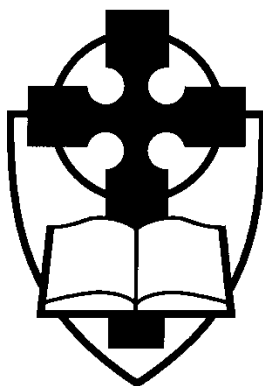


Church Divinity School of the Pacific

Academic Handbook



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All material herein is supplementary and subject to the official catalogue of this School and the Constitution and By-Laws of the Board of Trustees.

CDSP ACADEMIC HANDBOOK

TABLE OF CONTENTS

1.	Admissions	1
2.	Degrees and Certificates	2
3.	Curriculum for the Degree of Master of Divinity	4
4.	Concurrent MA/M.Div. Programs	14
5.	Curriculum for the Degree of Master of Arts	15
6.	Curriculum for the Degree of Master of Theological Studies	15
7.	Certificate of Anglican Studies	18
8.	Certificate of Theological Studies	20
9.	Curricula for Degrees of Doctor of Ministry	21
10.	Courses at The University of California	31
11.	Credits, Grading System, Registration, and Satisfactory Academic Progress	31
12.	Tuition and Fees	35
13.	Exchange Programs	36
14.	Internship	36
15.	Clinical Pastoral Education	37
16.	Financial Aid	38
17.	Students Employed Part Time	42
18.	Christian Formation	42
19.	The Advisory Relationship	43
20.	Course Evaluations	43
21.	Annual General Evaluations	44
22.	Ecclesiastical Relations	45
23.	Seminary Policy on Gender-Inclusive Language	45
24.	Seminary Policy on Plagiarism and Academic Dishonesty	46
25.	GTU Policy on Academic Disputes and Responding to Student Complaints	48
26.	Academic Accommodations for Students with Documented Disabilities	49
27.	Seminary Policy on Computers in Class	49
28.	Seminary Policy on Children in Class	49
29.	Seminary Policy on Pets in Class	49
30.	Seminary Policy on Spouses and Partners Auditing Classes	49
31.	Student Records and FERPA Policy	49
32.	Additional Seminary Policies	53

1. ADMISSIONS

As an accredited seminary of the Episcopal Church, Church Divinity School of the Pacific is open to men and women 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, a transcript of scores on the aptitude tests (verbal, quantitative, and analytical) of the Graduate Record Examination is required (see exceptions in catalogue), as are letters of reference, autobiographical statements, and an on-campus interview.

May 1 is the normal closing date for applications for the ensuing academic year. All pertinent documents should be in the hands of the Admissions Office by that date. Students are admitted to the M.Div. program only for the beginning of the Fall term. Under extraordinary circumstances, students may be admitted to other programs at the beginning of the Spring term.

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

Simultaneous Enrollment: Students regularly enrolled in the schools associated in the Graduate Theological Union may register in CDSP courses for which they are qualified. CDSP does not normally admit to its degree programs people who are already enrolled in a degree program at another institution, either within or outside of the GTU. The provisions within the GTU for pursuing concurrent M.A. and M.Div. programs are an exception to this, and adhere to the requirements for concurrent programs set forth by the Association of Theological Schools.

Applicants Not Holding a Baccalaureate Degree: The Association of Theological Schools limits the percentage of the student body that can be enrolled without the baccalaureate degree. An applicant to the Master of Divinity program who does not hold a baccalaureate from an accredited school is eligible for admission to the Certificate of Theological Studies program. Such students will want to do substantial work with CDSP faculty during their first year. Normally, during the second semester of the first year, these students should apply through their advisors to the faculty for admission to the M.Div. program.

Provisional Admission: Because admission means that the school believes that the applicant is capable of completing the program, provisional admission may be granted in situations in which there is not clear evidence of an applicant's academic promise but there are other factors to recommend their admittance (see Provisional Admission in the section "Grading System and Registration.")

Unclassified Students: Students not enrolled in a regular degree or diploma program shall be known as Unclassified students. Admission to such status will be limited to one year. Continuation of this status beyond one year will necessitate reapplication to the Admissions Committee not later than 1 June. Unclassified students who later wish to become degree students must apply to the Admissions Committee for such status. Limited and Online status are two categories within Unclassified status. The admission process for each of these begins with the Admissions Office.

Limited Status: Persons who wish to take one specific course in a specific semester, and do not plan to pursue a degree program at CDSP, may be admitted to Limited Status through a modified admissions procedure. The decision to admit an applicant to Limited Status will be made administratively by at least two members of the Admissions Committee. Courses taken under Limited Status are not normally applied toward future degree work at CDSP. A special admission form for Limited Status is available from the Director of Admissions.

Online Status: Persons who wish to register only for an online course, for credit, and who do not plan to pursue a degree program at CDSP, may be admitted to Online Status through the admission process used for that status. People interested should contact the Director of Admissions.

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 transfer credit 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. M.Div. 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. Only one of these eight courses may be an online course taken while in residence. Coursework to be credited toward a degree program must fit within the maximum time limit for completion of the program (M.Div.—6 years; M.T.S. and M.A.—4 years). Previous work that culminates in another degree is not eligible to be counted toward a CDSP degree 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 M.Div. or M.T.S. program, following the normal application procedures. 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— M.Div., 6 years; M.T.S., 4 years.

Online Coursework: Students may complete no more than one-third of their programs through online coursework. This limit applies to the total program so it includes any coursework used for transfer credit. For the M.Div. the limit is eight 3-unit courses; for the M.T.S., five courses; for the D.Min., two courses.

2. DEGREES AND CERTIFICATES

Accreditation: Church Divinity School of the Pacific is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved: M.Div, M.T.S, D.Min.; approved for a Comprehensive Distance Education Program.*

* The Commission contact information is:

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

CDSP offers the following degrees, diplomas and certificates:

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

Advanced Degrees: Doctor of Ministry

Diploma: Diploma of Graduation

Certificates: Certificate of One Year's Study
Certificate of Two Years' Study
Certificate of Three Years' Study
Certificate of Anglican Studies
Certificate of Theological Studies

The Certificates of One Year's, Two Years', or Three Years' Study are given to a student who has successfully completed one, two, or three full academic years of study, meeting requirements of course load and residence.

CDSP Certificate in Ministry Development

CDSP students can take a Certificate in Ministry Development, under the auspices of the Ministry Developers Collaborative of Living Stones, the Episcopal Church's collective for local ministry development. Academic Course work, projects, readings and reflective ministry practice are combined in this individualized certificate program, under the supervision of a Ministry Developers Collaborative Guide. Students interested in this program should consult with the professor of Ministry Development. *This certificate is separate from the program for which a student was admitted. This certificate will not appear on the student's official academic record.*

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

GTU Certificates of Study

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

Certificate in Asian and Oceanic Cultures and Faith Traditions

Certificate in Black Church/Africana Religious Studies

Certificate in Islamic Studies

Certificate in Jewish Studies

Certificate in Orthodox Christian Studies

Certificate in Women's Studies in Religion

For more information on these certificates: <http://www.gtu.edu/centersandaffiliates/>

3. CURRICULUM FOR THE DEGREE OF MASTER OF DIVINITY

Purpose: To educate and train people for Holy Orders and lay ministries in the service of God. In fulfilling this purpose CDSP seeks to utilize the ecumenical resources of the Graduate Theological Union while at the same time providing a curriculum that addresses the needs and concerns of the church and the world as perceived within the milieu of the Episcopal Church.

Intended outcomes for the Master of Divinity:

1. *Broad knowledge of the theological disciplines and:*
 - a. *Specific knowledge of the distinctive flavor and role of Anglicanism in social, historical, and theological perspective*
 - b. *Knowledge of the different theological perspectives of the Christian tradition*
2. *An integrated understanding of:*
 - a. *The theological disciplines, and an ability to reflect theologically*
 - b. *The relationship between theology and ministry.*
3. *Beginning expertise in the arts of ministry: teaching, preaching, pastoring, leading worship, and encouraging the ministries of others.*
4. *Growth in spiritual depth, moral integrity, and social concern.*
5. *Capacity for ministerial and public leadership with awareness of the wide range of pastoral roles and skills.*
6. *Enhanced sensitivity to multicultural realities as the context for ministry and an awareness of world religions.*

The Master of Divinity is a professional degree. As such the M.Div. curriculum seeks to engage the whole person. The curriculum provides one part of the environment where a student can work to integrate scriptural and historical tradition, spiritual and personal development, and practical and professional experience. To think theologically is to understand theology as that knowledge of God through which all courses, all skills, all personal and spiritual growth may be integrated. To think theologically is to discern the revelation of God through Jesus Christ in nature and history, in Word and Sacrament, in one's own spiritual journey, and within the contemporary culture in which we find ourselves. An M.Div. curriculum can sensitize us to the changing cultural context and the changing shape of global Christianity. Within the joys and struggles of living in a worshipping, learning Christian community, it can affirm our corporate pluralism and our individual uniqueness as learners.

A curriculum accomplishes its purpose through courses offered, but it is even more dependent upon the interaction between the learner and the material. Courses confront the learner with the foundation of our heritage (Bible, Church History, Theology, Ethics, Liturgics), with the languages of our heritage (Hebrew, Greek, Music), with communication of the foundation (Pastoral Care, Homiletics, Christian Education), with communication skills necessary (Speech and Writing), and

with the experiential and ecclesial context for exercising one's ministry and thinking theologically (Spirituality, Field Education, Intern Year, Clinical Pastoral Education).

Community is the undergirding context for what the individual learns and for the academic curriculum. CDSP is a pluralistic community representing a wide spectrum of the Church. It is part of the larger communities of the Graduate Theological Union and the church in 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 CDSP community gathers daily to worship God. Prayer is offered both privately and in informal groups. Knowledge of one another comes through meals together, meetings, classes, committees, formal and informal occasions. The community rejoices together and sometimes laments together. All this forms the undergirding context for the curriculum that educates and trains people for Holy Orders and lay ministries.

While admission to the M.Div. program testifies to the School's expectation that a student is capable of completing the program, many different factors may, in individual instances, make the achievement of this goal a difficult one. At the end of each year the Faculty undertakes a canonically required evaluation of each student, which looks seriously at the student's personal growth as well as his or her academic achievements. Marginally passing grades, failures, personal immaturity or gross irresponsibility are considered serious factors in the deliberations of the Faculty.

A student who has been unable to maintain the level of competence necessary for the M.Div. program may still be allowed to continue in a certificate program. This program provides the opportunity for serious study within the theological curriculum, while at the same time freeing one from the strictures of the M.Div. curriculum.

Residence Requirement: The M.Div. curriculum intends to cultivate a theological understanding of Christian faith within the context of study and reflection, experience in ministry, worship, and personal and social maturation within the framework of the CDSP and GTU communities. Admission to the degree program accordingly testifies to the School's expectation that a student is capable of carrying on and completing such a program.

