



starr king

school for the ministry



Student Handbook
2024-2025

Acknowledgements

This handbook is a labor of love birthed through community participation. Thank you to all the individuals who assisted in reviewing section contents and making revisions:

Juliet Chan, Rev. Dr. Gabriella Lettini, Kim Matsuura, Owais Qureshi, Rev. Dr. Meg Richardson, Rev. Dr. Chris Schelin, and Matthew Waterman

Blessings on the Journey,

Starr King Staff and Faculty

Updating This Document

All edits and updates can be suggested by email to the Dean of Students. Then they will be reviewed and either approved or denied by the people responsible for that area of work, such as the Curriculum Committee, the Core Faculty, the Admissions and Scholarship Committee, the President, the Registrar, the Dean of Students, and/or the Dean of Faculty. Edits and changes to protocols and guidelines may be implemented and advertised during the academic year.

This edition of the Student Handbook has been revised for Spring 2025.

Please visit the SKSM website to find the most up to date version of the handbook (in a downloadable PDF format).

Welcome Letter

Fall 2024

Dear Ones,

It's my honor to welcome you to Starr King School for the Ministry! Some of you are in your very first semester, and others of you are continuing in your studies. Wherever you are in this holy work, we're glad to have you as part of our community.

What a different place Starr King is today from the school I came to as president more than a decade ago!

We've moved from Berkeley back to Oakland, city of our origins. On the other side of the pandemic, our temporary online experience now seems to be permanent, opening opportunities for students who might never have been able to study with us and equip themselves for a life of sacred social change.

In these pages, you'll find a lot of the information you will need to navigate our beloved school in this COVID-normalized world. But I encourage you not to neglect the information you hold within yourself—the call to ministry and service that brought you here; the faces and voices of those who saw your gifts, perhaps before you recognized them: the connection to the Holy that promised that you would never be forsaken if you would only take up the Great Work. Hang on tight to this other knowledge, too; it will help to guide you.

It's bittersweet to write this last message to you; I'll be passing the baton to a new leader at the end of this school year. But what is best about Starr King is each successive cohort of students who join us so that they might equip themselves to change the world. May this year of study and connection bring you a sense of fulfillment and joy! Thank you for joining us at Starr King—we look forward to being with you.

Faithfully,

Rosemary

The Rev. Rosemary Bray McNatt, President
Professor of Unitarian Universalist Ministry and Heritage
Starr King School for the Ministry

Quick Start Guide

This Starr King Student Handbook is provided in PDF format. The Table of Contents on page 6 includes links that will take you to the beginning of each primary section as well as certain major subsections. A complete set of links to every part of the Handbook is provided in the Bookmarks menu. To access this menu in Adobe Acrobat Reader, click on the arrow on the lefthand side of the window and select the bookmark icon on the taskbar that appears. Search the entire document for a word or phrase by pressing Ctrl + F and entering your search terms in the “Find” box that appears on the upper right.

I Want To...

...do an independent study.

...prepare to graduate!

...review the thresholds.

...take time off.

...earn credit for field work.

...apply for financial aid.

...grow spiritually.



STARR KING SCHOOL FOR THE MINISTRY

414 13th Street

Suite 700

Oakland, CA 94612

510-440-3350

Our Mission

The mission of Starr King School for the Ministry is to educate people for Unitarian Universalist ministry and for progressive religious leadership in society.

Starr King School's distinctive educational approach is rooted in the Unitarian Universalist values of countering oppressions, cultivating multi-religious life and learning, creating just and sustainable communities, and calling forth wholeness and liberation.

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

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

Our History

Starr King School opened its doors in 1904 as the Pacific Unitarian School for the Ministry and was incorporated in 1906 as “an institution for educating students for the Christian ministry, and especially for that of the Unitarian churches.”

The school’s founders had identified the need for a liberal theological school in the West, one suited, said a prospectus, to the “training of ministers for their work in the very field in which they are to serve.” They wanted ministers who focused on the practical realities of church life and had a vision for serving the common good.

The Pacific Unitarian School for the Ministry held its first classes at the First Unitarian Church of Oakland and moved to Berkeley two years later to be near other seminaries and the University of California, where students were free to take classes. From the beginning, the school welcomed students from other parts of the world and other denominations, as well as women. In 2022, Starr King moved to its current home in downtown Oakland.

Over its more than 100-year history, Starr King has held fast to its commitment to religion that is both liberal and liberating. At the school’s heart is a passion for transformative education and a belief in the possibilities that lie within human beings.

Table of Contents

<u>An Overview of Starr King</u>	10-21
The Starr King Campus	11
Academic Calendar	12
Officers of the School	15
Technical Requirements	18
Visiting SKSM	20
<u>Academics</u>	22-87
Educational Philosophy	23
Educating to Counter Oppressions	24
Advising	28
Working with the Faculty	31
Thresholds	34
Portals	39
<u>Multiple Modes of Teaching & Learning</u>	42
Starr King Individualized Learning	42
Hilda Mason Fellowships	43
<u>Degree Programs</u>	48
Master of Divinity	48
Master of Arts in Social Change	49
MDiv/MASC Dual Degree	49
Maximum Credits	50
Pacing Your Degree	50
<u>Degree Concentrations</u>	51
MDiv/MASC Chaplaincy Concentration	51
MDiv/MASC UU Concentration	52
<u>Certificate Programs</u>	54
Certificate in UU Studies	54
Certificate in Multi-Religious Studies	55
Certificate in Chaplaincy	56
Certificate in Psychedelic Justice and Companioning	57

Online Learning	58
Course Participation	64
Course Evaluations	65
Grading & Student Evaluations	66
Mid-Degree Portfolio Conference	67
Contextual Education (Internships, CPE)	69
SKSM Library Resources	76
<u>Academic Policies</u>	77
Academic Integrity & Misconduct	77
Plagiarism	80
Satisfactory Academic Progress	80
Credit Hour Policy	86
<u>Tuition Fees and Financial Aid</u>	88-114
A Message from the Business Office	89
<u>Tuition and Fees</u>	89
Tuition	89
Alumni and Partner Tuition	90
Student Body Fees	90
Obtaining Course Texts	91
Billing	91
Tuition Refund Policy	93
Unpaid Tuition Policy	93
Concerns and Complaints	94
<u>Financial Aid</u>	94
Applications Forms and Deadlines	95
Federal Direct Loans	96
Veterans Administration Benefits	98
Federal Work Study	99
General Policies	104
Return of Title IV Funds Policy	105
<u>Scholarships</u>	106
UUA Scholarships	111

Other Outside Scholarships	112
<u>Non-Tuition Aid</u>	113
Emergency Loans	113
Personal Growth & Learning Grants	113
SKSM Relief Fund	114
<u>Office of the Registrar</u>	115-127
Contacting the Registrar	116
Forms Process	116
Transferring Credit to Starr King	117
<u>Registration</u>	118
Registering SKIL Courses	121
Alumni and Partner Registration	121
Late Registration	122
Change of Enrollment	122
Audits	122
Incompletes	122
Leave of Absence	123
Transferring between Degree Programs	124
Withdrawal from a Degree Program	124
Petition to Graduate	125
Change of Address	125
Transcripts	125
Student Records	126
<u>Vocational Resources</u>	128-141
Multi-Religious Resources	129
Preparing for UU Ministry at SKSM	130
Job Listings	141
<u>Community Policies</u>	142-179
Accreditation and Legal Compliance	143
Students with Disabilities	143
Protection from Gender-Related Misconduct	146
Reporting a Bias Incident	158
Academic or Personal Disputes	160
Privacy in Online Education	165

Social Media Use	168
Student Harassment & Bullying	170
Drug Free Campus & Workplace	171
<u>Community Life</u>	180-194
Greetings from the Dean of Students	181
Greetings from the Student Body	182
Student Body Officers	183
Student Body Fees	183
Student Body Bylaws	184
Emergency Student Loan Fund	188
<u>Spiritual Care at Starr King</u>	189
Chapel	190
Drop-In Spiritual Practices	190
Cohort Groups	190
Affinity Groups	191
Spiritual Direction	191
Pastoral Care	191
Team ECO	191
Staying Connected	192
<u>FAQ</u>	195-200

An Overview of Starr King



The Starr King Campus

Starr King School for the Ministry is located in downtown Oakland at the following address:

414 13th St.
Suite 700
Oakland, CA 94612

While we are embracing the reality of a multi-locational learning community in which academic study will occur online and at various in-person “hubs” across the country, our physical center remains the San Francisco Bay Area, where Starr King has operated since its founding. When we hold gatherings in the area, we hope that you will have the opportunity to visit our offices.



Academic Calendar 2024-2025

Summer 2024

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

Fall 2024

August 30	Fall Term 2024 Begins
September 2	Labor Day: Administrative Holiday / School Closed
September 3	Instruction Begins for Fall 2024
September 13	Summer 2024 Grades Due Fall 2024 SKIL Forms Due LOA, Program Extension Due Summer 2024 Incomplete Work Due End of Student Drop/Add Period for Fall Courses
September 20	Hilda Mason Applications for 2025-2026 Due Petitions to Graduate in December 2024 Due
Sept 30-Oct 17	Midterm Course Evaluations – Fall 2024
October 4	Summer 2024 Incompletes Grades Due
October 11	Yom Kippur (begins at sundown) / School Closed

October 17	Fall 2024 Midterm Course Evaluation Ends 12pm PT
October 21-25	Reading Week: No courses / School Closed
October 30	Institutional Tuition Scholarship Application Deadline for Spring 2025
November 4-15	Early Registration for Intersession 2025 and Spring 2025
November 15	Early Registration for Intersession 2025 and Spring 2025 Ends
November 27	Last Day for Change of Enrollments
November 28-29	Thanksgiving: Academic and Administrative Holiday / School Closed
December 4	Fall 2024 Petitions for Incompletes Due
December 9	Last Day of Fall 2024 Courses
December 10-13	Study Week / Make Up Week
December 16	Fall Term 2024 Ends
Dec. 23 - Jan. 3	Administrative Holiday / School Closed

Intersession 2025

January 6	Intersession 2025 Courses Open to Students in Populi Intersession Term 2025 Begins Student Add/Drop for CPE/Fieldwork and Beginner's Meditation Workshop (Ends After 1st Class Meeting) Fall 2024 Incomplete Work Due Fall 2024 Grades Due
January 6-10	January Intersession 2025 General Registration
January 6-24	Intersession 2025 Instruction
January 10	Intersession 2025 General Registration Ends
January 13	Add/Drop for Multireligious Core Intensive (Ends After 1 st Class Meeting)
January 13-24	Spring 2025 General Registration
January 16-17	Spring 2025 Orientation and Threshold Ceremony
January 17	Intersession 2025 Petitions for Incompletes due the final day of the Intensive
January 20	MLK Day: Academic and Administrative Holiday / School Closed
January 21	Student Add/Drop for Advanced Preaching (Ends After 1 st Class Meeting)
January 24	Last Day of Intersession 2025 Courses General Registration for Spring 2025 Ends Fall 2024 Incomplete Grades Due

Spring 2025

January 24	Spring Term 2025 Begins Spring 2025 Courses Open to Students in Populi
January 27	Instruction Begins for Spring 2025
Jan. 27 - Feb. 7	Late Registration for Spring 2025
February 7	Student Add/Drop Period for Spring 2025 Ends

