themselves in accordance with the guidelines stated below. SKSM reserves the right to delete postings on school-maintained sites that violate
these guidelines. Employees and students who engage in libelous or illegal behavior may be subject to further disciplinary action.

GENERAL GUIDELINES FOR BEHAVIOR

- **Adhere to the general standards for conduct as reflected in the Starr King School Covenant.**

- **Embody the philosophy of Educating to Counter Oppressions and Build Just and Sustainable Communities.** As members of the Starr King community, we will be what we want to see, shelter prophetic witness in the world, counter white supremacy, and work for the common good.

- **Communicate with honesty and accuracy.** Please verify information before you post. Link to original sources of information. Starr King employees should be aware that comments on social media can be interpreted as official statements or positions of the school unless they are qualified.

- **Treat others with respect.** Be considerate of differing viewpoints and use considerate language. Libelous comments and discriminatory or harassing language will not be tolerated.

- **Maintain confidentiality.** Do not share or disclose confidential, proprietary, or personal information about Starr King faculty, staff, students, or alumni. This includes the following:
  - Personally identifiable information, which may consist of protected health information, home address and contact information, social security numbers, and financial transactions.
  - The educational records of any student enrolled at Starr King or another institution, in accordance with our FERPA Policy.
  - The content of personal communication between individuals, including face-to-face conversation, phone calls, text messages, or emails, without the express permission of those involved.

- **Protect copyright and intellectual property rights.**

- **Complaints against other members of the Starr King community are best handled through direct address as well as formal channels for reporting, rather than on social media.** The following channels have been instituted by Starr King for equitable review of and response to conflict and/or unethical behavior:
  - The Policy for Academic or Personal Disputes
  - The Policy for Sexual Misconduct
  - The Policy for Reporting Bias Incidents

- **Questions about school practices and procedures are best answered outside of social media.** When you seek clarity from the school about a particular topic (e.g., submitting petitions to graduate or designing SKIL courses), the proper approach to obtaining an answer will be consulting the Student Handbook and directly contacting SKSM employees who can provide the needed assistance, such as an academic advisor, the Dean of Faculty, the Dean of Students, etc.

- **Be safe.** Monitor your social media accounts to prevent or limit access by an unauthorized person. Be cautious of “phishing” schemes that attempt to
secure your username and password. Always log out of your account when using public computers.

- **Celebrate!** Social media increases opportunities for community members to share joys, offer congratulations, and encourage one another in their efforts to seek justice and practice compassion.

### ADDITIONAL GUIDELINES FOR EMPLOYEES

Faculty and staff of SKSM should follow the guidelines as stated above, plus:

- **Remember that they are representing **Starr King** insofar as they identify as an employee on various social media platforms.**

- **Avoid giving the impression that they speak or act on behalf of SKSM when they express their private opinions.**

- **Do not use external social media to provide official notification of school business.**

- **Discern appropriate boundaries for connecting with students on social media.** Starr King does not categorically prohibit practices that link the social media accounts of faculty and staff with those of students, such as accepting “friend requests” on Facebook or “following” Twitter feeds. However, employees should carefully evaluate whether such connections may generate conflicts of interest that impinge upon the performance of their duties; e.g., grading, agreeing to write letters of recommendation, enforcing disciplinary policies, etc.

### 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.

Policy on Public Nudity

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

Policy on Hazing

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

Section 32050, California Education Code

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

Intent and Spirit of Hazing Policy

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

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 Dean of Students.

Policy on Ejecting/Throwing Objects

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

Policy on Firearms, Weapons, Pyrotechnics, & Explosive Devices

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

The use and/or possession of firecrackers, fireworks, sparklers, and/or other explosive devices are not permitted on campus or in the city of Berkeley. All items will be confiscated and/or destroyed.
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 Vice President of Finance and Administration 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/

Policy on Smoking
Starr King School for the Ministry is a no smoking facility. Berkeley law requires that smokers stand not less than 25 feet from the main entrance way of the building when smoking outside, and to stand at least 25 feet away from all windows and doors of neighboring buildings. Smokers are expected to dispose of their cigarette butts appropriately. If you are in the courtyard smoking we request that you do so closer toward the parking lot, as many staff members have extreme allergies. Please be courteous.

Policies for Use of Scents
Use of Scents, Incense, Scented Candles, etc.

While scents have a long history in culture and rituals around the world, we also know that, today, some people experience environmental sensitivities which impede them from being in the presence of scents. When using scents, incense, scented candles, and the like, please be mindful of who is in your group, the ventilation availability in your space of choice, and the amount of the scent you are choosing to use. Additionally, we ask that you consider having a special, designated area for those who are overly sensitive to scents, especially if your event involves a large group of people. Another possibility is including smells in your event by passing herbs/spices in a small box that can be inhaled or smelled by those who wish to participate, while protecting those who do not wish to participate.

Flowers
Live flowers are welcomed into the Starr King building for all purposes. However, YOU are responsible for caring for the flowers, including watering them, changing the water in the vases, and disposing of the flowers prior to their wilting, becoming moldy or dying. Please care for the flowers that you bring or take them home with you following the ritual/activity for which they were used.