Given the rationale of the curriculum, the program is designed to be completed by a full-time student in a minimum of three academic years, including two January intersessions. If the student elects an intern year rather than concurrent field education, the program of study shall extend over four years. Full-time study is understood as enrollment in four 3-unit courses. A candidate for the M.Div. degree or the Diploma of Graduation is expected to complete successfully at least twenty-four (24) full semester courses in not less than three years, fulfilling both distributional expectations of the curriculum and demonstrating logical sequence. Two January intersessions are required.

The residence requirement for the M.Div. program is normally six full semesters (or the equivalent in part-time study) of coursework taken on-campus at the GTU as a CDSP student. Students may petition the faculty through their advisor to count certain kinds of course work done during the summer and January toward a maximum of one semester's residency. Such courses may be counted toward the twenty-four course requirement. Three-unit courses taken in January may be counted either toward the requirement of 24 three-unit courses or toward the requirement of courses taken in two January intersessions, but not both. In any event, the CDSP M.Div. program cannot be completed in less than five full semesters. 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. **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. In many cases agencies require that repayment of loans begin immediately when a student's course load falls below half-time (two 3-unit courses).

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

Course Overload and Length of Program: A student may not enroll for more than five 3-unit courses (fifteen units), excluding 1-unit courses, in any one semester. In any event, the program cannot be completed in less than three years, or five semesters and the time necessary to complete summer and January courses (where applicable) for the equivalent of a sixth semester. All requirements must be completed within six years inclusive of internship and leaves of absence. A program is counted as beginning with the first work credited toward it.

The Shape of the Curriculum: The M.Div. curriculum is shaped by at least three realities. First, the curriculum intends to prepare persons adequately for ministry in the Episcopal Church. Second, there are many good courses taught in other GTU schools which CDSP students might appropriately elect. Third, each CDSP student brings to the task of study unique educational and experiential backgrounds, scholastic ability, and goals. These three realities, plus other unique factors, are present when advisor and advisee sit down to chart a particular course of study within the M.Div. curriculum.

The goal of formation for ministry in the Anglican tradition calls for an intentional attempt to bring together what is being learned in a variety of academic contexts. The M.Div. curriculum at CDSP is therefore built around a sequence of courses designed to integrate material from a wide spectrum of theological studies, to focus on the characteristically Anglican approaches to these studies, and to apply the content of student learning to the practicalities of life in the Episcopal Church. The six specific courses in this sequence—Anglican Tradition and Life, Introduction to Pastoral Care, two courses in Field Education, Liturgics, and Issues in Ministry—have been developed explicitly to support integration for formation in Anglican ministry. These courses will normally be taken in the specified order, one per semester (see the normal M.Div. course sequence below).

Other course requirements may be fulfilled by taking courses in other GTU schools. The suitability of specific courses to the CDSP M.Div. curriculum will be determined by the CDSP Faculty and may be negotiated through a student's advisor.

A student may present prior course work done elsewhere as a proposal for advanced placement in any given area of study rather than taking the basic courses. Decisions about such advanced placement are made by the student's advisor and should not be confused with decisions about transfer credit. Student should be aware that scheduling conflicts might limit the opportunities in this regard.

Areas of Focus in the Master of Divinity Program: Building upon the strength of offerings at Church Divinity School of the Pacific and the Graduate Theological Union, students enrolled in the Master of Divinity program may pursue a specialized area of focus. Interested students take three

elective courses in addition to any relevant required courses that fall within the area of focus. These elective courses may be taken at CDSP or any GTU member school. These areas of focus enable a student to design a course of study in preparation for ministry in particular fields or to deepen understanding of a particular area. Students discern studying for an area of focus in consultation with their academic advisor.

Areas of Focus Offered at CDSP:

1. Theological Studies
2. Biblical Studies
3. Liturgy, Music & Homiletics
4. Pastoral Studies and Christian Education
5. Ministry Development
6. Historical Studies
7. Anglican Studies
8. Interfaith Relations

M.Div. Course Requirements

Anglican Tradition and Life: This required, multi-disciplinary course will develop the student's ability to articulate the depth and breadth of Anglicanism as a living tradition in both English-speaking and non-Anglo contexts. This is the first course in the integrative M.Div. sequence.

Other elective courses on various aspects of the Anglican tradition are offered regularly.

Biblical Studies (a minimum of 4 courses): It is recommended that students take two full courses in Biblical introduction, one in Old Testament, one in New Testament. The advisor may grant advanced placement in this respect, if previous academic work warrants this.

Of the remaining two courses, one should be an exegesis course, involving more detailed study of a particular book or small group of books, and the other a course in a biblical language, or, if the student has already fulfilled the Biblical Language Requirement (see below), a second more advanced course in Biblical studies.

The CDSP faculty will normally offer or arrange for a course in Old Testament Introduction beginning in the fall semester each year and for one semester of New Testament Introduction usually in the spring. Equivalents may be available at other GTU schools. Exegesis courses will be available at CDSP and throughout the GTU.

Biblical Language Requirement: Students are required to have at least one semester of a Biblical language, either Hebrew or Greek. This should be taken as early as possible, but no later than the end of the summer preceding the Third Year, so that the student can make use of it in other Bible courses. The student who can show evidence of competence in a Biblical language is excused from this requirement. In this case, the student will replace the Biblical language course with another course in Biblical studies. Note: Approved summer or intersession Greek or Hebrew courses may count for both course and residence credit and fulfillment of the language requirement.

History (a minimum of 2 courses): Two courses are required in the area of history, over a one-year period. These courses are designed to explore the relationship between church and society and the cultural location of developments in doctrine, authority and practices. 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 15th to the late 20th century, with a particular focus on the parallel development of Anglicanism as a global phenomenon, and particular attention to the English Reformation. Equivalents may be available at other GTU schools, but additional work may be necessary to ensure knowledge of Anglican history.

Theology (a minimum of 2 courses): Two courses are required in the area of theology. The first course in the CDSP sequence concentrates on the doctrines of God, creation, trinity, suffering, and evil, as well as on theological method and interpretation of biblical texts. The second course focuses on Christology, Spirit, theological anthropology, mission, soteriology, interreligious relations, ecological and economic issues, ecclesiology, and eschatology. Equivalents may be available at other GTU schools, but additional work may be necessary to ensure knowledge of Anglican theological tradition.

Ethics (a minimum of 1 course): One course in theological ethics is required. The introductory course offered regularly at CDSP takes the reign of God as biblical, historical, theological and sacramental point of reference for considering contemporary ethical questions within Anglican and ecumenical traditions. Equivalents may be available at other GTU schools.

Liturgics and Music (a minimum of 2 courses): In the first semester, CDSP offers a 1-unit elective course in the fundamentals of worship. Its purpose is to introduce students to the shape of the liturgical rites, and to practical liturgical skills such as public speaking and reading, and basic familiarity with church music.

An introductory 3-unit course on 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. This course focuses on the history and theology of worship in the Christian church and in the Anglican tradition in particular.

The second 3-unit course in liturgics presupposes course work in History, Bible, and Theology. This course, which is part of the integrative sequence, will normally be offered in the fall semester. It is a course in sacramental theology, with special attention to the relation of sacramental worship to the doctrine of the Church.

A 1-unit liturgical leadership elective is offered in the second semester of the Third Year. Its purpose is to deal with the specific responsibilities associated with the ordained ministries, both in liturgical presiding and also in general pastoral oversight of the liturgy.

An elective course in music introduces students to the fundamentals of music-reading and sight-singing, and another deals with advanced work in singing of the liturgy and other aspects of liturgical planning that involve music. Both courses emphasize the musical resources of the Episcopal Church.

Additional elective courses deal with a variety of areas such as Christian initiation, Eucharist, the pastoral rites, sacred space, and holy orders (especially as understood in the Anglican tradition), and the place of children in the worshipping community.

Christian Education (a minimum of 1 course): A course in this area will serve to introduce students to the methodologies and resources to communicate the Christian faith to others—adults, youth, and children. It serves as an integrative experience for the student who needs to pull together the many strands of theological education in preparation for entering professional ministry. Because it presupposes knowledge of Bible, Theology, and History, Christian Education is appropriately taken during the Second or Third Year.

Homiletics (a minimum of 1 course): A 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. Students in field education will benefit from the integrative experience of classroom preparation and preaching combined with preaching in field education sites. Those going on internship will find instruction in homiletics helpful preparation. Because all baptized Christians are charged to proclaim the Good News, practice in preaching is appropriate for a wide variety of ministries, including ministry of lay persons. Homiletics courses presuppose knowledge of Bible, Theology, and History, and should be taken during the Second or Third Year.

Pastoral Theology (a minimum of 1 course): The introductory Pastoral Theology course, which is offered in the spring semester as part of the required integrative sequence, focuses on the purposes, concerns and methods of pastoral theology and pastoral care. (NOTE: During the 2012-2013 academic year, this requirement will be satisfied by enrollment in PS-1009, Introduction to Pastoral Care, which is offered in the *fall* semester 2012.) Pastoral theology informs and frames practices of the ministry of the church to 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. Because an introduction to pastoral theology provides good preparation for Clinical Pastoral Education (C.P.E.) and Field Education, we recommend (but do not require) that students meet this requirement before engaging in either of those programs. CDSP offers introductory and advanced courses in pastoral theology that present Anglican/Episcopal understandings of the pastoral role and religious resources.

Field Education (a course in each of the semesters of the 2nd or 3rd year or an approved internship). **Note: Refer to Field Education Handbook for specific information about procedures and regulations.**

Field Education is an opportunity and context for thinking theologically and exercising ministerial skills under trained supervisors. In concurrent field education the student works an average of eight hours per week, exclusive of travel and preparation, in a Bay Area parish or institution. Field Education Colloquia meet each semester for one and a half hours per week. In

these theological reflection groups both discussion and reflective papers will assist the students in integrating the various strands of the theological education process.

Placement in a field education site is arranged by the student with guidance and approval of the Director of Field Education. **Participation in Child Abuse and Clergy Sexual Misconduct Prevention Training is required prior to beginning field education.**

Students for concurrent field education will not be paid by the center in which they work. Students who require financial support for travel to and from their site may negotiate this support directly with their supervisor.

The field education supervisor and the student negotiate a learning/work 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 students and the work requirements of the field education site.

A formal written evaluation is prepared at the end of each semester by the supervisor and by the student. The evaluations give the student practice in self-evaluation, practice in evaluating his or her field education situation, and an opportunity to respond to the supervisor's evaluation. These evaluations are sent to the Director of Field Education and are shared only with the student's faculty advisor and the President and Dean, if requested by him.

A student who elects an internship of eight months or more under a trained supervisor will gain a depth of experience in the field that cannot be equaled in the part-time field experience of the concurrent program. Internships are in parishes or social service institutions such as hospitals, social agencies or prisons, and are arranged and approved through the office of the Director of Field Education. Students who elect to fulfill the field education requirement by taking an internship must register for and participate in the Theological Reflection Group, FE 2410, either while on internship (if in a nearby site and they so desire) or during the first semester after their return. Participation in this 1-unit required course will enable them to benefit from the theological reflection papers and discussion in the colloquium.