	Spring 2025 SKIL Forms Due
	LOA, Program Extensions Due
February 14	Interession 2025 Grades Due
	Interession 2025 Incomplete Work Due
	Petitions to Graduate in May 2025 Due
February 17	Presidents' Day: Academic and Administrative Holiday / School Closed
Feb. 24-March 13	
March 7	Spring 2025 Midterm Course Evaluations
March 13	Interession 2025 Incompletes Grades Due
March 17-21	Spring 2025 Midterm Course Evaluation Ends 12pm PT
March 31	Reading Week: No courses / School Closed
	Eid al-Fitr (starts at sundown on the 9 th) / School Closed
	Institutional Tuition Scholarship Application Deadline for 2024/2025 (Returning Students)
April 2	Last Day for Change in Enrollment for Spring 2025
April 14-25	Early Registration for Summer 2025 and Fall 2025
April 18	Good Friday: Academic and Administrative Holiday / School Closed
April 25	Early Registration for Summer 2025 and Fall 2025 Ends
April 30	Petitions for Incompletes for Spring 2025 Due
May 5	Last Day of Spring 2025 Courses
May 6-9	Study Week / Make Up Week
May 8	SKSM Commencement
May 12	Spring Term 2025 Ends
May 26	Memorial Day: Academic and Administrative Holiday / School Closed
	Final Institutional Tuition Scholarship Application Deadline for 2024/2025 (Incoming Students)
May 29	
May 30	Spring 2025 Grades Due
May 30	Spring 2025 Incomplete Work Due
Summer 2025	
June 2	Summer Term 2025 Begins
June 2-13	Summer 2025 General Registration
June 13	Summer 2025 General Registration Ends
June 16	Juneteenth Day: Academic and Administrative Holiday / School Closed
June 18-22	UU Polity Course at General Assembly 2025
June 20	Spring 2025 Incompletes Grades Due
July 4	Independence Day: Academic and Administrative Holiday / School Closed

Officers of the School

Board of Trustees

Rev. Alison Miller, *Chair*
Rochelle Fortier Nwadibia, *Vice Chair*
Rebeca Cooke, *Treasurer*
Rev. Lyn Cox, *Secretary*
Bruce Field
Linda Laskowski
Rev. Mykal Slack

Ex Officio:
Rev. Rosemary Bray McNatt, *SKSM President*
Rev. Dr. Gabriella Lettini, *Dean of Faculty*
Zebulon Green, *Graduate Association*
Liesl Dees, *Student Member*
Kellie Kinsman, *Student Member*

Core Faculty

Rev. Rosemary Bray McNatt
*President, Professor of Unitarian
Universalist Ministry & Heritage*

Rev. Dr. Gabriella Lettini
*Dean of Faculty & Chief Academic Officer
Aurelia Henry Reinhardt Professor of
Theological Ethics
Director of Studies in Public Ministry*

Rev. Dr. Christopher Schelin (*ex officio*)
*Dean of Students
Director of Contextual Education
Assistant Professor of Practical and Political
Theologies*

Rev. Dr. Pamela Hancock
*Assistant Professor of Spiritual Practice & Care
for the Soul, Chaplaincy Program Director*

Dr. Som Pourfarzaneh
*Associate Professor of Islamic and Digital Media
Studies, Director of the Center for Multi-
Religious Studies*

Rev. Dr. Sheri Prud'homme
Assistant Professor of Religion and Education

Rev. Dr. Meg Richardson
*Associate Professor of Unitarian Universalist
History & Associate Dean of Faculty*

Faculty

Dr. Ashley L. Bacchi
*Assistant Professor of Jewish History & Ancient
Mediterranean Religions*

Rev. Dr. Matta Ghaly
*Assistant Professor of Liberation Theology,
Collective Ritual and Sacred Organizing*

J. Tyson Casey
Assistant Professor of Leadership & Movements

Rev. Tera Landers
*Assistant Professor of the Practice
of Congregational Life*

Rev. Dr. Hugo Córdova Quero
*Associate Professor of Critical Theories and
Queer Theologies*

Rev. Kevin Alan Mann
*Assistant Professor of Multicultural Chaplaincy
and Community Ministries*

Dr. Shannon Frediani
*Assistant Professor of Pedagogy in Multireligious
Decolonial Liberative Education*

Taya Mâ Shere
*Assistant Professor of Organic Multireligious
Ritual*

Adjunct Faculty

Rev. Dr. John Buehrens
Dr. Eric Harvey
Rev. Leslie Takahashi
Rev. Shane Nelson

Dr. Pravina Rodrigues
Rev. Dr. Samantha Wilson

Advisor List

J. Tyson Casey
Rev. Dr. Matta Ghaly
Rev. Dr. Pamela Hancock
Rev. Tera Landers
Rev. Dr. Gabriella Lettini
Rev. Kevin Mann
Dr. Som Pourfarzaneh
Rev. Dr. Sheri Prud'homme
Rev. Dr. Meg Richardson

Staff

Rev. Rosemary Bray McNatt
President

Juliet Chan
Registrar

Jessica Cloud
Vice President of Advancement

Dr. Hugo Córdova Quero
Director of Digital Learning

Rev. Jacqueline Duhart
Director of Spiritual Services

Dawn Higdon
Advancement Assistant

Xander Huffman
Director of Communications

Teresa Joye
*Executive Assistant to the President and
Operations Director*

Rev. Dr. Gabriella Lettini
*Dean of the Faculty and Chief Academic
Officer*

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

Owais Qureshi
*Student Accounts Manager & Finance and
Advancement Assistant*

Rev. Dr. Meg Richardson
*Associate Dean of Faculty
Deputy Title IX Coordinator*

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

Erica Toyama
Director of Annual Giving

Matthew Waterman
Director of Admissions and Recruitment

Fred Williamson
Safety Officer

Technical Requirements

The majority of your Starr King educational experience will be mediated digitally. Most of our coursework is conducted online, as are all our chapel services and every whole-community gathering except for special events such as Symposium and Commencement. Students register for courses online and meet with their advisors via videoconference. Successful completion of the degree program therefore requires the use of hardware and software in good working order.

Applications and Platforms

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

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

Populi requires multi-factor authentication called “Log In Approvals” (MFA). When you login for the first time, you’ll be prompted to set up MFA through your mobile device. Google Authenticator and Authy are free, and there are other options available as well. If you do not have a smart phone, you must use an authenticator app for desktop. You can find detailed instructions how to use Populi Log In Approvals [on this PDF document](#). Re-authentication will be required every 14 days.

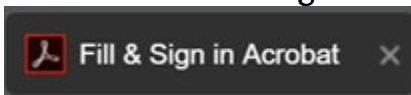
Zoom (<https://zoom.us>) is our videoconference service. You may meet with your advisor by Zoom or phone. Synchronous online and hybrid classes conduct sessions on Zoom. Chapel services are held on Zoom and in-person events are livestreamed.

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

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

How to fill and sign a PDF form:

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



3. Fill out your form:

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

4. Sign your form:

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



5. Save and send your form:

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

Term-Year_Form Type_Your Name.

E.g. 2020-FA_Change of Enrollment_Dorothy Day.

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

Equipment and Software

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

Internet Connection

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

Hardware

2.5 GHz dual-core processor or higher

Operating System

PC: Windows 7 or higher

Mac: OS X with Mac OS 10.10 or higher

Software

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

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

Word processing software for handling documents and writing essays. If you do not have Microsoft Office products such as Word you can download the Open Office software suite for free

[\(https://www.openoffice.org/\)](https://www.openoffice.org/).

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

[\(https://www.foxitsoftware.com/pdf-reader/\)](https://www.foxitsoftware.com/pdf-reader/).

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

Visiting SKSM

The following information will be helpful for any occasions when you may travel to the Bay Area, such as for Symposium or Commencement:

Transportation

Two major airports serve the Bay Area: San Francisco International (SFO) and Oakland International (OAK). Both are connected to the Bay Area Rapid Transit (BART) system for municipal rail service to San Francisco, San Jose, and the East Bay.

Transit options can get you around the Bay, including: BART, bus, ferry, cable car, light rail, train, taxi, car sharing, bike and scooter sharing. CalTrain, Amtrak and BART also reach to outlying cities.

Clipper Cards (www.clippercard.com) allow you to ride most of the region's multiple transit services without fishing around in your pockets for change (and are required for BART). Visit 511.org for transit planning. Clipper Cards offer reduced rates for youth, seniors, and people with disabilities.

Helpful transit route-planning mobile apps include Google Maps and [Transit](#).

Ride sharing, bike and scooter sharing have their own apps -Uber, Lyft, Bird, Lime, etc. Bay Wheels (bike share) offers steep discounts for low income people. Sign up through [Bike Share for All](#). Some SKSM students find bicycles a viable transportation mode, thanks to the region's mild weather. Bikes can be brought on BART, CalTrain, Amtrak, and AC Transit buses. Check websites for details and instructions.

Starr King is conveniently located around the corner from the 12th St Oakland BART station, which is served by the Orange and Red lines (exit at 12th St Oakland BART station).

Parking

If you travel to the Starr King facilities by personal or rental car, you may utilize the Douglas Parking garage that is next door at 420 13th St. Additional garages are located nearby on Webster, 11th, and 14th Streets.

Dining

The 400 block of 13th St. is served by several restaurants and a coffee shop, with an additional variety of options within walking distance at Oakland City Center.

Academics



Educational Philosophy

Starr King is a Unitarian Universalist and multi-religious theological school preparing spiritual leaders for the 21st century to:

- Counter oppressions
- Call forth compassion, wholeness and liberation
- Cultivate multi-religious life and learning
- Create just and sustainable communities

Starr King offers a graduate school experience that is –

Global in its scope:

- Using new educational technologies, students and teachers live and work in settings all around the globe.
- A vibrant home base in downtown Oakland.
- Global immersions deepen multi-religious and cross-cultural learning.

Relational in its educational practice:

- All courses strive to create intentional learning communities, and chapel services, online events, the annual Symposium and Intensive courses try to build community among all students, faculty and staff.
- The personal advisor-student relationship anchors the entire educational process.
- Cohort groups connect students for creative interchange across differences and distances, building friendship and mutual support.
- Fieldwork and internships integrate relational learning that is attuned to specific cultures, contexts and struggles for justice.

Adaptive in its modes of teaching and learning:

- Each student achieves competency in the degree threshold requirements through a personalized educational plan, adapted to their vocational goals and the needs of their community.
- Multiple modes of teaching and learning engage students in a holistic and liberating education that calls forth their gifts and develops their capacities for courageous and compassionate religious leadership.

The Starr King Educational Design centers education on the transformative power of relationships and honors the “interdependent web of all existence.” Each degree candidate works in relationship with a faculty advisor who guides and accompanies their learning process. Courses, immersions, internships and fieldwork projects relate theological studies to the lived realities of specific communities, cultures and traditions. Cohort groups invite students into creative interchange with one another.

Working within a counter-oppressive and multi-religious framework, Starr King students and faculty continually consider the relationships and intersections of religions, the arts, race, class, gender, embodiment, ecologies, cultural representations, sexualities, spiritual practices, justice and peace issues, technologies, and global economic realities. In the preparation of religious leaders for the 21st century, none of these can be treated as peripheral or “add on” considerations: all these issues are integral to the realities, beauty, and complexity of human life, understood as a relational whole.

Relational learning cultivates right relationship with self, with others, with communities of accountability, and with the sacred “ground of all relating” which is understood and honored in many ways in diverse religious traditions and spiritual practices.

