



Graduate Theological Union STCE-3600 Constructive African Drumbeat
Theology and Liberative Ethics Course
Syllabus

INSTRUCTOR INFORMATION

G. Mwaambi Mbûûi

Ph.D Student (Theology and Ethics)

gmbui@ses.gtu.edu

Supervised by

Dr. Gabriella Lettini (Advisor)

Starr King School for the Ministry

glettini@sksm.edu

COURSE DESCRIPTION

What contribution does the African continent offer the global “village” in terms of production and dissemination of Christian theological knowledge? Is it principally a consumer, producer, or both--epistemologically speaking? Further, what is the place of other sources of knowledge, e.g., the wisdom of the elders (sage philosophy), folklore, and other artistic expressions in the process of knowledge formulation, geared towards transformational theo-ethical engagement? Exploring answers to these and other related questions will form the core task of this course, which is designed to serve as an introduction to Constructive African Christian/Public Theology and Liberative Ethics. Students will be encouraged to learn through active participation, lectures, discussions, assigned readings, author case studies, and videos, and other modalities of instruction.

The Drumbeat theological approach explored in this course has been coined by the instructor and is conceived as having a two-fold component: literal and metaphorical. In the literal sense, the task of theologizing is deemed as compatible with music-making—the performing arts can provide a veritable arena for engaging deeply in matters to do with change-catalyzing theo-ethical reflection and action. Metaphorically, a call to beat the drums is an appeal for concerted justice-oriented advocacy that draws attention to socio-economic inequalities in society. Further, daring to talk of drumbeat in the same breath with Christian theology is a gesture of bold subversion. Since drums were largely banished from sacred/ecclesial spaces at the onset of the missionary enterprise in Kenya and most of the rest of Africa, to dare to reclaim their dance-eliciting sound for hallowed purposes is in effect a declaration of war—for the complete liberation of the African believers’ identity, in totality. Contention for a Drumbeat Theology is, therefore, a

political statement, with equitable justice and restoration of human fullest dignity as its rallying call, mandate, and *telos*.

STUDENT LEARNING OUTCOMES

After successful completion of the course, students will have developed the following capabilities:

Learning Outcome	Assessment/Evaluation
1. Provide an overall overview of Constructive Drumbeat Theology	Class Discussions Short Reflection Paper
2. Identify the connecting strands between a Drumbeat Theology and African Liberative Ethics	Mid-term “Critical Issue” Write-up Class Discussions/VoiceThread Interactions Group video viewing and critique
3. Critically assess the role of African philosophy in both framing and articulating a Drumbeat theo-ethical agenda.	Circles of deliberation/VoiceThread interactions Class Discussions Research and report on an African Organic Intellectual
4. Assess intersectionally the Drumbeat theo-ethical undertaking.	Group Discussion VoiceThread interactions Engage with Guest/s Final Course Project

COURSE FORMAT

- ❖ Class sessions will be in-person modality, with weekly 3-hour sessions.
- ❖ Outside of the in-person meetings, students will interact within “circles” of engagement on VoiceThread, around particular interest topics.
- ❖ Audio and video media will also be widely employed. To be accessed/watched both prior to and during class.

COURSE REQUIREMENTS

Students should complete each of the requirements below by the day/time indicated.

1. Fruitful Engagement in Class Discussion

Students are expected to be fully present and to participate in vibrant class deliberations, on particular topics under consideration. This includes offering courteous responses and appropriate rebuttals to classmates, guests, and instructor/s.

2. Class Readings

Students are required to read the book chapters and articles assigned for each week. Readings will come from the required textbooks and articles posted on Moodle. In addition, short documentary and biographical videos will be provided--periodically. Interaction with the subject matter way ahead of class sessions is expected, and highly encouraged.

3. VoiceThread Interactions

Active participation in online discussions via the VoiceThread media will help facilitate students' engagement and understanding of the course materials. Students will respond to the prompt discussion question for the week, and in turn, engage at least 2 of the classmates' initial responses.

4. Mid-term "Critical Issue" Paper:

All students are required to submit a short paper right ahead of Reading Week, on a topic of choice centered around an on-going theo-ethical issue in but not limited to sub-Saharan Africa. Consultations with the instructor on the issue selection process is very much encouraged--with advanced planning. The paper should be no longer than 5-6 pages and should include the following:

- ❖ A clear thesis statement
- ❖ A rationale for selecting the "critical issue."
- ❖ A clear articulation of the "Drumbeat" theo-ethical component/s of the selected topical issue.
- ❖ Engagement with at least 5 scholarly sources (up to 2 online/Youtube resources allowed).

5. Final Project/Paper

Towards the end of the course, each student will be expected to come up with and execute a project/craft a paper that captures a thorough examination and application of the subject matter as teased out during the semester. The chief objective of this project is to provide an opportunity for the student to demonstrate a clear understanding of the Drumbeat theo-ethical undertaking on the African setting, and to further show some practical implications of an African liberative engagement.