Students who elect to fill the Field Education requirement through an internship must complete two additional open electives to reach the total of 24 full courses required for the M.Div. The two internship courses do not count toward the 24.

Issues in Ministry: The final course in the M.Div. integrative sequence covers a variety of practical topics to prepare graduating students for active ministry as both lay and ordained leaders in the church.

Electives recommended in this area include courses in parish dynamics and administration, the roles of ordained and lay leadership, ethics for ministry, and substance abuse.

Modern Language Study: Students in the Master of Divinity Program may receive credit toward their degree of no more than three (3) units for modern language study, as elective credit. The purpose of this study must be preparation for or enhancement of a student's ministry in a setting where that language is spoken. Courses in a modern language must emphasize conversation, rather than just reading. Study of this modern language does not replace the requirement of a semester's study of a biblical language. Because the GTU does not offer such courses, students may transfer

credit in from another accredited institution of higher learning. Summer courses may be allowed for this purpose.

Students wishing to pursue this option must petition the Dean of Academic Affairs through their advisor. The petition must identify the course, the school, and the time in which the course will be taken. The Dean will confer with the Registrar to confirm the number of academic credits to be allowed to transfer. An official transcript from the school offering the course will be required before the course can be counted toward the CDSP M.Div. degree.

January Intersession: January Intersession is intended to be a useful change of pace. Courses offered will not fill up all the available time nor will they necessarily meet each of the four weeks. M.Div. students are required to complete for credit and pay tuition for at least one course during each of two January Intersessions. Students may petition the faculty through their advisor to take a 3-unit course in January and have it count as one of the 24 3-unit courses required for the M.Div. In this case, the student is still required to take other courses in two Januaries. Three-unit courses taken in January may be counted either toward the requirement of 24 3-unit courses or toward the requirement of courses taken in two January intersessions, but not both.

January Intersession offers an excellent opportunity to fulfill the requirement in sexual misconduct prevention, to engage in multicultural experiences, to gain knowledge about substance abuse and 12-Step programs, and to participate in other special CDSP programming.

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

Online Courses: Current policy allows only eight 3-unit online courses to be counted toward fulfillment of the M.Div. course requirements. Online courses may not be audited.

Worship Leadership and Preaching in Chapel: As part of their academic program, all M.Div. students are required to participate regularly in planning and leading CDSP community worship, to preach in the context of the Holy Eucharist in chapel once during their final year, and to meet with the appropriate persons or groups for reflection and feedback.

Multicultural Requirement: All M.Div. students must take a course carrying at least 1 credit that includes an immersion experience in a culture different from the student's own. This requirement may be filled by a successful completion of an Intersession course in multi-cultural ministry; a language study program including cultural immersion; selected courses offered in the GTU; Field Education or internship placement with a concurrent reading course in theological reflection on the multicultural context; or a Special Reading Course that includes all the elements listed below.

In all cases, course work must include:

- theological reflection on ministry in a multicultural setting,
- a minimum of 20 hours of immersion in the cultural context, and
- a paper of at least 5 pages, reflecting on questions such as the following:
 - *How did this experience enable you to appreciate the values, customs, language and aspirations of this culture?*

- *What new insights did you gain concerning your own cultural values as a result of this experience?*
- *What implications does this experience have for your understanding of the Gospel and your ministry?*

A copy of the paper produced for this course is to be handed in to the student's advisor prior to the beginning of the final semester of the student's M.Div. program.

World Religion: In order to prepare for ministry in the diverse context that is now the norm through the church, M.Div. students are also strongly urged to devote one elective course to the study of a non-Christian faith tradition or interreligious study. There are numerous courses offered through CDSP and the other schools and centers of the GTU.

Curriculum Planning: While it is up to every student to map out a particular program that will fit his or her special needs and concerns, the sequences and requirements outlined above should provide guidance and options. Because of the annual evaluation of each M.Div. student by the faculty, it is important that M.Div. students take courses with a significant percentage of full-time CDSP faculty. This consideration should affect the process of course selection.

While there are many different options and paths available, the suggestions made for each of the areas of study (Bible, History, etc.) should provide the starting point for curricular planning. The particular background and experience of each student as well as special interests and concerns should be in dialogue with the curricular requirements and recommended courses. The expectations or hopes of other groups and individuals (e.g., the student's Commission on Ministry) may also play a part in the curricular planning process.

Due to the number of equivalent courses in the GTU for many of CDSP's requirements, there is a great deal of freedom and many possibilities to be found within the curriculum. In the advising process, equivalent courses and various options will be spelled out in light of the particular experience, needs and concerns of the student. It is very possible for students to focus their free electives on one particular area (e.g. Theology, Liturgics, etc.) should such an emphasis be desired or needed. No more than five free electives may be taken in any one field, however.

Summary of Requirements for M.Div. Degree:

1. **Length of Program:** Three years full time, but not more than six years, inclusive of internship and leaves of absence.
2. **Residence Requirement:** Registration in no fewer than six semesters.

3. Course Requirements: The six integrative courses marked * are courses that must be taken at CDSP in a prescribed sequence:

*Anglican Tradition and Life (1 full course)

Biblical Studies (4 full courses):

1 OT Introduction

1 NT Introduction

1 Biblical Language

1 using exegesis

History (2 full courses):

1 Early Church

1 Medieval to Modern

Theology (2 full courses):

1 Theology I

1 Theology II

Ethics (1 full course)

Liturgics (2 full courses):

1 Introduction to Worship

*1 Liturgics

Christian Education (1 full course)

Homiletics (1 full course)

*Pastoral Theology (1 full course)

Field Education

**2 Concurrent Field Education

OR

Internship and Theological Reflection Group + 2 additional free electives

*Issues in Ministry (1 full course)

Multicultural Course (at least 1 credit, see page 11)

Free Electives (6 full courses, no more than 5 in any single field)

Intersession: 2 Electives, one in each of 2 separate January intersessions

Additional courses recommended for those preparing for ordained ministry:

Fundamentals of Worship

Liturgical Leadership

Church Music and Liturgical Singing

Addictions, 12-Steps and the Church

A course in parish leadership

Additional Requirements:

Worship leadership and preaching in chapel

Those preparing to take Field Education must participate in Child Abuse Prevention Training. The January Intersession course *Sexual Violations and the Church* fulfills this requirement.

Normal M.Div. Course Sequence

	Fall Semester	January Intersession (2 required)	Spring Semester
Year One	1. **Anglicanism 2. Old Testament Intro. 3. History of Christianity I 4. **Pastoral Care 5. Fundamentals of Worship (e)	Multicultural requirement <u>OR</u> Ethics for Ministry <u>OR</u> Elective	1. New Testament Intro. 2. History of Christianity II 3. Introduction to Worship 4. Elective
Year Two	1. ** Field Education: Studying the Ministry Context 2. Theology I 3. Biblical Language 4. Homiletics <u>OR</u> Ethics <u>OR</u> Christian Education	Multicultural requirement <u>OR</u> Ethics for Ministry <u>OR</u> Elective	1. ** Field Education: Theological Reflection 2. Theology II 3. Homiletics <u>OR</u> Ethics <u>OR</u> Christian Education 4. Elective
Year Three	1. ** Liturgics 2. Biblical Exegesis 3. Homiletics <u>OR</u> Ethics <u>OR</u> Christian Education 4. Elective	Optional	1. ** Issues in Ministry 2. Elective 3. Elective 4. Elective 5. Liturgical Leadership (e)

**** =** These courses must be taken at CDSP in prescribed sequence. Full-time students entering in Fall 2012 will take both Anglicanism and Pastoral Theology in the Fall Semester of Year One and a free Elective in the Spring Semester of Year One.

(e) = 1 unit; highly recommended, not required

4. CONCURRENT M.A./M.DIV. PROGRAMS

It is possible for a student to be enrolled in an M.Div. and an M.A. program concurrently. This entails completing a separate admission process for each program and the completion of all requirements for each degree. The minimum time to be spent in concurrent programs is four years. Both programs must be completed within a six year period. While specific distributional requirements for each program may be completed before the four years of course work are completed, a total of no fewer than thirty-two 3-unit courses must be completed to fulfill the requirements specified by accrediting agencies for concurrent programs. Normally two years of M.A. tuition and two years of the M.Div. tuition are paid. **Refer to the Financial Aid section of this handbook for information on duration of financial aid.**

The deadline for applying to add a concurrent M.A. is not later than the end of two full year's study (sixteen 3-unit courses) in the M.Div. program. The deadline for applying to add a concurrent M.Div. is not later than the end of one full year's study (eight 3-unit courses) in the M.A. program.

When students complete concurrent M.Div./M.A. programs the M.Div. degree is conferred by CDSP, the school accredited to confer that degree, and the M.A. degree by the GTU, the school accredited to confer that degree. (Students may participate in either or both of the CDSP and GTU commencement exercises.) Transcripts showing the completed M.Div. and M.A. degrees are

available only from the school that conferred the degree because of the separate accreditation; i.e., there is not one transcript that shows both degrees.

5. CURRICULUM FOR THE DEGREE OF MASTER OF ARTS

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

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

6. CURRICULUM FOR THE DEGREE OF MASTER OF THEOLOGICAL STUDIES

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

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

Outcomes:

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

Areas of Focus in the Master of Theological Studies Program

Building upon the strength of offerings at Church Divinity School of the Pacific and the Graduate Theological Union, students enrolled in the Master of Theological Studies program may pursue a specialized area of focus. Interested students take four elective courses in addition to relevant required courses that fall within the area of focus. These elective courses may be taken at CDSP or any GTU member school. These areas of focus enable a student to design a course of study in preparation for ministry whether lay or ordained in particular fields or to deepen understanding of a

particular area. The areas of focus offered reflect concentrations not normally studied within the Common Master of Arts program offered by the GTU. Students may pursue a more general course of study in the MTS program and need not elect a concentration. Students discern studying for an area of focus in consultation with their academic advisor.

Areas of Focus Offered at CDSP:

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

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

Bible (2 full courses)

1 Old Testament

1 New Testament

History & Theology (2 courses)

Ethics (1 course)

Thesis/Project (2 courses, plus oral review)

Electives (9 full courses)

In the first year, M.T.S. students share basic courses in Bible, Church History, and Theology with M.Div. students. In the second year M.T.S. students choose elective courses in a special area of interest and prepare a thesis or project. The degree requires that a total of 16 three-unit courses be taken. Course selection is worked out with the faculty advisor under supervision of the Dean of Academic Affairs. The student is encouraged to explore tutorials, special reading courses and programs available in field education. The overall program should be coherent at the same time that it maximizes the interests and freedom of the student.

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

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

Transfer credit for up to eight 3-unit semester courses (or the equivalent completed on the quarter system) may be approved upon request. Students transferring work from other schools must

complete a minimum of one full year's work (eight 3-unit courses) as a CDSP student in order to be eligible for a degree.

