



## **2024-2025 ACADEMIC CATALOG**

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Rev. Dr. Christopher Schelin (ex officio), Dean of Students and Director of Contextual Education, Assistant Professor of Practical and Political Theologies, MDiv, Duke University; PhD, Vrije Universiteit Amsterdam

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Rev. Dr. Matta Ghaly, MA, Graduate Theological Union, MDiv, Luther Seminary, DMin, United Seminary

Rev. Kevin Mann, MDiv/MASC, Starr King School for the Ministry

Taya Mâ Shere, Assistant Professor of Organic Multireligious Ritual, MA, University of Pennsylvania

### **Adjunct Faculty**

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Dr. Eric Harvey, PhD, Brandeis University

Rev. Shane Nelson, MDiv, Starr King School for the Ministry

Rev. Leslie Takahashi, MDiv, Meadville Lombard

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414 13th St.  
Suite 700  
Oakland, CA 94612

Dear Student,

This catalog serves as a current record of Starr King School for the Ministry's Academic Policies, Procedures and Program Objectives for the 2024-2025 academic year. It will allow you to understand your responsibilities and rights as you navigate your studies at Starr King. Please take some time to review this information.

This catalog is supplemented by information in the Student Handbook (<https://www.skism.edu/resources/student-handbook>) and Starr King's course catalog (<https://www.skism.edu/academics/course-schedule>).

While the catalog is accurate at the time of publishing (effective as of June 2024), course offerings, programs, services, tuition and fees, rules and regulations are subject to change. Starr King will do its best to communicate any changes in a timely fashion.

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

Faithfully,

Rev. Dr. Gabriella Lettini, Dean of the Faculty, Chief Academic Officer, and Aurelia Reinhart  
Professor of Theological Ethics

Rev. Dr. Chris Schelin, Dean of Students and Director of Contextual Education

## **MISSION**

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

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

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

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

## **OUR THEOLOGICAL UNDERSTANDING**

Starr King School for the Ministry expresses a theological understanding that includes all in an embrace of mutuality, equality and respect. We seek to foster I-Thou relationships with one another, rooted in authentic presence and the full unfolding of the powers of the soul. Our traditions seek to communicate not only to the mind, but also to the heart. They lead us to encourage special pastoral concern for those who have been oppressed in body and spirit because of unjust social conditions. Honoring the priesthood and prophethood of all believers, our theological task includes working for just, loving and sustainable community among human beings and with the earth.

We value the integration of academic expertise with lived experience and living spirituality. We emphasize ongoing revelation in each culture and in every creature. Our attention is drawn to the concrete, not the abstract, to the particular, not the generic. Time, place, culture, language and history are theologically significant because they help us understand the presence of the holy within time and space, and within diverse expressions of humanness.

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

## **OUR EDUCATIONAL PHILOSOPHY & PEDAGOGICAL PRACTICE**

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



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

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

### **Our Educational Model:**

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

### **EDUCATING TO COUNTER OPPRESSIONS (ECO)**

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

Read more about [Educating to Counter Oppressions and Create Just Communities](#).

### **BRIEF HISTORY**

Starr King School opened its doors in 1904 as the Pacific Unitarian School for the Ministry. In 1941, the school changed its name to Starr King School for the Ministry in honor of Thomas Starr King, a Unitarian and Universalist minister who served the San Francisco Unitarian Society during the Civil War.

In 1942, the school moved to the location on Le Conte Avenue in Berkeley, close to other theological schools that in 1962 joined in a theological consortium known as the Graduate Theological Union (GTU). Starr King was a member of the GTU from 1964 to April 2022. Starr King has evolved tremendously over its more than 100-year history yet held fast to its commitment to religion that is both liberal and liberating. At the school’s heart is a passion for transformative education and a belief in the possibilities that lie within human beings. In 2020 Starr King sold its building in Berkeley and moved to the Vera Long Building on Mills College

campus in Oakland. In 2022 the school moved to downtown Oakland, due to Mills College's absorption into Northeastern University.

[Read more about Starr King's History](#)

## **THE ACADEMIC ENVIRONMENT**

### **Individualized and Integrative Learning Individually Designed Programs**

Each person's path to religious leadership is unique. Starr King School attends to individualized and integrative learning, meeting students where they are and attempting to understand their previous needs and potential. The school then directs students to resources and offers counsel to help identify and satisfy their development through experience, study, evaluation, and growth.

### **Holistic Study and Experiential Learning**

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

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

### **Small Classes**

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

### **Narrative Evaluations**

As a general practice, Starr King employs written evaluations in coursework and fieldwork rather than letter grades. Through written evaluations, students receive regular feedback and counsel regarding the quality of their work and path of preparation for ministry, scholarship, or spiritual leadership in society. Evaluations are also listed as Pass or Fail on the students' transcripts. Letter grades will be given to other Starr King students under certain circumstances and with the agreement of both the student and the student's advisor.

### **Thresholds**

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

Each threshold corresponds to the traditional disciplines and fields of religious studies (noted below, in Christian-inspired language).

In 2014-2015 Starr King faculty created a series of learning outcomes for each threshold as part of its assessment study for the Association of Theological Schools. These learning

outcomes will be used to support and document students' progress in each threshold area.

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

The eight threshold areas are:

#### 1) Life in Religious Community and Interfaith Engagement

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

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

- Participate in a faith and/or interfaith community.
- Study how faith communities – including their own – have organized and expressed themselves across time and space, including in their efforts to address injustice.
- Develop and apply leadership skills – including pastoral, organizational, and social change -in a faith community, interfaith setting, and/or movement.
- Examine faith and interfaith communities' engagement – including with social change issues – from multicultural, counter-oppressive perspectives.

#### 2) Prophetic Witness and Work

The Offices of Prophet & Social Change Agent

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

- Study systemic oppression (e.g., based on race, gender, class, age, religion, ability, etc.), including in one's own community, faith tradition, and life.
- Develop praxis/reflection skills to build just and sustainable communities and counter oppression.
- Become an activist and/or ally with those working for justice in a congregational, interfaith, community, or global setting.

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

### 3) Sacred Text and Interpretation

#### The Offices of Preacher and Spiritual Activist

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

- Study sacred texts (written and oral), interpretive methods and cultural contexts in diverse faith traditions, including their own.
- Use sacred texts (written and oral) and interpretive methods in faith communities, interfaith groups, social change and/or spiritual care settings.
- Develop skills in multi-religious hermeneutics, including sacred texts, in context and conversation with others through worship, preaching, art, etc.
- Create multi-media resources based on interpretations of sacred texts (written and oral) for multi-religious and counter-oppressive purposes.

### 4) History of Dissenting Traditions and the Theological Quest

#### The Offices of Scholar and Activist

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

- Examine the history and nature of dissent in different faith traditions, including their own.
- Develop a familiarity with the prophetic history of progressive religions and/or movements and their connections with and impact on current events.
- Develop skills in public ministry that are multi-religious and counter-oppressive.
- Address injustice and promote social change as part of a progressive religious community, interfaith group, organization and/or movement.

### 5) Spiritual Practice and the Care of the Soul

#### The Offices of Pastor, Chaplain & Spiritual Director

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

and Internships. To meet the learning outcomes for this threshold, students will:

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

#### 6) Thea/ology in Culture and Context

The Offices of Theologian, Scholar & Activist

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

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

#### 7) Educating for Wholeness and Liberation

The Offices of Teacher, Educator, Facilitator

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

- Study the power of education to address injustice and foster the wholeness and liberation of people, their communities and environment, including through religious education.
- Develop, teach and/or facilitate educational programs, classes or workshops involving children, youth, and/or adults in congregational, interfaith and/or community settings.
- Develop expertise in a specialized area of social change, ministry and/or spiritual practice and share this knowledge through speaking, writing, activism, media, and the arts.

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

#### 8) Embodied Wisdom and Beauty

The Offices of Liturgist & Artist

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

- Explore the role of beauty, aesthetics and the arts in different faith traditions and communities, including their own.
- Develop and/or deepen a creative practice of their own.
- Use the arts and beauty in congregational, interfaith and/or community settings, including to address injustice and foster social change.
- Study historical and contemporary examples of cultural misappropriation and ways of avoiding and/or countering it.

### **PROGRAMS OF STUDY**

Starr King School offers the following programs of study:

- Master of Divinity (MDiv)
- Master of Arts in Social Change (MASC)
- MDiv and/or MASC Chaplaincy Concentration
- MDiv and/or MASC UU Ministry Concentration
- Graduate Certificate in Chaplaincy Studies
- Graduate Certificate in Multi-Religious Studies
- Graduate Certificate in Psychedelic Justice and Companionship
- Graduate Certificate in Unitarian Universalist Studies

Information on each of the programs can be found below and on our website: [www.sksm.edu](http://www.sksm.edu)

### **Master of Divinity Degree**

#### **Educational Goals**

The MDiv degree at Starr King is designed to prepare people for vocations in congregational ministry; community ministry; religious education ministry; chaplaincy; or related forms of religious leadership in diverse religious traditions. The M.Div. degree meets the graduate-level educational requirements for fellowship as a Unitarian Universalist minister, certification as a Chaplain (see the Association of Professional Chaplains at [www.professionalchaplains.org](http://www.professionalchaplains.org)), as a Pastoral Counselor (see the American

Association of Pastoral Counselors at [www.aapc.org](http://www.aapc.org)) and ordination in a variety of other religious traditions and interfaith contexts (as determined by the relevant bodies in any given religious tradition or context).

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

### **Degree Requirements**

- Completion of 90 Units (no residency requirements).
- 3 Required Core Courses:
  1. ECO - **Due to its foundational nature, the ECO Core Course must be taken within six months of matriculation**
  2. Multireligious Core
  3. and either:
    - UU Leadership Core Intensive, for UU students on the ordination track;
    - or
    - Leadership Along the Way or Organizational Management
- 5 or More Units of Contextual Education (for students who matriculated beginning August 2024)
  - Eligible credit: field work or internship in a congregational or community setting, or Clinical Pastoral Education. May be earned singly or cumulatively.
- Participation in 2 or more SKSM Symposia (including remote participation).
- A Portfolio Conference by the middle of their program.
- A combination of coursework, fieldwork, independent study, experiential learning, and special projects to achieve competency in Eight Threshold areas.

### **Admissions Requirements**

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

## **Additional Program Information**

- Tuition \$925 per credit\* (see section on Tuition for more information) Financial Aid, Scholarships may be available to those who qualify.
- Length of Program:
  - The 90 credit MDiv can be completed in 3 Years Full-time if students take 30 credits per academic year. FT= min. 9 or more units per term.
  - The program can also be completed on a Part-time basis. 3.5-7 years for those who need to take less credits per year. PT= min. 6 units per term.

## **Seeking Fellowship and ordination as a Unitarian Universalist Minister:**

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

Contact:

Rev. Darrick Johnson

MINISTERIAL CREDENTIALING DIRECTOR UNITARIAN  
UNIVERSALIST ASSOCIATION

(617) 948-6402, djackson@uaa.org

<https://www.uua.org/offices/staff/mfd/credentialing>

## **Master of Arts in Social Change Degree (MASC) Educational Goals**

The MASC is a professional degree designed for:

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

The overall aim of this degree is to establish an appropriate theological foundation and skill base for spiritually-grounded leadership in organizations, institutions, movements, and communities that work for justice and social change.

Each student's program of study is individually designed to integrate theological study, spiritual practice and professional development in a way that responds to the interests, gifts, and challenges of the student. The program offers both theological knowledge and practical experience in community organizing, media relations, non-profit management, political action,



and social service ministry. The MASC program also fosters personal growth, spiritual practice, and deepened commitment to social justice.

### **Degree Requirements:**

- A minimum of 48 units of credit distributed among the 8 Threshold Areas (no residency requirement).
- Educating to Create Just and Sustainable Communities that Counter Oppression core course (ECO), required within the first six months of the program.
- Participation in at least one Symposium
- A Threshold Self-Assessment (in the first semester)
- A Mid-Degree Portfolio Conference
- Community Internship (5 credits min) and Community Intern Reflection Course (1 credit)
- Final Project representative of your learning during the program (3 credits)

### **Admissions Requirements**

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

### **Program Information**

- The program may be completed through regular courses, immersions, and fieldwork at SKSM.
- Tuition \$925 per credit\*  
Financial Aid and Scholarships may be available to those who qualify.
- Length of Program
  - The 48 credit MASC can be completed in approx. 2 Years Full-time.  
FT= min. 9 or more units per term.
  - The program can also be completed on a Part-time basis. 2.5-5 years for those who need to take less credits per year. PT= min. 6 units per term.

### **Specialization**

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

## **Community Internship and Intern Reflection Course**

During the second year of study, students participate in one term of community placement (20 hours a week), designed to integrate spiritual leadership and practical skills in the service of social change. Community placements may be local, national, or international and include supervision from a seasoned progressive activist.

Examples of community placements include prison chaplaincy, at-risk children's advocacy, interfaith programs for the homeless, urban farming, using arts for healing and social transformation, teaching for social transformation, grassroots organizing, and many more.

## **Professional Roles MASC Graduates Might Assume**

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

## **Dual Joint MDiv/MASC Degree**

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).

### **About the Dual Degree**

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.

### **Dual Degree Requirements**

The joint MDiv/MASC degree will entail:

- A total of 114 credits – 24 units can be used towards both degrees, at the discretion of the student's advisor.
- Only one Mid-Degree Portfolio Conference.
- All other degree requirements.

The Director of the MASC program should be consulted when adding the MASC degree.

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

## **MDiv and/or MASC Chaplaincy Concentration**

The Starr King Concentration in Chaplaincy, directed by Dr. Pamela D. Hancock, focuses on the development of skills, as well as the personal formation process, for those who seek to pursue a career in Chaplaincy. The concentration includes courses in introductory and advanced counter-oppressive theologies and ministerial theories, as well as the spiritual formation process to train future chaplains, and assist those in the concentration in their pursuit of ordination.

Required for MDiv:

- Leadership Core Course (3 Units)
- CJSC-ECO Core Course (3 Units)
- Multi-Religiosity Core Course (3 Units)

## **Concentration Requirements**

The following classes are required to complete the Chaplaincy Concentration:

- A Theological Ethics Course of Your Choosing (3 Units)
- Spiritual Traditions Courses of Your Choosing (As many as you see fit) —please work with your advisor to determine what courses are appropriate for your journey. If you are going to be ordained through the Chaplaincy Institute, you may want to discuss this with that organization as well.
- Under the SKSM Spiritual Practice & Care of the Soul Threshold:
  1. Spiritual Practices for these Times (3 Units)
  2. Deep Listening for All Forms of Ministry (3 Units)
  3. Pastoral Care (3 Units)
  4. Depth Psychology for Chaplains (3 Units)
  5. Chaplaincy Formation – 6 Stages (This will be a set of 1.5 unit per semester “Pod” courses [for a total of 9 units] that will provide you with a group to go through the formation process with—in preparation of ordination with whatever ordaining body you choose).

Stage 1 & Stage 6 - Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.

Stage 2 - Explains the requirements of working as a chaplain in multiple settings.

Stage 3 - Explores group dynamics and organizational culture, system and relationships within each of those settings.

Stage 4 - Focuses on functioning pastorally within boundaries and using pastoral authority and from an ECO perspective.

Stage 5 - Explores be about ministering to people in specific traditions.

- One Unit of CPE, or equivalent (Up to 10 Units)

#### Endorsing/Ordaining Bodies with which SKSM is Affiliated

Ordination (or endorsement) is not strictly required but facilitates the process of securing employment and receiving board certification. As SKSM does not provide ordination, we have partnered with several ordaining bodies to provide pathways to this requirement.

Those organizations are as follows:

- Unitarian Universalist Association
- Order of Universal Interfaith
- Sacred Well Congregation
- The Chaplaincy Institute

#### **Enrolling in the Concentration**

To enroll in the Chaplaincy Concentration, a Program Enrollment Form ~~is~~ must be submitted during the enrollment dates. The Program Director will inform you whether your application has been accepted.

Concentration students must inform the director of the program and the registrar if they wish to defer enrollment. If a student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

#### **MDiv and/or MASC UU Ministry Concentration**

The Starr King Unitarian Universalist Concentration, directed by Dr. Meg Richardson, prepares students for ministerial fellowship in the Unitarian Universalist Association. The concentration includes courses in introductory and advanced counter-oppressive theologies and ministerial theories, as well as Unitarian Universalist identity and prophetic witness, and assists those in the concentration in their pursuit of a career as a Unitarian Universalist minister.

#### **Required Courses/Work for the Unitarian Universalist Concentration at SKSM**

The following classes are required to complete the Unitarian Universalist Concentration, organized here following the Ministerial Fellowship Committee's areas of ministerial competence. All three of the core intensives required of SKSM students are included. Students also need to fulfill the SKSM's Symposia requirement.

