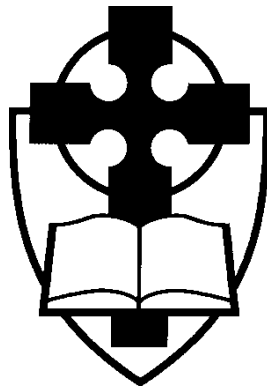


Church Divinity School of the Pacific

Student Handbook



Church Divinity School of the Pacific
2450 Le Conte Avenue
Berkeley, California 94709
510-204-0700
www.cdsp.edu

REVISED June 2023

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

Church Divinity School of the Pacific welcomes you to our seminary community. Whether in residence or online, you have chosen to grow and learn with us. We take seriously your discernment to call CDSP your seminary the next several years, and our hope is that on account of this decision, you grow spiritually in intellect, collegiality, theological vocation, pastoral identity, personal maturity, leadership, and ecclesial vision.

In this Student Handbook, you will find detailed information on procedural guidelines and academic and community policies. These will give you a glimpse of who we are as a seminary and how we order our lives together. Read it slowly and surely, knowing that it may take a few reads of a particular section to understand it more completely. If you have questions, please do not hesitate to ask your advisor, peer, staff, faculty, or administrator.

We are glad you are here. Many prayers and blessings to you as you begin, or continue, your journey at CDSP.

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OVERVIEW

1. MISSION

Responding to God's love for creation, CDSP teaches and inspires diverse Christian leaders for discipleship that engages congregations, neighborhoods, and the wider world to follow Jesus Christ in the mission of justice, reconciliation, and mercy. We accomplish this by...

- Forming Christian leaders for service grounded in resurrection hope.
- Communicating the Christian tradition in today's contexts through community engagement.
- Welcoming and embracing Gospel diversity.
- Equipping students to lead and form vibrant faith communities.
- Employing cutting-edge technology and modes of teaching to create a transformative learning environment that empowers new forms of ministry, while building on our tradition of groundbreaking teaching and formation.
- Strengthening our mission through partnership with Trinity Church Wall Street.
- Collaborating with seminaries, universities, organizations, and other entities in the Episcopal Church and Anglican Communion.

2. VISION

Preparing Christian leaders who will be transformative in connecting the Church, their neighborhoods, and society. In service of this vision, we will:

- Define clearly what 'leadership' means in the context of the Church's mission and demonstrate this within the CDSP educational culture.
- Build on CDSP's history and culture of forming diverse and innovative leaders who connect congregations with their surroundings.
- Demonstrate an appreciation for the richness of diversity and pursue reconciliation, healing, and inclusion in all sectors of the School's life and ministry.
- Be a welcoming place for convening conversations and building relationships with local institutions and partners inside the Church and beyond.
- Promote an attitude of adaptation in practices, transformational expectations, and a readiness to meet new contexts that expand perspectives on a Gospel-shaped life.
- Stay current on trends and realities associated with theological education, the Church, local communities and society.
- Build on the innovative and experimental spirit of West Coast culture that is reflective of CDSP's history and culture.

3. **STATEMENT ON DIVERSITY**

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.

The faculty have committed to long-term goals for diversity, equity, and inclusion at CDSP:

- Create hospitable classroom and community environments in which difference, inclusivity, and racial diversity are valued.
- Equip students to lead in the work of racial healing, reconciliation, and justice in traditional and new ministry contexts.

4. **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

5. **DEGREES AND CERTIFICATES**

CDSP offers the following degrees, diplomas and certificates:

- | | |
|-----------------------|---|
| First Degrees: | Master of Divinity
Master of Theological Studies (admissions paused)
Master of Arts (in cooperation with the GTU) |
| Certificates: | Certificate of Anglican Studies
Certificate of Theological Studies (admissions paused) |

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

CURRICULUM

6. 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 hybrid low-residence program experience similar dynamics in their intensive sessions. In addition, students in the hybrid 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 hybrid 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 required 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 required courses introduces students to the core topics and methods of Christian systematic theology. The first course 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):

Introductory 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.

Intermediate courses: Students are required to take a second 3-credit course that 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 final 1.5-credit required course develops students' skills for effective liturgical leadership.

Church music elective: 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 required 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 (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 hybrid 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 hybrid low-residence program are supported in their online asynchronous learning by the course instructor and fellow class peers. Hybrid low-residential students also participate in classes 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.

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 a placement experience for eight to ten hours per week over the course of the fall and spring semesters. Additionally, residential students take a corresponding class once a week for two hours, and hybrid low-residential students enroll in a weekly asynchronous 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 eight to ten 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.

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 only reading. *Study of this modern language does not replace the requirement of a 3-credit course in a biblical language.*

Intercultural Development (0 credits): 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 13, "Developing Intercultural Competence," for more details about the IDI.

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.

Spiritual Formation (0 credits): The Director of Chapel and Campus Chaplain and the Director of Student Services oversee the formation program. All MDiv students are required to participate in a no-credit, pass/fail curriculum for spiritual formation each semester. The requirements and 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 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 a eucharist for residential students and at a eucharist during either January intersession or summer intensive for hybrid 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
• Exegesis area elective	3 credits
• Biblical language	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
Leadership for Ministry	6 credits
Anglicanism area elective	3 credits
Interfaith area elective	3 credits
Open electives	9 credits
Immersion/IDI process	0 credits
Formation	0 credits
Senior Sermon	0 credits

TOTAL CREDITS REQUIRED	75
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* 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.

7. 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 hybrid option at the beginning of the program and follows that course of studies. All residential 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.

Hybrid Low-Residence Program: The residence requirement for the hybrid 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 hybrid 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 hybrid low-residence program requires diligence for maintaining an appropriate enrollment status for eligibility for federal financial aid and for required loan repayment. Hybrid low-residence students are strongly encouraged to be in conversation with the Financial Aid Office.

Length of program (residential and hybrid 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 hybrid 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 a second semester of a biblical language.

8. RESIDENTIAL MDIV CURRICULUM SEQUENCE

	Fall	Interession	Spring
Year 1	1. Foundations for Ministry 2. Pastoral Theology 3. Church History I 4. Introduction to Old Testament	1. Organizing for Public Ministry (1.5 credits)*	1. Introduction to Worship 2. Introduction to New Testament 3. Church History II 4. Biblical Language OR Interfaith area elective
Year 2	1. Field Education I 2. Theology I 3. Christian Education 4. Anglicanism area elective OR Exegesis elective OR Interfaith area elective OR Biblical Language		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	1. Leadership for Ministry I 2. Liturgics 3. Ethics 4. Anglicanism area elective OR Exegesis area elective OR Interfaith area elective OR Elective		1. Leadership for Ministry II 2. Liturgical Leadership (1.5 credits) 3. Elective 4. Elective 5. Elective OR Anglicanism area elective OR Exegesis area elective OR Interfaith area elective
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*3-credit version required for students who entered prior to Summer 2020

9. HYBRID LOW-RESIDENCE MDIV CURRICULUM SEQUENCE

	Summer	Fall	Intersession	Spring
Year 1	1. Foundations for Ministry 2. Biblical Language OR Anglicanism elective OR Interfaith elective	1. Church History I 2. Introduction to Old Testament	1. Organizing for Public Ministry (1.5 credits)*	1. Introduction to New Testament 2. Church History II
Year 2	1. Introduction to Worship 2. Anglicanism elective OR Interfaith elective OR Biblical Language OR Exegesis elective	1. Christian Education 2. Theology I	1. Preparation for Theological Field Education (required, zero credits) 2. Pastoral Theology I (1.5 credits)	1. Ethics 2. Theology II

Year 3	1. Homiletics 2. Anglicanism elective OR Exegesis elective OR Interfaith elective	1. Field Education Placement I 2. Liturgics	1. Continuing Praxis in Theological Field Education (required, zero credits) 2. Pastoral Theology II (1.5 credits)	1. Field Education Placement II 2. Elective
Year 4	1. Liturgical Leadership (1.5 credits) 2. Anglicanism elective OR Exegesis elective OR Interfaith elective	1. Leadership for Ministry I 2. Elective		1. Leadership for Ministry II 2. Elective

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

10. **HYBRID LOW-RESIDENCE MDIV CURRICULUM SEQUENCE (ACCELERATED)**

	Summer	Fall	Intersession	Spring
Year 1	1. Foundations for Ministry 2. Biblical Language OR Anglicanism elective OR Interfaith elective	1. Church History I 2. Introduction to Old Testament	1. Preparation for Theological Field Education (required; zero credits) 2. Pastoral Theology I (1.5 credits) 3. Organizing for Public Ministry (1.5 credits)*	1. Introduction to New Testament 2. Church History II

Year 2	1. Introduction to Worship 2. Anglicanism elective OR Interfaith elective OR Biblical Language OR Exegesis elective	1. Christian Education 2. Theology I 3. Field Education Placement I	1. Continuing Praxis in Theological Field Education (required; zero credits) 2. Pastoral Theology II (1.5 credits)	1. Ethics 2. Theology II 3. Field Education Placement II
Year 3	1. Homiletics 2. Anglicanism elective OR Exegesis elective OR Interfaith elective	1. Leadership for Ministry I 2. Liturgics 3. Elective		1. Leadership for Ministry II 2. Elective 3. Elective
Year 4	1. Liturgical Leadership (1.5 credits) 2. Anglicanism elective OR Exegesis elective OR Interfaith elective			

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

11. 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.

12. 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 (sec. 48) 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.

13. **CURRICULUM FOR THE DEGREE OF MASTER OF THEOLOGICAL STUDIES (*admission paused*)**

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 online or in hybrid modality. 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.

Currently, admission to the MTS program is paused.

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 (6 total credits)
- 1 Theology course
- 1 Ethics course
- 1 Liturgics course
- 1 Course in a World Religion or Interfaith Relations
- 6 Electives (18 total credits)
- 2 Thesis/project courses (6 total credits)

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-credit 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.

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-credit 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-credit 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 credits 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 credits 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 (0 credits): The Director of Chapel and Campus Chaplain and the Director of Student Services oversee the formation program. All MTS students are required to participate in a no-credit, pass/fail curriculum for spiritual formation each semester. The requirements and 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.

Winter Intersession and Summer Intensive Coursework: While MTS students are not required to take Winter Intersession or Summer Intensive courses, they may enroll in courses offered at these times. Winter Intersession and Summer Intensive courses cannot be combined (1.5 + 1.5) to replace a three-credit 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://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-credit thesis/project course (MA-5000, In Thesis) in each of the two final semesters of the program. Six credits 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 credits 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 30 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 first Friday in October, for projects completed before the end of late registration of fall semester, or by the filing deadline for 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.

14. **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

- 1.3 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

- 1.3.1 Students will articulate a theological and practical understanding of the connections between worship, mission, and the formation of Christian disciples.
- 1.3.2 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.
- 1.3.3 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.
- 1.3.4 Students will exhibit knowledge of spiritual practices that sustain them in their Christian faith and mission.
- 1.3.5 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.

15. 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.

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 Resources 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 requires the completion of eight courses while enrolled at CDSP, during which time the student will work with a faculty advisor. Foundations for Ministry (3 credits) and Liturgical Leadership (1.5 credits) are required. The remaining courses, normally six 3-credit courses that are 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 Director of Chapel and Campus Chaplain and the Director of Student Services oversee 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 and 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.

