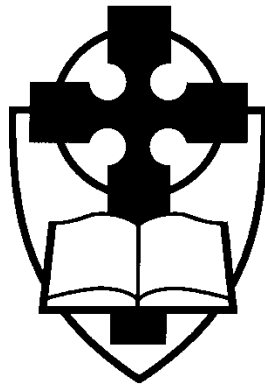


Church Divinity School of the Pacific

Academic Handbook



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All material herein is subject to the By-Laws of the Board of Trustees.

CDSP ACADEMIC HANDBOOK

TABLE OF CONTENTS

1. MISSION STATEMENT.....	1
2. DIVERSITY STATEMENT	1
3. ADMISSIONS.....	1
4. DEGREES AND CERTIFICATES.....	3
5. CURRICULUM FOR THE DEGREE OF MASTER OF DIVINITY	4
6. JOINT MA/MDIV PROGRAMS	18
7. CURRICULUM FOR THE DEGREE OF MASTER OF ARTS	18
8. CURRICULUM FOR THE DEGREE OF MASTER OF THEOLOGICAL STUDIES.....	19
[For students beginning the program in Summer 2017 and thereafter]	19
[MTS Program: Students who began the program before Summer 2017].....	26
9. THE CERTIFICATE OF ANGLICAN STUDIES.....	32
10. THE CERTIFICATE OF THEOLOGICAL STUDIES	34
11. COURSES AT OTHER SCHOOLS WITH WHOM CDSP HAS CROSS-REGISTRATION PRIVILEGES.....	36
12. CREDITS, GRADING SYSTEM, REGISTRATION, AND SATISFACTORY ACADEMIC PROGRESS.....	36
13. TECHNOLOGY	42
14. LITURGICAL VESTMENTS.....	43
15. TUITION AND FEES.....	44
16. EXCHANGE PROGRAMS	45
17. CLINICAL PASTORAL EDUCATION	46
18. FINANCIAL AID	46
19. STUDENT EMPLOYMENT	51
20. CHRISTIAN FORMATION.....	51
21. DEVELOPING INTERCULTURAL COMPETENCE.....	52
22. THE ADVISORY RELATIONSHIP.....	53
23. ASSESSMENT.....	54
24. ANNUAL GENERAL EVALUATIONS and RECOMMENDATIONS FOR ORDINATION.....	55
25. ECCLESIASTICAL RELATIONS	56
26. SEMINARY POLICY ON GENDER-INCLUSIVE LANGUAGE	57
27. SEMINARY POLICY ON PLAGIARISM AND ACADEMIC DISHONESTY.....	58
28. ACADEMIC DISPUTES AND RESPONDING TO STUDENT COMPLAINTS.....	60
29. ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES.....	61
30. SEMINARY POLICY ON SEXUAL HARASSMENT TRAINING.....	61
31. SEMINARY POLICY ON CHILDREN IN CLASS.....	62
32. SEMINARY POLICY ON PETS IN CLASS.....	62
33. SEMINARY POLICY ON SPOUSES AND PARTNERS AUDITING CLASSES.....	62
34. STUDENT RECORDS AND FERPA POLICY	62
35. ADDITIONAL SEMINARY POLICIES.....	65

1. MISSION STATEMENT

Church Divinity School of the Pacific is a graduate theological seminary and center of theological study of the Episcopal Church, and is a founding member of the ecumenical Graduate Theological Union in Berkeley, California. Responding to the challenges of contemporary society with the good news of Jesus Christ, CDSP is rooted in our Anglican identity and tradition, and provides quality theological education that integrates scholarship, reflection, worship, spirituality, and the practice of ministry.

2. DIVERSITY STATEMENT

We understand diversity as a broad and transformative concept. Our goal is to honor the value of difference in all levels of our organization and all aspects of our seminary community, and to work to reflect our commitment to diversity, equity, and inclusion in racial and ethnic representation, class, culture, gender identity and expression, sex, immigration status, sexual orientation, age, abilities, and theological leanings. We commit to an intentional and ongoing process of evaluation and reflection that facilitates open conversations to identify, lament, and repent from the structures and practices which undermine our commitments to diversity in all its forms. Through community building, policy enactments and ongoing conversation we look to transform these structures and practices in an effort to provide a community where all find meaningful belonging.

3. ADMISSIONS

As an accredited seminary of the Episcopal Church, Church Divinity School of the Pacific is open to individuals seeking a theological education in preparation for the ordained ministry, or for more effective leadership and educational roles in society and in the Church in a lay capacity. The degree of Bachelor of Arts, or its equivalent, from an accredited college or university, is the usual requirement for admission to a degree program. In addition to college transcripts, letters of reference, autobiographical statements, and an interview (on-campus or online) are required.

Application deadlines: All pertinent documents should be in the hands of the Admissions Office by the following dates.

- Residential and online programs
 - March 15: Priority deadline for fall admission
 - July 1: Final deadline for fall admission
 - November 1: Final deadline for spring admission.

Students are admitted to the residential MDiv program only for the Fall term. Students are normally admitted to the residential CAS program in the Fall term. Students may be admitted to other programs at the beginning of the Spring term.

- Low-residence programs:
 - March 15: Priority deadline for June admission.
 - April 1: Final deadline for June admission.

Students are admitted to the low-residence MDiv program only for the Summer Intensive. Students are normally admitted to the low-residence CAS program for the Summer Intensive.

Materials submitted by an applicant for admission purposes are not returnable to the applicant regardless of the admission decision, nor does the School release copies of such materials to a third party without written consent of the original sender.

Simultaneous Enrollment: Students regularly enrolled in the schools associated in the Graduate Theological Union may register in CDSP courses for which they are qualified. CDSP does not normally admit to its degree programs people who are already enrolled in a degree program at another institution, either within or outside of the GTU.

Applicants Not Holding a Baccalaureate Degree: An applicant who does not hold a baccalaureate from an accredited institution is eligible for admission to any CDSP degree or certificate program. Applicants without a baccalaureate degree must demonstrate their capacity for graduate theological studies by completing a full application, including transcripts, references, and admissions essays, and meeting the following additional criteria:

1. If the applicant has not completed any undergraduate education, the applicant must submit a high school transcript. A high-school diploma or GED is required for admission.
2. The applicant may submit certificates or other evidence of study in unaccredited programs.
3. The applicant must submit a resume or curriculum vitae describing relevant experience in religious leadership, whether volunteer or stipendiary.
4. The applicant must be a postulant or candidate for Holy Orders or in an approved discernment process, and must have the approval of their diocesan bishop for the program of study.
5. At least one reference must speak directly to the applicant's readiness for graduate-level theological education.
6. The applicant must demonstrate academic capacity by:
 - a. Completion of at least 3 college or university courses with a B or better, *OR*
 - b. Completion of a topical academic essay assigned by the CDSP faculty and reviewed by a faculty panel composed of two CDSP faculty in an interview with the applicant to assess content engagement, critical thinking skills, and readiness for graduate theological study.

Before beginning studies at CDSP, applicants who are admitted without a baccalaureate degree must complete an undergraduate course in English composition with a grade of C or higher. A transcript must be submitted to show completion of this requirement.

Unclassified Students: Students not enrolled in a regular degree or diploma program shall be known as Unclassified students. Admission to such status will be limited to one year. Continuation of this status beyond one year will necessitate reapplication to the Admissions Committee not later than 1 June. Unclassified students who later wish to become degree students must apply to the Admissions Committee for such status.

Persons who wish to take one specific course, whether online or in residence, in a specific semester or term, and do not plan to pursue a degree program at CDSP, may be admitted as Unclassified students through a modified admissions procedure. The decision to admit an applicant as an Unclassified student will be made administratively by at least two members of the Admissions Committee. A special admission form for Unclassified Status is available from the Admissions Office.

Transfer Credit: Requests for transfer credit for previous academic work completed at an accredited institution will be considered as part of the admission process. Such requests should be directed to the Registrar and are evaluated by the Dean of Academic Affairs and the Registrar. For purposes of satisfying course requirements, two quarter courses in the same subject matter are considered the equivalent of one semester course. A three-quarter course sequence may be considered the equivalent of a two-semester course sequence. MDiv transfer students will be required to show knowledge of Greek or Hebrew, or otherwise be certified as competent, before being admitted to third-year standing. Students transferring work from other schools must complete a minimum of one full year's work (eight 3-unit courses as a CDSP student) in order to be eligible for a degree. Coursework to be credited toward a degree program must fit within the maximum time limit for completion of the program (MDiv—10 years; MTS—8 years; and MA—4 years). Previous work that culminates in another degree is not eligible to be counted toward a CDSP degree or certificate program.

Students admitted to a certificate program (Certificate of Anglican Studies, Certificate of Theological Studies) may apply at a later date for admission to the MDiv or MTS program by completing a Change of Program Request Form available from the Admissions Office and on Moodle. After a certificate has been awarded, a student may be admitted to the MDiv or MTS program by following the normal application process. Credits earned in the certificate program may be counted toward the degree. Coursework must fit within the maximum time limit for completion of the program—MDiv, 10 years; MTS, 8 years.

A student who has matriculated in a CDSP degree program may petition the Dean of Academic Affairs to enroll in a course at another institution and transfer up to 3 units of academic credit from that institution to the CDSP degree. Petitions will be approved only for courses meeting specific academic needs not addressed through CDSP or the GTU, for example, a modern-language course or, for low-residence students, a second semester of a biblical language.

4. DEGREES AND CERTIFICATES

Accreditation: Church Divinity School of the Pacific 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, MTS; approved for a Comprehensive Distance Education Program.¹

CDSP offers the following degrees, diplomas and certificates:

First Degrees: Master of Divinity
 Master of Theological Studies
 Master of Arts (cooperative program with the GTU)

¹ The Commission contact information is:

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
10 Summit Park Dr
Pittsburgh, PA 15275
Tel: 412-788-6505; Fax: 412-788-6510; Website: www.ats.edu

Diploma:	Diploma of Graduation
Certificates:	Certificate of Anglican Studies Certificate of Theological Studies

Degree Programs Offered by the Graduate Theological Union: The Doctor of Philosophy degree is given by the GTU, but those students affiliated with CDSP are also voted the degree by the CDSP Board of Trustees. The requirements for the Master of Arts degree are set forth in the GTU catalogue.

GTU Certificates of Study

CDSP students are eligible to pursue certificates offered through individual centers of the Graduate Theological Union. These certificates represent the breadth of expertise and diversity within the study and practice of Christianity and other religions at the GTU. Certificates are available in the following areas:

- Certificate in Arts & Religion**
- Certificate in Buddhist Chaplaincy**
- Certificate in Hindu Studies**
- Certificate in Islamic Studies**
- Certificate in Jewish Studies**
- Certificate in Orthodox Christian Studies**
- Certificate of Swedenborgian Studies**

For more information on these certificates: <https://www.gtu.edu/certificates-degree-or-non-degree-students>

5. CURRICULUM FOR THE DEGREE OF MASTER OF DIVINITY

CDSP's MDiv program offers rigorous academic and spiritual formation for those who, in a context of religious and cultural pluralism, will lead the church in participating in God's mission, forming Christian disciples, and proclaiming the Gospel.

The program of study utilizes the ecumenical and interreligious resources of the Graduate Theological Union while at the same time providing a curriculum that addresses the needs and concerns of the world and the church as perceived from the perspective of the Episcopal Church. In addition to integrative courses focusing on the core skills of contextual awareness, intercultural competence, critical reflection, and public conversation, the sequence of courses covers the six canonically required areas of study for ordination to the priesthood in the Episcopal Church while also enabling students to develop skills for ministry leadership.

Community is the undergirding context for what the individual learns and for the academic curriculum. CDSP is a diverse community representing a wide spectrum of the Episcopal Church. It is part of the larger ecumenical and interfaith communities of the Graduate Theological Union and the greater San Francisco Bay Area. Both larger communities enrich and challenge CDSP with even broader ranges of heritage, belief, and practice. Within this setting the residential CDSP community gathers regularly to worship God. Knowledge of one another comes through meals together,

meetings, classes, committees, and other formal and informal occasions. The community rejoices together and sometimes laments together. Students in the low-residence program experience similar dynamics in their intensive sessions. In addition, students in the low-residence and residential programs come together in formation groups that meet throughout the fall and spring semesters. This spiritual development in community provides the foundation for the course of study that educates and trains people for lay and ordained ministries.

The Shape of the Curriculum:

Foundations for Ministry (3 credits): As students begin their course of study, this course serves as an orientation to core topics in the Anglican tradition and develops key academic skills that will be used throughout the curriculum. Students develop their understanding of Anglican polity, ethos, and spirituality; together with their ability to think theologically, to communicate effectively orally and in writing, to plan and lead worship at CDSP, and to integrate theological reflection and practice, particularly in relation to current issues in public life.

Biblical studies (four 3-credit courses): The courses in biblical studies are designed to introduce students to the variety of literary characteristics of the Bible, its multiple historical contexts, and the diversity of readers through the ages, and to develop basic skills in interpreting a biblical text in connection with contemporary social and political realities.

- **Introductory courses**: Students are required to take a 3-credit introduction to the Old Testament and a 3-credit introduction to the New Testament. The advisor, in consultation with biblical studies faculty, may grant advanced placement if previous academic work warrants this; normally the student will take an advanced course in the same testament in lieu of the introductory course requirement.
- **Biblical language**: Students are required to take at least one 3-credit course in a biblical language, either Hebrew or Greek. Students in both the low-residence and residential programs are expected to complete this requirement by the end of their second year of study. CDSP regularly offers a 3-credit introductory course in each language. Residential students who desire more in-depth study of a biblical language should enroll in the two-course sequence offered through the GTU; low-residence students may seek a second course at an institution near their primary residence and arrange to have the credits transferred to CDSP. A student who can show evidence of competence in a biblical language is excused from this requirement; the student will replace the biblical-language course with another course in biblical studies.
- **Exegesis area elective**: Students are required to take an exegesis course involving more detailed study of a particular book or small group of books. To fulfill this requirement, students must write an exegesis paper for this course.

History (two 3-credit courses): These courses are designed to explore the relationship between church and society and developments in doctrine, authority, and practices in their cultural location. The first course covers the history of Christianity from its origins to the late medieval period. The second course covers the development of Christianity as a world movement from the fifteenth to the late twentieth century, including the parallel development of Anglicanism.

Theology (two 3-credit courses): This sequence of courses introduces students to the core topics and methods of Christian systematic theology. The first course in the CDSP sequence considers the

following theological topics: God, creation, Trinity, Christology, theological anthropology, sin and salvation, grace, and pneumatology. The second course focuses on church, sacraments, eschatology, Christianity's relationship to other religions, hermeneutics, and theological method.

Ethics (one 3-credit course): This course introduces the field of Christian ethics by studying major theoretical approaches and exploring how Christians might address contemporary ethical issues. The course thus aims to advance students' historical and theoretical knowledge in a way that also provides resources for contemporary moral decision-making and pastoral leadership.

Liturgics and Music (two 3-credit courses and one 1.5-credit course):

- An introductory 3-credit course on the history and theology of Christian worship is intended as a bridge between students' past liturgical experience and the knowledge and understanding needed by persons who will exercise liturgical leadership in the church.
- The second 3-credit course focuses on sacramental theology, with special attention to sacraments and sacramental rites as acts of the church and particular emphasis on the Book of Common Prayer.
- A 1.5-credit course develops skills for effective liturgical leadership.
- In addition to these required courses, an elective course in church music prepares students both to exercise musical leadership in Episcopal liturgy and to develop guiding philosophies for the implementation of music in parish life.

Christian Education (one 3-credit course): This course introduces students to theologically-grounded strategies, methodologies, and resources to communicate the Christian faith to others—adults, youth, and children. Students develop their ability to prepare programming and shape formation experiences rooted in an understanding of the contemporary context in which individuals live and worship.

Homiletics (one 3-credit course): A foundational course on the art of preaching addresses preaching from the lectionary, exegesis of scripture, sermon design and presentation, and learning to “tune” the sermon to its liturgical context as well as the cultural location and situation of the congregation.

Pastoral Theology (3 credits, offered as a 3-credit semester-long course and as two 1.5-credit courses in successive January intersessions): This introductory course focuses on the purposes, concerns and methods of pastoral theology and pastoral care. Pastoral theology informs and frames practices of the ministry of the church with individuals and groups within a congregation, institution or community. The course sets such pastoral care within a theological framework and considers how theology shapes ministry and how changing social circumstances affect both theology and ministerial practice. It also introduces students to basic skills and knowledge necessary for effective pastoral ministry and theological reflection.

Students with advanced clinical degrees in counseling may meet this requirement by taking any advanced course in the pastoral theology area that addresses the uniqueness of the pastoral role as caretaker and the religious resources for caring.

Organizing for Public Ministry (one 1.5-credit course): This course focuses on developing skills, tools, and theoretical/reflective capacity for community organizing around multiple issues within a

ministry context. CDSP is a member organization of the Bay Area Industrial Areas Foundation (the nation's oldest network of faith-based and community organizations), and the course is taught as a weeklong intensive by a team of experienced trainers from IAF with additional theological reflection and context provided by a CDSP professor. Students who entered the program *prior to Summer 2020* are required to take this course for 3 credits; students who entered the program *in Summer 2020 and thereafter* are required to take it for 1.5 credits.

Field Education (6 credits): Field Education, the first-year contextual education sequence, provides an opportunity and context for thinking theologically and exercising ministerial skills under trained supervisors in a placement site. During the fall and spring semesters, the student serves an average of eight to ten hours per week, exclusive of travel and preparation, in a local congregation or institution. The CDSP director of contextual education works with residential students to arrange placement in a Bay Area congregation or institution, and for students in the low-residence program, the director of contextual education works with each student and their home diocese to arrange placement near their primary residence.

In addition to a ministerial placement, students meet in a contextual education class designed to foster integration of their ministerial experiences with their overall theological education and to provide frameworks and practices that will support ministerial leadership. For students in the residential program, the class meets weekly for two hours during the fall and spring semesters. Class time is split between lecture/discussion and student-led theological reflection on ministry experiences. Students in the low-residence program are supported in their online learning by the course instructor and fellow class peers. Low-residential students also participate on campus during two January intersessions, the first prior to their placement and the second in the intersession during their placement year.

Completion of Child Abuse and Clergy Sexual Misconduct Prevention Training is required prior to beginning Field Education. The specific course completed by the student should comply with requirements for clergy in the student's home diocese.

There is no requirement for sites to pay students for their contextual education internship though sites can offer up to \$250 dollars as a love offering or to help with books. Students who require financial support for travel to and from their site may negotiate additional support directly with their supervisor.

