



**ACADEMIC CATALOG
AND STUDENT HANDBOOK
2025-2026**

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Dear Students,

This catalog serves as a current record of Starr King School for the Ministry's Academic Policies, Procedures and Program Objectives for the 2025-2026 academic year. It will allow you to understand your responsibilities and rights as you navigate your studies at Starr King. As a student handbook, this document also provides information about services for students and obligations for conduct. Please take some time to review this information.

This catalog is supplemented by information in Starr King's online course schedule (<https://www.skism.edu/academics/course-schedule>).

While the catalog is accurate at the time of publishing (effective as of July 1, 2025), 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

Quick Start Guide for Students

This document is provided in PDF format. The Table of Contents includes links that will take you to the each listed section (hold CTRL and click on the section title with your cursor). Links to each section are also provided in the Bookmarks menu when viewing this document in Adobe Acrobat Reader. To access this menu, click on the arrow on the lefthand side of the window and select the bookmark icon on the taskbar that appears. Search the entire document for a word or phrase by pressing Ctrl + F and entering your search terms in the “Find” box that appears on the upper right.

I Want To...

[...do an independent study.](#)

[...conduct my portfolio conference.](#)

[...review the thresholds.](#)

[...take time off.](#)

[...earn credit for field work.](#)

[...apply for scholarships.](#)

[...grow spiritually.](#)

[...prepare to graduate!](#)

Part I: Introducing Starr King



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.

Educational Philosophy and Pedagogy

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](#)

Officers of the School

Board of Trustees

Rev. Alison Miller, <i>Chair</i>	<i>Ex Officio:</i>
Rochelle Fortier Nwadibia, <i>Vice Chair</i>	Dr. Stephanie L. Krusemark, <i>SKSM President</i>
Rebecca Cooke, <i>Treasurer</i>	Rev. Dr. Gabriella Lettini, <i>Dean of Faculty</i>
Bruce Field, <i>Secretary</i>	Rev. Zebulon Green, <i>Graduate Association President</i>
Linda Laskowski	Liesl Dees, <i>Student Trustee</i>
Rev. Tuli Patel	Kellie Kinsman, <i>Student Trustee</i>

Core Faculty

Rev. Dr. Gabriella Lettini
Aurelia Reinhart Professor of Theological Ethics and Director of Studies in Public Ministry
MDiv, Facolta' Valdese di Teologia; PhD, Union Theological Seminary

Rev. Dr. Pamela Hancock
Assistant Professor of Spiritual Practice & Care for the Soul, Chaplaincy Program Director
MDiv, Starr King School for the Ministry; PhD, Pacifica Graduate Institute

Dr. Som Pourfarzaneh
Associate Professor of Islamic and Digital Media Studies, Director of the Center for Multi-Religious Studies
MASC, Starr King School for the Ministry; PhD, Graduate Theological Union (on sabbatical Spring 2026)

Rev. Dr. Sheri Prud'homme
Associate Professor of Religion and Education
MDiv, Starr King School for the Ministry; PhD, Graduate Theological Union

Rev. Dr. Meg Richardson
Associate Professor of Unitarian Universalist History
MDiv, Harvard University; PhD, Durham University (on sabbatical Fall 2025)

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

Faculty

Dr. Ashley Bacchi
Assistant Professor of Jewish History and Ancient Mediterranean Religions
MA, PhD, Graduate Theological Union

J. Tyson Casey
Assistant Professor of Leadership and Movements
MASC, Starr King School for the Ministry

Rev. Dr. Hugo Córdova Quero
Associate Professor of Critical Theories and Queer Theologies
MA, PhD, Graduate Theological Union

Dr. Shannon Frediani
Assistant Professor of Pedagogy in Multireligious Decolonial Liberative Education
MASC, Starr King School for the Ministry, PhD, Claremont School of Theology

Rev. Elaine Gehrman
Assistant Professor of the Practice of Congregational Life
MA, University of Illinois College of Education, MDiv, Starr King School for the Ministry

Rev. Dr. Matta Ghaly
Assistant Professor of Practical Theology
MA, Graduate Theological Union, MDiv, Luther Seminary, DMin, United Seminary

Rev. Kevin Mann
Assistant Professor of Multicultural Chaplaincy and Community Ministries
MDiv/MASC, Starr King School for the Ministry

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

Adjunct Faculty

Eleana Baskouta, MA in Development Economics and International Relations

Rev. Jeannette Bessinger, MA in Social Change/Chaplaincy Concentration, Starr King School for Ministry

Dr. Sabrina Dent, MDiv and DMin, Samuel DeWitt Proctor School of Theology at Virginia Union University

Aisha Hauser, CRE LL, Unitarian Universalist Religious Education Credentialed Leadership Level, Boston, MA, MSW, Hunter College School of Social Work, NY

Rabbi Ora Nitkin-Kaner, MA, Reconstructionist Rabbinical College

Dr. Larry Norris, PhD, California Institute of Integral Studies (CIIS)

Dr. Pravina Rodrigues, PhD in Theology and Ethics

Rev. Leslie Takahashi, MDiv, Meadville Lombard

Hilda Mason Teaching Fellows

Ronnie Boyd

Robin Thompson

Staff

Dr. Stephanie L. Krusemark, President

Rev. Gabriella Lettini, PhD, Dean of the Faculty & Chief Academic Officer, Aurelia Henry Reinhardt Professor of Theological Ethics

Jessica Cloud, Vice President of Advancement

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

Rev. Jacqueline Duhart, Director of Spiritual Care

Dawn Higdon, Advancement Assistant

Xander Huffman, Director of Communications

Teresa Joye, Executive Assistant to the President

Kim Matsuura, Assistant to the Dean of the Faculty, Coordinator of Academic Programs and Registrar

Owais Qureshi, Student Accounts Manager & Finance Assistant

Meg Richardson, Associate Dean of the Faculty

Matthew Waterman, Director of Admissions and Recruitment

Fred Williamson, School Safety Officer

Part II: The Academic Program



The Academic Environment

Individualized and Integrative Learning

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.

Online Learning

Since the spring of 2020, all Starr King classes have been held online, allowing students to complete their program without needing to relocate or travel to the Bay Area. Courses are taught both synchronously, with live meetings held on Zoom, and asynchronously, in which the instructor and students interact assignments completed on the learner's schedule. Currently, two courses are offered in *hybrid* format (UU Polity at the UUA General Assembly, and Starr King Symposium), granting students the option to meet in-person at an event location.

Technical Requirements

Applications and Platforms

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

Populi (<https://sksm.populiweb.com>) is our Student Information System and Learning Management System. On this platform, you submit your application, register for classes, pay tuition, access your courses and turn in course work, view your unofficial transcript, and request mailed copies of your official transcript.

Learn more by reading the [Populi Student Guide](#).

Due to federal cybersecurity regulations, Populi is set up for multi-factor authentication (MFA) or “Log In Approvals.” When you login for the first time, you’ll be prompted to set up MFA through your mobile device. Google Authenticator and Authy are free, and there are other options available as well. If you do not have a smart phone, you must use an authenticator app for desktop. You can find detailed instructions how to use Populi Log In Approvals [on this PDF document](#). Re-authentication will be required every 180 days.

Zoom (<https://zoom.us>) is our videoconference service. You may meet with your advisor by Zoom or phone. Synchronous online and hybrid classes conduct sessions on Zoom. Chapel services are held on Zoom and in-person events are livestreamed.

Adobe Fillable PDF forms: Student forms are fillable PDFs and are available for download through the [Student Forms page](#) on the website.

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

How to fill and sign a PDF form:

1. Open the PDF document.
2. Click the **“Fill & Sign”** tool in the top right pane.



3. Fill out your form:

Complete form filling by clicking a text field and typing or adding a text box. You can add checkmarks and fill in radio buttons too.

4. Sign your form:

[NOTE: For forms submitted to the registrar, e-signatures will be collected by Starr King through Adobe Sign.] Click “Sign” in the toolbar at the top center of the page. Then draw, type, or choose an image for your signature. Then click “Apply” to place your signature on the form.



5. Save and send your form:

After you have filled the form and added your signature, you will need to save it as a unique file. Go to “File” in the menu bar, then select “Save As” in the dropdown. Change the name of the file so that it follows this format:

Term-Year_Form Type_Your Name.

E.g. 2020-FA_Change of Enrollment_Dorothy Day.

Once you have saved the file, email the newly named and completed form to the appropriate staff person. Forms for the Registrar are sent to Registrar@sksm.edu. Be sure to cc your advisor when sending it to the Registrar, and to follow-up after a week to confirm the form was received and in process. It is your responsibility to ensure forms are completed.

Equipment and Software

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

Internet Connection

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

Hardware

2.5 GHz dual-core processor or higher

Operating System

PC: Windows 7 or higher

Mac: OS X with Mac OS 10.10 or higher

Software

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

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

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

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

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

Housing

As a consequence of conducting education in an online format, Starr King does not control any dormitory housing facilities. Students do not need to relocate to the Bay Area to participate in a degree or certificate program, and we offer no guidance on the availability or cost of housing that is local to our offices. The school has no responsibility to find or assist a student to find housing.

Facilities and Equipment

Starr King leases an office suite at 414 13th Street in Oakland, California, as the center of the school's operations. The office suite includes a conference room and a multipurpose room equipped with audiovisual equipment for live streaming and hybrid events. While Starr King has the capacity to conduct small hybrid classes from the offices, our courses are conducted online or partially from event sites, for the exceptions noted above.

Our faculty are provided with school-issued computers and other technical equipment as needed for conducting their instruction. Courses are delivered through Populi, our learning management system, and Zoom videoconferencing.

Advising

SKSM's educational philosophy is carried out through individual advising by the faculty. Each degree candidate is assigned a primary advisor, although that advisor may change over time.

Advisors are available to returning students from late August to the end of the Fall semester and from mid-January to the end of the Spring semester. New students will be in touch with their advisor earlier, during August and January Orientation weeks. They typically do not work on holidays, weekends or after business hours. Advisors will devote June to administrative duties, research and writing, will be on vacation and research time in July, and will focus on class preparation in the first part of August.

Our advising model is aligned with the school's ECO philosophy of creating just and sustainable communities, and cultivates independence, collaboration and accountability, supporting capacity within our educational ecosystem. SKSM advisors guide students through their academic journey.

SKSM's Director of Spiritual Services, Rev. Jacqueline Duhart, provides students with spiritual support and formation. Advisors can refer an advisee to the Director of Spiritual Services when something comes up that falls outside of the scope of academic advising. This new addition to our organizational team allows advisors to focus on a student's academic progress, while ensuring the school meets the spiritual needs of the students (as they were articulated in the Student Body Mental Health Task Force Report & Recommendations 2017-2018). As this role integrates within our ecosystem, additional shifts may be made in the role of academic advisor in the coming years, so as to further support collaboration of these roles.

Advisors are expected to:

- Serve as witness, memory, and guide in the shaping of individual students' programs of study and academic progress.

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

Because the advising relationship is mutual, students are expected to:

- Check in with the advisor regularly, as needed, during the academic terms, via email and/or scheduled appointments.
- Consult with advisor before registering for courses.
- Acknowledge that the faculty balances a variety of responsibilities.
- Respect the schedule and time availability of the advisor. Advisors are not expected to meet on weekends, holidays, and outside business hours.
- Practice professional discipline and ethics in scheduling and attending advisory meetings, adhering to deadlines, checking the Academic Catalog and Student Handbook before requesting information, and incorporating feedback received.
- Assume good intentions and expect that when problems are identified that they are being resolved with grace and understanding.
- Come to meetings prepared, with questions, concerns and ideas to share.
- Provide advisor with a draft agenda and all relevant information to review in one timely email prior to the scheduled meeting.
- Take notes on meetings, including suggestions received from the advisor.
- Respect the schedule and time availability of the advisor.
- Initiate planning process for various degree requirements with advisor
- Request meetings at least one week in advance.
- Make requests for letters of reference one month in advance, when possible.
- Contact advisor promptly if they need to cancel or reschedule a meeting.

- Abide by the 2-minute agency practice: If a student has an inquiry or needs information for their educational experience, two minutes will be spent consulting the Academic Catalog and Student Handbook to find a solution. If unable to find the necessary information, the student will contact the appropriate person to find a solution (may not be the advisor).
- Provide clear and succinct requests via email to the advisor as needed.
- Turn registration and other forms into advisor in a timely manner.
- Register for the specific degree requirements as directed by the student handbook and their advisor. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Complete specific degree requirements in the term in which they are registered to do so. Failure to do so may result in a hold being placed on a student's academic progress, and a freeze on future registrations.
- Take responsibility for their actions (or inactions) as a student spiritual leader.
- Understand and respect the boundaries of this professional relationship.
- Understand that the advisors are to be contacted for academic concerns.

For other concerns, please contact:

- Rev. Jacqueline Duhart, the Director of Spiritual Services, for pastoral care and spiritual development
- Rev. Elaine Gehrman for congregational field work and internships
- Rev. Dr. Chris Schelin for community field work and internship, and CPE
- Rev. Dr. Chris Schelin, Dean of Students, for consultation and support in the following areas:
 - Emergency support from SKSM in the form of loans, relief grants, or referral to other resources
 - Seeking accommodations for a mental or physical disability (Cf. Students with Disabilities Policy)
 - Concerns about gender-related/sexual misconduct perpetrated by a member of the SKSM community or in the context of SKSM academic programs (Cf. Gender-Related Misconduct Policy)
 - Discernment about filing for a Leave of Absence or Withdrawal from SKSM

Working with Faculty

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

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

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

1. Faculty accepts student appointments throughout the Fall, January (new students) and Spring semesters (except winter and spring breaks). Other times, such as Fall Reading Week, Spring Break, the summer months, are generally dedicated to research and other administrative tasks. Additionally, in the summer, faculty have vacation times during which they do not attend to any SKSM business. You may ask your advisors about their specific preferences for emergency communication during winter break and the summer months.
2. Requests for Letters of Recommendation should be submitted to the faculty member at least one month before the letter is due.
3. Faculty members are limited as to the number of Starr King Individualized Learning (SKIL) courses per term they may take on (1-3). Please contact Faculty members early on if you are interested in working with them. A request does not mean that the faculty will be available in that term.
4. Faculty are expected to work *at least* one day a week from home without obligations for meetings or appointments to focus on research, writing, and preparations for lecturing or teaching. For many that day is Friday.
5. SKSM Faculty have two rest days a week that they may take Friday, Saturday or Sunday, according to their religious/spiritual observances.
6. Please respect faculty religious observances, rest days, vacation and other times off. This includes not expecting faculty to answer last-minute messages at night or on weekends. Practicing respectful and healthy boundaries with your advisor and professors will help you to be a respectful leader who knows how to practice sustainability.
7. If faculty members allow you to have their personal phone number for emergency situations, please do not use it improperly in other situations. Please practice responsible communication.

Making an Appointment with a SKSM Faculty Member

Appointments with Faculty members can be made for face-to-face meetings, phone conferences, or Zoom (voice or video). Appointments for all Faculty members can be made by emailing individual faculty members at their sksm.edu email addresses. All Faculty emails are listed on the school website. Please use only your SKSM address when emailing faculty.

Appointment requests emailed to President Rosemary Bray McNatt and Dean Gabriella Lettini will be answered by their assistants.

1. Appointments with faculty are generally made one to two weeks in advance. Please plan ahead. “Same-day” appointments are rare and generally reserved for emergencies involving health or well-being.
2. Appointments will generally be made for 15 or 30 minutes, depending on needs. If you would like more time with the professor, kindly explain your need in your email.
3. When you write to your advisor at the beginning of each term please check if they hold regular office hours each week: planning your meeting during those time frames will speed the planning process.
4. Appointment requests will be answered in the order they are received. For staffing reasons requests may be answered every few days, rather than immediately. Please be patient if it takes a few business days to reply. If your email has not been answered within one week’s time, then you may resend your request.
5. Once a time has been set, it is your responsibility to keep the appointment. If you do not, your priority level may drop. Please contact the faculty ASAP if you need to cancel or are late.

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

Other Ways of Contacting a SKSM Faculty Member

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

1. You may speak to faculty before or after class (on Zoom), but please be considerate and ask if they really have the time: they may need to focus on other tasks. For your benefit, the faculty member may suggest making an office appointment to give the best response to your questions, or to give your conversation the care and attention it deserves. Always ask whether they are available to speak with you now, or whether you should make an appointment. Kindly respect that decision, as it will result in the best answers being provided to you.
2. Please be mindful of break times for faculty and staff, such as lunch breaks.
3. Please DO NOT use Facebook Messenger to contact faculty. Using SKSM email address helps maintain confidentiality, privacy, and is more effective.

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

1. Send them an email. When using email communication, please remember to use the same consideration that you would in person.
2. SKSM does not give out faculty private phone numbers. Students may contact faculty at the phone numbers listed on the SKSM website. Faculty may provide supplementary contact information as they judge it to be appropriate.
3. Adjunct Faculty, Research Scholars and Hilda Mason and Newhall Teaching Fellows do not have offices or voicemail boxes at the school and cannot be reached by phone via the school.

Email Courtesy

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

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

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

Programs of Study

Starr King School offers the following programs of study:

Degrees

- Master of Divinity (MDiv)
- Master of Arts in Social Change (MASC)
- MDiv and/or MASC Chaplaincy Concentration
- MDiv and/or MASC UU Ministry Concentration

Certificates

- Graduate Certificate in Chaplaincy Studies
- Graduate Certificate in Multi-Religious Studies
- Graduate Certificate in Psychedelic Justice and Companioning
- Graduate Certificate in Unitarian Universalist Studies
-

Information on each of the programs can be found below and on our website.

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), as a Pastoral Counselor (see the American Association of Pastoral Counselors at 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

1. Completion of 90 Units (no residency requirements).
2. Three Required Core Courses:
 - a. ECO - Due to its foundational nature, the ECO Core Course must be taken within six months of matriculation
 - b. Multireligious Core course
 - c. and either:
 - i. UU Leadership Core Intensive, for UU students on the ordination track; or

- ii. Leadership Along the Way or Organizational Management
3. Five or More Units of Contextual Education (for students who matriculated beginning August 2024)
 - a. Eligible credit: field work or internship in a congregational or community setting, or Clinical Pastoral Education. May be earned singly or cumulatively.
4. Participation in 2 or more SKSM Symposia (including remote participation).
5. A Portfolio Conference by the middle of their program.
6. 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 \$960 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@uua.org

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

Master of Arts in Social Change Degree (MASC)

Educational Goals

The MASC is a professional degree designed for:

- those who want to concentrate their work on promoting goals of justice, equity, and compassion in society, through religious or secular institutions,
- those seeking a grounding in 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 \$960 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).