Constructive learning respects that students have knowledge, experience, and agency to bring to the learning process. Internalized and systemic oppressions are countered by constructive learning which calls forth the presence and full engagement of students as creators rather than empty vessels or passive recipients of knowledge. Intentionality, self-awareness, and attention to social location are involved. Constructive learning cultivates human capacities and ethical virtues that empower courageous, engaged religious leadership; it is a way of teaching and learning that brings compassion and justice to the world.

Relational/constructive learning represents an evolution of progressive educational practices that are deeply rooted in Starr King’s history. Unitarian Universalist religious leaders in the 19th century pioneered revolutionary innovations in education to “call forth and direct aright all the powers of the soul” (William Ellery Channing). Their approach made education both a spiritual practice and an impulse for social change, igniting movements for women’s rights, worker rights, indigenous peoples’ rights, the abolition of slavery, ecological conservation, nonviolence and resistance to war, and openness to the wisdom of all the world’s religious traditions.

Relational/constructive learning calls forth empowered and engaged spiritual leaders, rooted in love and committed to justice.

ECO Commitment

EDUCATING TO CREATE JUST COMMUNITIES THAT COUNTER OPPRESSIONS

As a theological school, educating in a world blessed with resources of beauty, grace, resistance, and transformation and marked by intersecting forms of violence and injustice, we have made Educating to Create Just Communities that Counter Oppression a priority. The following statement summarizes our

vision and hope and serves as a guiding document in our work. This is a living document that our community revises as we continue to learn and expand our understandings.

Rev. Dr. Rebecca Parker, then President of Starr King School, prepared this statement in 1996. The statement is based primarily on work done by the Board of Trustees during a 1992- 1995 project of theological education with the Board, led by the Long Range Educational Planning Committee. During that project, students, faculty, trustees, graduates, invited guests and consultants considered the mission and vision of the School. Subsequent public statements of the School, as well as the board and faculty conversations, informed the statement. The faculty and the Board reviewed and reflected on the statement during the 1996-1997 year. During Fall 1998, the faculty voted to establish the “Educating to Counter Oppressions Committee” with this statement as the working document to which we seek to hold ourselves accountable. In the fall of 2005, the ECO Steering Committee edited the document further.

1. To be what we want to see

Rev. Rosemary Bray McNatt has asked, “How [can] we teach authentically about creating the beloved community [unless we can] model it within our own walls?”

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

We seek to claim the possibilities always present in life: that we will meet one another in love. We seek to affirm rather than break bonds of intimate connection, interdependence, and relationship that are the givens of our existence. We seek to “be with one another, as we are with ourselves, as we are with the ground of all relating, which some call God,” in the words of former Starr King President Robert Kimball.

To keep faith with this desire requires us to recognize that we strive to love one another and to be just, even as our lives have already been affected by violence, oppressions, and injustice. We have been victims in some contexts, and in others, perpetrators or complicit bystanders.

To be what we want to see involves us in the work simultaneously of recovery from oppression, and of conversion amending our lives and seeking to restore right relationships when we have been complicit with violence or have actively perpetuated oppressions. It also means deepening our capacity to be honest, direct, and present to one another.

2. To shelter prophetic witness in the world

We seek to embrace, support, and promote the religious leadership, vision, and wisdom of prophetic people of all genders, who bring to the human community experiences and knowledge that the dominant culture has ignored or silenced. We affirm that such knowledge is present among those often excluded from theological education and from institutionally recognized offices of religious leadership.

We intentionally and pro-actively support the religious leadership of people of color, of women and of transgender and queer people of all colors because of the importance of the witness of their experience and the gift of their religious insight.

In attending to the “precincts not heard from,” the human community may discover wisdom that can lead us beyond the present patterns of oppression and violence towards one another and the earth.

“We are affirming the knowledge and vision from people of color, sexual minorities, and women that holds promise for the creative transformation of our culture.

Religious leadership in our time is coming from people who are capable of being present to suffering without turning away; people whose own life experience has taught them that it is possible to cross thresholds and survive; people who are willing to be authentically themselves when others wish to silence them; people whose presence inspires, challenges, surprises, and calls forth strength from others; people who give themselves to the work of mending the world and are themselves grounded in love.” (Starr King Journal, Spring 1996)

“We envision theological education that includes engagement with culturally diverse values and life experiences, including those of people whose economic circumstances, lack of education, sexual orientation, and racial characteristics mark them as less valued by culturally dominant groups. This engagement must take place to add freshness to the questions, to deepen caring, and to create just community.” (Starr King Educational Planning Committee, February 1993)

3. To counter white supremacy

We seek to resist the perpetuation of cultural and institutional patterns in which the well-being of «whites» is assumed, often unconsciously or uncritically, to be of greater importance than the wellbeing of all; and in which the well-being of whites is achieved through ignoring, oppressing, or exploiting the lives of others.

People of color have resisted white supremacy in many ways. Communities of color teach patterns of resistance. Each person who survives oppression has found and moved along a path of resistance.

Those who «were never meant to survive» but have survived, extend to the larger human community the wisdom and ways, options and opportunities, sounds and rhythms of resistance and survival. Such people make their lives a gift of authentic presence and witness.

Members of the dominant society often miss the opportunity for fuller human meeting. To become more fully present and engaged, we must all engage in the work of seeing how white identity has been constructed in narcissistic ways. An embrace of fuller humanness relinquishes self-centered needs, arrogance, and self-serving patterns, and contributes to fresh possibilities for just and sustainable community.

Members of the dominant society must accept responsibility for this religious task, without depending on people of color to be «the mirror that talks back» and makes whites visible in their ignorance, thoughtlessness, or denial. At the same time, genuine and transformative human encounter happens when people are willing to speak the truth in love to one another and are open to being confronted.

White supremacy reveals a spiritual crisis at the heart of the dominant culture. Over-consumption and exploitation are hidden and tolerated for the sake of a quality of life that is neither abundant nor sustainable. Engaging white supremacy involves discovering a deeper experience of abundant life. This discovery, in turn, means confronting and changing social systems, including economic systems that perpetuate too banal a sense of «the good life», making it available to too few and causing harm to too many and to the earth.

4. To work for the common good

We seek to advance liberation, healing, and the establishment of a just and sustainable society by enabling people to gain the knowledge, experience, skill, and religious understanding they need to address intersecting forms of violence in North America and around the world.

This means our courses and sites of learning need to provide students of theology with opportunities, for example, to:

- Explore various options, theories, and practices of resistance/liberation/social analyses and transformation.
- Critique theological norms and patterns that undergird racial violence, gender violence, violence against the earth, etc.
- Discover, re-imagine and construct liberating theological visions.
- Gain literacy beyond the «white canon».
- Learn the histories of resistance and struggle against oppressions, as well as the histories of violence and oppressions.

- Critically examine the assumptions and foundations of our current, dominant economic system, which sustains the wealth of too few, and is historically aligned with a construction of race and racial hierarchy that justifies exploitation and stratifies wealth by race and gender.
- Draw on learning and experience in one area of resistance (for example, resistance to sexism) to make common cause with another (for example, resistance to racism).
- Engage directly with oppressed communities and suffering people in the work of survival and resistance.
- Explore ways congregations and religious institutions can promote the common good in our pedagogy and educational philosophy, work in ways that:
 - Trust in an empowering and liberating grace larger than ourselves;
 - Call forth and welcome the full, authentic presence of people;
 - Welcome silenced knowledge, feeling, experience;
 - Undergird human wholeness, integrity, interdependence, and agency;
 - Foster self-awareness and self-respect;
 - Strengthen relational capacities and the ethics of community;
 - Deepen knowledge and wisdom arising from engagement with primary texts and primary experience;
 - Embody an ongoing practice of inquiry, study, action, and reflection.

Advising

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

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

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

SKSM's Director of Spiritual Services, Rev. Jacqueline Duhart, provides students with spiritual support and formation. Advisors can refer an advisee to the Director of Spiritual Services when something comes up that falls outside of the scope of academic advising. This new addition to our organizational

team allows advisors to focus on a student's academic progress, while ensuring the school meets the spiritual needs of the students (as they were articulated in the Student Body Mental Health Task Force Report & Recommendations 2017-2018). As this role integrates within our ecosystem, additional shifts may be made in the role of academic advisor in the coming years, so as to further support collaboration of these roles.

Advisors are expected to:

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

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

- Check in with the advisor regularly, as needed, during the academic terms, via email and/or scheduled appointments.
- Consult with advisor before registering for courses.

- Acknowledge that the faculty balances a variety of responsibilities.
- Respect the schedule and time availability of the advisor. Advisors are not expected to meet on weekends, holidays, and outside business hours.
- Practice professional discipline and ethics in scheduling and attending advisory meetings, adhering to deadlines, checking the Student Handbook before requesting information, and incorporating feedback received.
- Assume good intentions and expect that when problems are identified that they are being resolved with grace and understanding.
- Come to meetings prepared, with questions, concerns and ideas to share.
- Provide advisor with a draft agenda and all relevant information to review in one timely email prior to the scheduled meeting.
- Take notes on meetings, including suggestions received from the advisor.
- Respect the schedule and time availability of the advisor.
- Initiate planning process for various degree requirements with advisor
- Request meetings at least one week in advance.
- Make requests for letters of reference one month in advance, when possible.
- Contact advisor promptly if they need to cancel or reschedule a meeting.
- Abide by the 2-minute agency practice: If a student has an inquiry or needs information for their educational experience, two minutes will be spent consulting the Student Handbook to find a solution. If unable to find the necessary information, the student will contact the appropriate person to find a solution (may not be the advisor).
- Provide clear and succinct requests via email to the advisor as needed.
- Turn registration and other forms into advisor in a timely manner.
- Register for the specific degree requirements as directed by the student handbook and their advisor. This includes: Threshold Assessment, Portfolio Conference, and Petition to Graduate.
- Complete specific degree requirements in the term in which they are registered to do so. Failure to do so may result in a hold being placed on a student's academic progress, and a freeze on future registrations.
- Take responsibility for their actions (or inactions) as a student spiritual leader.
- Understand and respect the boundaries of this professional relationship.
- Understand that the advisors are to be contacted for academic concerns.

For other concerns, please contact:

- Rev. Jacqueline Duhart, the Director of Spiritual Services, for pastoral care and spiritual development;
- Rev. Tera Landers for Congregational Field work and Internships;

- Rev. Dr. Chris Schelin for community field work and internship, and CPE;
- Rev. Dr. Chris Schelin, Dean of Students, for consultation and support in the following areas:
 - Emergency support from SKSM in the form of loans, relief grants, or referral to other resources
 - Enrolling in the Student Health Insurance Plan
 - Seeking accommodations for a mental or physical disability (Cf. Students with Disabilities Policy)
 - Concerns about sexual misconduct perpetrated by a member of the SKSM community or in the context of SKSM academic programs (Cf. Sexual Misconduct Policy)
 - Discernment about filing for a Leave of Absence or Withdrawal from SKSM

Working with the Faculty

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

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

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

1. Faculty accepts student appointments throughout the Fall, January (new students) and Spring semesters (except winter and spring breaks). Other times, such as Fall Reading Week, Spring Break, the summer months, are generally dedicated to research and other administrative tasks. Additionally, in the summer, faculty have vacation times during which they do not attend to any SKSM business. You may ask your advisors about their specific preferences for emergency communication during winter break and the summer months.
2. Requests for Letters of Recommendation should be submitted to the faculty member at least one month before the letter is due.
3. Faculty members are limited as to the number of Starr King Individualized Learning (SKIL) courses per term they may take on (1-3). Please contact Faculty members early on if you are

interested in working with them. A request does not mean that the faculty will be available in that term.