The supervisor and the student negotiate a contract and learning covenant for the academic year that details the specific expectations of the supervisor and the specific learning goals of the student. This contract is the basis for coordinating the educational objectives of the student and the work requirements of the Field Education site.

At the end of each semester, the student and supervisor engage in a shared assessment process. The two reflect on the student's progress toward the defined learning goals for the semester, the student's overall growth, and areas for further development and experience. A formal written assessment by the student and supervisor are prepared and discussed in a supervisory meeting. The written assessment must be signed by both student and supervisor and submitted to the director of contextual education by the end of the semester. The lay committee also completes a written assessment based on their interactions with, and observations of, the student. This written assessment is also shared and discussed with the student prior to being submitted to the director of

contextual education. Students are assessed in relation to the learning goals in the learning covenant. These evaluations are sent to the director of contextual education and are shared only with the student's faculty advisor, the Dean of Academic Affairs, and the President and Dean, if requested by him.

The Contextual Education Manual provides further information about procedures and regulations.

Anglicanism area elective (one 3-credit course): In consultation with their advisor, students select a course in a focused aspect of Anglican history, theology, or ethics. CDSP regularly offers courses both during fall and spring semesters and during the summer intensive.

Interfaith area elective (one 3-credit course): In consultation with their advisor, students select a course in another world religion or interfaith relations. Courses are offered regularly in the GTU during the fall and spring semesters, and CDSP offers suitable courses during the summer intensive.

Electives (9 credits, normally three 3-unit courses): In consultation with their advisor, students select elective courses to enrich their education or prepare them for specific ministerial emphases. Normally, electives are taken near the end of the student's program, to enable each student to determine areas of greatest personal interest and/or need in their preparation for ministry.

Modern Language Study: Students in the MDiv program may receive credit toward their degree of no more than three (3) credits for modern language study, as elective credit. The purpose of this study must be preparation for or enhancement of a student's ministry in a setting where that language is spoken. Courses in a modern language must emphasize conversation rather than just reading. Study of this modern language does not replace the requirement of a 3-credit course in a biblical language.

Leadership for Ministry (6 credits): The MDiv seminarian experiences their second, and last, contextual education sequence during their final year of study. Leadership for Ministry I and II consist of placement experience for five to six hours per week over the course of the fall and spring semesters. Additionally, residential students take a corresponding class once a week for three hours, and low-residential students enroll in a weekly online course. Students engage in ministerial leadership and work including training in various leadership models and skills, evangelism, congregational development, church administration, canon law, finances, and fund-raising.

An integral part of Leadership for Ministry is a ministerial placement in a congregation or institution. In consultation with their advisor, the CDSP director of contextual education, the course instructor, the Leadership for Ministry supervisor, and their diocese, students decide whether to continue in the same setting as their Field Education or seek placement in a different context. While enrolled in the course, the student serves an average of five to six hours per week, exclusive of travel and preparation, in a local congregation or institution. Students from dioceses that require a second year of contextual education may need to serve more hours per week and are expected to know the requirements and communicate them to the director of contextual education and their Leadership for Ministry supervisor. The supervisor and the student negotiate a learning contract for the academic year that details the specific expectations of the supervisor and the specific goals of the student. This contract is the basis for coordinating the educational objectives of the student, and the work requirements of the Leadership for Ministry site.

Immersion (0 credits): Students who entered the program *prior to Summer 2019* are required to participate in a course or program that includes at least 20 hours of immersion in a racial, ethnic, or cultural context different from the student's own context. Students may receive academic credit for immersion courses taken at CDSP or the GTU, but they are not required to enroll in a credit-bearing course. The advisor approves the course or program and notifies the Registrar when the requirement is completed.

Students entering the program *in Summer 2019 or thereafter* are expected to develop intercultural competence throughout their program at CDSP. Each student will take the Intercultural Development Inventory (IDI) upon matriculation and discuss their results with their advisor. They will then develop their individual Intercultural Development Plan (IDP), in consultation with their advisor, which may include coursework, immersion experiences, or other growth opportunities as the student chooses. Each student will discuss their IDP with their advisor at least once per year and will take the IDI again as desired during their time at CDSP in order to see progress in development, as well as during their final semester before graduation. See section 17, "Developing Intercultural Competence," for more details about the IDI.

Spiritual Formation (0 credits): The Dean of Students oversees the Formation Program. All MDiv students are required to participate in a no-credit, pass/fail curriculum for spiritual formation each semester. The requirements/expectations are outlined each year in the Formation Syllabus, and include monthly participation in assigned peer formation groups, regular participation in community worship, and participation in formation forums, as designated in the syllabus. Assessment: All students are required to submit a self-evaluation of the benefits and challenges in a student's formation over the course of the semester.

Worship Leadership: As part of their academic program, all MDiv students are required to participate regularly in planning and leading CDSP community worship. This includes accepting leading roles in all services unless a conflict prevents attending a service, attending planning meetings when one has a leading role in a Thursday Community Eucharist, and serving to assist and support services behind the scenes when scheduled as an assistant sacristan.

Senior Sermons: Each graduating MDiv student is required to preach a Senior Sermon in their final year at CDSP. This sermon may be preached either at CDSP in All Saints Chapel **or** in a congregation with which the student has a meaningful connection (e.g., sending parish, field placement, primary worshipping community). Senior Sermons preached in All Saints Chapel will be scheduled by the Director of Chapel, typically at Tuesday morning eucharist for residential students and at a eucharist during either January intersession or Summer intensive for low-residence students. Students wishing to preach their Senior Sermon in All Saints Chapel must apply to the Director of Chapel prior to (or early in) the academic term during which the student wishes to preach. Specific details about applying to be scheduled to preach in All Saints Chapel will be made available by the Director of Chapel.

The method of evaluating Senior Sermons is the same, regardless of the setting in which the sermon is preached. Prior to the sermon, the student preacher must identify at least three people who will be present when the sermon is preached and who agree to provide structured feedback to the preacher. For sermons preached in All Saints Chapel, one of the people chosen must be a member of the faculty. For sermons preached elsewhere, one of the people must be ordained and a part of the worship community in which the sermon is preached. The questions below must be used to guide

the evaluative feedback. The student is responsible for making sure all people providing feedback are familiar with the questions and the process. In the week following the Senior Sermon, the student must meet with the feedback team to receive and discuss the feedback. The student must submit a written 150- to 300-word summary of the evaluative conversation, focusing on what they learned as a result of the feedback. This summary and the signature sheet (available on the CDSP Community Moodle page) are submitted to the student's advisor. The student then has a final conversation with the advisor about the Senior Sermon process and learning. This fulfills the Senior Sermon requirement.

Questions for Senior Sermon evaluative feedback:

- What, in your words, was my sermon about?
- In what ways did my sermon engage the appointed collect and scriptures?
- How did my offering deepen your sense of Good News?
- What effect did my sermon have on you?
- How did I convey confidence and establish trust with the congregation?
- Is there one thing I could have done to be a more effective preacher?

Courses at the Graduate Theological Union: Because CDSP is a member school of the GTU, CDSP students may register for courses at any of the member schools or centers of the GTU. GTU courses can satisfy some MDiv requirements, and CDSP sometimes makes arrangements for its students to be guaranteed a place in a course offered at another school. To assist students in planning their program, the CDSP Registrar publishes an annual list of GTU courses that satisfy CDSP MDiv requirements. CDSP students are strongly encouraged to take advantage of the opportunities for ecumenical and interreligious study offered through the GTU.

Summary of Requirements:

Foundations for Ministry:	3 credits
Biblical Studies:	
Introduction to the Old Testament	3 credits
Introduction to the New Testament	3 credits
Biblical language	3 credits
Exegesis area elective	3 credits
History	6 credits
Theology	6 credits
Ethics	3 credits
Liturgics and Music	
Introduction to Worship	3 credits
Liturgics	3 credits
Liturgical Leadership	1.5 credits
Christian Education	3 credits
Homiletics	3 credits
Pastoral Theology	3 credits
Organizing for Public Ministry	1.5 credits*
Field Education	6 credits
Anglicanism area elective	3 credits
Interfaith area elective	3 credits
Open electives	9 credits

Leadership for Ministry	6 credits
Immersion/IDI process	0 credits
Formation	0 credits
Senior Sermon	0 credits
TOTAL CREDITS REQUIRED	75

*Students who entered the program *prior to Summer 2020* must take Organizing for Public Ministry for 3 credits, making the total credits required for the degree 76.5.

Residency Requirements:

The MDiv curriculum intends to cultivate a theological understanding of Christian faith through study and reflection, experience in ministry, worship, and personal and social maturation within the framework of the CDSP and GTU communities. Formation in community is integral to students’ academic and spiritual formation, and some face-to-face interaction is needed to establish and develop relationships in the seminary community.

Normally, a student chooses either the residential or the low-residence option at the beginning of the program and follows that course of studies. With the permission of the advisor, a student may move to a different residency option. **All MDiv students must complete 7 terms in residence, whether fall, January intersession, spring, or summer intensive.**

Residential program: The residence requirement is normally six full semesters (or the equivalent in part-time study) of coursework taken on-campus at the GTU as a CDSP student, plus one January intersession. Full-time study is understood as enrollment in four 3-credit courses. A student may not enroll for more than five 3-credit courses (15 credits), excluding 1- or 1.5-credit courses, in any one semester.

“In residence” is defined as being on campus regularly to participate in class sessions as well as worship, seminary meals, and other community activities. Over the course of six semesters in residence, a student may take up to eight three-credit courses online, provided that in each semester the student is on campus regularly for at least one class, worship, meals, and other community activities. Students may petition the faculty through their advisor to count course work done online and/or during the summer and January toward a maximum of one semester’s residence. The residential program cannot be completed in less than five full semesters of residence.

Students should be aware that taking fewer than four courses each semester does NOT meet the requirements for full-time status as determined for purposes of agencies dealing with financial aid, or for purposes of student loans, immigration, and veterans educational benefits. In many cases agencies require that repayment of loans begin immediately when a student’s course load falls below half-time (two 3-credit courses).

Two 1.5-credit courses may be counted in place of a 3-credit course with the approval of the advisor. It is especially appropriate to do this if these courses are in the same subject. The advisor determines whether such calculation is appropriate in a given instance and informs the Registrar.

Low-residence program: The residence requirement for the low-residence MDiv program is four June intensive terms (each 2 weeks long) and three January intensive terms (normally 1 week long)

taken on campus as a CDSP student. In addition to these seven intensive terms on campus, students take 6 credit hours per semester each fall and spring. The program is designed to be completed by a student in a minimum of four years. A student may not enroll in more than three 3-credit courses (nine credits) in any one semester.

Students may petition the faculty through their advisor to count course overloads and/or additional course work done during the summer and January toward a maximum of two semesters and one January intersession, in which case the student would complete the program after their fourth summer intensive. The low-residence program cannot be completed in less than three years (4 summer intensives, 2 January intersessions, and 6 semesters of online coursework).

Students should be aware that taking classes in a low-residence program requires diligence for maintaining an appropriate enrollment status for eligibility for federal financial aid and for required loan repayment. Low-residence students are strongly encouraged to be in conversation with the Financial Aid Office.

Length of program (residential and low-residence): All requirements must be completed within ten years inclusive of leaves of absence. A program is counted as beginning as of the first term of study in which credits toward a degree are successfully earned.

Transfer students (residential and low-residence): Students transferring work from other schools must complete a minimum of one full year's work in order to be eligible for a degree. A full year is defined as eight 3-credit courses as a CDSP student, either two semesters in residence OR two residencies, January or June, and two semesters online.

A student who has matriculated in a CDSP degree program may petition the Dean of Academic Affairs to enroll in a course at another institution and transfer up to 3 units of academic credit from that institution to the CDSP degree. Petitions will be approved only for courses meeting specific academic needs not addressed through CDSP or the GTU, for example, a modern-language course or, for low-residence students, a second semester of a biblical language.

Residential MDiv Curriculum Sequence

	Fall	Intersession	Spring
Year 1	<ol style="list-style-type: none"> 1. Foundations for Ministry 2. Pastoral Theology 3. History I 4. Introduction to Old Testament 	Organizing for Public Ministry (1.5 credits)*	<ol style="list-style-type: none"> 1. Introduction to Worship 2. Introduction to New Testament 3. History II 4. Biblical Language OR Interfaith area elective
Year 2	<ol style="list-style-type: none"> 1. Field Education I 2. Theology I 3. Christian Education 4. Anglicanism area elective OR Exegesis elective OR Interfaith area elective OR Biblical Language 	Immersion of some kind**	<ol style="list-style-type: none"> 1. Field Education II 2. Theology II 3. Homiletics 4. Anglicanism area elective OR Exegesis area elective OR Interfaith area elective OR Biblical Language
Year 3	<ol style="list-style-type: none"> 1. Leadership for Ministry I 2. Liturgics 3. Ethics 4. Anglicanism area elective OR Exegesis area elective OR Interfaith area elective OR Elective 		<ol style="list-style-type: none"> 1. Leadership for Ministry II 2. Elective 3. Elective 4. Elective OR Anglicanism area elective OR Exegesis area elective OR Interfaith area elective 5. Liturgical Leadership (1.5 credits)

*3-credit version required for students who entered prior to Summer 2020

**Immersion required for students who entered prior to Summer 2019

Low-Residence MDiv Curriculum Sequence

	Summer	Fall	Intersession	Spring
Year 1	1. Biblical Language OR Anglicanism elective OR Interfaith elective 2. Foundations for Ministry	1. History I 2. Introduction to Old Testament	Organizing for Public Ministry (1.5 credits)*	1. Introduction to New Testament 2. History II
Year 2	1. Anglicanism elective OR Interfaith elective OR Biblical Language OR Exegesis elective 2. Introduction to Worship	1. Christian Education 2. Theology I	1. Pastoral Theology I (1.5 credits) 2. Preparation for Theological Field Education (0 credits)	1. Ethics 2. Theology II
Year 3	1. Anglicanism elective OR Exegesis elective OR Interfaith elective 2. Homiletics	1. Field Education Placement I 2. Liturgics	1. Pastoral Theology II (1.5 credits) 2. Continuing Praxis in Theological Field Education (0 credits)	1. Field Education Placement II 2. Elective
Year 4	1. Anglicanism elective OR Exegesis elective OR Interfaith elective 2. Liturgical Leadership (1.5 credits)	1. Leadership for Ministry I 2. Elective	Immersion of some kind**	1. Leadership for Ministry II 2. Elective

*3-credit version required for students who entered prior to Summer 2020

**Immersion required for students who entered prior to Summer 2019

Low-Residence MDiv Curriculum Sequence (accelerated)

	Summer	Fall	Intersession	Spring
Year 1	1. Biblical Language OR Anglicanism elective OR Interfaith elective 2. Foundations for Ministry	1. History I 2. Introduction to Old Testament	1. Pastoral Theology I (1.5 credits) 2. Preparation for Theological Field Education (0 credits) 3. Organizing for Public Ministry (1.5 credits)*	1. Introduction to New Testament 2. History II
Year 2	1. Anglicanism elective OR Interfaith elective OR Biblical Language OR Exegesis elective 2. Introduction to Worship	1. Christian Education 2. Theology I 3. Field Education Placement I	1. Pastoral Theology II (1.5 credits) 2. Continuing Praxis in Theological Field Education (0 credits)	1. Ethics 2. Theology II 3. Field Education Placement II
Year 3	1. Anglicanism elective OR Exegesis elective OR Interfaith elective 2. Homiletics	1. Leadership for Ministry I 2. Liturgics 3. Elective	Immersion of some kind**	1. Leadership for Ministry II 2. Elective 3. Elective
Year 4	1. Anglicanism elective OR Exegesis elective OR Interfaith elective 2. Liturgical Leadership (1.5 credits)			

*3-credit version required for students who entered prior to Summer 2020

**Immersion required for students who entered prior to Summer 2019

MDiv Degree Program Goals and Learning Outcomes:

Degree Goal #1 – Mission

- 1.1 Students will articulate a coherent theological understanding of God’s mission, grounded in Scripture and in Christian heritage, particularly in its Anglican distinctiveness as well as its ecumenical comprehensiveness.
- 1.2 Students will demonstrate skill in contextual analysis that informs and deepens the church’s commitment to the common good in particular ministry settings.

Learning Outcomes

- 1.1.1 Students will articulate in critically reflective ways how and why views of Scripture have evolved over time and in a variety of contexts, serving as the foundation of Christian understandings of mission, especially in the Anglican tradition.
- 1.1.2 Students will articulate a coherent and critically reflective historical and theological understanding of the nature of the church and of the church’s participation in God’s mission throughout history, with particular attention to the worldwide Anglican Communion.
- 1.1.3 Students will articulate a coherent, critically reflective and contextually sensitive theological understanding of mission in relation to particular present-day issues and challenges.
- 1.1.4 Students will demonstrate an ability to preach in ways that clearly and compellingly articulate a culturally aware and scripturally informed theology of mission.
- 1.1.5 Students will demonstrate skill in leading communities of faith in their participation in God’s mission.

- 1.2.1 Students will demonstrate the ability to analyze a wide variety of socio-cultural contexts in which ministry takes place, using tools that include critical theory as applied to class and race.
- 1.2.2 Students will demonstrate the capacity to articulate and use a Scripturally, theologically, and historically grounded Christian ethic that encompasses interpersonal relations, wider social issues, and the church’s participation in the common good.
- 1.2.3 Students will demonstrate the ability to identify and offer a Christian critique of the ways in which various forms of moral thinking shape our current culture.

Degree Goal #2 – Discipleship

- 2.1 Through participation in a community of worship, prayer, and service, students will cultivate spiritual practices that empower them to gather and form Christian community, and skills that enable them to engage Christian disciples in joining God’s mission of reconciliation, justice, and mercy.

Learning Outcomes

- 2.1.1 Students will articulate a theological and practical understanding of the connections between worship, mission, and the formation of Christian disciples.
- 2.1.2 Students will demonstrate the ability to participate in and shape conversations on contested issues in ways that both express conviction and embody respect for others.
- 2.1.3 Students will demonstrate the capacity to cultivate in themselves and others the habits, dispositions, and imaginative capacities needed for faithful public action in order to lead communities of faith that participate in God’s healing of the world.