While it is the prerogative of each student to conceptualize the overall content and direction of their project/paper, wide-ranging consultation with the instructor/s is deemed of paramount importance.

ASSESSMENT

Students will be evaluated on the following “action-steps” throughout the course:

1. Discussions and Engagement with Readings/Guests (20%)
2. VoiceThread Responses (25%)
3. Mid-term “Critical Issue” Paper (15%)
4. Final Project/Paper (40%)

TEXTBOOKS

Required:

1. Achebe, Chinua. *Things Fall Apart*. New York, NY: Penguin Books, 1994. ISBN: 9780385474542. List Price: \$11.70
2. Agang, Sunday Bobai. *African Public Theology*. Hammond, IN: Hippobooks, 2020. ISBN: 9781783687664. List Price: \$29.99
3. Bujo, Bénézet. *African theology in its Social Context*. Maryknoll, NY: Orbis Books, 1992. ISBN: 088344805x. List Price: \$16.33
4. Hinga, Teresia M. *African, Christian, Feminist: The Enduring Search for what Matters*. Maryknoll, NY: Orbis Books, 2017. ISBN: 9781626982499. List Price: \$43.72
5. Murove, Munyaradzi Felix. *African ethics: an anthology of comparative and applied ethics*. Scottsville, SA : University of Kwazulu-Natal Press, 2009. ISBN: 9781869141745. List Price : \$50.71
6. Orobator, A.E. *Theology Brewed in an African Pot*. Maryknoll, NY: Orbis Books, 2008. ISBN: 9781570757952. List Price: \$16.49
7. Stinton, Diane B, ed. *African Theology on the Way: Current Conversations*. London, UK: SPCK, 2010. ISBN: 9780281062515. List Price: \$22.35

All additional readings will be posted on Moodle under the respective week in which they are due for interrogation.

WEEKLY SCHEDULE

Date	Outcomes	Readings	Activities	Items Due
------	----------	----------	------------	-----------

Week 1	Introduction to Drumbeat Theology: A Rationale	Instructor's Intro Notes	Instructor Presentation Discussion Forums	
Week 2	Key Components of a Drumbeat Theology: A Constructive Approach	Orobator: select Chapters Agang: Select chapters	Instructor Presentation "Circle" Forums Voice Thread Interactions	
Week 3	The Contextual Contours in Constructive African Theology	Bujo: Introduction(Social context) Stinton: Select chapters	Instructor Presentation General Class discussion Voice Thread Interactions	
Week 4	The Intersection of Constructive Drumbeat Theology and African Ethics	Augustine Shutte's Article on Ubuntu Teresia Hinga Intro and Chapter 1	Instructor Presentation Group Discussions Voice Thread Interactions	
Week 5	A Case for African Liberative Ethics	Chitado Ezra Chapter in De La Torres' <i>Ethics: A Liberative Approach</i> (edited vol.)	Guest Forum "Circle" Forums Voice Thread Interactions	

		Murove, M. Felix, <i>African Ethics</i> (Chapter 1)		
Week 6	Towards a Theology of the Granary: Drumbeat Theology and Food Security	Hinga Chapter on Food Security Article on efforts at Reclaiming the Sahel	Watch short documentary Class Discussion Voice Thread Interactions	
Week 7	African philosophical ingredients in Drumbeat Theology	The Ameru/Tiania “Umuntu” concept (Instructor notes) Oruka’s Sage Philosophy “It Takes a Village”; or does it really?	Guided deliberations around Ubuntu Philosophy “Circle” Forums Voice Thread Discussions	Mid-Term “Critical Issue” Paper due Upload via Moodle link provided
Week 8	READING	WEEK	NO	CLASS
Week 9	Sounding the Drumbeat/s of Justice, Equity and Equality	Agang et al., eds., <i>African Public Theology</i> (Select chapters) Some of Mercy Amba Oduyoye’s work on Women empowerment	Watch activist-theologians video clips. Synthesis and Group discussion VoiceThread Interactions	
Week 10	The authors of Kairos Document as models of Drumbeat Theo-ethical engagement	Kairos Document(1986). Buttelli, Felipe’s article, “Theology on Kairos”(JTSA)	Student Reading reports “Circle” Forums VoiceThread Interactions	