#### **ONE: WORSHIP AND RITES OF PASSAGE**

- Intro to Preaching in the Cross-Cultural Context
- UU Liturgy and Worship Arts OR Transformative Ritual Craft
- UU Theologies (UU History is a strongly recommended for UU Theologies)
- Liberation Theologies course

## TWO: PASTORAL CARE AND PRESENCE

- Intro to Pastoral Counseling OR Deep Listening for All Forms of Ministry

## THREE: SPIRITUAL DEVELOPMENT FOR SELF AND OTHERS

- Introduction to Religious Education OR Adult Faith Development
- Hebrew & Christian Scriptures Courses

## FOUR: SOCIAL JUSTICE IN THE PUBLIC SQUARE

- Religious Ethics
- Additional required course content to be addressed by electives (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

**Note:** Students are responsible for tracking electives in consultation with the Faculty Advisor.

## FIVE: ADMINISTRATION

- UU Ministerial Leadership Core Intensive
- Congregation and Nonprofit Administration

## SIX: SERVES THE LARGER UNITARIAN UNIVERSALIST FAITH

- UU History
- UU Polity
- History of Christianity

## SEVEN: LEADS THE FAITH INTO THE FUTURE

- Multi-Religiosity Core Intensive
- Youth and Young Adult Ministry Course

The remaining credits for the degree program can be filled with elective courses or the requirements of an additional concentration. Students also work with their advisors to ensure they meet SKSM's threshold requirements. In addition to coursework, all students will complete at least two semesters of field education, recommended to start after the first year of seminary:

- at least one semester of seven to ten hours per week of field education serving in a Unitarian Universalist congregation with participation in a reflection group.

- at least one semester of seven to ten hours per week serving in a community setting for ministry along with participation in the corresponding field education reflection group.

The final requirement is participation in a five-week spiritual direction group each year with fellow Starr King students led by the Director of Spiritual Care Services. Participation in the UUA/UUMA Ministerial Formation Network’s monthly meetings and seminars are strongly encouraged.

### **Enrolling in the Concentration**

Students may enroll in the Unitarian Universalist Ministry Concentration during General Registration by selecting it. There is no application process and SKSM degree candidates who wish to enroll in the concentration will be accepted.

### **The Graduate Certificate in Chaplaincy Studies (CCHS)**

#### **Program Prerequisites**

- MDiv or comparable master’s degree is required for enrollment.
- SKSM’s Educating to Create Just and Sustainable Communities that Counter Oppressions (ECO)Core Course

This counter-oppressive philosophy is at the core of Starr King’s degree programs. Drawing on Unitarian Universalist and multi-religious sources, this online synchronous course explores how in the midst of a world marked by tragedy, sorrow, and injustice there remains abiding resources of beauty and grace that nourish resistance, offer healing and call us to accountability and community building. All students entering the Certificate in Chaplaincy Studies must have this ECO Core or equivalent background (as determined by Director of Program) before starting.

#### **Required Courses**

- Chaplaincy Formation – 6 Stages  
This will be a set of 1.5 unit per semester “Pod” courses (for a total of 9 units) that will provide you with a group with whom to go through the formation process.

Stage 1 & Stage 6 - Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.

Stage 2 - Explains the requirements of working as a chaplain in multiple settings.

Stage 3 - Explores group dynamics and organizational culture, system and relationships within each of those settings.

Stage 4 - Focuses on functioning pastorally within boundaries and using pastoral authority and from an ECO perspective.

Stage 5 - Explores be about ministering to people in specific traditions.

- Courses to choose from in the “Spiritual Practice and Care of the Soul Threshold”  
Choose three:
  - Spiritual Practices for these Times (3 Units)

- Deep Listening for All Forms of Ministry (3 Units)
- Depth Psychology for Chaplains (3 Units)
- Optional Additional Courses:
  - Disaster Chaplaincy + Nova certificate (.5 unit - a good choice for those pursuing Hospital, First Responder, or Climate Crisis oriented Chaplaincy)
  - Engaging Moral Repair (3 Units - a good choice for those pursuing VA or Military Chaplaincy)

### **The Graduate Certificate in Psychedelic Justice and Companionship (CPJC)**

The Starr King Certificate in Psychedelic Justice and Companionship, co-directed by J. Tyson Casey and Dr. Pamela Hancock, ECO commitment to educating to counter oppression provides a framework with which to explore the world of psychedelics and plant medicine. A framework that acknowledges both the traditional holders of this sacred knowledge and the current oppressive reality of the war on drugs and its disproportionate onus on people of color and the poor.

The Certificate in Psychedelic Justice and Companionship is a 12-credit program to be completed within two years.

#### **Prerequisite for admission:**

- Educating to Counter Oppressions (ECO) Core course at Starr King, which is available to take in both the Fall and Spring semesters.  
Students may take ECO and Sacred and the Substance concurrently.

#### **Required Courses**

These four courses are required to obtain the certificate and can be taken in the order provided in accordance with your entering semester:

- Deep Listening for All Forms of Ministry (3 Units)
- Psychedelic Ministry Methods (3 Units)
- A new Multi-Religious History of Psychedelics course (3 Units - For those who already took Sacred and the Substance, that course will fulfill this requirement.)
- A new course being developed on Decriminalization and Advocacy (3 credits)

To enroll in the Certificate in Psychedelic Justice and Companionship program, a Certificate Program Enrollment Form is submitted through our website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

### **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 four courses (12 units) in multi-religious studies. Sample courses include:

- Multi-Religious Intensive
- Introduction to Islam
- Transformative Ritual Craft
- Advanced Topics in Ritual
- Interreligious Dialogue
- Queer Studies: Multi-Religious Perspectives
- Queer Liberation Theologies
- Introducing Hindu Doctrines
- Womanism and Earth Justice
- Up to two electives, approved beforehand by the Certificate Director

To enroll in the Certificate in Multi-Religious Studies program, a Certificate Program Enrollment Form is submitted through our website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.

### **The Graduate Certificate in Unitarian Universalist Studies (CUUS)**

The Starr King Certificate in Unitarian Universalist Studies, directed by Dr. Meg Richardson, enables the student to study subjects relevant to ministry and religious leadership as expected by the Ministerial Fellowship Committee.

Starr King offers 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 four courses (12 units).

To enroll in the Certificate in Unitarian Universalist Studies program, there is an application on the Starr King website. The Director of Admissions will inform you whether your application has been accepted.

Certificate students must inform the director of the program and the registrar if they wish to defer enrollment. If a certificate student does not enroll in courses for two semesters in a row, they will be withdrawn from the program.



## **Center For Multi-Religious Studies (CMRS)**

The Center for Multi-Religious Studies (CMRS) at Starr King School for the Ministry is a premier hub for the academic and vocational exploration of multi-religious identity and practice. The first of its kind, the CMRS offers research, symposia, and public programs that advance scholarship and dialogue about multi-religious spiritual formation, ritual arts, education, and their interrelated dimensions.

Bringing together progressive religious leaders, scholars, and social activists, the CMRS represents a radical approach to the study of the world's diverse religious traditions within their own contexts, emphasizing interreligious dialogue, pluralism, and the SKSM pedagogical model of Educating to Counter Oppressions and Create Just Communities.

The CMRS was founded in 2021 to further the study of multi-religious identities, practices, ritual arts, and education, and honors the legacy of Dr. Ibrahim Farajajé's ministry in organic multi-religiosity.

The CMRS offers:

- Sponsored sessions within the SKSM Annual Symposium and other public programs
- The Tapestry: a repository of multi-religious articles, media, curricula, and educational materials

The CMRS Supports:

- Courses in a diverse array of religious and spiritual traditions
- Certificates in Multi-Religious Studies and Psychedelic Justice and Companionship
- Multi-Religious chaplaincy training in coordination with the Chaplaincy Concentration

### **SKIL (or Independent Study)**

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

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

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

## **Summer Starr King Individualized Learning (SKIL) Possibilities**

Advising faculty are offering the possibility to engage in supervised independent study in their areas of expertise. Faculty and students will meet twice during the summer, once in May-June to set up the SKIL, once in August to review and discuss the work done. Most advising faculty will offer group SKILs.

Please, refer to the Student Handbook and the Student Forms to review the process to set up a SKIL, then contact your advisor or the faculty in the area of study of your choice. It is possible to take a SKIL to prepare a course to propose for a Hilda Mason Teaching Fellowship.

Faculty are not be available during the month of July.

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

## **PROFESSIONAL INTERNSHIPS & CLINICAL PASTORAL EDUCATION**

### **Clinical Pastoral Education**

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

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

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

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

- Association of Clinical Pastoral Education (ACPE) – [www.acpe.edu](http://www.acpe.edu)
- College of Pastoral Supervision and Psychotherapy (CPSP) – [www.cpsp.org](http://www.cpsp.org)
- Center for Spiritual Care and Pastoral Formation (CSCPF) – [www.cscpf.org](http://www.cscpf.org)

Recent years have seen an increase in accrediting and credentialing CPE organizations. It is important to confer with a student's 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, many of our students may discover that they live at a considerable distance from a CPE center. They may wish to consider a distance-learning CPE program in which the educational hours are earned online, and the clinical hours are earned at an approved setting that is conveniently located near you.

Please contact the Director of Contextual Education for more information about distance-learning CPE.

Steps to CPE Enrollment with SKSM, Interested Students Should:

- Discuss with their advisor if they are ready for the experience and when in the course of their studies CPE can be sustainably engaged (a semester or during the summer).
- Check all the information on CPE offered by the SKSM Student Handbook and Contextual Education Handbook as well as other materials available from the Director of Contextual Education.
- 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 the Director of Contextual Education about your supervisor's acceptance letter and decision to enroll in that program.
- During a given term, register for the CPE course under Dean Schelin's name: PC-4000. Please contact Dr. Schelin to confirm you are registering for the right number of credits.
- Send the CPE supervisor's evaluation to Dean Schelin by the last day of term.
- Please share the CPE evaluation with advisor for discussion at the next advising meeting

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

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

- If the CPE unit extends more broadly across two terms, the student can take credit only in the latter term, OR;
- Split the credit across the two terms. In this case, to process the credits at the end of the first semester the CPE supervisor needs to provide either a midterm evaluation or an alternative statement about satisfactory work. The final evaluation can be presented in the second term.

Be aware that a standard 400-hour CPE is 10 units. Psychology or Pastoral Care courses are not required to enroll in CPE.

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

### **Requirements for Clinical Chaplaincy**

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

1. Bachelor's degree from an accredited college or university.
2. Master's degree in divinity/theological studies from an accredited institution, with a minimum of 48 earned credit hours for associate chaplains and 72 credit hours for board-certified chaplains, OR an approved equivalency. Only one unit of CPE is allowed by the Board of Certified Chaplaincy Certification to fulfill simultaneously the graduate credit requirement and the CPE training requirement (#5).
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.

More details about the certification process and application documents are available at [The Board of Chaplaincy Certification, Inc.](#) An alternative credentialing organization, the College of Pastoral Supervision and Psychotherapy, shares requirements 1, 2, 4 and 5 and adds the requirement of membership in a CPSP chapter. Students may also explore the credentialing processes of the Center for Spiritual Care and Pastoral Formation.

This summary should not substitute for a student's own in-depth research into chaplaincy training. For more information, visit the websites for these credentialing agencies.

## **Field Education**

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

## **Fieldwork & Internships**

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

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

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

Field Work is a less-structured field education experience involving a schedule of less than 20 average hours per week. Examples of field work include volunteering for a non-profit, teaching a class over several weeks or serving on a committee. The field work student must benefit from the oversight of a mentor, but weekly, formal meetings are not required.

Internship is a field education experience that entails a minimum of 15 average hours per week (up to 40), weekly formal supervision at the site, and registration in a reflection class offered by SKSM. There are two Intern Reflection classes. One is designed for those working in a congregational setting (with Rev. Tera Landers), and one is for those working in a community organization (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 Dean Christopher Schelin, Director of Contextual Education, in the case of community field work/internships, or with Rev. Tera Landers, 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 obtain an established setting.
3. Submit a Field Education Proposal form to either Dean Schelin or Rev. Landers, detailing the nature of the work to be done, listing tentative learning goals, and providing a resume or biography of the intended mentor supervisor if this is the first time this person is serving in such a capacity. All mentor 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 Dean Christopher Schelin or Rev. Tera Landers before the end of the Spring term.

## **ADMISSIONS INFORMATION**

### **DEGREE PROGRAMS**

#### **MDiv, MASC, and MDiv/MASC Dual Programs**

- Complete an application online on our website at [www.sksm.edu/admissions/how-to-apply](http://www.sksm.edu/admissions/how-to-apply)
- If needed, apply for Financial Aid at <https://studentaid.gov/h/apply-for-aid/fafsa> and Scholarships at <https://www.sksm.edu/?s=scholarships> as early as possible to determine eligibility and plan your educational program path (School Code: G04080)
- Acceptance notifications are usually generated within 3-4 weeks post-submission.
- Summer Intensives start: June 3rd, Registration begins: April 15, 2024
- Fall classes start: Sept. 3rd, Registration begins: April 15, 2024

### **CERTIFICATE APPLICATIONS**

#### **Certificate in Multi-Religious Studies, Unitarian Universalist Studies or Psychedelic Justice and Companionship**

- Complete an application online on our website using the [Certificate Program Enrollment Form](#).
- Pay the \$25 non-refundable application fee.

### **Certificate in Chaplaincy Studies**

- Submit transcripts for consideration ahead of applying. Previous master's degree required in the field of religion, psychology, or similar.
- Complete an application online on our website using the [Chaplaincy Certificate Form](#).
- Pay the \$25 non-refundable enrollment fee.

\*\*\*Please note that scholarships and financial aid are not permitted for Certificate programs\*\*\*

**For more information on Certificate programs, please visit:** <https://sksm.edu/academics/certificates>

### **SPECIAL STUDENT**

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

Information and registration: [SKSM Special Student Registration and Information](#).

**Steps for Special Students to Register for a Course** (for students not matriculated in a SKSM degree or certificate program):

- Fill out and submit a [Special Student SKSM Course Registration online form](#) and pay the \$25 non-refundable processing fee.
- SKSM Course Registration forms and non-refundable processing fee are due to the Registrar by the last day of the registration period. Please submit the Course Registration form and registration fee as soon as possible, as some courses fill up quickly.
- Once your Course Registration has been received and you are enrolled, you will receive a Welcome Letter with login information to your new Populi and school email accounts. Then at the end of Late Registration period you will receive an invoice with payment instructions from our Student Accounts Office. Payment will be due on the last day of the late registration period.
- The tuition for Special Students is the same as a Degree Student, though Special Students are not eligible for Financial Aid.

For more information on Special Students, please click [here](#).

### **TRANSFERRING TO SKSM**

Starr King welcomes transfer students through our regular application process. Students admitted to Starr King's MDiv or MASC degree, who, within five years prior to their

matriculation with Starr King have completed 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. Students may also transfer credit for courses completed at the Chaplaincy Institute in exception to the general policy not to accept coursework from unaccredited institutions. Transfer credits count towards the required number of total credits needed to complete a degree program and the amount of all-inclusive tuition required will be reduced accordingly. Tuition credits will be prorated in accordance with the student's projected graduation date.

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 prior to admission.

**Requests may be submitted any time during the admission process and early submission is encouraged. Requests must be received no later than August 1 or January 1.**

The request will be reviewed and acted upon by the Dean of Faculty (or, in their absence, the faculty member of the Admissions Committee). Signed approval of transfer credits will be communicated in writing to the entering student, the SKSM Registrar, the student's Advisor, and the SKSM Student Accounts Manager.

**The following criteria will be applied in determining pre-admission transfer credits (at the discretion of the Academic Dean):**

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

**Allowable limits on transfer credits:**

- For MDiv candidates no more than 45 credits can be transferred.
- For MASC candidates no more than 24 credits can be transferred.
- For joint MDiv/MASC candidates no more than 57 credits can be transferred.
- For Chaplaincy Institute courses: No more than 18 credits transferred.

**On behalf of SKSM, the Academic Dean may grant Advanced Standing. All transfer limits are at the discretion of the Academic Dean.**

Additional Questions? Please contact our Director of Admissions and Recruitment at [admissions@sksm.edu](mailto:admissions@sksm.edu).



## **TUITION & FEES**

Student Body Fee:

\$20.00 per semester SKSM fee per credit: For the 2024-25

Academic Year: SKSM tuition is \$925 per credit.

This fee applies to the following students:

### **Master of Divinity**

MDiv requires the completion of 90 credits.

### **Master of Arts in Social Change**

MASC requires the completion of 48 credits.

### **Dual MASC/MDiv Degree**

Dual MASC/MDiv degree requires the completion of 114 credits.

### **Certificates (UU Studies, Multireligious Studies, Chaplaincy Studies, Psychedelic Justice and Companionship)**

Starr King's certificate programs are open to Special Students and to Degree Students. The certificate programs require the completion of 12 credits.

### **Special Students**

Special Students (i.e. students who are not currently matriculated in an SKSM degree or certificate program) may register through Starr King to take a Starr King course.

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

SKSM alumni are eligible to take a course as a "Special Student" and to apply one free credit per year (\$925 discount) to the cost of an SKSM course. Access to the course is subject to space availability and instructor approval.

## **FINANCE**

### **Tuition Transition Summer Personalized Payment Plan**

Please register for your Summer Intensives as planned.

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

Please contact Owais Qureshi at [ogureshi@sksm.edu](mailto:ogureshi@sksm.edu) to set up your Personalized Payment Plan.