Hybrid Format: The Certificate of Anglican Studies hybrid low-residence program 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.

Applicants must show capacity to participate in online learning and have access to appropriate computer technology.

Normally, students take two courses each summer during two consecutive on-campus summer residencies. Four 3-credit courses are 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 22.5 credits is required, including Foundations for Ministry and Liturgical Leadership. The certificate program will normally include at least one course in each of the core areas listed above. Transfer credit for up to four 3-credit semester courses (or the quarter system equivalent) completed while enrolled as a student at another accredited theological institution may be approved. Participation in two on-campus summer intensives is required.

Winter 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, and in consultation with their advisor, students may count courses taken at other GTU schools in the summer toward the 8-course requirement for the CAS.

Typical CAS 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	<ul style="list-style-type: none"> Foundations for Ministry Elective: Anglicanism, interfaith, or biblical exegesis 	<ul style="list-style-type: none"> One Elective (3 credits), e.g.: <ul style="list-style-type: none"> Liturgics Adapting Christian Formation 	<ul style="list-style-type: none"> One Elective (3 credits), e.g.: <ul style="list-style-type: none"> Postcolonial Communion The Episcopal Church
Year Two	<ul style="list-style-type: none"> Liturgical Leadership (1.5 credits) Elective: Anglicanism, interfaith, or biblical exegesis 	<ul style="list-style-type: none"> One Elective (3 credits), e.g.: <ul style="list-style-type: none"> Contemporary Anglican Theologians Theology I Hist. of Christianity I 	<ul style="list-style-type: none"> One Elective (3 credits), e.g.: <ul style="list-style-type: none"> Theology II History of Christianity II

Typical CAS Course Sequence (accelerated option)*

	Summer Intensive	Fall Semester	Spring Semester
Year One	<ul style="list-style-type: none"> Foundations for Ministry Elective: Anglicanism, interfaith, or biblical exegesis 	<ul style="list-style-type: none"> Two Electives (6 credits), e.g.: <ul style="list-style-type: none"> Liturgics Adapting Christian Formation Contemporary Anglican Theologians Theology I History of Christianity I 	<ul style="list-style-type: none"> Two Electives (6 credits), e.g.: <ul style="list-style-type: none"> Postcolonial Communion The Episcopal Church Theology II History of Christianity II
Year Two	<ul style="list-style-type: none"> 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 in either the May prior to completing the program or the following May.

16. **CERTIFICATE OF THEOLOGICAL STUDIES (*admissions paused*)**

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 credits 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-credit courses required for the program (see section 48 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 Resources 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 Director of Chapel and Campus Chaplain and the Director of Student Services oversee 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 and 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 participating students are required to submit a self-evaluation of the benefits and challenges in a student's formation over the course of the semester.

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

The University of California, Dominican 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, and Mills College courses are subject to additional fees, levied by the University, for changes in enrollment.

18. **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.

19. **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.

20. **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.

Please note that the exchange programs are currently on pause in conjunction with the curriculum revision.

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 credits 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.

STUDENT LIFE

21. 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:

- **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 and the student is accountable to the advisor for achieving degree program outcomes. Students seeking exceptions to 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 advisors are required to participate in seminary worship. The pattern and experience of participation 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. Each student evaluates their advisor annually through an online, anonymous survey.

- **Regular meetings:** The advisor and advisee usually meet twice each semester with one consisting of course selection. The other meeting is to check in and also discuss the IDI (required of MDiv students). For students in hybrid low-residence programs, the advisor also meets with their advisee when the student is on campus. The following is a typical schedule of meetings during the academic year:
 - **Late Spring:** New incoming students meet their advisor online for the first time. Graduating students meet with their advisor one final time.
 - **June Intensive:** Advisors meet in person with hybrid low-residence advisees on campus.
 - **August:** Advisors meet with any advisee needing to finalize registration.*
 - **Mid-September to mid-October:** Check-in advising meetings.
 - **Late October (after Reading Week) to mid-November:** Advisors meet prior to the registration deadline with advisees to plan for intersession and spring registration.
 - **January:** Advisors meet in person with hybrid low-residence advisees on campus to check in and to finalize registration. This meeting is also an opportunity for advisors and advisees at the mid-program evaluation to discuss the evaluation.
 - **Mid-February to mid-March:** Advisors meet with advisees to check in. This meeting is also an opportunity for advisors and residential advisees at the mid-program evaluation to discuss the evaluation.
 - **Late March (after spring break) to mid-April:** Advisors meet with advisees to plan registration for summer and fall.

Students are assigned to faculty advisors after being admitted to their program 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.

* Finalizing one's registration includes adding/dropping courses from a student's course schedule registered during Registration.

22. CHRISTIAN SPIRITUAL FORMATION

At CDSP, lifelong spiritual formation results from the cultivation of communal and individual habits, affects, practices, and beliefs that help CDSP community members know and love God, as witnessed in Jesus Christ, and encountered in the Holy Spirit. It is through formation that community members see more clearly, and better know and love ourselves, our neighbors, and the cosmos.

It is the seminary's goal to enrich the spiritual life of the CDSP community and its members. CDSP works to offer an exploration of spiritual practices for those new to them, and to strengthen and refine familiar habits and resources to which one may already be attuned. This formation occurs through courses, contextual education, advising relationships, retreats and quiet days, collective worship, and through an established Christian formation program

in which students participate during their seminary careers. The Christian formation curriculum helps students connect their personal lives as Christians to a deepening understanding of their vocation and the commitments of ordained ministry in the church.

The structure of formation additionally consists of Chapel services, peer small groups, resources for spiritual direction, and support for initiatives around outreach, interfaith, and cross-cultural ministry.

The Christian Formation Curriculum

The Director of Chapel and Campus Chaplain and the Director of Student Services oversee the formation program. All Master of Divinity, Certificate of Anglican Studies, and Master of Theological Studies students are assigned to and required to participate in a no-credit, pass/fail curriculum for Christian formation each semester. Certificate of Theological Studies students have the option to enroll in the formation program but are not required to do so.

The requirements and 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.

23. WORSHIP

CDSP uses Rite I, Rite II, Enriching Our Worship, and occasionally liturgies from elsewhere in the Anglican Communion. Occasionally, other worship opportunities occur. The Chapel Customaries, available on the Community Resources Moodle page, explain the details of common worship at CDSP. The seminary Worship Committee serves as an advisory committee and resource for reflection and concern regarding the worship life of the community (see section 37).

Sacristans: Serving as a Sacristan is an official student worker position under the supervision of the Director of Chapel. Sacristans are not paid for their time during worship services. Responsibilities of sacristans include preparing the chapel for worship during both eucharists and daily office services, keeping the sacristy supplied and orderly, supporting student roles in leading worship, conducting liturgical rehearsals, leading weekly liturgy-planning meetings, and consulting with the Director of Chapel to coordinate their shared support of worship function. Anyone interested in serving as a Sacristan should contact the Director of Chapel.

Worship Rota: The rota is the schedule of assignments for all Eucharistic services. The rota is managed by the Director of Chapel and the Sacristans. Students' availability and preferences for serving in liturgical roles must be communicated to the Director of Chapel. More details can be found in the Chapel Customary, please direct your questions to the Director of Chapel.

If a student cannot fulfill an assignment in the event of a sudden illness or other emergency, it is the student's responsibility to make sure the role is filled. Information pertaining to exchanging worship responsibility dates is outlined in the Chapel Customary.

Liturgical Vestments: All students, whether in a residential, hybrid, or online program, must provide their own liturgical vestments for use in the chapel. For residential students, the required vestments are cassock and surplice for daily offices, and alb and cincture for eucharists. During intersession and summer intensive, to simplify packing for hybrid students and maintain consistency, alb and cincture are required for both daily offices and eucharist. 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 liturgical garments are the responsibility of each student. Students are encouraged to approach their diocese or sending parish to request assistance in securing vestments.

24. **STUDENT EMPLOYMENT**

CDSP offers varied on-campus employment for students from working in the admissions office to landscaping. Preference is given to those who qualify for Federal Work-Study. Available student worker positions and application procedures can be found on the CDSP website under Admissions> Financial Aid > Student Employment.

Maximum hours: When class is in session, a residential student may not work more than 20 hours per week for student employment. During Winter Intersession and Summer Intensive, a student may work up to 40 hours per week. Usually, student employees work 6-10 hours per week during the semester.

Hourly rate: Compensation is \$15.50 per hour minimum.

Contextual Education: Students enrolled in contextual education may not be paid for any work at their internship placement site. However, as noted in the Contextual Education Manual, travel stipends, help with books, or a small love offering up to \$250 is permissible, but not required. These are negotiated with the student's internship supervisor.

25. **EMPLOYMENT AND STUDENT COURSE LOAD**

Full-Time Residential Students

Full-time course load in the residential program takes up a significant portion of a student's time and attention. All students must arrange work hours to permit class attendance while students in the MDiv and CAS programs must arrange work hours so it does not interfere with seminary activities, including worship requirements, 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, hours worked each week, and any changes in their employment. The advisor and working student discuss at least once each*

semester the balance of seminary and employment responsibilities. A student who devotes more than twenty hours a week to employment will normally be required to take a reduced course schedule which will impact the number of years needed to complete their program.

Hybrid and Part-Time Residential Students

Hybrid students employed in a full-time capacity are expected to enroll in no more than two courses each semester. 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, hours worked each week, and any changes in their employment. The advisor and working student discuss at least once each semester the balance of seminary and employment responsibilities.

26. ECCLESIASTICAL RELATIONS

For students in the ordination process, canon law invests the bishop with responsibility for overseeing the academic and spiritual formation of their students. Students are required by canon law to make quarterly reports to their respective bishops ("Ember letters"; see Canon III.8.5[i]). Students are advised to consult their bishops before taking any vows or binding obligations, e.g., marriage, or vows customary in becoming associates of monastic orders.

Students should also consult with their bishop or Commission on Ministry regarding diocesan requirements for ordination, e.g., the need for taking particular courses, requirements for letter grades (rather than pass/fail), knowledge of a language other than English, requirements regarding Clinical Pastoral Education, knowledge of local diocesan history or canons. The seminary cannot always be aware of such requirements for every diocese and therefore, urges the student to become cognizant of them.

Canon law also requires the seminary to report at least once a year to the bishop and Commission on Ministry on the academic performance and personal qualifications of postulants and candidates for ordination (Canon III.8.5[j]), and to make recommendations regarding ordination to the diaconate (Canon III.8.6[c][4]) and to the priesthood (Canon III.8.7[b][4]). See sections 41 – Annual General Evaluations, and 42 – Recommendations for Ordination.

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

27. GTU STUDENT AFFILIATION

Purpose: Students admitted to the Ph.D. program offered by the GTU may be affiliated with CDSP. This affiliation is in keeping with CDSP's objective to encourage and nurture graduate studies in theology. It recognizes that this nurture includes the provision of graduate faculty members, participation in a common library, and a community whose environment and spirit will enable and enhance graduate studies. Thus, the School's policy aims to provide a congenial setting for graduate faculty and students to work, pray, and talk together in the ongoing life of the CDSP community.