4. Faculty are expected to work *at least* one day a week from home without obligations for meetings or appointments to focus on research, writing, and preparations for lecturing or teaching. For many that day is Friday.
5. SKSM Faculty have two rest days a week that they may take Friday, Saturday or Sunday, according to their religious/spiritual observances.
6. Please respect faculty religious observances, rest days, vacation and other times off. This includes not expecting faculty to answer last-minute messages at night or on weekends. Practicing respectful and healthy boundaries with your advisor and professors will help you to be a respectful leader who knows how to practice sustainability.
7. If faculty members allow you to have their personal phone number for emergency situations, please do not use it improperly in other situations. Please practice responsible communication.

Making an Appointment with a SKSM Faculty Member

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

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

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

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

Other Ways of Contacting a SKSM Faculty Member

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

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

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

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

Email Courtesy

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

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

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

Thresholds

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

Each threshold corresponds to the traditional disciplines and fields of religious study (noted in bold, and in historically Christian language).

In 2014-2015 Starr King faculty created a series of learning outcomes for each threshold as part of its assessment study for the Association of Theological Schools. These learning outcomes will be used to support and document students' progress in each threshold area.

Students will consult and work with their advisors to ensure they meet these learning outcomes. In their first semester, they will conduct an **Initial Threshold Assessment** with their advisor to identify areas where they already have some experience and those that will require more of their attention. Students must register for this **Initial Threshold Assessment** (listed as ITA-1000 in Populi) in the corresponding term they plan on completing it with their advisor and upload to Populi/Assignment. In their second year, students will work with their advisor as they write an in-depth **Threshold Assessment** that reflects their work to date in each of the threshold areas. This assessment will become an essential part of their Portfolio Conference and Packet. In their final year, students will prepare a **Final Threshold Assessment** – again in conversation with their advisor - as part of their Petition to Graduate.

Each threshold is listed below by number, title, and Populi course code (in parentheses).

Threshold Learning Outcomes

Threshold One: Life in Religious Community & Interfaith Engagement (LC)

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

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

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

Threshold Two: Prophetic Witness & Work (PW)

The Offices of Prophet & Social Change Agent

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

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

Threshold Three: Sacred Text & Interpretation (TI)

The Offices of Preacher and Spiritual Activist

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

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

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

The Offices of Scholar and Activist

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

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

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

The Offices of Pastor, Chaplain & Spiritual Director

Students will develop skills for tending to the spiritual needs of the communities they serve. They will also develop and/or deepen a spiritual practice of their own. This threshold may include courses in

Religion and Psychology, Spirituality, Pastoral Care, Spiritual Direction, Spiritual Practice, Field Work and Internships. To meet the learning outcomes for this threshold, students will:

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

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

The Offices of Theologian, Scholar & Activist

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

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

Threshold Seven: Educating for Wholeness & Liberation (EL)

The Offices of Teacher, Educator, Facilitator

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

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

Threshold Eight: Embodied Wisdom & Beauty (AR)

The Offices of Liturgist & Artist

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

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

Initial Threshold Assessment

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

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

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

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

Portals

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

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

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

Portal One: EXPLORING

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

Portal Two: DEEPENING

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

Portal Three: GOING FORTH

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

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

Portal Benchmarks

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

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

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

Multiple Modes of Teaching and Learning

Multiple modes of teaching and learning engage students in a holistic and liberating education that calls forth their gifts and develops their capacities for courageous and compassionate religious leadership.

Each degree candidate's personalized educational plan enables the student to achieve competency in the 8 threshold areas through multiple modes of teaching and learning:

Starr King Courses

- synchronous hybrid courses (students are on Zoom or at a physical gathering)
- synchronous courses (all are on Zoom)
- asynchronous online courses, on Populi
- Starr King Symposia and intensives in August and January, hybrid (intensives may require substantial preparation before the course)
- Starr King immersions, offered on occasion at sites around the globe
- Starr King has four terms: Summer (mainly August courses), Fall, January and Spring.

Contextual Education

- Field Work and Parish internships in Unitarian Universalist congregations
- Community/MASC Field Work and Internships in religious communities, youth work, justice and educational organizations, and community sites
- Field education reflection seminars (internship-level only)
- Clinical Pastoral Education in hospitals, prisons, and social service institutions

Starr King Individualized Learning (SKIL)

Independent study under faculty supervision is regarded as SKIL (Starr King Individualized Learning). SKIL is intended to deepen a student's study and practice in a certain threshold. It can involve research, activism, creative expression and/or congregational life. It also can be done by one individual or several students as long as a faculty sponsor is found.

Students who are in their first semester (MASC) or first year (MDIV) are allowed to take a SKIL course only if it is a group course. This is to ensure that students get ample opportunity to interact with their

peers in classes and engage in the SKSM community before taking on advanced independent study on their own.

SKIL courses will require a form and preliminary syllabus to be completed BEFORE the regular registration process and approved by the student's faculty sponsor and advisor. Core and Advising Faculty will typically be able to sponsor only 1-3 SKIL courses per Fall and Spring term because of their other faculty commitments. So, it is wise to approach a possible faculty sponsor – with a draft of your form and syllabus – early. January and Summer SKILs are occasionally allowed, as for individual faculty decisions. No SKILs meetings will take place in July as faculty are not available then.

The form and syllabus template can be found on the Student Forms page of the SKSM website. More information on enrolling is found in the Office of the Registrar section of this handbook.

Experiential Learning

- Significant learning experiences and activities outside the classrooms are discussed with advisor, such as art projects, journaling, participating in a spiritual practice or a program of spiritual direction
- Conferences, workshops, and courses offered by organizations and educational institutions outside of Starr King

Students will be able to engage in different learning modalities:

- SKSM Synchronous Online/Hybrid Courses - semester-long courses, week-long January or Summer intensive courses.
- Asynchronous Online Courses
- SKIL Courses – Independent study under faculty supervision
- Contextual Learning: Clinical Pastoral Education (CPE), congregational or community fieldwork, parish or community internships. They do not take place on the SKSM campus and are not supervised by SKSM faculty.
- Immersion courses: offered on occasion in sites around the country and the globe (e.g., US/Mexico border, Turkey, Italy, Boston, UUA General Assembly).

Hilda Mason Teaching Fellowships

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

Hilda Mason Teaching Fellowship for Student-Taught Courses

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

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

Applying for Hilda Mason Fellowship

Successful completion of the ECO intensive course is a prerequisite to apply for the Hilda Mason Fellowship. We suggest that individual students interested in applying start working on a proposal with their advisor in the Spring in order to meet the Curriculum Committee September deadline.

Students are encouraged to enroll in the corresponding course HM-1000 in Populi for the Summer 2023 term. This zero-credit asynchronous course compiles various resources for the Hilda Mason Fellowship, intending to provide a container for students considering this teaching opportunity. Students enrolled in the course can access sample applications and syllabi from some previous HMF recipients, a faculty member that serves on the selection committee, and references on the history, policies, and requirements involved with the fellowship award. You are encouraged to provide your completed application to your advisor no later than early August so they have sufficient time to review, provide feedback, and draft their recommendation letter.

Applicants must clearly submit all of the information below in one document (unless specified otherwise).

Word and page count are suggestions based on historical patterns, not requirements. Your submissions for each of the nine (9) required areas can be outside of the suggested ranges.

1) Course title and description. Please keep the title to approximately 40 characters, including spaces and punctuation. Course description is generally 1-2 paragraphs (150 – 300 words) and includes the related SKSM Thresholds and MFC Competencies (when applicable).

2) Outline of syllabus. While the development of a full syllabus is not necessary at the point of application, please review the SKSM Syllabus Template on Student Forms. If you have a full draft syllabus, you can include it as a distinct file in your application packet.

3) Statement of teaching and learning philosophy (including ECO-CJSC). This statement usually ranges between 200 – 500 words, approximately 1-2 pages total.

4) Context/setting of the proposed course. E.g., will this course be offered asynchronously or synchronously? Will there be elements that are outside of the scheduled course meeting time (such as lectures, homework)? Will students be assigned to work in pairs or small groups? Is it a lecture or seminar style of curriculum?

Provide any contextual or design elements you can at this time. Approximately 50 – 200 words.

5) Course time frame. E.g., Will it meet weekly? Monthly? Daily (as an intensive)? For how long will each meeting occur? Which term would you prefer to offer it in (Summer, Fall, Intersession, Spring)?

A sentence or two is usually sufficient.

6) Curriculum Vitae (CV). What qualifies you to teach this course? What teaching experience do you have?

Responses usually ranges between 150 – 500 words and provide a succinct and relevant overview of your CV. Include your CV as a separate file in your application packet.

7) Why is it important we add this course to our offerings/Why is this course important to the community?

This usually ranges between 150 – 300 words.

8) Does your advisor support your plan to teach next year? Are you making Standard Academic Progress so far?

Applicant's responses to both questions must be in the affirmative (e.g., "yes" and "yes") to be considered.

9) Reference letter from your advisor.

Include with your application packet. Reference letters are generally 150-400 words, or 1-2 pages.

1. Does your advisor support your plan to teach next year? Are you making Standard Academic Progress so far?
2. Reference letter from your advisor

Call for Proposals for the 2025-2026 Hilda Mason Fellowship

All applications will have to be submitted via email to the Assistant to the Dean of Faculty by 11:59pm, Friday, September 20, 2024.

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

Criteria for Assessing Proposals for a Hilda Mason Teaching Fellowship

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

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

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

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

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

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

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

Hilda Mason Fellowship Award Letters

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

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

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

Mentoring and Supervision of Teaching Fellows

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

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

Cancellation of the Course

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

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

Degree Programs

Master of Divinity

The Master of Divinity (MDiv) has the following requirements:

- A minimum of 90 units of credit.
- Three required core courses
 1. The Educating to Counter Oppressions (ECO) Core course. This course must be taken within six months of matriculation.
 2. The Multireligious Intensive
 3. An Intensive in Unitarian Universalist Ministry for candidates to UU ministry; or one of the following courses for students with different vocational goals and/or from different spiritual traditions: Spiritual Leadership or Leadership Along the Way.5 or More Units of Contextual Education (for students who matriculated beginning August 2024)
- 5 or More Units of Contextual Education (for students who matriculated beginning August 2024). May be earned singly or cumulatively.
 - Eligible credit: field work or internship in a congregational or community setting, or Clinical Pastoral Education.
- Participation in two or more Symposia
- A Mid-Degree Portfolio Conference
- A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in Eight Threshold areas:
 1. Life in Religious Community and Interfaith Engagement
 2. Prophetic Witness and Work
 3. Sacred Text and Interpretation
 4. History of Dissenting Traditions and the Thea/ological Quest
 5. Spiritual Practice and the Care of the Soul
 6. Thea/ology in Culture and Context
 7. Educating for Wholeness and Liberation
 8. Embodied Wisdom and Beauty

See also:

<https://www.sksm.edu/academics/degree-programs/master-of-divinity/>

Master of Arts in Social Change

The Master of Arts in Social Change (MASC) has the following requirements:

- A minimum of 48 units of credit.
- The Educating to Counter Oppressions (ECO) Core course. This course must be taken within six months of matriculation.
- Participation in 1 or more Symposia
- A Threshold Self-Assessment (in the first term)
- A Mid-Degree Portfolio Conference
- A combination of coursework, fieldwork, independent study, experiential learning and special projects to achieve competency in Eight Threshold areas:
 1. Life in Religious Community and Interfaith Engagement
 2. Prophetic Witness and Work
 3. Sacred Text and Interpretation
 4. History of Dissenting Traditions and the Thea/ological Quest
 5. Spiritual Practice and the Care of the Soul
 6. Thea/ology in Culture and Context
 7. Educating for Wholeness and Liberation
 8. Embodied Wisdom and Beauty
- A Community Internship (5 units minimum) and the Community Intern Reflection Class (1 unit).
- MASC Project (3 units): a creative project representative of the student's learning during the program, chosen and prepared in consultation with the instructor and with the support of one's advisor.