Week 11	Intersectionality in Drumbeat Theology	<p>Mercy Oduyoye on Patriarchy and Gendered poverty</p> <p>Bujo(Select Chapters)</p> <p>Hinga on Feminism, Activism & HIV/AIDs</p>	<p>Student “intersectional” stories</p> <p>A short documentary</p> <p>VoiceThread Interactions</p>	
Week 12	Surveying Africa’s Pluralist terrain: Drumbeat Theology as both a dialogue partner, and bridge-builder.	<p>Professor Ali Mazrui’s “Triple Heritage”: ATR, Islam & Christianity</p> <p><i>Achebe’s Things Fall Apart</i>(Intro)</p>	<p>Instructor Presentation</p> <p>“Circle” Forums</p> <p>VoiceThread Interactions</p>	
Week 13	Islamic Theology, Ethics and Activism(the South African setting)	<p>Shadaab Rahemtulla, <i>Qur’an of the Oppressed</i>(Select chapters)</p> <p>Farid Esack’s <i>Qur’an, Liberation and Pluralism</i>(Select portions)</p>	<p>Instructor Presentation</p> <p>Author-bio focus</p> <p>Farid Esack video clip</p> <p>VoiceThread Interactions</p>	
Week 14	Artists as Worthwhile and Indispensable Interlocutors for the Drumbeat theologian	<p>Binyavanga Wainaina’s satirical piece: “How to Write about Africa”</p> <p>Chimamanda Adichie, “The</p>	<p>Watch Wainaina video clip</p> <p>Watch Chimamanda A.’s TED-talk Interview</p>	

		danger of a Single Story” Miriam Makeba: The public-sphere prophetess	Watch Miriam Makeba song(“Aluta Continua”) and UN Speech	
Week 15	A Call to Action: Professor Wangari Maathai as a Model of Holistic Theologizing(Environmental conservation and how it intersects with Social justice).	Prof. Maathai’s Biography, <i>Unbowed</i> (Introduction). Professor Maathai’s Nobel Peace Prize acceptance speech(2004)	Watch “The Hummingbird Story” Youtube clip Student “Encounter” Stories Instructor concluding thoughts. Final Projects	

INSTITUTIONAL POLICIES(GTU)

Plagiarism

Plagiarism is the presentation of another’s ideas, methods, research, or words without proper acknowledgment. It runs the gamut from failing to cite a reference (sloppy scholarship), to passing off another’s work as one’s own. It includes close paraphrasing as well as lifting of entire lines nearly verbatim without acknowledgment. As the effects of the plagiarism will be the same regardless of intent, intent will not be construed as essential to the act, although it may be considered in determining whether the charge of plagiarism should be pursued or what the penalty may be. For general requirements for proper acknowledgment in written work, see the most current edition of Kate Turabian, *Manual for the Writers of Term Papers, Theses, and Dissertations* and *The Chicago Manual of Style*.

Arrangements in Cases of Documented Disability

If you need special arrangements for meeting course requirements for reasons of documented disability, please speak to one of the instructors very early in the term so that appropriate arrangements can be made. A description of the GTU policy regarding

accommodation for differently abled students is online at:

<http://gtu.edu/admissions/life-at-gtu/students-with-disabilities>

Honor Code

Students in all courses and phases of the MA and Doctoral Program are subject to the GTU Honor Code, described in the on-line Student Handbook. Please note:

“Documented evidence that a student has violated the honor code may result in immediate expulsion from the program.”

INSTITUTIONAL POLICIES(SKSM)

Academic Conduct

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

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

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

employer, putting one's name on another person's work, or falsely altering a previously graded exam or assignment.

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

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.)

FERPA – Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act

View/download this page as a pdf – [SKSM FERPA Policy](#).

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

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

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

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

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

Starr King School for the Ministry accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students’ education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to

persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons or in other special situations that SKSM determines to be allowed by law. All these exceptions are permitted under the Act.

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

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

Request for non-disclosure of a current student's Public Information will be honored by the Institution for only one academic year; therefore authorization to withhold Public Information must be filed annually in the Registrar's Office by the final date of late registration for Fall semester. All students, including those students who initially matriculated and submitted their non-disclosure request in the Spring, will be required to renew their annual non-disclosure request in writing each subsequent fall.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they are dissatisfied with the outcome of the challenge, and to submit explanatory statements for inclusion in their files if they are dissatisfied with the decisions of the hearing panels. The Registrar at Starr King School for the Ministry has been designated by the institution to coordinate the inspection and review procedures for student education records, as outlined under education record. Students wishing to review their education records must make a written request to the Registrar, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, prohibiting its release, or a transcript of an original or source document from another institution). Transcripts are available for a charge of \$5.00 per copy. Student education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the person who made the record; do not include employment records; and do not include alumni records.

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

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

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

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

Definition of Terms

SKSM FERPA Policy

Student

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

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

Student Education Records

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

The term “student education records” does not include:

- Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:
 1. are in the sole possession of the maker thereof; and
 2. are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record.
- Records relating to an individual who is employed by Starr King School for the Ministry which:
 1. are made and maintained in the normal course of business;
 2. relate exclusively to the individual in that individual’s capacity as an employee;
 3. are not available for any other purpose.

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

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

Public/Directory Information

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

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

Students with Disabilities Policy

SKSM Accommodations for Students with Disabilities

[Request for Accommodations Form](#)

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

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 diagnosis the student's condition.** The student is responsible for incurring any cost associated with the documentation.

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

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