Academic or Personal Dispute Policy

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

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

a. a final written evaluation of a student’s work in a course
b. a Pass/fail decision,
c. an Incomplete decision,
d. a decision re: amount of credit to be awarded for a write up.

e. a decision on a letter-grade for a course (if a letter grade had been requested)

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 appeal and any supporting materials provided, the dean of the faculty will make a decision in writing and communicate this decision to you.
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:
Plagiarism: What It Is and How to Recognize and Avoid It:
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

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 his or her own school in regard to possible consequences within the context of the course (e.g., failing grade on the assignment, failing grade for the course, etc.).
4. The student’s school will be responsible for following its own policy in regard to possible consequences beyond the context of the course (e.g., warning, academic probation, expulsion, etc.)
## Community Life

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Dean of Students

A warm welcome to our new students!

Each incoming class of students creates new chapters in the story that is Starr King School for the Ministry. Your contributions will help to shape this learning and growing community, not only while you are here, but for those who will follow.

Someone once said, “we move forward at the speed of trust”. I have found this to be true. Trust grows when start to learn each other’s stories.

Starr King is full of remarkable people. In the midst of your busy life as a seminarian, I want to encourage you to make time for one on one conversation with your fellow students. The friends you develop in seminary will be your colleagues for years to come.

To help you navigate the complexities of a new institution, each new student is assigned a Welcome Buddy for the first semester of school.

Don’t hesitate to ask questions! Your Welcome Buddy can help you to get started. New students are also organized into small Cohort Groups that meet once or twice a month, online or in-person. Cohort Groups are another way to build community and mutual support.

I also look forward to meeting each of you. Please don’t hesitate to email me about scheduling a one-on-one conversation over Zoom.

Seminary can be challenging, both academically and in our personal and spiritual lives. If you need someone to talk to, or would like a referral to other resources, please don’t hesitate to be in touch.

You can reach me at cschelin@sksm.edu or 510-549-4729.

Wishing you all the best,

Rev. Dr. Christopher Schelin
Dear entering Starr King Students,

Welcome. As the current student, faculty, staff, and graduates know, you have put in a lot of work and discernment to get here. For many, it has even been a long journey and may have even come at some great expense to your everyday life. This can also be a scary or exciting time. As a quote that I adore, I invite you to take it to heart from photographer Erada Svetlana, "If it is both terrifying and amazing, then you should definitely pursue it." So, welcome, and congratulations on stepping into the unknown - the terrifying and the amazing. May this be a positive, affirming, life-changing experience. We are incredibly grateful that you are on this journey with us. My name is Matthew J Waterman, the Student Body President for this 2020-2021 academic year, and I am so elated to help welcome you to this very special place.

Soon, you will be crossing a threshold - one that has been theoretically been crossed by many, a threshold that is beloved and held dear to many. This threshold is one that has transformed lives in many beautiful ways. However, this threshold is also one that nobody has crossed before. This threshold is being crossed virtually as you start this process from wherever you are in the world, right now amidst this pandemic as we hold all courses virtually to protect the most vulnerable amongst us. This threshold is also one that we have not crossed before, one that we will cross together as we leave our home for the past 78 years on Le Conte Ave, as a part of "Holy Hill" in North Berkeley. We will jointly be crossing a threshold as we move collectively to our new home on Mills College Campus in East Oakland. I anticipate that this will be the first of many thresholds that we will cross together both as seminarians and as colleagues.

We are so glad that you are here. May we co-create a student body that visions for the future, fights for our beloveds, and cares for each other. I, and Mathew Taylor, our Student Body Vice President, and the entire student body government look forward to getting to know each of you and supporting you on your path. Please know that we are here if you need us.

With gratitude and love,

Matthew J Waterman - Student Body President 2020-2021
Starr King School for the Ministry Student Body Bylaws

(Amended 11/21/2017)

Article 1: Name

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

Article 2: Purpose

A. The purposes of the Student Body shall be:

1. To strive to counter oppressions and to work toward a more just community in all our endeavors.

2. To provide leadership development opportunities for students preparing for religious leadership.

3. To promote understanding of student interests to the faculty and staff of Starr King School for the Ministry (herein referred to as SKSM) and the Graduate Theological Union (herein referred to as GTU).

4. To represent student interests at SKSM and the GTU.

5. To enhance student life while in seminary by supporting and nurturing each other’s spiritual life and responding to our need for fun.

6. To provide learning opportunities for stewardship of student body resources and SKSM.

7. To nurture the freedom and integrity of the questioning mind and loving community and embrace all persons of diverse backgrounds.
8. To encourage the development of a spirit of interdependence, responsibility, and integrity.

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

Article 3: Meetings
A. Regular meetings will be held at least once per month during the regular semester. The full student body of SKSM will be notified of meetings by email and postings at least 7 days prior to any student body meeting. The agenda of said meeting shall be organized by the Executive Committee and is to be included in the posted notification of the meeting.

B. Each meeting shall include approval of the previous meeting’s minutes, a treasurer’s report, reports from representatives to committees, and any other business as necessary.