Participants: GTU Ph.D. students may indicate their wish to affiliate with CDSP by writing a letter to the Dean of Academic Affairs stating the reason for requesting the affiliation and attaching a current CV. This constitutes application for affiliation. The Academic Dean and faculty will decide and extend an invitation if appropriate. Reasons acceptable to the faculty may include being an Episcopalian, a member of another church of the Anglican Communion, or a member of any religious community who desires to share in the worship and community life here, or being a student whose principal advisor is a CDSP faculty member.

The faculty may terminate affiliation when in its judgment continuation is not in the best interest of the community or the student. The student may terminate affiliation by written notice addressed to the Dean of Academic Affairs.

Responsibilities and Privileges: Affiliated students are considered members of the CDSP community, as well as of the GTU. Each student, upon entering affiliate status, should arrange to meet with the Director of Student Services and the Director of Chapel to be informed of opportunities for community life and worship in the school. The school encourages the voluntary participation of affiliated students, according to the ability and need of each, in seminary worship and its leadership. Affiliated students may join the seminary community for meals, and they will have access, in accordance with published priorities, to parking. Students are encouraged to seek out faculty members in their area of study and become acquainted with them. Affiliated students are eligible for membership on student/faculty committees, and may, like other CDSP students, use Denniston Commons and outdoor facilities provided for individual study and extra-curricular activities. Affiliated students may seek whatever student employment is available, and they are especially encouraged to seek teaching assistantships. They can be invited, upon recommendation of the faculty and vote of the trustees of the school, to receive their degrees from the GTU at CDSP's annual commencement, and they will thereafter be treated as regular alumni, with all the pertaining rights and privileges.

28. CDSP HOUSING AND PARKING

Hybrid Student Housing: Limited on-campus housing is available for students in the hybrid programs during the June intensives and January intercessions utilizing Parsons Hall, Easton Hall, and Gibbs Hall (summer only) described below. Entering hybrid students have priority for on-campus housing; returning students who wish to stay on campus during intensives may enter a lottery for a room assignment.

Residential Student Housing: Residential Students living on campus are assigned to Nichols Hall apartments.

CDSP Housing Facilities

- Parsons Hall and Gibbs Hall are single dormitory-style rooms, with shared bathroom facilities and common kitchen/lounge areas.
- Easton Hall has single dormitory rooms with in-room bathrooms. A common kitchen

and lounge are available on the first floor.

- Nichols Hall, a CDSP-owned apartment building features one- to four-bedroom apartments and is located one block from the CDSP campus at 1700 Le Roy Avenue.

Pets are allowed in the Nichols apartments for an additional fee per semester. One unit has been set aside as a common use apartment for resident gatherings and meals.

Students who have a documented need for a working service assistance animal should notify the Welcome Center at the time of applying for housing.

Rent: Rent for Nichols is due the first of each month at the Welcome Center. Make checks payable to "CDSP" with room or apartment number on the check.

Nichols Building Steward: The Nichols Hall building steward is a paid work-study position for a student resident. The building stewards serve for one academic year, subject to the approval of the President and Dean. The building steward has access to a master key, helps students at times of moving in and moving out, and is a resource for questions about, and problems with, the facilities and community issues like noise, use of common spaces, etc. CDSP students living in Nichols meet as a group at least once each semester with their building steward and the Director of Student Services to discuss concerns of residents, schedule resident shared chores and plan social events.

Maintenance Issues: All maintenance requests should be sent to: maintenance@cdsp.edu.

Parking: Parking is challenging in Berkeley, especially near the UC Berkeley (UCB) campus. The Welcome Center handles parking requests (510.204.0702). Please note the following:

- **Hybrid Students:** Please notify the Welcome Center when you apply if you plan to have a vehicle with you during intensives or intercessions. Information about availability and fees are available from the Welcome Center.
- **Residential Students:** Spaces are available to rent for \$350 per semester in the CDSP parking lot. See the Welcome Center, ground floor of Parsons. Street parking is available for 2 hours at a time between 9 am and 6 pm unless a Berkeley Area F parking sticker is secured through the city.

29. MEALS

Hybrid Program Meals: The schedule of meals provided during Summer Intensives and Winter Intercessions will be posted in Moodle on the schedule of classes/events for those in-person sessions.

Residential Program Meals: The residential program meal program consists of the following: 2 catered on-campus community meals; a meal stipend of \$500 per month, and the student's option for up to 10 meal tickets for UC Berkeley dining facilities (the closest dining facility is Foothill Dining Hall, 2700 Hearst Avenue). The schedule for residential

community meals and worship is being developed with input from residential community conversations and will become available to all residential students once finalized.

30. **USE OF SCHOOL PROPERTY**

Use of facilities by any member of the community should be authorized in advance with the Welcome Center, who will assist with reservations and provide instructions for care and use of the facilities.

In addition to use by seminary groups and individuals, it is the policy of CDSP to extend the use of its facilities to those groups and organizations whose purposes are generally compatible with those of CDSP.

Because we extend the hospitality of our campus to other individuals, groups, and organizations, CDSP community members are encouraged to reserve space needed for in-house events and activities. **To request use of campus spaces, send an email to the Welcome Center at welcomecenter@cdsp.edu.**

For external guests, groups, and organizations, the CDSP community member affiliated with these groups should write the Welcome Center at welcomecenter@cdsp.edu explaining the organizing or group name, event purpose, date, time, and expected number of guest. The Welcome Center staff will consult with appropriate administrators for authorization of space requests by external groups or organizations.

31. **PETS ON CAMPUS**

Working Service Assistance Animals are welcome in all campus buildings. Students planning to stay in residence with a working service animal are asked to notify the Welcome Center when completing the housing survey. Pets are determined on a case-by-case basis. To be stewards of our community space, please make sure to clean up after your service animal or pet.

32. **FINDING YOUR WAY AROUND**

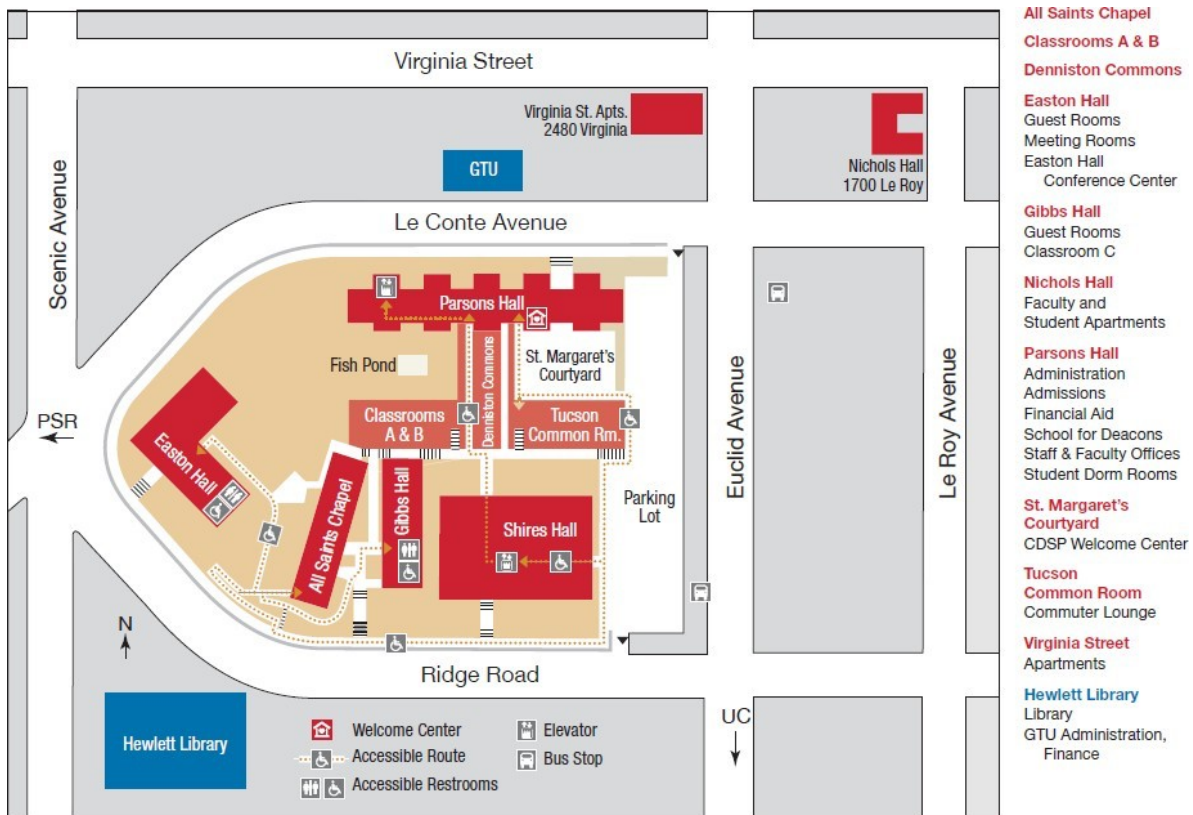
The campus is arranged around two courtyards. At the top of the hill is Easton Hall and at the bottom of the hill is the main parking lot (see campus map next page).

Handicapped Access: From the parking lot, access St. Margaret's Courtyard through a ramp to (clockwise from the parking lot) the Welcome Center, Tucson Common Room, Denniston Commons, Classrooms A and B, and Parsons Hall which houses faculty, administrative, and the majority of staff offices on the second floor. There is an elevator on Parsons first floor that will provide access to the second through fourth floors (third and fourth floors need key access). Faculty, staff, and administrators can accommodate the request to meet on the first floor.

To obtain an access key to the Parsons elevator, notify the Welcome Center. The key deposit is refundable when the key is returned.

Please refer to the Director of Student Services for access accommodation needs.

Visitors and guests may arrange access by completing the “Guest Access Needs Form” found on the CDSP website.



Door Codes/Building Access: CDSP community members can access buildings using door codes that are changed periodically for security reasons. Codes are available at orientation. Please keep these private to you and your family members.

Nearby Coffee, Eating, etc.: Go to Euclid through the parking lot and turn right to find coffee shops, eateries, including La Val's – a community favorite – Le Crêpe à Moi (gluten free, and sweet or savory traditional crepes options), a copy center, quick haircuts, ATMs, and other helpful places a half block away. Note that some of these options close during the summer. Feel free to ask returning students, staff, and faculty, for local favorites. Plans are underway for the Hybrid Community Leadership Team to develop a community-contributed list of student recommendations.

Celtic Cross & UC Berkeley Home Game Day Parking: The student organization, Society of the Celtic Cross, fundraises each year by selling parking for Cal Berkeley home games. Students with parking spaces are asked to move their cars the evening before these games (7 scheduled home games during Fall 2023). Daily street parking permits will be provided for these instances.

COMMUNICATIONS AND TECHNOLOGY

33. COMMUNICATIONS

Email Accounts: Student email addresses are created and provided after a letter of admission is sent and returned. Official school communication will use this email address to contact students directly and to send out general announcements. Please check this account regularly as important notices and communication are sent here. Faculty and staff email addresses are the first initial of their first name followed by their last name and @cdsp.edu. For issues with student email accounts, contact Alissa Fencsik, afencsik@cdsp.edu

Blue Sheet Weekly Community Newsletter: A community-wide announcements page is emailed each Monday morning during fall and spring semesters. Announcements vary but include information about worship leadership, guest preachers including senior sermons, scholarships and grants, special events, etc. Students are encouraged to send print-ready announcements meant for the wider community to bluesheet@cdsp.edu by Thursday at 5 pm PDT.