- 2.1.4 Students will exhibit knowledge of a variety of spiritual practices that foster lively faith and healthy leadership and will demonstrate using these both in their own lives and ministries, and to build up the Christian faith and ministry of others.
- 2.1.5 Students will demonstrate understanding and practical use of a variety of methods of theological reflection in their own practice of ministry leadership, and in relation to the life of Christian communities.
- 2.1.6 Students will demonstrate reflective skills in working with peers and others to develop and lead worship that gathers, forms, and transforms the Christian community for the sake of individual and corporate participation in God's mission.
- 2.1.7 Students will demonstrate skills in designing and implementing holistic Christian formation resources, programs, and approaches that shape Christian disciples and Christian communities of witness, service, social action, and advocacy.
- 2.1.8 Students will demonstrate knowledge of a variety of approaches to congregational and organizational development, leadership, and change management, with particular attention to the challenge of nurturing Christian community in rapidly changing social and ecclesial contexts.

Degree Goal #3 – Evangelism

- 3.1 Students will articulate and embody the good news of God in Jesus Christ in coherent and compelling ways, orally, in writing, and through action, communicating the transforming power of the Gospel both within the church and in our pluralistic world.

Learning Outcomes

- 3.1.1 Students will articulate an understanding of the complementary relationship between evangelism and Christian social action, and their respective roles in proclaiming the Gospel and inviting people into Christian discipleship.
- 3.1.2 Students will demonstrate skills in developing contextually sensitive and authentic language, practices, and strategies for witness and evangelism that are usable in a variety of ministry settings in the church and the world, with particular attention to the challenges of the post-colonial and inter-religious context.
- 3.1.3 Students will demonstrate an ability to preach in a wide variety of contemporary contexts, presenting the Gospel in ways that are clear and attractive both to existing Christians and to those who do not profess the Christian faith.
- 3.1.4 Students will articulate critically reflective historical knowledge of the role and function of Christian apologetics, witness, and evangelism, particularly within the Anglican tradition.
- 3.1.5 Students will exhibit an understanding of the rhetorical, philosophical, and conceptual tools that shape Christian apologetics.
- 3.1.6 Students will show the capacity to engage with sources and resources in the Anglican tradition and beyond, in order to formulate their own critically reflective theologies of the place of evangelism in God's mission, in relation both to those who are willing to receive the Gospel and those who are not.
- 3.1.7 Students will articulate a critically reflective theological understanding of the evangelistic dimensions of worship.
- 3.1.8 Students will articulate a contextually sensitive, critically reflective theological understanding of the role of music and the arts in communicating the Gospel, and leading people into an encounter with the Holy.

NOTE: The Learning Outcomes were renumbered in summer 2017. The content of the outcomes is unchanged.

6. JOINT MA/MDIV PROGRAMS

Students who desire a combination of academic and professional programs may enroll sequentially in the MDiv and MA programs. This entails completing a separate admission process for each program and the completion of all requirements for each degree. Eight 3-unit courses, the equivalent of one year of full-time study, can be applied to the requirements of both degrees, and the minimum time to be spent in the sequential programs is four years. Students must complete the MA portion of the joint programs within two years of full-time study after completion of the MDiv.

Students begin their studies in the MDiv program and must complete all requirements for the degree before matriculating in the MA program. While students may apply to the MA program through the GTU Admissions Office at any point in their studies, they are encouraged to apply by the end of the second year of their MDiv program, so that they can select courses that will satisfy degree requirements for both programs. MDiv students admitted to the joint MA program are placed on deferment for the MA until they complete MDiv requirements. Students who begin the MA program and subsequently wish to apply as well to the MDiv program should consult with the CDSP academic dean.

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

Throughout their MDiv program, students register in the CDSP registration system, pay tuition to CDSP, and are eligible for financial aid from CDSP. Upon matriculation in the MA program, students register in the GTU registration system and pay tuition to the GTU. The GTU also administers financial aid; however, students are still eligible for CDSP institutional aid. Refer to the Financial Aid section of this handbook for information on financial aid for MA students.

When students complete the joint MDiv/MA programs, the MDiv degree is conferred by CDSP, the school accredited to confer that degree, and the MA degree by the GTU, the school accredited to confer that degree. Separate transcripts are provided for each degree, the MDiv by CDSP and the MA by the GTU. For the MA, students may participate in either or both of the CDSP and GTU commencement exercises.

7. CURRICULUM FOR THE DEGREE OF MASTER OF ARTS

The MA program is offered by the GTU in cooperation with member schools including CDSP. Admission applications for the MA program are submitted to the GTU Admissions Office, and applications are considered by the Admissions Committees of both the GTU and the school of affiliation.

Complete information about the MA Program is contained in the GTU MA Handbook, available from the GTU Dean's Office, and on the GTU website: www.gtu.edu.

8. CURRICULUM FOR THE DEGREE OF MASTER OF THEOLOGICAL STUDIES

[For students beginning the program in Summer 2017 and thereafter]

CDSP's MTS program provides solid academic grounding in theological disciplines, into which students integrate their interests and often their expertise in other fields, deepening their capacity for their current or envisioned vocation. Additionally, through study, worship, prayer, and service, students in the MTS program are formed as Christian disciples who participate in God's mission and proclaim the Gospel in a context of religious and cultural pluralism.

If undertaken on a full-time basis, the MTS program is designed to be completed in as little as two academic years. The degree may be pursued in residence, online, or in a combination of both modalities. Full-time study is understood as enrollment in four 3-credit courses. A student may not enroll for more than five 3-credit courses (15 credits), excluding 1- or 1.5-credit courses, in any one semester. Online students normally enroll in two 3-credit courses each semester, and may not enroll in more than three 3-credit courses per semester.

The Shape of the Curriculum:

The MTS degree requires successful completion of 16 three-unit courses (48 units in total), distributed as follows:

- 1 Old Testament course
- 1 New Testament course
- 2 history courses
- 1 theology course
- 1 ethics course
- 1 liturgics course
- 1 course in a world religion or interfaith relations
- 6 electives
- 2 thesis/project courses

Course selection is worked out with the faculty advisor under supervision of the Dean of Academic Affairs. The student is encouraged to explore tutorials, special reading courses, and programs available in field education. The overall program should be coherent at the same time that it maximizes the interests and freedom of the student.

All work for the program must be completed within a period of eight years beginning with the first work credited toward it, inclusive of transfer credit and leaves of absence.

Students should be aware that taking fewer than four courses each semester does NOT meet the requirements for full-time status as determined for purposes of agencies dealing with financial aid, for purposes of student loans, immigration, and veterans educational benefits. Repayment of student loans is required when a student's course load falls below half-time (two 3-unit courses).

Two 1.5-unit courses cannot normally be counted in place of a 3-unit course unless they are in the same subject. The advisor determines whether such calculation is appropriate in a given instance and informs the Registrar.

Advanced Standing: Students with previous academic work in a required area will normally take an upper-level course in the same area.

Transfer Credit: Students with official transcripts that (1) reflect completed coursework that did not result in earning a degree and (2) demonstrate successful completion of one or more courses prior to enrolling as a CDSP MTS student that answer to the distribution requirements set out above may, with the formal permission of their academic advisors, and following an evaluation of the transcripts by the Registrar and the Dean of Academic Affairs, both consider the distribution requirement(s) for the area(s) in question to be fulfilled and apply those credits toward the CDSP MTS requirements, reducing the number of credits to be earned at CDSP. A maximum of eight three-unit semester courses (or the equivalent completed on the quarter system) can be transferred to CDSP from another school. Students transferring work from other schools must complete a minimum of one full year's work (eight 3-unit courses) as a CDSP student in order to be eligible for the MTS degree. In addition, the eight-year clock for completing the degree begins with the earliest units earned toward the degree, whether they were earned at CDSP or elsewhere.

A student who has matriculated in a CDSP degree program may petition the Dean of Academic Affairs to enroll in a course at another institution and transfer up to 3 units of academic credit from that institution to the CDSP degree. Petitions will be approved only for courses meeting specific academic needs not addressed through CDSP or the GTU, for example, a modern-language course or, for low-residence students, a second semester of a biblical language.

Spiritual Formation: The Dean of Students oversees the Formation Program. All MTS students are required to participate in a no-credit, pass/fail curriculum for spiritual formation each semester. The requirements/expectations are outlined each year in the Formation Syllabus, and include monthly participation in assigned peer formation groups, regular participation in community worship, and participation in formation forums, as designated in the syllabus. Assessment: All students are required to submit a self-evaluation of the benefits and challenges in a student's formation over the course of the semester.

January Intersession and Summer Coursework: While MTS students are not required to take January or summer courses, they may enroll in courses offered at these times. January and summer courses cannot be combined (1.5 + 1.5) to replace a three-unit course, except as outlined above.

Academic Standards:

CDSP maintains high academic standards for all of its degree programs. This is especially crucial for the MTS program because of its culminating integrative project requirement, which must conform to stringent GTU-wide standards for format and use of academic apparatuses, such as styles for footnotes, endnotes, and bibliography. The GTU standard is the Notes–Bibliography Style detailed in chapters 16 and 17 of Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9th ed. (Chicago: University of Chicago Press, 2018). Students are strongly encouraged to obtain and study this guide, and particularly those chapters, to learn this style long before the work on the project begins. **Unless otherwise instructed, all course papers should conform to this style.**

In addition, academic writing is an art unto itself. It is a skill that must be mastered, even if one is already strong in other types of writing. For example, students must grasp how to formulate a thesis

statement and how to construct a convincing argument in support of it, how to use sources effectively, and how to quote properly. Students who are not completely comfortable with scholarly writing are highly encouraged to take a theological writing course at the GTU or an academic writing course of another kind elsewhere. There are also resources in print and online for self-study. Print resources include the first half of the volume by Turabian mentioned above, which is an edited version of the classic book, *The Craft of Research* (4th ed., by Wayne C. Booth, Gregory G. Colomb, Joseph M. Williams, Joseph Bizup, and William T. Fitzgerald [Chicago: University of Chicago, 2016]). Another highly recommended book is Gerald Graff and Cathy Birkenstein's *They Say / I Say: The Moves That Matter in Academic Writing*, 3rd ed. (New York: W. W. Norton, 2015). Note that this text is an excellent guide to academic writing, but that when it comes to references it uses the MLA style and not Turabian style. A much more detailed manual is Lucretia B. Yaghjian's *Writing Theology Well: A Rhetoric for Theological and Biblical Writers*, 2nd ed. (New York: Bloomsbury-T&T Clark, 2015). Especially useful online resources for academic writing include the Purdue Online Writing Lab (https://owl.purdue.edu/owl/purdue_owl.html) and the Harvard College Writing Center (<http://writingcenter.fas.harvard.edu/pages/resources>).

Integrative Project Requirement:

Integrative Project Course: MTS students enroll in a three-unit thesis/project course (MA-5000, In Thesis) in each of the two final semesters of the program. Six units of MA-5000 are required. MA-5000 is graded "IP" (In Progress) until a student successfully completes the review of the integrative project and submits the written component, after which six units of MA-5000 are graded Pass.

Formation of an Integrative Project Committee: During the first thesis/project course, the student chooses an integrative-project advisor from among the CDSP faculty based on the topic decided upon for the thesis or project. The advisor plus one faculty reader comprise the integrative-project committee. The second reader may be from outside CDSP; if the second reader is not a member of the faculty at the GTU or a GTU member school, the Dean of Academic Affairs must approve the reader. Normally, one of the readers for a creative project will have expertise in the art form that the student will use for the project. On occasion, a student may, with the approval of the integrative-project advisor, request a third reader. If the integrative-project advisor is not the student's regular faculty advisor, the student may ask the Dean of Academic Affairs to be reassigned to the integrative-project advisor or may continue with their regular faculty advisor.

Research Involving Human Subjects: Students who intend to use human subjects as part of their thesis research or action project (e.g., qualitative research, such as interviewing, or quantitative research, such as surveying) must develop a "Human Subjects Protocol" to assure that human subjects will be treated in a manner consistent with their dignity and autonomy, that subjects consent freely and in an informed manner to participate in the research, and that human subjects are either not at risk or are protected from any risks or harms posed by the research. Students must consult the "Guidelines and Procedures for Review of Research Involving Human Subjects," available in the "Forms and Resources" section of the CDSP website, for the criteria necessitating a protocol and details about the process.

If a protocol is required, students must receive approval from the Dean of Academic Affairs.

Approval must occur prior to beginning the research, normally as soon as possible following the formation of the integrative-project committee, but prior to submitting the proposal for the committee's approval.

Proposal for a Research-based Thesis: The body of the proposal is to be three to five double-spaced pages in length, featuring one-inch margins and using a 12-point standard font. The proposal must employ appropriate citation, as outlined in the “Academic Standards” section above. The proposal must include each of the sections named below, with accompanying headings, in the following order:

Title: Provide the full proposed title (i.e., including the subtitle, if one is to be used) of the thesis.

Scope and Nature of Thesis: Define what the thesis is about, the field in which it is located, the background of the topic, and the thesis’ limits (noting matters that the thesis will not cover that might be expected).

Thesis Statement: In one sentence (or two, if absolutely necessary), state the central claim of the thesis. The thesis itself will be an extended argument demonstrating the truth of the thesis statement. This is the spine of the thesis. It is the statement around which the entire endeavor is organized.

Methodology: Explain the theoretical frameworks and specific methodological tools that will be used for research and/or analysis. This is not a question about how the text/research will be organized but about how it will be conducted.

Significance: Discuss the significance of the work within the discipline(s) engaged by the thesis, and, if applicable, for other communities (religious, local, political, national, etc.), particularly the Episcopal Church or Anglican Communion. Demonstrate the distinctive contribution this thesis will make, noting any gap in the current literature that the thesis will attempt to fill.

Section Outline: Give a clear indication of what each section of the thesis will include. This should provide a clear sense of how the entire work is to be organized and structured and the major moves that you as its author plan to make. Section titles are welcome but not necessary at this stage. Your outline must estimate the number of pages for each planned section, thereby indicating how the finished work will meet the length requirement for research-focused theses: **50-75 double-spaced pages**.

Short Bibliography: In addition to the three-to-five-page proposal, include a short bibliography consisting of at least 15 entries (in proper bibliographic format) representing the most significant works/materials that will be used in the research/work.

Proposal for a Creative Project

The body of the proposal is to be three to five double-spaced pages in length, featuring one-inch margins and using a 12-point standard font. The proposal must employ appropriate citation, as outlined in the “Academic Standards” section above. The proposal must include each of the sections named below, with accompanying headings, in the following order:

Title: Provide the full proposed title (i.e., including the subtitle, if one is to be used) of the project.

Scope and Nature of Project: Describe the artistic creation that is the focus of this project, including the media to be used and the intended audience. Explain the theological concepts that will inform this work of art.

Thesis Statement: In one sentence (or two, if absolutely necessary), state the central theological claim that will inform the creative project.

Methodology: Explain the theoretical frameworks and specific methodological tools that inform the creation of the work and that will be used to reflect on and analyze the artistic creation. Include a plan for archiving the creative project for later retrieval.

Significance: Discuss the significance of the project for its intended audience and for other communities (religious, local, political, national, etc.), particularly the Episcopal Church or Anglican Communion. Demonstrate the distinctive contribution(s) that executing this work will make.

Outline for Written Component: The written component of the project details the theological understandings that informed the creation of the art and analyzes the completed work in light of that framework. Your outline must estimate the number of pages for each planned section, thereby indicating how the finished work will meet the length requirement for a creative project: **30-50 double-spaced pages.**

Short Bibliography: In addition to the three-to-five-page proposal, include a short bibliography consisting of at least 15 entries (in proper bibliographic format) representing the most significant works/materials that will be used to conceptualize, design, and/or evaluate the project.

Proposal for an Action-based Project

The body of the proposal is to be three to five double-spaced pages in length, featuring one-inch margins and using a 12-point standard font. The proposal must employ appropriate citation, as outlined in the “Academic Standards” section above. The proposal must include each of the sections named below, with accompanying headings, in the following order:

Title: Provide the full proposed title (i.e., including the subtitle, if one is to be used) of the project.

Scope and Nature of Project: Define the action that is intended, the field in which it is located, the background of the project, and the project’s limits (noting matters that the work will not address that might be expected).

Thesis Statement: In one sentence (or two, if absolutely necessary), state the central claim that the project will test, demonstrate, or exemplify. All that is undertaken in connection with the project should be purposefully designed to achieve this stated goal.

Methodology: Explain the theoretical frameworks and specific methodological tools that will be used to design, implement, evaluate, assess, and refine the learnings occasioned by the project. This section describes how the work will be undertaken and provides the relevant theoretical and theological rationale for those choices.

Significance: Discuss the significance of the project within the discipline(s) engaged by it, and, if applicable, for other communities (religious, local, political, national, etc.), particularly the Episcopal Church or Anglican Communion. Demonstrate the distinctive contribution(s) that executing this work and capitalizing on the learning resulting from it will make.

Outline for Written Component: The written portion of the project details the scope and nature of the project and the purpose(s) of undertaking the action, provides an in-depth account of the theoretical and theological background of and framework for the project, documents the methods and implementation of the action (including, where applicable, the Human Subjects Protocol employed), reviews the preliminary learning(s), insightfully evaluates and assesses the project and what was learned from it, and indicates possibilities for carrying forward the work and/or the findings. This portion of the proposal should sketch out a preliminary working outline that addresses each of these elements in an order and a manner consistent with the project, thereby indicating how the finished work will meet the length requirement for an action-based project: **40-60 double-spaced pages.**

Short Bibliography: In addition to the three-to-five-page proposal, include a short bibliography consisting of at least 15 entries (in proper bibliographic format) representing the most

significant works/materials that will be used to conceptualize, design, implement, and/or evaluate the project.

Submission of Project Proposal: The “MTS Integrative Project Proposal Form” with the project proposal attached is to be submitted to the Dean of Academic Affairs at least 90 days prior to the deadline for submission of the thesis to the committee.

Thesis/Project Format: The format of the thesis or written component of the project must conform to regulations required by the GTU Library, where final copies of the thesis/project are kept. A copy of these regulations is available from the Registrar.

The student is expected to be in regular communication with the project committee and to keep the members apprised of progress.

Project Deadline: The deadline for submission of the project to the committee is the first Monday in April, as published in the yearly calendar. For students completing their program in the fall semester, the deadline for submission to the committee is the first Monday in November.

Oral Defense: A date for an oral defense of the project is set by the student and committee members, and must occur no later than three weeks prior to the final submission deadline. At least the student and the advisor must be physically present for the defense. At this meeting, the project advisor completes the form entitled “MTS Project Review” and all committee members sign it. This form is available from the Registrar and should be returned to the Registrar once it has been completed.