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.

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)

- 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 – 3 Stages (This set of 3 units per semester courses [for a total of 9 units] is taken with your incoming Cohort, providing you with a group with whom to traverse the formation process. This is done in preparation of ordination with whatever ordaining body you choose).
 - Stage 1** – Personal Formation: exploring personal theology and the different types of chaplaincy & settings.
 - Stage 2** – Community Formation: exploring Starr King’s ECO Philosophy in connection to your work as a Chaplain & Ministering to those in Specific Traditions.
 - Stage 3** – Resilience Formation: focuses on your own personal spiritual formation, with the emphasis on being able to articulate your beliefs in writing. This stage also includes being a chaplain in the environmental crisis we all face and specially designed trauma training.
- 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 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 – 3 Stages
(This set of 3 units per semester courses [for a total of 9 units] is taken with your incoming Cohort, providing you with a group with whom to traverse the formation process. This is done in preparation of ordination with whatever ordaining body you choose).
 - Stage 1 – Personal Formation: exploring personal theology and the different types of chaplaincy & settings.
 - Stage 2 – Community Formation: exploring Starr King’s ECO Philosophy in connection to your work as a Chaplain & Ministering to those in Specific Traditions.
 - Stage 3 – Resilience Formation: focuses on your own personal spiritual formation, with the emphasis on being able to articulate your beliefs in writing. This stage also includes being a chaplain in the environmental crisis we all face and specially designed trauma training.
- 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.

Program Prerequisite

- 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)
- Psychedelic Traditions in the Cradle of Civilization: Anthropology, Myth & Indigenous Practices (3 credits)
- Psychedelic Policy, Advocacy and Decriminalization (3 credits)

To enroll in the Certificate in Psychedelic Justice and Companioning 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
- Multi-Religious 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

The Degree Program Journey

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:

Threshold One: Life in Religious Community & Interfaith Engagement (LC)
The Offices of Pastor, Chaplain, and/or Spiritual Activist

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

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

Threshold Two: Prophetic Witness & Work (PW)
The Offices of Prophet & Social Change Agent

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

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

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

Threshold Three: Sacred Text & Interpretation (TI)

The Offices of Preacher and Spiritual Activist

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

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

Threshold Four: History of Dissenting Traditions & Thea/ological Quest (HT)

The Offices of Scholar and Activist

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

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

Threshold Five: Spiritual Practice & Care for the Soul (PC)

The Offices of Pastor, Chaplain & Spiritual Director

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

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

- Offer spiritual care to others in a faith, interfaith, and/or community setting.

Threshold Six: Thea/ology in Culture & Context (TC)

The Offices of Theologian, Scholar & Activist

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

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

Threshold Seven: Educating for Wholeness & Liberation (EL)

The Offices of Teacher, Educator, Facilitator

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

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

Threshold Eight: Embodied Wisdom & Beauty (AR)

The Offices of Liturgist & Artist

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

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

Initial Threshold Assessment

At the beginning of their degree program, each student is expected to register for and complete a Threshold Review with their advisor to explore where they are in relationship to each of the Thresholds. Midway through their program, students will write an in-depth Threshold Assessment summarizing their work and progress in meeting the learning outcomes of each threshold. Because a student's program of study is individual, the advisor may use differing methods, tools and timing with each advisee. Students are encouraged to confer early with their advisor about these requirements. Students must allow a minimum of two weeks for their advisor to review the content of the Threshold Assessment before they convene to discuss it. This ensures adequate time for the threshold review to be completed and the requisite paperwork to be submitted by the end of term.

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

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

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

Portals

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

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

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

Portal One: EXPLORING

- Attend SKSM Orientation*
- Meet with advisor for first time*

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

Portal Two: DEEPENING

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

Portal Three: GOING FORTH

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

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

Portal Benchmarks

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

In general, the timing of these are as follows:

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

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

Mid-Degree Portfolio Conference

Portfolio Conferences are an assessment process designed to review a student's program of study and spiritual growth and ministerial formation approximately mid-way through the degree program. The student and advisor determine when the conference should happen, and which term the student should register for completing this process. The student is responsible for registering for the zero-credit course (PORCON-3000 in Populi) for the term in which they will complete this requirement (Fall or Spring). The student is also responsible for coordinating its planning, materials, participants, and virtual location. The participants can attend the conference via Zoom. It is the responsibility of the student to organize and coordinate the technical needs well before the conference, including confirming the date and time: Monday-Thursday, 9am-5pm for both coasts; 9am-1pm PST/12pm-5pm EST should there be faculty participants on the east coast, and Zoom room information with all participants.

The purpose of the conference is to affirm the student and their work; provide feedback, addressing specific issues and questions and exploring growing edges; provide a time for the student to assess what is

needed before graduation; articulate issues on which counsel and consultation are needed; and experience both community support and accountability.

Participants in the conference include five (5) people:

1. Student
2. Student's advisor
3. A SKSM student (peer)
4. A faculty member – **CORE SKSM** faculty. The Coordinator of Academic Programs will assign the faculty member, pending availability and overseeing the equity of faculty workloads. Students can send in a list of preferred faculty; doing so does not guarantee a faculty member on that list will participate.
5. *A community representative* – someone from outside the school who knows the student and their work.

It is best if the representative is a member of the community the student is focused on working with or works in the vocation the student hopes to enter.

Portfolio conferences are **one-hour long** (no more). Please be mindful when scheduling times. The conference should be during regular hours Monday-Thursday, 9am-5pm for **both coasts**; 9am-1pm PST/12pm-5pm EST should there be faculty participants on the east coast. The conference should be scheduled by the student at least one month in advance and a **portfolio of representative student work should be distributed at least 2 weeks in advance** (via assigned SharePoint link provided to each student by the Coordinator of Academic Programs). To complete the process, the student must upload their Portfolio package (in PDF form if possible) and the Portfolio Conference Record form to Assignments in PCON-3000 in Populi.

What to include in the Portfolio package for each participant:

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

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

- Welcoming by the student's advisor;
- A chalice lighting, or a reading, a prayer or a brief ritual, led by the student; Introduction of participants and of the ways they worked with the student;

- Responses to the student's portfolio, feedback on the student work and dialogue meant to strengthen the student's learning and growth;
- Questions and/or advice from participants; Questions the students would like help in assessing
- A closing (by student or advisor)

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

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

Students are expected to review participant and format choices in advance with their advisor. Students are expected to bring to the conference all "Portfolio Conference forms." (Available on the SKSM Website). They are also expected to complete the "Portfolio Conference Form", sign the form and email the completed form to the Registrar (Cc'ing the student's advisor) along with a PDF version of the packet, as documentation of completion. Students should complete part 1 of page 2 or the "Portfolio Advising Notes" and give the form to the advisor prior to the conference. This page will be kept in the advisor's records.

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

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

Petition to Graduate

Students who are interested in graduating should discuss readiness with their advisor. Readiness is based on completion of degree requirements and other variables such as religious leadership formation. Students must first evaluate their readiness to graduate with their advisor, register for Petition to Graduate in Populi (P2G-5000) for the corresponding term, then submit the following information via Populi course/Assignment:

- Cover letter outlining their readiness for graduation (250-500 words)
- Updated narrative Threshold Self-Assessment
- Petition to Graduate form (found on the [Student Forms page](#) of our website)
-

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

SKIL (or Independent Study)

Independent study under faculty supervision is regarded as SKIL (Starr King Individualized Learning). 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 is possible to take a SKIL to prepare a course proposal for a Hilda Mason Teaching Fellowship. A SKIL course can be completed individually or as a group effort and requires a faculty sponsor.

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.

January and Summer SKILs are occasionally allowed, pending faculty acceptance. 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. Faculty are not available during the month of July.

The form and syllabus template can be found on the [Student Forms](#) page of the SKSM website. More information on enrolling is found in the [Registration section](#) of this document.

Pace and Length

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

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

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

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

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

Certificates should be completed within 1-2 years. No credits are allowed for a certificate beyond the stated requirements.

Hilda Mason Teaching Fellowships

The Honorable Hilda Mason (1916-2007) was a teacher, civil rights activist, city council member, and a prominent leader in Washington, DC. A member of All Souls Unitarian Church, Hilda Mason was the recipient of an honorary doctorate from Starr King School for the Ministry and a former trustee of the school.

Hilda Mason Teaching Fellowship for Student-Taught Courses

Applications for courses already existing and taught by faculty, or for courses derivative from courses taught by faculty, will not be accepted.

Please note: On occasion the Dean of Faculty and curriculum committee will review proposals that are outside the traditional student-taught course model. If students have ideas for a course that does not fit the description outlined above (for example, teaching a course in a community setting), they may submit it for consideration after consulting with their advisor and the Dean of the Faculty.

Applying for Hilda Mason Fellowship

Successful completion of the ECO intensive course is a prerequisite to apply for the Hilda Mason Fellowship. We suggest that individual students interested in applying start working on a proposal with their advisor in the Spring in order to meet the Curriculum Committee September deadline. Students are encouraged to enroll in the corresponding course HM-1000 in Populi for the Summer term.

This zero-credit asynchronous course compiles various resources for the Hilda Mason Fellowship, intending to provide a container for students considering this teaching opportunity. Students enrolled in the course can access sample applications and syllabi from some previous HMF recipients, a faculty member that serves on the selection committee, and references on the history, policies, and requirements involved with the fellowship award. You are encouraged to provide your completed application to your advisor no later than early August so they have sufficient time to review, provide feedback, and draft their recommendation letter.

Applicants must clearly submit all of the information below in one document (unless specified otherwise). Word and page count are suggestions based on historical patterns, not requirements. Your submissions for each of the nine (9) required areas can be outside of the suggested ranges.

1. Course title and description. Please keep the title to approximately 40 characters, including spaces and punctuation. Course description is generally 1-2 paragraphs (150 – 300 words) and includes the related SKSM Thresholds and MFC Competencies (when applicable).
2. Outline of syllabus. While the development of a full syllabus is not necessary at the point of application, please review the SKSM Syllabus Template on Student Forms. If you have a full draft syllabus, you can include it as a distinct file in your application packet.
3. Statement of teaching and learning philosophy (including ECO-CJSC). This statement usually ranges between 200 – 500 words, approximately 1-2 pages total.
4. Context/setting of the proposed course. E.g., will this course be offered asynchronously or synchronously? Will there be elements that are outside of the scheduled course meeting time (such as lectures, homework)? Will students be assigned to work in pairs or small groups? Is it a lecture or seminar style of curriculum? Provide any contextual or design elements you can at this time.

Approximately 50 – 200 words.

5. Course time frame. E.g., Will it meet weekly? Monthly? Daily (as an intensive)? For how long will each meeting occur? Which term would you prefer to offer it in (Summer, Fall, Intersession, Spring)? A sentence or two is usually sufficient.
6. Curriculum Vitae (CV). What qualifies you to teach this course? What teaching experience do you have? Responses usually ranges between 150 – 500 words and provide a succinct and relevant overview of your CV. Include your CV as a separate file in your application packet.
7. Why is it important we add this course to our offerings/Why is this course important to the community? This usually ranges between 150 – 300 words.
8. Does your advisor support your plan to teach next year? Are you making Standard Academic Progress so far? Applicant's responses to both questions must be in the affirmative (e.g., "yes" and "yes") to be considered.
9. Reference letter from your advisor. Include with your application packet. Reference letters are generally 150-400 words, or 1-2 pages. Does your advisor support your plan to teach next year? Are you making Standard Academic Progress so far?

Call for Proposals for the 2026-2027 Hilda Mason Fellowship

All applications will have to be submitted via email to the Assistant to the Dean of Faculty by 11:59pm, Friday, September 19, 2025.

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

Criteria for Assessing Proposals for a Hilda Mason Teaching Fellowship

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

Submission of a proposal for a teaching fellowship does not guarantee acceptance

The Curriculum Committee will make judgments based not only on the quality of the proposal, but also based on the financial resources available in a given year for providing a fellowship, and on the overall number of courses it feels can be successfully offered. For this reason, applications by teaching teams (of three or more students) will not receive consideration.

Selection committee members review and evaluate each proposal based on a four-point scale across seven categories.

Scale: 4 = Excellent; 3 = Strong, needs some development; 2= Weak, needs a lot of work; 1 = Non-

developed.

Categories: 1) ECO-CJSC; 2) Multi-Religiosity; 3) Pedagogy; 4) Originality; 5) Sources; 6) Experience; 7) Reference Letter

After each committee member has evaluated all the proposals, they meet to deliberate and determine if award(s) will be offered for the for the following academic year.

Hilda Mason Fellowship Award Letters

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

Currently, the Fellowship is \$2000 for teaching a 3-unit course. Students can also register for a free three credit SKIL (Starr King Individualized Learning Course) for teaching this course. It is expected that the Fellowships will at no time exceed the amount that Adjunct Faculty receive for teaching a 3-unit course.

The Hilda Mason Teaching Fellowships will be administered in the same way that other scholarship and financial aid grants are administered: through the Office of Student Accounts in collaboration with the Financial Aid Office as a reduction on the student’s tuition account (tuition credits). If the Teaching Fellow has already paid all of their tuition, the Fellowship will be awarded as a check from the school to the student during the term that the student is scheduled to teach. In very rare instances, a student may be selected to teach in the term after they graduate, in which case they will not receive a tuition credit but will be paid the full fellowship amount (please note: this payment would be taxable)

Mentoring and Supervision of Teaching Fellows

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

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

Cancellation of the Course

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

The Hilda Mason fellows are a special category of adjuncts. As such, they are not asked to attend faculty meetings and study times, unless by special invitation.

Contextual Education

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

Field Education

Field education entails intentionally reflective, supervised work, conducted in a congregational/agency setting or independently by the student as a special project. At least five credits of field education or CPE is 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 and one is for those working in a community organization. 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. Elaine Gehrman 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. Gehrman 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. Elaine Gehrman before the end of the Spring term.

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
- College of Pastoral Supervision and Psychotherapy (CPSP) – www.cpsp.org
- Center for Spiritual Care and Pastoral Formation (CSCPF) – www.cscpf.org

Recent years have seen 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 Academic Catalog 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.

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.

Course Participation

Attendance

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

Grading and Evaluations

Starr King offers courses based on a **Pass/Fail** system, not a Letter Grade system, and the school utilizes written narrative evaluations in order to provide a more thorough and useful evaluation of a student's

progress toward course outcomes.

Letter-grade based evaluations assess student performance based on a comparative system, ranking students best to worse according to one evaluative matrix. Written evaluations provide the instructor and student the opportunity to assess student performance and growth according to a number of matrices on an individual basis, highlighting a student's particular strengths or significant educative transformations.

Students **may request a letter grade** at the outset of the term. In these cases, the student should present why they are requesting a letter grade and discuss with the instructor. Students should also have this conversation with their advisor.

Starr King course instructors provide a written evaluation for all students in their classes each semester. The form is placed in the student personal file on Populi by the Registrar's office. Faculty should also send a copy of the evaluation directly to the students at the end of each course. Please retain copies of your evaluations as you might require them for your Portfolio Conference or other work.

Course Evaluations

Starr King asks all students to complete course evaluation forms at the midpoint and at the conclusion of a semester. Course evaluations are an opportunity to provide constructive feedback on course delivery and content.

Students are asked to complete the **mid-term evaluations** which are used to gather feedback about the learning goals of each course. Faculty and the academic dean will review the midterm evaluations shortly after the submission period closes. The evaluations are shared with the instructor(s) to support any necessary adjustments for the second half of the semester.

At the end of the term, students are asked to complete the **final course evaluations**. The purpose of the final course evaluation is for students to provide feedback in relation to the stated course learning goals and to support any necessary adjustments for future possible instances of the course.

Course evaluations are required for all faculty and Hilda Mason Fellows. The final course evaluations are shared with the instructor(s) only after the grades and student evaluations have been completed and finalized.

Academic Policies

Statement on Academic Integrity and Misconduct

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

Christian supremacist views.

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

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

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

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

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

1. Completion of Assignments: Any work submitted should reflect work that you completed according to the specific assignment provided by your instructor. If you are unclear about expectations related an assignment or written work, ask your instructor. Sometimes topics and work overlap in more than one course, or you may wish to expand upon your previous thinking and writing. Request permission from your instructor to re-use material from another course in their course.
2. Attribution: All written work must use proper attribution, meaning that you have identified the source, words and ideas that you reproduce, paraphrase (summarize) or otherwise, use in your assignment or to develop your thinking. This includes drafts and homework assignments. Individual instructors may have their own requirements for the citation styles; for reference, there are multiple resources available online (such as the [Purdue OWL writing lab](#)).
3. Collaboration: Collaboration and dialogue with other students are helpful as you study for your courses. However, do not collaborate with other students on a specific assignment unless you have been given permission or instructed to do so. If you collaborate with another student on an assignment, decide with your collaborators how you will cite shared or individual contributions. Leave significant room for listening and reflection.

Academic Conduct

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

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

- Cheating: fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials that are prohibited or inappropriate in the context of an academic assignment.
- Plagiarism: use of intellectual material produced by another person without acknowledging its source. **Please review the plagiarism policy below.**
- 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 and Personal Disputes" in the Community Policies section below.

¹ 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.

Policy on Plagiarism

Plagiarism is the appropriation of words and ideas written by others without proper attribution and is a serious violation of academic and personal integrity. It amounts to theft and is ground for dismissal from the school. At the same time, different cultures have different understanding of plagiarism.

A great resource to help you understand and avoid plagiarism is [Plagiarism: What It Is and How to Recognize and Avoid It](#)

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.

Satisfactory Academic Progress (SAP)

Starr King School of the Ministry (SKSM) students are expected to make Satisfactory Academic Progress every semester they register in SKSM certificate and degree programs. SAP reviews are conducted annually following the end of the Spring term 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**

Degree	Required Units	Maximum Attempted Units
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 semester. Additionally, an interim SAP progress check is completed at the end of all other academic terms and is submitted to the Dean of Students and Dean of Faculty. The report provides timely notification of satisfactory academic progress and potential deficiencies so that appropriate advising and guidance can be given to students. 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.

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 semester and the one(s) due for the upcoming semester. 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 semester. Those canceled funds are returned to the originating programs to be awarded to other eligible financial aid recipients. If the student's appeal is granted, aid will be reinstated, based on what funds are available at that time. As a result of financial aid suspension, the student's original award(s) may be reduced or lost. Appeals must be submitted no later than 30 days after notification of your SAP determination. Incomplete or late appeals may jeopardize the

reviewing of the appeal in a time frame that would allow disbursement of financial aid, if the appeal is approved.