Hybrid Student Mail: Send mail or parcels while on campus for intensives/intercessions to the Welcome Center. Note that mail requiring additional shipping costs will not be forwarded after a student's departure from an in-person residency. Mail that cannot be forwarded or has not been collected or received by a student's departure will be returned to the original sender.

Student Name
c/o CDSP
2450 Le Conte Ave
Berkeley, CA 94709-1211

Residential Student Mail: At orientation, mailboxes are assigned by the Welcome Center staff. Mailboxes are located on the north end of St. Margaret's Courtyard on the wall. Please check mail regularly for printed communications distributed to the student body and for individual communications from various school offices. Professors may return graded papers and assignments through your mailbox. Oversized packages are held at the Welcome Center who sends out email notices of its arrival. A student's CDSP address is:

Student Name
Mailbox #
Church Divinity School of the Pacific
2450 Le Conte Ave
Berkeley, CA 94709-1211

Intra-Campus Mail: Bring the item to the Welcome Center during office hours, Monday-Friday, 8 am – 4:30 pm PDT.

34. 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, Moodle – online learning management system, and SONIS, the student information system where course registration occurs.

- **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.
- **Moodle:** The GTU consortium has a shared online learning management system (LMS) named Moodle. Every class has a Moodle page where students can log on to access syllabi, 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 academic forms and information about community events and worship are housed.
- **SONIS:** CDSP's student information system is Jenzabar SONIS. This web-based system is where students register for classes, view billing statements and make online payments, and access 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 Director of Chapel and Campus Chaplain 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 (external or internal to laptop)
- A microphone (external or internal to laptop)

COMMITTEES AND SEMINARY ORGANIZATIONS

35. COMMUNITY LEADERSHIP TEAMS

Residential Community Leadership Team (RCLT): All students, faculty, staff, and student partners, spouses, and children are considered members of the CDSP community. The RCLT and residential student community have decided to shift to a “town-hall” form of governance with a president and ombudsperson for the remaining years of the residential program. A revised charter will be forthcoming and posted to Moodle.

Hybrid Community Leadership Team (HCLT): The HCLT began developing a charter during 2022-2023 academic year. That charter is nearly complete and will be posted to Moodle when adopted. A community announcement by email will be sent to hybrid students when the charter is posted. The HCLT President is elected in the spring and other offices and representatives are elected during the June intensive.

36. AFFINITY GROUPS

Students are encouraged to form affinity groups for mutual support and fellowship. Student affinity groups have included Seminarians of Color Union and Queer Student Fellowship. Students interested in developing an affinity group are referred to the Director of Student Services who will assist the students with recognition of the organization, support the development of a charter, and help students select a faculty or staff advisor.

37. WORSHIP COMMITTEE

Charter for the Worship Committee

Purpose: The Worship Committee is an ongoing representative committee of CDSP. Its purposes are:

- to be an advisory committee and resource for reflection and concern regarding the worship life of the community
- to evaluate innovations and changes in worship
- to establish the calendar and lectionary for the chapel services
- to recommend changes to the Chapel Customary or chapel practices for the consideration of the faculty

Membership: Members of the committee will be:

- the Director of Chapel (chair)
- the Liturgy faculty of CDSP (including adjunct faculty as appropriate)

- the Director of Chapel Music
- one Sacristan representative
- one representative for each residential and hybrid class, chosen by the members of each class

Homiletics faculty consult with the committee to underscore the role of preaching in worship.

Staff or faculty member terms are held without term limit but may be subject to change based on the decision of the President and Dean, or faculty review. Student and sacristan representatives serve one-year terms without restriction on how many sequential terms may be served.

All members are expected to attend meetings of the committee, to share in planning for, and communication about, chapel customs and practices, and to bring the reflections and concerns of the community into the committee's conversations. It is important to state that the committee is chartered for these, and the purposes listed above, and not simply to receive instruction or to satisfy requests from members of the CDSP community. Serving on the Worship Committee means bearing responsibility for the worship life of the seminary community in accordance with Episcopal Church doctrine and discipline, and as good stewards of the seminary's customs.

Leadership: The President and Dean of CDSP bears primary ecclesiastical authority for the worship life of the community and the conduct of liturgy in All Saints Chapel.

The Director of Chapel reports to the President and Dean, and serves as Committee Chair. The Chair is responsible for sending reminder notices for meetings, setting the agenda for meetings, presiding over the meetings and following a clear process for the committee to make decisions as a body. The Director and Chair also reports the committee's work to the faculty members through monthly reports.

The Liturgy faculty serve as a source of authority, helping to keep the Committee in right relationship to the liturgical practices of the Episcopal Church, and to bring current resources and rubrics of the Church to the attention of the Committee.

Committee Process: The Worship Committee works consultatively with the Director of Chapel and Liturgy faculty. The Committee shares in the work of proposing patterns of worship according to rites and seasons, and in maintaining a robust relationship between Episcopal Church norms and Chapel customs. The Committee also serves as a sounding board and body of discernment for considering major changes to the patterns of worship at CDSP. In the context of committee deliberations, final authority to make decisions rests with the President and Dean.

Committee Relationships: The Director of Chapel reports committee activity to the faculty in monthly reports, and meets regularly with the President and Dean. The student representatives are expected to be in communication with their class cohorts to field input

from the community, and to represent the Committee's work and decisions in other meetings or contexts.

Supporting a Teaching Chapel: The Worship Committee is primarily responsible for managing the planning of worship and bringing students and faculty together to support the worship needs of the community. Since the chapel is also a teaching environment, the Committee also supports the faculty in developing the pedagogical function of the chapel, including through the exploration of homiletics, music, and alternative expressions of worship; and by facilitating reflection from community members for the sake of learning from our experience of worship.

Meetings and Attendance: The Committee meets monthly during semesters in session. The pattern of monthly meetings may be determined in advance of each semester to account for changes in members' schedules. Meetings take place by Zoom to accommodate all members of the Committee (both residential and hybrid). The Chair of the Committee must be present at all meetings or have delegated responsibility for a meeting to one of the Liturgy faculty. Members of the Committee are expected to attend all meetings, and to participate faithfully in any shared work that takes place between meetings.

Special meetings may be called with a three-day notice to all members. Unless for good cause, all meetings are open to the members of the community.

38. **DIVERSITY COMMITTEE**

The Diversity Committee, established in 2019, is comprised of faculty, staff, and student (hybrid and residential) representatives. The purpose of the committee is to advise on CDSP policies and practices using the board-adopted definition on diversity (see section 3).

39. **OTHER COMMITTEES**

Other committees may be established from time to time. When student representation is needed, the Residential and Hybrid Community Leadership Teams are consulted for nominees. The criteria and process for membership (appointment or election) is established in each committee's charter.

ASSESSMENT AND EVALUATION

40. ASSESSMENT

Assessment happens in different 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.

The School also assesses the overall effectiveness of its 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 enables students adequately to meet program degree requirements.

Because this assessment looks at the effectiveness of degree programs as a whole, rather than at the performance of individual students, all names and other identifiers are removed from collected artifacts. These artifacts 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/>).

41. ANNUAL GENERAL EVALUATIONS

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 hybrid low-residence and residential, and the progress of all second-year hybrid 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 hybrid low-residence students in the accelerated program, and in the middle of the third year for all other hybrid 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 acknowledgement, these evaluations will be sent to the student's bishop. Students may request them to be sent to others.

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 in evaluations. This 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 President and Dean. The student's advisor develops a draft of the narrative evaluation in consultation with the student, then presents the draft to the President and Dean, and Faculty, for their collegial review. Advisors have different methods of preparing evaluations. Therefore, students should discuss the process with their advisor so 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.

42. **RECOMMENDATIONS FOR ORDINATION**

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, hybrid 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.

ACADEMIC POLICIES AND PROCEDURES

43. ACADEMIC ACCOMMODATIONS

CDSP is committed to providing support for students who need special arrangements for meeting course requirements for reasons of documented disability.

The policy and procedure for academic accommodations is found on the CDSP website (<https://cdsp.edu/seminary-policies/students-with-disabilities/>) which includes directions for how to make that request.

The required forms to request academic accommodations are found in Moodle→Community Resource→Academic Resources.

The contact for academic accommodations is the Director of Student Services and Recruitment, who serves as the Disabilities Resource Officer (DRO). The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions. To initiate the process, the student should be in touch with CDSP's Director of Student Services and Recruitment.

Procedural questions may be directed to the Dean of Academic Affairs or Director of Student Services and Recruitment.

Submit completed accommodation request forms to the Director of Student Services and Recruitment. Students must complete the faculty notification release form each semester.

Students are encouraged to reach out to the Director of Student Services with any questions they have, even if they are unsure whether they qualify for academic accommodation.

Graduate Theological Union and Academic Accommodations: Church Divinity School of the Pacific participates in a consortium-wide "Students with Disabilities" policy. The policy strives for consistent and equitable student access to educational opportunities throughout the consortium. In particular, it addresses a differently-abled student's ability to fulfill degree and certificate course and program requirements. The policy covers GTU library use, cross-registration courses, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g., registration, access to facilities, etc.).

More information about the GTU policy can be found on their website: <https://www.gtu.edu/admissions/life-at-gtu/students-with-disabilities>

Facility Access: Ramps and elevators provide handicapped access to most CDSP facilities,

including the chapel, classrooms, and faculty and administrative offices. An access key for the elevator in Parsons Residence Hall may be obtained from the Welcome Center at (510) 204-0700 or welcomecenter@cdsp.edu.

44. **CREDITS, GRADING SYSTEM, REGISTRATION, SATISFACTORY ACADEMIC PROGRESS**

All petitions are submitted to the Dean of Academic Affairs.

Add/Drop (Fall/Spring): Students who have registered during Registration or Late Registration for the fall/spring semesters may still add or drop a course during the first two 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 to the Registrar a completed Change in Enrollment form with required signatures.

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 granted, WP or WF (Withdrew/Passing or Withdrew/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" (section 52).

Add/Drop (Summer Intensive/Winter Intersession): Students are expected to register for Summer Intensive and Winter Intersession 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 (Withdrew/Passing or Withdrew/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." (section 52).

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 a Summer Intensive or Winter Intersession course, must present a petition – with 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 for some courses to elect 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. Understanding and retrieving this information on grading option is the responsibility of the student with their respective diocese.

Courses required by a CDSP degree program and offered for credit are by default, for a letter grade. The instructor may allow students to opt for Pass/Fail. Instructors may petition the Dean of Academic Affairs 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 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 Summer Intensive and Winter Intersession 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 Summer Intensive or Winter Intersession course, and until the end of the first week of class in Summer Intensive or Winter Intersession courses meeting for more than one week.

To request a change in grading option during this later period, the student submits the the Registrar a completed Change in Enrollment form with required signatures on the form. 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, with 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).

Winter Intersession: For Winter Intersession courses, course work is due on the last day of the GTU Intersession (or as specified by the instructor). If necessary, Winter Intersession students must petition to take an incomplete no later than the last day of the GTU Winter Intersession, and work must be completed no later than the end of the third week of the Spring semester. Upon submission of a Petition for Incomplete (form available from the Registrar and at Moodle→CDSP Community Resources→Academic Form & Resources→Petition for Incomplete), 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.