See also:

<https://www.sksm.edu/academics/degree-programs/master-of-arts-in-social-change/>

MDiv/MASC Dual Degree

Starr King allows students interested in integrating academic, ministerial and activist professional formation to pursue both the Master of Divinity (MDIV) and the Master of Arts in Social Change (MASC).

Matriculation in the joint MDIV/MASC can be done sequentially (starting with only one degree, and then petitioning to apply for the other) or concurrently. However, a student must apply and be admitted to the second program before completing the requirement for the first degree.

The Director of the MASC program, Dr. Lettini should also be consulted when the MASC degree is involved.

The Dual Degree Program will entail:

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

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

See also Concurrent Degree Programs in the next section on "Tuition and Fees."

Maximum Credits for Degree Programs

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

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

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

Pacing Your Degree

Full-time and/or part-time enrollment status

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

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

The flow of the Academic Year resolves through four terms:

- Summer term (June-August): June GA Immersion, August Intensives, August Symposium.
- Fall Semester (September-December): Online, Hybrid, Residential, and Immersion courses.
- Intersession (January): January intensives

Spring Semester (February-May): Online, Hybrid, Residential, and Immersion courses.

Degree Concentrations

MDiv/MASC Chaplaincy Concentration

Are you fueled by a desire to serve your community as a chaplain? If so, the Starr King Chaplaincy Concentration provides a path for those seeking to become a chaplain, board-certified or not, in a variety of settings, including: hospital, hospice, military, law enforcement, and more. Most chaplaincy positions require that you obtain a Master of Divinity, as such, we have designed this concentration with the focus of helping you obtain a career position after you graduate. However, those choosing to do Movement or Entrepreneurial Chaplaincy may find their educational grounding in our MASC Program instead. In either case, we have maintained our focus on radical education, sacred activism, multi-religiosity, and social justice.

Required for MDiv:

- Leadership Core Course
- ECO Core Course
- Multi-Religious Core Course

The Chaplaincy Concentration required courses:

- A Theological Ethics Course of Your Choosing (3 units)
- Spiritual Traditions Courses of Your Choosing (as many as you see fit) – please work with your advisor to determine what courses are appropriate for your journey. If you are going to be ordained through the Chaplaincy Institute, you may want to discuss this with that organization as well. Also note what is required in the “Fulfilling the Spiritual Traditions Requirements at SKSM” Document in the GROUP documents—as it goes into greater detail regarding what is required for Board Certification.

Under the SKSM Spiritual Practice & Care of the Soul Threshold:

- Spiritual Practices for These Times
- Deep Listening for All Forms of Ministry
- Pastoral Care – “Pastoral Care” or “Pastoral Counseling” course is required.
- Depth Psychology for Chaplains

Chaplaincy Formation – 6 stages (1.5 units/semester. Up to 2 stages can be taken each semester for a total of 9 units)

- Stage 1 & Stage 6 – Delve into your own personal spiritual formation, with the focus of being able to articulate your beliefs in writing.
- Stage 2 – Explains the requirements of working as a chaplain in multiple settings.

- Stage 3 – Explores group dynamics and organizational culture, system, and relationships within each of those settings.
- Stage 4 – Focuses on functioning pastorally within boundaries and using pastoral authority from an ECO perspective.
- Stage 5 – Explores ministering to people in specific traditions and identities.

One unit of CPE, or equivalent (up to 10 units)

As we are offering a program to assist anyone of any religious or spiritual tradition, we are in collaboration with several ordaining bodies to assist those who graduate from our program to become ordained. As a result of this, we offer a unique set of courses known as “Pastoral and Professional Formation” that will provide our Chaplaincy students with a cohort to go through the formation process in preparation of ordination with whatever ordaining body they choose.

For those on a regular 3-year track, they will stay with the “Pod” with which they started; for those on longer tracks, this Formation process will be provided in their last 6 semesters. These courses will detail the requirements of working as a chaplain in multiple settings; how to function pastorally within boundaries and using pastoral authority; group dynamics and organizational behavior; as well as organizational culture, system and relationships; and finally, attention to each individual’s formation process. Each pod course is a 1.5 unit per term [for a total of 9 units].

ENDORSING/ORDAINING BODIES

[Unitarian Universalist Association](#)

[Order of Universal Interfaith](#)

[Sacred Well Congregation](#)

[The Chaplaincy Institute](#)

For more information about the chaplaincy concentration or to enroll, please contact Dr. Pamela Hancock (phancock@sksm.edu).

MDiv/MASC UU Ministry Concentration

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

Required Courses/Work for the Unitarian Universalist Concentration at SKSM

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

One: Worship and Rites of Passage

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

Two: Pastoral Care and Presence

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

Three: Spiritual Development for Self and Others

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

Four: Social Justice in the Public Square

- Religious Ethics
- Additional required course content to be addressed by electives: (Choose four) Community Organizing/Social Change Theory; Public Leadership; UU History of Prophetic Witness; Justice Theory; History of Oppression; LGBTQI Studies; Gender Studies; Feminist Studies; Disability Studies; Postcolonial Theory; Ethnic Studies; Environmental Justice; Peace Studies.

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

Five: Administration

- UU Ministerial Leadership Core Intensive
- Congregation and Nonprofit Administration

Six: Serves the Larger Unitarian Universalist Faith

- UU History
- UU Polity
- History of Christianity

Seven: Leads the Faith into the Future

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

The remaining credits for the degree program can be filled with elective courses or the requirements of an additional concentration. Students also work with their advisors to ensure they meet SKSM's threshold requirements. In addition to coursework, all students will complete

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

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

Enrolling in the Concentration

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

Certificate Programs

The Graduate Certificate in Unitarian Universalist Studies (CUUS)

The Starr King Certificate in Unitarian Universalist Studies, directed by Dr. Meg Richardson, enables you to study the full complement of Unitarian Universalist topics relevant to ministry and religious leadership and expected by the Ministerial Fellowship Committee.

We offer a wide variety of online courses and short-term intensives in UU theologies, UU history and polity, UU social justice priorities, global religious traditions, and congregational administration.

The certificate may be completed through any combination of four courses (12 units).

To enroll in the Certificate in Unitarian Universalist Studies program, submit your [Certificate Program Enrollment](#) form found on our website. The Admissions Director will review your submission and contact you to inform you whether or not your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of the program and the registrar. If we have not heard from you regarding your intentions for two semesters in a row we will withdraw you from the program.

Sample Courses in UU Studies include:

Immersion Courses

UU Congregational Polity @ GA

UU North American History (e.g. Boston)

Intensive Courses

UU Ministerial Leadership

UU Thematic Preaching

Online Courses

Systems Thinking and Leadership

Our Theological House

UU History

Global Religious Traditions

UU Prophetic Witness

Dynamic Youth Ministry

The 19th Century Roots of UU Prophetic

Adult Faith Development

Witness

Promised Lands

Mental Illness and Oppressions

The Graduate Certificate in Multi-Religious Studies (CMRS)

The Starr King Certificate in Multi-Religious Studies, directed by Dr. Som Pourfarzaneh, brings together historical, theological, and social interactions of the world's many religions.

The certificate includes courses in introductory and advanced counter-oppressive theologies and social theories, interreligious histories, plural ethnic and religious geographies, and multi-religious spiritual practices, ritual arts, and education.

The certificate may be completed through any combination of four courses (12 units) taken online or through short-term intensives. To enroll in the Certificate in Multi-Religious Studies program, submit your [Certificate Program Enrollment](#) form found on our website. The program director will review your submission and contact you to inform you whether or not your application has been accepted.

If you decide you cannot enroll for a class at this time, please inform the director of your respective program and the registrar stating you are not registering for the current or upcoming semester. If we have not heard from you regarding your intentions for two semesters in a row we will withdraw you from the program.

Sample Courses in Multi-Religious Studies include:

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

The Graduate Certificate in Chaplaincy Studies (CCHS)

The Starr King Certificate in Chaplaincy Studies, directed by Rev. Dr. Pamela D. Hancock, enables you to study the full complement of Chaplaincy topics to help you understand the types of Chaplaincy positions available today, go through a formation process at your own pace, and become prepared to minister to the world.

Complete your 18-unit certificate through a set of six formation stages (1.5 units each) and three courses in the Spiritual Practice & Care of the Soul Threshold (3 units each) taken 100% online. The successful completion of one unit of CPE (no SKSM fees/units for this work) is also required for the certificate program—this is done through an Accredited CPE Center during or after your coursework. See a list of [accredited centers](#).

Program Prerequisites:

- MDiv or comparable master's degree is also required for enrollment.
- SKSM's ECO Core – Educating to Create Just and Sustainable Communities that Counter Oppressions

Required Courses:

- Chaplaincy Formation – 6 Stages

This will be a set of 1.5 unit per semester “Pod” courses (for a total of 9 units) that will provide a cohort with whom to go through the formation process.

Stage 1 & Stage 6 – Focus on your own personal spiritual formation, with the emphasis on being able to articulate your beliefs in writing.

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

Stage 3 – Dives into group dynamics and organizational culture, systems and relationships within several settings; along with preparation of a CPE application.

Stage 4 – Examines how to function pastorally within boundaries and using pastoral authority, utilizing the Starr King – Educating to Counter Oppression lens.

Stage 5 – Demonstrates how to minister to those in specific traditions, cultures and identities.

Elective Courses in Fulfillment of the Threshold “Spiritual Practice and Care of the Soul”

Choose three:

- Spiritual Practices for these Times
- Deep Listening for All Forms of Ministry
- Depth Psychology for Chaplains

Optional Additional Courses:

- Disaster Chaplaincy + Nova certificate
- Engaging Moral Injury

The Graduate Certificate in Psychedelic Justice and Companionship (CPJC)

The Psychedelic Justice and Companionship Certificate program, co-directed by Tyson Casey and Rev. Dr. Pamela Hancock, provides a space for people of faith to train in the use of psychedelics and help propagate conversations about these altered states of consciousness in a religious context.

This online certification program is for those who already have a graduate degree, as well as current Starr King students. It includes a mix of coursework, fieldwork, supervision, and lectures. Those who earn a Certificate in Psychedelic Justice and Companionship from Starr King will have familiarity with the rituals, history, and science of psychedelic work in the United States and be prepared to enter such conversations as chaplains, ministers, and community leaders.

The Certificate provides religious leaders with the grounding to assist in the unfolding of a diverse and equitable psychedelic culture. Promoting diversity and inclusion by understanding that specific voices have been long marginalized in Western psychedelic culture, will enable graduates of this certificate program to hold space and companion people in nurturing and counter-oppressive ways. The focus on justice and companionship can lead graduates to positions in advocacy and/or entrepreneurship in this blossoming field.

The certificate is a 12-unit program to be completed within two years.