SAP Probation:

- A student will be placed on financial aid SAP probation for the semester 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 semester 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 semester. 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 semester. The student must meet SAP and/or the conditions of an Academic Plan after the probationary term. If the student does not meet SAP and/or the conditions of an Academic Plan, they will be dismissed permanently.

SAP Extensions:

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

D. Grading and Credit Definitions

As stated in the Academic Catalog, Starr King employs written evaluations rather than letter grades in order to provide a more thorough and useful evaluation of a student's progress toward course outcomes. A grade of P=Passing, a grade of NP= No Pass, a grade of NC= No Credit, a grade of W= Withdrawal (if after the add-drop period).

A student must have a minimum of 70% of Ps (passed courses) and positive narrative evaluations for all courses taken in each semester

For those students who have requested a letter grade, those grades are calculated for SAP as follows:

A= Pass /GPA 4.0

B= Pass/GPA 3.0

C= Pass/GPA 2.0

Any grade below a C= No Pass/GPA 0

A student with letter grades must have a minimum cumulative GPA of 2.0 to meet SAP requirements.

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

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

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

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

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

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

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). 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 intensives, we offer some of our school's required core courses as well as elective courses in an intensified format. The 3 credit intensives consist of 40 hours of classroom time (synchronous and asynchronous) with extensive pre-course reading/writing/reflection and post-course writing/project assignments. The course can take place over one or two weeks (FT or PT).

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.

SKSM Library

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.

The use of the DTL2 is fairly intuitive, but you can view tutorials [here](https://dtl2.libguides.com/howtouse) (<https://dtl2.libguides.com/howtouse>). The tutorial videos show the original DTL, however the two libraries are similar.

HOW TO LOG IN

1. Go to <https://dtl2.libguides.com>
2. Browse for an item in one of the menus at the bottom of the page or enter a term in the search box.
3. Users can browse without logging in. You will be prompted to log in upon selecting a specific resource. You will see a blue button with text such as "View full text" or "Access e-book."

4. When you click on that button, it opens a SSO login page. Please select “Starr King School for the Ministry” from the dropdown list for schools. Enter your Populi password.
5. Once you are logged in, you will remain so during your current browser session.

Additional resources:

[Adobe PDF Reader](#)

[Read Aloud – ProQuest EBook Central](#)

You will be able to schedule Zoom consultations with the reference librarian as an individual or for group projects or whole-class sessions.

Reference Librarian

Starr King has also contracted with DTL2 for the services of a reference librarian, Chris Crawford. Chris can be emailed at reference@thedtl.org.

If necessary, Zoom meetings can also be scheduled using the following link:

<https://calendly.com/dtlreference>.

The reference librarian’s office hours are 8 am – 12 pm PT during the work week.

Part III: Admissions



For Prospective Students

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

English Proficiency

Instruction at Starr King is conducted in English and the school does not provide English language tutoring or other services. Persons for whom English is a second language and who completed secondary education in a country where English is not the language of instruction must demonstrate proficiency by earning the required score on one of these exams prior to admission:

- International English Language Testing System (IELTS): Minimum score of 6.5
- Test of English as a Foreign Language (TOEFL) examination: Minimum score of 80
- Duolingo English Test (DET): Minimum score of 115

Degree Program Applications

MDiv, MASC, and MDiv/MASC Dual Programs

- Complete an application online on our website at 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
- Fall classes start: Sept. 3rd, Registration begins: April 15

Certificate Applications

Certificate in Multi-Religious Studies, Unitarian Universalist Studies or Psychedelic Justice and Companioning

- 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 Students

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 18 credits can be transferred.
- For MASC candidates no more than 9.5 credits can be transferred.
- For joint MDiv/MASC candidates no more than 22.5 credits can be 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.

NOTICE CONCERNING THE TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

The transferability of credits you earn at Starr King School for the Ministry is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree or certificate you earn is also at the complete discretion of the institution to which you may seek to transfer. If the degree or certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Starr King School for the Ministry to determine if your degree or certificate will transfer.

Part IV: Tuition, Fees, and Financial Aid



Tuition and Fees

SKSM Tuition

\$960 per credit tuition for the 2025-2026 Academic Year.
Per-credit fee is subject to revision in future academic years.

Student Body Fee

\$20.00 per semester

Program Fee Calculations

Master of Divinity

MDiv requires the completion of 90 credits.
Total tuition cost at current rate: \$86,400.

Master of Arts in Social Change

MASC requires the completion of 48 credits.
Total tuition cost at current rate: \$46,080.

Dual MASC/MDiv Degree

Dual MASC/MDiv degree requires the completion of 114 credits.
Total tuition cost at current rate: \$109,440.

Certificate in Chaplaincy Studies

CCS requires the completion of 18 credits.
Total tuition cost at current rate: \$17,280.

Certificate in Multi-Religious Studies

CMRS requires the completion of 12 credits.
Total tuition cost at current rate: \$11,520.

Certificate in Psychedelic Justice and Companioning

CPJC requires the completion of 12-15 credits (15 if ECO Core not previously completed).
Total tuition cost at current rate: \$11,520 - \$14,400.

Certificate in Unitarian Universalist Studies

CUUS requires the completion of 12 credits.
Total tuition cost at current rate: \$11,520

Total Charges for a Period of Enrollment*

Spring or Fall Semester

Tuition:	\$8,640.00
Student Body Fee:	\$20.00
Total:	\$8,660.00

Summer or Intersession Term

Tuition:	\$960.00
Student Body Fee:	\$0.00
Total:	\$960.00

* Estimated based on full-time attendance, set at 24 credits/academic year or 9 credits/semester plus 3 credits each Summer and Intersession term.

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 at the standard per-credit fee

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 (\$960 discount) to the cost of an SKSM course. Access to the course is subject to space availability and instructor approval.

Payments and Finance

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, oqureshi@sksm.edu.
- In person by check, cash, or money order with Owais Qureshi, Student Accounts Manager. No credit cards accepted in person.

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 oqureshi@sksm.edu to set up your Personalized Payment Plan.

Obtaining Course Texts

Courses at Starr King will require students to engage with a substantial range of texts written by scholars, practitioners, and activists. Readings often consist of books and articles that are available in digital format on Digital Theological Library 2 and/or posted on class Populi pages. But students must also be prepared to procure physical or digital copies of published books that are assigned as course texts. Students may be able to borrow some texts from friends, peers, or colleagues, but at other times they will need or want to purchase their own copies.

Starr King does not operate an institutional bookstore. With the understanding that purchasing books is yet another added expense of higher education, Starr King encourages students to utilize online search engines to compare prices. We recommend that students search for books by author and title or ISBN at BookFinder.com and AddAll.com.

Additionally, students may find that certain course texts are available at Internet Archive, where they can be borrowed for 1-hour or sometimes 14-day periods.. Most of IA's digitized books are available to [people with print disabilities](#) (learn about access [here](#)).

Minimum Credits for Student Loans

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

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.

Unpaid Tuition Policy

Tuition must be paid in full by the end of the sixth week of a semester. Alternatively, students may set up a payment plan with the business office and pay in full before the end of the term. Summer tuition must be submitted by the following Fall semester deadline, and Intersession tuition must be submitted by the following Spring semester deadline.

Unpaid Balances

Students who fail to pay their tuition or arrange a payment plan by the stated deadline will be notified by the business office concerning their delinquency and given the opportunity to set payment. Persons who do not pay tuition or establish a payment plan before the end of the sixth week, or who do not complete their payment plan by the end of the term, will receive a lock on their Populi account. This lock restricts access to course content on Populi and prevents students from registering for future courses. The lock will be removed upon payment of the overdue tuition.

All students are expected to clear their debt before graduating or withdrawing from the school. Students with unpaid balances are not eligible to receive diplomas or certificates. Starr King reserves the right to refer unpaid balances to debt collection services.

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

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 or contact the Student Loan Advocate at 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.

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

General Financial Aid Policies

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

- a) Students who meet published application deadlines have priority over late applicants. Late applicants will be evaluated on a case-by-case basis as funds allow. Because financial aid funds are fully allocated during initial awarding, there will normally be no grants or work-study available to late applicants.
- b) Full-time enrollment is 9.0 units or more per term (Summer, Fall or Spring/Intersession semester). Half-time enrollment is 6.0 units per term.
- c) Full-time students who drop to half-time status will have their aid reduced in proportion to the reduction of their tuition charge. Federal Work-Study and Federal Direct Loans will be reduced as required by federal law.
- d) Students enrolled less than half-time are not eligible to receive any financial aid.
- e) Eligibility for financial aid for the summer term varies. Check with financialaid@sksm.edu.
- f) Students receiving funds from non-SKSM sources will not have their grants reduced except in cases where total need is exceeded.
- g) Members of religious orders are eligible to receive grants or scholarships and Federal Unsubsidized Stafford Loans. Members of religious orders are ineligible to receive Federal Work-Study.
- h) Annual awards will be disbursed equally between the fall and the spring semesters.

Eligibility

Financial aid is granted on a year-to-year basis, with reapplication and review each year. Eligibility is based on information provided on a student's application for financial aid and on Satisfactory Academic Progress.

The federal government requires that institutions of higher education establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress and the school must have a policy for monitoring progress. Federal regulations require that the Satisfactory Academic Progress (SAP) policy include quantitative and qualitative measure and certification of the completion of work within a maximum time frame. Satisfactory Academic Progress must be maintained in order for a student to retain eligibility for institutional and federal financial aid.

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

Application Process

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

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

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

Federal Direct Loans (Title IV Funds)

SKSM students are eligible to apply for Title IV assistance (federal direct student loans). Should you receive a student loan, you are responsible for repaying the loan plus interest, less the amount of any refund. If you default on the loan, both of the following may occur:

- The federal government or a loan guarantee agency may take action against you, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan.
- You may not be eligible for any other federal student aid at another institution or other government assistance until the loan is repaid.

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

An additional loan provided under the Direct Loan Program is the Direct Graduate PLUS Loan for

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

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

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

Procedures for Receiving Federal Loan Proceeds

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

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

Deferment of Prior Student Loans

To defer prior student loans, students must be enrolled at least half-time (6 credits). SKSM submits current enrollment information to the National Student Loan Clearinghouse each term. This information is accessible to major lenders and loan servicers but there is a time lag in reporting. Servicers may not receive updated enrollment information until mid-semester. Perkins loans typically require the completion of a deferment form, available from the school that issued the Perkins loan. If you have outstanding federal student loans, to ensure your loan servicer is aware of your current status, be sure to respond to any mail

directed from your lender/servicer. It is your responsibility to verify deferment procedures with your servicer(s) and to comply with your servicer(s) deadlines to avoid defaulting on your loans. Likewise, it is your responsibility to give the appropriate deferment forms to the Registrar in a timely manner, along with an appropriately addressed mailing envelope for each form. Deferment forms are available from the SKSM Financial Aid Office: financialaid@sksm.edu.

Reporting Outside Resources

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

Return of Title IV Funds (RST4)

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

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

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

Once the Financial Aid Office determines the amount of unearned aid that the school is responsible for

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

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

Veterans Benefits

Starr King School for the Ministry is approved by 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.

Federal Work-Study Programs

Federal Work-Study (FWS or "work-study") is a federally funded, campus-based aid program administered by the institution to assist students who have demonstrated financial need in offsetting the costs of a student's educational expenses. Federal law states two general purposes for the program. The first and original purpose is to stimulate and promote part-time employment of graduate and professional students who need employment to pursue courses of study at eligible institutions. The Higher Education Act of 1992 added a second purpose, to encourage students receiving federal student financial assistance to participate in community service activities that will benefit the nation and engender a sense of social responsibility and commitment to the community.

Using a statutory formula, the US Department of Education allocates funds based on the institution's previous funding level and the aggregate need of eligible students in attendance in the prior year. Through the FWS program, the federal government pays a portion of the student's salary while the institution or off-campus organization the remainder. Institutions are required by federal law to use at least seven percent

(7%) of its overall allocation to support students working in community service jobs with at least one student employed as a reading tutor for children in a reading tutoring project or performing family literacy activities, that may include: reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in elementary school through ninth grade; literacy tutors in a family literacy project; or emergency preparedness and response. To further encourage schools to employ FWS students in these positions and as mathematics tutors, FWS regulations authorize a 100% federal share of FWS wages.

Because the work-study program is funded in part by the Department of Education, a division of the United States government, the Financial Aid Office must carefully adhere to all related federal regulations. Annual audits ensure the school is in compliance with all policies related to financial aid, including the federal work-study program. If a student or employer participating in the program is found in violation of school and/or federal policies, whether unknowingly or intentionally, prompt action, including potential disciplinary measures must be taken to ensure immediate compliance.

Students may be employed by the institution itself, or a private non-profit organization with a literacy focus. Students provide essential support for many departments across campus. Augmenting the school's workforce, however, is not the purpose of the program and federal regulations state that work-study employees must not displace regular employees. Students may be employed to work in certain services that the school may contract, such as food service, cleaning, maintenance and security.

Having a student serve as a teaching or research assistant to a professor is appropriate, as long as the work is in line with the professor's official duties and is considered work for the school itself. Although students may be employed through the program and work for academic departments and faculty, students cannot earn academic credit for FWS positions. Students cannot be paid for receiving instruction in a classroom, or other academic settings such as internships, practicums, or field education.

To be eligible for FWS, students must:

- be a US citizen or permanent resident;
- be enrolled in a qualified degree program;
- have demonstrated financial need, as defined by federal methodology;
- be enrolled at least half-time for fall and spring semesters;
- maintain satisfactory academic progress in accordance with the institution's policies and federal regulations; and,

FWS awards are subject to cancellation or reduction due to decreased eligibility as a result of an over-award, which can be caused by the receipt of external funding resources, such as outside scholarships and grants. Awards may also be cancelled if a student fails to meet other financial aid eligibility requirements.

Students are encouraged to pursue off-campus employment with a local, non-profit organization that fits their interests and meets the eligibility criteria for participating in a literacy program. Starr King School for the Ministry must review and approve all potential off-campus employment opportunities.

Work-study positions must not involve constructing, operating, or maintaining any part of a building used for religious worship or sectarian instruction. For example, if the part of the facility in which the student will work is used for religious worship or sectarian instruction, the work cannot involve construction, operation, or maintenance responsibilities.

Applying for Federal Work-Study

On an annual basis, students must complete both the SKSM Financial Aid Application and the Free Application for Federal Student Aid (FAFSA.ed.gov) by the financial aid priority deadline. Applicants must indicate their interest by submitting a “Yes” response to question #31 on the FAFSA.

Determination of Federal Work-Study Awards

The Financial Aid Office reviews financial aid applications and awards work-study to eligible students with demonstrated financial need. Awards may range between \$500 and \$5,000 for an academic year.

Due to limited funding, not all eligible students are initially offered an award. Students who were not originally awarded work-study or who may have previously declined their award but now wish to be reconsidered for funding may contact the Admissions Office to inquire about the possibility of being added to a waitlist. Contingent on the availability of funds, students may be considered for a late award, however, it is not guaranteed.

Employers may rehire returning students who worked for them in previous academic years, however, it is important to note that eligibility can change from one year to another. Consequently, prior to beginning work each year, students are required to complete and submit a **Federal Work Study Student Authorization** and (for students working with an organization outside of SKSM) a current job description even if they have previously worked for a particular employer.

Financial Aid Notice of Award

When an award determination has been made, the student will be sent a notification to their school email address. If offered work-study, the amount will be listed on the online financial aid award. The amount represents the sum total that may be earned during the period of the award, July 1 through June 30. FWS awards are automatically divided between the fall and spring terms, however, a student may earn work-study wages in excess of the amount listed for a single semester provided that they do not exceed their total award. If a student is approaching their maximum work-study limit, they must contact the Admissions Office to determine if an increase is possible.

Accepting Work-Study and Acquiring Employment

Upon approval, students will be sent employment documentation, including an offer letter. The student must sign the Offer Letter. Upon receipt, the student will be sent onboarding documents, which need to be returned to the Federal Work Study supervisor. These documents will include a confidentiality agreement, direct deposit sign up and tax documentation.

Work-study jobs are not assigned, and the institution cannot guarantee employment. Students are responsible for seeking any approved FWS employment opportunities that are outside of SKSM, making initial contact, setting up an interview with a prospective employer or supervisor and may interview with as many employers as desired until employment is secured and approved by SKSM.

Before Beginning Employment

A student must obtain approval from Financial Aid and Human Resources and complete all requisite paperwork by submitting a **Federal Work-Study Student Authorization** and a copy of their current job description to the Financial Aid Office and complete requisite employment documentation which includes

IRS Form W-4 and INS Form I-9 with a Human Resources representative. Hours worked before a position is authorized for work-study will not be compensated under the program.

Scheduling and Attendance

The student and employer should create a mutually agreeable work schedule that takes into consideration the student's work-study award or earning limit. Because the program is intended to offer part-time employment and provide only supplemental income, students are permitted to work a maximum of twenty (20) hours per week during periods of enrollment, this includes hours worked for all student positions for which the student is employed. However, these positions may require much less than 20 hours per week, but this determination should be between the supervisor and the student. During periods of non-enrollment, including the January intersession, spring break and the summer period, FWS students may work a maximum of thirty-seven and a half (37.5) hours per week, as funding permits and with prior approval from SKSM. FWS employment may begin on July 1, for returning students who will be registered for the fall term, and will cease upon the date the student:

- a) earns the entirety of their work-study award; or,
- b) upon June 30, the final date of a federal student aid award year.

While it is understood that work-study employees are students, first and foremost, frequent unexcused absences, tardiness or failure to give proper notice for any schedule changes may diminish the value of a student's role as an employee and their service to the school or organization. While supervisors are encouraged to be accommodating to students' schedules and availability, students should not abuse their supervisor's flexibility and should be respectful of adhering to their determined schedule. If a student is unable to fulfill an assigned work-study shift due to illness, personal issues or other unexpected scheduling conflicts, they must contact their supervisor as soon as possible to inform them of their absence. Supervisors should be notified every time a student anticipates an absence for any reason.

Earnings

Student employees are typically paid by the hour and, by federal regulation, work-study employers must pay students at least the federal minimum wage in effect at the time of employment. Work-study earnings must be reported to the IRS for tax purposes but will not be counted against student eligibility when reported on the FAFSA. Work-study earnings are taxable and applicable taxes will be deducted from wages.