Summer Intensive: For Summer Intensive courses, course work is due 4 weeks following the last day of the summer residency (or as specified by the instructor). If necessary, Summer Intensive students must petition to take an incomplete no later than the final due date for course work, that is, 4 weeks following the last day of the summer residency, and incompletes must be finished no later than 7 weeks after the last day of the summer residency. 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.

Registration and Holds: All students are subject to the rules of registration. Registration is permitted only when all student accounts with the School are cleared unless special arrangements have been made.

Late Registration Fall and Spring Semesters: After the close of Registration, a student may register through the end of the second week of the semester. 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 a 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.

Late Registration Winter Intersession and Summer Intensive: 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 hybrid 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 hybrid low-residence MDiv program, failure to either register or request a leave of absence before the end of the first week of Winter 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 second week of fall and spring semester; before the first day of classes for the Summer Intensive; by the end of the first week of classes for

Winter Intersession).

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. Note that:

- Students in **all programs** must register or request a leave of absence for fall and spring semesters.
- Students in the hybrid low-residence MDiv and CAS programs must also register or request a leave of absence for Summer Intensive.
- Students in the hybrid low-residence MDiv program must also register or request a leave of absence for Winter 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 hybrid 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 hybrid low-residence students.

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. Note that:

- 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 hybrid 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 hybrid 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 by the end of the second week of classes for fall and spring semesters, or by the end of the first week of the Winter

Intersession, or before the first class session of Summer Intensive, 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 Registration.

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.

Qualifying Disability Leave of Absence: Leaves of Absence based on a qualifying disability should be requested from the Director of Student Services and Recruitment, who will process the request under the Seminary's Disability Accommodation Process. No Leave of Absence fee will be charged for a Leave of Absence based on a qualifying disability.

Maximum Attendance for a Semester: A student in a residential program may not enroll for more than five 3-credit courses, excluding 1- and 1.5-credit courses, in any one semester. A hybrid or online student may normally not enroll in more than three 3-credit courses (nine credits) 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 Winter 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 a Winter Intersession course have been attended, and (2) written permission from the instructor 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 a Winter Intersession or Summer Intensive 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 hybrid 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 hybrid low-residence MDiv program, Summer Intensive and Winter Intercession are each considered 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 financial aid, following the process detailed in the Financial Aid section of this handbook (sec. 53). 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

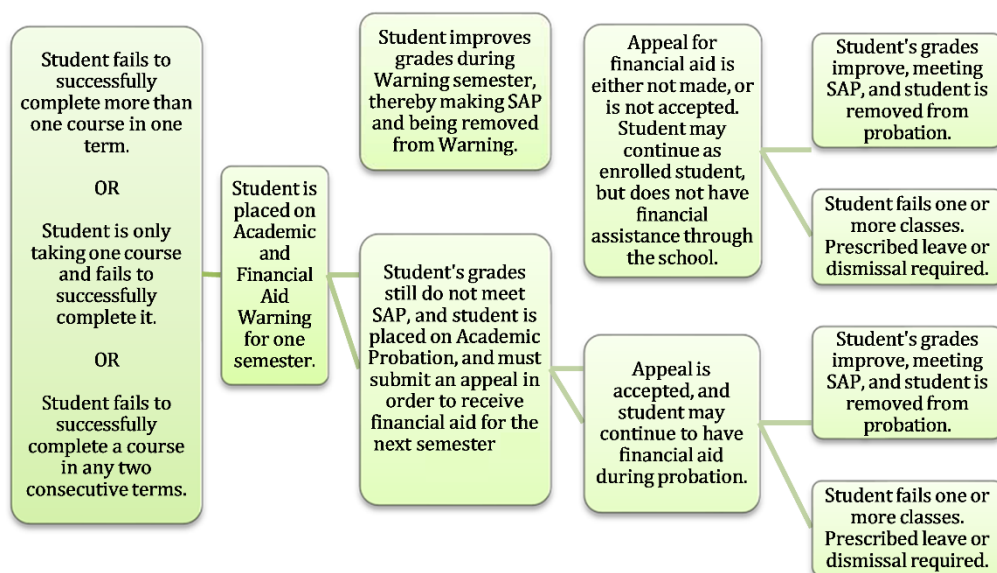
Progress, certification for benefits will be terminated.

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 (SAP). See the Financial Aid section of this handbook (sec. 53).

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):



45. HOMEWORK DURING SUMMER INTENSIVE AND WINTER INTERSESSION

In the spirit of, and desire for, healthy community participation, course instructors will limit evening and weekend homework during the Summer Intensive and Winter Intercession to the following: (1) no more than a total of one hour of work overnight per week for each course, which may be required in a single night or over two or more nights; and (2) no more than two hours total per course on the summer intensive weekend between the two weeks of

classes. Student pre-reading and post-course work is still expected to fulfill the two hours outside of class time for every instructional class hour.

46. **PARTICIPATION IN COMMENCEMENT CEREMONY**

Fall graduates may participate in commencement ceremonies in May immediately prior to their anticipated graduation on the condition that the student is in good academic standing and remaining course work does not exceed more than six credit hours. Fall graduates who do not participate in commencement ceremonies prior to completion of their coursework are invited to participate the following spring.

47. **GENDER-INCLUSIVE LANGUAGE**

The policy at CDSP 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:

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).

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.

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.

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.

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

48. **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:

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 (from the GTU Plagiarism Policy, GTU Doctoral Handbook).

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.

49. **ACADEMIC DISPUTES**

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 Director of Student Services and Recruitment 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 Director of Student Services and Recruitment 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.

50. IN-CLASS POLICIES

Use of Computers in Class: Computers may be used for notetaking during ordinary class sessions. Computers may not be used during in-class examinations.

Children in Class: Accommodation may be made for non-ambulatory newborn infants though children are not normally permitted in class. In emergency situations, instructor permission must be obtained. Parents who bring, with permission of the instructor, newborns or older to classes in emergency situations, are asked to exercise courtesy to prevent the least amount of disruption to classes and study (e.g., taking the child outside of class to care for the child's needs; being mindful of study hours). Hybrid low-residence students with newborns are encouraged to contact the Director of Student Services to discuss on-campus resources and logistical considerations prior to a residency session.

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

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.

Student Records and FERPA: 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, Director of Student Services and Recruitment, 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:

1. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:
 - a. are in the sole possession of the maker thereof; and
 - b. 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.
2. Records relating to an individual who is employed by Church Divinity School of the Pacific which:
 - a. are made and maintained in the normal course of business;
 - b. relate exclusively to the individual in that individual's capacity as an employee;
 - c. 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).

1. 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.

ADMISSIONS, EXPENSES, AND FINANCIAL AID

51. 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.

- MDiv early admissions: **December 1**
- MDiv and CAS final deadline: **February 1**

Matriculation and Deferral: Beginning in the Academic Year 2023-2024, admitted students are expected to matriculate with the June Intensive. If there is a valid reason to defer enrollment, deferral is good for one year from the time of expected matriculation. If deferral of enrollment lasts more than one year from the time of expected matriculation, the admitted student will need to reapply for admission.

Materials submitted by an applicant for admission purposes are not returnable to the applicant regardless of the admission decision, nor does the seminary 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:

- 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.
- The applicant may submit certificates or other evidence of study in unaccredited programs.

- The applicant must submit a resume or curriculum vitae describing relevant experience in religious leadership, whether volunteer or stipendiary.
- 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.
- At least one reference must speak directly to the applicant's readiness for graduate-level theological education.
- The applicant must demonstrate academic capacity by:
 - Completion of at least 3 college or university courses with a B or better, *OR*
 - 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 no later than June 1. 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 hybrid low-residence students, a second semester of a biblical language.

52. 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 for CDSP students.

Tuition Payment: During the fall and spring semesters, tuition and other student fees are due and payable by the end of the fifth 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 fifth week of the term, and the remaining payments are *due according to a schedule agreed upon with the CDSP Controller*.

For Winter Intersession and Summer Intensive 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:

Fall and Spring Semesters: A student who fails to pay the account balance in full or enroll in a payment plan by the end of the fifth 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 Winter

Intersession or Summer Intensive 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 fifth week of the semester, or within 90 days of the first class session of a Winter Intersession or Summer Intensive course, will be charged an additional \$290 fee.

Summer Intensive and Winter Intersession: A student who fails to pay the account balance in full by January 15 for Winter Intersession classes or June 15 for Summer Intensive classes will be charged a \$110 late payment 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 a Winter Intersession or Summer Intensive 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 a Winter Intersession or Summer Intensive course. **When scholarship assistance is applied to course tuition, full scholarship assistance is available if the class needs to be retaken only if the course was dropped prior to the end of the second week of the fall and spring semesters, or the first class session of Winter Intersession and Summer Intensive. If the course is dropped in the third or fourth week of the fall or spring semester, only fifty percent of the scholarship is applied to retaking the course. If the course is dropped after the fourth week of fall or spring, or after the first class session of Winter Intersession or Summer Intensive, scholarship assistance will not be applied at all and the student is responsible for paying in full for retaking the 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-credit 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 to 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 Winter 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.

Celtic Cross Society Fee: Each degree student who registers for a Fall or Spring semester class is charged a Celtic Cross Society membership fee of \$30 per semester. This fee is applied to the student's account in Sonis twice a year, at the beginning of the Fall and Spring semesters. The Celtic Cross Society fee is not covered by CDSP scholarships.

53. **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 credits) 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 credits 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 Operations Manager 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.

FAFSA 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 credits) in a degree or certificate program to be eligible for CDSP financial assistance.***

Satisfactory Academic Progress: Students must be making Satisfactory Academic Progress (SAP – see section 44) in order to be eligible for financial assistance from the school. Students who fail to make SAP 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 SAP 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/them 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. 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-credit courses plus one 3-credit Winter Intersession course and one 1.5-credit 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 program 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**
- 5 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-credit courses (plus one 3-credit Winter Intersession course and one 1.5-credit 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-credit 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 part- and full-time semesters, not to exceed the completion of the sixteen 3-credit 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 part- and full-time semesters, not to exceed the completion of the eight 3-credit 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 (see section 24 for student employment).

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.

54. **TUITION AND HOUSING SCHOLARSHIPS COVENANT**

All scholarship recipients are required to sign the tuition and housing scholarship covenant upon acceptance of financial aid indicating that they are aware of, agree to, and accept the expectations of being a tuition- and housing-scholarship student at CDSP.

This Agreement is between CDSP and scholarship recipients and sets forth expectations, norms, and requirements of each student accepting the award of a tuition and housing scholarship to attend CDSP.

The student will be required to:

- Attend and actively participate in classroom activities and remain in academic good standing.
- Attend and actively participate in worship services.
- Attend and actively participate in formation classes and activities.
- Be a productive, responsible, and respectful member in the life of the CDSP community, actively and collegially participating with other students, faculty, and staff in creating that community life.