C. A quorum of the Student Body for the purposes of voting shall be constituted of ten percent (10%) of the Members eligible to vote present at the time of a vote either online, on phone, or physically present, or by absentee ballot.

D. Student Body business will be conducted by those voting members present at meetings. Absentee voting shall be allowed on Student Body Business, should a voting member of the Student Body not be able to be present on the day of voting. In the event of absentee voting, votes must be put in writing and given to the Student Body Secretary no later than 5:00 PM Pacific Time the day prior to the Student Body Meeting. Votes may be handwritten or sent and received via email. The Secretary will not share the results of the vote until the time in the meeting at which it is appropriate.

E. The Student Body shall strive for consensus in all of its business decisions, with the exception of financial matters. In all financial matters, decisions shall be made by vote requiring approval by a simple majority of the quorum.

F. An additional meeting may be called by any three voting members of the Student Body or the President or Acting President. Notification of additional meetings shall be conducted 7 days in advance, in the same manner as regular meetings.

G. No Student Body meeting will be held if there is no access to the meeting for low residency student’s, participation via Internet or phone.

Article 4: Voting Membership
A. All students enrolled in a degree-granting program at Starr King School for the Ministry including Executive Committee members, are voting members of the Student Body. Students on leave-of-absence who have not withdrawn from the school may still vote.
Article 5: Officers

A. Student Body officers have joint responsibility for planning and coordinating Student Body activities, as directed by the Student Body. The term of office shall be one year. In the instance of resignation or absence of officers for two months or more from Student Body and/or Executive Committee meetings or leave-of-absence from SKSM, the executive committee shall appoint a person to fill the vacancy until the next formal election. Specific duties are:

1. President(s): Student Body representative to the administration; appoints special student task force chairpersons; prepares meeting agendas and posts notice of meetings; presides at (facilitates) meetings, attends monthly faculty meetings, and helps plan the All-School Meetings.

2. Vice President(s): Performs functions of the President(s) in the event of Presidential absence. Coordinates other activities and projects as deemed appropriate by the Executive Committee and/or Student Body.

3. Secretary: Responsible for recording minutes to ensure a written record of proceedings; maintains a file of the last three years of minutes; reads minutes of the previous meeting; prepares a copy of the minutes to be posted one week after the previous meeting.

4. Treasurer: Maintains treasury; collects dues; writes Emergency Student Loan Fund checks and receives loan repayment; keeps a written record of all transactions. The treasurer shall prepare a proposed annual budget in September for approval by the Student Body and recommend a sliding scale dues amount. At the last meeting in May the treasurer shall present a final yearly budget statement.

5. Social Justice Coordinator: coordinates a Social Justice meeting at least once per semester, monitors and approves funding for student projects, acts as conduit for coordinating justice activities and may plan such events.

6. Executive Committee: all officers are members of the Executive Committee and are to attend Executive Committee and Student Body meetings unless excused by the President. i. Absence from meetings for more than two months requires replacement. ii. Emergency Student Loans must be approved by a majority of the Executive Committee (minimum of three).

Article 6: Election Procedures

A. Election Committee:

1. The Election Committee will consist of one out-going Student Body Officer, one faculty or staff member, and one Student Body member who is not currently an officer or running for office.

2. The Student Body will select the election committee at a regular meeting.

3. The Election Committee will be responsible for the issuing of ballots, and the collecting, counting, and reporting of votes.

B. Nominations:

1. Members of the Election Committee will accept nominations for Officers of the Student Body and Representatives to school committees, between the 2nd Monday of March and the Friday before spring break, noon PST.

2. No person will be nominated for a position without that person’s prior consent.

3. A nominee must be enrolled at SKSM for the entire term of the elected position and provide written date of intended graduation.
4. A list of those nominated will be prominently posted within 1 business day of the close of the nomination period.

5. No nominee will begin campaigning prior to Campaign Season.

C. Campaign Season:
1. Campaign Season will extend from Monday after nominations have closed until the elections.
2. Campaigns will not slander opponents.

D. Voting:
1. Voting for officers of the Student Body and Elected Committee Members will be held throughout the first full business week of April.
2. Each voting member, as defined in Article 4: Voting Membership, will be allowed one vote.
3. All voting will be by secret ballot, except in the case of absentee ballots. If a student needs an absentee ballot, they must request one no later than Tuesday 5 PM of election week. Absentee ballots must be returned to designated Election Committee Member by Friday 5 PM of election week.
4. Ballots will contain a space for write-in candidates for each available position.
5. The Election Committee will be responsible for tallying the votes, informing all contenders, and posting the results within 1 business day of the close of elections.
6. Instant Runoff Voting. In each contest, voters will designate first preferences and subsequent preferences. If no candidate receives a majority, the candidate with fewest first preferences is eliminated and the secondary preferences on ballots for that candidate are recounted with the existing first preferences. This procedure is repeated until a candidate receives a majority and is elected to office. In contests filling multiple positions, the procedure is repeated until just the number of candidates remains to fill the positions, who are elected to office.