Prerequisite:

- Educating to Counter Oppressions (ECO)

Semester 1

- Educating to Counter Oppressions (ECO) - *If not already taken* (3 credits)
- A new Multi-Religious History of Psychedelics course (3 credits)
- For those that have already taken Sacred and the Substance, this course will fulfill this requirement. (3 credits)

Semester 2

- Deep Listening for All Forms of Ministry (3 credits)

Semester 3

- Psychedelic Ministry Methods (3 credits)

Semester 4

- New course on Decriminalization and Allyship – TBD (3 credits)

Online Learning

Online Class Assistance

Director of Digital Learning, Rev. Dr. Hugo Córdova Quero (hquero@sksm.edu), assists faculty and students in creating online educational environments that include the foundations for excellent teaching and learning.

Students who enroll in online classes must be computer literate and have regular access to a computer with broadband internet. We strongly recommend access to a backup computer because a malfunctioning computer does not excuse anyone from coursework.

Students need to prepare their computers for online courses with the following:

1. Internet Explorer, Google Chrome, or Firefox browser; Firefox is most reliable and thus recommended- Chrome works best with iPads.
2. Latest version of free Adobe Acrobat Reader and Flash Player. Most courses incorporate PDF files as well as audio and/or video; most computers come with players. Check yours before enrolling in online classes. Although Flash Player plays the most common a/v files, you may need additional plugins, such as those installed on most computers, or they may be downloaded (free) from Windows, Apple, or elsewhere.

3. Instructors may use Zoom, especially for virtual office hours or classes.

While Studying Online

You will spend a good deal of time sitting in front of your computer. We encourage you to gather embodiment practices and resources that resonate for your life. Here are some resources to get you started:

- Computer Health Tips from TIME: <http://time.com/3566809/computer-health-tips/>
- Caring For Your Eyes from AllAboutVision.com: <http://www.allaboutvision.com/cvs/irritated.htm>
- 8 Simple Exercises for Computer Users from the University of Virginia: <http://ehs.virginia.edu/ehs/ehs/ergo/ergo.pc.html>

Populi

Our LMS system, Populi, cannot be used as a repository of your files. Therefore, please make sure to have all the documents saved in your computer or preferred storage system by the end-day of the term. Once courses are finalized (after grades are submitted), students will not be able to access the past courses. In order to protect your sensitive data, Populi requires you to use their two-factor authentication system known as “Login Approvals”. Populi will guide you through the set up the first time you log in, and will prompt you to reauthenticate every 14 days.

Link to FAQ about using Populi as a LMS (Learning Management System):
<https://www.sksm.edu/populi-lms-faq/>

Link to Populi instructions for students: [Populi Student Guide](#)

Links to Populi video tutorials for setting up Login Approvals: [with a smartphone](#), [without a smartphone](#)

Links to Populi recommended free authenticator apps: [Authy](#), [Google Authenticator](#)

Link to recording of a live demo and Q & A for Populi LMS: [Demo recording](#)

Please consult the [Populi Student Guide](#) for more details on utilizing the platform. For additional questions and/or issues, please consult the registrar at registrar@sksm.edu.

Search the Knowledge Base

Populi Help is easily accessible through the Search the Knowledge Base database.

[Populi YouTube](#) is a rich resource for Populi know-how.

Introduction to Populi video at: https://www.youtube.com/watch?v=F5E_dH85VOU

There are many tutorials from which you can benefit to improve your Populi experience.

Attendance in Online Courses

Students should take care to keep instructors apprised throughout a term. If you contemplate being away for more than a week, let your instructor know ahead of time. Or for longer absences, make arrangements with your instructor.

Please use the instructor's SKSM email address for all your communications. Instructors' personal email addresses are not a channel for course-related communications. You can find the instructor's SKSM email address either in the syllabus or in the SKSM online directory (www.sksm.com/meet-us).

See How Students Develop Online Learning Skills," <http://www.educause.edu/ero/article/how-students-develop-online-learning-skills>

About Posting

At Starr King we say participation is not an option. Rules aside, be willing to share your thoughts with others, and keep your comments both focused and relevant. Also, make sure you are clear about course expectations, usually detailed in the syllabus. Check with your instructor about the frequency of logins and posting. Norms at SKSM are 3-5 times per week. These times are not negotiable, meaning that you are expected to interact about 3-5 times every week. If you participate 30 times in a week, that does not imply that you can be absent the following month. If you do so, you will be considered absent from the course for all that time. Students are only entitled to be absent one week per term from an online course.

Please be aware that Populi will sign you out after a period of inactivity. It is best to write your posts before posting in either MS Word or Notepad, and then insert your post into Populi. Having a backup is the safest way to deal with potentially being signed out before finishing your post and losing what you have written.

Length of Message

A screen's worth (two or three paragraphs) is usually enough. Because reading on a monitor can tire the eyes, brevity is helpful and appreciated. Instead of posting an exceedingly long message, try to divide your thoughts into different conversations, so you can interact with more classmates in a given week. That will also foster interaction with your peers in a more diversifying way.

Writing

Keep your posts simple. Use short sentences and capitalize rarely; only to indicate proper words, titles or headings. Unnecessary capitalization reads as SHOUTING. Please avoid. If you need to emphasize a word, just write it in italics. The use of "quotation marks" or underlining may be tough to read by classmates with different visual abilities. Your care about the needs of others contribute to make the class a nice and welcoming environment.

Inclusive and non-discriminatory language is expected in spoken and written formats whenever is possible. It may be necessary—in specific cases to understand certain topics—to use a word that is no longer "politically correct." In these cases, be very intentional to state first the purpose of you recalling that term and, if in written, always include it between quotation marks. Otherwise, this may offend or hurt any of your peers. When in doubt about this, please consult your instructor before you mention or write that term. Except in this situation, any derogatory or offensive term would be considered inappropriate for a class interaction.

Time to Take Time

When dealing with sensitive issues, take a little more time to reflect first on what has been said and then on how you will reply. Consider asking a question to the classmates posting in the conversation to be sure that you are understanding them correctly, then compose your reply thoughtfully, perhaps waiting a few minutes to click that button and submit.

If there are thoughts that could be misinterpreted or could be taken as not politically correct, take the time to write an extra line explaining this. It is better to be sure your classmates understand your meaning than creating an uncomfortable situation due to misinterpretations. You may also want to consult your instructor to check if your understanding of a topic of conversation matches the instructor's perception, and then proceed to post your comment.

Academic Conduct (Plagiarism)

Your ideas and work as well as others are valued in every class, but they are more visible in online courses where we rely heavily on written formats.

Taking words, graphics, and/or ideas from any other sources without full attribution constitutes an academic offence. Proper citation must be given to all formats of production (written, visual, auditory). Many students are often tempted to cut-and-paste directly from the internet. Although there is no reason to dismiss citation from the internet –when authorship, URL address and date of accessing the website is properly given–, lack of these elements also constitute plagiarism.

Whenever in doubt on how to proceed on this issue, please contact your instructor before you submit your comment on a forum or the assignments through a link on Populi. Learning the basis for appropriate academic conduct is an ongoing process, and your instructor will always be willing to assist you.

Humor

Be careful with sarcasm and humor. Not to say never ~a little wit can sometimes work wonders~ but flippant is never welcome, and online communications infamously misinterpret comments thought to be funny. Pay attention to this quirky phenomenon.

Besides, humor is culturally and linguistically bound and many of your classmates may hold different conceptions about humor. In an increasingly multicultural environment at SKSM, cultural sensitivity is necessary when thinking about humor.

Another aspect is that humor heavily relies on language, and for many of your classmates or instructors, English may be their second, third, or even fourth language, thus increasing the possibilities for misunderstandings. Furthermore, many cultures understand terms differently. Therefore, an “innocent” joke in the U.S. may result in an offense to someone from other culture and/or different language.

Communication can be just a little bit harder when studying online. Thus, always resist the urge to flame another class member. Sleep on it before responding to anything that sets you off, because you might see differently when you return. See “[The Core Rules of Netiquette,](http://www.albion.com/netiquette/corerules.html)” <http://www.albion.com/netiquette/corerules.html>. Please use inclusive or gender-neutral language whenever possible.

Respect for the opinion and right of expression of your fellow classmates is mandatory, whether your interaction is face-to-face (synchronic) or online (diachronic). You have all the right to disagree with a classmate or with your instructor. There are ways to politely express your point of view and have a civilized interaction. Be always intentional to state the basis upon which you build of position.

Confidentiality

Related to the compliance with FERPA, please refrain from using classmates' comments (High res and hybrid courses) or Populi discussion postings (online courses) either in your papers or outside the classroom.

We understand Populi discussions to be safe spaces for classmates to freely talk and express personal feelings or ideas. They are not topics for conversation outside the classroom. Please respect your classmates right to keep their comments aimed only to this class.

Assignments

Throughout the semester you are expected to turn in assignments at certain deadlines. Please be mindful that there is a reason for these deadlines. If due to illness, family or job-related issue, you expect to be unable to submit your work by the deadline, please contact your instructor to arrange to make up any lost work. Keep your instructor informed and negotiate about lost work so you can successfully pass your course. Your instructor will not accept all your assignments at once by the last day of the semester, as there are pedagogical goals related to every assignment that only work in the allocated time of submission. Submitting the assignment all your assignments by the last day of instruction instead of submitting them during the semester may result in you failing the course.

Be mindful that SKSM requires submission of assignments through Populi. Email submissions to your instructor may not count as official turning in of your assignments.

Please remember that your instructor also has deadlines for submission of grades. Extensions (incomplete) are granted in exceptional cases, not as a norm. Therefore, please plan ahead for deadlines for the submission of all your assignments. Extensions are not meant for work that should have been turned in during the semester. They only give you extra time to turn in your final course assignment under exceptional circumstances. That implies that if you petition for an extension, your instructor, in consultation with the Academic Dean, can deny your request if the reasons stated for the extension are considered not applicable. The best course of action is that you plan and work on your final course assignment ahead of time.

In the exceptional case that you are granted an extension, you will have three extra weeks to turn in your final course assignment. Your instructor will have until the third Friday after you turn in your final course assignment to submit your final course grade. Then, your incomplete will be changed into the grade submitted by your instructor by the registrar. Failing to submit your final course assignment at the end of the third week of the extension, will automatically turn into an F (fail).

Dropping an Online Course

When you want to drop an online course, you will need to do this through the specific guidelines detailed by the registrar's office. Just stopping attending an online course will not unenroll you. You will still be financially charged for the course. You will also be graded for being absent from the course. To avoid this situation, inform your instructor as soon as you decide to drop an online course and initiate the process through the registrar's office immediately. Please remember that your instructor has no editing privileges in Populi to add you or drop you from a class.

Adding an Online Course

When you want to add an online course, you will need to do this during registration periods (Early/General/Late) on Populi. Your instructor has no editing privileges on Populi to do this.

When you have doubts about the process of registering –or dropping– for online courses, this should be consulted with the SKSM Registrar. There is also a section in this handbook that has especially been written for this purpose. Kindly review and understand the registration policies so you avoid delays in your registration or extra financial charges when dropping an online course.

Course Participation

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

Course Evaluations

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

These evaluations are not submitted anonymously. Direct address is the preferable first method for resolving any disputes or disagreements. Serious concerns about an instructor and/or a course may be directed to the Dean of Faculty in keeping with our Academic or Personal Dispute Policy.

Please email any questions to Coordinator of Academic Programs, kMatsuura@sksm.edu.

Midterm Evaluations

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

Mid-term evaluations are required for all Faculty and Hilda Mason Fellows, who are teaching full-term courses. Copies of previous mid-term evaluations will be kept in the Dean's office for use by the Curriculum Committee.