## **Billing**

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

Forms of payment: Credit Card, Check, Cash, E-Check, and Money Order Payments

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

## **Minimum Credits for Student Health Insurance (SHIP) and Student Loan**

For purposes of federally supported financial aid programs, to receive full-time benefits a student must be enrolled for a minimum of 9 credits each principal term (i.e. Fall, Intersession/Spring, and/or Summer). To receive part-time benefits, a student must be enrolled for a minimum of 6 credits each principal term (i.e. Fall, Intersession/Spring, and Summer). Students who take fewer than 6 credits in a principal term may enter repayment for loans and are not eligible for loans within that semester. Student Health Insurance Plan (SHIP) purchased from Starr King School is not available to anyone taking fewer than 6 credits in a principal term.

## **Tuition Refund Policy**

If a student withdraws or is dismissed by the faculty from a Starr King degree program during any term of instruction, (Summer, Fall, Intersession, or Spring), 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.

For semester-length courses (ten weeks or longer):

- Prior to the end of General Registration: full refund of tuition due for the semester.
- During the 3rd week of classes: 80% of tuition paid that term.
- During 4th and 5th week of classes: 50% of tuition paid that term.
- During 6th and 7th weeks of classes: 25% of tuition paid that term.
- After the 8th week: no refund.

\*\*For Oregon residents: During 3rd, 4th, 5th, 6th, 7th and 8th week of classes: 50% of tuition paid that term. After the 8th week: no refund. \*\*For Washington residents: After the 5th

week: no refund.

For intensive and intermediate-length courses (1-9 weeks):

- By the conclusion of the 1st day of instruction: full refund of tuition.
- By the conclusion of the 2nd day of instruction: 80% of course tuition.
- By the conclusion of the 3rd day of instruction: 50% of course tuition.
- After the 3rd day of instruction: no refund.

### **Concerns or Complaints**

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

Tel: 916.431.6959 – Fax: 916.263.1897

For Washington State residents seeking information and resources about student loan repayment or seeking to submit a complaint relating to your student loans or student loan servicer, please visit [www.wsac.wa.gov/loan-advocacy](http://www.wsac.wa.gov/loan-advocacy) or contact the Student Loan Advocate at [loanadvocate@wsac.wa.gov](mailto:loanadvocate@wsac.wa.gov)

### **FINANCIAL AID**

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

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

#### **There are three academic terms:**

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

#### **Return of Title IV Funds (RST4)**

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

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

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

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

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended. Further details are available at the GTU Consortium Financial Aid Office. For further information, please contact the Financial Aid Office at (510) 859-4611 or at [financialaid@sksm.edu](mailto:financialaid@sksm.edu).

### **Veterans Benefits**

Starr King School for the Ministry is approved by the California State Approving Agency for Veterans Education for payment of educational benefits to those veterans and dependents that are determined eligible by the Veteran's Administration.

### **Veterans Benefits and Transition Act of 2018**

Starr King School for the Ministry will adhere to the requirements of and comply with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103.

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

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

All courses taught through Starr King degree programs are eligible for VA benefits with the exception of courses provided through the joint program with The Chaplaincy Institute.

### **THE DIGITAL THEOLOGICAL LIBRARY (DTL2)**

Starr King is a member institution of the Digital Theological Library 2 (DTL2), a co-owned online library for theology and graduate religious studies. Through DTL2, SKSM has joined the second cohort of twenty graduate schools to utilize a DTL database. DTL2 offers tens of thousands of journals and hundreds of thousands of books across multiple disciplines, extending beyond religious studies to include other fields in the humanities as well as the sciences.

SKSM students have full access to the Digital Theological Library (DTL2).

Use of the DTL's leased and purchased information resources is restricted to the DTL's co-owning institutions. Co-ownership is restricted to nonprofit graduate schools in religious and theological institutions without regard for religious affiliation. The DTL is an independently incorporated 501(c)3 nonprofit corporation. The DTL is governed by an executive committee elected by the co-owning institutions. <https://libguides.thedtl.org/az.php>

### **POLICIES**

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

Specific SKSM Policy and Compliance Statements are listed below and can also be found on the website here: <https://www.sksm.edu/academics/policy-statements/>

#### **Students with Disabilities Policy**

This policy strives for consistent and equitable student access to educational opportunities at Starr King. In particular, it addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers library use, student advising, SKSM classroom activities and requirements, program exams, and capstone experiences or projects. It does not address extracurricular events sponsored by SKSM, 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 resource to develop expertise, provide information and consultation, and answer questions.

**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 must provide documentation that substantiates the disability diagnosis. This may take the form of:

1. A statement or recent medical record provided by a qualified medical professional.
2. A previous medical or educational record with relevant information, such as a past accommodation or assessment document.
3. A self-report provided to the DRO during a structured interview. Starr King reserves the right to request additional documentation alongside the self-report.

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

**Request for Accommodations form:** [Request for Accommodation Form](#)

**The Timing of a Student Request:** The student with a disability should request accommodations in advance of when the accommodation is needed. The student need 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.

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 within SKSM 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.

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.

### **Examples of Reasonable Accommodations**

The DRO will collaborate with students and faculty to determine reasonable accommodations that do not substantially alter the school curriculum or impose an undue institutional burden. Accommodations at Starr King have included:

- Extra time to complete assignments
- Substitution of oral exams, audiovisual recordings, or creative projects in lieu of written assignments
- Access to recordings of synchronous class sessions for review
- Allowance for physical therapy breaks during class sessions

### **Institutional Contact:**

Rev. Dr. Christopher Schelin, Dean of Students, Disability Resource Officer [cschelin@sksm.edu](mailto:cschelin@sksm.edu)

### **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.<sup>1</sup>

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 to an assignment or written work, ask your instructor. Sometimes topics and work overlap in more than one course, or you may wish to expand upon your previous thinking and writing. Request permission from your instructor to re-use material from another course in their course.
2. **Attribution:** All written work must use proper attribution, meaning that you have identified the source, words, and ideas that you reproduce, paraphrase (summarize) or otherwise, use in your assignment or to develop your thinking. This includes drafts and homework assignments. Individual instructors may have their own requirements for the citation styles; for reference, there are multiple resources available online (such as the Purdue OWL writing lab, <https://owl.purdue.edu/>).
3. **Collaboration:** Collaboration and dialogue with other students are helpful as you study for your courses. However, do not collaborate with other students on a specific



assignment unless you have been given permission or instructed to do so. If you collaborate with another student on an assignment, decide with your collaborators how you will cite shared or individual contributions. Leave significant room for listening and reflection.

## **Academic Conduct**

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

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

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

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

<sup>1</sup> Norman K. Denzin and Yvonna S. Lincoln, "Introduction: Critical Methodologies and Indigenous Inquiry," in *Handbook of Critical and Indigenous Methodologies*, edited by Norman K. Denzin, Yvonna S. Lincoln and Linda Tuhiwai Smith, 1-20. Thousand Oaks, CA: Sage Publications, 2008.

## **Credit Hour Policy**

Starr King follows the federal guidelines of "credit hour" as a minimum of one hour of classroom or direct faculty instruction and an additional minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester of credit, most commonly a total of approximately 135 hours of work for each 3-credit course. We share this federal guideline in course planning, we share it with students during their orientation, in our school forms, and in academic advising.

All of our courses are planned to follow the federal guidelines. With our school's core commitment to educating students to counter oppression and build just communities, it is helpful that it is becoming more common to use the term "time on task" instead of "classroom and out of classroom" work. "Time on task" fits our seminary's social justice and spiritual formation paradigm that includes classroom work, on-line and experiential activities, as well as a broad range of "...other academic work leading to the award of credit hours" (34 CFR 600.2) including:

- Lectures
- Reading
- Writing
- Film and other multimedia
- Class discussion
- Skills-building and practice
- Individual or group projects
- Student presentations
- Applied learning in the community, congregation, etc.
- Immersion experiences
- Creative work
- Reflection
- Spiritual formation
- Quizzes or exams
- Meetings with the instructor
- Participating in an event (e.g., conference, workshop, etc.)

During our Fall and Spring 15-week semesters, we offer a wide range of credit-earning opportunities. In addition to on-campus classes, Starr King offers on-line synchronous and/or asynchronous classes, hybrid classes (by which we mean that some students are physically in a smart classroom while some students are participating from off-campus using zoom and a large flat in-classroom monitor). During these semesters, we also offer contextual/experiential courses such as internships, field education, clinical pastoral education (CPE), and course- embedded immersion courses. In addition, Starr King Individualized Learning courses (SKILS) allow for individual or small

group learning experiences.

During our Winter and Summer terms, we offer our school's required core courses as well as elective courses in an intensified format. Outside of the pandemic crisis, the one- week intensives consist of 40 hours of classroom time with extensive pre-course reading/writing/reflection and post-course writing/project assignments. During the pandemic these courses have been converted to on-line classes with several hours of daily zoom lecture/discussion sessions, as well as on-line small group sessions. Because of the reality of zoom-fatigue as well as students' family and work responsibilities, we are experimenting with two 20-hour weeks, and other scheduling configurations.

In courses that have variable credits decided on by students and instructor (e.g. SKILs and field education) there are specific prompts on the students' course proposal forms that include the 45 hours of "time on task "per credit hour and the credit hours are decided by instructor and student.

### **Leave of Absence Policy**

Starr King grants semester-length leaves of absence (Fall and Spring terms) to students when personal circumstances require the interruption of their enrollment. A student on leave does not need to apply for readmission and is not subject to changes in their academic program.

Starr King does not grant a leave of absence for work, which is 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 independent studies and incompletes.

Federal regulations stipulate that institutions receiving Title IV funds (federal financial aid) may not grant leaves of absences in excess of 180 days within a 12-month period, inclusive of weekends and break periods. Starr King therefore stipulates that students may take one leave of absence at a time but must enroll for classes in the subsequent semester to remain in good standing. Leaves of absence are not filed for Summer and Intersession terms. MDiv students are granted a maximum of **six** total semesters of leave and MASC students are granted a maximum of **four** total semesters of leave. Participation in the school's health insurance program is not available during a leave of absence.

A [Leave of Absence form](#) must be completed for each semester of leave. See instructions on the Student Forms page for filling out and submitting Student Forms. After the form is downloaded and completed, the student will email it to [Registrar@sksm.edu](mailto:Registrar@sksm.edu) cc'ing their advisor. The Registrar will collect all electronic signatures required.

An administrative leave of absence is imposed by vote of the faculty if a form is not approved and on file at the beginning of a semester. A student who fails to enroll for classes in the following semester will be withdrawn from Starr King by vote of faculty as well. Persons subject to administrative withdrawal may apply for readmission if they submit a corrective plan for continuing their degree program.

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.

Leaves of absence taken once matriculation in the degree program has begun count toward the total allowed in the program. Leaves of absence do not count toward the total time allowed to complete a degree program as stated in the Satisfactory Academic Progress policy.

## **Tardiness & Class Cuts Policy**

### **Course Participation**

Starr King students are expected to participate fully in their courses. Students are expected to attend synchronous class sessions and submit assignments on time. Students who will be absent from classes or tardy in submissions must communicate with their instructors ahead of time or, when not possible, at the earliest opportunity afterward.

Students should be aware that participation, whether in a classroom or online, is evaluated as part of their grade. Students with unexcused absences or lack of engagement may fail a course.

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. 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 (<https://www.sksm.edu/about/meet-us>)

See "How Students Develop Online Learning Skills,"  
<https://er.educause.edu/articles/2007/2/how-students-develop-online-learning-skills>

## **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 worst according to one evaluative matrix. Written evaluations provide the instructor and student the opportunity to assess student performance and growth according to several matrices on an individual basis, highlighting a student's strengths or significant educative transformations.

If necessary, for future academic endeavors, a student may request a letter grade.

To be clear, Starr King offers courses based on a Pass/Fail system, not a Letter Grade system; however, our Student Information System (SIS, Populi) uses letter-grade nomenclature. Again, the instructor should not evaluate a student on whether that student has done enough to pass

only but offer a thorough evaluation of that student's work. In Spring 2019 an updated evaluation form was introduced, with the additional category of M, that indicated marginal pass. The Marginal Pass is not recorded by the SIS system, but it is helpful to students and their advisors to clearly identify major issues in a course.

Starr King course instructors provide a written evaluation for all degree seeking and certificate Starr King students in their classes each semester. The form is placed in the Student's personal file in the SIS. Faculty should also send a copy of the evaluation directly to the students at the end of each course.

## **Practice**

If a student fails to achieve enough progress towards the learning outcomes as laid out in the course syllabus (covenant), then it is the instructor's prerogative to not give student credit for the course (recorded as No Pass/F). 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.

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 before a student can do their mid-degree portfolio conference. See also Initial Threshold Assessment as well as Threshold Assessment form in forms area of resources.

## **Satisfactory Academic Progress (SAP) Policy**

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

### **SKSM students must maintain Satisfactory Academic Progress toward degree and certificate completion to be eligible to receive institutional and Title IV Aid (federal financial aid).**

The standards of the HEA apply to all students. Federal standards require that SKSM measures be quantitative as well as qualitative and include certification of completion of work within expected time frames. Academic Standing: Satisfactory Academic Progress brings to light

problems with the quality of a students’ work and/or their pace in the program. Slow progress, numerous extensions, failed grades, and/or unethical professional and personal practices, failure to meet with one’s advisor and attend to one’s spiritual growth as suggested by faculty are examples of unsatisfactory progress, all affecting students’ standing in their program.

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

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

- A minimum of 70% of Ps (passed courses) and positive narrative evaluations for all completed courses, measured cumulatively.
- 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**

<b>Degree</b>	<b>Required Units</b>	<b>Maximum Attempted Credits</b>
Master of Divinity (MDiv)	90	135
Master of Arts in Social Change (MASC)	48	72
Certificate Programs	12	18

- 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, and the Dean of Faculty. The Academic Advisor of any student who has failed to meet SAP will also be notified. The annual review is conducted after grades have been entered for the Spring term. Additionally, an interim SAP progress check is completed at the end of all other terms and is submitted to the Dean of Students and Dean of Faculty. 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.
- The interim progress check may indicate that certain students are not on track to meet SAP for the academic year because they fail to meet the minimum requirement of 70% Ps (passed courses) and/or 67% completed courses. The Dean of Students or Dean of Faculty will notify any student's Academic Advisor. The Advisor will then contact the student to discuss the deficiency and potential adjustments to the course of study. The student will remain eligible for financial aid in the subsequent term(s) but will be subject to the loss of financial aid if they fail to meet SAP at the end of the academic year. Please see SAP Procedures below for further information.
- A term or semester is defined as the following academic periods: Spring (which includes courses taken during the January Intersession), Summer, Fall. For the Fall and Spring terms, a minimum of 6 credit hours per term are required for part-time students, and a minimum of 9 credit hours per term are required for full-time students.

#### **B. Satisfactory Academic Progress Procedures**

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

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

report is sent to all of the above including Financial Aid.

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

### **C. SAP Appeal**

Process for an Adverse SAP Decision:

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

- A student choosing to appeal a SAP determination should submit a written petition to the Dean of Students by electronic mail within 30 days of the date of the final SAP review letter. A copy of the appeal letter and decision must be submitted to the Financial Aid Office.
- The email should explain the mitigating circumstances influencing progress in the program and outline plans to make SAP within the subsequent semester. Extenuating circumstances that warrant an appeal of the SAP determination are injury or illness, the illness, injury and death of a relative, or other special circumstances. The appeal must explain why the students failed to make SAP and what has changed or will change in their situation that will allow them to make SAP at the next evaluation. The plan should outline how the student plans to meet the requirement(s) due the previous term and the one(s) due for the upcoming term. The email should also verify support of the plan by the student's advisor. Though not required, students can ask their advisor to write a memo of support



for the revised plan. The Dean of Students will consult with the core faculty and render a decision about the appeal in writing by email within 30 days of the date of the appeal.

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

#### **D. 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.

## E. 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, 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 a student's SAP status. If the student has retroactively withdrawn from one or more courses, the academic evaluation and/or GPA used to determine whether SAP standards are met may differ from the official Starr King transcript, evaluation, or GPA.

## **Academic or Personal Dispute Policy**

This policy serves Starr King's commitment to build just and sustainable community by establishing procedures for resolving conflicts based on interpersonal interactions or academic processes. Faculty, staff, and students are charged with the responsibility of engaging in respectful communication rooted in values of empathy, curiosity, justice and inclusivity. If a student has an academic or personal dispute with another member of the Starr King community, they may seek resolution through the steps outlined below.

A **personal dispute** is defined as a dispute in which a student objects to the way they have been addressed or treated by another faculty, staff, or student in the context of their studies at or work for the school. Starr King will only involve itself in the resolution of personal disputes that occur within the learning or work environment and impinge upon its healthy functioning.

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 variable credit courses (e.g. SKILS and field education)
- e. a decision on a letter-grade for a course (if a letter grade had been requested)

This policy is not applicable in the case of serious violations otherwise stipulated by Starr King.

For the following, a complainant should notify school administrators immediately:

- Harassment or bullying
- Hazing
- Public nudity
- Throwing/ejecting objects
- Use or possession of firearms, pyrotechnics, or explosive objects
- Use or possession of illicit substances
- Sexual misconduct (notify Title IX Coordinator or Deputy Coordinator)

In the case of a **bias incident**, complainants are urged to follow the guidance for informal resolution and direct address, provided below, alongside filing an incident report.