Article 7: Committees
A. Executive Committee: The Student Body officers constitute the executive committee.
B. Elected Committee Members: The Student Body will elect the following members to the following faculty-sponsored committees:
   i. Admissions and Scholarship Committee: Two student members will each be elected for one-year terms.
   ii. Curriculum Committee: Two student members will each be elected for two-year terms. Their terms shall be staggered.
   iii. Board of Trustees: Two student members will each be elected for two-year terms. Their terms shall be staggered.
   iv. Special Task Forces: Special Task Forces may be approved by the Student Body at any time. These task forces shall be appointed for a specific purpose to achieve a certain function or goal. Upon the completion of their task, the task force will be disbanded.

C. Elected Committee Members and Student Body Officers are expected to be represented at all Student Body meetings unless excused by the President, and to submit written updates and/or reports to the Secretary at least two (2) days prior to Student Body meetings to assure time to distribute reports to all students in advance.

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

The Starr King Student Food Pantry

Purpose:

In recognition of the growing economic inequality in the world and therefore the economic struggles faced by all students, and in living out the Unitarian Universalist values of countering oppression and creating just and sustainable communities, the SKSM Student Food Pantry is a direct response to the need among the student population for more resources to fight food insecurity, the lack of access to nutritious food.

Mission:

To provide free nourishing food to SKSM students who may go hungry due to lack of sufficient income or access to food - in particular by providing food for low-residency students who are at the school for intensives in August and January.

Policy:

All enrolled SKSM students are eligible to access the free Student Food Pantry located on the bottom floor of the SKSM building next to the student lounge. Donations of food and money are not required but accepted.

The Vice President of the Student Body shall be responsible for ensuring the food pantry is stocked with items to prepare quick, healthy meals during the intensive periods. They may do this purchasing themselves, or by delegating the task to someone else who is better able to do the shopping. The Treasurer of the Student Body will reimburse whomever stocks the food pantry within the budget allocated. Any students interested in helping purchase food should contact the Vice President.

This policy formally adopted by the Student Body on May 3, 2018.

Emergency Student Loan Fund

Guidelines
The Student Body budget will include an emergency loan fund for students. The following guidelines have been used for several years.

1. Emergency loans to students must be approved by at least two members of the Student Body Executive Committee. An officer seeking a loan must get the approval of two (2) other members of the committee.
2. Students should contact the Treasurer or other member of the Executive Committee if they wish to request a loan.
3. Emergency loans may amount to no more than $400 per student per loan.
4. Students requesting loans will be asked to sign a form acknowledging the receipt of their loan and outlining their repayment plan. Repayment will be expected within twelve (12) months of the loan.
5. Students are expected to repay loans within the scope of their repayment plan. Renegotiation may be accepted.
6. Loans are made interest free.
7. Loans will not be made if granting the loan will reduce the balance in the Student Body account to less than $500.
8. Loan recipients with outstanding loans will be urged to repay them by the SKSM Student Body Treasurer. Students with outstanding loans or
unpaid student activity fees are not eligible for loans. Arrangements may be made to have fees deducted from the amount of a loan. For example, a student granted a loan of $200 would receive $180 (if the student activity fee were $20) and repay the entire $200. Emergency Student Loan application forms can be found on the student forms page of the Starr King website: https://www.sksm.edu/resources/student-forms/

Spiritual Care at Starr King

Spiritual Care and your seminary education are ideal partners. Your seminary education includes a spiritual journey of growing your soul and developing practices and skills for a life of serving something larger that “self”. This spiritual journey can be seasoned with profound questions, perplexing doubts, dizzying confusion, blissful “ah ha”s, overwhelming joys, multilayered transitions, changing relationships and much, much more. Maybe your journey is just beginning or maybe you have been on your journey for decades. Spiritual journeys usually have a defined starting point; they may start, get stuck, stop and begin again. Some may say that spiritual journeys have a definite end; at our death. Regardless of where you are on your journey, regardless of your faith or no faith, regardless of where you have been or where you hope to go, spiritual care can offer you nourishment along the way.

Spiritual journeys are long haul heart processes of:

- Awareness, Connections, Actions
- Listening, Discernment, Letting Go, Welcoming
- Meaning making, Reflection, Sacred Stories
- Transformation, Wisdom
- Self-Growth, Spiritual Growth
- Personal Presence, Sacred Presence
- Noticing, Naming, Nurturing

During your seminary education you may need support, guidance, encouragement and opportunities to share your discoveries and challenges. Spiritual Care offers you one-to-one support and cohort groups facilitated by Pastor Jacqueline Duhart, an ordained Unitarian Universalist minister and certified Spiritual Director. Prayer, meditation and movement groups will be offered as needed. To learn more about Pastor Jacqueline please visit https://moretounfold.com/.

Cohort and Peer Support Groups

Your seminary education is not a go-it-alone endeavor. You invite your family, friends, and communities of spirituality and activism to support you in this journey to fulfill your calling. Your fellow students are the companions who walk most closely with you on this path. There are many opportunities to connect and share life with your peers. One way we cultivate community among the students is the formation of Cohort Groups. As the name suggests, these are gatherings of members of an entering-student cohort in their first semester. Facilitated by the Director of Spiritual Services, these groups meet three times on Zoom. As a time of group spiritual formation and peer support, students share their spiritual journey, reflect on their initial experiences of seminary, and offer prayer and blessing to one another.
Cohort groups are not a required component of the degree program; nevertheless, entering students are fully encouraged to participate in their groups. Time and again they find that the group is a vital support for their initial foray into their time at Starr King.