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

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

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

Thesis Requirement:

Formulation of a Thesis Topic

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

Formation of a Thesis Committee

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

Writing of the Thesis/Project

The second thesis course is devoted to the completion of the thesis/project. If work on the thesis/project, after completion of course work (including two thesis project courses), is necessary, the student will register for 3 units work each subsequent semester and the current tuition for 3 units will be charged.

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

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

Thesis Review

A date for an oral review of the thesis/project is set by the student and committee members. At this meeting the thesis advisor completes the form entitled, "MTS Thesis/Project Review," and all

committee members sign it. This form is available from the Registrar and should be returned to the Registrar once it has been completed.

Submission of Thesis

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

7. THE CERTIFICATE OF ANGLICAN STUDIES

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

The requirements for admission to the Certificate program are the same as those for admission to the M.Div. program, with the exception that CAS applicants do not need to take the GRE. 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 M.Div. degree program by following normal application procedures for that program. 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—6 years.

Outcomes: Increased knowledge and understanding of the Anglican tradition; ability to serve as a religious leader in an Anglican context.

Competencies: Ability to articulate and integrate the biblical, historical, theological, and ethical foundations of Anglicanism; ability to exercise Anglican liturgical and pastoral leadership; ability to articulate the nature of diversity of the Anglican Communion and to respect that diversity.

Earning the Certificate of Anglican Studies normally requires the completion of the equivalent of eight 3-unit courses while enrolled at CDSP, during which time the student will work under a faculty advisor. The core of the program will be work in several basic areas of Anglican Studies: History; Theology and Ethics; Liturgics; and Pastoral Studies (including Homiletics).

RESIDENTIAL OPTION:

A total of eight 3-unit courses is required. Courses may be taken at other GTU schools as well as CDSP. The certificate program will normally include at least one course in each of the core areas listed above. Transfer credit for up to four semester courses (or the quarter system equivalent) completed while enrolled as a student at another accredited theological institution may be approved. A minimum of one semester of study in residence (or part-time equivalent) is required.)

January Intersession: Students may petition the faculty through their advisor to count 3-unit or 1.5-unit courses taken in January toward the 8-course requirement for the CAS. CAS students are not required to take January courses.

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

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

LOW-RESIDENCY OPTION:

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

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

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

Students will work with a faculty advisor to design an online course of study involving the following four Anglican areas of study: History, Theology and Ethics, Liturgics, and Pastoral Care (including Homiletics). A total of 24 course units (the equivalent of eight 3-unit courses) is required. The certificate program will normally include at least one course in each of the core areas listed above. Transfer credit for up to four semester courses (or the quarter system equivalent) completed while enrolled as a student at another accredited Episcopal theological institution may be approved. Participation in two consecutive on-campus summer intensives is required.

January Intersession: Students may petition the faculty through their advisor to count 3-unit or 1.5-unit courses taken in January toward the 8-course requirement for the CAS. CAS students are not required to take January courses.

Normal CAS low residency Course Sequence, showing required summer intensive course offerings, and potential semester-long online course offerings

	Summer Intensive	Fall Semester	Spring Semester
Year One	-Practical Theology (1.5 units) -Fundamentals of Worship (1.5 units) -The Anglican Tradition* (3 units)	- Theology I (3 units) -Postmodern Christian Education (3 units) -Old Testament (3 units)	-Ethics (3 units) -History of Christianity II (3 units) -New Testament (3 units)
Year Two	-Leadership and Ministry (1.5 units) -Liturgical Leadership (1.5 units) -Elective*	-Liturgics (3 units) -History of Christianity I (3 units) -Old Testament (3 units,)	- Theology II (3 units) -New Testament (3 units)

*The Anglican Tradition is offered in alternating years with an elective (at least two courses will be offered at a time)

8. THE CERTIFICATE OF THEOLOGICAL STUDIES

The Certificate of Theological Studies is designed for a variety of students who wish to pursue graduate-level theological education without earning a degree. The Certificate of Theological Studies is especially appropriate for persons in a process of vocational discernment or who are participating in a diocesan program of ministry development, as well as those seeking study for personal spiritual enrichment.

The Certificate of Theological Studies is awarded upon completion of 24 units at the graduate level. Course selection reflecting the particular needs or interests of the student is made in consultation with a faculty advisor, and may include courses at other GTU schools as well as at CDSP. A minimum of one semester of study in residence (or the part-time equivalent) is required. 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 courses (or the quarter system equivalent) completed at another accredited theological institution outside the GTU 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 3-unit courses required for the program (see section of this handbook on Financial Aid).

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

Students awarded the Certificate of Theological Studies who wish to apply to a CDSP degree program at a later date may do so by following normal application procedures for that program. If they are admitted, they may be granted credit for all courses normally applicable to that program.

Outcomes: Increased knowledge and understanding of the foundations of the Christian tradition; increased clarity in discernment of Christian vocation.

Competencies: Ability to articulate and integrate aspects of the Christian tradition.

9. CURRICULA FOR THE DEGREE OF DOCTOR OF MINISTRY

CDSP offers two distinct Doctor of Ministry Degree Programs. See below (B) for information related to curriculum for the Doctor of Ministry Degree in Congregational Development offered Jointly with Seabury-Western.

Note: Refer to the D.Min. Handbook for information about specific procedures and regulations.

A. DOCTOR OF MINISTRY IN COOPERATION WITH PACIFIC SCHOOL OF RELIGION

Admissions to this D.Min. program are currently on hiatus.

The D.Min. is an advanced professional degree for the man or woman of proven competence in ministry. A D.Min. program builds upon primary professional training (M.Div. or its educational equivalent) and upon subsequent on-the-job learning. It is intended to help the student shape his or her own ministry focus. The ministry focus is an area of professional concern in which increased competence is desired—defined and articulated by the student, emerging from his or her day-to-day practice of ministry, eventually deepened by systematic study and reflection, and finally analyzed in a carefully executed field research project. In the development of the ministry focus and its subsequent study, the minister's community and context of ministry are taken seriously. Unlike the Th.D. or Ph.D., the D.Min. is not intended to prepare the student as a specialist in an academic discipline. Neither is it intended solely to prepare the student for increased competence in the general practice of ministry. Rather it is designed to increase competence in a specified aspect of ministry chosen by the student.

Because the D.Min. is an advanced professional degree in ministry it is for clergy and other religious workers who wish to continue their professional education. The CDSP program is open to persons holding the M.Div., or its educational equivalent, who have been involved in ministry for at least three years after receiving the M.Div. As an Episcopal seminary that is committed to ecumenism and as a participant in an ecumenical consortium, CDSP welcomes inquiries regarding the D.Min. from ministers and other professional religious workers of all denominations, communions, and traditions. Applicants may be involved in parish, community, or institution-based ministries. CDSP's D.Min. is designed for the experienced minister who is able to take a great deal of initiative in both the design and pursuit of an educational program.

The D.Min. focuses on two types of knowledge. One is the development of a ministry focus that integrates one or more disciplines of theological study with the D.Min. student's ministerial activity. For example, a ministry focus may relate biblical studies and liturgics to preaching, or systematic theology to pastoral counseling, church history and the arts to educational ministry, or Christian ethics to advocacy for social justice.

The second type of knowledge is development of the skills of continuing professional education, that is, learning how to learn more from the practice of ministry and reflection upon that practice. The four skills of continuing professional education are:

1. identifying issues of ministry for study;
2. selecting learning resources appropriate to the issues;
3. translating what has been learned through study into professional practice;
4. evaluating the effectiveness of these informed changes in professional practice.

The first two skills are given special attention during the admission and course work phases of the program; the last two skills are addressed during integrative review and the research project. Although the four skills surface in order as the program proceeds, each of them is latent at every point. It is the management of these skills that reveals the minister's ability to learn from the job in ways that will enhance professional practice.

Finally, the context within which ministry and learning take place is an important part of this D.Min. program, including both the local community within which the student works and the wider society and global community. This program highlights the multicultural character of this larger context and seeks to help the student consider and understand the implications of such a context for the practice of ministry.

Outcomes: Increased competence in a specific focus of ministry that would integrate theological disciplines with the practice of ministry.

To satisfactorily document in writing and defend in speech the research project undertaken during the course of study.

Competencies: The development of skills of continuing professional education, that is, learning how to learn from the practice of ministry and reflection upon that practice.

Ability to research and read widely.

Ability to write clearly.

Ability to articulate the thesis of the project in the context of an oral defense.

Ability to work collaboratively with peers and faculty in a collegial setting.

The Shape of the D.Min. Curriculum: There are four integrated parts to the program: admission, course work requirement, integrative review, and the project. Each of these parts works toward the goals of deepening a ministry focus and developing continuing education skills.

Admission

As a part of the admission procedure and in consultation with the Director of the D.Min. program, the applicant composes a description of the proposed ministry focus, not exceeding 300 words. This statement will serve as the foundation of the student's program and guide the student and his or her advisor in the choice of courses.

Coursework Requirement

The coursework requirement is the completion of eight 3-unit courses, including the D.Min. seminar and two D.Min. thesis courses, leaving five electives. The courses are selected to deepen and enrich understanding of the ministry focus and all courses must be approved by the student's D.Min. Advisor. Course work may be undertaken at CDSP or at any school in the GTU, but at least

four of them must be taken in residence at CDSP in one semester of full-time study or the part-time equivalent. Normally, the program begins with the time in residence.

D.Min. students are required to take only advanced or doctoral level courses (4000 or above). An exception may be made if a lower-level course is pertinent to the student's ministry focus, but only with the approval of the faculty Advisor, and completion of the form for upgrading lower-level courses to the doctoral level (available from the Registrar). Special Reading Courses must follow these same guidelines with regard to doctoral level work. No more than three Special Reading Courses may be taken.

Two courses may be taken at another approved graduate level institution, and may be taken prior to or after the time of residence. If students take a course in a non-GTU school, they must submit a written request for transfer of credit to the Registrar. Note: If it is taken prior to admission, the degree program is deemed to have begun when the course was taken and the lapsed time rule will apply. On rare occasions and only if it contributes uniquely to the enhancement of the ministry focus, students may petition to have an intensive workshop or summer course accepted to be credited toward the course work requirement. This can only be done with the Advisor's permission and the Advisor should be listed as the instructor of record. Additional work may be required to bring this course in line with the guidelines for D.Min. course work listed above.

Students in the D.Min. program are expected to take all five electives for letter grades. A grade of B- or better is required for all these courses and D.Min. students must have a B (3.0) average to graduate. The D.Min. Seminar and the two thesis courses are to be taken on a Pass/Fail basis.

D.Min. students are expected to comply with the school's policies concerning adding/dropping courses, incompletes, and withdrawal or leave of absence. They should consult the pertinent sections of this manual for that information.

The D.Min. seminar is designed to assist in preparing the student for the Integrative Review and is normally taken during the first semester of residence. The two D.Min. thesis courses are usually taken while the student is off campus after the Integrative Review has been passed; they provide oversight and guidance for the research component of the D.Min. project.