Final Evaluations

At the end of the term, students are asked to complete the final course evaluations. The purpose of the final course evaluation is for students to provide feedback in relation to the stated course learning goals and to support any necessary adjustments for future possible instances of the course. Course evaluations are required for all Faculty and Hilda Mason Fellows. Faculty and the academic dean will review the final course evaluations. The evaluations are shared with the instructor(s) only after the grades and student evaluations have been completed and finalized.

Grading & Student Evaluations

- Starr King employs **written narrative evaluations rather than letter grades** in order to provide a more thorough and useful evaluation of a student's progress toward course outcomes.
- Letter-grade based evaluations assess student performance based on a comparative system, ranking students best to worse according to one evaluative matrix. Written evaluations provide the instructor and student the opportunity to assess student performance and growth according to a number of matrices on an individual basis, highlighting a student's particular strengths or significant educative transformations.
- If necessary for future academic endeavors, a student may request a letter grade.
- To be clear, **Starr King offers courses based on a Pass/Fail system, not a Letter Grade system.** Again, the instructor should not evaluate a student on whether that student has done enough to pass only but offer a thorough narrative evaluation of that student's work.
- Starr King course instructors provide a written evaluation for all students in their classes each semester. The form is placed in the student personal file on Populi by the Registrar's office. Faculty should also send a copy of the evaluation directly to the students at the end of each course. Please retain copies of your evaluations as you might require them for your Portfolio Conference or other work.

Practices

- If a student fails to achieve sufficient progress towards the learning outcomes as laid out in the course syllabus (covenant), then it is the instructor's prerogative to not give student credit for the course. **Normally the instructor will check in with a student if there is risk of failure. Students may appeal a failure; instructors may or may not deny the appeal.** If there is continued conflict, the Dean of Faculty decides the next stage of mediation.
- Starr King MDiv and MASC students are encouraged to take courses for written evaluations but **may request a letter grade** in addition at the outset of the term. In these cases, the student should present why they are requesting a letter grade and discuss with the instructor. Students should also have this conversation with their advisor.
- Evaluation of a student's overall program of study is assessed at three points using three different mechanisms.
- Students provide an initial assessment of where they are in relationship to the thresholds. The assessment is discussed with their advisor and used to point towards future educational planning. **The advisor will provide guidance on timing of the written assessment but must be on file in the**

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

- At approximately the midpoint of a student's program of study they complete a Mid-Degree Portfolio Conference designed to assess where they are at the stage. See also *Mid-Degree Portfolio Conference* as well as *Mid-Degree Portfolio Conference form* on the Student Forms page on the SKSM website.
- Finally, at the end of a student's program of study, the student petitions the faculty and provides a final assessment of where they are in relationship to the thresholds. The faculty use this assessment and the advisor's input to approve (or disapprove) of the petition. See also [Petition to Graduate](#).

Mid-Degree Portfolio Conference

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

The purpose of the conference is to affirm the student and their work; provide feedback, addressing specific issues and questions and exploring growing edges; provide a time for the student to assess what is needed before graduation; articulate issues on which counsel and consultation are needed; and experience both community support and accountability.

Participants in the conference include five (5) people:

1. Student
2. Student's advisor
3. A SKSM student (peer)
4. A faculty member – **CORE** SKSM faculty. The Coordinator of Academic Programs will assign the faculty member, pending availability and overseeing the equity of faculty workloads.

Students can send in a list of preferred faculty; doing so does not guarantee a faculty member on that list will participate.

5. *A community representative* – someone from outside the school who knows the student and their work.

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

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

What to include in the Portfolio package for each participant:

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

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

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

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

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

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

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

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

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

Contextual Education

An important aspect of student formation is contextual education, which is defined by hands-on

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

The following information provides a broad overview of CPE, field work and field internships. Students are urged to consult the Contextual Education Handbook for more details. It is available for download [here](#).

Clinical Pastoral Education

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

Persons who wish to become board-certified chaplains must complete a minimum 72-credit graduate theological degree and four units of CPE. Only one unit of CPE (equivalent to 10 credits at SKSM) is allowed by the Board of Chaplaincy Certification to fulfill simultaneously the graduate credit requirement and the CPE training requirement. Learn more about certification standards at the [Board of Chaplaincy Certification website](#).

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

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

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

Recent years have seen a proliferation of accrediting and credentialing CPE organizations. It is

important to confer with your religious organization about its requirements concerning CPE accreditation.

Most CPE units occur at agency-accredited centers where both the clinical hours and educational hours are earned on-site. However, many of our students may discover they live at a considerable distance from a CPE center. If that is your situation, you may wish to consider a distance-learning CPE program in which the educational hours are earned online, and the clinical hours are earned at an approved setting that is conveniently located near you. Please contact the Director of Contextual Education for more information about distance-learning CPE.

Steps to CPE Enrollment with SKSM

Interested students should:

- Discuss with their advisor if they are ready for the experience and when in the course of their studies CPE can be sustainably engaged (a particular semester or during the summer).
- Check all the information on CPE offered by the SKSM Student Handbook and Contextual Education Handbook as well as other materials available from the Director of Contextual Education.
- Check the agency sites for updated lists of training centers. Additional announcements regarding CPE programs are posted regularly through SKSM media channels.
- Apply for programs.
- Communicate with Dr. Schelin and your advisor when you receive a supervisor's acceptance letter and decide to enroll in that particular program.
- During a given term, register for the CPE course under Dr. Schelin's name: PC-4000 –Please contact Dr. Schelin to confirm you are registering for the right number of credits.
- Send your CPE supervisor's evaluation to Dr. Schelin by last day of term.
- Please share your CPE evaluation with your advisor and discuss it at your next advising meeting

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

If the CPE unit will conclude within the three weeks subsequent to the end of term, you must submit a Petition for Incomplete and then the evaluation upon receipt.

- If the CPE unit extends more broadly across two terms, you may opt to register for credit only in the latter term, OR;

- Split the credit across the two semesters. In this case, in order to process the credits at the end of the first semester the CPE supervisor needs to provide either a midterm evaluation or an alternative statement about satisfactory work. The final evaluation can be presented in the second semester.

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

More detailed information can be found in the SKSM Contextual Education Handbook.

Requirements for Clinical Chaplaincy

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

1. Bachelor's degree from an accredited college or university.
2. Master's degree in divinity/theological studies from an accredited institution, with a minimum of 48 earned credit hours for associate chaplains and 72 credit hours for board-certified chaplains, OR an approved equivalency.
3. Current ordination, commissioning, or similar standing granted by an authorizing religious body.
4. Current endorsement for chaplaincy by one's faith tradition.
5. A minimum of either two CPE units (associate chaplains) or four CPE units (board-certified chaplains).
6. A minimum of 2,000 hours of work experience beyond the attainment of CPE units.

An alternative credentialing organization, the College of Pastoral Supervision and Psychotherapy, shares requirements 1, 2, 4 and 5 and adds the requirement of membership in a CPSP chapter. Students may also explore the credentialing processes of the Center for Spiritual Care and Pastoral Formation. This brief summary should not substitute for a student's own in-depth research into chaplaincy training. For more information, visit the websites for these credentialing agencies.

Field Work and Internships

Field education entails intentionally reflective, supervised work, conducted in a congregational/agency setting or independently by the student as a special project. Field education is strongly encouraged, but not required for the MDiv degree. MASC students must fulfill an internship requirement to receive their diploma. Unitarian Universalist students seeking ordination must complete an internship approved

and overseen by the Ministerial Fellowship Committee, which they may pursue as part of their course of study or upon graduation from Starr King.

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

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

Field Work is a less-structured field education experience involving a schedule of less than 20 average hours per week or 200 hours total. Examples of field work include volunteering for a non-profit, teaching a class over several weeks or serving on a committee. The field work student must benefit from the oversight of a mentor, but weekly, formal meetings are not required.

Internship is a field education experience that entails 15-40 hours per week on task, or 200-400 hours total. Internship also includes weekly formal supervision at the site and registration in a reflection class offered by SKSM. There are two Intern Reflection classes. One is designed for those working in a congregational setting (with Rev. Tera Landers), and one is for those working in a community institution (with Tyson Casey). Please see course descriptions online. These courses are available only in the Fall and Spring semesters.

Steps to Field Work/Internship Enrollment with SKSM

Students should:

1. Discuss desires and opportunities with their advisor and consult as to the feasibility of conducting field education at this point in their academic career.
2. Discuss desires and opportunities with Rev. Dr. Christopher Schelin, Director of Contextual Education, in the case of community field work/internships, or with Rev. Tera Landers, in the case of congregational field work/internships. At this point students can determine if they will propose a new field education setting or seek to engage an established setting.
3. Submit a [Field Education Proposal Form](#) to either Dr. Schelin or Rev. Landers, detailing the nature of the work to be done, listing tentative learning goals, and providing a resumé/bio of the intended mentor supervisor if this is the first time this person is serving in such a capacity. All mentor’s supervisors must be approved by SKSM.
4. Register for field work or internship during the appropriate term’s registration period

5. Submit the learning agreement within two weeks of the start of the semester.
6. Submit the midterm evaluation before Reading Week or at the designated midpoint of a summer assignment.
7. Submit the final evaluation by the end of semester for a grade to be issued. No credit will be granted without an evaluation and it is the responsibility of the student, not the supervisor, to ensure that evaluations are submitted on time.
8. If you are interested in Field Work during the Summer, please consult with Rev. Dr. Christopher Schelin or Rev. Tera Landers before the end of the Spring semester.

Guidelines & Advice for Students Seeking Ministerial Fellowship with the UUA

According to the UUA's requirements, an Aspirant seeking to reach Candidate status must submit a copy of a final evaluation for a CPE/field education unit to the Ministerial Credentialing Office. All SKSM field education courses qualify for the necessary experience to meet this requirement.

Any Candidate seeking Preliminary Fellowship through the Ministerial Fellowship Committee must complete either a full-time, nine-month internship or a part-time, eighteen-month internship. Please consult Rule 12 of the MFC Rules for further information.

As stated in the UUA's requirements, Candidates seeking Preliminary Fellowship must have completed one unit of CPE. It is highly recommended that an aspiring minister complete this requirement before meeting with the Ministerial Fellowship Committee. The MFC may grant a CPE equivalency should the candidate demonstrate relevant experience and provide references.

Please contact the Ministerial Credentialing Director for further information. The St. Lawrence Foundation has limited funds available to offset the costs of the CPE stipend. For more information, please go to: <http://www.nyscu.org/SLFTE/>

Our advice for you:

1. Much of what you get out of CPE depends on the quality of the supervisor. Make sure you pick an established program with a supervisor with a good reputation. Ask around about the supervisor, and make sure you feel comfortable with them before choosing a program.
2. Although the UUA will sometimes approve CPEs without recognized accreditation, we recommend against this. These programs can be uneven in quality, and can be cancelled on short notice, leaving you without options.
3. Be sure you discuss with your advisor your readiness for CPE. CPE is an intense and rich learning opportunity; you want to do this in the right place in your ministerial formation for maximum benefit.