### **Prohibition of Retaliation**

This policy prohibits retaliation against any person who reports a complaint, assists a complainant, or participates in the investigation or resolution of a dispute. Retaliation includes any acts of verbal abuse - such as threats, intimidation, or slander - or adverse actions

affecting one's employment or ability to participate in the educational program, or efforts to impede an investigation.

### **Informal Resolution and Direct Address**

Starr King intends to maintain a respectful and collegial learning environment that encourages the cooperative resolution of conflicts whenever possible. It is preferable the disputes are addressed informally through direct engagement between parties. Direct address may be superseded when such interaction may be reasonably considered to be threatening or unsafe. When you have a complaint against another community member, state your disagreement, concern or objection and state the resolution you feel would be appropriate. The other party must 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 reply in a timely manner to indicate whether you will accept and abide by their response, or whether you will pursue resolution through formal school processes.

### **Formal Resolution of Academic Disputes**

When a student objects to a course instructor's decision and direct address has failed to resolve the matter, the following steps should be taken:

#### **Consultation with Advisor**

Meet with 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.

#### **Formal Appeal to the Dean of the Faculty**

You may formally appeal a faculty member's decision to the dean of the faculty if steps one and two have been followed but no satisfactory resolution achieved. A formal appeal should be presented to the Dean of the Faculty in writing, stating your objection to the faculty member's decision and your reasons for the objection, with any supporting materials you wish to provide.

A copy of the formal appeal will be given to the faculty member by the dean of the faculty. The faculty member will have up to 30 days (during the contract year) to provide a written statement expressing the reason for the decision and providing any supporting materials the faculty member wishes to provide. If your appeal is received during a period when the faculty

member is on sabbatical, on vacation, or on a break between contract periods, the dean of the faculty will determine an appropriate deadline for the faculty member's written statement to be received and will keep you informed of the expected timeline for the dean of the faculty's decision.

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

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

The Dean of Faculty will communicate a decision in writing to both the faculty member and the student. The dean of the faculty will also inform your advisor, the dean of students, and registrar (as appropriate). If either the faculty member or you are not satisfied with the dean's adjudication of the academic dispute, a formal appeal to the President can be made.

### **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.**

## **Formal Resolution of Personal Disputes**

Formal resolution begins by consulting with a Starr King faculty or staff to seek advice. A student may contact their advisor, the Director of Spiritual Services, or the Dean of Students. This person will accompany the student in reflecting on how and why the dispute arose, what issues are at stake, what learning may be involved, and what next steps might be best.

If consultation does not achieve a resolution, a formal grievance may be filed with the Dean of Students. The grievance will consist of a written statement explaining the dispute and its impact on the student's involvement with Starr King, efforts undertaken to achieve resolution, and providing documentary evidence as needed (e.g, screenshots, witness statements). The Dean of Students will take all necessary measures to investigate the dispute, including collecting statements from the respondent and witnesses, separately interviewing the involved parties, and examining any documentation. The Dean of Students will consult with other administrators to determine a reasonable resolution in accordance with school policies and procedures. The Dean of Students will communicate a decision in writing to the complainant and the respondent.

If the complainant is not satisfied with the proposed resolution, they may present a formal written appeal to the President. The President will review all written materials and may request additional information or interviews. The President will prepare a written judgment that upholds the Dean of Students' decision, set it aside and make a new decision, or direct parties to take other actions to resolve the dispute. **The President will be the final adjudicator of personal disputes within the Starr King environment.**

## **Disputes with Starr King Administrators**

In the case of a personal or academic dispute with the Dean of Faculty or the Dean of Students, formal written complaints should be addressed to the President, following the steps provided above. In the case of a dispute with the President, formal written complaints should be addressed to the Chair of the Board of Trustees.

## **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 grounds for dismissal from the school. At the same time, different cultures have different understandings of plagiarism.

A great resource to help you understand and avoid plagiarism:

Plagiarism: What It Is and How to Recognize and Avoid It:

<https://wts.indiana.edu/writing-guides/plagiarism.html>

Starr King considers the use of AI programs such as ChatGPT to be an instance of plagiarism.

## **SKSM Consequences of Plagiarism**

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

### **Privacy Policy - Family Educational Rights and Privacy Act (FERPA)**

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 Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies or Multireligious Studies, or The Chaplaincy Institute (ChI) certificate programs. Students will also include SKSM special students (i.e. SKSM Online, unclassified student).

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 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 Dean of Faculty's Office, the Dean of Students' 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 Dean of Students 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 Dean of Students of his/her right to a formal hearing. Student requests for a formal hearing must be made in writing to the 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 Dean of Students. 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 statements with the education records 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 Social Change (MASC) degrees, the certificate programs in Unitarian Universalist Studies or Multireligious Studies, or The Chaplaincy Institute (ChI) certificate programs. Students will also include SKSM special students (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 because of their status as a student (e.g. work-study).

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

## **Public/Directory Information**

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

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

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

## **Policy For Protection Of SKSM Students From All Forms Of Sexual Misconduct Temporary Supplement to Sexual Misconduct Policy**

**Overview:** This temporary policy supplement is an extension of the existing Title IX Sexual Misconduct Policy. It implements the Department of Education’s 2020 “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 the Complainant and the Respondent do not want a live hearing.

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

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

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

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

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

hearing.

Complainants and Respondents will be treated equitably. All relevant evidence at the hearing and in the hearing file will be objectively evaluated, including both inculpatory and exculpatory evidence. A determination will not be based on a party's status as a Complainant, a Respondent, or a witness, or any preconceived notions or biases.

Within ten (10) business days of the live hearing, with extension as permitted by the Title IX Coordinator, the fact-finder(s) will provide a written determination to the Title IX Coordinator of whether or not the Respondent is found responsible under this Policy and may also include a recommendation for sanctions or remedies.

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

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

## **Standing Sexual Misconduct Policy**

### **1.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.

### **1.II. NOTICE OF NON-DISCRIMINATION AND HARASSMENT**

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

### 1.III. SCOPE OF THE POLICY

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

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

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

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

#### (A) 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

414 13<sup>th</sup> St.

Suite 700

Oakland, CA 94612

[cschelin@sksm.edu](mailto:cschelin@sksm.edu)

## **Title IX Deputy Coordinator at SKSM**

Rev. Dr. Meg Richardson, Associate Dean of Faculty

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Oakland, CA 94612

[mrichardson@sksm.edu](mailto: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:

- a. By force or threat of force;
- b. Without effective consent; or
- c. 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:

- a. Causing or attempting to cause another individual to become drunk, drugged or

- otherwise incapacitated with the intent of engaging in a sexual behavior;
  - b. 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;
  - c. 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.);
  - d. Exposing one's genitals in non-consensual circumstances or inducing someone to expose their genitals;
  - e. Knowingly transmitting a sexually transmitted disease or virus to another individual without his or her knowledge; or
  - f. 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 cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.
5. **Dating Violence:** Violence committed by a person –
- (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - (B) where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - (i) The length of the relationship.
    - (ii) The type of relationship.
    - (iii) The frequency of interaction between the persons involved in the relationship.
6. **Stalking:** A course of physical or verbal contact directed at another individual that would cause a reasonable person to:
- (A) Fear for his or her safety or the safety of others; or
  - (B) Suffer substantial emotional distress.
7. **Retaliation:** Action which is taken against an individual or group of individuals because of their participation in a complaint or investigation of sexual misconduct, including but not limited to, Complainants, Respondents, witnesses, or others involved in the complaint, investigation and/or resolution of the alleged sexual misconduct. Retaliation can take many forms, including threats, intimidation, pressuring, continued abuse, violence, or other forms of harm to others.

8. **Sexual Harassment** is unwelcome, gender-based verbal or physical conduct that is sufficiently severe, persistent, or pervasive to interfere with, deny or limit a person's ability to participate in or benefit from SKSM's education program and/or activities. Sexual harassment has many forms. Sexual harassment is harmful regardless of gender of the perpetrator or the victim. One form is quid pro quo or "this for that." Unwelcome sexual advances, requests for sexual favors or other verbal or physical conduct of a sexual nature constitutes sexual harassment when it is implicitly or explicitly suggested that submission to or rejection of the conduct results in adverse educational or employment action. An example is a student advisor asking a student to have sex in exchange for keeping quiet about a student's violation of the plagiarism policy.

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

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

9. **Close Personal Relationships Affecting Teaching, Mentoring and Supervisory Functions**

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

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



## 1.IV. DEFINITIONS

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

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

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

- (A) The Respondent’s belief in affirmative consent arose from the intoxication or recklessness of the Respondent.
- (B) The Respondent did not take reasonable steps, in the circumstances known to them at the time, to ascertain whether the Complainant affirmatively consented.

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

- 1. The Complainant was asleep or unconscious.
- 2. 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.
- 3. The Complainant was unable to communicate due to a mental or physical condition.

1.2 **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.

1.3 **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.

**1.4 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.

**1.5 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.

**1.6 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.

**1.7 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.

**1.8 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.

**1.9 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.

**1.10 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.

## **1.V. 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 becomes known.

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

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

### **2. Reporting Procedures:**

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

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

- Emergencies: 911
- City of Oakland Police Department: Emergency (510) 238-3455 or Non- Emergency (510) 777-3333
- Rape Crisis Center 24-hour helpline: 1-800-670-7273
- Bay Area Women Against Rape 24-hour hotline: (510) 845-7273
- National Domestic Violence hotline: 1-800-799-SAFE (7233)

- Community Overcoming Relationship Abuse (CORA) 24-hour hotline: 1-800-300-1080
- National Sexual Assault hotline: 1-800-656-HOPE (4673)

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

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

#### 1.B. **Reporting Options at SKSM:**

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

- By submitting a written complaint by email to one of Title IX Coordinators
- Or by submitting a report using the online reporting form available through SKSM's webpage, and available at this link:

<https://www.sksm.edu/community/policies-compliance-statements/sexual-misconduct->

- **Title IX Coordinator**

Rev. Dr. Christopher Schelin, Dean of Students [cschelin@sksm.edu](mailto:cschelin@sksm.edu)

**Deputy Title IX Coordinator**

Rev. Dr. Meg Richardson, Associate Dean of Faculty [mrichardson@sksm.edu](mailto:mrichardson@sksm.edu)

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

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

The Reporting Procedures for SKSM students who are taking courses at or offered by an affiliated school/center/institute of SKSM, are the same as the Reporting Procedures outlined in Sections A and B above.

SKSM will do everything feasible to address and prevent recurrence of any misconduct committed by a person of another affiliated school/center/institute of SKSM (such as a student, faculty, third- party contractor, staff member), however, SKSM may be limited in what actions it can take.

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

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

**1.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.

**1.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.

**1.F. Prohibition Against Retaliation:**

It is a violation of SKSM policy to retaliate against any person making a report of possible

sexual misconduct, or against any person cooperating in the investigation of any report of possible sexual misconduct. Retaliation against any member of the SKSM community may result in disciplinary action, including termination of employment or expulsion from SKSM.

**1.G. Possible Disclosure by SKSM of Information Pertaining to Reports of 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 disclose his or her identity, the alleged perpetrator’s identity will not be disclosed either, unless required by governmental authorities.

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

If a person would like to discuss the details of an incident of possible sexual misconduct, without making a report or record of the incident, or in an otherwise confidential manner, the person should speak with persons who hold a relationship with the person of which there is a legal duty of confidence, such as with their physicians, mental health therapists, priests, or clergy. These persons generally will maintain confidentiality if they are acting in their capacity as your physician, mental health therapist, or clergy member, except in extreme cases of immediacy of threat or danger, or abuse of a minor.

The faculty and administrators of SKSM, even if they are ordained clergy or pastoral

counselors, are **not** acting in their capacity as members of the clergy and do not have such a relationship with SKSM students, and thus, they are required under this Policy to promptly forward all reports of possible sexual misconduct to the Title IX Coordinator for consideration and response.

### 1.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).

### 1.VI. **INTAKE MEETINGS**

#### 1.1 Intake Meeting with Complainant:

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

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

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

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

#### 1.2 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.

### 1.3 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.

### 1.4 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.



## 1.5 Possible Interim Measures

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

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

## 1.VII. 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 days of the intake. However, depending on the complexity of the case, additional time may be needed to complete the investigation.

#### 1.VIII. RESOLUTION

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

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

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

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

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

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

described below.

The Title IX Coordinator, or any designee of the Title IX Coordinator, also may meet separately with the Complainant or the Respondent to discuss the results of the investigation and explain any resolution action that will be taken or imposed. 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.

#### 1.IX. 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?

#### 1.X. 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.

#### 1.XI. 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.

#### 1.XII. FALSE ACCUSATIONS

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

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

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

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

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

#### 1.XIV. RESOURCES

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

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

#### **For Emergency Needs:**

- **911** – Police
- City of Oakland Police Department: Emergency (510) 777-3211
- Alameda Health System – Medical counseling for victims of sexual assault and domestic violence at Highland Hospital, Oakland, and other locations. Visit <http://alamedahealthsystem.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.

**National organizations** that may be able to provide the SKSM community with important information and assistance:

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

## SKSM Resources:

- Title IX Coordinator: Rev. Dr. Christopher Schelin, [cschelin@sksm.edu](mailto:cschelin@sksm.edu)
- Deputy Title IX Coordinator: Rev. Dr. Meg Richardson, [mrichardson@sksm.edu](mailto:mrichardson@sksm.edu)

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

- The Interfaith Counseling Center of the Bay Area – Trained and licensed therapists and counselors are available. 2345 Channing Way, Berkeley, CA 94709. <http://interfaithcc.org/> 510/225-5595
- The California Counseling Institute 1562 Oakview Avenue, Kensington, CA 94707. <http://www.californiacounseling.org/> 415/752-1702
- City of Berkeley Adult Clinic, 2640 Martin Luther King Jr. Way 510/981-5290.
- Men Overcoming Violence, 1385 Mission Street, Suite 300, San Francisco 415/626-6704.
- Domestic Violence Resource Guide for Alameda County: <https://acphd-web-media.s3-us-west-2.amazonaws.com/media/resource-guides/docs/domestic-violence.pdf>
- Resource List at the Alameda County Family Justice Center: [http://www.acfjc.org/GET\\_help](http://www.acfjc.org/GET_help)

## Policy for Reporting Incidents of Bias

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

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

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

## What is a Bias Incident?

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

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

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

### **Reporting a Bias Incident**

Any involved party who experiences or witnesses a bias incident may complete the [Bias Incident Report Form](#). This form is for all faculty, staff, and students of Starr King, as well as any other participants in activities led by the school.

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 FERPA or other legal or ethical obligations to maintain confidentiality.

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

### **Policy on Student Harassment and Bullying**

Starr King seeks to create and maintain an academic environment in which all members of the community are free from harassment and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. Starr King School for the Ministry espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weaken 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 Starr King policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. Retaliation is a violation of this policy whether or not the underlying claim of harassment, discrimination, sexual harassment or sexual misconduct is proven.

## **Hazing**

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

Section 32050, California Education Code:

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

## **Intent and Spirit of Hazing Policy**

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

## **Enforcement**

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

organization's strict adherence to this policy. Failure to do so will result in disciplinary action. Any violation of the school Policy on Hazing should be reported to the Acting Dean of Students and Community Life.

### **Policy on Firearms, Weapons, Pyrotechnics & Explosive Devices**

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

### **Policy on Drug-Free Campus and Workplace**

Starr King School for the Ministry requires that its campus, programs, and services be free from the unlawful manufacture, distribution, dispensing, possession, or use of alcohol or controlled substances as defined in the Controlled Substances Act, 21 USC Sec. 812 and 21 CFR Sec. 1308. Abuse of alcohol by students, employees, and guests of Starr King is also prohibited.

This policy provides notification of the following: school standards of conduct, legal and disciplinary sanctions, health risks for drug use and alcohol abuse, and resources for harm reduction, treatment, and rehabilitation. It is written to be compliant with Part 86 of the EDGAR (Education Department General Administrative Regulations) Act.

Starr King's compliance with federal and state law should not be interpreted as the prohibition of employees or students from the right to advocate for the legalization of substances that may be medically beneficial or serve a function in religious ceremony and spiritual practice.

### **Definitions**

Alcohol: Any beverage containing not less than 0.5% alcohol by weight.

Controlled Substance: An illicit drug or chemical as defined by federal and/or state law.

Alcohol Abuse: The underage consumption of alcohol or the consumption of alcohol to a degree that impairs work performance, scholarly activity, engagement in SKSM programs and services, and/or generates the risk or result of injury or property damage.

### **Health Risks**

Alcohol abuse and illicit drug usage may cause impaired judgment, coordination, memory, and other mental functions, increase the incidence of aggressive and violent behavior, and result in

physical harm and death. Repeated use of alcohol and drugs can lead to addictive dependence and permanent damage to vital organs.

### **Summary of Legal and Disciplinary Sanctions**

Persons engaged in unlawful activity are subject to misdemeanor and/or felony violations that may result in fines and/or imprisonment under penalties determined by federal and state law. Federal and state regulations, as well as federal penalties for possession and drug trafficking, are listed below.