Fulfillment of the course work requirement for the first six courses is certified by the student's committee after satisfactory performance in the Integrative Review.

The Integrative Review

The Integrative Review consists of a discussion between the student and her or his D.Min. Committee to determine: a) if there has been satisfactory integration of theological reflection and ministerial activity based on the course work taken to deepen knowledge of the ministry focus; and b) if the student has developed a satisfactory proposal for the D.Min. project. The student prepares for the Integrative Review by presenting a copy of a paper of 8-12 pages that addresses these two concerns to each D.Min. committee member no less than two weeks before the scheduled review. This paper should also include full details of any research that will include human subjects, together with copies of informed consent documents that will be used.

Normally, the integrative review is scheduled after the completion of six courses. In some circumstances and with the permission of the D.Min. committee, the integrative review may be done after completing four courses of the six-course requirement. In that case, the Advisor is responsible

for providing the Registrar with written confirmation when the coursework requirement has been completed.

Upon certification of a satisfactory review by the D.Min. committee, the student moves directly into the research project and it is then that the student registers for the D.Min. thesis courses. Work on the project should require about three semesters to complete the research and write the research document.

Research Project Requirement

The D.Min. research project tests and examines the practical application of the ministry focus. Once the proposed research project is approved by the D.Min. committee, the student carries out the project under its supervision. The fulfillment of the research project requirement is certified by the student's D.Min. committee upon approval of the final research document and the student's oral review and satisfactory explication of that document's findings.

The deadline for submission of the written research project to the committee is the fourth Monday in April for Spring Semester, or the fourth Monday in November for Fall Semester. This allows time for the oral review before the deadline for submission of the final copies as explained in the next paragraph.

Submission of Thesis

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

In sum, the program consists of four parts: admission, course work, integrative review, and research project including an oral review. The latter three parts of the program (course work, integrative review, and project with oral review) are designed to be completed in three years. In order to extend this period, the student must petition each year thereafter to the Director of the D.Min. Program (see program duration below). **Registration is required for each semester of the program, both residential and non-residential.**

The D.Min. Committee: The student's D.Min. Committee supervises and plays a critical role in the program. It is essential, therefore, that members of the committee represent the special interests and academic areas of the ministry specialty. The Chair of the committee (the D.Min. Advisor) is selected and assigned during the admission process. The Chair must be a CDSP faculty person who will oversee all of the student's work. Therefore, CDSP can accept only a limited number of D.Min. students.

During the coursework phase, the student chooses for her or his committee a second member of the CDSP or GTU faculty whose interests are compatible with the student's academic interests. The third member of the committee can be either a non-faculty ministry professional or a member of the CDSP, GTU or other area faculties. The selection of the committee members is done in

consultation with the Chair of the committee and the Director of the D.Min. program. The student will need to maintain close contact with his or her committee regarding progress toward the completion of degree requirements. If it is necessary to change the committee Chair, the student must submit a petition to the Director of the D.Min. program.

Tuition and Fees: Current tuition for the eight required courses, including two D.Min. thesis courses, of the D.Min. Program can be found in the Tuition and Fees section of the CDSP website: <http://cdsp.edu/admissions/tuition-and-fees>. Students who take a course outside the GTU for credit toward their D.Min. program and those not enrolled in any course work pay a continuing fee of \$50 per semester and register to maintain their active status with the school. In these cases the student registers for D.Min. supervision, found in the course schedule.

Program Duration: ATS standards state that normally the program shall require not less than three nor more than six years to complete.

If the program is not completed at the end of three years, the student must apply to the Director of the D.Min. program for an extension. The student must apply for an extension each year beyond the three-year limit, but no more than three annual extensions may be granted. The extension fee is \$200 per semester, in addition to any other appropriate charges such as tuition.

Students will not be allowed to register for any semester unless all outstanding financial obligations to CDSP and other GTU schools, library, and bookstore have been discharged, or unless other acceptable arrangements have been made.

Leave of Absence: A leave of absence for one semester may be requested by writing a letter to the Dean of Academic Affairs, stating reasons for the request, no later than the deadline for late registration. During a leave students do not have access to school resources such as faculty and staff time, library and housing facilities. Continuation of a leave must be requested each semester no later than the deadline for late registration. Failure to either register or request a leave of absence for a semester constitutes a withdrawal without notice and ends a student's program. Courses taken during a leave of absence will not be credited unless prior permission was granted by the faculty. The time spent on leave of absence counts within the six semesters allowed for normal completion of the D.Min. 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.

Administration: Administration of the CDSP D.Min. program is the responsibility of the Director of the Doctor of Ministry Program. The Director and the D.Min. advisor serve as the primary on-going campus contacts for the student.

B. CURRICULUM FOR THE DEGREE OF DOCTOR OF MINISTRY IN CONGREGATIONAL DEVELOPMENT OFFERED JOINTLY WITH SEABURY-WESTERN THEOLOGICAL SEMINARY

The Joint Doctor of Ministry in Congregational Development is now a program of the Bexley Hall Seabury-Western Theological Seminary Federation

The Doctor of Ministry (D.Min.) in Congregational Development is offered jointly by CDSP and Seabury-Western Theological Seminary, Chicago, Illinois. The D.Min. is an advanced

professional degree for the man or woman of proven competence in ministry. A D.Min. program builds upon primary professional training (M.Div. or its educational equivalent) and upon subsequent on-the-job learning. It is intended to help the student shape his or her own ministry focus within the broad area of congregational development. The ministry focus is an area of professional concern in which increased competence is desired—defined and articulated by the student, emerging from his or her day-to-day practice of ministry, eventually deepened by systematic study and reflection, and finally analyzed in a carefully executed field research project. In the development of the ministry focus and its subsequent study, the minister's community and context of ministry are taken seriously. Unlike the Th.D. or Ph.D., the D.Min. is not intended to prepare the student as a specialist in an academic discipline. Neither is it intended solely to prepare the student for increased competence in the general practice of ministry. Rather it is designed to increase competence in a specified aspect of ministry chosen by the student.

Because the D.Min. in Congregational Development is an advanced professional degree in ministry it is for clergy and other religious workers who wish to continue their professional education. The CDSP-Seabury program is open to persons holding the M.Div., or its educational equivalent, who have been involved in ministry for at least three years after receiving the M.Div. As an Episcopal seminary that is committed to ecumenism and as a participant in an ecumenical consortium, CDSP welcomes inquiries regarding the D.Min. from ministers and other professional religious workers of all denominations, communions, and traditions. Given the focus of the degree, applicants are typically involved in congregational ministries, but may also serve in community or institution-based contexts. The joint CDSP-Seabury D.Min. is designed for the experienced minister who is able to take a great deal of initiative in both the design and pursuit of an educational program.

The D.Min. degree focuses on two types of knowledge. One is the development of a ministry focus which integrates theological study in the field of congregational development with the D.Min. student's ministerial activity.

The second type of knowledge is development of the skills of continuing professional education, that is, learning how to learn more from the practice of ministry and reflection upon that practice. The four skills of continuing professional education are:

1. identifying issues of ministry for study;
2. selecting learning resources appropriate to the issues;
3. translating what has been learned through study into professional practice;
4. evaluating the effectiveness of these informed changes in professional practice.

The first two skills are given special attention during the admission and course work phases of the program; the last two skills are addressed during the congregational study, thesis proposal and research project. Although the four skills surface in order as the program proceeds, each of them is latent at every point. It is the management of these skills that reveals the minister's ability to learn from the job in ways that will enhance professional practice.

Finally, the context within which ministry and learning take place is an important part of this D.Min. program, including both the local community within which the student works and the wider society and global community. This program highlights the multicultural character of this larger context and seeks to help the student consider and understand the implications of such a context for the practice of ministry.

Outcomes: Increased competence in a specific focus of congregational development that would integrate theological disciplines with the practice of ministry.

To satisfactorily document in writing and defend in speech the research project undertaken during the course of study.

Competencies: The development of skills of continuing professional education, that is, learning how to learn from the practice of ministry and reflection upon that practice.

Ability to research and read widely.

Ability to write clearly.

Ability to articulate the thesis of the project in the context of an oral defense.

Ability to work collaboratively with peers and faculty in a collegial setting.

The Shape of the D.Min. Curriculum: There are four integrated parts to the program: admission, course work requirement, congregational study, and the project. Each of these parts works toward the goals of deepening a ministry focus and developing continuing education skills.

Admission

As a part of the admission procedure and in consultation with the CDSP Director of the D.Min. program, the applicant composes a description of the proposed ministry focus within the broad field of congregational development, not exceeding 300 words. This statement will serve as the foundation of the student's program and guide the student and his or her advisor in the choice of courses. Both CDSP and Seabury-Western consent to the student's admission to the program; a CDSP student designates CDSP as the "school of record," and that school maintains the academic transcript, provides the faculty advisor for the thesis, and grants the degree. Tuition is paid directly to the school providing instruction for a particular course; the Student Services fee and any other fees are paid to the school of record.

Prospective D.Min. students may apply for admission at any time. The deadline for starting June of each year is February 15 for priority admission. The final admissions' deadline for starting June of each year is May 15.

Coursework Requirement

The D.Min. in Congregational Development is completed over a three to six year period. During one-week residencies—in June at Seabury-Western, in January at CDSP—students participate in collaborative study in small groups, classroom lecture and discussion.

The curriculum also includes online case studies and interactive reflection in small groups, which take place during the time between intensive residencies, under the guidance of an experienced mentor-practitioner.

The coursework requirement is the completion of six required 3-unit courses, two 3-unit electives, two one-and-a-half-unit required courses in Research and Writing and Writing the Thesis Proposal, and the online reflection and case study work. The required courses are offered during the one-week intensives in the course of the three years of the program's normal duration. Electives may

be taken at either school as intensives or regular semester courses, through approved Special Reading Courses, or as transfer courses from other schools.

Two courses may be taken at another approved graduate-level institution, and may be taken prior to or after the time of admission. If students take a course in a school other than CDSP or Seabury-Western, they must submit a written request for transfer of credit to the Registrar. **Note: If it is taken prior to admission, the degree program is deemed to have begun when the course was taken and the lapsed time rule will apply.**

D.Min. students are expected to comply with the school's policies concerning adding/ dropping courses, incompletes, and withdrawal or leave of absence. They should consult the pertinent sections of this manual for that information.

Required Courses

- Congregations in the 21st Century
- Congregational Systems
- Community Organizing for Missional Living
- Diversity and Context
- Non-profit Management
- Non-profit Management and Community Development
- Research and Writing (1/2 course)
- Writing the Thesis Proposal (1/2 course)

Additional Program Requirements

- Participation in on-line Core Group throughout the year, with expert practitioner supervision
- Reflection papers on relevant readings shared on-line with core group
- A critical incident report of an experience from your ministry shared on-line with core group
- A congregational study of your local congregation
- Thesis Project and Oral Defence

Core Group Participation

As students enter the program, they join a Core Group of between 10 and 20 others. This cohesive group comes together in person twice a year at the on-campus intensives, and throughout the years of study engages in theological reflection, as well as offering group members constant support, encouragement and community. Groups work together on case studies. They offer advice and perspective as members tackle the day-to-day challenges in congregational life. They both learn from and teach each other. Each Core Group is supervised by a Seabury or CDSP faculty member and an expert practitioner in congregational development.