Post-Defense Submission of Thesis/Project: Four typographically perfect copies of the thesis/project are due in the Registrar’s Office no later than one week before the end of the term, and must be accompanied by the Graduation Check Sheet (available from the Registrar) bearing the signature of a Reference Librarian indicating approval of the format. (This form also requires other signatures indicating that the student’s financial obligations have been met.) Two of the four copies are to be submitted unbound, ready for binding and permanent retention by the GTU Library, and must be accompanied by a check (payable to CDSP) to cover the cost of binding. The two remaining copies are to be submitted already bound by a local copy shop, in whichever manner the student chooses (e.g., tape-bound, spiral-bound, comb-bound, etc.) for permanent retention by CDSP. **Students must be registered during the semester in which the thesis/project is submitted.**

MTS Thesis/Project Extension: Students who have completed all coursework except the project must enroll as a continuing student and pay a continuation fee each semester until the project is completed, submitted to the project committee, and successfully defended.

A student who does not complete the project by the submission deadline may request an extension that will allow completion in the following semester **without registering or paying the continuing registration fees for that semester** if all the following conditions are met:

- The advisor and committee members agree to a detailed schedule leading to submission of the project and oral review by the end of the late registration period of the following semester.

- The student submits a Project Filing/Oral Review Exam Extension Agreement form (available from the CDSP Registrar's Office and on the CDSP Community Moodle page) with the detailed schedule of completion attached.
- The student submits the project to the committee before the end of the late registration period of the following semester.
- The student successfully completes the oral defense with the committee before the end of the late registration period of the following semester.
- The student files the project by the filing deadline for fall semester, for projects completed before the end of late registration of fall semester, or spring semester, for projects completed before the end of late registration of spring semester.

The intent of this policy is to permit a student who misses the spring submission deadline to submit the project and complete the oral defense by the end of late registration the following September, and a student who misses the fall submission deadline to submit the project and complete the oral defense by the end of late registration the following February, without payment of additional continuation fees.

Availing oneself of this option will affect student loan repayment. The last month of the previous semester (that is, the last semester of enrollment) will mark the end of status as a student for loan purposes. The six-month grace period before repayment of loans will begin at that time, not at graduation. For further information, consult the Financial Aid Office.

MTS Degree Program Goals and Learning Outcomes:

Degree Goal #1 – Mission

- 1.1 Students will articulate a coherent theological understanding of God's mission, grounded in Scripture and in Christian heritage, particularly in its Anglican distinctiveness as well as its ecumenical comprehensiveness.
- 1.2 Students will demonstrate skill in contextual analysis that informs and deepens the church's commitment to the common good in particular ministry settings.

Learning Outcomes

- 1.1.1 Students will articulate in critically reflective ways how and why views of Scripture have evolved over time and in a variety of contexts, serving as the foundation of Christian understandings of mission, especially in the Anglican tradition.
- 1.1.2 Students will articulate a coherent and critically reflective historical and theological understanding of the nature of the church and of the church's participation in God's mission throughout history, with particular attention to the worldwide Anglican Communion.
- 1.1.3 Students will articulate a coherent, critically reflective and contextually sensitive theological understanding of mission in relation to particular present-day issues and challenges.
- 1.2.1 Students will demonstrate the ability to analyze a wide variety of socio-cultural contexts in which ministry takes place, using tools that include critical theory as applied to class and race.
- 1.2.2 Students will demonstrate the capacity to articulate and use a Scripturally, theologically, and historically grounded Christian ethic that encompasses interpersonal relations, wider social issues, and the church's participation in the common good.
- 1.2.3 Students will demonstrate the ability to identify and offer a Christian critique of the ways in which various forms of moral thinking shape our current culture.

Degree Goal #2 – Discipleship

2.1 Students will cultivate spiritual practices that will sustain them in their vocations, and skills that enable them to engage communities in the work of reconciliation, justice, and mercy.

Learning Outcomes

- 2.1.1 Students will articulate a theological and practical understanding of the connections between worship, mission, and the formation of Christian disciples.
- 2.1.2 Students will demonstrate the ability to participate in and shape conversations on contested issues in ways that both express conviction and embody respect for others.
- 2.1.3 Students will demonstrate the capacity to cultivate in themselves and others the habits, dispositions, and imaginative capacities needed for faithful public action in order to participate in God's healing of the world.
- 2.1.4 Students will exhibit knowledge of spiritual practices that sustain them in their Christian faith and mission.
- 2.1.5 Students will demonstrate understanding and practical use of theological reflection in pursuing their own vocations.

Degree Goal #3 – Evangelism

3.1 Students will articulate and embody the good news of God in Jesus Christ in coherent and compelling ways, orally, in writing, and through action, communicating the transforming power of the Gospel both within the church and in our pluralistic world.

Learning Outcomes

- 3.1.1 Students will articulate an understanding of the complementary relationship between evangelism and Christian social action, and their respective roles in proclaiming the Gospel and inviting people into Christian discipleship.
- 3.1.2 Students will demonstrate skills in developing contextually sensitive and authentic language, practices, and strategies for witness and evangelism that are usable in a variety of settings, with particular attention to the challenges of the post-colonial and inter-religious context.

[MTS Program: Students who began the program before Summer 2017]

Purpose: The Master of Theological Studies (MTS) is a two-year program that provides solid academic grounding in theological disciplines and culminates in the preparation of a thesis or major project. The overall goal of the MTS is to provide students with an opportunity to integrate their interests, and often their expertise in other fields, in a variety of theological disciplines. The rich ecumenical resources of the GTU provide the opportunity and context for study in many different fields. The high number of electives in the MTS program and the possibility of specialization allow students to tailor the degree to fit their academic or applied interest and aims.

While students in this program may share courses and interests with students in the MDiv program, the MTS is not intended to prepare students for ordination. People from a variety of vocations who wish to gain greater theological depth or develop stronger ministry skills enroll as students in this program. Additionally, ordained priests, pastors, and deacons who wish to further their theological education have utilized the MTS program.

Outcomes:

1. Broad knowledge of the theological disciplines, and the different theological perspectives of the Christian tradition
2. An integrated understanding of the theological disciplines, and an ability to reflect theologically
3. An understanding of the relationship between theology and ministry, particularly in the student's area of interest and expertise
4. Enhanced sensitivity to multi-cultural realities as the context of ministry, and an awareness of world religions
5. The ability to conduct theological research at the master's degree level, to sustain a scholarly argument, and to communicate research results clearly both orally and in writing

The Residential Master of Theological Studies Program**Areas of Focus in the Master of Theological Studies Program**

Building upon the strength of offerings at Church Divinity School of the Pacific and the Graduate Theological Union, students enrolled in the Master of Theological Studies program may pursue a specialized area of focus. Interested students take four elective courses in addition to relevant required courses that fall within the area of focus. These elective courses may be taken at CDSP or any GTU member school. These areas of focus enable a student to design a course of study in preparation for ministry whether lay or ordained in particular fields or to deepen understanding of a particular area. The areas of focus offered reflect concentrations not normally studied within the Common Master of Arts program offered by the GTU. Students may pursue a more general course of study in the MTS program and need not elect a concentration. Students discern studying for an area of focus in consultation with their academic advisor.

Areas of Focus Offered at CDSP:

1. Liturgical Studies
2. Pastoral Studies
3. Christian Education
4. Ministry Development
5. Interfaith Relations

Course Requirements: 16 three-unit courses distributed as follows:

Bible (2 full courses)

1 Old Testament

1 New Testament

History & Theology (2 courses)

Ethics (1 course)

Thesis/Project (2 courses, plus oral review)

Electives (9 full courses)

In the first year, MTS students share basic courses in Bible, Church History, and Theology with MDiv students. In the second year MTS students choose elective courses in a special area of interest

and prepare a thesis or project. The degree requires that a total of 16 three-unit courses be taken. Course selection is worked out with the faculty advisor under supervision of the Dean of Academic Affairs. The student is encouraged to explore tutorials, special reading courses and programs available in field education. The overall program should be coherent at the same time that it maximizes the interests and freedom of the student.

Residence Requirement: The MTS program cannot be completed in less than two years of full-time study (four semesters of four 3-unit courses each, or the equivalent in part-time study). All work for the program must be completed within a period of eight years beginning with the first work credited toward it, inclusive of leaves of absence. **Students should be aware that taking fewer than four courses each semester does NOT meet the requirements for full-time status as determined for purposes of agencies dealing with financial aid, for purposes of student loans, immigration, and veterans educational benefits. Repayment of student loans is required when a student's course load falls below half-time (two 3-unit courses).**

Two 1.5-unit courses cannot normally be counted in place of a 3-unit course unless they are in the same subject. The advisor determines whether such calculation is appropriate in a given instance, and informs the Registrar.

Transfer credit for up to eight 3-unit semester courses (or the equivalent completed on the quarter system) may be approved upon request. Students transferring work from other schools must complete a minimum of one full year's work (eight 3-unit courses) as a CDSP student in order to be eligible for a degree.

January Intersession: Students may petition the faculty through their advisor to count 3-unit courses taken in January toward the 8-course requirement for the MTS. January courses cannot be combined (1.5 + 1.5) to replace a 3-unit course. MTS students are not required to take January courses.

Summer Coursework: Except for courses in languages for theological use, and summer courses offered for credit by CDSP, summer courses cannot be counted toward the sixteen-course requirement. Summer courses offered by CALL (Center for Anglican Learning and Leadership) are not offered for academic credit.

Online Coursework: Current policy restricts to 5 the number of 3-unit courses that can be counted toward the MTS course requirement. Online courses may not be audited.

Thesis Requirement:

Formulation of a Thesis Topic

In the first semester of the second year the student registers for one of the two required thesis courses. This first course will be a preliminary exploration resulting in the formulation of a defined thesis/project.

Formation of a Thesis Committee

The Student chooses a thesis advisor from among the CDSP faculty based on the topic decided upon for the thesis or project. The thesis advisor plus one faculty reader comprise a thesis committee. The second reader may be from outside CDSP.

Writing of the Thesis/Project

The second thesis course is devoted to the completion of the thesis/project.

The format of the thesis must conform to regulations required by the GTU Library where final copies of the thesis are kept. A copy of these regulations is available from the Registrar. Theses are expected to be around 50 pages in length; if a project is done instead of a thesis, the written portion is expected to be 50 pages or somewhat less.

The student is expected to be in regular communication with the thesis committee and to keep the members apprised of his/her progress. The deadline for submission of the thesis to the committee is the fourth Monday in April as published in the yearly calendar. For students completing their program in Fall semester the deadline for submission to the committee is the fourth Monday in November.

Thesis Review

A date for an oral review of the thesis/project is set by the student and committee members. At this meeting the thesis advisor completes the form entitled, "MTS Thesis/Project Review," and all committee members sign it. This form is available from the Registrar and should be returned to the Registrar once it has been completed.

Submission of Thesis

The thesis format must conform with the regulations required by the GTU Library (available from the CDSP Registrar). Four typographically perfect copies of the thesis are due in the Registrar's Office no later than one week before the end of the term, and must be accompanied by the Graduation Check Sheet (available from the Registrar) bearing the signature of a Reference Librarian indicating approval of the format. (This form also requires other signatures which indicate that the student's financial obligations have been met.) Two copies are to be ready for binding and permanent retention by the GTU Library, and must be accompanied by a check (payable to CDSP) to cover the cost of binding. The two additional copies are to be submitted bound for permanent retention by CDSP. **Students must be registered during the semester in which the thesis is submitted.**

MTS Thesis Filing/Oral Review Extension

Students who have completed all coursework except the thesis must enroll as a continuing student and pay a continuation fee each semester until the thesis is completed and submitted to the thesis committee.

A student who does not complete the thesis by the submission deadline may request an extension that will allow completion in the following semester **without registering or paying the continuing registration fees for that semester** if all the following conditions are met:

- The advisor and committee members agree to a detailed schedule leading to submission of the thesis and oral review by the end of the late registration period of the following semester.
- The student submits a Thesis Filing/Oral Review Exam Extension Agreement form (available from the CDSP Registrar's Office and on the CDSP website); the detailed schedule of completion must be attached to the form.
- The student submits the thesis to the committee before the end of the late registration period of the following semester.
- The student successfully completes the oral review with the committee before the end of the late registration period of the following semester.

- The student files the thesis by the filing deadline for the next spring graduation.

The intent of this policy is to permit a student who misses the spring thesis submission deadline to submit the thesis and complete the oral review by the end of late registration the following September, and a student who misses the fall thesis submission deadline to submit the thesis and complete the oral review by the end of late registration the following February, without payment of additional continuation fees.

Warning: This will affect student loan repayment. The last month of the previous semester (that is, the last semester of enrollment) will mark the end of status as a student regarding loans. The six-month grace period before repayment of loans will begin at that time, not at graduation. For further information, consult the Financial Aid Office.

The Online Master of Theological Studies Program

[Students who began the program before Summer 2017]

Areas of Focus in the Master of Theological Studies Program

The online MTS program is designed to allow students to achieve solid academic grounding in theological disciplines, culminating in the writing of a thesis. Building upon the strength of offerings at Church Divinity School of the Pacific and the Graduate Theological Union, students enrolled in the Master of Theological Studies program may pursue a specialized area of focus. Interested students take four elective courses in addition to relevant required courses that fall within the area of focus. These online elective courses may be taken through CDSP or any GTU member school. These areas of focus enable a student to design a course of study in preparation for ministry whether lay or ordained in particular fields or to deepen understanding of a particular area. The areas of focus offered reflect concentrations not normally studied within the Common Master of Arts program offered by the GTU. Students may pursue a more general course of study in the MTS program and need not elect a concentration. Students discern studying for an area of focus in consultation with their academic advisor. The choice of areas of focus may be limited in any given year by the number of online elective courses offered throughout the GTU.

Areas of Focus Offered at CDSP:

1. Liturgical Studies
2. Pastoral Studies
3. Christian Education
4. Ministry Development
5. Interfaith Relations

Course Requirements: 16 three-unit online courses distributed as follows:

Bible (2 full courses)

1 Old Testament

1 New Testament

History & Theology (2 courses)

Ethics (1 course)

Thesis/Project (2 courses, plus oral review)

Electives (9 full courses)

At the beginning of their studies, MTS students share basic courses in Bible, Church History, and Theology with MDiv students. After the completion of these core areas, MTS students choose elective courses in areas of interest and prepare a thesis or project. The degree requires that a total of 16 three-unit courses be taken. Course selection is worked out with the faculty advisor under supervision of the Dean of Academic Affairs. The overall program should be coherent at the same time that it maximizes the interests and freedom of the student and the range of online courses offered.

Length of Program: The MTS program cannot be completed in less than two years of full-time study (four semesters of four 3-unit courses each, or the equivalent in part-time study). All work for the program must be completed within a period of eight years beginning with the first work credited toward it, inclusive of leaves of absence. **Students should be aware that taking fewer than four courses each semester does NOT meet the requirements for full-time status as determined for purposes of agencies dealing with financial aid, for purposes of student loans, immigration, and veterans educational benefits. Repayment of student loans is required when a student's course load falls below half-time (two 3-unit courses).**

Two 1.5-unit courses cannot normally be counted in place of a 3-unit course unless they are in the same subject. The advisor determines whether such calculation is appropriate in a given instance, and informs the Registrar.

Transfer credit for up to eight 3-unit semester courses (or the equivalent completed on the quarter system) may be approved upon request. Students transferring work from other schools must complete a minimum of one full year's work (eight 3-unit courses) as a CDSP student in order to be eligible for a degree.

Summer and January Coursework: On-line students may utilize up to four courses or 12 credit units for instruction offered during the summer and January intensive periods. Courses offered by CALL (Center for Anglican Learning and Leadership) are not offered for academic credit.

Thesis Requirement: See the requirements in the residential MTS program.

Thesis Review

A date for an oral review of the thesis/project is set by the student and committee members. Students and the thesis committee chair should be physically present at the thesis review. At this meeting the thesis advisor completes the form entitled, "MTS Thesis/Project Review," and all committee members sign it. This form is available from the Registrar and should be returned to the Registrar once it has been completed.

9. THE CERTIFICATE OF ANGLICAN STUDIES

The Certificate of Anglican Studies is designed for a variety of students who wish to participate in the academic, spiritual, and communal life of CDSP without earning a degree. For instance, it is suitable for those who already possess the MDiv or the equivalent from another seminary and who wish to pursue special study of the Anglican tradition. It might also be appropriate for persons seeking ordination under special canonical provisions of the Episcopal Church. Two tracks are available for completing the CAS: a residential option in which courses are taken on campus, and a low-residence option that utilizes online courses during the semesters and two-week intensives in Berkeley during the summers.

The requirements for admission to the Certificate program are the same as those for admission to the MDiv program. Applicants seeking ordination will be expected to secure the recommendation of their Bishop.

Students admitted to the CAS program may subsequently apply to the CDSP MDiv degree program by completing a Change of Program Request Form, which is available from the Admissions Office and on the CDSP Community Moodle page. If they are admitted, they may be granted credit for all courses normally applicable to that program. Coursework must fit within the maximum time limit for completion of the program—10 years.

Outcomes:

- Students will articulate a coherent theological understanding of God's mission, grounded in Scripture and in Christian heritage, particularly in its Anglican distinctiveness.
- Students will demonstrate skill in contextual analysis that informs and deepens the church's commitment to the common good, particularly in Anglican ministry settings.
- Students will demonstrate ability to work with peers and others to develop and lead Anglican worship that gathers, forms, and transforms the Christian community for the sake of individual and corporate participation in God's mission.
- Students will exhibit knowledge of a variety of spiritual practices that foster lively faith and healthy leadership that can build up the Christian faith and ministry of individuals and communities in an Anglican context.
- Students will show the capacity to engage with sources and resources in the Anglican tradition and beyond, in order to formulate their own critically reflective theologies of the place of evangelism in God's mission, in relation both to those who are willing to receive the Gospel and those who are not.

Courses: Earning the Certificate of Anglican Studies normally requires the completion of the equivalent of eight 3-credit courses while enrolled at CDSP, during which time the student will work with a faculty advisor. Foundations for Ministry is required. The remaining courses, selected in consultation with the advisor, normally include work in core areas of Anglican studies: history; theology and ethics; liturgics; and pastoral studies (including homiletics).

Formation: The Dean of Students oversees the Formation Program. All Certificate of Anglican Studies students are required to participate in a no-credit, pass/fail curriculum for spiritual formation each semester. The requirements/expectations are outlined each year in the Formation Syllabus, and include monthly participation in assigned peer formation groups, regular participation in community worship, and participation in formation forums, as designated in the syllabus.

Assessment: All students are required to submit a self-evaluation of the benefits and challenges in a student's formation over the course of the semester.