The benefits of peer support and shared spiritual formation do not disappear at the end of the first semester, of course. Students may wish to continue meeting with their cohort group or form new groups for conversation, spiritual practice, and/or mutual accountability. Those who are interested in conducting peer support groups beyond the initial semester may contact the Director of Spiritual Services to request assistance. Students are also encouraged to draw upon the resources of the UU Small Group Ministry Network.

**Spiritual Direction/Companionship**

Spiritual direction (also known as spiritual companionship) is the practice of intentional encounter with another person or persons in order to share one’s story and deepen one’s personal spirituality or relationship with the divine or sacred. Trained spiritual directors accompany the person in need of a trusted ear, listening and asking questions to support reflection and spiritual growth.

**Spiritual Direction Networks**

- UU Spiritual Directors Network
- Spiritual Directors International

**Bay Area Spiritual Directors**

Three former SKSM students serve as spiritual directors in the Bay Area:

**Shannon Eizenga**
Shannon is a Starr King graduate with a certificate in Spiritual Direction from the Chaplaincy Institute. She has a rich artistic background and a deep spiritual practice rooted in diverse traditions. Shannon also currently serves as the Executive Director of the Gubbio Project, a ministry of shelter and hospitality in solidarity with persons living on the streets of San Francisco. You may reach Shannon through her website – shannoneizenga.com.

**Becky Leyser, Butterfly Kisses from God**
“Butterfly Kisses from God” describes how Becky feels when she feels in line with the Divine. She invites persons into spiritual direction who are interested in doing the work to become a better version of themselves. Becky specializes in working with seminarians and other religious leaders and has a seminarian rate. Call or text Becky at 925-216-4177 to schedule an initial complimentary session.

**Mary Foran**
Mary is a Starr King graduate with a certificate in Spiritual Direction from the Chaplaincy Institute. She is an affiliated community minister with the First Unitarian Church of Oakland. Mary meets people for spiritual direction at her home in Oakland, as well as by telephone and electronically. The first session is free. Contact: mpforan@earthlink.net or 510-926-2110.

**Gathering Together**

**Chapel**

Chapel at Starr King School for the Ministry serves two purposes. First, it is a time for the community – students, faculty, staff, alumni,
and friends of the school – to gather together for spiritual nourishment. Second, it offers a laboratory for improving students’ skills in worship leadership and for experimenting in new approaches to religious community in the digital age.

The Chapel program is divided into two patterns for services:

**August and January Vespers** are brief in-person services conducted on evenings during the periods when intensive courses are held. During Orientation week, the Threshold Ceremony is held in place of Vespers. These gatherings are accompanied by community meals or light refreshments.

**Tuesday Chapel** is an approximately 45-minute services conducted monthly on the first Tuesday at 11:00 am PT. These services are held exclusively online so as not to create a disjunct between low-residency and high-residency participation. You may participate in services via the Zoom link which is provided in *Starr King This Week* and on social media in advance of each Chapel.

The Chapel program is managed by the Director of Spiritual Services with support from Starr King faculty and staff. If you are interested in designing a Vespers/Tuesday Chapel service or serving in a leadership role, please contact the Dean of Students.

**Feast Nights**

Feast Nights embrace and welcome SKSM students, faculty, and staff, as well as their friends, partners, and children. Regular in-residence Feast Nights will be held at the beginning and end of each semester. Feast Nights can also be hosted by Starr King students who select themes and/or lead activities.

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

Hosts should expect to arrive at least an hour prior to the scheduled beginning of a Feast Night for food preparation and set-up. Hosts should also follow current guidance on using Starr King facilities.

It is a good idea to send an email invitation to the SKSM student listserv approximately 3 weeks before Feast Night, and then follow up with a reminder one week beforehand. A brief write-up inviting the whole SKSM community, including faculty and staff, should be sent to Starr King This Week (*StarrKing@sksm.edu*) by the applicable deadline. Please contact Dr. Christopher Schelin, Dean of Students (*cschelin@sksm.edu*) for more information, scheduling, or guidance.

**Team ECO**

Team ECO is an advisory body formed by the President to support the school in carrying out its vision of *Educating to Counter Oppressions and Build Just and Sustainable Communities*. This group,
consisting of staff, faculty, and student members, meets throughout the year to assess school efforts and make recommendations. Team ECO also serves as the responding body whenever a Bias Incident Report is filed.

Students who wish to share suggestions and observations with the Team may submit an email to teameco@sksm.edu. Applications are accepted for student members to serve on an annual basis. Reports of alleged bias incidents may be filed by completing the Bias Incident Reporting Form on the school website.