The Congregational Study, Research Project and Thesis Proposal

At the beginning of the third year of study, the student and her or his advisor and D.Min. Committee discuss together: a) if there has been satisfactory integration of theological reflection and ministerial activity based on the course work taken to deepen knowledge of the ministry focus; and b) if the student has developed a satisfactory congregational study of his or her own ministry setting. The student then develops and presents to the committee a proposal for the research project and thesis, including full details of any research that will include human subjects, together with copies of informed consent documents that will be used.

Upon certification of satisfactory course work, congregational study, and research project and thesis proposal by the D.Min. Committee, the student moves directly into the research project and thesis writing, and spends the remainder of the third year (and potentially additional time during a fourth year) completing these things.

Research Project and Thesis Requirement

The D.Min. research project tests and examines the practical application of the ministry focus. Once the proposed research project is approved by the D.Min. Committee, the student carries out the project and writes the thesis under its supervision. The fulfillment of the research project requirement is certified by the student's D.Min. Committee upon approval of the final thesis, and the student's oral review and satisfactory explication of that document's findings.

The deadline for submission of the written thesis to the committee is the fourth Monday in April for Spring Semester, or the fourth Monday in November for Fall Semester. This allows time for the oral review before the deadline for submission of the final copies as explained in the next paragraph.

Submission of Thesis

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

In sum, the program consists of four parts: admission, course work, congregational study, research project and thesis, including an oral review. The latter three parts of the program (course work, congregational study, and research project with oral review of the thesis) are designed to be completed in three years. In order to extend this period, the student must petition each year thereafter to the Director of the D.Min. program (see program duration below). **Registration is required for each semester of the program, both residential and non-residential.**

The D.Min Committee: The student's D.Min. Committee supervises and plays a critical role in the program. It is essential, therefore, that members of the committee represent the special interests and academic areas of the ministry specialty. The Chair of the committee (the D.Min. Advisor) is selected and assigned during the second year of study, as the focus of the research project and thesis becomes clear. The Chair must be a CDSP faculty person who will oversee all of the student's work. Therefore, CDSP can accept only a limited number of joint D.Min. students.

During the coursework phase, the student also chooses for her or his committee a second member of the CDSP or Seabury faculty whose interests are compatible with the student's academic interests, or a non-faculty ministry professional. The selection of the second committee member is done in consultation with the Chair of the committee and the Director of the D.Min. Program. The student will need to maintain close contact with his or her committee regarding progress toward the completion of degree requirements. If it is necessary to change the committee Chair, the student must submit a petition to the Director of the D.Min. Program.

Tuition and Fees: Current tuition for the D.Min. Program for each of the seven required 3-unit courses (and for the two electives, if these are taken at either school) may be found in the Tuition and Fees section of the CDSP website: <http://cdsp.edu/admissions/tuition-and-fees>. Students who take an elective course outside CDSP or Seabury for credit toward their joint D.Min. program and those not enrolled in any course work pay a transfer fee of \$50 per course.

Program Duration: ATS standards state that normally the program shall require not less than three nor more than six years to complete.

If the program is not completed at the end of three years, the student must apply to the Director of the D.Min. program for an extension. The student must apply for an extension each year beyond the three-year limit, but no more than three annual extensions may be granted. The extension fee is \$205 per semester, in addition to any other appropriate charges such as tuition.

Students will not be allowed to register for any semester unless all outstanding financial obligations to CDSP and Seabury-Western have been discharged, or unless other acceptable arrangements have been made.

Leave of Absence: A leave of absence for one semester may be requested by writing a letter to the Dean of Academic Affairs, stating reasons for the request, no later than the deadline for late registration. During a leave students do not have access to school resources such as faculty and staff time, library and housing facilities. Continuation of a leave must be requested each semester no later than the deadline for late registration. Failure to either register or request a leave of absence for a semester constitutes a withdrawal without notice and ends a student's program. Courses taken during a leave of absence will not be credited unless prior permission was granted by the faculty. The time spent on leave of absence counts within the six semesters allowed for normal completion of the D.Min. 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.

Continuing Education and Non-Credit Opportunities: All courses taught in the D.Min. in Congregational Development program are open to all students of faith. People seeking enrichment or with an intellectual curiosity may take the courses for Continuing Education Units or simply for their own educational value.

Those who want to pursue advanced study, but do not want or need a degree, may receive a **Diploma in Congregational Development** (all required work for academic credit but no thesis) or a **Certificate in Congregational Development** (four required courses for non-credit and the congregational study).

Administration: Administration of the CDSP-Seabury-Western joint D.Min. program is the responsibility of the Director of the Doctor of Ministry Program at each school. The CDSP Director and the D.Min. advisor serve as the primary on-going campus contacts for CDSP students.

10. COURSES AT THE UNIVERSITY OF CALIFORNIA

The University of California: Under special arrangement, CDSP and GTU students are able to take courses in prescribed areas at the University of California. Normally a student will take only a few such courses during his or her three-year 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 University 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 are open to M.Div. students only after their first year of residency. Courses in the College of Letters and Science 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 courses are subject to additional fees, levied by the University, for changes in enrollment.

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

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."

Registration periods: Registration periods are designated in the annual academic calendar. After the second Friday of a term any change in enrollment (adding or dropping a course, changing grading option or units) will be subject to a charge of \$50 per change.

Keeping student status current: In order to maintain student status, students must register or request a leave of absence for each semester 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 constitutes a withdrawal without notice and ends a student's program.

Leave of Absence: A leave of absence for one semester 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 \$105, must be received no later than the deadline for late registration.** Students in the M.A. program must complete the M.A. Leave of Absence Request Form and pay the fee. Continuation of a leave must be requested each semester no later than the deadline for late registration. Failure to either register or request a leave of absence for a semester constitutes a withdrawal without notice and ends a student's program. During a leave students do not have access to school resources such as faculty and staff time, library and housing facilities. Courses taken during a leave of absence will not be credited unless prior permission was granted by the faculty. The time spent in the M.Div. program, including leaves of absence and intern years, may not exceed six years, and four years in the M.T.S. and M.A. programs. Students receiving federal financial aid should acquaint themselves with the Federal Refund/Refund Repayment Policy found in the FINANCIAL AID section of this handbook.

Late Registration: All students are subject to the rules of registration, and registration is permitted only when accounts with the School are current unless special arrangements have been made. After the close of the General Registration, a student may register during the first two weeks of a term and the \$105 late registration fee is assessed. After the end of the second week, it is not possible to register for classes during that semester. In the event a student has not registered for a semester by the end of the second week, and is resident in CDSP housing, that student 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. Failure to either register or request a leave of absence for a semester constitutes a withdrawal without notice and ends a student's program.

Adding/dropping: Courses may be added or dropped through the end of the 10th week of a semester. After the 10th week, students may only withdraw from a course; i.e., if permission (see "After the end of the 10th week" below) 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 drop a course a student should check the tuition refund policy under "Tuition and Fees." (p. 34)

A fee of \$50 is charged for each enrollment change (adding/dropping/changing grading option). Enrollment Change forms must be filed with the Registrar.

Before the end of the 10th week, adding or dropping a course is accomplished by submitting a completed Change in Enrollment form, bearing the signatures specified on the form, to the Registrar and by paying the fee. **After the end of the 10th week**, students may request permission to withdraw from a course by presenting a petition, bearing written acknowledgment of the advisor, and accompanied by a Completed Change in Enrollment form, to Dean of Academic Affairs.

Grading option: At the beginning of every semester students elect for each course whether to receive the letter grades A, B, C, F (Fail); P (Pass) or F (Fail). Once this choice has been made, it may not be changed except upon petition to the Dean of Academic Affairs as described above. Students are reminded that some Diocesan Bishops or Commissions on Ministry advise that their postulants and students elect letter grades. Information on this should be obtained by the student from his/her diocese. Grades of A, B, C or Pass are satisfactory. Courses receiving any other grade cannot be credited toward a program. MA 5000, In Thesis, is used by M.T.S. students to indicate work on their theses and six units of MA 5000 are required in the program. MA 5000 is graded "IP" (In Progress) until a student successfully completes the thesis review, after which six units of MA 5000 are graded Pass. Grade reports are distributed to students after the end of each term.

Changing the grading option from Pass/Fail to letter grade or vice versa, can normally be done only through the 10th week of the term and is accomplished by submitting a completed Change in Enrollment form, bearing the signatures specified on the form, to the Registrar and by paying the fee. Requests to change from letter grade to Pass/Fail, or vice versa, after the end of the 10th week are expected only when a student has extraordinary circumstances and require petition to the Dean of Academic Affairs as directed above for adding and dropping after the end of the 10th week. Because **changing from credit to audit, or vice versa**, changes the total course load, such requests, after the 10th week, must be approved by the Dean of Academic Affairs.

Auditing courses: CDSP students may audit courses at no charge, with the permission of the professor. This includes M.Div. courses that are not required but highly recommended. Students may not audit online courses.

Incompletes: Course work is due on the last day of the term (or as specified by the instructor). Upon submission of a Petition to Take an Incomplete (form available from the Registrar), 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.

Incompletes not finished within the specified three weeks 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.

Provisional Admission: A student admitted provisionally must register for full-time work, elect letter grades in all courses during the first year and must maintain a “B” average during that year. Failure to do so will result in dismissal from the school. Success will result in the termination of the restrictions of provisional admission. The Director of Admissions informs the Academic Dean, Registrar and advisor of students given provisional admission. Once a student matriculates, the Registrar informs the student’s advisor and individual instructors of the need to submit a letter grade, and in the case of CDSP courses offered pass/fail only, the need to provide an explicit record of academic success in the required narrative evaluation.

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

If a student fails to make Satisfactory Academic Progress during the Warning period, the Dean of Academic Affairs will place the student on **Academic Probation** for the period of one semester and notify the faculty. A student placed on **Academic Probation** may appeal for a subsequent semester of aid, following the process detailed in the Financial Aid section of this handbook (p. 39). 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.