SKSM will respond compassionately to students and employees suffering from alcohol abuse or drug addiction and will prioritize therapeutic and restorative measures.

However, the school reserves the right to impose sanctions, such as suspensions or leaves of absence, up to and including the dismissal of an employee or expulsion of a student.

Any employee engaged in the abuse of alcohol or unlawful possession, use, or distribution of illicit drugs while on SKSM or GTU member school premises, or while engaging in SKSM-sponsored programs or services, is subject to sanctions. Appropriate responses to employee violations of this policy are assessed and determined by the President. Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. 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.

Any student engaged in the abuse of alcohol or unlawful possession, use, or distribution of illicit drugs while on SKSM or GTU member school premises, or while engaging in SKSM-sponsored programs or services, is subject to sanctions. SKSM will assess the appropriate response to student violations of this policy via a deliberative process involving the student's academic advisor, the Dean of Students, the Dean of Faculty, and the President. Any student involved in unlawful activity is also subject to legal sanctions under local, State, and Federal law.

### **Treatment 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. National Alcoholics

Anonymous listings for each state can be found at:

[http://www.aa.org/pages/en\\_US/find-aa-resources](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](http://www.berkeleyneed.org).

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

### **Legal Statutes and Sanctions**

In this section, SKSM identifies pertinent statutes and sanctions defined by federal law as well as by California state law and Oakland city ordinance. SKSM employees and students will be subject to statutes and sanctions for the jurisdictions where they reside or where other school-sponsored programs and activities may take place (e.g., immersion trips, events at the UUA General Assembly, etc.).

#### **City of Oakland**

Alcoholic Beverages and Other Drugs: Code of Ordinances

The City of Oakland uses the California penal code to enforce the statutes relating to both drug and alcohol laws.

#### **State of California**

The statutes and sanctions pertaining to the unlawful possession, use, or distribution of illicit drugs and alcohol:

647(f) Found in a public place, anyone under the influence of intoxicating liquor, any drug, controlled substance, toluene, or any combination of the above and this person is unable to care for them self or the safety of others, or if they obstruct or prevent others from the use of the street or sidewalk or other public way. They are considered drunk in public and subject to arrest.

Drugs: A controlled substance is any Prescription drugs, prescribed by a Doctor or Pharmacist.

11350 H&S Controlled substance. Possession of a designated controlled substance, drug,

narcotic drug without a prescription.

11351 H&S Possession or the purchase for sale of a controlled substance, narcotic drug.

11352.1 H&S Possession of cocaine base for sale, i.e. rock/crack cocaine.

11352 H&S Transportation, sales, give away of, any designated controlled substance. 11357 H&S

Unauthorized possession of Marijuana.

11357.5 H&S unauthorized dispensing, distributing or administering, possession for sale of any synthetic cannabinoid compound or derivative.

11358 H&S Unauthorized cultivation, harvesting or processing of marijuana. 11359

H&S Possession for sales of marijuana.

1136.0 H&S Transportation for sales, import or gave away marijuana.

11362.7 H&S (Definition) describes the use of medical marijuana cards. (An attending physician certified by The Medical Board of California can prescribe medical marijuana to their patient.)

11362.71-11362.9 H&S Describes the issued fees for the medical marijuana card, all forms of transportation of the marijuana, cost of the card and the penalties for the misuse of the card and so forth.

11364 H&S Opium pipes or other instruments for injecting or smoking a controlled substance, (Heroin, Hashish, Cocaine or Marijuana).

11377-11382.5 H&S is the punishment for possession of the controlled substance and narcotics.

11378.5 H&S Punishment for the possession of Phencyclidine, (PCP) is a felony.

## **Federal Laws**

### **A. Federal Penalties and Sanctions for Illegal Possession of a Controlled Substance**

#### **1. Penalty for Simple Possession (See 21 U.S.C. 844[A].)**

**First conviction:** Up to one year imprisonment and fined at least \$1,000 but not more than \$100,000 or both.

**After 1 prior drug conviction:** At least 15 days in prison, not to exceed two years, and fined at least \$2,500 but not more than \$250,000 or both.

**After 2 or more prior drug convictions:** At least 90 days in prison, not to exceed three years and fined at least \$5,000 but not more than \$250,000 or both.

**Special sentencing provisions for possession of crack cocaine:** Mandatory at least five years in prison, not to exceed 20 years and fined up to \$250,000 or both, if: a. First conviction and the amount of crack possessed exceeds five grams; b. Second crack conviction and the amount of crack possessed exceeds three grams; c. Third or

subsequent crack conviction and the amount of crack possessed exceeds one gram.

2. Criminal Forfeitures (See 21 U.S.C. 853[a][2] and 881[a][7].)

Forfeiture of personal and real property used to possess or to facilitate possession of a controlled substance if that offense is punishable by more than one-year imprisonment. (See special sentencing provisions regarding crack.)

3. Forfeitures (See 21 U.S.C. 881[a][4].)

Forfeiture of vehicles, boats, aircraft, or any other conveyance used to transport or conceal a controlled substance.

4. Civil Penalties for Possession of Small Amounts of Certain Controlled Substances

(See 21 U.S.C. 844a.)

Civil fine up to \$10,000 (pending adoption of final regulations).

5. Denial of Federal Benefits to Drug Traffickers and Possessors (See 21 U.S.C. 853a.)

Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses up to one year for first offense, up to five years for second and subsequent offenses.

6. Miscellaneous Revocation of certain federal licenses and benefits, e.g., pilot licenses, public housing tenancy, etc., are vested within the authorities of individual federal agencies.

B. Federal Trafficking Penalties

Controlled Dangerous Substances are classified into five different schedules (I–V):

Schedule I

- Opiates (Dimepheptanol, Hydroxypethidine, Normethadone)
- Narcotics (Acetylcodeine, Bensylmorphine, Heroin, Morphine, Nicocodeine)
- Hallucinogenic (LSD, Marijuana, Mescaline, Peyote, Psilocybin)

Schedule II

- Oxycodone (Percodan)
- Fentanyl (Sublimaze)
- Methadone (Dolophine)
- Meperidine (Demerol)

Schedule III

- Amphetamine (Biphetamine)
- Phenmetrazine
- Glutethimide (Doriden)
- Phencyclidine

#### Schedule IV

- Barbitol
- Meprobamate (Equanil, Miltown)
- Chloral hydrate
- Phenobarbital (Donnatal, Bellergal)

#### Schedule V

- Codeine
- Codeine Phosphate (Robitussin)
- Diphenoxylate (Lomotil)

#### Trafficking Penalties for Schedules I-V (except Marijuana)

For the substances/schedules and amounts:

##### **Cocaine (Schedule II):** 500-4999 g mixture

- Cocaine Base (Schedule II): 28-279 g mixture
- Fentanyl (Schedule IV): 40-399 g mixture
- Fentanyl Analogue (Schedule I): 10-99 g mixture
- Heroin (Schedule I): 100-999 g mixture
- LSD (Schedule I): 1-9 g mixture
- Methamphetamine (Schedule II): 5-49 g pure or 50-499 g mixture
- PCP (Schedule II): 10-99 g pure or 100-999 gm mixture

The penalties are:

- **First Offense:** Not less than 5 years, and not more than 40 years. If death or serious injury, not less than 20 years or more than life. Fine of not more than \$5 million if an individual, \$25 million if not an individual.
- **Second Offense:** Not less than 10 years, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$8 million if an individual, \$50 million if not an individual.

For the substances/schedules and larger amounts:

- Cocaine (Schedule II): 5 kgs or more mixture
- Cocaine Base (Schedule II): 280 g or more mixture
- Fentanyl (Schedule IV): 400 g or more mixture
- Fentanyl Analogue (Schedule I): 100 g or more mixture
- Heroin (Schedule I): 1 kg or more mixture
- LSD (Schedule I): 10 g or more mixture
- Methamphetamine (Schedule II): 50 g more pure or 500 g or more mixture
- PCP (Schedule II): 100 g or more pure or 1 kg or more mixture

The penalties are:

- **First Offense:** Not less than 10 years, and not more than life. If death or serious injury, not less than 20 years, or more than life. Fine of not more than \$10 million if an individual, \$50 million if not an individual
- **Second Offense:** Not less than 20 years, and not more than life. If death or serious injury, life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.
- **2 or More Prior Offenses:** Life imprisonment. Fine of not more than \$20 million if an individual, \$75 million if not an individual.

For the substances/schedules and amounts:

- Other Schedule I and II Substances (and any substance product containing Gamma Hydroxybutyric Acid): any amount
- Flunitrazepam (Schedule I): 1 g

The penalties are:

- **First Offense:** Not more than 20 years. If death or serious injury, not less than 20 years, or more than life. Fine \$1 million if an individual, \$5 million if not an individual.
- **Second Offense:** Not more than 30 years. If death or serious injury, not less than life. Fine \$2 million if an individual, \$10 million if not an individual.

For **Other Schedule III Substances** in any amount, the penalties are:

- **First Offense:** Not more than 10 years. If death or serious bodily injury, not more than 15 years. Fine not more than \$500,000 if an individual, \$2.5 million if not an individual.
- **Second Offense:** Not more than 20 years. If death or serious bodily injury, not more than 30 years. Fine not more than \$1 million if an individual, \$5 million if not an individual.

For **Other Schedule IV Substances** (except for 1 g or more of Flunitrazepam) in any amount, the penalties are:

- **First Offense:** Not more than 5 years. Fine not more than \$250,000 if an individual, \$1 million if not an individual.
- **Second Offense:** Not more than 10 years. Fine not more than \$500,000 if an individual, \$2 million if not an individual.

For **All Schedule V Substances** in any amount, the penalties are:

- **First Offense:** Not more than 1 year. Fine not more than \$100,000 if an individual, \$250,000 if not an individual.
- **Second Offense:** Not more than 4 years. Fine not more than \$200,000 if an individual, \$500,000 if not an individual.



## ACCREDITATION

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

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

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

The Commission contact information is:

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

Telephone: 412-788-6505

Fax: 412-788-6510

Website: [www.ats.edu](http://www.ats.edu)

## Academic Calendar 2024-2025

### Summer 2024

May 31	Summer Term 2024 Begins Populi Open to Students for Summer 2024 Spring 2024 Grades Due Spring 2024 Incomplete Work Due
June 3	Summer Term 2024 Begins Add/Drop for CPE/Fieldwork and Beginner's Meditation (Ends After 1 <sup>st</sup> Class Meeting)
June 6	Summer 2024 Financial Aid Start Date
June 19	Juneteenth Day: Academic and Administrative Holiday / School Closed
June 19-23	UU Polity Course at General Assembly 2024
June 21	Grades Due Spring 2024 Incompletes
June 30	Final Day to Add In-Person Symposium
July 4	Independence Day: Administrative Holiday/ Offices Closed
August 2-23	Summer 2024 Intensives
August 2	Student Add/Drop for Active Imagination for Chaplaincy (Ends After 1 <sup>st</sup> Class Meeting)
August 5	Add/Drop for UU Ministerial Leadership (Ends After 1 <sup>st</sup> Class Meeting)
August 12	Add/Drop for Multireligious Core Intensive (Ends After 1 <sup>st</sup> Class Meeting)
August 22-23	Fall 2024 Orientation and Threshold Ceremony
August 23	Last Day of Summer Intensives
August 26	Summer Financial Aid Ends Summer Term 2024 Ends
August 26-28	Symposium

### Fall 2024

August 30	Fall Term 2024 Begins
September 2	Labor Day: Administrative Holiday / School Closed
September 3	Instruction Begins for Fall 2024
September 13	Summer 2024 Grades Due Fall 2024 SKIL Forms Due LOA, Program Extension Due Summer 2024 Incomplete Work Due
September 20	End of Student Drop/Add Period for Fall Courses Hilda Mason Applications for 2025-2026 Due Petitions to Graduate in December 2024 Due
Sept 30-Oct 17	Midterm Course Evaluations – Fall 2024
October 4	Summer 2024 Incompletes Grades Due
October 11	Yom Kippur (begins at sundown) / School Closed
October 17	Fall 2024 Midterm Course Evaluation Ends 12pm PT
October 21-25	Reading Week: No courses / School Closed
October 30	Institutional Tuition Scholarship Application Deadline for Spring 2025
November 4-15	Early Registration for Intersession 2025 and Spring 2025
November 15	Early Registration for Intersession 2025 and Spring 2025 Ends
November 27	Last Day for Change of Enrollments
November 28-29	Thanksgiving: Academic and Administrative Holiday / School Closed
December 4	Fall 2024 Petitions for Incompletes Due
December 9	Last Day of Fall 2024 Courses
December 10-13	Study Week / Make Up Week

December 16 Fall Term 2024 Ends  
Dec. 23 - Jan. 3 Administrative Holiday / School Closed

### **Intersession 2025**

January 6 Intersession 2025 Courses Open to Students in Populi  
Intersession Term 2025 Begins  
Student Add/Drop for CPE/Fieldwork and Beginner's Meditation Workshop (Ends After 1st Class Meeting)  
Fall 2024 Incomplete Work Due  
Fall 2024 Grades Due

January 6-10 January Intersession 2025 General Registration

January 6-24 Intersession 2025 Instruction

January 10 Intersession 2025 General Registration Ends

January 13 Add/Drop for Multireligious Core Intensive (Ends After 1<sup>st</sup> Class Meeting)

January 13-24 Spring 2025 General Registration

January 16-17 Spring 2025 Orientation and Threshold Ceremony

January 17 Intersession 2025 Petitions for Incompletes due the final day of the Intensive

January 20 MLK Day: Academic and Administrative Holiday / School Closed

January 21 Student Add/Drop for Advanced Preaching (Ends After 1<sup>st</sup> Class Meeting)

January 24 Last Day of Intersession 2025 Courses  
General Registration for Spring 2025 Ends  
Fall 2024 Incomplete Grades Due

### **Spring 2025**

January 24 Spring Term 2025 Begins  
Spring 2025 Courses Open to Students in Populi

January 27 Instruction Begins for Spring 2025

Jan. 27 - Feb. 7 Late Registration for Spring 2025

February 7 Student Add/Drop Period for Spring 2025 Ends  
Spring 2025 SKIL Forms Due  
LOA, Program Extensions Due

February 14 Intersession 2025 Grades Due  
Intersession 2025 Incomplete Work Due  
Petitions to Graduate in May 2025 Due

February 17 Presidents' Day: Academic and Administrative Holiday / School Closed

Feb. 24-March 13 Spring 2025 Midterm Course Evaluations

March 7 Intersession 2025 Incompletes Grades Due

March 13 Spring 2025 Midterm Course Evaluation Ends 12pm PT

March 17-21 Reading Week: No courses / School Closed

March 31 Eid al-Fitr (starts at sundown on the 9<sup>th</sup>) / School Closed  
Institutional Tuition Scholarship Application Deadline for 2024/2025 (Returning Students)

April 2 Last Day for Change in Enrollment for Spring 2025

April 14-25 Early Registration for Summer 2025 and Fall 2025

April 18 Good Friday: Academic and Administrative Holiday / School Closed

April 25 Early Registration for Summer 2025 and Fall 2025 Ends

April 30 Petitions for Incompletes for Spring 2025 Due

May 5 Last Day of Spring 2025 Courses

May 6-9 Study Week / Make Up Week

May 8 SKSM Commencement

May 12 Spring Term 2025 Ends

May 26 Memorial Day: Academic and Administrative Holiday / School Closed

May 29 Final Institutional Tuition Scholarship Application Deadline for 2024/2025 (Incoming Students)  
May 30 Spring 2025 Grades Due  
May 30 Spring 2025 Incomplete Work Due

**Summer 2025**

June 2 Summer Term 2025 Begins  
June 2-13 Summer 2025 General Registration  
June 13 Summer 2025 General Registration Ends  
June 16 Juneteenth Day: Academic and Administrative Holiday / School Closed  
June 18-22 UU Polity Course at General Assembly 2025  
June 20 Spring 2025 Incompletes Grades Due  
July 4 Independence Day: Academic and Administrative Holiday / School Closed

## 2024-2025 COURSES

<https://www.sksm.edu/academics/course-schedule>

### SUMMER 2024

#### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students. Max. enrollment 15. Auditors excluded. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

#### EL-4350 CONGREGATIONAL FIELD WORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating spiritual practice. Prerequisite: ECO Core  
This course is for M.Div. students. Depending on the focus of the field work, this class may meet one or

more of the Starr King Thresholds.

#### HM-1000 HILDA MASON FELLOWSHIP

J. Tyson Casey

This zero-credit asynchronous course compiles various resources for the Hilda Mason Fellowship (HMF), intending to provide a container for students considering this teaching opportunity.

#### LC-1000 SKSM SYMPOSIUM (IN PERSON IN CALIFORNIA)

Rev. Dr. Christopher Schelin

This urban retreat is an annual gathering of entire student body, faculty, staff, trustees, and friends for a day of learning, ritual, celebration, food, music, community-building, and service.

#### LC-1000 SKSM SYMPOSIUM (ONLINE)

Rev. Dr. Christopher Schelin

This retreat is an annual gathering of entire student body, faculty, staff, trustees, and friends for a day of learning, ritual, celebration, food, music, community-building and service. Open to all students; required for M.Div and MASC students. Relevance for specific SKSM thresholds and MFC competencies varies according to the year's theme and content of each Symposium.