**GTU Connections**

*Outside of the present pandemic*, there are various opportunities to connect with the broader GTU student body. Each August, the GTU Student Services leadership hosts a **Welcome Barbecue** to bring together returning and new students from across the member schools of the consortium. As this occurs during the August intensive period, it is possible for nonlocal Starr King students to attend. Both meat and vegetarian/vegan options are served. Later in September there is an **Opening Reception for Students, Faculty, and Staff of Color**. In May, the GTU holds a **Service of Blessing for Graduates of Color and International Students**. High-residency students have the option of attending workshops, lectures, exhibits, and social gatherings at the various GTU schools and centers throughout the academic year. Please visit the Events page of the GTU website for details.

**Worship Services at GTU Schools and Centers**

**Berkeley School of Theology (BST), Clyborne M. Hill Chapel, 2606 Dwight Way, Berkeley - Monday 6 - 6:45 pm**

**Church Divinity School of the Pacific (CDSP)**
All Saints Chapel, 2451 Ridge Road, Berkeley
Morning Prayer: Mon., Thurs., Fri. 8:30 am
Eucharist: Tues., Wed. 8:30 am, Thurs. 5:45 pm
Evensong: Tues. 5:30 pm
Evening Prayer: Mon., Wed., Fri. 5:30 pm

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

**Jesuit School of Theology of Santa Clara University (JST), Gesu Chapel 1752 Le Roy Ave, Berkeley**
Eucharist: Tuesday-Friday 8:00 am and 5:15 pm, Saturday 8:30 am

**Pacific Lutheran Theological Seminary (PLTS)**, 2000 Center St., Suite 200, Berkeley
Worship in Word and Sacrament: Wednesday, 11:00 am

**Pacific School of Religion (PSR), Chapel of the Great Commission, 1798 Scenic Ave, Berkeley**
Community Worship: Tuesday 11:10 am

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

**San Francisco Theological Seminary (SFTS), 105 Seminary Rd, San Anselmo**
Monday & Thursday – Stewart Chapel
Tuesday & Friday – Montgomery Chapel 12:00 pm
Monday: Service of the Word  
Tuesday: Service of Prayer  
Thursday: Service of Praise  
Friday: Holy Communion  

Health and Wellness  

Physical Health  

The Department of Health and Human Services has provided a set of exercise guidelines for most healthy adults. These state a minimum of 150 minutes of moderate aerobic activity or 75 minutes of vigorous aerobic activity per week as well as moderate muscle-strengthening activity twice per week.  

Local fitness options for students in the Bay Area include extensive hiking and cycling trails. Students at GTU schools also enjoy discounts at the following fitness centers:  

**UC Berkeley Recreational Sports Facility**  
https://recsports.berkeley.edu  
510-642-7796  
Membership benefits include access to the fitness centers, group exercise classes, and discounts for additional services. Current fee is $210/semester.  

**YMCA Downtown Berkeley**  
https://ymcaeastbay.org/locations/berkeley-ymca  
GTU students receive a discount membership of $35.20 per month with no enrollment fee or contract.  

Mental Health  

*Bay Area Therapy and Counseling Resources*  

**Berkeley Free Clinic**  
Free, confidential peer counseling.  
**Center for Creative Growth**  
First session is free. Sliding scale fees available.  
**Feminist Therapy Connection**  
Offering a safe, respectful therapeutic environment that affirms the equal worth of all persons and joins psychotherapy with social activism for holistic wellbeing.  

**Golden Gate Counseling Center**  
A program of the California Institute of Integral Studies. Sliding scale fees available.  
**Interfaith Counseling Center**  
The Interfaith Counseling Center offers a variety of services to promote healing, growth and wholeness of individuals, couples and families. Members of our staff are Certified Pastoral Counselors, Marriage and Family Therapists, Psychologists and Spiritual Directors.  

**JFK University Community Counseling Center**  
Sliding scale fees available.  
**Psychology Clinic at UC Berkeley**  
Variety of services available on a sliding-fee scale.  
**Wright Institute**  
Individual, couples, and family therapy available on a sliding scale.  

*Nationwide Therapy and Counseling Resources*  

Students residing outside the Bay Area can find local therapists and counselors through the following listings:  

**American Association for Marriage and Family Therapy**  
https://therapistlocator.net
Staying Connected

There are several ways to receive updates about what is happening at Starr King. The Starr King website is the primary host of information about programs, events, newsletters, school policies, history, etc. Please spend some time getting to know our website.

Starr King This Week is the weekly e-newsletter of the Starr King Community. Its primary purpose is to convey upcoming events, notices, and opportunities of interest to the SKSM community.

Want to post something in this newsletter?

If you wish to share something in Starr King This Week, please email starrking@sksm.edu with the desired content, including dates, descriptions, deadlines and any other relevant information (please check your work for accuracy). SKTW is typically published on Mondays around noon (PDT), so any submissions received after that may mean that your article is not included in that week’s edition.

- All submissions are subject to edit.

- Because SKTW is distributed via email, we try to keep it relatively short. Notices should be concise and include date, time, and who to contact (name, phone and/or email address) for more information. We do not publish articles, humor, or opinion pieces.