The total number of hours a student can work in a given academic year will be listed on the ***Federal Work-Study Student Employment Authorization*** and total hours available are calculated based on the following formula:

Total FWS award divided by the hourly wage rate equals the total available hours to work.

Example: \$5,000 ÷ \$20/hour = 250 total hours to work.

This helps ensure a student's FWS award will last them throughout both the fall and spring semesters and avoid depleting their funding before the end of the academic year. It is the responsibility of both students and supervisors to monitor hours worked to make certain that they are not exceeded. In the event a student works more hours than their annual award allows, the department or organization will be responsible for paying the exceeded amount. If a student exhausts their work-study allocation during an academic period,

they must discontinue working unless their award may be increased or their supervisor provides authorization to be paid in full through institutional/organizational funding.

Timesheets

Students must complete a timesheet for each pay period. These will be provided with the initial onboarding documents and can also be obtained by emailing kmatsuura@sksm.edu. Once completed and signed, the student must submit the timesheet to FWS supervisor for approval. Upon approval, the FWS supervisor will email the timesheet to the Finance Office for payroll.

Timesheets are due by the due date, according to the payroll calendar provided. Failure to submit timesheets in a timely manner will result in delays to pay.

Cultivating a Positive Work Experience

Students are expected to exhibit professionalism, courtesy and respect on-the-job, as well as, in their interactions with all students, staff, faculty, and the community at large. Professional conduct can range from the manner in which they answer the telephone or address a visitor, to the integrity and honesty with which they perform their work. Students are also expected to adhere to the performance and customer service standards of their respective departments or community organizations. A work study student's dependability is crucial. A work study job should be taken seriously as the department/organization depends on the student to perform the tasks they were hired to do. Supervisors, student employees and co-workers alike deserve to be treated with respect and dignity.

When a student is hired, their continued employment is contingent on satisfactory job performance. Satisfactory performance includes but is not limited to: reporting to work on time, promptly and accurately completing all work assignments, maintaining appropriate office behavior, as well as, meeting the expectations detailed during the initial interview and training period.

Work-study employees may have access to confidential and sensitive material. Under no circumstances are any employees, including FWS students, permitted to release information to any unauthorized person. Breach of confidentiality is a very serious offense and may result in disciplinary action, including but not limited to, immediate termination. Students will sign a non-disclosure agreement, agreeing to these stipulations.

Unsatisfactory job performance should be discussed between the student and the supervisor. The supervisor can provide verbal warnings indicating the nature of the problem and suggestions for improvement. Additional infractions may prompt written warning notices with a copy sent to the Financial Aid Office. Continued unsatisfactory performance may ultimately result in termination.

Students may resign from a position at any time. However, it is customary to give a supervisor a minimum of two weeks' notice. Students having difficulties with a supervisor, may ask to meet to discuss any issues related to the student-supervisor relationship. The student may be given written job expectations at this time. If the issues continue, contact the Human Resources and Financial Aid Offices for mediation.

Institutional Scholarships

Starr King annually provides Institutional Tuition Scholarship Awards to assist students with the cost of

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

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

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

- 1. File the **Free Application for Federal Student Aid (FAFSA)** with the federal processor online at www.fafsa.gov. Please note the following:
- 2. The SKSM federal school code is G04080
- 3. For financial aid during the 2025-2026 academic year, submit the 2025-2026 FAFSA using 2023 tax records. You can submit your FAFSA from October 1, 2024 through June 30, 2025.

For financial aid during the 2026-2027 academic year, submit the 2026-2027 FAFSA using 2024 tax records. You can submit your FAFSA from October 1, 2025 through June 30, 2026.

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

Complete the online Starr King Institutional Scholarship Application at https://sksm.populiweb.com/router/admissions/onlineapplications/index?application_form=28436 starting February 15. You will need to login to Populi to complete the application with your student credentials. The table below shows the expected timelines for the Starr King Institutional Scholarships for the 2025-2026 academic year. If you would like for your financial need to be taken into account by the scholarship committee, please plan to have your FAFSA completed by **March 15**, along with your SKSM Institutional Scholarship Application.

Please note that the funding deadline for the current academic year will be **April 1**.

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

Deadlines and Events	For the 26-27 Academic Year
Scholarship Application Opens	2/15
Priority Funding Deadline for New Students	3/15
Final Funding Deadline for Returning Students	4/1
Award Letters Go Out	5/1 – 5/31
Application Deadline for New	6/1

Students*	
*New students who apply after May 1 may not have eligibility for scholarship funding but will remain eligible for student loans and grants. These students may apply for scholarship in future years at SKSM.	
Deadlines and Events	For the 25-26 Academic Year
Incoming Spring Cohort Student Applications (priority)	10/31
Final Deadline for Spring Scholarship Applications (Incoming)	01/07
Additional Returning Student Scholarship Deadline *	02/01

*If additional scholarship funds remain, returning students can apply for additional scholarship assistance for Spring 2026 semester.

UUA Scholarships

The Unitarian Universalist Association provides scholarships directly to students who are preparing for Unitarian Universalist ministry. Scholarship aid is for seminarians who have achieved aspirant or candidate status for UU ministry; but some forms of assistance are occasionally available for entering students.

After graduation from seminary, the UUA provides debt-reduction assistance for those who enter the ministry. Rev Darrick Jackson is the Director of Ministerial Credentialing at the UUA and can answer questions you may have: djackson@uua.org.

Please note the various application deadlines at the link below. Note that the application requires several letters of reference. Be sure to start early to submit your application. Current information and application instructions are available at <http://www.uua.org/careers/ministers/becoming/scholarships>

Other scholarships funded by UU organizations include:

St. Lawrence Foundation CPE Grants

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

required from the student.

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

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

The Marjorie Bowens-Wheatley Scholarship

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

<https://www.uuwf.org/MBWScholarship>

UUA Program Assistance Grant for Career Assessment

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

Non-Tuition Aid

Emergency Loans

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

Personal Growth and Learning Grants

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

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

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

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

The student must sign a covenantal agreement stating they will use the funds for the intended purpose or

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

It is our experience that students get more from their experience when they contribute some portion of the financial cost. The funds are modest and the maximum amount available to any student varies from year to year. Grants may be awarded through June 2024 or until the current year's fund has been exhausted.

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

SKSM Relief Fund

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

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

Sample Expenses Covered:

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

Sample Expenses Not Covered:

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

If you would like to be considered for emergency relief support, please complete the application [here](#).

Part V: Registration



Contacting the Registrar

Please email registrar@sksm.edu for all registrar related matters.

Forms Process

For all forms for which students need to have signatures, please follow this process:

Find and download the form you need to your computer, from the Student Forms page:

<https://www.sksm.edu/current-students/student-forms/>

1. Fill out the form on your computer using Adobe Acrobat Reader DC, which you should have downloaded onto your computer or mobile device (for free).
See Student Forms page for details on how to obtain the free Adobe Acrobat Reader DC.
2. Save your completed and signed form using “save as”, changing the name of the form as shown below to a **.PDF**: [Term][.][Type of Form][.][Your first and last name].pdf

Example: 2020FA.Change of Enrollment.Dorothy Day.pdf

It is vital to the whole process that you save the file as a distinct file name using the Adobe Acrobat Reader DC.

If you save it as the same file name that was downloaded, or with a PDF program other than Adobe, then we might not be able to process the form and will send it back to you.

If you save it as anything other than a PDF, we might not be able to use it. This includes photos, jpgs, or any other file type.

3. Follow all instructions on the form.
4. The Registrar will obtain all necessary electronic signatures using Adobe Sign, including your advisor’s signature.
5. Once all signatures have been obtained, the signed file automatically goes back to the Registrar, who will then upload the file to the student record in Populi and make any relevant changes.

Please note that once a form is received in the Office of the Registrar, it will be processed.

Registration Process

Before you register for courses for a term, you must first meet with your advisor. It is your responsibility to schedule the meeting with your advisor and to initiate email communications in connection with registration.

For any given term there are three distinct phases of registration:

Early registration (aka pre-registration) – which occurs during the prior term, usually in early April and mid-November.

General registration – which occurs during the two weeks preceding a term.

Late registration – which occurs during the first two weeks of a term. This is also referred to as the add/drop period.

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

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

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

Consult Populi or the Course Schedule online to determine which courses you wish to take, noting any prerequisites and/or course restrictions (such as Faculty Consent required).

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

For courses with limited enrollment, it is wise to register during the Early Registration period. If you register during General Registration, your registration is provisional until it is confirmed.

Faculty Consent

Courses that require Faculty Consent will state as such in the course description. Registration for faculty consent courses opens the first day of each Early and General Registration period and **closes the second Wednesday at 5pm PT.**

1. Students will self-enroll for the selected course by adding themselves to the automatic waitlist in Populi registration.
2. Students will complete the **required** Faculty Consent Questionnaire. **This must be submitted by the second Wednesday, 5pm PT to be considered for faculty approval.**
3. Faculty will make their decisions the next day, Thursday, **by end of day**. Faculty approval is a multi-criteria decision. Approved students will be enrolled and automatically notified by Populi.
4. Please register for an alternative course as a backup.

For questions regarding faculty consent, please contact Coordinator of Academic Programs,

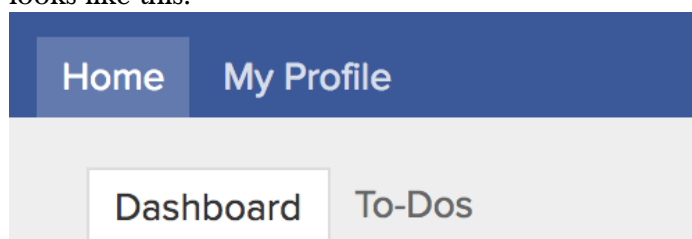
Advisor Input

All degree seeking students are expected to be in contact with their advisor prior to registering (Certificate students are expected to utilize the core courses list for their respective Certificates or contact the head of their Certificate program). Students also must confer with their advisor on the timing of their registration for their Initial Threshold Assessment, Mid-degree Portfolio Conference, and Petition to Graduate. These three “courses” are for zero (0) credit and do not apply to financial aid needs.

Registering in Populi

Getting oriented:

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




Alerts



Click the alert to go the registration page.

- My Courses shows the courses (if any) in which you're already registered for the term shown.
- Change the filter to show “All Courses” (instead of the default of “available courses”).
- Click on the course name to see course details.
- **i** indicates that you've already passed this course.

To Register for Courses:

1. Find the course under All Courses and click + in the Enroll column.
2. If you see  instead of the +, you cannot register for that course. Reasons may include:
 - There may be an enrollment limit placed on the course.
 - You have not fulfilled the prerequisites to enroll in that course.
 - You have already registered for another section of that same course.
 - There is a schedule conflict between that course and a course for which you've already registered.
3. As you select courses, the information for All Courses updates:
 - The meeting times for courses having schedule conflicts with My Courses turn red.
 - Hours/credits turn red if those courses would cause you to run afoul of the term's Max Hours/Credits limit.
 - If you enroll in a course with no openings, or a Faculty Consent (it will have a clock icon instead of a +

icon), your My Courses enrollment status will show Waiting List. You can move off the waiting list to the active roster when other students drop the course, or are if you are added to the roster of a Faculty Consent course.

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

5. **Click Save** to submit your registration changes. You can also click Undo Changes to erase any changes you made since you last saved registration. Don't forget to Save your changes!

Registering for Variable-Credit Courses

Certain coursework at Starr King will have variable credit levels based on the student's individualized course of study. These include Clinical Pastoral Education (CPE), Field Education (EL), and Starr King Individualized Learning (SKIL) courses, as well as Chaplaincy Institute (ChI) courses (PC-485x). When you register for a variable-credit course in Populi, you must email the Registrar (registrar@sksm.edu) a notice about the number of credits you will be taking. Include student name, course name and number, and how many credits for the course. The Registrar will then adjust the credit level accordingly.

Registering Starr King Individual Learning Courses (SKIL Courses)

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

1. Email a completed SKIL form (found on the [Student Forms page](#) of the website) and your Draft SKIL Syllabus to the registrar (Registrar@sksm.edu) by the due date (the end of the late registration period for the term). Students must cc their advisor and the supporting faculty. The Registrar's office will collect the necessary electronic signatures.
2. Upon receipt of the completed and signed form, the Registrar will register the student for SKIL-9999 for the appropriate number of credits.

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 SKIL section above, and the Student Forms page to review the process to set up a SKIL, then contact your advisor or the faculty in the area of study of your choice. Faculty will not be available during the month of July.

Alumni and Partner Registration

Starr King offers alumni a discounted rate for one academic course per year (first credit is free - \$960 value). Partners of alumni or partners of currently enrolled students will be charged a flat fee of \$500 per course, per academic term.

To register for a course using the discounts described, an alumni or partner of an alumni/current student must go to the Starr King website (SKSM.edu) and complete a Special Student Registration Form (<https://www.sksm.edu/academics/specialstudents>). They must then email the Registrar (Registrar@sksm.edu) to explain how they qualify for a discount, along with the name of the course they registered for on the Special Student Registration Form. Student Accounts will make the tuition adjustment when sending the invoice (after end of late registration).

Late Registration

The deadline for late registration is the end of the second week of instruction. No registrations will be accepted after the second week except upon petition by the student to the Dean of Faculty after obtaining permission from the instructor (see Change of Enrollment section below for details).

Change of Enrollment

Changes of enrollment (adding a class, dropping a class, or changing the grading option or units) from General Registration through Late Registration can be completed by the student through Populi. After Late Registration (the end of the second week of instruction) all changes of enrollment require the use of the Change of Enrollment form from the [Student Forms page](#) on the website. The form must be downloaded, completed and emailed to Registrar@sksm.edu, who will send it for appropriate electronic signatures.

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

Audits

Starr King does not currently allow students to audit Starr King courses as our educational philosophy involves informed student participation.

Incompletes

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

In order to receive an incomplete, students must submit a completed Petition for Incomplete from the [Student Forms page](#), to the instructor for approval, **before the last Wednesday of the term - no exceptions.**

Incomplete work is due to the instructor three weeks after the term. The instructor is required to submit a new grade to the Registrar by the 6th Friday after the end of the term. **If no new grade is received by the**

end of the 6th week, the incomplete grade becomes an “F”.

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

Leave of Absence

Starr King 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 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 (found on the [Student Forms page](#) of our website) 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 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.

Transferring Between SKSM Degree Programs

Students transferring into one SKSM degree program from another SKSM program must submit a Change of Degree form (found on the [Student Forms page](#) of our website) to the Registrar, who will collect all electronic signatures.

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

Joint MDIV/MASC Degree

Students may apply to be jointly admitted to the MDiv/MASC at the start of their studies at Starr King. Students who decide after beginning one degree program that they want to do a joint degree should discuss this possibility with their advisor, meet with the Director of the MASC program, and apply for the joint degree through petition to the faculty.

Withdrawal from a Degree Program

A student may withdraw from a degree program by submitting a formal Withdrawal form (found on the [Student Forms page](#) of our website) to the Registrar at Registrar@sksm.edu. The form should be discussed with the advisor prior to submission. The Registrar will collect the necessary electronic signatures.

If the student is a veteran, the Veteran's Administration will be advised within 30 days of the date of withdrawal, which will be the date the Dean of the Faculty signs this form. When a student is withdrawn, veteran's benefits will be discontinued, and any further certification of benefits terminated.

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

Petition to Graduate

Students who are interested in graduating should discuss readiness with their advisor. Readiness is based on completion of degree requirements and other variables such as religious leadership formation. Students must first evaluate their readiness to graduate with their advisor, register for Petition to Graduate in Populi (P2G-5000) for the corresponding term, then submit the following information via Populi course/Assignment:

- Cover letter outlining their readiness for graduation (250-500 words)
- Updated narrative Threshold Self-Assessment
- Petition to Graduate form (found on the [Student Forms page](#) of our website)

Once the materials have been submitted, they are shared with the advising faculty for review. It is the responsibility of the advisor to briefly "present" their petitioning advisees to the faculty at the assigned

faculty meeting. If the student is approved by the faculty for graduation, the advisor must notify the student. The remaining electronic signatures will be obtained by the registrar.

Change of Address or Phone Number

To change contact information, complete an Address Update Form (found on the [Student Forms page](#) of our website). Forward the completed form to the Registrar via email (Registrar@sksm.edu).

Transcripts

SKSM students currently enrolled in SKSM degree or certificate programs may print out unofficial copies of their grades at any time by logging into their Populi, under the “My Profile > Student > Transcript” tabs, use the “Transcript Actions” dropdown menu and select “Export Transcript”. This allows a student to download a PDF of their **unofficial transcript**.

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

On average, it takes approximately 7-10 business days to process a transcript request. Due to COVID-19, some agencies now accept official transcripts via email. It is the student’s responsibility to confirm with the recipient if this method of sending is acceptable, then to inform the Registrar’s Office when applicable.

Student Records

The student electronic file includes the student’s transcript, written evaluations, records, application for admission, student forms processed, and any other correspondence or written materials relevant to the program of study. Students may add samples of their work in preparation for the mid-degree portfolio conference. Students may review their file from time to time, especially to read the class evaluations. Please note that letters of recommendation from the admissions application are removed prior to a file being created.

Starr King maintains student records for a minimum of five years. Transcripts and financial aid documentation required by federal law are maintained in perpetuity.

Students wishing to review their file should contact the Registrar. If the file was created when paper files were used (pre-2020), the file may be signed out (in compliance with the requirements of federal law). **Files created 2015-2020 are kept locked in the office of the Registrar.** As a result of COVID-19, and the school’s move to the 13th Street campus in Oakland, some older paper files are securely stored off-campus and are not readily accessible. Requests to access the paper files may take 6–8 weeks to fulfill. Currently all active student files are kept digitally. Electronic digital student files can be obtained by contacting the Registrar at

Registrar@sksm.edu, and requesting specific files to be sent to the student via email, generally within one week of the request being made. Some Financial Aid records are kept in the office of the Student Accounts Manager.

At SKSM, a student's file is open to the student, to the core and advising faculty, to the Registrar, to the Student Accounts Manager, and to the President only.

At times, a student's file is also used for statistical analysis by a designee of the Dean of Students. Students who receive aid from the Veterans Administration are audited annually. No one else is permitted access to files without the student's written consent. All people except the Registrar must sign out files.

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

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

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

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

Part VI: Student Services and Community Life



Spiritual and Community Life

Greetings from Pastor Jacqueline

To learn more about Pastor Jacqueline please visit <https://moretounfold.com/>.