The student agrees and understands that the award and retention of this tuition and housing scholarship are dependent upon:

- Remaining in academic good standing and receiving a passing grade for each course enrolled. For any courses that the student does not receive a passing grade, tuition scholarship funds will not apply when the course is retaken.
- Enrolling in a minimum of six credits per semester.
- If the student attends full-time, completing the degree within four years from the start of the program.
- Retaining ordination track status throughout the entirety of the course of their program of study. Loss of ordination track status disqualifies the student from receipt of any further scholarship funding. Beginning the following semester, full tuition and housing fees going forward must be paid by the student prior to continuing their academic program at CDSP. Nevertheless, the student will be eligible to apply for other need based financial assistance; and
- Adhering to all CDSP rules, regulations, policies, and procedures set forth or referenced in the Student Handbook.

Housing included with the scholarship covers on-campus housing during the Summer Intensive and Winter Intercession. It does not cover housing costs for those who elect to stay off-campus.

55. **RESIDENCY TRAVEL REIMBURSEMENT AND EXPENSE REPORT**

CDSP will reimburse up to \$850 for reasonable travel-related expenses for travel to and from CDSP for each Winter Intersession and Summer Intensive. Please note the following selected guidelines on reimbursement (see Reimbursement Request form for further details):

- The maximum allowable reimbursement is \$850 per student for travel related to residency sessions.
- Submit one request form for all reimbursable items per Intersession/Intensive. Submit forms after all reimbursable expenses have occurred for that Intersession/Intensive.
- Receipts are required and should clearly show items purchased, date of purchase, and vendor information.
- Reimbursement requests are due February 20 for Winter Intersessions and July 20 for Summer Intensives. Only one request will be processed per student per Winter Intersession/Summer Intensive. Make sure all receipts are attached at the time of submission.
- Reimbursements are processed upon receipt and mailed to the provided address. Allow two weeks to receive reimbursement.
- Allowable items include transportation, baggage fees, meals, ride-sharing/taxis, parking fees, or mileage reimbursement for the equivalency of one roundtrip to, and from, CDSP (based on IRS mileage rate). There is no reimbursement for alcohol purchases, nor expenses incurred during the Winter Intersession or Summer Intensives.
- For students who receive external aid that is administered by CDSP, those funds will be used first for travel reimbursement. Additional travel expenses exceeding this aid may be submitted for reimbursement for up to \$850.

Reimbursement Request forms are available on Moodle and at the Welcome. Please contact the Welcome Center for further questions.

56. **STUDENT WELLNESS ASSISTANCE**

Spiritual Direction Reimbursement: CDSP offers reimbursement for up to eight 1-hour spiritual direction sessions per year for up to \$60 per 1-hour session. A quarterly invoice from the spiritual director is needed for reimbursement (beginning of January, April, July, and October). CDSP offers a template for the spiritual director to fill out where no invoice exists. Note the following:

- For reimbursement, send the quarterly invoice to The Rev. Dcn Andrew Schule at aschule@cdsp.edu.
- Reimbursement checks are sent two weeks of receipt of the request.
- Please reach out to The Rev. John Dwyer at jdwyer@cdsp.edu if waiting for quarterly reimbursement causes financial hardship.
- CDSP will reimburse the student and not directly pay the spiritual director.

Students and Employee Assistance Program: CDSP provides all enrolled students with access to the Episcopal Church's Employee Assistance Program (EAP). The EAP provides referral services and consultations for several life events and planning needs. To learn more about the Employee Assistance Program, visit Church Pension Group at <https://www.cpg.org/active-clergy/insurance/health-and-wellness/additional-benefits/employee-assistance-program/>. To access EAP services, call 866.395.7794 24 hours a day, 7 days a week, or sign in to myCigna.com (employer ID: EpiscopalPSN).

57. **ELECTRONIC PAYMENTS PRIVACY POLICY**

Church Divinity School of the Pacific will safeguard the confidentiality and security of the information we obtain from each student. This notice describes CDSP's privacy policy as it relates to the collection, protection, and disclosure of such information resulting from credit card and eCheck (ACH) transactions only.

Collection of Information: Church Divinity School of the Pacific will collect and use information obtained from credit card transactions only for business purposes. These business purposes include the payment of student tuition and fees, room, board, and textbooks as well as auxiliary service fees from non-student community members.

Protecting Personal Financial Information: The credit card or banking information provided by a student to Church Divinity School of the Pacific will be stored in a confidential manner. Employees may access such information only when there is an appropriate business reason to do so, such as when a refund must be issued back to the credit card and only if the student has chosen to leave a default electronic payment method on file. CDSP maintains physical, electronic, and procedural safeguards to protect a student's information, and employees are required to follow these privacy standards. A student's personal information is held in a PCI compliant secure site and is not visible to CDSP employees other than by a masked code.

Disclosure of Student Information: Church Divinity School of the Pacific does not disclose any nonpublic information (such as credit card number and their expiration dates) about its customers or former customers to anyone, except as required by law. CDSP discloses information only when it is necessary for the conduct of School, State, or Federal government business, or under circumstances where disclosure is required by law. Information may also be disclosed for audit purposes, to regulatory agencies or for other general administrative services. CDSP does not disclose information about the student to other entities who may want to sell their products to the student.

Transaction Security: Church Divinity School of the Pacific's website uses Secure Socket Layer (SSL) protocol to ensure transaction security.

INSTITUTIONAL POLICIES

58. EEO/NON-DISCRIMINATION POLICY

CDSP is committed to the principles upon which equal employment opportunity laws are based. We are a community where all persons are entitled to equal employment opportunity, and we do not discriminate against employees or applicants because of race (including traits historically associated with race, including but not limited to hair texture protective hairstyles); color; sex; national origin or ancestry; ethnicity; alienage or citizenship status; age; religion (including religious belief, observance, and practice, including dress or grooming practices, except where relevant to one's job description); creed; gender; gender identity or expression; sex; sex stereotype; pregnancy (including breastfeeding, childbirth or a medical condition related to pregnancy, breastfeeding, or childbirth); mental or physical disability (including HIV and AIDS status); medical condition (including any health impairment related to or associated with a diagnosis of cancer or a record of cancer and genetic characteristics or the genetic characteristics of a family member); sexual orientation or identification; status of being transgender; military or veteran status or uniformed service (USERRA); genetic information (including genetic information about a family member or the manifestation of a disease or disorder in family members); status as a victim of domestic violence, sex offense, or stalking; arrest or conviction record (as provided by law); caregiver status; credit history (as provided by law); unemployment status; political affiliation (Cal. Gov. Code Sec. 12920); marital, familial, or partnership status; use of any legally protected leave, or status in any other group protected by federal, state or local law.. CDSP offers reasonable accommodations for disabled employees.

The CDSP policy of equal employment opportunity and nondiscrimination extends to recruitment, application, employment, assignment, advancement, promotion, compensation, benefits, training, development, discipline, discharge, and all other personnel policies. Work assignments, rates of pay, promotion, layoff, and recall will be based on skill and abilities, length of service, satisfactory attendance, satisfactory conduct, productivity, and quality of work. The Vice President and Chief Operating Officer also acts as the Equal Employment Opportunity Officer and ensures that CDSP policies are consistent with the school's position of non-discrimination.

In accord with the school's Discrimination, Harassment and Retaliation Prevention Policy, every employee is required to contribute to a professional atmosphere that promotes equal opportunity and non-discriminatory practices. Details of the policy are provided in the "Employment Policies" section of this handbook.

59. **COMMUNITY CONCERNS REPORTING TOOL**

Church Divinity School of the Pacific is committed to an environment where open, honest communications are the expectation, not the exception. Students, faculty, and staff are invited, as they feel comfortable, to report concerns about violations of seminary policies or other community concerns verbally or in writing directly to their supervisor or to a member of the Executive Leadership team.

In situations where a community member prefers to place an anonymous report in confidence, they are encouraged to use the hotline, hosted by a third-party hotline provider, *EthicsPoint*. The community member is encouraged to submit reports relating to violations of seminary policies, ask for guidance related to policies, procedures, and norms of community conduct, and provide suggestions whenever possible.

[Learn more or submit a report](#)

<https://secure.ethicspoint.com/domain/media/en/gui/41158/index.html>

Additionally, an individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The bureau may be contacted at:

1747 North Market Blvd., Suite 225

bppe@dca.ca.gov

Telephone: (916) 574-8911

Fax: (916) 263-1897

<https://www.bppe.ca.gov>

60. **ALCOHOL AND DRUGS**

The Drug-Free Schools and Communities Act Amendments Of 1989 (Public Law 101-226) requires all schools receiving federal funding of any kind (i.e., CWSP, Perkins Loans) to notify all students of the following on an annual basis:

- The Graduate Theological Union and its member schools require that their campuses be drug free. The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance while at CDSP is prohibited. Abuse of alcohol on the CDSP campus is also not allowed. Violation of this policy will be considered cause for dismissal from a student's program of study.
- CDSP is required to impose sanctions up to, and including, dismissal from all programs of study, on any students engaged in the abuse of alcohol or the unlawful possession, use, or distribution of illicit drugs while on CDSP school premises. In addition, any student involved in such illegal activity is subject to legal sanctions

under local, State and Federal law.

- The health risks associated with the use of illicit drugs and the abuse of alcohol are many. Detailed information concerning the known health hazards resulting from the abuse of drugs and alcohol may be obtained from your physician.
- Several drug and alcohol counseling, treatment, and rehabilitation programs are available to you. Should you or someone you know need help in dealing with a drug or alcohol dependency, you may call MPI Treatment Services (Oakland) at 510-869-8850 for help. The initial consultation is free and includes an assessment of the problem and the recommendation of a treatment plan. In addition, for local (Bay Area) Alcoholics Anonymous programs, call 510-839-8900 and for local (Bay Area) Narcotics Anonymous Programs call 510-444-4673. This UC Berkeley webpage lists several local resources for Alcohol, Narcotics, and other addictions:
<https://uhs.berkeley.edu/counseling/social-services/counseling/aod/community-based-support-groups>.

Seminary Policy on Alcohol/Drugs: Consistent with the policy of the Episcopal Church, CDSP recognizes alcoholism and chemical addiction as treatable illnesses of body, mind, and spirit that affect all members of a community who are involved with a chemically dependent person. We also recognize alcohol/substance abuse as one of the major pastoral problems we face in our ministries beyond the seminary. We believe that the Church, as a redemptive fellowship of Christian believers, must exercise a healing ministry to addicted persons, to those who abuse alcohol or other drugs, and to members of their families. With regard to the use of alcohol at CDSP events, the general assumption is that alcohol will be consumed in moderation and seen as enhancing an event whose main purpose is not the consumption of alcohol.

Therefore, we are committed as an institution to continuing education about substance abuse and the illness of chemical dependency, and to addressing it as honestly as we can when it confronts us in our community. We try to do this through curricular means and through unofficial referral. Further, we adhere to the Episcopal Church Policy on Alcohol use, General Convention 2015.

Episcopal Church Policy on Alcohol use, General Convention 2015: The following norms developed by General Convention 2015 are the standard of practice at CDSP regarding alcohol:

- The Church must provide a safe and welcoming environment for all people, including people in recovery.
- All applicable federal, state and local laws should be obeyed, including those governing the serving of alcoholic beverages to minors.