RESIDENTIAL OPTION:

A total of eight 3-credit courses is required, including Foundations for Ministry. Courses may be taken at other GTU schools as well as CDSP. The certificate program will normally include at least one course in each of the core areas listed above. Transfer credit for up to four semester courses (or the quarter-system equivalent) completed while enrolled as a student at another accredited theological institution may be approved. A minimum of one semester of study in residence (or part-time equivalent) is required. "In residence" is defined as being on campus regularly to participate in class sessions as well as worship, seminary meals, and other community activities.

January Intersession: Students may count courses taken in January toward the 8-course requirement for the CAS. CAS students are not required to take January courses.

Summer Coursework: Students may count courses taken at CDSP during the Summer Intensive toward the 8-course requirement for the CAS, and students may count courses taken at other GTU schools in the summer toward the 8-course requirement for the CAS. CAS students in the residential program are not required to take summer courses.

Two 1.5-credit courses cannot normally be counted in place of a 3-credit course unless they are in the same subject. The advisor determines whether such calculation is appropriate in a given instance and informs the Registrar.

LOW-RESIDENCE OPTION:

The Certificate of Anglican Studies low-residence option is designed for students wishing to pursue the CAS primarily through distance learning, but with intensive periods of study and formation over two summers. Courses are taken online and in two consecutive on-campus summer residential programs of two weeks each, during which students form community and participate in worship and personal formation for ministry.

In addition to the standard requirements for the CAS, applicants for the low-residence option must show capacity to participate in online learning and have access to appropriate computer technology.

For low-residence students, the equivalent of four 3-credit courses will be taken during the two on-campus summer residencies. Four 3-credit courses will be taken as online courses during the school year. At the discretion of the advisor, online courses may be taken at other GTU schools.

A total of 24 credits (the equivalent of eight 3-credit courses) is required, including Foundations for Ministry. The certificate program will normally include at least one course in each of the core areas listed above. Transfer credit for up to four semester courses (or the quarter system equivalent) completed while enrolled as a student at another accredited theological institution may be approved. Participation in two consecutive on-campus summer intensives is required.

January Intersession: Students may count courses taken in January toward the 8-course requirement for the CAS. CAS students are not required to take January courses.

Summer Coursework: In addition to the Summer Intensive, students may count courses taken at other GTU schools in the summer toward the 8-course requirement for the CAS.

Typical CAS Low-Residence Course Sequence, showing required and elective summer intensive course offerings, and potential semester-long online course offerings

	Summer Intensive	Fall Semester	Spring Semester
Year One	- Foundations for Ministry - Elective: Anglicanism, interfaith, or biblical exegesis	One Elective (3 credits): - Liturgics OR - Adapting Christian Formation OR - Old Testament	One Elective (3 credits): - Ethics OR - New Testament
Year Two	- Leadership in Ministry (1.5 credits) - Liturgical Leadership (1.5 credits) - Elective: Anglicanism, interfaith, or biblical exegesis	One Elective (3 credits): - Theology I OR - History of Christianity I	One Elective (3 credits): - Theology II OR - History of Christianity II

Typical CAS Low-Residence Course Sequence (accelerated option)

	Summer Intensive	Fall Semester	Spring Semester
Year One	- Foundations for Ministry - Elective: Anglicanism, interfaith, or biblical exegesis	Two Electives (6 credits): - Liturgics AND/OR - Adapting Christian Formation AND/OR - Old Testament AND/OR - Theology I AND/OR - History of Christianity I	Two Electives (6 credits): - Ethics AND/OR - New Testament AND/OR - Theology II AND/OR - History of Christianity II
Year Two	- Leadership in Ministry (1.5 credits) - Liturgical Leadership (1.5 credits) - Elective: Anglicanism, interfaith, or biblical exegesis		

*Note: Students following the accelerated course sequence complete their coursework at the end of summer, graduate in October, and are invited to participate in Commencement activities the following Spring.

10. THE CERTIFICATE OF THEOLOGICAL STUDIES

The Certificate of Theological Studies is designed for a variety of students who wish to pursue graduate-level theological education without earning a degree. The Certificate of Theological Studies is especially appropriate for persons in a process of vocational discernment or who are participating

in a diocesan program of ministry development, as well as those seeking study for personal spiritual enrichment. The Certificate of Theological Studies may be pursued in residence, online, or in a combination of both modalities.

The Certificate of Theological Studies is awarded upon completion of 24 units at the graduate level. Course selection reflecting the particular needs or interests of the student is made in consultation with a faculty advisor, and may include courses at other GTU schools as well as at CDSP. All students in the Certificate of Theological Studies program have access to all services provided by the seminary to its student body.

Transfer credit for up to four semester-long courses (or the quarter-system equivalent) completed at another accredited theological institution may be approved upon request.

Students should be aware that, according to the seminary's financial aid policies, financial assistance is available only for the eight three-unit courses required for the program (see section of this handbook on Financial Aid).

The normal prerequisite for admission to the Certificate of Theological Studies program is a baccalaureate degree from an accredited college or university or its educational equivalent.

Students in the Certificate of Theological Studies program who wish to apply to a CDSP degree program before the certificate has been awarded may do so by completing a Change of Program Request Form, which is available from the Admissions Office and on the CDSP Community Moodle page. After a Certificate of Theological Studies has been awarded, students who wish to apply to a CDSP degree program are required to submit a full application for admission. If they are admitted, they may be granted credit for all courses normally applicable to that program.

Outcomes:

- Students will articulate a basic theological understanding of God's mission, grounded in Scripture and in Christian heritage, particularly in its Anglican distinctiveness.
- Students will demonstrate skill in contextual analysis that informs and deepens the church's commitment to the common good.
- Students will advance in their vocational discernment.
- Students will become familiar with ways in which churches engage communities in the work of reconciliation, justice, and mercy.
- Students will articulate and embody the good news of God in Jesus Christ in coherent and compelling ways, orally, in writing, and through action, communicating the transforming power of the Gospel both within the church and in our pluralistic world.

Formation: The Dean of Students oversees the Formation Program. All MDiv, CAS, and MTS students are required to participate in a no-credit, pass/fail curriculum for spiritual formation each semester. Certificate of Theological Studies students have the option to enroll in the Formation Program but are not required. The requirements/expectations are outlined each year in the Formation Syllabus, and include monthly participation in assigned peer formation groups, regular participation in community worship, and participation in formation forums, as designated in the syllabus. Assessment: All students are required to submit a self-evaluation of the benefits and challenges in a student's formation over the course of the semester.

11. COURSES AT OTHER SCHOOLS WITH WHOM CDSP HAS CROSS-REGISTRATION PRIVILEGES

The University of California, Dominican University, Holy Names University, and Mills

College: Under special arrangement, CDSP and GTU students are able to take courses in prescribed areas at the institutions named above. Normally a student will take only a few such courses during their curriculum. The purpose in doing so will be to integrate a particular theological concern with a specialized area, or to provide better background for this concern. Students taking such courses must be sure to be properly enrolled so as to receive graduate credit for these courses, since only such credit can be counted toward degrees at CDSP. Permission to take these courses must be received from both the student's advisor and from the Dean of Academic Affairs.

In accordance with the GTU and partner cross-registration schools' regulations, only full-time students in a CDSP or GTU degree program who hold an accredited B.A. or equivalent degree are eligible for this cross-registration. University Graduate Division courses at UCB are open to MDiv students only after their first year of residency. Courses in the College of Letters and Science at UCB are open to CDSP and GTU students, but as service courses only, unless specifically credited by the school of residence for a degree program.

Students who register for UCB, Dominican University, Holy Names University, and Mills College courses are subject to additional fees, levied by the University, for changes in enrollment.

12. CREDITS, GRADING SYSTEM, REGISTRATION, AND SATISFACTORY ACADEMIC PROGRESS

Adding/dropping:

Fall and Spring Semesters: Students who have registered by the close of General Registration may add or drop a course during the first 2 weeks of a semester. After the first two weeks and through the end of the 10th week of a semester, a student may drop a course by submitting a completed Change in Enrollment form, bearing the signatures specified on the form, to the Registrar; a fee of \$60 is charged for each enrollment change. After the 10th week, a student may withdraw from a course with the permission of the instructor; if permission to withdraw is given, WP or WF (Withdraw/Passing or Withdraw/Failing) will be recorded on the student's permanent academic record. When deciding to drop or withdraw from a course a student should check the tuition refund policy under "Tuition and Fees" (p. 44).

Intersession and Summer: Students are expected to register for courses no later than two weeks before the first class session. After this time, a student may add a course only with the written permission of the instructor; permission is not required to drop a course during this period. No fee is charged for enrollment changes prior to the first class session. Once the first class session begins, a student may withdraw from a course with the permission of the instructor; if permission to withdraw is given, WP or WF (Withdraw/Passing or Withdraw/Failing) will be recorded on the student's permanent academic record. When deciding to withdraw from a course a student should check the tuition refund policy under "Tuition and Fees" (p. 44).

Withdrawal from classes: A student who wishes to withdraw from a course (after the 10th week of a semester or after the beginning of the first class session of an Intersession or Summer course) must present a petition, bearing written acknowledgment of the advisor, along with a Completed Change in Enrollment form with the signature of the instructor, to the Dean of Academic Affairs. A fee of \$60 is charged for each enrollment change.

Auditing courses: CDSP students may audit courses at no charge, with the permission of the professor. This includes MDiv courses that are not required but highly recommended. Students auditing courses may be required to submit assignments in order to receive the credit (towards an audit). If the student fails to satisfy such requirement, a grade of "F" will be recorded and will remain on the transcript.

Definition of a credit hour: CDSP follows the definition of the U.S. Department of Education of a post-secondary credit hour: "One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit."

Reading Week: The 15-week fall semester includes a "reading week" that is part of the instructional time for each course. Residential classes do not meet during this week, and online classes take a break from their usual schedule of learning activities. Faculty may assign work to be completed during Reading Week.

Spring Break: The 16-week spring semester includes a "spring break" that is NOT part of the instructional time for each course. Residential and online classes do not meet during this week, and faculty do not assign work to be completed during the week.

Grading option: At the beginning of every term students may have the option to elect for some courses whether to receive the letter grades A, B, C, F (Fail); or P (Pass) or F (Fail). Some courses may be designated by the instructor as Pass/Fail only, and some may be designated as letter grade only. The course syllabus will clearly state whether students may elect to take the course on a pass/fail basis rather than for a letter grade. Students are reminded that some Diocesan Bishops or Commissions on Ministry advise that their postulants and students elect letter grades. Information on this should be obtained by the student from their diocese.

Courses that are required by a CDSP degree program and offered for credit will be offered for a letter grade by default. The instructor may allow students to opt for Pass/Fail. Instructors may petition the Academic Dean to offer a required course as Pass/Fail only. This approval does not transfer from one instructor of the course to the next and must be petitioned for each time the instructor changes.

For students who elect to take the course for a letter grade, grades of A, B, or C are satisfactory. Students who elect to take a course Pass/Fail must complete all of the course assignments with a passing grade (higher than F) on each of them, and must achieve the equivalent of a final grade of B or higher in order to be eligible to receive a P in the course. For students receiving letter grades, a grade of C- or below is not considered satisfactory, and courses receiving a grade of C- or below cannot be credited toward a program; for students receiving a P/F, the equivalent of B- or below is not considered satisfactory, and courses receiving a failing grade cannot be credited toward a program. In the GTU Common MA program, a grade of B- or higher is required for each course, and courses taken Pass/Fail do **NOT** count toward the MA degree. To remain in good academic standing in the MA program, a student must maintain a cumulative grade point average of "B" or higher.

MA-5000, In Thesis, is used by MTS students to indicate work on their integrative projects and six units of MA-5000 are required in the program. MA-5000 is graded “IP” (In Progress) until a student successfully completes the project review, after which six units of MA-5000 are graded Pass.

Grades and narrative evaluations are available in the CDSP SONIS student portal after the end of each term.

Students may change the grading option for any course in which there is an option from Pass/Fail to letter grade or vice versa during the first two weeks of Fall and Spring semesters and prior to the first class session of Intersession and Summer courses; no change of enrollment fee is required during this period. Students may also request a change in grade option after the first two weeks and through the end of the 10th week of Fall and Spring semesters, until the end of Wednesday in a weeklong Intersession or Summer course, and until the end of the first week of class in Intersession or Summer courses meeting for more than one week. To request a change in grading option during this later period, the student submits a completed Change in Enrollment form, bearing the signatures specified on the form, to the Registrar; payment of a change of enrollment fee is required for each change. Requests to change from letter grade to Pass/Fail, or vice versa, after the second deadline will be considered only when a student has extraordinary circumstances. To request a change in grading option after the second deadline, a student must present a petition, bearing written acknowledgment of the advisor, along with a Completed Change in Enrollment form with the signature of the instructor, to the Dean of Academic Affairs.

A student who wishes to change from “credit” to “audit” follows the same process and is subject to the same deadlines specified above for making a change in grading option; the deadlines for receiving a tuition refund apply to such changes. A student who wishes to change from “audit” to “credit” must receive written permission from the instructor and pay full tuition for the course, in addition to following the processes and deadlines specified above.

Incompletes: Course work is due on the last day of the term (or as specified by the instructor). For Summer Intensive courses, course work is due 4 weeks following the last day of the summer residency (or as specified by the instructor); for Intersession courses, course work is due on the last day of the Intersession (or as specified by the instructor). Upon submission of a Petition to Take an Incomplete (form available from the Registrar and online at the CDSP Community Moodle page), the work of a student in a specific course may temporarily be designated Incomplete (INC) in cases involving circumstances of illness or extreme hardship. The petition requires the approval of the course instructor. All of the participating schools of the GTU have agreed on a common policy regarding incompletes, as follows:

Students are responsible for finishing their work within the semester. Students must petition to take an Incomplete no later than the last day of the semester. Incomplete work is due by the third Friday after the end of the semester. The instructor is required to submit a new grade by the sixth Friday after the end of the semester.

For Summer Intensive courses, students must petition to take an Incomplete no later than the last day of the summer residency, and Incompletes must be finished no later than seven weeks after the last day of the summer residency. For Intersession courses, students must petition to take an Incomplete no later than the last day that the course meets, and work must be completed no later than the end of the third week of the Spring semester. Incompletes not finished within the specified time will automatically become the grade of F. An extension beyond these deadlines requires the

approval of the instructor, and, subsequently, a petition to the Dean of Academic Affairs. These regulations apply to all CDSP students in their courses both at CDSP and at other GTU schools.

Late Registration:

All students are subject to the rules of registration. Registration is permitted only when accounts with the School are current unless special arrangements have been made.

Fall and Spring Semesters: After the close of General Registration, a student may register during the first two weeks of a term; a \$120 late registration fee is assessed. After the end of the second week, it is not possible to register for classes during that semester. Failure to either register or request a leave of absence for a semester constitutes a withdrawal without notice and ends a student's program. A student who has not registered for a semester by the end of the second week and is resident in CDSP housing is no longer eligible for CDSP housing and will be asked to leave. The student will be responsible for the rent or room and board through the final month of residence.

Intersession and Summer: Students must register no later than two weeks before the first class session. After this deadline and until the first class session, students may register for a course only with the written permission of the instructor; if permission is given, a \$120 late registration fee is assessed. Once the first class session begins, registration is not possible. For students in the low-residence MDiv and CAS programs, failure to either register or request a leave of absence before the first day of Summer Intensive constitutes a withdrawal without notice and ends a student's program. For students in the low-residence MDiv program, failure to either register or request a leave of absence before the end of the first week of Intersession constitutes a withdrawal without notice and ends a student's program.

Voluntary Leave of Absence: A voluntary leave of absence for one semester or term may be requested by writing a letter to the Dean of Academic Affairs, stating reasons for the request. **This letter, accompanied by a Leave of Absence fee of \$120, must be received no later than the deadline (by the end of the late registration period for fall and spring semester; before the first day of classes for the summer intensive; by the end of the first week of classes for January intersession).** Leaves of absence based on a qualifying disability should be requested from the Dean of Students, who will process the request under the Seminary's Disability Accommodation Process. All voluntary leaves of absence under this policy are at the discretion of the Dean of Academic Affairs, except for leaves of absence for mandatory military service, pregnancy, and parental leave, which shall be granted upon request, subject to the conditions of this policy.

Continuation of a leave must be requested each semester/term.

- Students in **all programs** must register or request a leave of absence for fall and spring semesters.
- Students in the **low-residence MDiv and CAS programs** must also register or request a leave of absence for summer intensive.
- Students in the **low-residence MDiv program** must also register or request a leave of absence for January intersession, except during the final year of their program.

For all students, no more than two Leave of Absence fees will be assessed per academic year. For example, if a low-residence MDiv student requests to take a leave for each term in the academic year (fall, intersession, spring, and summer), only the first two requests will have a fee attached. This policy is intended to create an equitable fee structure between residential and low-residence students.

Beginning in Fall 2021, unless the voluntary leave of absence is administered pursuant to the Seminary's Disability Accommodation Process, students may take no more than one year of **consecutive** leaves of absence, and no more than two years' worth of **total** leaves of absence.

- Students in the residential MDiv program, and all MTS and CTS students (residential and online), may take no more than **4 semesters of leave total** while enrolled. These students may take up to **2 consecutive semesters** on leave.
- Students in the low-residence MDiv program may take no more than **8 terms of leave total** while enrolled. These students may take up to **4 consecutive terms** on leave.
- Students in the low-residence CAS program may take no more than **6 terms of leave total** while enrolled. These students may take up to **3 consecutive terms** on leave.

After meeting these limits, students must register for the next term or they will be withdrawn from their program. Students who are withdrawn after multiple voluntary leaves of absence may reapply for admission and if readmitted will be subject to degree requirements in place at the time of readmission. Courses completed before the withdrawal may be counted toward the program; the time limit for completion of the program remains in place and includes the time spent on leave. The above limits apply to both voluntary and prescribed leaves of absence.

Failure to either register or request a voluntary leave of absence for a semester/term by the end of Late Registration constitutes a withdrawal without notice and ends a student's program. During a voluntary leave, unless otherwise approved, students do not have access to school resources such as faculty and staff time, library, and housing facilities, except for a meeting with the faculty advisor for the purposes of course planning at the time of an Early Registration period.

Courses taken during a voluntary leave of absence under this policy will not be credited toward degree completion unless prior permission was granted by the Dean of Academic Affairs. Unless otherwise approved for reasons related to a disability or other protected absence, the time spent in the MDiv program, including leaves of absence, may not exceed ten years; eight years in the MTS program; and four years in the MA program. Students receiving federal financial aid should acquaint themselves with the Federal Refund/Refund Repayment Policy found in the Financial Aid section of this handbook.

Maximum Attendance for a Semester: A student in a residential program may not enroll for more than five 3-unit courses, excluding 1- and 1.5-unit courses, in any one semester. An online student may normally not enroll in more than three 3-unit courses (nine credit units) in any one semester.