- Since space is at a premium, priority of submissions is as follows:
  1. SKSM events/notice
  2. Activities/notices involving SKSM people
  3. GTU events/notice
  4. UU related activities
  5. Non-UU or GTU/STKM events of interest to the community.

- Personal information (e.g. updates on a person’s status following surgery) will only be published with the permission of the person involved.

Starr King on Facebook

- Starr King School for the Ministry for official updates from Starr King on Facebook: https://www.facebook.com/pages/Starr-King-School-for-the-Ministry/108552131897

- Starr King Today Facebook group is a closed group for current students, staff, faculty and Board members of Starr King, please join the group for informal announcements: https://www.facebook.com/groups/1575439059411275/

- SKSM Community Facebook group: for graduates, faculty, staff, and members of the larger Starr King community: https://www.facebook.com/groups/20952582733511/

- SKSM Grad Association once you graduate, you can join this Facebook group for updates from the school and the Grad Association:
Twitter

For official updates from Starr King on Twitter, follow us @StarrKingGTU. Below is a list of hashtags we encourage you to use when posting about Starr King. 

#SKSM, #SKSMShowsUp (for events and justice activities), #SKSMgrad, #IAmStarrKing,#MASCinAction, #MASC, #belovedcommunity, #UU, #Multireligious,#religiousleadership, #the@ology, #theology, #faith, #justice

Instagram

Follow us @StarrKingGTU for photos, casual updates, challenges, and other fun!

Coming Soon: Starr King Alumni Platform

Starr King is currently in the process of transferring alumni social media platforms. We encourage current students to join the new platform when it launches. Official launch information will be included in Starr King This Week and in the Starr King Today Facebook group.

As a student, it will be a way for you to connect with other SKSM community members, post/view photos from over the years, find mentorship/advice, as well as find job/internship opportunities from all over the country.

After graduating, you can use this platform to re-connect and stay in touch with your classmates, give back and mentor students and other graduates, expand your network and advance your career, and stay up-to-date on Graduate Association news.

Student Presence on Social Media

Starr King School for the Ministry advises students who post on social media sites to carefully consider what they choose to have associated with their online presence. Having a seemingly “anonymous” online presence does not necessarily make you or what you post “anonymous.” Posting items online or on social media sites that you do not intend to be attributable to you and/or accessible to the public could become problematic. This could be particularly limiting for you in the future when seeking employment or applying to graduate school. More and more employers and institutions look at all available information about applicants when making hiring and admission decisions. Furthermore, information and comments that are posted online may be a violation of Starr King’s policies against sexual misconduct, harassment and/or bullying, and can be adjudicated within Starr King’s student conduct system.

More guidance is provided in our Social Media Use Policy.

Student Ambassadors

How you can be involved?

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

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

Over the course of your sojourn with us there
will be other ways you can help the school’s
advancement efforts, such as events, speaking
in congregations, joining in visits to donors,
helping with mailings, or connecting us with
people you people you know who may
contribute to the mission of the school.

For any questions or concerns about
communications from Starr King, please email
communications@sksm.edu.
FAQ Sheets for Students

Whom do I ask about…?

Advising and Academics?

My Academic Program
Your Advisor

Taking UCB, Holy Names, Mills, Dominican University classes
GTU Consortial Registrar, John Seal (jseal@gtu.edu)

Registration questions
Registrar (sksmregistrar@sksm.edu)

Connecting to Populi or Moodle
Registrar (sksmregistrar@sksm.edu)

Mid-Degree Portfolio Conferences
Your Advisor

Diversity Concerns
Your Advisor or Dean of Students, Chris Schelin (cschelin@sksm.edu)
Team ECO (teameco@sksm.edu)

Educating to Counter Oppression (ECO)
Your Advisor

Student Files
Registrar (sksmregistrar@sksm.edu)

The MASC Program
Rev. Dr. Gabriella Lettini (glettini@sksm.edu) and your advisor

Community Field Education
Director of Contextual Education, Dr. Christopher Schelin (cschelin@sksm.edu)

Discerning Your Calling
Your Advisor or Dean of Students, Dr. Christopher Schelin (cschelin@sksm.edu) or Director of Spiritual Services, Rev. Jacqueline Duhart (jduhart@sksm.edu)

Info on Counseling or Spiritual Direction
Chaplain, Rev. Jacqueline Duhart (jduhart@sksm.edu)

Students’ Concerns/Issues
Dean of Students, Dr. Christopher Schelin (cschelin@sksm.edu)

UU Ministerial Fellowship Committee and Credentialing Process
Your Advisor/UUA Credentialing Director

Ministerial Formation Network & Vocational Advisor for UU Ministry
Director of Spiritual Services, Rev. Jacqueline Duhart (jduhart@sksm.edu)

Community Life?

Community Life
Dean of Students, Dr. Christopher Schelin (cschelin@sksm.edu)

Cohort Groups
Director of Spiritual Services, Rev. Jacqueline Duhart (jduhart@sksm.edu)

Student Body Concerns
Student Body Officers
Students of Color Events
Rev. Dr. Sofia Betancourt
(sbetancourt@sksm.edu)

Chapel, Worship, & Ritual
Director of Spiritual Services, Rev. Jacqueline
Duhart (jduhart@sksm.edu)

Campus & Personal Safety?