- Some dioceses and congregations may decide not to serve alcohol at events or gatherings. Others may decide to permit a limited use of alcoholic beverages at church-sponsored events. Both can be appropriate if approached mindfully.
- When alcohol is served, it must be monitored and those showing signs of intoxication must not be served. Whenever alcohol is served, the rector, vicar, or priest-in-charge must appoint an adult to oversee its serving. That adult must not drink alcoholic beverages during the time of their execution of their responsibilities. If hard liquor is served, a certified server is required.
- Serving alcoholic beverages at congregational events where minors are present is strongly discouraged. If minors are present, alcohol must be served at a separate station that is monitored at all times to prevent underage drinking.
- Alcoholic and non-alcoholic beverages must be clearly labeled as such. Food prepared with alcohol does not need to be labeled provided the alcohol is completely evaporated by the cooking process; however, it is recommended that even in this case the use of alcohol in cooking be noted on a label.
- Whenever alcohol is served, appealing non-alcoholic alternatives must always be offered with equal prominence and accessibility.
- The serving of alcoholic beverages at church events should not be publicized as an attraction of the event, e.g., "wine and cheese reception," "cocktail party," and "beer and wine tasting."
- Ministries inside or outside of congregations will make certain that alcohol consumption is not the focus of the ministry, and that drinking alcohol is not an exclusively normative activity.
- Food must be served when alcohol is present.
- The groups or organizations sponsoring the activity or event at which alcoholic beverages are served must have permission from the clergy or the vestry. Such groups or organizations must also assume responsibility for those persons who might become intoxicated and must provide alternative transportation for anyone whose capacity to drive may be impaired. Consulting with liability insurance carriers is advised.
- Recognizing the effects of alcohol as a mood-altering drug, alcoholic beverages shall not be served when the business of the Church is being conducted.
- Clergy shall consecrate an appropriate amount of wine when celebrating the

Eucharist and perform ablutions in a way that does not foster or model misuse.

- We encourage clergy to acknowledge the efficacy of receiving the sacrament in one kind and consider providing non-alcoholic wine.

At CDSP, those entrusted with monitoring the serving of alcohol shall be trained/certified and accountable to the Dean and President of the seminary.

CDSP may offer a course during Intersession on alcohol and substance abuse as it affects individuals and families. Because of the immensity of the problem, students are asked seriously to consider this course.

Chemical Intervention Policy: Since one of the chief characteristics of chemical addiction is denial, individuals who are chemically dependent are not capable of seeing their alcohol/drug problem and the damage it is causing, nor can they work it out alone. Once the illness is recognized, it is essential that there be a strong and compassionate confrontation regarding the reality of the person's situation. Poor job or academic performance or inappropriate behavior is the point at which to intervene.

- An informal approach may be a personal pastoral intervention, to express concern and urge self-referral. This is the responsibility of anyone who cares, such as peers, family, supervisors, faculty, etc. Strict confidentiality must be preserved.
- A formal approach will be a pastoral intervention coordinated by the President and Dean and carried out under the supervision of a competent and trained professional. The fact of the intervention and whatever results from it will be kept confidential by the seminary. At present, medical insurance policies offered to students, faculty, and staff contain provisions for hospitalization and treatment for chemical dependency. Refusal of treatment (such as in-patient or out-patient care, Alcoholics Anonymous, counseling, etc.) is not a cause for severance from the seminary. In all cases severance discussions will be based on performance.

Referral and Follow-up: Any individual may always choose to bring their concern to the President and Dean, to the Director of Student Services, to the Chaplain or to another faculty or staff member. All of these persons will have access to lists of available resources, both within and outside the seminary community. CDSP treats chemical dependency as any other illness in terms of the protection of jobs, rights, and related employee, faculty or student benefits. Confidentiality at all stages of referral will be carefully respected.

A student's seeking or accepting treatment for alcohol/drug dependency is viewed as a positive factor. Suspected alcohol/drug dependency may not be raised during a student's evaluation. Inappropriate behavior or poor performance may be a factor, but confrontation about suspected alcohol/ drug dependency should take place outside the evaluation process.

If, however, the student refuses treatment, it may be necessary to arrange an intervention involving persons from the student's canonical diocese if he or she is seeking Holy Orders.

Policy on Alcohol/Drug Dependency in Relation to Students:

- If treatment is accepted, the student will be permitted to withdraw from classes for a length of time reasonably indicated by competent medical authority.
- A student who has accepted treatment will be permitted to continue their academic program following necessary time off for treatment.
- A student who has accepted and is in treatment will be permitted to continue residence in seminary housing for a reasonable period of time, even if temporary withdrawal from classes is necessary.
- Any student seeking Holy Orders who accepts treatment for alcohol/drug dependency is encouraged to discuss this matter further with their bishop. It is, however, the student's responsibility and choice to inform their bishop. The faculty, staff, and other students will respect the student's confidentiality in communicating with their bishop and diocese.

Addiction Awareness: CDSP policies are in accord with the accepted policies of the Episcopal Church. The Chaplain is the pastoral resource for persons with concerns for themselves and others regarding substance abuse and providing educational resources to the CDSP community on substance abuse. Help lines and resources are listed above in the introduction to this policy.

CDSP Campus Smoking Policy: St. Margaret's Courtyard and the fishpond area are NO SMOKING zones. Smoking is not allowed within any 20 feet of all building entrances and vents.

61. **SEXUAL HARASSMENT**

Church Divinity School of the Pacific is committed to creating and maintaining a community in which students, faculty, and administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation or intimidation, including sexual. Specifically, every member of the CDSP community should be aware that CDSP is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by CDSP policy.

Definition: Sexual harassment is an activity or behavior, which consists of the exploitation of power or a power imbalance in an inappropriate sexual manner. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in CDSP activities;

- Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive CDSP environment.

Examples of sexual harassment include, but are not limited to, the following:

- Verbal Harassment - epithets or derogatory comments.
- Physical Harassment - assault, impeding or blocking movement, or any physical interference with normal work or movement.
- Visual Forms of Harassment - derogatory posters, notices, bulletins, cartoons, or drawings.
- Sexual Favors - unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature, which is conditioned upon an employment benefit or student status, that unreasonably interferes with an individual's work performance or creates an offensive work environment.

In determining whether the alleged conduct constitutes sexual harassment, consideration will be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incidents occurred.

If the alleged perpetrator of the sexual harassment is a member of the faculty or staff, or a student of another GTU member school, the GTU itself, or one of its affiliates, then the CDSP representative who receives the complaint should notify the President, Academic Dean, or Director of the alleged perpetrator's school or affiliate. The investigation and resolution of the complaint will be conducted by, and according to, the policies of the alleged perpetrator's institution. A copy of that institution's procedures should be made available to the complainant as soon as possible. The CDSP President and Dean should maintain close communication with those conducting the investigation from the alleged perpetrator's institution and ensure that the CDSP complainant is treated justly. If the complainant is a member of the CDSP community, the resources listed below will be made available to him/her/them.

Procedures

Resources for Counseling and Consultation: The immediate priority in the case of alleged sexual harassment is to provide a safe and confidential resource. CDSP will have on file a list of resources, independent from the seminary, that may be used in this manner. The Director of Student Services shall compile and update this list on a regular basis. All faculty advisors will be made aware of this list on an annual basis for referral purposes. The Director of Student Services will publicize the availability of these resources to the CDSP community.

Resources for those experiencing harassment include:

- National Sexual Violence Resource Center maintains an online directory of national and local resources across the United States. National Sexual Assault Hotline is available 24 hours: 1.800.656.4673.
- Employee Assistance Program: <https://www.cpg.org/active-clergy/insurance/health-and-wellness/additional-benefits/employee-assistance-program/>
- Local resources include the Family Violence Law Center (FVLC.org) with a 24-hour hotline, 1.800.947.8301. FVLC provides support and legal assistance for survivors of domestic violence and sexual assault.
- Bay Area Women Against Rape (BAWAR.org) maintains a 24-hour hotline 510.800.4247. BAWAR provides counseling, and hospital, police, and courtroom accompaniment for sexual violence survivors of all genders.

Recognizing that an individual may experience a time of delayed reaction between the alleged occurrence of sexual harassment and the reporting of the incident, the aforementioned resource list will also be available to persons seeking advice regarding past incidents.

CDSP Complaints and Investigation Process: A formal investigation into any allegation of harassment will begin upon notification of CDSP of the alleged incident(s).

If the complainant is a student or staff member, notification should be made to the Director of Student Services and Recruitment.

- If the complainant is a faculty member, notification should be made to the Dean of Academic Affairs.
- If the complainant is a staff member, notification should be made to the Director of Operations and Personnel Management.
- If the complaint arises in the context of Contextual Education, notification should be made to the Director of Contextual Education.
- If, in any situation, the allegations of harassment are against or involve the individual to be notified, the complainant may notify any other individual listed or the President and Dean to commence an investigation.

When a CDSP student is involved in an incident of alleged harassment, a student (such as the Ombudsperson) shall be appointed to the investigative committee. The President and Dean will also take necessary actions to defuse the situation, separate the parties, or maintain the status quo, as deemed appropriate under the circumstances. The complainant and the respondent, who will be advised by the President and Dean of the pending investigation,

shall agree upon all members of the investigative committee. Either complainant or respondent may petition the President and Dean that a member of the investigative committee not serve in this particular situation if there is a question about the member's ability to be impartial. Further, either or both complainant and respondent may be permitted to have an advocate come with them to the meeting(s) of the committee. Every effort shall be made to maintain the confidentiality of the parties involved. However, disclosure of the specific allegations and individuals may be necessary to conduct a complete investigation. It is against CDSP policy for anyone to retaliate against a complainant who pursues a complaint or any witness or participant in an investigation.

The committee shall review the incident as a whole and consider the totality of the circumstances, including the context in which the alleged incident(s) occurred. Following a reasonable investigative period, the committee shall report its findings and recommendations to the President and Dean.

Corrective Action: The committee recommendations may include, but are not limited to, the following:

- A verbal and/or written statement admonishing the alleged offender.
- A request that the alleged offender apologize personally to the complainant.
- A recommendation of therapy for either or both the alleged offender and/or complainant.
- Other action which may include request for resignation if employment is involved, suspension or dismissal where enrollment is involved, withdrawal of Contextual Education participation where Contextual Education is involved, or other appropriate actions determined by the President and Dean.
- Other action may also include notification of appropriate ecclesiastical authorities as deemed necessary.
- The complainant may also choose to pursue litigation in the civil courts.

Prior to making any decision or taking action, the President and Dean may seek additional counsel from persons of their choice, including, but not limited to, the Chair of the Board of Trustees. The President and Dean may also take other action, as he/she/they deem(s) appropriate. The decision and action of the President and Dean is final.

In the event that the President and Dean is alleged to be involved in a case of sexual harassment, the following procedures will be followed: The Dean of Academic Affairs, the Dean of Students, or the Director of Operations and Personnel Management shall form the investigative committee. The Chair of the Board of Trustees shall be notified of the allegations. The Chair may appoint a member of the Board of Trustees to serve on the committee. The committee will conduct a timely investigation and report their findings to the Chair of the Board. The final review process shall be, in this instance, by the Chair of the Board of Trustees and other persons named by the Chair. The decision and action reached by

the Chair of the Board of Trustees is final.

62. SEXUAL ASSAULT AND RAPE

CDSP Title IX Officer: The Rev. John Dwyer (jdwyer@cdsp.edu) 510.204.0717.