Minimum Attendance for a Term (Semester, Summer Intensive, or Intersession): In a semester-long course, a student normally may have no more than two *excused* absences, with the approval of the instructor. In courses during Summer Intensive or Intersession, a student normally may have no more than one *excused* absence, with the approval of the instructor. Absences may be excused for illness, personal or family emergency, or meetings required by a diocese as part of an ordination process. An instructor may require a student to make up work or, if the course is being taught online during the same semester, the instructor may require the student to participate in the online section.

In extraordinary circumstances, the faculty will entertain petitions from students to receive credit for course work taken in a term when an emergency necessitates departure from campus for a portion

of the term, providing the following conditions are met: (1) at least 12 class weeks of the semester, or 8 class sessions of Summer Intensive, or class sessions equivalent to 80% of an Intersession course have been attended; and (2) written permission from the instructors of each course is provided.

Registration periods: Registration periods are designated in the annual academic calendar. After the second Friday of a semester and after the first class session begins in an intersession or summer course any change in enrollment (dropping a course, changing grading option or units) will be subject to a charge of \$60 per change.

Student status: In order to maintain student status, students must register or request a leave of absence for each semester/term after their initial registration. This must be done by the deadline stated in the Academic and Administrative Calendar. Failure to either register or request a leave of absence for a semester/term constitutes a withdrawal without notice and ends a student's program.

For students in the low-residence CAS program, Summer (Intensive) counts as a semester/term, and students must maintain their status each semester/term through registration or by requesting a leave of absence.

For students in the low-residence MDiv program, Summer (Intensive) and January Intersession are each considered as a semester/term, and students must maintain their status each semester/term through registration or by requesting a leave of absence.

Withdrawal: A student who finds it necessary to withdraw permanently from the School can do so by sending written notification to their advisor, the Dean of Academic Affairs, the Registrar, Financial Aid Office, and Business Office. Students who have received federal student loans are required to complete exit counseling through the Federal Student Aid website when ending student status. Such students should acquaint themselves with the Federal Refund/Repayment Policy found in the Financial Aid section of this handbook. In the event that a student who has withdrawn later wishes to re-enroll, readmission procedures will be necessary.

Satisfactory Academic Progress, Failed Courses, Academic and Financial Aid Warning, Academic and Financial Aid Probation: A **failed course** may be made up through an additional specified course successfully completed in a subsequent term, but remains on the student's academic record. A student who fails more than one course in any term (or if registered for only one course fails that course), or fails a course in any two consecutive terms, has thereby failed to make Satisfactory Academic Progress, and the Dean of Academic Affairs will place that student on **Academic Warning** for the subsequent term and notify the faculty. A student placed on **Academic Warning** is also placed on **Financial Aid Warning** for the period of one semester, during which the student may continue to receive aid.

If a student fails to make Satisfactory Academic Progress during the Warning period, the Dean of Academic Affairs will place the student on **Academic Probation** for the period of one semester and notify the faculty. A student placed on **Academic Probation** may appeal for a subsequent semester of aid, following the process detailed in the Financial Aid section of this handbook (p. 44). A successful appeal will result in the student being placed on **Financial Aid Probation** for the period of one semester. Failure of one or more courses while the student is on Academic and/or Financial Aid Probation will normally necessitate academic dismissal or a prescribed leave of absence, as determined by a faculty vote. Students who wish to re-enroll after academic dismissal may be reinstated by vote of the faculty.

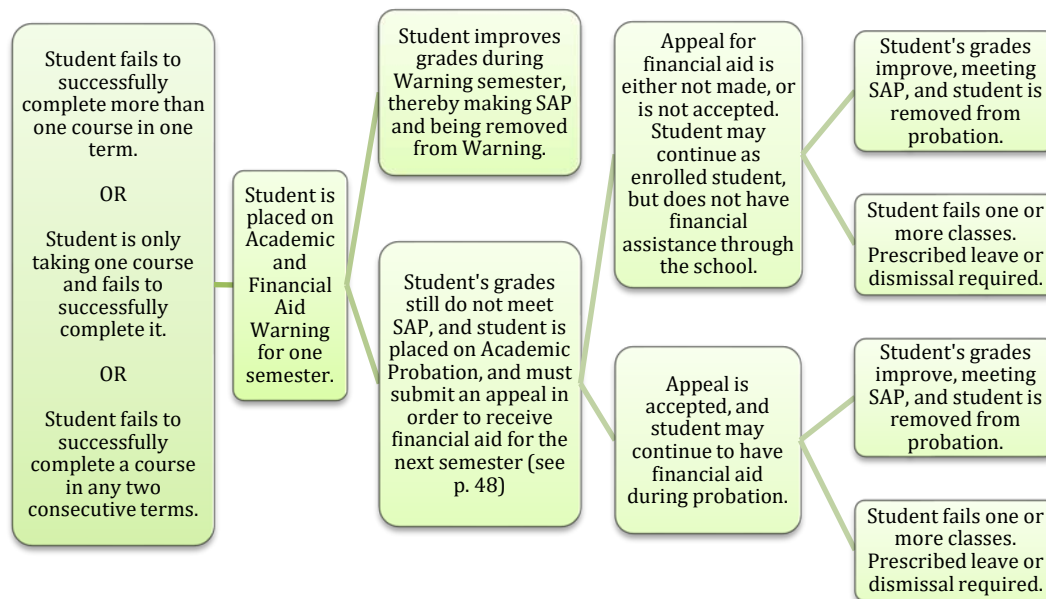
Students receiving aid from any federal financial aid programs must maintain Satisfactory Academic Progress, and the School is required to report on students' statuses each term. If a student receiving veteran's educational benefits fails to make Satisfactory Academic Progress, certification for benefits will be terminated.

All students are required to maintain Satisfactory Academic Progress in their programs at a rate allowing completion within the established time limit (10 years for the MDiv, 8 years for the MTS, 4 years for the MA). Grades which will allow courses to be credited toward completion of programs are letter grades of A, B, C, or Pass on a pass/fail basis for the MDiv and MTS and B- or above for the MA. A report of Pass is considered to be at least the equivalent of the grade of C, and indicates satisfactory work in those programs for which pass/fail courses are allowed. The grades C-, D, F (Fail), WP (withdrew/passing), and WF (withdrew/failing) indicate unsatisfactory completion of a course.

Students should be aware that financial assistance depends upon making Satisfactory Academic Progress. See the Financial Aid section of this handbook.

Each student's academic record is reviewed each time grade reports are received (after the end of each term) by both the Registrar and the student's advisor. Satisfactory Academic Progress, or the lack of it, is reported to the Dean of Academic Affairs and the Financial Aid Office.

Flow chart of failure to meet Satisfactory Academic Progress (left to right):



13. TECHNOLOGY

CDSP uses various technologies and online systems in the facilitation and instruction of its classes, both residential and online. Students must provide their own computer, laptop, or tablet with an

updated operating system (Windows, Mac, Linux) and an internet browser (Chrome or Firefox are strongly recommended as some of our platforms do not work well with Safari). Every student is given access to a CDSP email account; our online learning management system, Moodle; and our student information system, SONIS.

Word-Processing: All students are eligible to sign up for Office 365 Education at no charge: <https://www.microsoft.com/en-us/education/products/office>. The faculty strongly recommends that students use Microsoft Word to write papers.

Email: Students are assigned a CDSP email address (e.g., jsmith@ses.cdsp.edu), which the school will use for all official communications. **Students should check their school email account regularly**, as this is the address instructors and administrators will use to contact them. CDSP's student email accounts are administered through Gmail.

Moodle: The GTU consortium has a shared Moodle platform. Every class has a Moodle page, and students can log on to access their syllabi and other course materials, engage in online discussions, and submit electronic assignments. All CDSP students and faculty are enrolled in a CDSP Community Resources Moodle page, where they can access academic forms and information about community events and worship.

SONIS: CDSP's student information system is Jenzabar SONIS. This web-based system is where students register for classes, view their billing statements and make online payments, and access their grades and narrative evaluations. Faculty advisors also have access to students' grades and written evaluations in SONIS.

Zoom: Some CDSP classes are taught in a remote synchronous modality, using Zoom to facilitate real-time audio/visual lectures and discussion. Advisors may also use Zoom to hold advising meetings with students remotely. Students do not need their own accounts to access Zoom meetings or classes. The Dean of Students provides each Formation group with a Zoom account to facilitate their meetings.

Students should have the following technology and equipment on hand to be able to actively engage in online coursework:

- High speed internet bandwidth (preferably 10 mbps or greater but at least 3 mbps)
- A webcam
- A microphone

14. LITURGICAL VESTMENTS

Beginning in Fall 2021, all ordination-track students, whether in a residential, low-residence, or online program, will be required to provide their own liturgical vestments for use in the chapel. The required garments are cassock and surplice, and alb and cincture. These personal items may not be stored in the sacristy, but in students' rooms or apartments. When students are participating in a liturgical service, the student must bring their garment with them and take it back to their place of residence after the service. The care and cleaning of these liturgical garments are the responsibility of each student. If there is a financial hardship in meeting this requirement, students are encouraged to approach their diocese or sending parish to request assistance in securing these vestments.

This policy does not apply to residential CTS and non-ordination-track MTS students. Students in these programs may borrow, for their time in residence, one of the school's vestments for their exclusive use. The care, cleaning, and storage of the garments are the responsibility of the student. These borrowed vestments cannot be stored in the sacristy. At the conclusion of the student's program, the garments must be cleaned and returned in the same condition as the garments were received. If the garment is damaged or not returned, the student will be charged the replacement costs for those garments.

15. TUITION AND FEES

Tuition and Fees: Current tuition and fees for all programs can be found on the CDSP website: <http://cdsp.edu/tuition-and-fees>. This tuition applies to courses taken for credit. Courses taken for no credit (audit) do not carry a tuition charge.

Tuition Payment: During the fall and spring semesters, tuition and other student fees are due and payable by the end of the fourth week of the term. Students may opt to pay in three equal monthly installments, for which a one-time fee of \$60 will be assessed. The first payment is due at the end of the fourth week of the term, and the remaining payments are due on the 20th day of each of the following two months (Fall Semester: October 20 and November 20; Spring Semester: March 20 and April 20).

For Intersession and summer courses, tuition and other student fees must be paid in full by the first day on which the class meets.

Students may not register for any term unless all outstanding financial obligations to CDSP, other GTU schools, and the GTU Library are paid in full, or other acceptable arrangements with the appropriate business office have been made. Students may not graduate, nor will transcripts be issued for anyone who has any outstanding financial obligations to CDSP or to GTU affiliated schools and centers, including the GTU Library, unless satisfactory arrangements for payment have been made.

Late Payment Fees: A student who fails to pay the account balance in full or enroll in a payment plan by the end of the fourth week of the semester will be charged a \$110 late payment fee. A student who fails to pay the account balance in full by the first day of Intersession or summer classes will be charged a \$110 late payment fee. A student who fails to pay the account balance within 90 days of the end of the fourth week of the semester, or within 90 days of the first class session of an intersession or summer course, will be charged an additional \$290 fee.

Tuition Refund: When a student formally withdraws from the School or from individual courses, a refund may be granted. During the first two weeks of Fall or Spring semester, and until the first class session in an Intersession or Summer course, full tuition is refunded. In the third and fourth weeks of the semester, half tuition is refunded. No refunds are made after the fourth week of the term, nor is any refund made if a student withdraws from a course or from the School after the first class session begins in an Intersession or Summer course. Refunds are granted only upon completion of the appropriate procedures and payment of change of enrollment fees. Students receiving federal

financial aid should acquaint themselves with the Federal Refund/Refund Repayment Policy found in the Financial Aid section of this handbook.

Continuing Registration Fee: A continuing registration fee is charged for each term that an entry is made on the permanent academic record. This fee is considered part of tuition for students who register for at least one 3-unit course. Current tuition is charged for all courses taken. Students who undertake Clinical Pastoral Education, participate in an exchange program, or take courses at another institution for credit toward their CDSP degree program at a time when they are not registered for on-campus study, pay this fee and register for the appropriate course to maintain their active status with the School.

Leave of Absence Fee: A \$120 fee is assessed for each semester/term a student is on leave of absence.

MTS Continuation Fee: A \$350 fee is assessed for each semester a student extends their project submission deadline.

Graduation Fee: A \$60 graduation fee is assessed of all students receiving degrees or certificates to help defray the cost of Commencement activities. **Students who have not met all of their financial obligations to CDSP, the GTU Library or other GTU schools will not be allowed to graduate.**

Housing Fees: On-campus housing for Summer Intensive and January Intersession is coordinated through the Welcome Center. Payment is due in full by the first day of classes. If payment has not been received by the deadline it will be charged to the credit card on file at the end of that business day.

16. EXCHANGE PROGRAMS

Several exchange programs are maintained by CDSP to provide an opportunity for further theological study. Application to these exchange programs should be made in writing to the faculty through the student's advisor. Students selected must have achieved a good academic record, and, in the opinion of the faculty, must have demonstrated such personal and intellectual qualities that they will be creditable representatives of CDSP.

Far East Exchange Program: This program is conducted with several seminaries in the Far East, e.g., Hong Kong and Manila. No academic credit toward CDSP degrees is normally allowed for this program. Interested students should consult with their advisors. Selection is made by the faculty.

Cuddesdon Exchange Program: CDSP also maintains an exchange program with Ripon College, Cuddesdon, Oxford. CDSP students who have successfully completed at least one year of studies may, with appropriate supervision and a full course load, receive a year's credit toward an MDiv degree through study at Ripon College, Cuddesdon, and complete the final year at CDSP. Students in the residential MDiv and MTS programs ordinarily study at Cuddesdon during the second year of their program; students in the low-residence MDiv program may study at Cuddesdon during the second or third year of their program. The student's academic record at this school will be taken into account in the selection process.

CDSP students participating in the Cuddesdon Exchange program for credit register for each semester and pay full tuition to CDSP, and are eligible for financial aid. Room and board are provided by the host institution for the student. A student with spouse or partner will be expected to pay for health insurance, room and board in addition to all other costs for the spouse or partner. It is expected that the student will provide funds for all other living or traveling expenses, including health insurance, beyond room and board for him or herself.

A student from Cuddesdon who completes 24 units of study at CDSP is eligible for a Certificate of Theological Studies. A student who studies at CDSP for one or two semesters but does not earn 24 credit units is eligible for a Certificate of Study.

17. CLINICAL PASTORAL EDUCATION

CDSP does not require Clinical Pastoral Education (CPE) for the MDiv program, nor does CDSP ordinarily give academic credit for completion of CPE. However, many dioceses require it for ordination. Information on this requirement should be obtained from the diocesan Commission on Ministry.

The School strongly recommends that MDiv students in the residential program participate in a Clinical Pastoral Education program in the summer between their first and second years. Students in the low-residence program may need to enroll in an extended program and/or complete this requirement after graduation from CDSP.

Although a few CPE programs offer a stipend, most do not for the basic (first) unit. A tuition fee is required in all cases. Entering students, particularly residential students, in planning their budgets, should be aware that the CPE requirements may preclude the earning of any substantial sum during the period of participation.

18. FINANCIAL AID

The primary purpose of financial aid at CDSP is to assist students in meeting financial need. The School follows the financial aid policies and criteria adopted by the Association for Theological Schools, which requires that financial need be established prior to granting of aid. Financial Aid is awarded either in the form of scholarships, work study, student loans, or a combination of the three. **Students must be registered for at least half-time study (6 units) in a degree or certificate program to be eligible for financial aid. Financial aid awards are prorated for students registered for less than full-time study (12 units per semester.)** General oversight of the program is provided by the CDSP Financial Aid Office and the work-study program is administered by the Financial Aid Office in conjunction with the Dean of Students and the Controller. Where the aid is a combination of grant and work-study, failure to work the specified hours will result in a proportionate decrease in work-study aid.

Application: Each student requesting financial aid must complete and submit both the CDSP Financial Aid Office's Financial Aid Application and the Free Application for Federal Student Aid (FAFSA), with the exception of International students who are only required to complete the

International Student Financial Aid Application. Links to both forms are available on the [CDSP website](#). **FAFSA forms must be received by the processing agency and all supporting data by the Financial Aid Office by March 1 for returning students. Entering students should strive to meet the March 1 deadline but may submit a financial aid application after that date.**

A financial aid application will not be considered unless the student has notified the CDSP Financial Aid Office of the other agencies (parish, diocese, foundation, etc.) to which application for aid has been made. It is assumed that each student will draw upon sources of support such as family, summer earnings, employment during the academic year, savings, etc. Students who apply for financial assistance must indicate that they have explored all such possible sources of support. A list of organizations and agencies that provide scholarship opportunities is available from the Financial Aid Office and online.

The earnings of a spouse are to be considered as a part of the total family income and must be reported in the FAFSA application for financial aid. If the spouse is a student in another institution, CDSP assumes that he/she will apply for financial aid from that institution.

Financial aid is granted on the basis of need on a year-to-year basis, with reapplication and review each year. Changes of more than \$500 in estimated income or outside support for the year as shown on the application must be reported to the seminary. Failure to report these changes may result in withdrawal of aid.

The seminary will publish annually an estimated Cost of Attendance budget showing typical living expenses in Berkeley to assist students in estimating their own needs. The analysis of financial need for each student will consider their particular situation. However, except in unusual circumstances, the seminary will rely upon the Cost of Attendance budget as a guideline in determining need. The Cost of Attendance budget is available upon request from the CDSP Financial Aid Office.

Financial Aid for Summer: Financial aid during Summer is currently available for CAS low-residence and MDiv low-residence students, and other eligible students enrolled in for-credit summer courses approved by the institution as part of their degree/certificate track. Students can apply for summer aid by notifying the CDSP Financial Aid Office in writing (via paper or e-mail). Priority is given to those who apply by the low-residence program application deadline.

Financial Aid for Intersession: A limited amount of CDSP institutional aid is available for students with financial aid who are taking an Intersession course *that will fill a program requirement*. Students can apply for intersession aid by notifying the CDSP Financial Aid Office in writing (via paper or e-mail) during the fall term that they will be taking an Intersession course and wish to be considered for additional aid. Students must notify the CDSP Financial Aid Office of their intersession enrollment by final day of classes for the Fall semester in order to receive consideration for Intersession aid.

Policies:

Application Deadline: March 1 for the following academic year. Returning students submitting applications after the deadline will be considered on a case-by-case basis as funding allows. Late applicants may receive reduced awards due to funding limitations. Entering students are strongly encouraged to submit their financial aid applications by the March 15 admissions application deadline. However, applications submitted by new students after this deadline will be considered. All students are encouraged to submit their application as early as possible.