Welcome to Starr King School for the Ministry! It is a blessing that you have arrived. I am Pastor Jacqueline Duhart, a 2008 graduate of SKSM and I am sincerely excited to meet you. I serve as your Director of Spiritual Care.

Director of Spiritual Care, my job title says it all, my ministry is to co-create with you opportunities for meaningful connections; to wholeheartedly support your personal growth and maturing as a spiritual and/or religious person; to nurture your formation as a spiritual leader and to celebrate your joys and offer care in the midst of your sorrows. I also have responsibilities for the ritual life of the seminary. For example, I coordinate our monthly Chapel service. Please join us for Chapel the 1st Tuesday of each month at 10:50 AM (PT).

Here are several ways that we can spiritually journey together across the academic year individually and in groups:

Chapel

Chapel at Starr King School for the Ministry serves two purposes. First, it is a time for the community – students, faculty, staff, alumni, and friends of the school – to gather together for spiritual nourishment. Second, it offers a laboratory for improving students' skills in worship leadership and for experimenting in new approaches to religious community in the digital age.

These services are held online and hosted from the Starr King campus. You may participate in services via the Zoom link which is provided in *Starr King This Week* and on social media in advance of each Chapel. Please join us on the first Tuesday of each month during the fall and spring terms!

Drop-In Spiritual Practices

Growing our spiritual life takes time, energy, intention, and planning. Every Tuesday except for the 1st Tuesday of each month when we host Chapel, I will offer an opportunity for silence, reflection, meditation, song, prayer, movement, centering and more. Please keep a watchful eye out for an email invitation to "Glimpses of THAT Which Holds All". All are welcome.

Cohort Groups

Cohort groups provide an opportunity to hang out with the group of folx that you entered seminary with. Look forward to receiving an email from me to bring us together. We will decide when to meet, how often and our format. Last year we hosted several Talent and Tales Coffeehouse that nourished the spirit and supported getting to know each other. Your ideas about how to feed our souls are welcomed.

Affinity Groups

These are groups of seminarians joined together by a common interest, purpose, or identity. For example, BIPOC – Black Indigenous People of Color or Unitarian Universalist Seminarians seeking ordination. I am eager to stoke the fires of fellowship and connection. Let me know what interests you.

Spiritual Direction Groups

Spiritual direction is a practice of holy listening, caring and companionship. A trained companion (the spiritual director) accompanies the individual or a group as you question, struggle, ponder, and deepen your intimate relationship with your understanding of the Divine. Spiritual Direction is an ancient practice that is valued across faith traditions and spiritual paths. Spiritual Direction Groups are one pathway to grow your personal spirituality and to become more aware of the spiritual aspects of being human. I invite you to participate in a Spiritual Direction Group.

Pastoral Care

Joy and woe are finely woven. In every life there will be joys to celebrate and sorrows to mourn and heal from. During these times you may be in need of a listening ear and a compassionate heart. Please do not hesitate to reach out to me. Given my part time status I can offer 3 individual pastoral care sessions and if more is needed, I will facilitate a referral to outside resources and assist you with getting a grant to access these resources. I am here for you.

Student Body

The Starr King Student Body meets monthly during the fall and spring semester. The students elect officers to oversee various initiatives and activities, as well as representatives who serve on the board of trustees and institutional committees. Student self-government follows the [Student Body Bylaws](#).

Student Body Officers

Student Body Executive Committee

President: Keola Whittaker

Vice-President: Amy Brunell

Secretary: Jeanay Johnson

Treasurer: Tucker Culbertson

Social Justice Coordinator: Steff Jenkinson

Student Body Representatives

Board of Trustees Student Members (2-year terms):

Liesl Dees (term ends 2025)

Kellie Kinsman (term ends 2026)

Curriculum Committee (2-year terms):
Jessica Belmont (term ends 2025)
Robin Thompson (term ends 2026)
Admissions Committee (1-year terms):
Renee Reed
Sophia Vega

Student Body leadership may be contacted at studentexec@ses.sksm.edu.

Student Body Fees

Student Body Fees are automatically charged to your Student Account for each of the principal terms (Fall and Spring/Intersession) in the amount of \$20 per term (\$40.00 over full academic year). The fees support activities and goals as determined by the Student Body and implemented by the Executive Committee.

Emergency Student Loan Fund

The Student Body budget includes an emergency loan fund for students. The following guidelines are in place:

1. Emergency loans to students must be approved by at least two members of the Student Body Executive Committee. An officer seeking a loan must get the approval of two (2) other members of the committee.
2. Students should contact the Treasurer or other member of the Executive Committee if they wish to request a loan.
3. Emergency loans may amount to no more than \$400 per student per loan.
4. Students requesting loans will be asked to sign a form acknowledging the receipt of their loan and outlining their repayment plan. Repayment will be expected within twelve (12) months of the loan.
5. Students are expected to repay loans within the scope of their repayment plan. Renegotiation may be accepted.
6. Loans are made interest free.
7. Loans will not be made if granting the loan will reduce the balance in the Student Body account to less than \$500.
8. Loan recipients with outstanding loans will be urged to repay them by the SKSM Student Body Treasurer. Students with outstanding loans or unpaid student activity fees are not eligible for loans. Arrangements may be made to have fees deducted from the amount of a loan. For example, a student granted a loan of \$200 would receive \$180 (if the student activity fee were \$20) and repay the entire \$200.

Emergency Student Loan application forms can be found on the [student forms page](#) of the Starr King website.

Team ECO

Team ECO is an advisory body formed by the President to support the school in carrying out its vision of *Educating to Counter Oppressions and Build Just and Sustainable Communities*. This group, consisting of staff, faculty, and student members, meets throughout the year to assess school efforts and make recommendations. Team ECO also serves as the responding body whenever a Bias Incident Report is filed.

Students who wish to share suggestions and observations with the Team may submit an email to teameco@sksm.edu. Applications are accepted for student members to serve on an annual basis. Reports of alleged bias incidents may be filed by completing the Bias Incident Reporting Form on the school website.

Student Support Services

The following programs and procedures are student services offered by Starr King School for the Ministry. Please refer to policy statements in the following section for further details.

Disability Accommodations

Starr King School for the Ministry aims to provide equitable access to educational opportunities and resources for all students. The Dean of Students oversees the process of requesting and accessing accommodations at Starr King and your academic advisor can assist you in planning a course of study. Accommodation determinations will follow legal guidelines for reasonability. Please consult the Students with Disabilities Policy below.

Protection from Gender-Related or Sexual Misconduct/Title IX Enforcement

The school adheres to federal and state regulation regarding the prevention, investigation, and amelioration of all forms of sexual misconduct associated with school operations, including incidents of harassment, assault, and discrimination. Please consult the Gender-Related Misconduct Policy below.

Emergency Financial Relief

The SKSM Relief Fund provides support to community members (students, graduates, faculty, staff, board members, etc.) in the event of disease, sudden death, calamity, or natural or man-made disaster. Persons may apply for this fund when other available resources (e.g., family support, unemployment benefits, health insurance coverage) are insufficient or unavailable in a timely manner. This fund is donor-supported and administered by the Dean of Students, who may consult with other administrators and/or faculty as needed. Learn more and apply for the SKSM Relief Fund [here](#). **NOTE:** Relief Funds are extremely limited for the 2025-2026 academic year.

Job Search and Placement Support

Starr King offers support to students as they seek gainful employment upon the conclusion of their program. Placement guidance begins during New Student Orientation breakout sessions that introduce

students to the most common career pathways from an SKSM degree: ordained Unitarian Universalist ministry and chaplaincy/community ministry. Further preparation for these pathways is formalized in the requirements for completing the degree concentrations in Unitarian Universalism and chaplaincy, which include a structured program of courses, field education/CPE completion, and small group sessions centered on professional formation. Additionally, the chaplaincy concentration provides resources and contact information for several interfaith ordaining and endorsing bodies.

Starr King maintains a [Job Board](#) on the school website and regularly lists postings in our weekly newsletter, *Starr King This Week*.

Job Classifications

Starr King considers our degree and certificate programs to be preparatory for the following careers as defined by federal Classification of Instructional Programs (CIP) Codes:

11-0000 Management Occupations

11-9150 Social and Community Service Managers

- 11-9151 Social and Community Service Managers

21-0000 Community and Social Service Occupations

21-1000 Counselors, Social Workers, and Other Community and Social Service Specialists

- 21-1010 Counselors
 - 21-1019 Counselors, All Other
- 21-1090 Miscellaneous Community and Social Service Specialists
 - 21-1099 Community and Social Service Specialists, All Other

21-2000 Religious Workers

- 21-2010 Clergy
 - 21-2011 Clergy
- 21-2020 Directors, Religious Activities and Education
 - 21-2021 Directors, Religious Activities and Education
- 21-2090 Miscellaneous Religious Workers

25-0000 Educational Instruction and Library Occupations

25-1126 Philosophy and Religion Teachers, Postsecondary

Learn more about CIP Codes, including descriptions for each category, at the [National Center for Education Statistics](#).

Stay Connected

There are several ways to receive updates about what is happening at Starr King. **The Starr King website** is the primary host of information about programs, events, newsletters, school policies, history, etc. Please spend some time getting to know our website.

Starr King This Week is the weekly e-newsletter of the Starr King Community, published during the fall and spring semesters. Its primary purpose is to convey upcoming events, notices, and opportunities of interest to the SKSM community.

Want to post something in this newsletter?

If you wish to share something in Starr King This Week, please email starrking@sksm.edu with the desired content, including dates, descriptions, deadlines and any other relevant information (please check your work for accuracy). SKTW is typically published on Mondays around noon (PT), so any submissions received after that may mean that your article is not included in that week's edition.

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

Connect with Starr King on Social Media!



Specific SKSM Policy and Compliance Statements are listed below and can also be found on the [website](#).

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.
- 4.

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 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

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.

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

For purposes of this statement, “students” will include only those individuals who are or have been enrolled in the Master of Divinity (MDiv), or the Master of Arts in 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

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 Against Gender-Related Misconduct

I. INTRODUCTION AND SUMMARY

Starr King School for the Ministry (SKSM) is committed to maintaining all of its programs and activities free from gender-related misconduct. Gender-related misconduct, also known as sexual misconduct or sex-based misconduct, is all forms of gender-based discrimination, harassment, and other forms of gender-based misconduct such as sexual assault, dating violence, domestic violence, stalking, and all forms of misconduct on the basis of pregnancy, family status, sexual orientation, gender stereotypes, and gender identity (LGBTQ) are prohibited wherever that behavior occurs if connected to the School, even if not at a School facility.

This policy establishes mandatory procedures for reporting, investigating, and resolving such misconduct. This policy is intended to comply with recent federal and California legal requirements.

This policy applies to all SKSM students, employees, volunteers, independent contractors, and other third parties participating in SKSM's programs and activities, including admissions and employment, both on and off SKSM's campus and in the online environment.

This policy must always be posted verbatim on the website under the title, "Policy Against Gender-Related Misconduct."

The persons responsible to carry out this policy are as follows:

Title IX Coordinator at SKSM

Rev. Dr. Christopher Schelin, Dean of Students
414 13th St.
Suite 700
Oakland, CA 94612
cschelin@sksm.edu
510-902-3991

Title IX Deputy Coordinator at SKSM

Rev. Dr. Meg Richardson, Associate Dean of Faculty
414 13th St.
Suite 700
Oakland, CA 94612
mrichardson@sksm.edu
510-902-3990

The Title Coordinator and Deputy Title IX Coordinator receive the requisite training to oversee the implementation of this policy, and training materials can be made available upon request.

This policy prohibits all forms of gender-based mistreatment including when the mistreatment is on the basis of pregnancy, family status, sexual orientation, gender stereotypes, gender identity (LGBTQ), and inclusive of sexual harassment and sexual assaults, wherever that behavior occurs if connected to the School, even if not at a School facility.

Apart from the exception stated below, when any employee has information that reasonably could concern this policy, they are expected to immediately inform the Title IX Coordinator, even if it is not about current or recent events or current SKSM community members.

This policy can be initiated by a writing stating a complaint or by an oral statement to that effect: in either case transmit it to the Title IX Coordinator.

Here is the contact information for the US Department of Education at its Office of Civil Rights which handles federal oversight of these areas of operations of the School:

San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102
Phone: 415-486-5555
Fax: 415-486-5570
TDD: 800-877-8339
Email: ocr.sanfrancisco@ed.gov

Here is the contact information for the California Department of Education offices which handles state oversight of these areas of operations of the School.

California Department of Education
1430 N Street
Sacramento, CA 95814-5901
Website: www.cde.ca.gov/re/di/cd/index.asp
Phone: 916-319-0800

II. NOTICE OF NON-DISCRIMINATION

SKSM does not discriminate on the basis of gender. Gender-related misconduct is all forms of gender (also known as sex) based discrimination, harassment and other forms of gender-based misconduct such as sexual assault, dating violence, domestic violence, stalking and all forms misconduct on the basis of pregnancy, family status, sexual orientation, gender stereotypes, and gender identity (LGBTQ) are prohibited wherever that behavior occurs if connected to the School, even if not at a School facility.

III. TITLE IX COORDINATOR

The Title IX Coordinator oversees implementation of this policy and compliance with Title IX and California SB 493. SKSM's Title IX Coordinator is:

Rev. Dr. Christopher Schelin, Dean of Students
414 13th St.
Suite 700
Oakland, CA 94612
cschelin@sksm.edu
[510-902-3991](tel:510-902-3991)

Additionally, the Deputy Title IX Coordinator is authorized to oversee implementation and compliance in support of or in substitution for the Title IX Coordinator. SKSM's Deputy Title IX Coordinator is:

Rev. Dr. Meg Richardson, Associate Dean of Faculty

IV. DEFINITIONS

Gender-Based (also known as Sex-Based) Harassment: Conduct on the basis of gender that satisfies one or more of the following:

1. An employee conditioning educational benefits or participation on an individual's participation in unwelcome sexual conduct (i.e. quid pro quo);
2. Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity; or
3. Sexual assault, dating violence, domestic violence, or stalking.

Sexual Assault: Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. This includes rape, fondling, incest, and statutory rape.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: A felony or misdemeanor crime of violence committed by:

- A current or former spouse or intimate partner of the victim;
- A person with whom the victim shares a child;
- A person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
- A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction; or
- Any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others or suffer substantial emotional distress.

Affirmative Consent: Affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved to ensure they have the affirmative consent of the other to engage in the sexual activity. Lack of protest or resistance does not mean consent, nor does silence mean consent. Consent must be ongoing and can be revoked at any time. The existence of a dating relationship or past sexual relations between the persons involved should never by itself be assumed to be an indicator of consent. Consent is not present if an individual is incapacitated due to alcohol, drugs, sleep, or unconsciousness.

V. REPORTING GENDER-RELATED MISCONDUCT

A. Reporting to the Title IX Coordinator

Any person may report gender-based misconduct, to the Title IX Coordinator or Deputy Title IX Coordinator in person, by mail, phone, email, or using the online reporting form at the SKSM website. Reports may be made at any time, including non-business hours. The Title IX Coordinator or Deputy Title IX Coordinator will promptly contact the complainant to discuss supportive measures, consider their wishes regarding supportive measures, inform them of the availability of supportive measures with or without filing a formal complaint, and explain the process for filing a formal complaint. Filing a formal complaint need not be in written form.

B. Reporting to Responsible Employees

Many SKSM employees are considered “responsible employees” and they must promptly notify the Title IX Coordinator of any allegations of gender-based misconduct of which they become aware. “Responsible employees” are officers and department heads, faculty, deans, program directors, student affairs personnel, and human resources staff, and of course the Title IX coordinator and deputy coordinator.

Responsible employees must report to the Title IX Coordinator all relevant details about the alleged sexual misconduct that were shared by the reporting party, including the names of the alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time, and specific location of the alleged incident.

C. Confidential Employee and Their Limited Reporting Obligations

Some employees may be exempted from the obligation to report gender-based misconduct to the Title IX Coordinator:

- Therapists, psychologists, or other professional counselors;
- Clergy or other religious advisors;
- Physicians providing medical treatment; and
- Sexual assault and domestic violence counselors and advocates.

These confidential employees must provide the person with allegations with information on reporting options and assist them in accessing support services and resources, including supportive measures. They must also provide information to students about their ability to report to a responsible employee and how to contact the Title IX Coordinator.

Please note: If a faculty member is licensed as a social worker, therapist, psychologist, or counselor, but is acting in their capacity as a faculty member or other staff member rather than as a confidential counselor, they would still be considered a responsible employee.

The exemption for social workers, therapists, psychologists, and counselors applies only when these individuals are acting in their professional capacity and providing mental health counseling services. If they

are not acting in this capacity, and instead are serving in a role such as a faculty member or instructor, they are required to report incidents of sexual harassment and sexual violence to the Title IX Coordinator.

Currently, the School's Director of Spiritual Care, Rev. Jacqueline Duhart, is exempted from the obligation to report while serving in her capacity as pastoral counselor to students. Her contact information is as follows:

Rev. Jacqueline Duhart
Director of Spiritual Care
414 13th St.
Suite 700
Oakland, CA 94612
jduhart@sksm.edu
[510-902-3978](tel:510-902-3978)

D. Reporting to Law Enforcement

Gender-based misconduct may constitute a violation of both school policy and criminal law. SKSM encourages complainants to report to law enforcement if they believe there is a crime but it is not required. The Title IX Coordinator can assist in notifying law enforcement if the complainant chooses. Complainants may also decline to notify law enforcement.

SKSM's grievance process and the criminal justice process are separate and independent. Complainants may pursue both, either, or neither option. Law enforcement investigations do not relieve SKSM of its obligation to respond to reports of gender-based misconduct.

E. Timeframe for Reporting

There is no time limit on reporting gender-based misconduct to the Title IX Coordinator or law enforcement. Complainants are encouraged to report as soon as possible to maximize SKSM's ability to respond promptly and effectively. Delayed reporting may limit the available scope of supportive measures and hamper SKSM's ability to complete the grievance process.

If the respondent is no longer a student or employee, SKSM may not be able to impose disciplinary sanctions but will still seek to meet its Title IX obligation by providing support for the complainant and taking reasonable steps to end the misconduct, prevent its recurrence, and address its effects.

F. Amnesty

To encourage reporting, SKSM provides amnesty for student complainants and witnesses who disclose substance abuse or other minor policy violations in the course of reporting gender-based misconduct. They will not be subject to disciplinary action for such violations.