CDSP will not tolerate sexual misconduct in any form, including acquaintance or date rape. The school will take appropriate action to prevent, correct, and discipline behavior that is found to violate school policy or laws proscribing rape and sexual assault. CDSP prohibits rape and sexual assault.

Rape is defined to include all acts of sexual intercourse involving penetration imposed under the following circumstances:

- Where the complaining party is incapable, because of a mental, developmental, or physical disability, of giving legal consent and this fact is known or reasonably should be known to the person committing the act; or
- Where such an act is accomplished against a person's consent by means of force, coercion, duress, violence, or reasonable fear of harm to the complaining party or another; or
- Where the complaining party is prevented from resisting or giving consent as a result of intoxication, or is unconscious at the time of the act, and this fact is known to the person committing the act.

Acquaintance rape is sexual intercourse undertaken by a friend or acquaintance without the consent of the student.

Sexual assault is defined as the imposition of non-consensual sexual conduct excluding rape, including, but not limited to, oral copulation, penetration by a foreign object, caressing, fondling, or touching of a person's genitals, buttocks, or breasts.

Consent is defined as positive cooperation in act or attitude pursuant to an exercise of free will. The individuals consenting must act freely and voluntarily and have knowledge of the nature of the act or transaction involved. It is a defense to the allegation of non-consent that a defendant held a reasonable and good faith belief that the complainant was consenting. A current or previous dating relationship is not sufficient to constitute consent. The determination regarding the presence or absence of consent should be based on the totality of circumstances, including the context in which the alleged incident occurred. The fact that an individual was under the influence of drugs and/or alcohol at the time may be considered in determining whether that person had consented to the act in question. Students should understand that consent may not be inferred from silence or passivity alone.

Prevention of Sexual Assault and Rape: To reduce the risk of sexual assault and rape, students and other community members are encouraged to:

- Inform themselves about crime prevention techniques, such as those offered by the City of Berkeley Police Department (www.ci.berkeley.ca.us/police/default.html).
- Make use of the public safety resources, such as the night escort service, provided by the University of California at Berkeley (510-642-WALK from 6pm to 2am).
- Know that those enrolled in the Health Insurance Program for Students (HIPS) have access to services directly from their physician.

Responding to Sexual Assault and Rape: Since Church Divinity School of the Pacific does not maintain a police force, all violations of the law involving sexual assault or rape should be reported immediately to the City of Berkeley Police Department and may also be referred to the City of Berkeley District Attorney for prosecution.

Incidents of sexual assault and rape should also be reported to the Dean of Students, to the Academic Dean, or any other senior administrator of Church Divinity School of the Pacific. Students are not required to report incidents to the Police Department or District Attorney, although they are encouraged to do so. CDSP officials will honor requests for confidentiality by the student alleging sexual assault or rape but shall report anonymous information so that the incident can be included in CDSP crime statistics.

If an incident is reported to a CDSP official, the official shall inform the student of her or his right to inform the Berkeley Police Department or District Attorney. The student shall also be informed of the importance of preserving evidence required for proof of possible criminal activity, and of the availability of school officials to assist the student in notifying authorities of the incident, upon the student's request. Finally, the student shall be informed of counseling, mental health and other services:

- California Counseling Institute, 1562 Oakview Avenue, Kensington CA 94707 415.379.4591.
- Bay Area Women Against Rape, 470 27th Street, Oakland 510.845.7273.
- Highland Hospital, Highland Sexual Assault Response Team, 1411 E. 31st Street, Oakland 510.437.4800 (main), 510.437.8500 (appointments).
- Men Overcoming Violence, 1385 Mission Street, Suite 300, San Francisco 415.626.6683.
- National Sexual Violence Resource Center maintains an online directory of national and local resources across the United States. NSVRC's hotline, National Sexual Assault Hotline, is available 24 hours: 1.800.656.4673.

Victims of sexual assault and rape may request that CDSP change academic and living situations. CDSP will change those situations if it is able to do so and if the changes requested by the victim are reasonably available.

If a student is determined to have committed sexual assault, rape, acquaintance rape, or other forcible or non-forcible sex offense, disciplinary action up to and including dismissal

from academic programs and expulsion from the community may be imposed by CDSP.

If formal charges are not pressed, and the complainant wishes CDSP to investigate, the procedures detailed in the Seminary Policy on Sexual Harassment shall be followed.

63. **MISSING STUDENTS**

The purpose of this policy is to provide the procedures for reporting, investigating and making emergency notifications regarding any student at Church Divinity School of the Pacific who is believed to be missing. This policy is required under the Higher Education Re-authorization Act of 2008.

Policy: The Director of Student Services should be notified that a member of the CDSP community is or is suspected of being missing. The Director of Student Services, once notified, should coordinate with the President and Dean on implementation of this policy and to take the appropriate steps, including, if necessary, to file a missing person report with the local police department.

Definition: A student is presumed to be missing when his/her/their absence is inconsistent with his/her/their established patterns of behavior and deviation from this pattern cannot be readily explained. Before presuming that a person is missing, reasonable measures are taken to determine whether or not the person is at their place of residence and whether anyone familiar with the person, including their emergency contact, has seen or heard recently from the person recently or is of where they may be.

General Provisions: Any member of the CDSP community, including employees and students, who is concerned that a member of the seminary community is missing should contact the Director of Student Services (510.204.0738) as soon as a concern arises.

School Investigation: Upon notification that a member of the school community may be missing, the Director of Student Services coordinating with the CDSP leadership team, shall take measures to assess whether the student is missing. If the student cannot be reached, and their whereabouts and safety ascertained, the Director of Student Services, in coordination with the President and Dean, will notify the local police department.

Emergency Contacts: If a student is believed to be missing, in accordance with this policy, the Director of Student Services will contact the student's recorded emergency contact as part of their assessment of the student's location and condition and shall inform them if a missing person report is filed. Students who wish to identify or update their emergency contact should submit this information to the Registrar. Only officials of the school shall have access to this information and shall use it for official purposes only.

Pastoral Response: Internal pastoral responses for the community, or the missing person upon their return, is usually coordinated by the Chaplain in coordination with the Director of Student Services.

64. HOMELESSNESS

CDSP is committed to an atmosphere of welcoming and being welcomed by all people at CDSP, through the seminary's educational, administrative and community endeavors.

Fundamental to any community are standards of behavior which guide the community's response to routine as well as unforeseen circumstances. The guidelines below are an attempt at agreement on such norms, to express the mind of the CDSP community with regard to offering hospitality to those who seek refuge on or near our campus.

Shelter: No unauthorized persons are allowed to sleep on the grounds or in the buildings of CDSP. Buildings are to be open only to those authorized to use such space. Individuals seeking shelter may be referred to nearby shelters, as well as daytime facilities, which offer meals, clothing, showers, drug and alcohol treatment, mental health and other services.

Food: CDSP meals are provided for guests of the school as well as CDSP students, faculty, and their guests. Guests are welcome when they have been invited by members of the CDSP community or when they purchase a meal. Those inviting guests are individually responsible for their guests' behavior in following community standards at all times while using the facility. Those wishing to minister to the needs of persons living on the streets are encouraged to utilize public spaces for this work, such as restaurants in the Euclid Avenue area, or public shelters devoted to this ministry.

IN CASE OF EMERGENCY

Emergency Contacts: Based on information provided in the CDSP admission process, the Registrar keeps a record of the phone number and email address of people to contact in case a student is hurt or missing. Students are to contact the Registrar bkramish@cdsp.edu with any updated information.

The CDSP main parking lot will serve as the gathering place to take roll and accountability during an emergency.

Disaster Response: In case of a major disaster, CDSP has a disaster resource container in the back parking lot. The following officials will have ability to access the disaster resource container and activate the disaster action plan:

- President and Dean
- Director of Student Services, Michael Barham
- Registrar, Bob Kramish
- Operations Manager, Alissa Fencsik
- Superintendent of Grounds, Dorjon Preston
- Chief Operations Officer, John Dwyer
- Welcome Center Staff, Andrew Schule
- Nichols Steward

Once the action plan is initiated, these people will attempt to locate members of the community, with an initial gathering in the east parking lot (off Saint Margaret's Courtyard).

Things to Remember in an Emergency:

A "go-bag" can be helpful in case a quick evacuation is needed. Learn more about recommended items for a "go-bag" here: <https://www.ready.gov/kit>.

Earthquake

- Apps for smart phones send alerts and sometimes advance warnings, giving extra seconds that can make a difference (MyShake, Earthquake Alerts, etc.).
- Take cover beneath a heavy item of furniture, away from windows and falling objects.
- Do not use the elevator or stairs; when the motion stops, use stairs with caution if they are not badly damaged.
- Do not use electricity if a gas leak is suspected.
- Limit phone calls to emergencies such as fire and severe injury (see below).
- Tune battery-powered radio to 1610 AM for information.
- Meet in a designated location (CDSP Parking Lot)
- Remember that aftershocks are a possibility and can cause additional harm.

- If there is a threat of damage to buildings, exit and stay clear of the building until given the all clear to return.

Campus Building Fire

- Activate alarm manually if not automatically activated. This can help save others.
- Use extinguishers for small fires if you are trained.
- Contain the fire by closing doors and windows if possible.
- Knock on doors as you pass by them to alert others if possible.
- If you cannot contain the fire, get out! Evacuate the building.
- Stay low to the ground to limit smoke inhalation.
- Do not use elevators.
- Meet in the designated location (CDSP Parking Lot on the opposite side from the building)
- Always contact the fire department, no matter how small the fire.

Extreme Fire Weather Safety and Air Quality

- **Evacuation:** Should fire weather necessitate evacuation of the campus, know that your evacuation zone can be found at www.zonehaven.com. Officials post Evacuation Warnings and/or Orders (including locations) to this site in the event of an emergency that warrants an evacuation.
- **Air Quality:** Fires occurring in the greater area can significantly impact the air quality in the Bay Area even when imminent threat of wildfire is not present locally. Keep windows closed to mitigate against poor air quality.

Active Shooter Situation

- If notice of an active shooter situation is given (GTU or UC Berkeley alert systems), lock and block entries and shelter in place until an all clear is given.

General Emergency Number & Calling "911"

- Berkeley Police Emergency number (for mobile phones): 510.981.5911
- Landline: 911.

If the emergency threatens human life or property, stay on the line with the operator – DO NOT hang up. Allow the operator to end the call. Note that calling "911" from a cell phone does not take the caller to a local 911 call center, but to an out-of-town operated call center. This can delay notification of responders. It is helpful to save these local numbers and use them in case of an emergency.

Non-Emergency Numbers

- Berkeley Police, non-emergency: 510.644.6743
- Berkeley Fire, non-emergency: 510.644.6723
- Suicide Prevention/Crisis Intervention: 510.849.2212

- Poison Control: 800.523.2222

Emergency Alert Systems

- **Nixle:** Register for emergency alerts via Nixle for free through nixle.com or by texting your zip code (94709) to 888777. Nixle will then notify you of police, fire, earthquake, and safety alerts by text.
- **Alameda County (AC) Alerts:** <https://member.everbridge.net/453003085612570/new>
- **UC Berkeley "Warn Me" Public Alerts:**
<https://member.everbridge.net/index/354734233878667/#/signup>
- **GTU Alert System:** <https://www.gtu.edu/about/gtu-emergency-alerts>