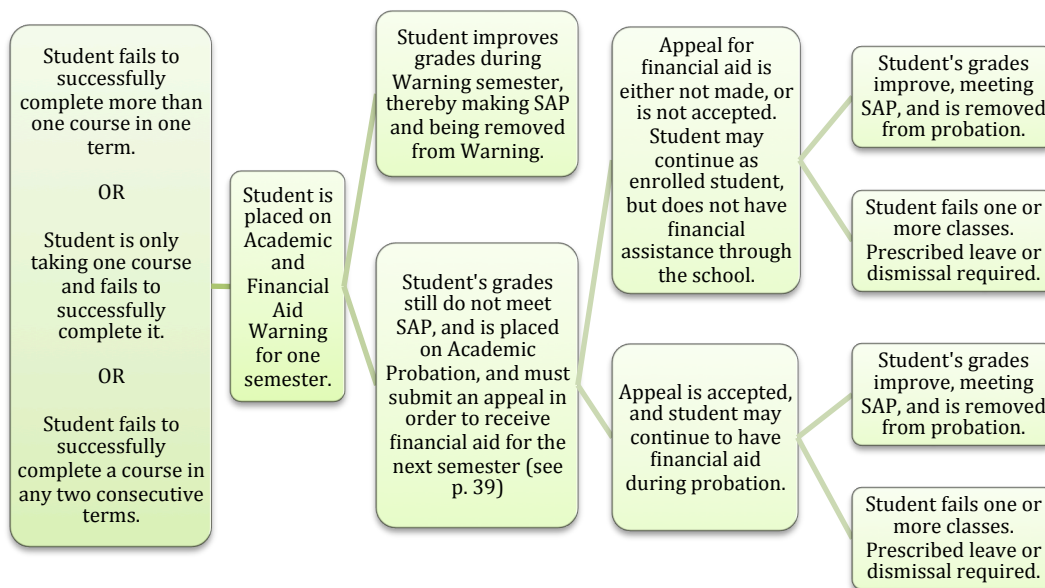
Students receiving aid from any federal financial aid programs must maintain Satisfactory Academic Progress, and the School is required to report on students’ statuses each term. If a student receiving veteran’s educational benefits fails to make Satisfactory Academic Progress, certification for benefits 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 (6 years for the M.Div., 4 years for the M.T.S. and M.A., 6 years for the D.Min.). Students must satisfactorily complete an average minimum of two 3-unit courses each term in order to meet these time limits. 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 M.Div. and M.T.S. and B- or above for the M.A. and D.Min. 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 D, F (Fail), WP (withdrew/passing), and WF (withdrew/failing) indicate unsatisfactory completion of a course.

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

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

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



Maximum Attendance for Semester: A student may not enroll for more than five 3-unit courses, excluding 1-unit courses, in any one semester.

Minimum Attendance for Semester: In extraordinary circumstances, the faculty will entertain petitions from students to receive credit for course work taken in semesters when an emergency necessitates early departure from campus, providing the following conditions are met: (1) at least 12 class weeks of the semester have been attended; and (2) written permission from the instructors of each course is provided.

Withdrawal: A student who finds it necessary to withdraw permanently from the School can do so by sending written notification to his/her advisor, the Registrar, Financial Aid Office, and Business Office. Students who have received Stafford Student loans are required to complete an exit interview with the Financial Aid Office 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.

12. TUITION AND FEES

Tuition Payment: Term tuition and other student fees are due and payable by the end of the second week of a term.

Students will not be allowed to register for any term unless all outstanding financial obligations to CDSP and other GTU schools, and library have been discharged, or unless other acceptable arrangements with the appropriate business offices 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 unless satisfactory arrangements for payment have been made.

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

Intersession Tuition: Regular tuition is charged for courses taken for credit during January Intersession. Courses taken for audit do not carry a 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 the term, full tuition is refunded. In the third and fourth weeks of the term, half tuition is refunded. No refunds are made after the fourth week of the term. 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.

Refund of Intersession tuition may be granted in the form of credit toward spring tuition, after completion of the appropriate procedure and payment of change of enrollment fees. This procedure must be completed no later than the last day of Intersession.

Continuing Registration Fee: A continuing registration fee of \$50 is charged for each term that an entry is made on the permanent academic record. This \$50 fee is considered part of tuition for students who register for at least one 3-unit course. Current tuition is charged for all courses taken. Students who undertake an Internship, 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. Students undertaking an Internship or Clinical Pastoral Education for academic credit must receive permission from the Director of Field Education.

Leave of Absence Fee: A fee of \$105 is assessed for each semester a student is on leave of absence.

Graduation Fee: A graduation fee of \$50 is assessed of all students receiving degrees or certificates to help defray the cost of Commencement activities. **Students who have not met all of their financial obligations to CDSP, the GTU Library or other GTU schools will not be allowed to graduate.**

13. EXCHANGE PROGRAMS

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

Far East Exchange Program: This program is conducted with several seminaries in the Far East, e.g., Singapore, Manila, Hong Kong, and Tokyo. 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 one year of studies may, with appropriate supervision and a full course load, receive a year's credit toward an M.Div. degree through study at Ripon College, Cuddesdon, and complete the final year at CDSP. Students who have completed two years of study at CDSP, and recent graduates may also apply for this program, but in these cases no CDSP academic credit will be given. Preference will be given to those applying to use the Cuddesdon year as a fourth year. 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. Health insurance, 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 beyond health insurance, room and board for him or herself.

14. INTERNSHIP

An Internship is a valuable part of theological education. It offers a level of immersion in the realities of ministry that has proven most helpful in the processes of vocational decision making and skill development. An Internship has, for many seminarians, provided the turning point and rite of passage from being a student to being a professional, making ministry a very real and viable vocation. While those students who have had no significant break between their undergraduate and seminary studies are especially encouraged to have an Internship, the value of this program for all CDSP students cannot be overemphasized.

In most cases the Internship is to be taken between the second and third years of residency. A full-time Internship of eight months or longer will satisfy the field education requirement for the M.Div. degree, thereby opening up the curriculum to two additional elective courses (see also Field

Education in section 3, page 9). The Internship may be recorded on the student's transcript if successful completion is certified by the Director of Field Education and the student completes the registration process and pays the Continuing Registration fee.

An Internship may take many forms, including employment in some business activity, but it is expected that during this period of time the student will regularly be associated with some aspect of the life of a Christian community, will be under supervision, and will participate in an evaluation process. During an Internship a student may register for no more than one three-unit course in addition to the Internship. (See course overload in section 3, page 6.)

In order to receive proper recording for an Internship, the student is to plan for it in consultation with the Director of Field Education well in advance, to make full reports of his/her activities on a schedule to be arranged with the Director, and to arrange for the supervisor to submit an evaluation of the student's performance and growth in ministry to the Director. If the Internship is to be taken at any distance from the School, the Director and the student will arrange for a local supervisor who will be willing to consult with the student and to guide activities and study and to give reports to the School on them. All Internship programs are to be reported to and approved by the CDSP Faculty.

Current tuition is charged for coursework beyond the Internship and the \$50 Continuing Registration fee normally charged for Internship is subsumed in the tuition charges. Students on Internship are eligible for Financial Aid for tuition charges, upon the completion of financial aid application processes and meeting the attendant deadlines.

15. CLINICAL PASTORAL EDUCATION

The School strongly recommends that all M.Div. students participate in a Clinical Pastoral Education program in the summer between their first and second years. The Director of Field Education has a directory of accredited CPE locations and application forms. Students are reminded that most diocesan bishops now require CPE for their postulants and students. Information on this requirement should be obtained from the diocesan Commission on Ministry.

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, in planning their budgets, should be aware that the CPE requirements may preclude the earning of any substantial sum during the period of participation.

A student whose performance in the first and second years is regarded as superior may, with the consent of the Faculty, devote part of the third year to a Clinical Pastoral Education course and receive CDSP residence credit for this course. However, since most CPE units are based upon an academic quarter rather than a semester, students should be aware that a full semester residence credit cannot be given for a CPE unit.

The Director of Field Education is to help prepare students for the Clinical Pastoral Education program and to assist each student in evaluation of this experience.

A CPE program may be recorded on the student's transcript if the supervisor's final evaluation of the student is submitted to the Director of Field Education and the registration form and fee are submitted.

16. FINANCIAL AID

The primary purpose of financial aid at CDSP is to assist students in meeting financial need. The School follows the financial aid policies and criteria adopted by the Association for Theological Schools, which requires that financial need be established prior to granting of aid. Financial Aid is awarded either in the form of scholarships, work study, student loans, or a combination of the three. **Students must be registered for at least half-time study (6 units) in a degree or certificate program to be eligible for financial aid. Financial aid awards are prorated for students registered for less than full-time study (12 units per semester.)** General oversight of the program is provided by the Consortial Financial Aid Director and the CDSP Director of Enrollment Services (Department of Education designated Financial Aid Officer), and the work-study program is administered by the Financial Aid Office in conjunction with the Chief Financial Officer. 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 Consortial 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. Both forms are available on the [GTU 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 Consortial 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 support theological education is available from the Consortial Financial Aid Office.

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

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

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

Financial Aid for Summer: Financial aid during Summer is currently available for CAS low-residency students enrolled in 6.0 credits and may be available for students enrolled in for credit

summer courses approved by the institution. Students can apply for summer aid by notifying the Consortial Financial Aid Office in writing (via paper or e-mail). Priority is given to those who apply by the CAS low-residency application deadline.

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

Policies:

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

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

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

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

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

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

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

M. Div. program maximum for CDSP institutional aid:

- 3 years (6 semesters) of full-time study, OR
- 4 years (8 semesters) of three-quarter time study, OR
- 6 years (12 semesters) of half-time study, OR
- a combination of part and full-time semesters, which total the payment of tuition for twenty-four 3-unit courses plus two Intersession courses as required for the M. Div. program.

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

Concurrent M.A./M.Div. programs maximum for CDSP institutional aid: (Students in MA/MDiv programs pay two years of M.Div. tuition and two years of M.A. tuition.)

- 4 years (8 semesters) of full-time study, OR
- 5.5 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-unit courses (plus two Intersession courses as required for the M.Div. program).

**** The concurrent M.A./M. Div. program maximum for federal aid purposes is 5 years (10 semesters) for full-time students, 7.5 years (15 semesters) for part-time students.**

M.A. program maximum for CDSP institutional aid:

- 2 years (4 semesters) of full-time study, OR
- 3 years (5.25 semesters) of three-quarter-time study, OR
- 4 years (8 semesters) of half-time study, OR
- a combination of part and full-time semesters, which total the payment of tuition for sixteen 3-unit courses.
- CDSP institutional aid is not available to M.A. students when they reach the continuing registration stage.

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

M.T.S. program maximum for CDSP institutional aid:

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

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

C.A.S. and C.T.S. program maximum for CDSP institutional aid:

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

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

D.Min. program: Grant-in-Aid is not available to students in the D.Min. program. The 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.

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

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

Federal/Refund Repayment Policy: To withdraw from the school, a student must give written notice to the School's Registrar as well as his/her advisor and the instructors of his/her 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.

17. STUDENTS EMPLOYED PART TIME

It is assumed that a full course in the School will occupy substantially all of a student’s working time. Employment in a parish or other work related to the ministry is not considered part of this working time unless it is in connection with a formal course in Field Education. A student who devotes more than fifteen hours a week to outside work will normally be required to take a reduced schedule and devote more than three years to the degree of Master of Divinity, and more than two years to the Master of Theological Studies.

An employed student is required to inform the Dean through the faculty advisor in writing of the name(s) of his/her employer(s) and the hours of work. (Permission is required for more than twenty-five hours per week of off-campus work.)