G. Privacy and Confidentiality

SKSM will protect parties' privacy by only sharing information with those who have a legitimate need to know. Confidentiality cannot be guaranteed but will be maintained to the extent possible. SKSM will keep

confidential the identity of any individual who has made a report or complaint of gender-related misconduct, including any complainant, any individual reported to be the perpetrator, any respondent, and any witness, but confidentiality does not extend to what is necessary to carry out this policy or the law.

If a complainant requests that their name not be disclosed or that no investigation be conducted, the Title IX Coordinator will weigh that request against SKSM's obligation to provide a safe environment for other people at the School. The Title IX Coordinator will consider various factors in making this determination:

- The seriousness of the alleged conduct;
- Whether there have been other complaints about the same respondent;
- The respondent's rights to receive information about the allegations under FERPA;
- Whether the alleged incident poses a risk of harm to others; and
- Whether SKSM possesses other means to obtain relevant evidence.

If SKSM cannot honor a request for confidentiality, the Title IX Coordinator will inform the complainant prior to starting an investigation and will only share information with those necessary to conduct the investigation and resolve the matter. SKSM will still provide supportive measures as appropriate.

H. Formal Complaints

A formal complaint is a document or a clear and unequivocal oral statement presented by a complainant to the Title IX Coordinator or signed by the Title IX Coordinator alleging gender-based misconduct against a respondent and requesting that SKSM investigate the allegations. Formal complaints may be filed with the Title IX Coordinator in person, by mail, email, or using the online reporting form. The Title IX Coordinator will confirm in writing to the Complainant a clear and unequivocal oral statement to present a formal complaint.

If a complainant chooses not to file a formal complaint, the Title IX Coordinator will weigh that request against the obligation to provide a safe environment for all as described in Section V.G. above.

VI. GRIEVANCE PROCESS FOLLOWING FORMAL COMPLAINT

SKSM's grievance process treats complainants and respondents equitably, provides an objective evaluation of all relevant evidence, and includes the procedural protections outlined below. Upon receiving a formal complaint, SKSM will provide written notice to known parties and investigate the allegations by gathering evidence and interviewing parties and witnesses. SKSM bears the burden of proof and of gathering evidence.

A. Notice to Parties

Upon receiving a formal complaint, SKSM will provide written notice to known parties including:

- Notice of the grievance process, including any informal resolution process;
- Notice of the allegations, including sufficient details (identity of parties involved, conduct alleged, date and location of conduct) and time to prepare a response;
- Statement that the respondent is not presumed to be responsible and that responsibility is determined at the conclusion of the grievance process;
- Notice that parties may have an advisor of choice who may be an attorney;

- Notice of provisions in SKSM’s code of conduct prohibiting knowingly making false statements or submitting false information; and
- Additional notice of any new allegations that arise during the investigation.

B. Dismissal of Complaints

If the allegations, if proven, would not constitute gender-based misconduct, SKSM must dismiss the formal complaint as a violation of this policy. The conduct may still be addressed under another policy or code of conduct. SKSM may dismiss a complaint if:

- Complainant withdraws the complaint in writing;
- Respondent is no longer enrolled at or employed by SKSM; or
- Circumstances prevent SKSM from gathering sufficient evidence to reach a determination.

SKSM will promptly and simultaneously send written notice of any dismissal to the parties, including the reason for dismissal. Parties can appeal a dismissal as outlined in Section VI.H. below.

C. Consolidation

SKSM may consolidate formal complaints of allegations against more than one respondent, by more than one complainant against one or more respondents, or by one party against the other party, where the allegations arise out of the same facts or circumstances.

D. Advisors

Parties may have an advisor present at any grievance proceeding, including the opportunity to be accompanied by an advisor of choice to any related meeting or proceeding. SKSM may establish restrictions on advisors’ participation in proceedings as long as the restrictions apply equally to both parties.

E. Informal Resolution

SKSM may offer informal resolution options (mediation, restorative justice, etc.) if a formal complaint is filed, as long as both parties give voluntary, informed written consent. Any party may withdraw from informal resolution at any time prior to agreeing to a resolution. This option is not available and cannot be used to resolve sexual assault cases.

F. Investigation

If not dismissed or resolved through informal resolution, SKSM will investigate the allegations in the formal complaint. SKSM bears the burden of gathering evidence sufficient to reach a determination. The investigator will interview parties, gather relevant evidence, provide parties an opportunity to present witnesses and evidence, and create an investigative report that fairly summarizes the evidence and when appropriate, reaches fact and violation conclusions and/or recommended remedies. “When appropriate” includes when SKSM does not plan to hold a live hearing.

Prior to completing the investigative report, SKSM will send to each party and advisor the evidence for inspection and review, and the parties will have 10 days to submit a written response, which the investigator will consider prior to completion of the report. SKSM will make the evidence available at any hearing for

reference by the parties.

After finalizing the report, SKSM will send it to each party and advisor at least 10 days prior to a hearing for their review and written response.

When there is no live hearing, the Dean of Students is the decision-maker unless the Dean of Students has a material conflict of interest or bias, in which case the President will appoint another person. When there is a live hearing, the hearing officer is the decision-maker. The hearing officer is appointed by the Dean of Students.

G. Live Hearings

SKSM has the discretion to require a live hearing as part of the grievance process if it deems doing so is required or permitted by California law or by other SKSM policies or is in the best interest at arriving at a just outcome, such as when witness credibility is particularly material and disputed. The hearing may be conducted with parties in the same location or, at SKSM's direction, virtually with technology enabling the parties to see and hear each other simultaneously. Mutually agreed rules on the usage of cameras, microphones, and live chat may be determined in advance. The hearing officer will be appointed by the Dean of Students from among persons who have no material conflict of interest or bias and can include a third party quasi-judicial professional.

Only relevant cross-examination and other questions may be asked of a party or witness. The decision-maker will determine relevance before a party or witness answers each question. If they decide to exclude a question, they must explain the decision. Questions about a complainant's prior sexual history are generally not relevant.

If a party or a material witness does not submit to cross-examination at the hearing, the decision-maker cannot rely on any statement of that party or witness in reaching a determination. However, the decision-maker cannot draw an inference about responsibility based solely on a party's or witness's absence from the hearing or refusal to answer questions.

SKSM will create an audio or audiovisual recording or transcript of any live hearing and make it available to parties for inspection and review.

H. Determination

The decision-maker will issue a written determination of responsibility based on the preponderance of the evidence standard (more likely than not).

The written determination will include:

- Identification of the allegations;
- Description of procedural steps taken (notifications, interviews, site visits, methods of evidence gathering, hearings);
- Findings of fact;
- Application of SKSM policy to the facts;
- A rationale for the result of each allegation and determination of responsibility;

- Disciplinary sanctions imposed on respondent;
- Whether remedies will be provided to complainant; and
- Appeal procedures and bases.

The determination will be provided to the parties simultaneously. It becomes final on the date the parties receive the written determination of the appeal, if an appeal is filed, or on the date on which an appeal would no longer be timely.

I. Appeals

Either party may appeal from a determination or dismissal on the following bases:

- Procedural irregularity that affected the outcome;
- New evidence not reasonably available at the time of determination that could affect the outcome;
- Conflict of interest or bias by the Title IX Coordinator, investigator, or decision-maker that affected the outcome; or
- Any other bases offered equally to both parties.

Appeals must be submitted in writing to the Dean of Students within 5 (five) business days of receiving the written determination or dismissal. If an appeal is filed, SKSM will notify the other party and ensure that the appeal officer is not the same person involved in the grievance process previously. Both parties will have a reasonable, equal opportunity to submit a written statement supporting or challenging the outcome.

The appeal officer will issue a written decision describing the result of the appeal and rationale and provide the decision simultaneously to both parties.

J. Timeframe

SKSM aims to complete the grievance process within 60-90 business days, excluding appeals. Extensions may be granted for good cause with written notice to the parties.

K. Sanctions and Remedies

Sanctions for respondents determined to have violated this policy may include warning, probation, suspension, expulsion, transcript notification, termination of employment, or restrictions on access to campus, programs or courses.

Remedies for complainants may include counseling, extensions of deadlines, modifications of work or class schedules, leaves of absence, and other measures designed to help the complainant succeed in their education program.

VII. PROVISIONS FOR STUDENTS IN CALIFORNIA

In addition to the above policy provisions, SKSM provides the following rights to student complainants residing in California in accordance with the requirements of SB 493:

A. Notification of Rights

The Title IX Coordinator will notify student complainants of their rights and options under this policy, including:

- The importance of preserving evidence;
- Their right to report to law enforcement;
- Available confidential resources;
- Counseling and support services;
- Supportive measures available with or without filing a formal complaint;
- The grievance process and potential outcomes, sanctions and remedies; and
- Their rights throughout the process, including the right:
 - To be treated with respect by SKSM officials;
 - To take advantage of support resources;
 - To experience a safe living, educational, and work environment;
 - To have an advisor of choice, including an attorney (at their own expense), present at any meeting or hearing;
 - To refuse to have an allegation resolved through informal resolution procedures;
 - To receive amnesty for minor student conduct violations related to the incident;
 - To be free from retaliation for reporting violations of this policy;
 - To have complaints heard in accordance with established procedures;
 - To fully participate in the process whether complainant or respondent; and
 - To be informed in writing of the outcome and available appeal procedures.

B. Confidential Resources

Student complainants will be provided with contact information for confidential resources including counseling, mental health support, and sexual assault resource centers.

C. Supportive Measures

Student complainants will be provided with information on how to request supportive measures and resources, such as changes to academic, living, transportation and working situations, and protective measures such as no contact orders. Such measures will be available regardless of whether the complainant chooses to report to law enforcement or file a formal complaint.

VIII. RESOURCE LIST

SKSM encourages all members of the 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.

Additionally, SKSM encourages all members of the community to access resources for support and healing. The following have been identified as nationally available resources that may provide emergency assistance and counseling services:

National Domestic Violence Hotline

- 800-799-SAFE (7233)

- Live chat - <https://www.thehotline.org/get-help/>
- Text “START” to 88788

RAINN (Rape, Abuse & Incest National Network)

- National Sexual Assault Hotline – 800-656-HOPE (4673)
- Live chat - <https://hotline.rainn.org/>

Victim Connect Resource Center

- Call or text - 855-484-2846
- Live chat - <https://victimconnect.org/get-help/victimconnect-chat/>

National Sexual Violence Resource Center

- Directory of local organizations - <https://www.nsvrc.org/organizations>

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.

Privacy in Online Education

Starr King is committed to protecting the privacy of its students, employees, and partners while ensuring accessibility, timely communication, and active engagement for all persons who participate in school programs and operations, support the school financially, or wish to remain aware of the school's efforts to fulfill its mission.

This policy identifies the rights and protections SKSM will uphold while conducting its academic programs in online environments. Students who have any questions about this policy are encouraged to contact the Dean of Students.

Photo/Video Release Form

Upon matriculation, every student must sign a photo/video release form. Unless the student signs the denial of release, the form allows Starr King to disseminate photographic or video records, featuring the student's likeness, which were created during school events or educational activities. These photographs and video recordings may be used in print or online promotions, included in emails to constituents and social media posts, and uploaded to video-sharing platforms. Starr King distributes photo/video materials to advertise the school to the general public, inform constituents about school events, and advance the educational program.

The student body will receive a reminder about the photo/video release form on an annual basis, so that persons may choose to opt-out or opt-in as their circumstances warrant. A student who had previously signed the release in the affirmative may at any time submit a written opt-out request to the Communications Officer. This request will be kept in the student's permanent file. Starr King cannot guarantee the removal of all prior material bearing the student's likeness from online platforms and other media.

Populi Learning Management System

Populi is the open-source learning management system (LMS) used by Starr King as the online course-delivery platform.

Data held by Populi includes your name, email address, student identification number, username, and enrollments. Your record in Populi may contain other user-contributed information (e.g., a personal photograph uploaded as a profile picture). Populi logs contain detailed information about your activity within a given course, including the dates and times when course information was viewed or updated and the IP address of the device used for access. Populi contains information about course contributions such as file submissions, discussion posts, and other evidence of participation in Populi-based activities. Information and data uploaded to Populi may be retained indefinitely.

Populi is a password-protected, multi-factor authentication LMS. Only SKSM faculty, students, and staff have access to the Populi site. Only faculty, students, and staff enrolled as participants in a specific course have access to those course materials. Only the SKSM director of online education and the SKSM Registrar have access to all personal information and course materials.

Course content is accessible to participants for the duration allowed by the instructors. Instructors can choose at any time to make the course or specific material within the course visible or hidden to students. Posts made on discussion forums and answers to polls and surveys can be viewed by other students. All assignments and private messages cannot be viewed by other students. As with in-person courses, students should exercise discretion in sharing information of a sensitive and personal nature. All participants enrolled in a course are expected to use reasonable judgment regarding the confidential nature of information that is disclosed. Specific courses may be bound by additional participation agreements affirmed by the instructor and students.

Synchronous Online Courses

Starr King conducts its courses in a range of modalities, including hybrid or fully-online courses in which some or all members participate via a videoconferencing platform. Students and instructors should adopt additional precautions to protect one another's confidentiality and privacy. Meeting links must not be shared with persons who are not enrolled in a course. Participants may not allow other persons in their vicinity to hear, view, or interact with the Zoom meeting without prior, express permission by the instructor and consent by all students.

Instructors may adopt additional safeguards such as restrictions on joining a meeting, sharing a screen, recording, or unmuting a microphone without permission. If recordings of class sessions will be made, instructors must define the purpose of the recordings (e.g., for absent students), how and for whom they will be accessible, and the duration they will be retained. Recordings cannot be made without the consent of participants.

Starr King Social Media

Please refer to the Social Media Use Policy for general expectations concerning behavior on social media platforms. Officers of SKSM will not disclose educational records or directory information concerning an employee or student on social media without express permission of the subject. Posts by students or employees that reveal confidential or directory information of other members of the learning community, without permission of the subject, will be deleted or blocked. Employees and students who elect to share such information should be cognizant of its accessibility to others. It is not a violation of FERPA for students to freely disseminate their own personally-identifiable or directory information or educational records on social media.

SKSM educational activities do not occur on social media platforms. Instructors or students should not share the content of courses on social media without the express permission of participants. Social media is a helpful tool for disseminating information and facilitating conversations among constituents, but it is not a formal channel of communication. Questions or complaints about the conduct of courses should be addressed through direct contact between instructor and student and/or the established processes for filing a complaint.

Online Events: Livestreaming and Access to Recordings

The nature of our learning community entails participation in events that are livestreamed and/or recorded for future online broadcast. This includes both events that may be conducted in-person (e.g., Commencement) as well as events that may be conducted fully online (e.g., chapel services). Starr King aims to make its events as broadly accessible as possible for students, faculty, staff, alumni, and friends. Persons with privacy concerns should be mindful of the accessibility details stated for each event and make appropriate determinations concerning their participation.

For each event, Starr King will communicate the following in advance:

- The media platforms on which the event will be streamed or uploaded
- The scope of constituencies which Starr King intends to access the event (faculty, staff, students, alumni, and the general public)

- If accessibility to the livestream or upload is restricted, authorized constituents will be provided the means of access (e.g., password) and instructed not to disseminate.
- Starr King will reiterate its commitment not to disclose educational records or directory information without express written permission.
- Starr King will post copyright for materials for which it has permission or licensing to reproduce.

Social Media Use

This policy is crafted to assist Starr King School for the Ministry (SKSM) employees, students, alumni and friends remain in right relationship as they manage or interact with various social media platforms, both those that are authorized and operated by Starr King personnel as well as those that are independent of the school. This policy provides guidelines for respectful, just, and constructive behavior that should be followed by persons whose social media use impacts the community life of the school or represents the school to the larger world.

Social media provides tremendous opportunities for effective engagement, deep interaction, and quick communication. At the same time, it is well known that social media use may encourage impulsive and unethical expressions that are otherwise avoided in more direct forms of interpersonal engagement. These guidelines are written not to curtail participation in social media but to foster interactions based on our commitment to *bless the world with the spirit of love*, in the words of our Starr King Chalice Lighting.

This policy is applicable to all social media platforms, including but not limited to: Facebook, X, YouTube, Instagram, Bluesky, LinkedIn, and personal blogs.

All faculty, staff, students, alumni, and friends of the school are expected to conduct themselves in accordance with the guidelines stated below. SKSM reserves the right to delete postings on school-maintained sites that violate these guidelines. Employees and students who engage in libelous or illegal behavior may be subject to further disciplinary action.

General Guidelines for Behavior

- Adhere to the general standards for conduct as reflected in the Starr King School Covenant.
- **Embody the philosophy of Educating to Counter Oppressions and Build Just and Sustainable Communities.** As members of the Starr King community, we will *be what we want to see, shelter prophetic witness in the world, counter white supremacy, and work for the common good*.
- **Communicate with honesty and accuracy.** Please verify information before you post. Link to original sources of information. Starr King employees should be aware that comments on social media can be interpreted as official statements or positions of the school unless they are qualified.
- **Treat others with respect.** Be considerate of differing viewpoints and use considerate language. Libelous comments and discriminatory or harassing language will not be tolerated.
- **Maintain confidentiality.** Do not share or disclose confidential, proprietary, or personal information about Starr King faculty, staff, students, or alumni. This includes the following:

- Personally identifiable information, which may consist of protected health information, home address and contact information, social security numbers, and financial transactions.
- The educational records of any student enrolled at Starr King or another institution, in accordance with our FERPA Policy.
- The content of personal communication between individuals, including face-to-face conversation, phone calls, text messages, or emails, without the express permission of those involved.
- Protect copyright and intellectual property rights.
- Complaints against other members of the Starr King community are best handled through direct address as well as formal channels for reporting, rather than on social media. The following channels have been instituted by Starr King for equitable review of and response to conflict and/or unethical behavior:
 - The Policy for Academic or Personal Disputes
 - The Policy for Sexual Misconduct
 - The Policy for Reporting Bias Incidents
- **Questions about school practices and procedures are best answered outside of social media.** When you seek clarity from the school about a particular topic (e.g., submitting petitions to graduate or designing SKIL courses), the proper approach to obtaining an answer will be consulting the Academic Catalog and Student Handbook and directly contacting SKSM employees who can provide the needed assistance, such as an academic advisor, the Dean of Faculty, the Dean of Students, etc.
- **Be safe.** Monitor your social media accounts to prevent or limit access by an unauthorized person. Be cautious of “phishing” schemes that attempt to secure your username and password. Always log out of your account when using public computers.
- **Celebrate!** Social media increases opportunities for community members to share joys, offer congratulations, and encourage one another in their efforts to seek justice and practice compassion.