Emergencies
Call 911 or Oakland Police, if you feel safe

Reporting a Crime
Call 911 or Oakland Police, if you feel safe

Reporting Sexual Misconduct
Dean of Students, Rev. Dr. Christopher Schelin
(cschelin@sksm.edu)

Finances?

Personal Growth and Learning Expenses
Your Advisor, then Dean of Students

Student Health Insurance
Student Accounts Manager
(studentaccounts@sksm.edu)

Student Loans
Student Accounts Manager
(studentaccounts@sksm.edu)

Work Study Opportunities
Student Accounts Manager
(studentaccounts@sksm.edu)

Scholarship Opportunities
Student Accounts Manager
(studentaccounts@sksm.edu)

Student Accounts Manager
(studentaccounts@sksm.edu) or Dean of
Students (cschelin@sksm.edu)

Into the Field?

Congregational field education, including
internships
Rev. Tera Klein (tklein@sksm.edu)

UUA Internship Clearinghouse
http://www.uua.org/careers/ministers/becoming/internships

The Unitarian Universalist Association
(UUA), Pacific Central District, UU Justice
Ministry of CA, DRIUUM, UUSC, and
related UU organizations
Director of Spiritual Services, Rev. Jacqueline
Duhart (jduhart@sksm.edu), Rev. Sheri
Prud’homme (sprudhomme@sksm.edu),
Rev. Tera Klein (tklein@sksm.edu)

Community Field Education
(outside of a congregation)
Rev. Dr. Christopher Schelin
(cschelin@sksm.edu)

List of Resources for CPE, MFC, &
Center for Ministry
http://www.uua.org/careers/ministers/becoming

Education?

Faculty Supervisor (all faculty)
Dean of Faculty, Dr. Gabriella Lettini
(glettini@sksm.edu)
Online Courses
Online Education Director, Dr. Hugo Cordova Quero (hquero@sksm.edu) and/or Your advisor

Certificate in UIU Studies
Dr. Meg Richardson (mrichardson@sksm.edu)

Certificate in Multireligious Studies
Dr. Som Pourfarzaneh (spourfarzaneh@sksm.edu)

Proposing a Student-Taught Course as a Hilda Mason Fellow
Curriculum Committee c/o Office of the Dean of Faculty, Rev. Dr. Gabriella Lettini (glettini@sksm.edu) - Please see process and annual deadline in this handbook

Curriculum
Curriculum Committee c/o Office of the Dean of Faculty, Rev. Dr. Gabriella Lettini (glettini@sksm.edu)

Academic Calendar
https://www.sksm.edu/news-events/academic-calendar/ or contact Assistant to the Dean of the Faculty, Kim Moebius (kmoebius@sksm.edu)

Advancement & Communications?
Making an annual pledge/gift or a planned gift to support the school
Advancement VP, Jessica Cloud (jcloud@sksm.edu)

Connecting donors to the school
Advancement VP, Jessica Cloud (jcloud@sksm.edu)

SKSM logo use, graphics, technical requirements or vendors related to communication needs
Communications Officer, Xander Huffman (xhuffman@sksm.edu)

SKSM press releases
Communications Officer, Xander Huffman (xhuffman@sksm.edu)

Sharing information for publication on the web about projects
Communications Officer, Xander Huffman (xhuffman@sksm.edu)

SKSM’s computer photo archive
Communications Officer, Xander Huffman (xhuffman@sksm.edu)

Connecting?
Making an appointment with your advisor, or contacting an adjunct faculty member
Email addresses for faculty follow the protocol: first initial last name@sksm.edu (for example, tklein@sksm.edu) Full list at sksm.edu.

Making an appointment with the President
Please write to Teresa Joye at tjoye@sksm.edu, Subject Line: Scheduling an Appointment.

Making an appointment with the Dean of Faculty
Please write to Kim Moebius at kmoebius@sksm.edu, Subject Line: Scheduling an Appointment.
Making an appointment with the Dean of Students
Please write to Rev. Dr. Christopher Schelin at cschelin@sksm.edu,
Subject Line: Scheduling an Appointment

Starr King This Week submissions
starrking@sksm.edu

Online Student Directory, including how to change information
Communications Officer, Xander Huffman
(xhuffman@sksm.edu)

Student Photo Board
Communications Officer, Xander Huffman
(xhuffman@sksm.edu)

SKSM Facebook Groups
Communications Officer, Xander Huffman
(xhuffman@sksm.edu) and Dean of Students, Rev. Dr. Christopher Schelin
(cschelin@sksm.edu)

Selected Justice Ministry Contacts?

SKSM Student Body Justice Projects

Ella Baker Center for Human Rights
(Oakland)
www.ellabakercenter.org

Berkeley Organizing Congregations for Action (BOCA)
http://Berkeleybocaorg.ipage.com/about

UU Justice Ministry of California
www.uujmca.org

Unitarian Universalist Service Committee (UUSC)
www.uusc.org

UU College of Social Justice
http://uucsj.org
Good Luck &
Many Blessings
on your Journey!