#### LC-1000 SKSM SYMPOSIUM (IN PERSON IN NEW JERSEY)

Rev. Dr. Christopher Schelin

This urban retreat is an annual gathering of entire student body, faculty, staff, trustees, and friends for a day of learning, ritual, celebration, food, music, community-building and service.

#### LCEL-4000 UU POLITY

Rev. Dr. Meg Richardson

The Polity Intensive Class will happen June 19 - 23 synchronous online for the Unitarian Universalist Association's General Assembly. Students will discover the mechanics of governance by observing Unitarian Universalist polity in action.

The General Assembly theme this year, ""Love Unites, Stories Ignite"" will guide our interpretation of this moment in Unitarian Universalist polity: rooted in justice, healing from White Supremacy Culture, and courage to co-create a radical and inclusive future. General Assembly will be a laboratory for our lived faith as it becomes bylaws: through these reflections, we will develop strategies to translate our Principles and Purposes into action, to become more effective religious leaders, as well as resources for our congregations and communities. For Unitarian Universalists, democracy is in the details. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 4. History of Dissenting Traditions and MFC Competency: 6 Serves the larger UU Faith.

#### LCPC-1100 BEGINNER'S MEDITATION WORKSHOP

Dr. Som Pourfarzaneh

This online synchronous course will introduce basic meditation techniques with an emphasis on self-care. Participants will learn foundational elements of sitting meditation, including correct posture and body alignment, followed by methods for progressive relaxation and mindfulness of the breath. The series will also offer tools for setting up a daily practice and a brief introduction to moving meditation. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCTC-1401 MULTI-RELIGIOUS INTENSIVE

Dr. Som Pourfarzaneh

This online synchronous course will present a

framework for the practice and understanding of multi-religiosity, in a collaborative and pluralist environment. It will draw upon contemporary texts and guest lectures representing a diversity of faith traditions to provide an integrative context for understanding religious identity as non-binary and multifaceted. Students will be encouraged to participate in multi-spiritual practice and share their own multi-religious experiences and rituals to foster discussion about non-binary religious identity from a variety of perspectives. Required for the M.Div. and/or MASC. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation and MFC: 1. Worship and Rites of Passage 3. Spiritual Development for Self and Others 7. Leads the faith into the future.

#### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence.

#### PCEL-1300 ACTIVE IMAGINATION FOR CHAPLAINS

Kelly Ann Nelson

"Active imagination," a term developed by psychoanalyst C. G. Jung, is a way in which the imaginal realm may be engaged with deliberately in an attempt to access and integrate deeper self-

understanding. This three unit online synchronous seminar will explore active imagination through a post-colonial, multi-religious, and Education to Counter Oppression (ECO) lens, broadening the scope of the discipline while students' simultaneously develop their own practice to carry with them into their ministry as a tool for sustaining the Self a challenging profession. Grounded by carefully selected reading and media, the class is appropriate for both MDiv and MASC students but will have an emphasis on the role of the chaplain and bring in elements of pastoral care. This course relates to SKSM Thresholds Five: Spiritual Practice and Care for the Soul, Seven: Educating for Wholeness and Liberation, and Eight: Embodied Wisdom and Beauty. Ministerial Fellowship Competencies Three: Spiritual Development for Self.

#### TCEL-2100 UU MINISTERIAL LEADERSHIP CORE INTENSIVE

Rev. Rosemary Bray McNatt

Rev. Dr. Tera Landers

This CORE intensive course is co-taught by Rev. Rosemary Bray McNatt and Rev. Tera Landers and focuses on the theological foundations and habits of mind necessary to be a self-defined leader among Unitarian Universalists, either in congregations or in other UU settings. Students will have the opportunity to test their current skills in a series of real-world challenges likely to be faced in parish or community settings. The goal is to allow student the chance to confront possible issues while the stakes are low. Role playing, small group work and reflection papers will be required. This is a required course for the M.Div. program. Relates to SKSM Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul and MFC: 2. Pastoral Care and Presence 5. Administration 7. Leads the faith into the future. ECO course is required.

#### FALL 2024

##### AR-4300 TRANSFORMATIVE RITUAL CRAFT

Taya Mâ Shere

Transformative Ritual Craft is an exploration into the art and technology of ritual craft. This synchronous online course supports students in developing a nuanced understanding of successful ritual structures and empowers students in cultivating skills to create and guide ritual. The course itself is a ritual immersion, with each class meeting structured as a ritual experience. Students are encouraged to deepen their own ritual practices, to experience rituals in contexts new to them and to craft and guide ritual for community. Students will identify their strengths and edges in ritual craft and leadership and will receive structured support in enhancing their existing ritual strengths and in nurturing arenas in which they seek additional growth and experience. MDiv and MASC students. SKSM Thresholds 1. Life in Religious Community and Interfaith Development 3. Prophetic Witness and Work 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 1. Worship and Rites of Passage and 7. Leads the Faith into the Future.

##### ECO-1000 ECO CORE

Dr. Shannon Frediani

Educating to "Create Just and Sustainable Communities that Counter Oppressions" ("ECO") is a core goal of Starr King's M.Div. and M.A.S.C. degree programs. In this required synchronous online core course, M.Div. and M.A.S.C. students work together to form a framework for counter-oppressive spiritual leadership. We will ask: how can spirituality, ministry, and religious activism respond to the multiple and intersecting realities of injustice, suffering, and oppression in our lives and our world? What models of justice and sustainable community invite our commitment? Drawing on Unitarian Universalist and multi-religious sources, we will explore how in the midst of a world marked by

tragedy, sorrow, and injustice there remain abiding resources of beauty and grace that nourish resistance, offer healing and call us to accountability and community building. Reflection essays and final project. Relates to Thresholds: 2) Prophetic Witness and Work, 5) Spiritual Practice and Care of the Soul, 7) Educating for Wholeness and Liberation, 8) Embodied Wisdom and Beauty, as well as MFC: 4) Social Justice in the Public Square.

#### EL-2200 ADULT FAITH DEVELOPMENT

Rev. Dr. Sheri Prud'homme

This online synchronous course provides an overview of the theory and practice of adult faith formation in progressive churches, especially Unitarian Universalist congregations. Topics include adult learning theories, including culture and context in the theory and practice of adult learning; frameworks for understanding the congregation as a multi-generational, liberatory, learning community; and the power of education and spiritual growth to address injustice and foster the wholeness and liberation of people, their communities and environment. The second half of the course will be conducted as a seminar with students researching existing approaches to adult and multigenerational faith development and making constructive proposals for best practices in congregations. The course is suited to MDiv, MASC, and certificate students. SKSM thresholds: 7. Educating for Wholeness & Liberation and MFC competencies: 3. Spiritual Development for Self and Others.

#### EL-4200 COMMUNITY INTERNSHIP

Rev. Dr. Christopher Schelin

Community Internships involve engagement at a field site from 16 to 40 hours a week, under weekly supervision at the site and the support of the SKSM Community Intern Reflection class. Community Internships include a variety of settings, such as supervised placements in a non-profit service agency or grassroots organization, hospice work, chaplaincy, teaching and more. They can also entail creating new

projects such as starting a new organization or planning a conference. Those who register for this course should also register for Community Intern Integrative Reflection Fall. Open to all degree students; requirement for MASC. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core Course

#### EL-4202 COMMUNITY INTERN REFLECTION

J. Tyson Casey

This SYNCHRONOUS ONLINE course is a peer group seminar for interns doing fieldwork in community field sites. It offers thexological reflection, linking the experience in the internship to the student's broad educational and vocational goals (praxis). The class is designed for students to assess their personal progress, gather support from peers and the instructor, integrate their internship experience into their degree program, and deepen thexological practices to sustain religious leadership in community ministry. Students gather multi-religious sources of wisdom and inspiration, which serve as touchstones for group spiritual reflection. The course includes a required live web-based video seminar approximately twice a month, as well as weekly online discussion postings that support the seminar sessions. Required for MDiv/ MASC students enrolled in credit for community internship during the same semester. Fulfills thresholds based on personal learning goals. ECO CORE COURSE IS A PREREQUISITE.

#### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a



non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students.

#### EL-4300 CONGREGATIONAL INTERNSHIP

Rev. Dr. Tera Landers

Congregational Internship is where the student practices the skills of ministry under the direct supervision of a teaching minister in Full Fellowship (for UU students). During internship, the student more fully develops their pastoral voice within the ongoing life of a congregation. The internship blends call with community, as the student clarifies their sense of vocation throughout the year. An internship needs to offer the student ample opportunities to engage in all aspects of congregational ministry: preaching and worship leading, presiding over rites of passage, offering pastoral care, teaching all ages, honing administration skills, and leading prophetic witness. Through all these practices, it is expected the student will use a framework of educating to counter oppressions as well as ground the practices in the sacred texts and histories/dissenting traditions of that particular faith community. Students should register for the concurrent course "Congregational Intern Reflection." This course is for M.Div. students. This class may meet one or more of the Starr King Thresholds.

#### EL-4302 CONGREGATIONAL INTERN REFLECTION

Rev. Dr. Tera Landers

Congregational Intern Reflection offers a circle of continued learning and collegial support, which is central to maintaining healthy ethics and boundaries as religious leaders. In this course we will discuss all aspects of the arts of ministry, the ways ministerial call is strengthening and deepening, and ongoing personal spiritual practice. Students will reflect on how they are educating to counter oppressions, cultivating multi-religious perspectives, and creating just and sustainable communities within their internship sites. Students will connect their learning goals to UUA Ministerial Fellowship requirements. Special guest minister presenters will offer their own

perspectives on ministry. This course is for M.Div. students. This class meets Starr King Thresholds 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 6. Thea/ology in Culture and Context

#### EL-4350 CONGREGATIONAL FIELDWORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating spiritual practice. Prerequisite: ECO Core  
This course is for M.Div. students. Depending on the focus of the field work, this class may meet one or more of the Starr King Thresholds.

#### HTTC-4000 UU THEOLOGIES

Rev. Dr. Meg Richardson

The purpose of this asynchronous course is to introduce the student to the distinctive theological heritage and theological perspectives present within Unitarian Universalist traditions and congregations, and to equip students to begin to think and write theologically in the context of post-modern religious communities. Especially oriented to students who identify as Unitarian Universalists, this course will encourage participants to form a practice of engaged theological thinking within the context of Unitarian Universalism's particular perspectives, resources, limits, and possibilities. Appropriate for MDiv, MASC, and certificate students. SKSM Thresholds 4. History of Dissenting Traditions & Thea/ological Quest, and

6. Thea/ology in Culture & Context. MFC  
Competencies: 1. Worship and Rites of Passage.

#### ITA-1000 INITIAL THRESHOLD ASSESSMENT

SKSM Faculty

Zero credit course to be taken in the student's first term, when they complete the Initial Threshold Assessment with their advisor.

#### LCPC-4100 ADVANCED TOPICS IN MEDITATION

Dr. Som Pourfarzaneh

This online synchronous course will build upon the basic foundations of meditation and introduce methods for developing concentration, encouraging self-care, and taking one's practice into the workplace to be of best benefit to one's self and others. The series will offer tools for strengthening an existing daily practice and resources for further learning and discovery. Prerequisites: Beginner's Meditation Workshop (or equivalent). Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCPC-4500 ADV TOPICS IN SPIRITUAL PRACTICES/DEPTH PSYCHOLOGY

Rev. Dr. Pamela Hancock

This online synchronous course is a peer group seminar for students seeking deeper engagement with specific spiritual practices (such as a deep dive into a particular method of interest) or Depth Psychological topics (such as Active Imagination or shadow work). Opportunities for collaborative learning arcs and outcomes are available. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul and MFC: 2. Pastoral Care and Presence. Prerequisite: ECO Core and Spiritual Practices or Depth Psychology.

#### LCPW-2200 LEADERSHIP ALONG THE WAY

J. Tyson Casey

The rationale for this course is to develop one's own life-regenerating leadership along the long arc of social change and transformation that existed before our time and will continue after us. We will explore ways of engaging and directing energy within an ecosystem so as to encourage diversity and distribution of leadership. This includes rediscovering our agency in challenging environments while leading in a way that honors the leadership present in any given moment, as well as the leadership that preceded and will follow such moments. MDiv. and MASC students. Relates to SKSM Thresholds: 1. Life in Religious Community and Interfaith Engagement 3. Sacred Text and Interpretation 5. Spiritual Practice and Care of the Soul 7. Educating for Wholeness and Liberation, and MFC Comps: 3. Spiritual Development for Self and Others 5. Administration, 7. Leads the faith into the future. RECOMMENDED PREREQUISITE: ECO CORE COURSE.

#### LCTC-1200 PATHS FOR LIBERATION: AN INTRODUCTION TO BUDDHISM

J. Tyson Casey

The rationale for this online synchronous course is to introduce some of the core teachings of the Buddha, by entering through perspectives and practices within the three most prevalent paths of Buddhism—Theravada, Mahayana, and Vajrayana. These paths provide initial openings into the endless gates of the living Dharma that can include additional lineages of praxis. The course will consider some of the historical and cultural movements, adaptations, actions, and distinct positionalities that arose in relationship with the teachings of the Buddha and the innumerable lineages that followed. By studying, discussing, and applying the wisdom and practices of different paths and approaches to Buddhism throughout the term, students can gain greater insights into their own positionalities and expand their embodiment of the core teachings. MDiv. and MASC students. Relates to SKSM Thresholds 1. Life in

Religious Community and Interfaith Engagement, 3. Sacred Text and Interpretation, 5. Spiritual Practice and Care of the Soul, 6. Theology in Culture and Context and MFC Comps 2. Pastoral Care and Presence, 3. Spiritual Development for Self and Others.

#### P2G-2000 PETITION TO GRADUATE

SKSM Faculty

Zero credit course to be taken the semester the student plans to graduate.

#### PC-1100 INTRODUCTION TO PASTORAL COUNSELING

Rev. Shane Nelson

This asynchronous online pastoral counseling course will introduce students to culturally responsive counseling practices and foster multicultural awareness. Students will examine societal and institutional structures of power and privilege, and will become more aware of the biases, prejudices, and microaggressions that are detrimental to the growth of the human spirit. Students will study major counseling theories and will practice basic helping skills centered on Person-Centered (Rogerian) counseling and Bowen Family Systems Theory. Contextual pastoral elements will be included, especially in the use of Bowen Family Systems as applied to congregational contexts. Meets Thresholds: 5. Spiritual Practice and Care of the Soul, 2. Prophetic Witness Meets MFC Competencies: 2. Pastoral Care and Presence, 4. Social Justice in the Public Square

#### PC-1210 CHAPLAINCY FORMATION - STAGE 1

Rev. Dr. Pamela Hancock

This synchronous online course is required for all students in the Chaplaincy concentration at SKSM. Taken every semester for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation in preparation for ordination

and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Depending on where you are at in the program will determine the content you will be studying. Relates to Threshold: 5. Spiritual Practice and Care of the Soul. Prerequisite: Chaplaincy Concentration

#### PC-1220 CHAPLAINCY FORMATION - STAGE 2

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Depending on where you are at in the program will determine the content you will be studying. Prerequisite: Chaplaincy Concentration

#### PC-1230 CHAPLAINCY FORMATION - STAGE 3

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to

function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. In this third stage of work: you will focus on, in the first half of the semester, learning about the different types of systems, and the organizational culture of the environments in which Chaplains are employed. Prerequisite: Chaplaincy Concentration

#### PC-1240 CHAPLAINCY FORMATION - STAGE 4

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1250 CHAPLAINCY FORMATION - STAGE 5

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational

culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1260 CHAPLAINCY FORMATION - STAGE 6

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence.

#### PCLC-1000 DEEP LISTENING FOR ALL FORMS OF MINISTRY

Rev. Dr. Pamela Hancock

This synchronous online course will consist of Zoom

class every other week and online work in Populi every other week. Students will be evaluated on postings, participation and a final paper. In this course students will explore, develop and/or deepen their ability to utilize Deep Listening (also called Active Listening) to strengthen their capacity to provide parishioners, clients, patients, etc., with authentic spiritual care. The class will be experiential and multi-religious, drawing on the wisdom of experts in the field—both psychological and spiritual. Deep Listening is one of the most important tools in the “toolbox” of anyone in a helping profession, and the cultivation of this practice will be useful in the spiritual, professional and personal life of the practitioner. MDiv and MASC students. SKSM Thresholds: Life in Religious Community (1), and Spiritual Practice & Care of the Soul (5). MFC: Pastoral Care & Presence (2) and MFC: (2) Pastoral Care and Presence.

#### PORCON-3000 MID-DEGREE PORTFOLIO CONFERENCE

SKSM Faculty

Zero credit course to be taken in the term the student plans to complete the Portfolio Conference.

#### PWLC-5300 MASC PROJECT

Rev. Dr. Gabriella Lettini

For SKSM Master of Arts in Social Change (MASC) students only. MASC students may split this course over two semesters or sign up for it during their last semester. This final project can take a variety of forms and should be representative of the student’s learning and creative work in the MASC degree. The student will work independently under faculty supervision. Projects include research thesis, public presentations, designing and implementing educational curricula, organizing local/national conferences and special events, multimedia artwork, writing a book and more. Fulfills Threshold 2. Prophetic Witness and Work. ECO Core Course is a prerequisite.