18. CHRISTIAN FORMATION

“Will you continue in the apostles’ teaching and fellowship, in the breaking of bread, and in the prayers?” (The Baptismal Covenant, Book of Common Prayer)

Spiritual life is a vital concern within the CDSP community. This includes growth in personal prayer, corporate worship, and the development of a Christian style of life committed to “serve Christ in all persons, loving your neighbor as yourself.” Christian formation is nurtured through disciplined personal devotion and prayer as well as through regular participation in corporate worship. In our baptism we are brought into a new life in Christ’s death and resurrection and are made a part of a community of faith.

The community of faith at CDSP gathers to pray, hear the word of God, sing God’s praises, and share the sacrament at All Saints Chapel. Monday through Friday the Daily Office and Daily Eucharist are offered for the community: students, faculty and staff. Thursday evening is set aside as a time of gathering for the entire community at Holy Eucharist. During the Fall 2012 semester, the community will consider changes to the chapel schedule for Spring 2013.

It is anticipated that students will make chapel attendance a regular part of their time at CDSP. As students prepare themselves through studies to be the ordained and lay ministers of the church who are responsible for the worship, Christian education and pastoral care of the people of God, it is expected that they will ground their learning through regular participation in the prayer and sacramental life of the seminary community. To withhold oneself regularly and intentionally from community worship diminishes the corporate spiritual life of the community and calls into question one’s reason for being in a theological seminary.

Students are expected to consider carefully incorporating the following into their life at CDSP as a means to enhance their ongoing Christian formation:

Participate in class weekends and periodic Quiet Days arranged by the school. Provision will also be made for continuing activities and discussion for the purpose of sharing with fellow students concerns having to do with the devotional life, as well as for social purposes and mutual support.

Complete at least one elective course dealing specifically with Christian spirituality.

Seek a spiritual director with whom they can deepen their own spiritual life.

Students in the M.Div. program are required to officiate and read in chapel on a regular basis. Other students may also apply to serve in this manner if they so desire.

All students are urged to read and become familiar with the CDSP Chapel Customary.

19. THE ADVISORY RELATIONSHIP

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

The student is to plan his or her curriculum in conference with the advisor. Advisors are to approve all student course registrations. In addition, the advisor will make time available for regular conferences so that the student will be able to discuss both academic and personal development. Both the advisor and the student should be prepared to take the initiative to ensure that such conferences take place at least once each term. Matters such as those suggested for purposes of general evaluation (see section 22, Annual General Evaluations) should frequently be discussed at these meetings.

The advisor is the faculty person with whom, hopefully, the student will have the closest pastoral and academic relationship. All requests for exceptions from normal curricular requirements, such as leaves of absence, adds or drops, etc., or other petitions requiring approval of the faculty or Dean of Academic Affairs are to be initiated with the faculty advisor.

20. COURSE EVALUATIONS

Evaluation of Students by Instructors: At the end of each semester, M.Div. students who have not yet had a second-year evaluation, as well as students in the M.T.S., C.T.S., and C.A.S. programs will receive brief reports concerning their work from their instructors at CDSP. Copies will be given to academic advisors as aids to guide students in planning their future course of study and life in the School and as information which the advisors will consider in preparing annual evaluations. They will not become a part of the students' regular files or permanent academic records, nor will they be used for any other purpose.

Evaluation of Courses and Instructors by Students: At the end of each semester students are asked to evaluate instruction and other aspects of every CDSP course. These evaluations are used by instructors in their own reflections on their teaching, and are also used the President and Dean, Dean of Academic Affairs, and the Faculty in evaluating individual faculty members and the overall program of the seminary.

21. ANNUAL GENERAL EVALUATIONS

All M.Div. students receive three general evaluations during their program of study. In the spring of each year the faculty reviews the progress of all First Year students. A letter signifying that the student is making adequate progress in the M.Div. program is produced as a result of this evaluation. When there are special areas of concern these are included in the letter. The second evaluation occurs in the middle of the second year, taking three semesters' work into account. The final evaluation occurs in the middle of the third year.

Part-time students will be evaluated when their placement in the degree program is approximately the same as full-time students. Where canonically required, and with the student's permission, these evaluations will be sent to the student's bishop. Students may request them to be sent to others. MTS, Certificate, or Special Students may request an evaluation through their advisor. The President and Dean or Faculty may also request that an evaluation be prepared for any particular student.

Student evaluations 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 (diaconate) by a student up to two years after a student has left the seminary.

Evaluations for students attending CDSP for one year only will normally be done in late Spring to allow the faculty time to get to know the student. One-year students who request a recommendation for ordination should expect to do a major portion of their course work at CDSP with full-time faculty. The faculty may be unable to recommend a student with whom they are unacquainted through course work.

The purpose of evaluations 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 M.Div. students are preparing to serve. Because growth is continual and often difficult to describe, particular areas of a student's seminary life are brought under careful review.

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

Relational skills are another concern. Leadership, counseling, preaching, and teaching are measured by appropriate course evaluations, and also through reports from field 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 evaluative process involves Field Education supervisors, Faculty, Staff and the Dean. The student's advisor presents a draft of an evaluation to the Dean and Faculty for their collegial review. This draft is drawn up after consultation with the

student. The student may be asked to prepare a self-evaluation as a basis for the consultation with the advisor. Advisors have different methods of preparing evaluations. Therefore, students should discuss the process with their advisors so that there is a mutual understanding.

22. ECCLESIASTICAL RELATIONS

See Section 22 above on Annual General Evaluations.

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

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

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

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

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

23. SEMINARY POLICY ON GENDER-INCLUSIVE LANGUAGE

Definition: 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:

1. Language about human beings: The primary focus of this policy is on terms that refer to people. Gender-inclusive diction avoids the generic use of terms such as “man” (also “men,”

“mankind,” “family of man,” “city of man,” “brotherhood,” “clergyman,” etc.). In their place, terms such as “human,” “human being,” “people,” “humanity,” “humankind,” “earthly city,” “mortals,” “member of the clergy,” etc. can be used to designate individuals and groups. The possibilities for gracefully rephrasing one’s writing and speaking, once one develops the habit of doing so, are amazingly diverse.

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

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

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

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

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

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

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

24. SEMINARY POLICY ON PLAGIARISM AND ACADEMIC DISHONESTY

CDSP depends on the honesty and integrity of community members in order to function. Honesty in following examination protocols and for presenting one’s work as one’s own is fundamental to the ethos of the academic community. In addition, it is assumed that those intending

leadership in the church will commit themselves to honesty in all their dealings. Evidence of failure to maintain this integrity in the academic environment of CDSP is therefore a serious matter.

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

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

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

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

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

Action in Case of Student Plagiarism: In consultation with the student's advisor, the Academic Dean will review the evidence and determine the seriousness of the offense. In cases of apparent confusion about academic expectations, the student will be advised and corrected by the Academic Dean or the student's advisor. In cases of a minor infraction, the student will receive a written reprimand that will be filed with the student's other academic records. In extreme cases, the matter will be taken to the CDSP Faculty, who will determine an appropriate form of censure. A notation that the matter has been reported and discussed will be placed by the Academic Dean in the student's permanent file. Possible penalties for plagiarism include one or more of the following: a grade of "F" on the plagiarized paper or exam; failure of the affected course; academic probation; suspension for a specified time; expulsion from the seminary. In the case of a student in the M.Div. 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 16th edition of the Chicago Manual of Style (14.166). This policy should be stated clearly in every course syllabus.

25. GTU POLICY ON ACADEMIC DISPUTES and RESPONDING TO STUDENT COMPLAINTS

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 dean of the student's own school.
4. The dean of the student's school will then contact the 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.

26. ACADEMIC ACCOMMODATIONS FOR STUDENTS WITH DOCUMENTED DISABILITIES

In cooperation with the GTU schools, CDSP is committed to providing support for students who need special arrangements for meeting course requirements for reasons of documented disability. Students wishing to request accommodations for their academic work should consult the GTU website (<http://www.gtu.edu/admissions/life-at-gtu/students-with-disabilities>) which includes directions for how to make that request. Questions about these procedures may be directed to the Dean of Academic Affairs or Dean of Students.

27. SEMINARY POLICY ON THE USE OF COMPUTERS IN CLASS

Computers may be used for note-taking during ordinary class sessions. Computers may not be used during in-class examinations.

28. SEMINARY POLICY ON CHILDREN IN CLASS

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

29. SEMINARY POLICY ON PETS IN CLASS

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

30. SEMINARY POLICY ON SPOUSES AND PARTNERS AUDITING CLASSES

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

31. STUDENT RECORDS AND FERPA POLICY

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

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

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

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

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

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

Church Divinity School of the Pacific accords all the rights under the law to students who are declared independent. No one outside the institution shall have access to nor will the institution disclose any information from students’ education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek to enroll, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health or safety of students or other persons. All these exceptions are permitted under the Act.

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

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

Request for non-disclosure will be honored by the institution for **only one** academic year; therefore authorization to withhold Public Information must be filed annually in the Registrar’s Office. This is particularly relevant to the publication of the annual CDSP School Directory.

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they are dissatisfied with the outcome of the challenge, and to submit explanatory statements for inclusion in their files if they are dissatisfied with the decisions of the hearing panels. The Consortial Registrar at the Graduate Theological Union has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial and placement records. Students wishing to review their education records must make written requests to the head of the appropriate office as listed in the GTU Directory, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial “hold” exists or a transcript of an original or source document which exists elsewhere). Transcripts are available for a charge of \$5.00 per copy. Student

education records **do not include** records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the person who made the record; do not include employment records; and do not include alumni records.

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

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

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

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

CDSP FERPA Policy Definition of Terms

Student: The term “student” includes an individual who has been admitted to and has enrolled in or registered in the following programs: Master of Divinity, Master of Theological Studies, Doctor of Ministry, Certificate of Anglican Studies, Certificate of Theological Studies, the GTU Common M.A. 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, general counseling and advising records, disciplinary records, and financial aid records.

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

a) Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which:

- 1) are in the sole possession of the maker thereof; and
- 2) are not accessible or revealed to any other individual, except to an individual who performs on a temporary basis the duties of the individual who made the record.

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

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

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

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

Public/Directory Information: The term “public information” as used in the CDSP FERPA policy is synonymous with the term “directory information” in the Federal Family Educational Rights and Privacy Act of 1974 and the State of California Education Code. The term “public information” shall be limited to student’s name, address, email address, telephone number, date of birth, place of birth, area of study, dates of attendance, year in school, degree program(s), registration information, thesis title, religious affiliation/order, scholarships and honors, most recent previous degree and school, country of citizenship.

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

32. ADDITIONAL SEMINARY POLICIES

CDSP has adopted policies on the following:

- Commitment to Diversity
- School Property, Pets
- Alcohol, Drugs, and Smoking
- Sexual Harassment
- Sexual Assault and Rape
- HIV/AIDS
- Homelessness
- Missing Students
- GTU Affiliation

These policies, along with those found above in sections 24-31, are available on the CDSP website:
<http://cdsp.edu/about/seminary-policies>.