Enrollment Status: (minimum course load) Student must be enrolled for at least half-time study (6 units) in a degree or certificate program to be eligible for CDSP financial assistance.

Satisfactory Academic Progress: Students must be making Satisfactory Academic Progress (as defined in the Academic Handbook) in order to be eligible for financial assistance from the school. Students who fail to make Satisfactory Academic Progress will be placed on Financial Aid Warning for the subsequent semester, during which the student may continue to receive financial aid. Students who fail to make Satisfactory Academic Progress during the Warning period lose their aid eligibility unless they successfully appeal and are placed on Financial Aid Probation.

Appeals for Satisfactory Academic Progress and Duration of Aid Issues: Students who fail to meet Satisfactory Academic Progress standards or duration of aid limits and lose financial aid eligibility can appeal this decision on the basis of: injury or illness of the student, the death of a relative of the student, or other special circumstances. The appeal must be made in writing, must be accompanied by appropriate supporting documentation, and must explain why the student failed to make Satisfactory Academic Progress and what has changed in the student's situation that will allow him/her to make Satisfactory Academic Progress at the next review. Appeals should be submitted to the Dean of Academic Affairs, who will determine whether the student should be able to meet academic standards after the subsequent semester. The Dean of Academic Affairs may develop an academic plan with the student that, when followed, will ensure that the student will meet the standards by the end of the semester-long probationary period.

The Dean of Academic Affairs will communicate the results of an appeal to the student, the student's advisor, the CDSP registrar, and the Financial Aid Office, and will notify the faculty.

Failure to make Satisfactory Academic Progress after the end of the Financial Aid Probation period will normally necessitate academic dismissal or a prescribed leave of absence, as determined by a faculty vote.

Duration of Aid: It is the desire of the School to offer financial assistance for the completion of academic programs but not to encourage leisurely completion. (That is, the School expects students to select courses which count toward their degree programs rather than—while receiving financial aid—selecting courses of interest but which do not fulfill requirements of their programs.) To that end the following time limits have been set for receiving financial aid in the following programs.

Students receiving institutional financial aid are covered up to the total units needed/prescribed to fulfill their program requirements. If a student fails to complete a class with a passing grade, the financial aid applied to the course will not be renewed for the second attempt. Institutional financial aid will not be applied to 1- or 1.5-unit classes that are recommended but not required for program completion. This applies to all institutional financial aid, including the Trinity-CDSP Scholarship for Ordained Leadership.

MDiv program maximum for CDSP institutional aid:

- 3 years (6 semesters) of full-time study, OR
- 4 years (8 semesters) of three-quarter time study, OR
- 6 years (12 semesters) of half-time study, OR

- a combination of part and full-time semesters, which total the payment of tuition for twenty-four 3-unit courses plus one 3-unit Intersession course and one 1.5-unit course as required for the MDiv program.

**** The MDiv program maximum for federal aid purposes is 4 years (8 semesters) for full-time students, 6 years (12 semesters) for half-time students.**

Joint MA/MDiv programs maximum for CDSP institutional aid: (Students in MA/MDiv programs pay three years of MDiv tuition and one year of MA tuition.)

- 4 years (8 semesters) of full-time study, OR
- years (11 semesters) of three-quarter time study, OR
- 8 years (16 semesters) of half-time study, OR
- a combination of part and full-time semesters, which total the payment of tuition for thirty-two 3-unit courses (plus one 3-unit Intersession course and one 1.5-unit course as required for the MDiv program).
- Both federal and institutional aid is administered by CDSP during the MDiv portion of the student's program; institutional aid is provided by CDSP but administered by the GTU during the year of MA tuition.

**** The joint MA/MDiv program maximum for federal aid purposes is 5 years (10 semesters) for full-time students, 7.5 years (15 semesters) for part-time students.**

MA program maximum for CDSP institutional aid:

- 2 years (4 semesters) of full-time study, OR
- 3 years (6 semesters) of three-quarter-time study, OR
- 4 years (8 semesters) of half-time study, OR
- a combination of part and full-time semesters, which total the payment of tuition for sixteen 3-unit courses.
- CDSP institutional aid is not available to MA students when they reach the continuing registration stage.

**** The MA program maximum for federal aid purposes is 3 years (6 semesters) for full-time students, 4.5 years (9 semesters) for part-time students.**

MTS program maximum for CDSP institutional aid:

- 2 years (4 semesters) of full-time study, OR
- 3 years (6 semesters) of three-quarter-time study, OR
- 4 years (8 semesters) of half-time study, OR
- a combination of full and part-time semesters, not to exceed the completion of the sixteen 3-unit courses as required for the MTS program.

**** The MTS program maximum for federal aid purposes is 3 years (six semesters) for full-time students, 4 years (8 semesters) for half-time students.**

CAS and CTS program maximum for CDSP institutional aid:

- 1 year (2 semesters) of full-time study, OR
- 2 years (4 semesters) of half-time study, OR
- a combination of full and part-time semesters, not to exceed the completion of the eight 3-unit courses as required for the CAS and CTS programs.

**** The CAS and CTS program maximum for federal aid purposes is 1 year (2 semesters) for full-time students, 2 years (4 semesters) for half-time students.**

Grant-In-Aid: Grant-in-Aid awards to help cover tuition are based on financial need and are determined annually. The level of Grant-in-Aid may vary each year depending on a student's financial application, available funding, and the number of qualifying applicants. Grant-in-Aid are prorated for those who are enrolled with less than full-time status.

Work-Study Program: The work-study program allows students who are eligible for need-based aid to work part-time for which they are paid an hourly wage. Jobs are from six to fifteen hours per week.

Federally-Based Student Loans: CDSP participates in the Direct Stafford Student Loan Program. Eligibility requirements and application forms are available from the Financial Aid Office. Applications for Stafford Loans will not be approved unless a current FAFSA is on file with the School. **Stafford Student Loans must begin to be repaid with interest upon graduation or termination of student status, and repayment also begins in the event that the academic load of the student falls below half-time enrollment.**

Loan Disbursements: Federal Direct Loans are disbursed in two payments, once in fall and once in spring. Disbursements are scheduled after the two-week enrollment change period ends at the beginning of each semester, and before payment is due. *Loan funds are automatically applied only to any outstanding tuition charges on a student's account, with the remainder (if applicable) given to the student as a loan refund check.* Students may send a written request to the Business Office before the second week of the semester to have the loans applied to outstanding housing or other non-tuition costs on their account as well.

Federal/Refund Repayment Policy: To withdraw from the school, a student must give written notice to the School's Registrar as well as their advisor and the instructors of their classes. The date of withdrawal will be the date the Registrar receives the written request.

Section 484(b) of the Higher Education Act specifies a formula that requires federal aid recipients to "earn" the aid they receive while enrolled in school at least half-time. The amount of Title IV (federal) aid "earned" is determined by multiplying the Total Title IV aid for which the student qualified by the percentage of time during the term that the student was enrolled. Students who withdraw prior to completing 60% of the semester in which they receive federal student aid may be required to return some of the aid they were awarded.

The formula assumes that a student uses Title IV aid (e.g., Stafford or Perkins loans) to pay institutional charges i.e., tuition, fees, rent and certain other institutional charges. Withdrawal prior to completing 60% of the semester for which aid was awarded requires that a pro rata portion of the aid must be returned to the federal government (lender).

First, the school will return to the appropriate federal fund source a proportional share of institutional charges that were paid. In general, the effect of this "return of Title IV aid" by the institution is to reduce an outstanding federal loan balance. Second, if the amount returned by the school is not enough to repay the entire amount not "earned" the student will be required to repay "unearned" Title IV aid to the lender.

If a student is entitled to a refund from the school for amounts paid to cover institutional charges, any refund due will first be applied to the obligation to return “unearned” aid. Thus, portions of institutional refunds may be applied to an outstanding Stafford and/or Perkins Loan.

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended.

19. STUDENT EMPLOYMENT

Full-time residential students. A full-time course load in the residential program is expected to occupy substantially all of a student’s working time. All students must arrange work hours to permit class attendance, and students in the MDiv and CAS programs must arrange work hours so that they do not interfere with seminary activities, including Tuesday and Thursday Eucharist, Thursday eucharist planning meetings, and formation groups. **Students who are employed, including student work-study positions, are to inform their advisor of the name of the employer, the nature of the employment, and hours worked each week; to inform their advisor promptly of changes in their employment; and to discuss with their advisor at least once each semester the balance of seminary and employment responsibilities.** A student who devotes more than twenty hours a week to outside work will normally be required to take a reduced schedule and devote more than three years to the degree of Master of Divinity, and more than two years to the Master of Theological Studies.

Part-time residential students and students in online and low-residence programs. Students who are employed in a full-time capacity are expected to enroll in no more than two courses each semester. **Students are to inform their advisor of the name of the employer, the nature of the employment, and hours worked each week; to inform their advisor promptly of changes in their employment; and to discuss with their advisor at least once each semester the balance of seminary and employment responsibilities.**

All students. Students enrolled in field education may not be paid for any work at their placement site.

20. CHRISTIAN FORMATION

At CDSP, we understand lifelong spiritual formation to be the cultivation of communal and individual habits, affects, practices and beliefs that help us know and love God, whom we see in Jesus Christ and whom we encounter in the Holy Spirit. Through formation, we more clearly see, know, and love ourselves, our neighbors, and the cosmos.

Enriching the spiritual life of the members of the CDSP community is an ongoing goal. We work together to offer an exploration of spiritual practice for those new to these ideas; and to strengthen, reinforce and refine the practices and resources of those who are already spiritually attuned. We do this work in classes, through contextual education, in advising relationships, using retreats and quiet days, by worshipping together, and through a specific curriculum for Christian Formation that students participate in throughout their seminary careers.

The structure provided by the seminary faculty and staff includes Chapel services, thoughtfully constructed contextual education placements for students preparing for professional ministry, a curriculum in Christian formation, information about Bay Area spiritual directors, and support for initiatives around outreach, interfaith, and cross-cultural ministry. We try to nurture our relationships with other faith-based and religious organizations and advertise opportunities to learn and grow with them.

The Christian Formation Curriculum

The Dean of Students oversees the Formation Program. All Master of Divinity, Certificate of Anglican Studies, and Master of Theological Studies students are required to participate in a no-credit, pass/fail curriculum for spiritual formation each semester. Certificate of Theological Studies students have the option to enroll in the Formation Program but are not required.

The requirements/expectations are outlined each year in the Formation Syllabus, and include monthly participation in assigned peer formation groups, regular participation in community worship, and participation in formation forums, as designated in the syllabus.

Assessment: All students are required to submit a self-evaluation of the benefits and challenges in a student's formation over the course of the semester.

21. DEVELOPING INTERCULTURAL COMPETENCE

Developing intercultural competence is a key element of all CDSP programs. To assist students and faculty in understanding and developing their capacities for engaging cultural difference, CDSP uses the [Intercultural Development Inventory](#) (IDI). Faculty advisors are trained and certified as Qualified Administrators of the IDI, and all faculty have personal Intercultural Development Plans.

All students take the IDI when they begin their program of studies. Each entering student receives a personalized link to the online instrument. Students may receive their results, which will include an Intercultural Development Plan (IDP), in a meeting with their faculty advisor.

MDiv students are required to discuss their results with their advisor, to develop an IDP in consultation with their advisor, and to discuss the IDP with their advisor at least once per year during their time at CDSP. They re-take the IDI during the final semester before graduation and are encouraged to review the results with their advisor and develop a post-seminary IDP.

Students in other programs (MTS, CAS, and CTS) are also required to take the IDI at the beginning of their program of study. Receiving individual results is the student's option, as is developing an IDP. MTS students are required to retake the IDI during the final semester before graduation and may review the results with their advisor.

Individual IDI results are confidential, shared only with the student's advisor. They are not part of the annual general evaluation process for MDiv students, nor are they considered in faculty recommendations for ordination.

Faculty may prepare a group profile of students in a course as the basis for a class activity. Group profiles do not reveal personal information.

The faculty will use group profiles to assess the development of intercultural competence overall in each year's MDiv graduates, comparing their group profile at the end of the program to a group profile created from their IDIs taken at the time of matriculation. This group profile is part of CDSP's ongoing assessment of the overall effectiveness of our degree programs.

22. THE ADVISORY RELATIONSHIP

The advisory relationship is a “public relationship” where discernment and accountability are practiced. As a “public relationship,” it is bounded by the roles of student advisee and faculty advisor, who come together for the period of the student's enrollment at CDSP. The focus of this “public relationship” is a shared interest in the student's flourishing and in the school's flourishing in its institutional mission, both of which are grounded in our Christian commitment to discovering and participating in God's mission in the world. As a “public relationship,” the advisory relationship is not a private relationship between friends, nor is it intended for personal problem-solving, pastoral care, or spiritual direction.

Discernment is practiced as the advisor comes to know the student's previous experiences in life and ministry; the student's capacities, gifts, skills and interests; the student's vocational hopes and dreams; the student's commitments and practices promoting peace and justice among all people; and the student's most significant personal connections and relationships with God, family, diocese, friends, and mentors. Together, advisor and advisee discern how the student's study and formation at CDSP can build on the student's existing gifts and capacities; help the student fulfill vocational hopes and dreams; meet the student's key interests; and strengthen the institutional life of CDSP. Students in the MDiv program and in the ordination process also discuss personal development, including the capacity to accept appropriate authority, the capacity to laugh with others and at oneself, honesty and faithfulness in interpersonal relationships and in financial matters, and the ability to manage time and to meet deadlines (matters identified in the mid-program evaluation agreed upon by the House of Bishops and Council of Seminary Deans).

The student and advisor hold each other accountable for:

- The student's academic program (including, for MDiv, MTS, and CAS students, the required formation course): The advisor is accountable to the student for guiding and approving the advisee's course selections; the student is accountable to the advisor for achieving degree program outcomes. Students seeking exceptions from normal curricular requirements, such as leaves of absence, adds or drops, etc., begin by discussing their request with the advisor.
- Participation in worship: Both students and faculty are required to participate in seminary worship. The pattern and experience of participation, both student and advisor, is a regular topic of discussion during advising meetings.
- Evaluation: All MDiv students receive an annual general evaluation, including a full narrative evaluation at mid-program; the advisor develops a draft of the mid-program evaluation in consultation with the student. All students evaluate their advisor annually through an online, anonymous survey.
- Regular meetings: Normally, the advisor and advisee meet twice each semester, including a meeting for course selection. For students in low-residence programs, advisor and advisee

also meet in person when the student is on campus. The following is a typical schedule of meetings during the academic year:

- August: Advisors meet with entering residential and online advisees during Orientation Week and with returning advisees as needed to finalize registration for fall.
- Mid-September to mid-October: Advisors meet with advisees to check in.
- Late October (after Reading Week) to mid-November: Advisors meet with advisees to plan registration for intersession and spring.
- January: Advisors meet in person with low-residence advisees who are on campus and with other advisees as needed to finalize registration.
- Mid-February to mid-March: Advisors meet with advisees to check in.
- Late March (after spring break) to mid-April: Advisors meet with advisees to plan registration for summer and fall.
- Late spring: Advisors have a final meeting with advisees who are graduating.
- June: Advisors meet in person with low-residence advisees who are on campus.
- At advisory meetings during the year, students discuss their IDP progress with their advisor.

A student is assigned to a faculty advisor at the beginning of their course of study. The student will normally continue to be assigned to the same advisor, except in cases of sabbatical leave or when reassignments must be made in order to balance advisor loads. A student wishing to change advisors makes a request to the Dean of Academic Affairs.

23. ASSESSMENT

Assessment happens in many ways at CDSP. Faculty provide regular feedback to students through grades and comments on papers. All students receive brief narrative reports at the end of each semester/term concerning their work from their instructors at CDSP, and MDiv students receive canonically required general evaluations annually throughout their program of study. Students provide regular feedback to faculty through course evaluations at the end of each semester/term and advising evaluations at the end of each academic year, all of which are taken into account during annual faculty reviews. These forms of assessment focus on individual performance. Entering and graduating questionnaires provide ways for students to give feedback about important aspects of their entire course of study.

We also assess the overall effectiveness of our degree programs on an ongoing basis, in conformity with the best practices recommended by the Association of Theological Schools (CDSP's accrediting agency). This annual program assessment is done by the faculty, who review representative artifacts produced by students (mainly course papers and projects) in order to see whether the school is enabling students adequately to meet the program requirements for our degrees.

Because this assessment looks at the effectiveness of our degree programs as a whole, rather than at the performance of individual students, all names and other identifiers are removed from the artifacts that are collected. They are placed in randomly chosen sets and "blind" reviewed by faculty members who teach in other subject areas. These practices serve to protect the privacy of the students whose work is reviewed. A report is prepared for the faculty each year containing

aggregated data from the reviews, and general comments by the reviewers. Results of the annual program assessment are included in a report of “educational effectiveness” on the CDSP website (<https://cdsp.edu/cdsp-at-a-glance/>).

24. ANNUAL GENERAL EVALUATIONS and RECOMMENDATIONS FOR ORDINATION

All MDiv students receive annual general evaluations during their program of study. In the spring of each year the faculty reviews the progress of all first-year students, both low-residence and residential, and the progress of all second-year low-residence students. A letter signifying that the student is making adequate progress in the MDiv program is produced as a result of this evaluation. When there are special areas of concern these are included in the letter. The next evaluation, a mid-program evaluation, occurs in the middle of the second year for residential students and for low-residence students in the accelerated program, and in the middle of the third year for all other low-residence students. For all MDiv students, this mid-program evaluation is a narrative evaluation that follows the format agreed upon by the House of Bishops and the Council of Seminary Deans. The final evaluation occurs in the spring of the final year.

Part-time MDiv students will also receive an annual general evaluation and a mid-program evaluation when their placement in the degree program is approximately the same as full-time students. Transfer students will be evaluated annually; the mid-program narrative evaluation will be completed after the student has spent at least one full year (completing 24 units) in the program.

Where canonically required, and with the student’s permission, these evaluations will be sent to the student’s bishop. Students may request them to be sent to others.

For MDiv students who are in the ordination process in the Episcopal Church, the mid-program evaluation will ordinarily include the faculty’s recommendation for candidacy for Holy Orders, and the final-year evaluation will ordinarily include the faculty’s recommendation for ordination. MDiv students who require a recommendation for candidacy or ordination at other times of the year may request a recommendation from the faculty through their advisor. Ordinarily, these recommendations are considered at regular faculty meetings, which take place on the second Wednesday of each month during the fall and spring semesters. MDiv students who are in the ordination process in another church, including other churches of the Anglican Communion, should discuss with their advisor any evaluations or recommendations needed in relation to their ordination process.