#### TCEL-4010 21ST CENTURY ECO-HUMANISM & ECO-NATURALISM

Dr. Yvonne Garrett

This online synchronous course aims to serve as a space for investigation and exploration of Humanism and Naturalism and how they have evolved in the 21st Century into what can be called Eco-Humanism and Eco-Naturalism. Particular emphasis will be placed on how Eco-supports social justice activism(s) and intersectional, multi-cultural justice work. Too often, white theists and non-theists rest in their own privilege. The continuing relevance of liberal religion depends on an ability to acknowledge weakness, failings, and doing the hard work of de-centering whiteness. While there will be some exploration of the ways in which Humanism and Naturalism have informed Unitarian Universalism, the aim is to have a broader and more inclusive focus. Questions approached will include: What is the history of Humanism? Of Naturalism? How has each been complicit in structures of white supremacy? How are they related? How do they differ? What are some of the untold stories of each? How have they evolved into Eco-Humanism and Eco-Naturalism? How does each inform current social justice activism in the United States? What is the history of Black Humanism? How might we see Eco-Humanism supporting counter oppressive cross-generational community activism and the work of Movement Chaplaincy/Ministry? How does Eco-Naturalism support Environmental and Gender activism? How might both theologies serve to open doors and build bridges between the secular social justice community and liberal religious institutions (including UU)? The hope is that by exploring these and other questions, we can come to a better understanding of these foundational and ever-evolving theologies, reclaiming them as counter oppressive and liberationist for the 21st Century. Prerequisite: ECO or equivalent. SKSM Thresholds: (1) Life in Religious Community and Interfaith Engagement, (3) Sacred Text and Interpretation, (4) History of Dissenting Traditions and the

Thea/ological Quest, (5) Spiritual Practice & Care of the Soul (6) Thea/ology in culture and Context MFC Competencies: (1) Worship & Rites of Passage (3) Spiritual Development for Self and Others (6) Serves the Larger UU Faith (7) Leads the Faith into the Future

#### TCEL-4020 ENTREPRENEURIAL MINISTRY: AN EMERGING MODEL OF SPIRITUAL LEADERSHIP

Rev. Dr. Matta Ghaly

Many religious professionals are turning towards entrepreneurial ministry to activate and sustain their vocations amidst the decline of mainline religious institutions. Others feel a strong call to spiritual leadership but sense layers of misalignment with established spiritual communities. This online synchronous course is intended for those who wish to explore entrepreneurial ministry as an emerging model for engaging in spiritual leadership. During lectures and discussions, students will explore the historical and thea/ological foundations of entrepreneurial ministry as they reflect on their calling, offering, brand, and niche. They will also define their personal and professional goals; learn basic marketing, sales, and contracting; and co-organize an entrepreneurial network of support and accountability. Throughout the course, students will be encouraged to explore and confront their professional anxieties, self-limiting beliefs, and unconscious financial attitudes. MDiv, MASC, and Certificate students. UUA Ministerial Fellowship Competencies: 5) Administration, 6) Serves the larger UU Faith, and 7) Leads the faith into the future. Starr King Thresholds: 4) Life in Religious Community and Interfaith Engagement, 5) Spiritual Practice and the Care of Souls, 6) Thea/ology in Culture and Context, and 7) Educating for Wholeness and Liberation.

#### TCLC-4000 QUEER STUDIES: MULTI-RELIGIOUS PERSPECTIVES

Dr. Hugo Cordova Quero

In an increasingly changing and globalized world, the intersection of religious and queer studies is vital for

understanding the construction of identities. This asynchronous online course is designed to introduce you to the place given to gender, sexuality, sexual orientation, the sexual division of labor, gender role expectations, race, and ethnicity within world religions' theo(ideo)/logical discourses. Drawing from an interdisciplinary approach you will develop a self-critical perspective on the way that sacred texts and dogmatic corpus influence the lives and spiritual practices of queer individuals and communities. Together we will explore the mutual constitution of queerness and subjectivity of religious experiences and their social and political implications towards the deconstruction of stereotypes, power dynamics, and marginalization. The target audience is both MDiv and MASC students. The course fulfills the following thresholds: Thresholds: 1. Life in Religious Community and Interfaith Engagement; 2. Prophetic Witness and Work; 3. Sacred Text and Interpretation; 4. History of Dissenting Traditions and the Thea/ological Quest; 6. Thea/ology in Culture and Context; and 7. Educating for Wholeness and Liberation. The course also complies with the following MFCs: 1. Worship and Rites of Passage; 3. Spiritual Development for Self and Others; 4. Social Justice in the Public Square; 6. Administration; and 7. Leads the faith into the future.

#### TCPW-1000 INTRODUCTION TO ISLAM

Dr. Som Pourfarzaneh

This online synchronous course will give an introduction to the Islamic tradition in its religious, historical, and cultural contexts, paying particular attention to the diversity of expressions of Islam within each of these categories. The course will discuss the theological foundations of the tradition, the history of its development, and different expressions of its praxis that have evolved out of Muslim cultures and societies. It will also present contemporary issues related to Islam and Muslims, particularly in their representation throughout different types of media. Relates to SKSM Threshold: 1. Life in Religious Community and Interfaith

Engagement 3. Sacred Text and Interpretation 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context and MFC: 1. Worship and Rites of Passage 4. Social Justice in the Public Square.

#### TCPW-4600 ECO-THEOLOGIES

Rev. Dr. Sheri Prud'homme

As theologians have responded to the injustices and harm of human-made ecological crises, climate catastrophes, and social inequities, a variety of critical and constructive theologies have emerged. The theologians studied in this course are rooted in Protestant, Catholic, and Jewish traditions, with an emphasis on ecofeminist, ecowomanist, queer ecotheologies, and Native American theologies. This course will be conducted in a seminar style. We will all be researchers, teachers, and learners together. Each student will research one current ecological justice issue as a conversation partner for the theologies we will study. We will also inquire about the implications of these theological projects for liturgical practices, congregational mission, and the students' own constructive theological work where applicable. This course addresses Threshold Six: Thea/ology in Culture & Context and Threshold Two: Prophetic Witness & Work as well as Ministerial Fellowship Competencies: 1. Worship and Rites of Passage 4. Social Justice in the Public Square and 7. Leads the Faith into the Future. Appropriate for MDiv and MASC students.

#### TIAR-4000 INTRODUCTION TO PREACHING IN A CROSS-CULTURAL CONTEXT

Rev. Leslie Takahashi

This non-lectionary, thematic online synchronous preaching course embraces counter oppressive ministry through worship and the arts. Hands on learning will combine the sharing and peer review of brief homilies with exercises aimed at identifying your authentic preaching voice. Each student will also deliver two full-length sermons in class. Questions of how to make our worship services more

relevant in today's culturally shifting world will be explored through thea/ological study of homiletics through a liberatory lens and an engagement with issues of cultural appropriation and misappropriation in Unitarian Universalist liturgical practice. Students from all traditions welcome. Starr King thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation and MFC Competency 1. Worship and Rites of Passage. This course is designed for MDiv and MASC students and will be evaluated based on sermons and class participation. Pre-requisites: ECO Core or equivalent.

#### TIHT-1100 INTRO TO HEBREW BIBLE

Dr. Eric Harvey

The Hebrew Bible, called the Tanakh in Judaism and Old Testament in Christianity, is a diverse anthology of texts including narrative, law, prophetic poetry, and wisdom literature. Its many voices convey different messages, often disagreeing with one another and with other voices now lost to time. It has no single, "correct" meaning, but has always meant many things—to the people who wrote and compiled it as well as those who have continued to interpret and apply it. This course will explore the interpretation of Hebrew biblical texts in their ancient social, literary, and historical contexts as well as their reception in later periods. By surveying a wide range of questions, interpretations, and translations, students will discover the diversity of traditions it has generated. Liberatory and anti-oppressive readings will be emphasized, showing how intersectional feminist, postcolonial, and queer methodologies provide alternatives to readings that justify violence as the will of God. This course falls primarily within the following SKSM Thresholds: 2) Prophetic Witness & Work 3) Sacred Text and Interpretation and 4) History of Dissenting Traditions and Thea/ological Quest.

#### UU-1000 OPT-IN UU CONCENTRATION

Rev. Dr. Meg Richardson

A zero credit "course" for students to enroll in if they want to opt-in to the UU Concentration.

#### WEAV-1000 WEAV TRAINING FOR UU CONGREGATIONS

Dr. Shannon Frediani

Educating to "Create Just and Sustainable Communities that Counter Oppressions" (ECO is a core goal of Starr King's M.Div. and M.A.S.C. degree programs. In the ECO Core course SKSM M.Div. and M.A.S.C. students work together to form a framework for counter-oppressive spiritual leadership. It has been noted by SKSM alumni serving in congregations that a similar course is needed for UU congregations. WEAV is the curriculum designed for UU congregations for building spiritual community that involves counter-oppressive spiritual engagement.

It incorporates 1) education of systemic injustice, 2) resilience and self-care practices, as well as 3) restorative process for mending and revitalizing spiritual community when and where harm has occurred.

We will ask:

Who are UU's and What is it to be UU?

What is Embodied UU?

What is the Advocacy of UU?

What is the UU Vision?

With two rounds of exploring W, E, A, and V while learning restorative practices participants learn how UU congregations can respond to the multiple and intersecting realities of injustice, suffering, and oppression in our lives and our world. What models of justice organizing and sustainable community invite our commitment? Drawing on the wisdom of SKSM alumni and educational, restorative, and Small Group Ministry processes, WEAV prepares UU congregants for deeper engagement to be bridges from the realities of UU towards the ideals of UU.

Relates to SKSM Thresholds: 2) Prophetic Witness and Work, 5) Spiritual Practice and Care of the Soul,

7) Educating for Wholeness and Liberation, 8) Embodied Wisdom and Beauty, as well as MFC 4) Social Justice in the Public Square. This course has a special focus on deepening UU resilience practices, identity and vision, and embodied justice and advocacy work through a restorative framework.

#### INTERSESSION 2025

##### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students. Max. enrollment 15. Auditors excluded.

Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

##### EL-4350 CONGREGATIONAL FIELDWORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating



spiritual practice. Prerequisite: ECO Core  
This course is for M.Div. students. Depending on the focus of the field work, this class may meet one or more of the Starr King Thresholds.

#### LCPC-1100 BEGINNER'S MEDITATION WORKSHOP

Dr. Som Pourfarzaneh

This online synchronous course will introduce basic meditation techniques with an emphasis on self-care. Participants will learn foundational elements of sitting meditation, including correct posture and body alignment, followed by methods for progressive relaxation and mindfulness of the breath. The series will also offer tools for setting up a daily practice and a brief introduction to moving meditation. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCTC-1404 MULTI-RELIGIOUS INTENSIVE

Taya Mâ Shere

Amidst the Blessing of the Ancestors weaves teachings on organic multireligiosity from Ibrahim Baba (Dr. Ibrahim Farajaje') with practices of ancestor reverence and healing. According to Ibrahim Baba, organic multireligiosity interrupts practices of considering religions as monolithic, rigidly-separated traditions in conflict with one another [and] rather understands them as having complex and constantly-morphing relationships in successive generations and in ever-widening geographical and cultural contexts. This online synchronous intensive focuses on embodying multireligiosity in personal practice, tending multireligiosity in spiritual leadership and public worship, and engaging multireligiosity toward countering oppression and cultural (mis)appropriation. The intensive also engages embodied practice around ancestor reverence and healing – in spiritual lineage and family / blood lineage – as a way of anchoring multireligious

expression, countering oppression, and aligning to blessing. Each day of the intensive combines conceptual exploration of multireligiosity, embodied practice of counter-oppressive devotion and tending work in ancestral lineage ritual and repair.

Required for the M.Div. and/or MASC. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 5. Spiritual Practice and Care of the Soul 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation 8. Embodied Wisdom and Beauty and MFC: 1. Worship and Rites of Passage 3. Spiritual Development for Self and Others 4. Social Justice in the Public Square.

#### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence.

### **SPRING 2025**

#### ECO-1000 ECO CORE

Dr. Shannon Frediani

Educating to "Create Just and Sustainable Communities that Counter Oppressions" ("ECO") is a core goal of Starr King's M.Div. and M.A.S.C. degree programs. In this required synchronous online core course, M.Div. and M.A.S.C. students work together to form a framework for counter-oppressive spiritual

leadership. We will ask: how can spirituality, ministry, and religious activism respond to the multiple and intersecting realities of injustice, suffering, and oppression in our lives and our world? What models of justice and sustainable community invite our commitment? Drawing on Unitarian Universalist and multi-religious sources, we will explore how in the midst of a world marked by tragedy, sorrow, and injustice there remain abiding resources of beauty and grace that nourish resistance, offer healing and call us to accountability and community building. Reflection essays and final project. Relates to Thresholds: 2) Prophetic Witness and Work, 5) Spiritual Practice and Care of the Soul, 7) Educating for Wholeness and Liberation, 8) Embodied Wisdom and Beauty, as well as MFC: 4) Social Justice in the Public Square.

#### EL-3300 LEARNING TO TEACH: DEVELOPING AN ECO PEDAGOGY

J. Tyson Casey

This seminar style three-credit course will provide students with a facilitated space to engage various approaches to and modalities for educating to counter oppression and create just and sustainable communities (ECO) in a multireligious, spiritually grounded context. Different SKSM faculty offer synchronous and/or asynchronous weekly lessons and experiences that demonstrate the school's educational philosophy in action, within an integrated curricular container. In addition to exploring diverse pedagogical approaches to guiding groups, students practice designing and delivering curriculum aligned with ECO instruction in a peer and faculty supported learning environment. Students interested in applying for a Hilda Mason Teaching Fellowship should take this course to prepare their proposal. MDiv and MASC students. Relates to SKSM Thresholds Threshold 7. Educating for Wholeness and Liberation and MFC 3. Spiritual Development for Self and Others, 7. Leads the Faith into the Future. PREREQUISITE: COMPLETION OF ECO CORE.

#### EL-4200 COMMUNITY INTERNSHIP

Rev. Dr. Christopher Schelin

Community Internships involve engagement at a field site from 16 to 40 hours a week, under weekly supervision at the site and the support of the SKSM Community Intern Reflection class. Community Internships include a variety of settings, such as supervised placements in a non-profit service agency or grassroots organization, hospice work, chaplaincy, teaching and more. They can also entail creating new projects such as starting a new organization or planning a conference. Those who register for this course should also register for Community Intern Integrative Reflection Fall. Open to all degree students; requirement for MASC. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core Course

#### EL-4204 COMMUNITY INTERN REFLECTION

J. Tyson Casey

This course is a peer group seminar for interns doing fieldwork in community field sites. It offers theological reflection, linking the experience in the internship to the student's broad educational and vocational goals (praxis). The class is designed for students to assess their personal progress, gather support from peers and the instructor, integrate their internship experience into their degree program, and deepen theological practices to sustain religious leadership in community ministry. Students gather multi-religious sources of wisdom and inspiration, which serve as touchstones for group spiritual reflection. Required for MDiv/ MASC students enrolled in credit for community internship during the same semester. Fulfills thresholds based on personal learning goals. ECO CORE PREREQUISITE. Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

#### EL-4250 COMMUNITY FIELD WORK

Rev. Dr. Christopher Schelin

Field work describes an involvement in community work for up to 20 hours a week with the ongoing support of a mentor. Community Field Work includes work in gender, racial and economic justice, queer activism, disability advocacy, immigration issues, environmental responsibility, civil liberties protection, HIV response, youth at risk, peace building, participating in a fundraising campaign for a non for profit or grassroots organization, chaplaincy, teaching and more. Open to all degree students. Max. enrollment 15. Auditors excluded.

Relevance for specific SKSM thresholds and MFC competencies varies according to the nature of a student's field experience. Prerequisite: ECO Core course.

#### EL-4300 CONGREGATIONAL INTERNSHIP

Rev. Dr. Tera Landers

Congregational Internship is where the student practices the skills of ministry under the direct supervision of a teaching minister in Full Fellowship (for UU students). During internship, the student more fully develops their pastoral voice within the ongoing life of a congregation. The internship blends call with community, as the student clarifies their sense of vocation throughout the year. An internship needs to offer the student ample opportunities to engage in all aspects of congregational ministry: preaching and worship leading, presiding over rites of passage, offering pastoral care, teaching all ages, honing administration skills, and leading prophetic witness. Through all these practices, it is expected the student will use a framework of educating to counter oppressions as well as ground the practices in the sacred texts and histories/dissenting traditions of that particular faith community. Students should register for the concurrent course "Congregational Intern Reflection." This course is for M.Div. students. This class may meet one or more of the Starr King Thresholds.