Additional Guidelines for Employees

Faculty and staff of SKSM should follow the guidelines as stated above, plus:

- **Remember that they are representing Starr King** insofar as they identify as an employee on various social media platforms.
- Avoid giving the impression that they speak or act on behalf of SKSM when they express their private opinions.
- Do not use external social media to provide official notification of school business.
- **Discern appropriate boundaries for connecting with students on social media.** Starr King does not categorically prohibit practices that link the social media accounts of faculty and staff with those of students, such as accepting “friend requests” on Facebook or “following” Twitter feeds. However, employees should carefully evaluate whether such connections may generate conflicts of interest that impinge upon the performance of their duties; e.g., grading, agreeing to write letters of recommendation, enforcing disciplinary policies, etc.

Policy on Student Harassment and Bullying

Starr King seeks to create and maintain an academic environment in which all members of the community are free from harassment and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. Starr King School for the Ministry espouses values that infuse the academic and residential life of its campus. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo 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 Dean of Students.

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
- Local Narcotics Anonymous program may be reached at (510) 444- 4673. National Narcotics Anonymous listings for each state can be found at:
- Those interested in local Harm Reduction programs can call The Center for Harm Reduction in Oakland at (415) 863 4282 or <http://harmreductiontherapy.org/helping-harm-reduction-therapy/>
- Medication-assisted treatment, including methadone or buprenorphine, is available at several sites locally. For more information contact HAART in Oakland at 510.875.2300 or <http://www.haartoakland.org>,
- Berkeley NEED is a local syringe exchange program. They offer harm reduction supplies such as sterile syringes and naloxone (also known as Narcan) a medication that can reverse an opiate overdose. You can learn more at www.berkeleyneed.org.

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

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.

Part VII: Accreditation and Compliance



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

Approval to Operate

Starr King is a private, nonprofit institution of higher learning that is approved to operate by the California Bureau for Private Postsecondary Education (BPPE). Approval to operate entails compliance with state standards as set forth in the California Education Code and Title 5, California Code of Regulations. Approval to operate is a recognition that the school meets minimum state standards and does not entail an endorsement of our academic programs by BPPE.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

Address:

1747 N. Market Blvd. Ste 225

Sacramento, CA 95834

P.O. Box 980818

West Sacramento, CA 95798-0818

Web Site: www.bppe.ca.gov

Telephone: (888) 370-7589 or (916) 574-8900

Fax: (916) 263-1897

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form,

which can be obtained on the bureau's internet web site www.bppe.ca.gov.

State Authorizations and Oversight

State authorization is a regulation of the Department of Education that requires institutions offering online or distance education programs to be authorized by each state in which the institution enrolls students, if such authorization is required by the state, or to obtain an allowable exemption. Visit [this web page](#) for a complete list of states where Starr King is permitted to enroll students.

Starr King provides the following regulatory statements as required by various states:

North Carolina

Exemption Statement

In accordance with N.C. Gen. Stat. § 116-15, Starr King School for the Ministry offers the following degree programs approved for North Carolina students:

Master of Divinity
Certificate in Chaplaincy Studies
Certificate in Multi-Religious Studies
Certificate in Unitarian Universalist Studies

Degree programs of study offered by Starr King School for the Ministry have been declared exempt from the requirements for licensure, under provisions of North Carolina General Statutes Section (G.S.) 116-15 (d) for exemption from licensure with respect to religious education. Exemption from licensure is not based upon assessment of program quality under established licensing standards.

Student Complaints

The State Authorization Unit of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. If students are unable to resolve a complaint through the institution's grievance procedures, they can review the [Student Complaint Policy \(PDF\)](#) and submit their complaint using the online complaint form at <https://studentcomplaints.northcarolina.edu/form>.

For more information contact:

North Carolina Post-Secondary Education Complaints
223 S. West Street, Suite 1800
Raleigh, NC 27603
(919) 962-4550

To file a complaint with the Consumer Protection Division of the North Carolina Department of Justice, please visit The State Attorney General's web page at: <http://www.ncdoj.gov/complaint>. North Carolina

residents may call (877) 566-7226. Outside of North Carolina, please call (919) 716-6000. En Espanol (919) 716-0058. If you choose to mail a complaint, please use the following address:

Consumer Protection Division
Attorney General's Office
Mail Service Center 9001
Raleigh, NC 27699-9001

Oregon

Starr King School for the Ministry is authorized to provide online education to residents of the State of Oregon by the [Oregon Higher Education Coordinating Commission \(HECC\)](#).

Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission, 3225 25th St. SE, Salem, OR 97302 or by sending an email to complaints@hecc.oregon.gov. Students may also access the [HECC complaints web page](#).

Virginia

Starr King School for the Ministry is a religious institution exempt from state regulation and oversight in the Commonwealth of Virginia. The Virginia location only offers a Master of Divinity. Please note that “location” refers to online instruction provided to residents of Virginia. Starr King has no physical resources or personnel located in the state.

Washington

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 or contact the Student Loan Advocate at loanadvocate@wsac.wa.gov

Financial Statement

In compliance with California law, this is a declaration that Starr King does not have a pending petition in bankruptcy, is not operating as a debtor in possession, and has not filed a petition or had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

Part VIII: Calendar and Course Roster



Academic Calendar 2025-2026

Summer 2025	
May 30	Summer Term 2025 Begins
May 30	Populi Opened to Students for Summer 2025
May 30	Spring 2025 Grades Due
May 30	Spring 2025 Incomplete Work Due
June 2	Summer Financial Aid Start Date
June 2-13	Summer 2025 General Registration
June 13	Spring 2025 Narrative Evaluations Due
June 19	Juneteenth Day: Academic and Administrative Holiday / Offices Closed
June 18-22	UU Polity Course at General Assembly 2025
June 20	Spring 2025 Incompletes Grades and Narrative Evaluations Due
July 4	Independence Day: Academic and Administrative Holiday / Offices Closed
August 4-22	Summer Intensives
August 21-22	Orientation and Threshold Ceremony
August 18-29	Fall 2025 General Registration
August 22	Last Day of Summer Intensives
August 23	Summer Financial Aid Ends
August 25	Summer Term 2025 Ends
August 25-27	Symposium
Fall 2025	
August 29	General Registration for Fall 2025 Ends
August 29	Fall Term 2025 Begins
September 1	Labor Day: Academic and Administrative Holiday / Offices Closed
September 2	Instruction Begins for Fall 2025
September 2-12	Late Registration for Fall 2025
September 12	Summer 2025 Grades Due
September 12	SKSM Board Meeting (Online, 12pm-5pm PT)
September 12	Fall 2025 Late Registration Ends
September 12	Fall 2025 SKIL Forms Due
September 12	LOA, Program Extension Due
September 12	Summer 2025 Incomplete Work Due
September 12	End of Student Drop/Add Period for Fall Courses
September 17	SKSM Fall Board Meeting (Online, 12pm-5pm PT)
September 19	Hilda Mason Applications for 2026-2027 Due
September 19	Petitions to Graduate in December 2025 Due
September 26	Summer 2025 Narrative Evaluations Due
Sept 29-Oct 16	Midterm Course Evaluations
October 2	Yom Kippur: Academic and Administrative Holiday / Offices Closed
October 3	Summer 2025 Incompletes and Narrative Evaluations Due
October 16	Due Date 12pm: Fall 2025 Midterm Course Evaluations
October 20-24	Fall Break - No courses / Offices Closed

October 30	Institutional Tuition Scholarship Application Deadline for Spring 2026
November 3-14	Early Registration for Intersession 2026 and Spring 2026
November 12	SKSM Fall Board Meeting (Online, 12pm-5pm PT)
November 14	Early Registration for Intersession 2026 and Spring 2026 Ends
November 26	Last Day for Change of Enrollments
November 27-28	Thanksgiving: Academic and Administrative Holiday / Offices Closed
December 3	Fall 2025 Petitions for Incompletes Due
December 8	Last Day of Fall Courses
December 9-12	Study Week / Make Up Week
December 15	Fall Term 2025 Ends
Dec. 22-Jan. 2	Academic and Administrative Holiday / Offices Closed
Intersession 2026	
January 1-2	New Year's Day: Academic and Administrative Holiday / Offices Closed
January 5	Fall 2025 Incomplete Work Due
January 5	Fall 2025 Grades Due
January 5-9	January Intersession 2026 General Registration
January 5	Intersession Term 2026 Begins
January 5	Intersession 2026 Courses Open to Students in Populi
January 5	Student Add/Drop for Fieldwork and Intensives (Ends After 1st Class Meeting)
January 5-23	Intersession 2026 Instruction
January 9	Intersession 2026 General Registration Ends
January 12-23	Spring 2026 General Registration
January 16	Intersession 2026 Petitions for Incompletes due the final day of the Intensive
January 15-16	Orientation and Threshold Ceremony
January 19	MLK Day: Academic and Administrative Holiday / Offices Closed
January 23	Fall 2025 Narrative Evaluations Due
January 23	General Registration for Spring 2026 Ends
January 23	Fall 2025 Incomplete Grades and Narrative Evaluations Due
Spring 2026	
January 24	Spring Term 2026 Begins
January 24	Spring 2026 Courses Open to Students in Populi
January 26	Instruction Begins for Spring 2026
Jan. 26 - Feb. 6	Late Registration for Spring 2026
January 30	Last Day of Intersession 2026 Courses
February 6	Student Add/Drop Period for Spring 2026 Ends
February 6	Spring 2026 SKIL Forms Due
February 6	LOA, Program Extensions Due
February 13	Intersession 2026 Grades Due
February 13	Intersession 2026 Incomplete Work Due
February 13	Petitions to Graduate in May 2026 Due
February 16	Presidents' Day: Academic and Administrative Holiday / Offices Closed
Feb. 23-March 12	Midterm Course Evaluations
February 27	Intersession 2026 Narrative Evaluations Due
February 27	Intersession 2026 Incompletes Grades and Evaluations Due
March 12	Due Date 12pm: Spring 2026 Midterm Course Evaluations

March 16-20	Spring Break: Academic and Administrative Holiday / Offices Closed
March 20	Eid al-Fitr (starts at sundown on the 19 th) / School Closed
March 31	Institutional Tuition Scholarship Application Deadline for 2025/2026 (Returning Students)
April 1	Last Day for Change in Enrollment for Spring 2026
April 1	IPEDS Spring Survey Due
April 3	Good Friday: Academic and Administrative Holiday / Offices Closed
April 13-24	Early Registration for Summer 2026 and Fall 2026
April 24	Early Registration for Summer 2026 and Fall 2026 Ends
April 29	Petitions for Incompletes for Spring 2026 Due
May 4	Last Day of Spring 2026 Courses
May 5-8	Study Week / Make Up Week
May 7	SKSM Commencement
May 11	Spring Term 2026 Ends
May 25	Memorial Day: Academic and Administrative Holiday / Offices Closed
May 28	Final Institutional Tuition Scholarship Application Deadline for 2025/2026 (Incoming Students)
May 29	Spring 2026 Grades Due
May 29	Spring 2026 Incomplete Work Due
Summer 2026	
June 1	Summer Term 2026 Begins
June 1-12	Summer 2026 General Registration
June 12	Summer 2026 General Registration Ends
June 12	Spring 2026 Narrative Evaluations Due
June 19	Juneteenth Day: Academic and Administrative Holiday / Offices Closed
	UU Polity Course at General Assembly 2026
June 22	Spring 2026 Narrative Evaluations Due
July 4	Independence Day: Academic and Administrative Holiday / Offices Closed

136-1382025-2026 COURSES

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

SUMMER 2025

AR-3400 SONIC THEOLOGY: MANTRAS FOR HEALING, GROWTH, AND EMBRACING TRANSITIONS

Dr. Pravina Rodrigues

In Hindu theologies, the universe is a sonic vibration emanating from the divine being. Hence Guy Beck calls Hindu scriptures (mantras) “sonic theology” and “sonic liturgy.” Rooted in the principle of sound, these texts (mantras) are to be chanted in designated meters during rituals, liturgical services, festivals, and personal prayers. Drawing on the sonic nature of Hindu sacred texts, this course presents Hindu approaches to sacred sound in an acoustic dimension. It introduces students to the theologies or cosmologies that underpin mantras while presenting mantras for healing, growth, and embracing transitions. The course utilizes musical, audio-visual, and story-telling pedagogies which are traditional methods for understanding the Hindu world. Related to Thresholds: Spiritual Practice & Care of the Soul (no. 5); Embodied Wisdom & Beauty (no. 8). Related to MFC Comp 3: Encourages Spiritual Devotion for Self & Others.

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. Elaine Gerhman

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. Enrollment max: 15. Auditors excluded.

LC-1000 SKSM SYMPOSIUM (IN PERSON IN CALIFORNIA)

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 (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.

LCEL-4000 UU POLITY
Rev. Dr. Meg Richardson

The Unitarian Universalist Polity Immersion Class will be offered as a hybrid course, in-person, online and synchronously during the Unitarian Universalist Association's General Assembly, held June 18-22 in Baltimore Maryland. Students will discover the mechanics of governance by observing Unitarian Universalist polity in action. We will attend plenary sessions, business mini-assemblies, worship services, and meet as a class. Class sessions will allow time to process our observations, learn the history of congregational polity in contrast to other polity paradigms, and discern the theological and cultural contexts for UU polity. Class sessions will also include invited religious leaders for informal discussion. In class, we will evaluate how polity acts as it is translated from the church to a national setting: informed by social justice, our polity can have global impact. The 2025 General Assembly theme is "Meet the Moment" and will guide our interpretation of Unitarian Universalist polity rooted in justice, healing from White Supremacy Culture, and courage for a radical and inclusive future. General Assembly will be a laboratory for our lived faith: from bylaws to elections. Class reflections will help students develop strategies to translate beliefs into action, to become more effective religious leaders, as well as become 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. Intended audience: all degree programs. 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-4400 PSYCHEDELIC POLICY, ADVOCACY,
AND DECRIMINALIZATION
Dr. Larry Norris

Psychedelic Policy, Advocacy, and Decriminalization will provide our Certificate in Psychedelic Justice and Companioning students with a framework for their future work. In this online synchronous course of lectures and active discussion, students will examine the entheogenic and psychedelic movement and ecosystem, blending policy analysis with a critical exploration of psychedelics and their societal impact. Students will engage with key debates in the field, various ethical considerations, and the intersection of public health and criminal justice reform. A strong emphasis will be placed on tools to support destigmatization as a process of policymaking, by understanding the historical, spiritual, cultural, and scientific contexts of psychedelics to challenge misinformation and reframe public perception. Through hands-on advocacy training, students will learn to analyze policies, engage with elected officials, and craft persuasive messaging to support decriminalization efforts. By the end of the semester, students will be equipped with the knowledge and tools to shape the future of psychedelic policy and drive meaningful legislative change on a broad range of issues. This course in no way promotes, condones, or facilitates illegal activity, and is strictly for educational purposes only. Please be aware that psychedelic substances remain illegal in many states and countries. Relates to Thresholds: 1. Life in Religious Community and Interfaith Engagement. 2. Prophetic Witness and Work. 7. Educating for Wholeness and Liberation.

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.

PWTC-1000 PREACHING AND PUBLIC SPEAKING FROM A FAITH CENTER Rev. Leslie Takahashi

This online synchronous course will focus on how ministers use the oral expressive arts to communicate with those they serve. We will explore the practice of preaching and also public speaking in other settings which allow the values of one's ministries to be connected with the world and its context. Also explored will be the ways our beliefs and theologies can be communicated in ways pertinent to the issues of our days. Through the preparation of short sermons and speeches/presentations, participants will receive supportive feedback from peers and the instructor to deepen these key skills. Experiences in extemporaneous speaking will also be explored as a way of communicating witness and values. MASC and M.Div. This course is for MASC and M.Div. Starr King thresholds: 2. Prophetic Witness and Work 6. Thea/ology

in Culture and Context and MFC Competency 1. Worship and Rites of Passage.

TC-1000 ETHICAL & COMMUNITY-CENTERED FUNDRAISING Jessica Cloud

This hybrid course (with synchronous and asynchronous components) introduces religious and nonprofit leaders to ethical, community-centric, and evidence-based fundraising. Participants will explore key fundraising strategies – such as donor cultivation, grant writing, and digital appeals – while centering justice, equity, and community well-being. The course will provide a philosophical framework for devising fundraising strategies, emphasizing ethical considerations while empowering leaders with the practical skills necessary to build confidence in this area of their work. This course is intended for UU MDiv students and helpful to MASC students and could also be helpful to special students who are working in the field and need continuing education or congregational volunteers or board members. Thresholds: 3. Prophetic Witness and Work, 7. Thea/ology in Culture and Context and MFC Competency 5. Administration.

FALL 2025

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. 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-1200 INTRO TO RELIGIOUS ED

Aisha Hauser

This online synchronous course provides a broad introduction to the theory and practice of liberal religious education, with an emphasis on Unitarian Universalist congregations. Topics include an overview of the history and philosophy of Unitarian Universalist children's religious education and ministry, teaching methods and learning processes, theories of human development, the congregation as an educating community, current approaches and innovations in religious education for children and youth including multigenerational ministries and worship-centered models, collegial relationships and professional standards for religious educators, and curriculum resources. This course emphasizes religious education with children, youth, and families alternating every other year with another course focusing on adult faith development. Suitable for MDiv, MASC, and Certificate students. Relates to Thresholds: 7 - Educating for Wholeness and Liberation; 1 - Life in Religious

Community and Interfaith Engagement and MFC competencies: 3 - Spiritual Development for Self and Others; 7 - Leads the Faith into the Future.

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 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. The course includes a required live web-based video seminar approximately twice a month, as well as bi-weekly online discussion postings that support personal and group insights. 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. Elaine Gehrman

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. Elaine Gehrman

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. Elaine Gehrman

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.

HTPW-2100 REVOLUTIONARY WITCHCRAFT

Rev. Dr. Pamela Hancock

Revolutionary Witchcraft: Pagan Traditions and Subversive Tactics for Ministry - will be a hybrid format, online every other week and Zoom class on opposite weeks course. This course is intended for anyone seeking a degree at SKSM who is interested in learning the history of Pagan traditions and utilizing Witchcraft to strengthen their personal spiritual practices, future ministry, and activism. We will be exploring the history of Grimoires; as well as understanding the roles of witches, midwives, and nurses from the Middle Ages to modern times and how women were/are demonized; and finally how

Witchcraft can be used for liberation and subversive tactics in ministry. SKSM Thresholds: (4) Historical & Thea/logical Studies and (2) Prophetic Witness & Work.