MTS, MA, Certificate, or Special Students may request a recommendation for candidacy for Holy Orders or for ordination by petitioning the faculty through their advisor. This recommendation will ordinarily take the form of “the faculty see no reason why N. should not be made a candidate for Holy Orders/ ordained a deacon/ ordained a priest.” Ordinarily, these recommendations are considered at regular faculty meetings, which take place on the second Wednesday of each month during the fall and spring semester.

One-year students (whether residential, low-residence, or online) who expect to request a recommendation for ordination should plan to do a major portion of their course work at CDSP. The faculty may be unable to recommend a student with whom they are unacquainted through course work.

Student evaluations and recommendations may be sent to bishops and dioceses up to two years after they are written. The faculty will consider a request for a recommendation for ordination by a student up to two years after a student has left the seminary.

The primary purpose of the mid-program evaluation is to assist the individual student in personal and theological growth in Christian formation. One's own maturing relationship with God through Jesus Christ is of utmost importance to the individual and to the larger Christian community which MDiv students are preparing to serve. Because growth is continual and often difficult to describe, particular areas of a student's seminary life are brought under careful review.

Academic skills are a major concern. That competence is partially measured by separate course evaluations provided by instructors. A knowledge of basic content and method in theological disciplines is highly important. Also important is the student's ability to integrate different facets and areas of learning in constructive analyses of contemporary religious, social and political problems and to transmit these insights to other people.

Relational skills are another concern. Leadership, pastoral care, preaching, and teaching are measured by appropriate course evaluations, and also through reports from contextual education assignments. It is important to assess how a person's theological understanding and commitment is manifested in all areas of the student's life. Two such areas may be worship and family. Questions of a student's relationship with peers and with those in authority come into focus, as does response to criticism.

In addition to the student and the advisor, the mid-program evaluative process involves Contextual Education supervisors, Faculty, and the Dean. The student's advisor develops a draft of the narrative evaluation in consultation with the student, then presents the draft to the Dean and Faculty for their collegial review. Advisors have different methods of preparing evaluations. Therefore, students should discuss the process with their advisors so that there is a mutual understanding; an advisor may ask the student to prepare a self-evaluation as a basis for the consultation about the draft evaluation.

25. ECCLESIASTICAL RELATIONS

See Section 21 above on Annual General Evaluations.

An ordinand who wishes to be married during the course of study should first discuss this decision with their bishop.

Students who intend to be ordained during the course of study should notify the Faculty.

Canon law invests the bishop with responsibility for spiritual direction of their students. Students are required, both by canon law and by this School, to make regular reports to their respective bishops and are advised to consult their bishops before taking any vows or binding obligations, e.g., those customary in becoming associates of monastic orders.

Students should also consult with their ecclesiastical authorities regarding special diocesan requirements for ordination, e.g., the need for taking special courses, requirements for letter grades (rather than pass/fail), requirements regarding Clinical Pastoral Education, knowledge of local diocesan history or canons. The School cannot always be aware of such special requirements for every diocese and therefore urges the student to become cognizant of them.

Members of other churches who are students of this School are expected to comply with any ecclesiastical laws that may pertain to them within their own communions.

26. SEMINARY POLICY ON GENDER-INCLUSIVE LANGUAGE

Definition: The policy at CDSB is that gender-inclusive language, i.e., language which strives to include both sexes equally, should be regarded as standard in public discourse, and that gender-exclusive language should be avoided as much as possible. The American Academy of Religion defines gender-exclusive language as follows:

For the purposes of this policy, exclusive language is defined as a consistent pattern of English usage where the male is taken to be the normative human person; i.e., the word “man” connotes both the male and the human as such. (Adopted from *The New Dictionary of Liturgy and Worship*, J. G. Davies, ed., SCM Press, 1986.)

This policy on gender-inclusive language applies whenever a speaker or writer has free choice about diction—in lectures, discussions, papers, announcements, sermons, public notices, and publications of all sorts. Formal academic writing is the context in which the principle applies most strongly, because such work is most clearly in the control of the writer.

Applications of the Policy:

1. Language about human beings: The primary focus of this policy is on terms that refer to people. Gender-inclusive diction avoids the generic use of terms such as “man” (also “men,” “mankind,” “family of man,” “city of man,” “brotherhood,” “clergyman,” etc.). In their place, terms such as “human,” “human being,” “people,” “humanity,” “humankind,” “earthly city,” “mortals,” “member of the clergy,” etc. can be used to designate individuals and groups. The possibilities for gracefully rephrasing one’s writing and speaking, once one develops the habit of doing so, are amazingly diverse.

Pronouns may present special problems. In particular, the pronoun “he” is no longer widely understood as generic. Gender-specific pronouns are appropriate when the antecedent is known, but duplicate pronouns (“he or she,” “him or her,” etc.), or the plural (“they”) are better when the antecedent is not known. Pronoun gender may also be alternated (“she” in one sentence, “he” in the next); or the composite “s/he” may be used in writing. A good guide to gender-inclusive style is Casey Miller and Kate Smith, *The Handbook of Nonsexist Writing* (Harper & Row paperback, 1980).

2. Language about God: Language about human beings can be made consistent with the sex of a group or individual, but the concept of “sex” in relation to God is meaningless in Jewish and Christian thought. Scriptural witness speaks of God in (grammatically masculine) generic pronouns that—in Hebrew and Greek—have no sexual implications whatever. Rich scriptural images provide a wide range of personal metaphors, male and female, to convey God’s relationship to created beings.

This question involves personal piety as well as formal theology. Whether gender-inclusive language can or should be adopted in reference to God on a particular occasion depends on the topic under discussion, the tradition from which one comes, and the audience to which one speaks.

3. Direct quotations in academic work: Direct quotations, especially in formal academic work, should not be changed to make them gender-inclusive. This is an instance where the writer does not have full freedom of diction but must observe scholarly standards of accuracy. One should also respect the place of a text within its historical context, and not “fix” a writer’s language anachronistically.

If quoted matter is offensive or controversial, on the other hand, it is appropriate to comment in a footnote or to add the Latin (*sic*) (“thus”) to the quoted text to show one’s awareness of the anomaly. Note, however, that one addition of (*sic*) is sufficient for each quotation.

4. Implementation by CDSP faculty: The President and Dean and the Faculty of CDSP commit themselves to work for clarity and consistency as they undertake to apply the principle of gender inclusivity in their own writing and speaking, and in their supervising and teaching of students. Faculty members will exercise personal judgment as they work out ground-rules consistent with their best understanding of the ethical issues and linguistic options involved. Such ground-rules, to be constructive and fair, should be stated clearly at the beginning of each semester’s study.

5. Liturgical language: See the CDSP Chapel Customary for policies regarding gender-inclusive language in the liturgy.

27. SEMINARY POLICY ON PLAGIARISM AND ACADEMIC DISHONESTY

CDSP depends on the honesty and integrity of community members in order to function. Honesty in following examination protocols and for presenting one’s work as one’s own is fundamental to the ethos of the academic community. In addition, it is assumed that those intending leadership in the church will commit themselves to honesty in all their dealings. Evidence of failure to maintain this integrity in the academic environment of CDSP is therefore a serious matter.

Definition: (from the GTU Plagiarism Policy, GTU Doctoral Handbook)

Plagiarism is the presentation of another’s ideas, methods, research or words without proper acknowledgment. It runs the gamut from failing to cite a reference (sloppy scholarship) to passing off another’s work as one’s own. It includes close paraphrasing as well as lifting of entire lines nearly verbatim without acknowledgment. As the effects of the plagiarism will be the same regardless of intent, intent will not be construed as essential to the act, although it may be considered in determining whether the charge of plagiarism should be pursued or what the penalty may be.

For general requirements for proper acknowledgment in written work, see Kate Turabian, *Manual for the Writers of Term Papers, Theses, and Dissertations* and *The Chicago Manual of Style*.

Reporting Plagiarism: In cases where plagiarism of published or unpublished work of another scholar or of other students is detected in a CDSP student's work, report the complaint to the CDSP Dean of Academic Affairs. The Dean then informs the student's advisor.

In cases where plagiarism of published or unpublished work of another scholar or student is detected in a CDSP faculty member's work, report the complaint to the CDSP Dean of Academic Affairs. The Dean then informs the President and Dean. If the accused faculty member is the Academic Dean, the report is made directly to the President.

Action in Case of Student Plagiarism: In consultation with the student's advisor, the Academic Dean will review the evidence and determine the seriousness of the offense. In cases of apparent confusion about academic expectations, the student will be advised and corrected by the Academic Dean or the student's advisor. In cases of a minor infraction, the student will receive a written reprimand that will be filed with the student's other academic records. In extreme cases, the matter will be taken to the CDSP Faculty, who will determine an appropriate form of censure. A notation that the matter has been reported and discussed will be placed by the Academic Dean in the student's permanent file. Possible penalties for plagiarism include one or more of the following: a grade of "F" on the plagiarized paper or exam; failure of the affected course; academic probation; suspension for a specified time; expulsion from the seminary. In the case of a student in the MDiv program, the penalty may include reporting to the relevant diocesan authorities. A student who believes he or she has been falsely accused may appeal to the President and Dean.

Other Forms of Academic Dishonesty: Exams and other assignments at times depend on a student's sense of honor regarding sharing of information with other students, time limits, or other limitations that cannot be proctored by the instructor. It is expected that in these situations, members of the CDSP community will also demonstrate serious commitment to honesty. Evidence of a student cheating on exams will be treated with the same seriousness as evidence of plagiarism, and the same range of consequences and penalties may apply.

Action in Case of Faculty Plagiarism: According to the CDSP Faculty Handbook, faculty plagiarism is grounds for dismissal.

GTU Consortial Agreement Concerning Plagiarism: When a student from one GTU school is suspected of plagiarism in a course that the student is taking at another GTU school, the following protocol will be followed:

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

Kindle editions of course textbooks: Kindle versions of assigned course texts may be used, provided that references to such texts in course papers use the approved system of references found

in the 17th edition of the Chicago Manual of Style (14.166). This policy should be stated clearly in every course syllabus.

28. ACADEMIC DISPUTES AND RESPONDING TO STUDENT COMPLAINTS

CDSP POLICY

A student who has a dispute with a professor about an academic matter, including grading, shall first raise the issue with the professor. If the student and professor are unable to find an acceptable solution, the student may ask the Dean of Academic Affairs to consult with the professor; the student may ask to be present at this consultation.

If the dispute is with a professor at another GTU school, the Dean of Academic Affairs will contact the dean of the host school and determine the policies and procedures to be followed.

If the matter is not resolved through the informal consultation of the Dean of Academic Affairs with the professor, the student may submit a formal written appeal to the Dean of Academic Affairs, stating the nature of the dispute and providing any supporting evidence. Such an appeal must be filed within three months after the incident took place giving rise to the appeal; in case of a disputed grade, the appeal must be made by the end of the semester after the posting of the disputed grade.

The Dean of Academic Affairs will appoint an *ad hoc* committee consisting of two faculty members not involved in the dispute; the Dean of Students serves *ex officio* on this committee. The student submitting the appeal may make a recommendation to the Dean of Academic Affairs for one of the two faculty members to serve on the committee.

If the dispute is filed when classes are in session, the committee will convene within two weeks of being appointed; if classes are not in session, the committee will convene by the end of the second week of the semester following the filing of the appeal.

The appeals committee will interview the student appealing and the professor who is the object of the appeal, and will gather other information as deemed necessary. The committee will then arrive at a recommendation, which will be communicated in writing to the student, the Dean of Academic Affairs, the professor, the student's faculty advisor, and the Registrar (for inclusion in the student's file). The professor will make a final decision after receiving the committee's recommendation.

If the student does not accept the professor's final decision, the student may submit a further appeal in writing to the President. The President will review all materials from the prior proceedings and gather additional information as deemed necessary. The decision of the President will be final.

If the professor in question is the Dean of Academic Affairs, the student may approach their faculty advisor or the Dean of Students for assistance in resolving the dispute. If the dispute is not resolved informally, the student may file an appeal with the President.

The filing of an academic appeal and its outcome will be noted in the student's file and kept until graduation.

GTU POLICY

Cross-registration of students in courses within the consortium is a valuable feature of the Graduate Theological Union. The GTU and all the member schools are committed to ensuring that students have appropriate recourse in the event that they have a complaint about some aspect of their experience while taking courses at a school other than their own. The following protocol is to be followed in any such cases, including but not limited to complaints concerning unfair discrimination, cultural insensitivity, sexual harassment, and disputes over grades and other forms of academic evaluation.

1. Each school of the GTU is committed to giving students from all other schools access to its normal complaint process whenever they are taking courses or studying with faculty at the host school.
2. Students are encouraged to attempt to resolve the complaint directly by raising the issue with the individual at the host school whose conduct is the focus of the complaint.
3. If the matter cannot be resolved directly, the student should bring the complaint to the attention of the academic dean of the student's own school.
4. The dean of the student's school will then contact the academic dean of the host school in order to help the student determine which policies and procedures at the host school are relevant to the situation.
5. The normal policies and procedures of the host school will be followed, with the added proviso that the dean of the student's school will be kept informed of the progress made in addressing the complaint.
6. At the conclusion of the complaint resolution process, the dean of the host school will report the outcome in writing to both the student and the dean of the student's school.

29. ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES

CDSP is committed to providing support for students who need special arrangements for meeting course requirements for reasons of documented disability. Students wishing to request accommodations for their academic work should consult the CDSP website (<https://cdsp.edu/seminary-policies/students-with-disabilities/>) which includes directions for how to make that request. Questions about these procedures may be directed to the Dean of Academic Affairs or Dean of Students. Completed accommodation request forms should be turned in to the Dean of Students. Students must complete the faculty notification release form each semester.

30. SEMINARY POLICY ON SEXUAL HARASSMENT TRAINING

All students are required to complete “campus SaVE act for students – sexual violence awareness” training and “bystander intervention” training through the CDSP SafeColleges portal. Many additional courses are also available to students and they are encouraged to explore this valuable resource. Students will receive an annual email notice with instructions and deadlines for completing the training.

31. SEMINARY POLICY ON CHILDREN IN CLASS

Children are not normally permitted in class. In emergency situations permission of instructor must be obtained.

32. SEMINARY POLICY ON PETS IN CLASS

Animals other than working Service/Assistance Animals are not allowed in classes.

33. SEMINARY POLICY ON SPOUSES AND PARTNERS AUDITING CLASSES

Spouses and partners of current students, faculty, and staff may audit one CDSP course per semester free of charge. Arrangements for enrollment in a course are made through the CDSP Registrar with permission of the instructor.

34. STUDENT RECORDS AND FERPA POLICY

The school does not release copies of transcripts from other institutions gathered for admission purposes.

A student has the right of access to those records that pertain to his or her work during seminary, as defined in the Family Educational Rights and Privacy Act (FERPA). This does not include those materials gathered as part of the admissions process. The CDSP FERPA policy follows.

The Family Educational Rights and Privacy Act Church Divinity School of the Pacific

For purposes of this statement, students will include only those individuals who are or have been enrolled in the following programs: Master of Divinity, Master of Theological Studies, Doctor of Ministry, Certificate of Anglican Studies, Certificate of Theological Studies, the GTU Common MA program, and CDSP Special Students (Unclassified, Limited Status, Online).

The term “student” includes an individual who has been admitted to and has enrolled in or registered with Church Divinity School of the Pacific, as defined above. The term “student” does not include an individual who has not been in attendance at Church Divinity School of the Pacific. 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.

Church Divinity School of the Pacific 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. All these exceptions are permitted under the Act.

Within the Church Divinity School of the Pacific community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Offices of the President, Dean of Academic Affairs, Dean of Students, Registrar, the Business Office, Financial Aid Office, Admissions Office, and academic personnel within the limitations of their need to know.

At its discretion the institution may provide Public Information in accordance with the provisions of the Act to include: student name, address, telephone number, email address, date of birth, place of birth, area of study, year in school, dates of attendance, degree program(s), registration information, thesis title, religious affiliation/order, scholarships and honors, most recent previous degree and school, country of citizenship. Students may withhold Public Information by notifying the Registrar in writing by the late registration deadline of Fall semester. A form for this notification is available from the Registrar.

Request for non-disclosure 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. This is particularly relevant to the publication of the annual CDSP School Directory.

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 Consortial Registrar at the Graduate Theological Union has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial and placement records. Students wishing to review their education records must make written requests to the head of the appropriate office as listed in the GTU Directory, 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 or a transcript of an original or source document which exists elsewhere). 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 Dean of Academic Affairs. 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 Academic Affairs of his/her right to a formal hearing. Student requests for a formal hearing must be made in writing to the Dean of Academic Affairs 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 that will adjudicate such challenges will be appointed by and chaired by the Dean of Academic Affairs. The hearing panel will consult with legal counsel as appropriate.

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

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the institution to aid them in filing complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605. Revisions and clarifications will be published as experience warrants.

CDSP FERPA Policy Definition of Terms

Student: The term "student" includes an individual who has been admitted to and has enrolled in or registered in the following programs: Master of Divinity, Master of Theological Studies, Doctor of Ministry, Certificate of Anglican Studies, Certificate of Theological Studies, the GTU Common MA program, and CDSP Special Students (Unclassified, Limited Status, Online). The term "student" does not include an individual who has not been in attendance at Church Divinity School of the Pacific. 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 that are directly related to a student and maintained by the institution or by a party acting for the institution. Student education records include, but are not limited to, academic evaluations, transcripts, test scores and other academic records, registration information, general counseling and advising records, disciplinary records, and financial aid records.

The term “student education records” does **not** include:

a) 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.

b) Records relating to an individual who is employed by Church Divinity School of the Pacific which:

- 1) are made and maintained in the normal course of business;
- 2) relate exclusively to the individual in that individual’s capacity as an employee;
- 3) are not available for any other purpose.

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

c) 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 CDSP 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, year in school, degree program(s), thesis title, religious affiliation/order, scholarships and honors, most recent previous degree and school, country of citizenship.

School Directory: The term “school directory” refers to the annual Church Divinity School of the Pacific Directory.

35. ADDITIONAL SEMINARY POLICIES

CDSP has adopted policies on the following:

- Alcohol, Drugs, and Smoking
- Equal Opportunity Employment/Non-Discrimination
- GTU Affiliation
- HIV/AIDS
- Homelessness
- Missing Students
- School Property and Pets
- Sexual Assault and Rape

- Sexual Harassment

These policies, along with those found above in sections 26-34, are available on the CDSP website:
<https://cdsp.edu/seminary-policies/>