#### EL-4304 CONGREGATIONAL INTERN REFLECTION

Rev. Dr. Tera Landers

Congregational Intern Reflection offers a circle of continued learning and collegial support, which is central to maintaining healthy ethics and boundaries as religious leaders. In this course we will discuss all aspects of the arts of ministry, the ways ministerial call is strengthening and deepening, and ongoing personal spiritual practice. Students will reflect on how they are educating to counter oppressions, cultivating multi-religious perspectives, and creating just and sustainable communities within their internship sites. Students will connect their learning goals to UUA Ministerial Fellowship requirements. Special guest minister presenters will offer their own perspectives on ministry. This course is for M.Div. students. This class meets Starr King Thresholds 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 6. Thea/ology in Culture and Context

#### EL-4350 CONGREGATIONAL FIELD WORK

Rev. Dr. Tera Landers

Congregational field work grounds a student in a people and a place, and it is a crucial component of ministerial formation and development. Field work connects what is learned in the classroom with the practical ministry of congregational life. Through theological reflection undertaken with an on-site mentor, a Starr King professor, as well as self-reflection, the student will further craft their personal thea/ology of ministry. During the semester, the student will analyze and reflect on the skills they are practicing at their field placement through these four elements of formation: personal faith journey, educating to counter oppressions, ethical issues that arise in field work, cultivating spiritual practice. This course is for MDiv students. Depending on the focus of the field work, this class may meet one or more of the Starr King Thresholds.

#### EL-5100 ADVANCED TOPICS IN RELIGIOUS EDUCATION AND FAITH FORMATION

Rev. Dr. Sheri Prud'homme

This seminar style course will be developed in collaboration with the research interests and ministry goals of the participants. Possible topics include but are not limited to multigenerational worship and congregation-wide learning, dismantling white supremacy and positive racial identity formation in multicultural congregations, alternatives to Sunday School, safer congregation policies and practices, using technology and virtual/distance methods in religious education and faith development programs. SKSM Thresholds Seven: Educating for Wholeness & Liberation and One: Life in Religious Community & Interfaith Engagement. MFC competencies 3 and others depending on students' project. Prerequisite: Introduction to Religious Education or Adult Faith Development or equivalent professional experience and training. Suitable for MASC, MDiv, and certificate students.

#### HT-4000 CHRISTIAN HISTORIES

Rev. Dr. Christopher Schelin

This ASYNCHRONOUS course will provide a historical survey of Christianity from the close of the New Testament period to the present with the goals of identifying diverse theological convictions and spiritual practices, attending to underrepresented and "heretical" perspectives, and analyzing the role of Christian faith(s) in justifying oppression or seeking liberation. Participants will discover the multifaceted texture of Christian expressions as this tradition has evolved in various sociocultural environments. Target audience is all degree program students. Applicable to SKSM Threshold 4: History of Dissenting Traditions and MFC Competency 6: Serves the Larger UU Faith.

#### HTEL-4000 ADVANCED CRITICAL THEORIES

Dr. Hugo Cordova Quero

This interdisciplinary course is designed to equip

students with a comprehensive suite of analytical tools, enabling them to navigate and comprehend the diverse realities elucidated by critical theories. It extensively explores multifaceted dimensions, including identity, gender, race/ethnicity, class, intersectionality, and the nuanced construction of meaning within the realm of faith. The course delves deeply into critical theories, systematically examining distinctive experiences related to faith, sexual orientation, nationality, and economic circumstances intricately interwoven into the fabric of daily life for individuals and communities across diverse contexts. The primary objective is to unravel the profound impact of these multifarious factors within the dynamic landscapes of faith-based communities and organizations. Through active engagement with critical theories, students cultivate a nuanced understanding of the intricate interplay between these elements. This, in turn, fosters a heightened awareness of the inherent complexities, facilitating a more enlightened and empathetic approach to the myriad challenges encountered within the intricate tapestry of faith-based contexts. MDiv and MASC. This course relates to the following SKSM Thresholds: 2. Prophetic Witness and Work; 6. Thea/ology in Culture and Context; 7. Educating for Wholeness and Liberation and Ministerial Fellowship Competencies (MFC): 4. Social Justice in the Public Square; 6. Serves the larger UU Faith.

#### HTTC-4000 UU THEOLOGIES

Rev. Dr. Sheri Prud'homme

The purpose of this asynchronous course is to introduce the student to the distinctive theological heritage and theological perspectives present within Unitarian Universalist traditions and congregations, and to equip students to begin to think and write theologically in the context of post-modern religious communities. Especially oriented to students who identify as Unitarian Universalists, this course will encourage participants to form a practice of engaged theological thinking within the context of Unitarian Universalism's particular

perspectives, resources, limits, and possibilities. Appropriate for MDiv, MASC, and certificate students. SKSM Thresholds 4. History of Dissenting Traditions & Thea/ological Quest, and 6. Thea/ology in Culture & Context. MFC Competencies: 1. Worship and Rites of Passage. Previous UU History strongly recommended.

#### ITA-1000 INITIAL THRESHOLD ASSESSMENT

SKSM Faculty

Zero credit course to be taken in the student's first term, when they complete the Initial Threshold Assessment with their advisor.

#### LCPC-4100 ADVANCED TOPICS IN MEDITATION

Dr. Som Pourfarzaneh

This online synchronous course will build upon the basic foundations of meditation and introduce methods for developing concentration, encouraging self-care, and taking one's practice into the workplace to be of best benefit to one's self and others. The series will offer tools for strengthening an existing daily practice and resources for further learning and discovery. Prerequisites: Beginner's Meditation Workshop (or equivalent). Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul 8. Embodied Wisdom and Beauty and MFC: 3. Spiritual Development for Self and Others

#### LCPW-2300 TRANSFORMATIVE CONFLICT PRAXIS

Rev. Dr. Samantha Wilson

Community conflict and harm activates nervous systems, personal experiences, and cultural meaning-making and responses. This activation occurs within community and congregational contexts that may not have the structures, skills, relationships, or imagination to respond effectively and creatively in ways that deepen relationships and transform unjust structures. Facilitators and strategists in conflict and harm situations are tasked with embodying the discernment, adaptivity, self-responsibility, and capacity to be part of tending

individual and collective nervous systems – all while staying grounded in their own worth, dignity, and embodied resilience. This course integrates theology, theory, and practice from trauma-informed studies, liberation and community psychology, and restorative and transformative justice approaches to conflict engagement, harm, and healing in community systems. It invites participants to a rigorous personal engagement with what conflict transformation can mean for them: participants will expand their own capacities through direct engagement of healing-accountability approaches in their own lives and with fellow course participants as part of a community of praxis together. SKSM Thresholds: 1. Life in Religious Community and Interfaith Engagement, 2. Prophetic Witness and Work, 7. Work and Education for Wholeness and Liberation and MFC Competencies: 2. Pastoral Care and Presence, 3. Spiritual Development for Self and Others, 4. Social Justice in the Public Square, 7. Leads the Faith Into the Future. Prerequisites: ECO Core

#### LCPW-4000 POWER, ORGANIZATIONS, AND MOVEMENTS

J. Tyson Casey

The rationale of this synchronous, online course is to engage the interdependence of internal and collective power in contributing to organizations, movements, regeneration, and liberation. The course will explore specific approaches to social change through various perspectives of power, organization, and movement. This includes the phenomena that contribute to and are perpetuated by interlocking patterns of domination. Participants will have the opportunity to develop their connection to collective liberation by: studying power, organizations, and movements; working with concrete tools and practices that deepen internal, interpersonal, and institutional relationships with power and social change; reflecting upon the wisdom of spiritual and secular sources; and collaborating in the equitable cultivation of community. MDiv and MASC students. Relates to SKSM Thresholds: 2. Prophetic Witness

and Work 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context and MFC Comps: 3. Spiritual Development for Self and Others 5. Administration 7. Leads the faith into the future. PREREQUISITE: ECO CORE COURSE.

#### LCTC-4010 MULTI-RELIGIOUS DIALOGUE

Dr. Som Pourfarzaneh

This online synchronous course will present a framework for the practice of multi-religious dialogue, drawing upon contemporary texts and student experiences to understand interfaith engagement as non-binary and non-exclusive. Students will be encouraged to share their multi-religious perspectives to foster discussion about ways in which to engage in interfaith work among and between different traditions and understand dialogue from a variety of perspectives. Intended audience: all degree programs. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 2. Prophetic Witness and Work 4. History of Dissenting Traditions and the Theological Quest 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation 8. Embodied Wisdom and Beauty. Relates to MFC: 4. Social Justice in the Public Square 7. Leads the faith into the future.

#### OR-1000 ORIENTATION

This online asynchronous portal will provide general information about the school and introduce commonly used student resources before the term begins. Orientation is an opportunity to meet other students in the cohort, engage with faculty and staff and to ask questions. New students are required to register for this zero-credit course prior to attending Orientation.

#### P2G-2000 PETITION TO GRADUATE

SKSM Faculty

Zero credit course to be taken the semester the student plans to graduate.

#### PC-1220 CHAPLAINCY FORMATION - STAGE 2

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Depending on where you are at in the program will determine the content you will be studying. Prerequisite: Chaplaincy Concentration

#### PC-1230 CHAPLAINCY FORMATION - STAGE 3

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. In this third stage of work: you will focus on, in the first half of the semester, learning about the different types of systems, and the organizational culture of the environments in which Chaplains are employed. Prerequisite: Chaplaincy Concentration

#### PC-1240 CHAPLAINCY FORMATION - STAGE 4

Rev. Dr. Pamela Hancock

Chaplaincy concentration at SKSM. Taken every

semester, for 6 semester if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1250 CHAPLAINCY FORMATION - STAGE 5

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-1260 CHAPLAINCY FORMATION - STAGE 6

Rev. Dr. Pamela Hancock

This synchronous online course (once per month in ZOOM, for 4 meetings total per semester) is required for all students in the Chaplaincy concentration at SKSM. Taken every semester, for 6 semesters if you are in the MDiv program (for a total of 9 units)—this class will provide the container for pastoral and professional formation, in preparation for ordination and future service as a chaplain. Topics over the

course of the 6 semesters will include: focus on one's own spiritual path and formation as a chaplain; the requirements of working as a chaplain in multiple settings; how to function pastorally with boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships. Prerequisite: Chaplaincy Concentration

#### PC-4000 CLINICAL PASTORAL EDUCATION

Rev. Dr. Christoher Schelin

This course is for Starr King students engaged in part-time or full-time Clinical Pastoral Education. Participate in ministry to persons in crisis and engage in individual and group reflection. Didactic sessions draw together theoretical material from theology, the behavioral sciences, and pastoral care. Students learn to integrate theological understanding and knowledge of behavioral science with pastoral functioning. Upon completion, a written evaluation from the program supervisor will be placed in the student's permanent file. Open to all degree students. Relates to SKSM Threshold 5. Spiritual Practice and Care of the Soul and MFC Competency 2. Pastoral Care and Presence

#### PCAR-1100 SPIRITUAL PRACTICES IN THESE TIMES

Rev. Dr. Pamela Hancock

In this asynchronous online course, students will explore, develop and/or deepen their spiritual practice and support others in doing the same. The class will be experiential and multi-religious, drawing on some of the wisdom and practices of Judaism, Christianity, Islam, Buddhism, and Earth-based traditions, as well as neuroscience, poetry, and Ecopsychology. Intended audience is MDiv and MASC students. Relates to Thresholds: 5. Spiritual Practice & Care of the Soul 8. Embodied Wisdom & Beauty. Relates to MFC Comp: 3: Encourages Spiritual Devotion for Self & Others.

### PCLC-2200 Psychedelic Ministry Methods

Rev. Dr. Pamela Hancock

Psychedelic Ministry Methods will provide our Certificate in Psychedelic Justice and Companionship students with a framework for their future work. This course will focus on the entrepreneurship of our students and the development of new ministerial methods that are firmly rooted in their own spiritual/religious identity, personal practices that mentally/emotionally/spiritually sustain them, the needs of the community(ies) they want to serve (especially when it comes to BIPOC needs), and the skill set needed to facilitate group or individual sessions. This course will explore choosing and understanding the medicine each student desires to work with, as it is worthwhile to understand that not all medicines are for everyone. Students will consider the process by which they prepare for sessions, developing screening and suitability skills (including the creation of assessment paperwork), and cultivating a foundation through which each client/participant's innate capacity for healing is honored. With a trauma-informed and somatic lens, students will develop their own ceremonial set & setting, integrate meaning-making techniques into their work, and most importantly—develop an embodied integration process which will enable those they work with to receive the messages of the medicine even after the session(s) are complete. This course in no way promotes, condones, or facilitates illegal activity, and is strictly for educational purposes only. Please be aware that psychedelic substances still remain illegal in many countries.

Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement 5. Spiritual Practice and Care of the Soul and MFC: 2. Pastoral Care and Presence.

### PORCON-3000 MID-DEGREE PORTFOLIO

#### CONFERENCE

SKSM Faculty

Zero credit course to be taken in the term the student plans to complete the Portfolio Conference.

Must have completed or be enrolled ITA-1000 (Initial Threshold Assessment).

### PWHT-4100 19TH CENTURY ROOTS OF UU

#### PROPHETIC WITNESS

Rev. Dr. Meg Richardson

This asynchronous online course will locate the roots of Unitarian Universalist Prophetic Witness in nineteenth century social justice concerns: abolition, education, prison reform, utopian communities, suffrage, temperance, humane treatment of animals, civil disobedience, and poverty. We will also explore the nineteenth Unitarian and Universalist influence on Biblical Criticism, literature, philosophy, music, and art. Our course will begin with the Unitarian Controversy at Harvard, against the backdrop of the Second Great Awakening, and explore how theological education influenced Unitarian and Universalist social commitments. We will discuss a variety of attitudes about race and racial justice and find disconcerting inconsistencies and evolving understanding as the arc of the moral universe bends a young nation to engage in Civil War. The heart of this course is Transcendentalism, from Ralph Waldo Emerson's Divinity School Address in 1838 to the death of Margaret Fuller in 1850, and we will finish with the emergence of Humanism at the century's end. Although our focus is on North America, we will also consider parallel developments in Great Britain and Transylvania. Most of our texts will be found online as our emphasis will be on nineteenth century documents which are out of copyright: philosophy, essays, scriptures, and biographies. MDiv and MASC students. This course relates to the Unitarian Universalist Association's Ministerial Fellowship competencies 6. Serves the larger UU faith 7. Leads the faith into the future and the Starr King Thresholds 4. History of Dissenting Traditions and the Thea/ological Quest and 6. Thea/ology in Culture and Context.



#### PWLC-5300 MASC PROJECT

Rev. Dr. Gabriella Lettini

For SKSM Master of Arts in Social Change (MASC) students only. MASC students may split this course over two semesters or sign up for it during their last semester. This final project can take a variety of forms and should be representative of the student's learning and creative work in the MASC degree. The student will work independently under faculty supervision. Projects include research thesis, public presentations, designing and implementing educational curricula, organizing local/national conferences and special events, multimedia artwork, writing a book and more. Fulfills Threshold 2. Prophetic Witness and Work. ECO Core Course is a prerequisite.

#### TCAR-4010 ADV TOPICS IN CREATING COUNTER-OPPRESSIVE CONTENT

Dr. Som Pourfarzaneh

This synchronous online course will present an overview of developing a counter-oppressive popular media and technology framework that includes films, TV shows, comic books, video games, music, weblogs, streaming services, social network platforms, and other forms of content. It will serve as a container for student work on creating and disseminating content that counters oppression in its various forms. Course format and evaluation: seminar, with final presentation and project that employs this media framework. Intended audience: all degree programs. Relates to Thresholds: 2. Prophetic Witness and Work, 6. Theology in Culture and Context 7. Educating for Wholeness and Liberation 8. Embodied Wisdom and Beauty. Relates to MFC: 4. Social Justice in the Public Square 7. Leads the Faith into the Future.

#### UU-1000 OPT-IN UU CONCENTRATION

Rev. Dr. Meg Richardson

A zero credit "course" for students to enroll in if they want to opt-in to the UU Concentration.

#### UUPC-2000 GROUP SPIRITUAL DIRECTION: ATTEND MOVEMENTS OF THE DIVINE IN YOUR SOUL

Pastor Jacqueline Duhart

This five-week online synchronous spiritual direction group is a requirement for seminarians in the Unitarian Universalist Concentration. We will focus on your spiritual/religious formation as a Unitarian Universalist spiritual leader seeking fellowship with the Unitarian Universalist Association. The group will invite you to notice how the Divine is moving in your life, to develop/nurture this relationship, to attend to what is taking form via prayer, mediation, service, art, education, to respond to the invitations/nudges/callings from the Divine, and to embody/make real the fruits of this relationship in your personal life and in your ministry. Requirements include a willingness to cultivate a spirit of open heartedness, to listen and hear, to personally share and to offer sincere and respectful reflections, to risk being vulnerable, to be transformed/changed. Applicable SKSM Threshold: Spiritual Practice and the Care of the Soul (5). MFC Competencies: Pastoral Care and Presence (2) and Spiritual Development for Self and Others (3). Prerequisite: UU Concentration

#### WEAV-1004 WEAV FIELDWORK

Dr. Shannon Frediani

The Fieldwork course is designed to support you as a community of leaders to incorporate learning from your own reflections on the process, joys, and challenges of facilitating and also to learn from other religious educators' and leaders' experiences. Prerequisite: WEAV Training for UU Congregations