ITA-1000 INITIAL THRESHOLD ASSESSMENT SKSM Faculty

In their first semester, they will conduct an Initial Threshold Assessment with their advisor to identify areas where they already have some experience and those that will require more of their attention.

ITA-1010 INITIAL THRESHOLD ASSESSMENT 1 Rev. Dr. Gabriella Lettini

This one (1) credit hybrid course will support students as they start their studies at Starr King and learn to think about their learning and formation through the SKSM Eight Thresholds Model. Students can attend synchronously or asynchronously, according to their needs. We will discuss the history and the language of the Thresholds, the areas of work of each Threshold in relation to the MDiv and MASC degrees and their different vocational goals, and the questions in the Initial Threshold Assessment. We will frame the Thresholds in the context of SKSM ECO-JSC and Multireligious commitments. Different faculty will be invited to speak about their area of expertise in relation to the Thresholds. Faculty and peers will offer affirmation, questions, and accountability so each participant can finish their written, video or mixed media ITA by the end of the first term.

LC-2000 CONGREGATION AND NONPROFIT ADMINISTRATION Rev. Dr. Sheri Prud'homme

Organization and administration can propel a congregation or nonprofit organization to thrive or wither. This course equips ministers and other religious leaders to provide effective and informed leadership in collaboration with staff and volunteers. Topics include fundraising and stewardship, budgeting and financial statements, recruiting and working with staff and volunteers, organizational systems and leading for growth and change, governance models, facilities and safety, and time management. Geared to MDiv, MASC students. Relates to SKSM thresholds: 1- Life in

Religious Community and Interfaith Engagement and MFC competency 5 – Administration.

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: 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. Students will be expected to engage weekly readings, reflections, discussions, and practice activities that will deepen their relationship with the Dharma.

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. Jeannette Bessinger

Pastoral counseling is a specialized hybrid modality that integrates religious and spiritual resources with clinical mental health resources to offer a more holistic, mind/body/spirit approach to healing and growth. Accredited pastoral counselors require both professional mental health licensure and in-depth religious and/or theological training. In this course, we'll track how the path of accreditation in pastoral counseling is changing in real time in response to increasing regulation and state licensing requirements around counseling and psychotherapy.

We will map and explore the evolving overlaps and distinctions between pastoral care, spiritual direction, pastoral counseling, and clinical mental health counseling to help the students understand where their future

professional work - and some issues that commonly arise in the course of that work - may land in this matrix. This course will introduce culturally responsive counseling practices that focus on the strengths, inherent knowing, and personal agency of the care receivers. It will provide opportunities for the students to cultivate helping qualities in themselves and practice basic practical skills centered around Person-Centered (Rogerian) counseling and Solution-Focused Brief Therapy (SFBT). This is a synchronous-hybrid online, intermediate course intended for MDiv students.

Meets Thresholds: 2. Prophetic Witness, 5. Spiritual Practice and Care of the Soul and MFC Competencies: 2. Pastoral Care and Presence, 4. Social Justice in the Public Square.

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-1310 CHAPLAINCY FORMATION - STAGE 1: PERSONAL FORMATION Rev. Dr. Pamela Hancock

This synchronous online course is required for all students in the Chaplaincy concentration at SKSM. Taken over the course of 3 semesters (3 units each Formation stage, for a total of 9 units)—these classes 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 3 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. Relates to Threshold: 5. Spiritual Practice and Care of the Soul.

Prerequisite: Chaplaincy Concentration

PC-1320

CHAPLAINCY FORMATION - STAGE 2:

COMMUNITY FORMATION

Rev. Dr. Pamela Hancock

This synchronous online course is required for all students in the Chaplaincy concentration at SKSM. Taken over the course of 3 semesters (3 units each Formation stage, for a total of 9 units)—these classes 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 3 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. Relates to Threshold: 5. Spiritual Practice and Care of the Soul. 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.

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 art-work, writing a book and more. Fulfills Threshold 2. Prophetic Witness and Work. ECO Core Course is a prerequisite.

PWTC-4400 PSYCHEDELIC TRADITIONS IN THE CRADLE OF CIVILIZATION: ANTHROPOLOGY, MYTH, AND INDIGENOUS PRACTICES

Eleana Baskouta

This online synchronous course will aim to provide a broad overview of the way in which psychedelics and altered states of consciousness practices have intertwined with human societies since before the so-called birth of "civilization". We'll explore the stories and myths of some of the cultures which have best kept the memory of their entheogenic past, ranging from the Amazon basin to ancient Greece. From this cultural and sociological standpoint, we'll then analyze the current psychedelic landscape and the challenges and problems of a clinical model which is extracting these healing practices and medicines from the cultural, communal and spiritual containers which stewarded them for thousands of years. With the help of indigenous elders and western researchers as guest lecturers, students will be encouraged to develop a historically-informed critical perspective of the current developments in the so-called "Psychedelic renaissance" and the ways in which each of them can develop a more nuanced, honorable and healthy

relationship with these medicines and practices. Intended audience are those in the Psychedelics Certificate as well as anyone wanting to understand the rich religious and spiritual history of sacred substances. Relates to Thresholds: 2.

TC-2000 ETHICS OF VIOLENCE: REVIEWING FAITH, STATE, & SOCIETY

Ronnie Boyd

This online synchronous course offers students the opportunity to critically examine the ways in which violence serves as both a constant backdrop and foundation to US culture and society. Through an understanding of white supremacist capitalist imperialist patriarchy, students will learn how survivors of state and interpersonal violence have shaped the discourse around the ethics and propensity of violence in contemporary society.

In this interdisciplinary course, students will engage with theological perspectives on the ethics and use of violence while also exploring womanist and feminist critiques of power and the structures that allow violence to thrive. Students will also analyze pivotal historical moments, social movements, and current events, which will serve as case studies in understanding the deployment, representation, and discourse of violence. Intended audience: MDiv and MASC programs fulfilling the #4 Social Justice in the Public Square and #8 Theology MFC requirements and SKSM Threshold #6: Theology in Culture and Context.

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: 4. Social Justice in the Public Square and 8. Theology.

TCPW-4000

PROMISED LAND AND IMMIGRANTS

Dr. Hugo Córdova Quero

This online asynchronous course will focus on the cases of Latina/o immigrants in the United States and Japan in relation to their experiences of faith, ethnicity, and gender. The approach is interdisciplinary as we will draw from several fields for the analysis of the class topics. The goal of the course is to provide grounds for students to acquire tools for understanding the different realities of immigrants. Issues of faith, race/ethnicity, gender and migration will be constantly connected to pastoral reflection throughout the course, especially since our world is increasingly becoming multicultural, multiethnic and multi-religious.

The target audience is both MA and MASC students. The course fulfills the following thresholds: 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. The course also complies with the following MFCs: 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.

TIHT-1500 INTRODUCTION TO CHRISTIAN SCRIPTURES

Dr. Ashley Bacchi

This online synchronous course is a survey of Christian Scriptures. Students will learn about the historical, cultural, and literary context of the texts which are traditionally referred to as the New Testament. Basic principles of biblical interpretation as well as issues related to reception history in a variety of historical and religious contexts will be discussed. There is no single “correct” interpretation or reading of Christian Scriptures. There are interpretations that have become dominant over time or in certain communities, but the Bible has meant different things to different people across time and geographical location. This course will engage with the

Synoptic Gospels, Johannine literature, Pauline and deuter-Pauline Epistles, Revelation as well as the Apocrypha and an assortment of pseudepigraphal texts with an emphasis on their contexts and how they relate to one another. In addition, feminist, postcolonial, and queer methodologies will be introduced in order to equip students to confront passages that have been interpreted in such a way that justifies violence as divinely sanctioned with liberating counter-oppressive readings. By surveying a wide range of questions, interpretations, and approaches, students will discover the diversity of traditions that have sprung forth from Christian Scriptures. For MDiv and MASC Students. 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 CONCENTTATION
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 2026

EL4250 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.

EL4350 CONGREGATIONAL FIELDWORK
Rev. Elaine Gehrman

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.

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 2026

AR-2000 UU LITURGY AND WORSHIP ARTS

Rev. Dr. Sheri Prud'homme

This online synchronous course will introduce students to the history, theory, and practice of Unitarian Universalist liturgy, worship, and rites of passage with an emphasis on worship that can counter oppressions in emerging multicultural, multigenerational, participatory, online, hybrid, and interfaith settings. Topics will emphasize weekly congregational worship, annual holiday celebrations, as well as inclusive weddings, memorials, child dedications, and other rites of passage. SKSM Threshold: 1. Life in Religious Community and Interfaith Engagement and MFC Competency: 1. Worship and Rites of Passage.

ECO-1000 ECO CORE

Dr. Gabriella Lettini

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 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 orient 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 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. Elaine Gehrman

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. Elaine Gehrman

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. Elaine Gehrman

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.

HTTC-1000 UNITARIAN UNIVERSALIST HISTORY

Rev. Dr. Meg Richardson

This asynchronous online course begins with a discussion of recent historical developments in Unitarian Universalism and then extends back through time to the various antecedents of Unitarianism and Universalism in pre-Reformation Europe, all the way back to the early church and the Council of Nicea. Students will have the opportunity to explore Unitarian Universalist heritage, as well as different historical approaches. We will examine social location in relation to class, race, and gender identities, and how these enabled or impeded social

justice advances. We will discover the origins of our faith by progressing from our known contemporary experience to the unknown, and perhaps unknowable. Along the way we will consider various theological developments within this tradition, as expressed through various identities and the challenges presented by new modalities of faith including Transcendentalism and Humanism. Sources will range from primary sources to anecdote, with an emphasis on articulating contemporary experience in the context of historical identity and experience. Target audience is MDiv students. This course relates to the Unitarian Universalist Association's Ministerial Fellowship competencies: 6. Serves the larger UU Faith and 7. Leads the faith into the future and Starr King Thresholds: 4. History of Dissenting Traditions and the Thea/ological Quest and 6. Thea/ology in Culture and Context.

HTTC-4000 UU THEOLOGIES

SKSM Faculty

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.

ITA-1010 INITIAL THRESHOLD ASSESSMENT 1
Rev. Dr. Gabriella Lettini

This one (1) credit hybrid course will support students as they start their studies at Starr King and learn to think about their learning and formation through the SKSM Eight Thresholds Model. Students can attend synchronously or asynchronously, according to their needs. We will discuss the history and the language of the Thresholds, the areas of work of each Threshold in relation to the MDiv and MASC degrees and their different vocational goals, and the questions in the Initial Threshold Assessment. We will frame the Thresholds in the context of SKSM ECO-JSC and Multireligious commitments. Different faculty will be invited to speak about their area of expertise in relation to the Thresholds. Faculty and peers will offer affirmation, questions, and accountability so each participant can finish their written, video or mixed media ITA by the end of the first term. This course is for students in their first term at SKSM and welcomes anyone who still needs to complete the ITA.

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). Like a SKIL, students develop unique learning arcs and outcomes in partnership with and approved by the instructor within the first two weeks of the term. Opportunities for collaborative learning arcs and outcomes are available. Evaluation is based on participation, depth of engagement with peers, supporting assignments, and primary resources, as well as a final project artifact. 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-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. Students will be expected to complete readings, responsibilities, case-studies, reflections, and a final group project, all of which contribute to the collective wisdom of the class. 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.

P2G-2000 PETITION TO GRADUATE
SKSM Faculty

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

PC-1320 CHAPLAINCY FORMATION - STAGE 2:
COMMUNITY FORMATION
Rev. Dr. Pamela Hancock

This synchronous online course is required for all students in the Chaplaincy concentration at SKSM. Taken over the course of 3 semesters (3 units each Formation stage, for a total of 9 units)—these classes 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 3 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. Relates to Threshold: 5. Spiritual Practice

and Care of the Soul. Prerequisite: Chaplaincy Concentration

PC-1330 CHAPLAINCY FORMATION – STAGE3: RESILIENCE FORMATION

Rev. Dr. Pamela Hancock

This synchronous online course is required for all students in the Chaplaincy concentration at SKSM. Taken over the course of 3 semesters (3 units each Formation stage, for a total of 9 units)—these classes 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 3 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. Relates to Threshold: 5. Spiritual Practice and Care of the Soul.

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

PCTC-4000 SEXUAL POLITICS, ETHICS, AND LIBERATION

Robin Thompson

Sexuality is everywhere in our culture, but rarely directly talked about or addressed. The purpose of this online synchronous course is to empower and prepare students to be able to talk with and support clients and congregants as they are navigating sexuality, as well as

build communities that are comfortable with themselves and others as sexual beings. What do the sex lives of various peoples in the United States look like? How do power dynamics of privilege and oppression show up in sexuality? How do we create and promote more ethical and responsible sexual practices and conversations? What is the role of faith in sexuality, and how do various religions conceive of sexuality? In what ways is sex sacred? How do we move forward after our sexuality is violated? How do we create worlds that are sexually safer and liberated? We will also read and engage work on non-monogamous relationship structures and sex work. Students will not be asked to write or share about their own bodies or sex lives. Students will be evaluated by weekly papers, which will only be shared with the instructor and potentially the advising faculty. ECO is a required prerequisite.

The target audience is both MA and MASC students. Relates to thresholds: Spiritual Practice and Care of the Soul (5), Thea/ology in Culture and Context (6). Relates to MFC competencies: Pastoral Care and Presence (2), Social Justice in the Public Square (4).

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).

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 art-work, writing a book and more. Fulfills Threshold 2. Prophetic Witness and Work. ECO Core Course is a prerequisite.

TCAR-4000 QUEERING RITES & PASTORAL CARE Dr. Hugo Córdova Quero

Across the Global North, Asia, Latin America, and Africa, queer faith-based communities are reimagining rites, pastoral care, and ecclesiology within diverse and often challenging contexts. This course examines how these communities navigate deeply ingrained homophobia, transphobia, and other forms of exclusion while crafting affirming spiritual practices, rituals, and networks of care. Through an interdisciplinary lens, students will explore the ways in which queer faith communities engage in interreligious and multireligious dialogue, reframe traditional pastoral approaches, and integrate activism into their spiritual and communal life. Particular attention will be given to how these communities resist colonial religious paradigms and develop alternative, liberating expressions of faith. The target audience is both MA and MASC students. This course fulfills the following Thresholds: 1. Life in Religious Community and Interfaith Engagement; 2. Prophetic Witness and Work; 3. Sacred Text and Interpretation; 6. Thea/ology in Culture and Context; 7. Educating for Wholeness and Liberation. The course also complies with the following MFCs: 1. Worship and Rites of Passage; 2. Pastoral Care and Presence; 3. Spiritual Development for Self and Others; 7. Leads the Faith into the Future. Prerequisite: Course in Christianity: 4000 Christian Histories, TI-1000 Befriending the Bible, TIHT-1500 Intro to Christian Scriptures, SKIL on Christianity.

TCPW-2200 ENGAGING MORAL INJURY Rev. Dr. Gabriella Lettini

The concept of moral injury strives to address the deep spiritual wounds experienced by many – as perpetrators, victims, or witnesses, – in the context of war, violence and injustice. In this interdisciplinary seminar, we will critically engage different definitions of moral injury related to the spiritual wounds of war and military occupation, and explore the uses and the redefinitions of moral injury in relation to other issues involving systemic violence and oppression, addressed intersectionally. The course will explore the articulation of the concept of moral injury in different spiritual traditions and cultural contexts, and challenge the role of theologies, spirituality and the arts in proposing individual and collective processes of healing,

transformation and justice-making. M.Div. and MASC students. Relates to SKSM Thresholds: 2. Prophetic Witness and Work, 5. Spiritual Practice and Care of the Soul, 6. Thea/ology in Culture and Context and MFC competencies: 2. Pastoral Care and Presence, 3. Spiritual Development for Self and Others, 5. Administration. Prerequisites: ECO Core.

TITC-3005 LIBERATION, SOCIAL JUSTICE, BIBLE Dr. Ashley Bacchi

What does the Bible actually say about slavery, homosexuality, abortion, immigration, women's roles, and more? In this course, we will discuss the ways in which the Hebrew Bible and Christian Scriptures have been used to support movements of liberation and social justice as well as to support and justify oppressive and violent systems such as slavery, income disparity, sexism, homophobia, racism, and xenophobia. By situating biblical verses within their literary, cultural, and historical context, we will dismantle oppressive and kyriarchal readings. The overarching ethic of both the Hebrew Bible and Christian Scriptures is liberation and social justice. However, this ethic has been obscured by oppressive readings which fail to account for context. This course will equip students with tools for countering systems of oppression through critical contextual readings of the sources, as well as by introducing intersectional feminist, postcolonial, queer, and ecological methodologies to “de-weaponize” Scripture. Students will use these hermeneutical tools to develop “flipped scripts” that speak to their own contexts. This approach will provide students with the ability to use the Hebrew Bible and Christian Scriptures to breathe strength, life, and love into those who have been the target of judgment, marginalization, and violence as well as to reclaim these sacred texts as a critical resource for liberation and social justice. Please note that this course will address topics such as slavery, rape, and other potentially triggering topics. The course is intended for M.Div., MASC. Prerequisite suggested: Intro to the Hebrew Bible and/or Intro to Christian Scriptures. Relates to Thresholds: 2. Prophetic Witness and Work 3. Sacred Text and Interpretation 4. History of Dissenting Traditions and the Thea/ological Quest and MFC Competency 3. Spiritual Development for Self and Others.

UU-1000 OPT IN TO 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. The primary focus of this course is to further develop, notice, nurture and deepen your relationship to that which is larger than you. All of this is in service to your formation process as a spiritual/religious Unitarian Universalist spiritual leader seeking fellowship with the Unitarian Universalist Association. The spiritual direction group will ask you to name that which is larger than you (i.e. Nature, God, Goddess, Spirit, Divine Energy, Source, Web Weaver, Light, Love) and share how this energy, this presence is moving in you as you "form" as a Unitarian Universalist spiritual leader. We will take advantage of the spiritual

powers of prayer, mediation, prose, music, service, art, education, sacred listening, witnessing and affirmations to access your relationship with your divine energy or energies. We will sincerely tend to the invitations/nudges/callings from the Divine. We will embody/make real the fruits of this relationship in your formation process and as time allows look at the impact on other areas of your life. I look forward to being your companion in this brief yet sacred journey. 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