4. Be sure to take your CPE supervisor's feedback seriously and discuss it with your advisor and other mentors.

Further Resources

An excellent FAQ for students: <https://acpe.edu/education/cpe-students>

SKSM Video Introduction to CPE with Rev. Dr. Peter Yuichi Clark (in 10 parts):
<http://www.youtube.com/watch?v=ZZDAL1LwkJ8>

Contextual Education Deadlines

Fall 2024

Learning Agreements (Field Work & Internships): September 17

Mid-term Evaluations (Field Work & Internships): October 18

Final Evaluations (Field Work & Internships): December 16

Copies of Supervisor Evaluations (CPE): December 16

Submission of Incomplete Work: January 6

January Intersession

If registering for credit for ongoing CPE or Field Work in January please submit evaluation by February 7

Spring 2025

Learning Agreements (Field Work & Internships): February 10

Mid-term Evaluations (Field Work & Internships): March 14

Final Evaluations (Field Work & Internships): May 12

Copies of Supervisor Evaluation (CPE): May 12

Submission of Incomplete Work: May 30

Maintaining Proper Paperwork

- All the requisite field education forms (proposal form, learning agreements, and midterm and final evaluations) are available at the Student Forms web page:
<https://www.sksm.edu/resources/student-forms/>.
- If you cannot submit your final evaluation on time, you must file a Petition for Incomplete form by the end of term instead (Forms available at <http://www.sksm.edu/resources/student-forms/>).
- All forms must be completed in full. E-signatures are accepted provided assent by all parties is verified.

Please file the appropriate paperwork for your field education category. Field work and field internship experiences, as well as congregational and community settings, are distinct and have separate forms.

SKSM Library Resources

Digital Theological Library 2

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

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

HOW TO LOG IN

1. Go to <https://dtl2.libguides.com>
2. Browse for an item in one of the menus at the bottom of the page or enter a term in the search box.
3. Users can browse without logging in. You will be prompted to log in upon selecting a specific resource. You will see a blue button with text such as “View full text” or “Access e-book.”
4. When you click on that button, it opens a SSO login page. Please select “Starr King School for the Ministry” from the dropdown list for schools. Enter your Populi password.
5. Once you are logged in, you will remain so during your current browser session.

Additional resources:

[Adobe PDF Reader](#)

[Read Aloud - ProQuest EBook Central](#)

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

Reference Librarian

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

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

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

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

The Wilbur Collection and UUA Resources:

Starr King holds a special collection of books dating from the radical reformation (16th century) forward that documents the history of Unitarianism in its intellectual context. Starr King also retains a variety of Unitarian Universalist Association resources, books from the Ministerial Fellowship Committee's reading list, newsletters from congregations, UU organizations and more. Finally, our collection includes a set of worship resources. *Please, consult Director of Operations Teresa Joye (tjoye@sksm.edu) for questions on these materials.*

Academic Policies

Statement on Academic Integrity and Misconduct

(accepted by SKSM Faculty, 12/12/2017)

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

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

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

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

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

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

1. Completion of Assignments: Any work submitted should reflect work that you completed according to the specific assignment provided by your instructor. If you are unclear about expectations related an assignment or written work, ask your instructor. Sometimes topics and work overlap in more than one course, or you may wish to expand upon your previous thinking and writing. Request permission from your instructor to re-use material from another course in their course.
2. Attribution: All written work must use proper attribution, meaning that you have identified the source, words and ideas that you reproduce, paraphrase (summarize) or otherwise, use in your assignment or to develop your thinking. This includes drafts and homework assignments. Individual instructors may have their own requirements for the citation styles; for reference, there are multiple resources available online (such as the Purdue OWL writing lab).

3. **Collaboration**: Collaboration and dialogue with other students are helpful as you study for your courses. However, do not collaborate with other students on a specific assignment unless you have been given permission or instructed to do so. If you collaborate with another student on an assignment, decide with your collaborators how you will cite shared or individual contributions. Leave significant room for listening and reflection.

Academic Conduct

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

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

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

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

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

Policy on Plagiarism

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

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

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

SKSM Consequences of Plagiarism

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

Satisfactory Academic Progress (SAP)

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

The standards of the HEA apply to all students. Federal standards require that SKSM measures be quantitative as well as qualitative and include certification of completion of work within expected time frames. Academic Standing: Satisfactory Academic Progress brings to light problems with the quality of a students' work and/or their pace in the program. Slow progress, numerous extensions, failed grades, and/or unethical professional and personal practices, failure to meet with one's advisor and attend to one's spiritual growth as suggested by faculty are examples of unsatisfactory progress, all affecting students' standing in their program.

A. Satisfactory Academic Progress: General Policies

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

- A minimum of 70% of Ps (passed courses) and positive narrative evaluations for all completed courses, measured cumulatively.
- Any incomplete coursework must be completed by the deadline stipulated by the faculty for the course.
- Full time students are expected to complete a minimum of nine (9.0) or more credit hours each semester.
- Part time students are expected to complete a minimum of six (6.0) credit hours each semester.
- Students must successfully complete a minimum of 67% (two-thirds) of cumulative units attempted (attempted units are units for which a tuition charge was incurred). This is referred to as pace and is measured annually on a cumulative basis. Transfer hours accepted toward the student's degree requirements are included as credits attempted/earned.
- Students must complete their degree within 150% of the published length of their degree program. Time frame is evaluated by the number of credit hours attempted. For example, if your degree requires 90 credit hours to graduate, a student could not receive financial aid beyond 135 attempted credit hours (including transfer credits).

Maximum Time Frame for Completion of Degree

Degree	Required Units	Maximum Attempted Units
Master of Divinity (MDiv)	90	135
Master of Arts in Social Change (MASC)	48	72

Certificate Programs	12	18
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- The maximum time frame calculations do not include semesters or years a student is on a leave of absence or not an active student. Nor does it include attempted course credits from withdrawn courses that were dropped during the designated add/drop periods.
- SAP reviews include an evaluation of all the criteria above and are submitted annually by the Registrar to the Financial Aid Administrator, the Dean of Students, and the Dean of Faculty. The Academic Advisor of any student who has failed to meet SAP will also be notified. The annual review is conducted after grades have been entered for the Spring semester. Additionally, an interim SAP progress check is completed at the end of all other academic terms and is submitted to the Dean of Students and Dean of Faculty. The report provides timely notification of satisfactory academic progress and potential deficiencies so that appropriate advising and guidance can be given to students. Also, all active students have a personal login credential which authorizes them to access their academic file, transcripts, academic progress history, and other important information in our database system, at any time during their enrollment.
- The interim progress check may indicate that certain students are not on track to meet SAP for the academic year because they fail to meet the minimum requirement of 70% Ps (passed courses) and/or 67% completed courses. The Dean of Students or Dean of Faculty will notify any student's Academic Advisor. The Advisor will then contact the student to discuss the deficiency and potential adjustments to the course of study. The student will remain eligible for financial aid in the subsequent term(s) but will be subject to the loss of financial aid if they fail to meet SAP at the end of the academic year. Please see SAP Procedures below for further information.
- A term or semester is defined as the following academic periods: Spring (which includes courses taken during the January Intersession), Summer, Fall.

B. Satisfactory Academic Progress Procedures

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

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

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

C. SAP Appeal

Process for an Adverse SAP Decision:

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

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

students can ask their advisor to write a memo of support for the revised plan. The Dean of Students will consult with the core faculty and render a decision about the appeal in writing by email within 30 days of the date of the appeal.

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

SAP Probation:

- A student will be placed on financial aid SAP probation for the semester if a SAP appeal is approved. The student is eligible for financial aid while on probation. Failure to attain the required % of P's (Passed courses) and/or cumulative completed credits percentage at the end of the semester will result in an adverse SAP determination and the student will not be eligible for financial aid for the following term. If the student does not attain the required % of P's (Passed courses) and/or cumulative completed credits percentage, but successfully follows the academic plan submitted with the SAP appeal, the student may submit a follow-up appeal showing they have met the terms of the academic plan. If granted the appeal, the probationary period will continue for the following semester. Follow-up appeals will be evaluated closely and may result in denial if not fully substantiated. A student may be dismissed from the program, by vote of the core faculty, if they do not make Satisfactory Academic Progress for two consecutive terms.

Readmittance Following Dismissal:

- A student who does not complete an appeal or whose appeal is denied will be dismissed from the program. A student can apply to re-enter the program after 1 academic year. The decision to re-admit a dismissed student is by vote of the core faculty. If a student is granted readmittance they will be placed on academic probation for one semester. The student must meet SAP and/or the conditions of an Academic Plan after the probationary term. If the student does not meet SAP and/or the conditions of an Academic Plan, they will be dismissed permanently.

SAP Extensions:

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

D. Grading and Credit Definitions

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

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

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

A= Pass /GPA 4.0

B= Pass/GPA 3.0

C= Pass/GPA 2.0

Any grade below a C= No Pass/GPA 0

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

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

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

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

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

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

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

Credit Hour Policy

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

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

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

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

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

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

Tuition, Fees, & Financial Aid



A Message from the Business Office

The Business Office is committed to providing professional assistance to students, faculty, staff and third-party agencies. We strive to offer the best possible service consistent with policies and regulations.

We handle all aspects of student accounts. This includes processing payments and credits, billing tuition and fees, and processing miscellaneous charges and account adjustments.

The Business Office partners with **Financial Aid Solutions** for all processes related to federal financial aid. Financial Aid forms required for the processing of federal financial aid requests can be found on our website (<https://www.sksm.edu/admissions/financial-aid/>). Financial Aid Solutions stand ready to assist you in any way necessary. If you have any questions, please contact the SKSM Financial Aid Office at (510) 859-4611 or financialaid@sksm.edu.

We welcome your feedback and are always looking for ways to improve our support to you.

Your primary contact is Owais Qureshi (oqureshi@sksm.edu). He is available for phone appointments Monday-Thursday, 9:00 a.m.-12:00 p.m. or 2:00-3:00 p.m PT.

Financial aid information will be available in the business office as well as on our website.

Tuition and Fees

MDiv and MASC Tuition

Starr King charges tuition on a per credit basis. The current tuition is \$925/credit. The credit charge is reviewed every year and is subject to change.

Students will be billed each semester at the rate of \$925 per credit for the number of credits taken that semester. Should you add or drop a course, your adjusted billing will reflect these changes. There are three semesters per year: 1) Summer Semester, 2) Fall Semester, and 3) Spring-Intersession Semester. For each degree program there is a cap on credits after which a continuing fee may apply.

Certificate Tuition

Starr King's certificate programs are open to Special Students and to Degree Students. The certificate

programs require the completion of 12 credits. Special Students who enroll in a certificate program pay the per-credit tuition for each course they take. Per-credit tuition is set annually and may increase in subsequent years.

Per-credit tuition for 2024-2025: **\$925 per credit**

Tuition for a 3-credit course: **\$2,775**

Fee for a 1.5 credit course: **\$1,387.50**

Special Student Tuition

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

Special Students pay the standard per-credit fee for courses.

SKSM Alumni

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

Partners of Current Degree Students and Faculty

Partners of the current degree students will be charged a \$500 flat fee per course. The spouse is limited to one course per year if there is space in the course and the instructor approves. Please note this applies only to SKSM courses.

Student Body Fees

This is a friendly reminder that there will be Student Body Fees automatically charged to your Student Account for each of the principal semesters (Fall and Spring/Intersession) in the amount of \$20.00 per semester (\$40.00 over full academic year).

If there are any questions about the fees, please contact your Student Body Leadership and they will be more than happy to discuss their activities and goals for the upcoming academic year.

Obtaining Course Texts

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

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

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

Billing

Tuition is due by the first day of classes for each principal term (Summer, Fall and Spring/ Intersession Semesters), or when federal loans are disbursed.

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

Credit Card, Check, Cash, E-Check, and Money Order Payments

- Online through Populi by credit card
- By mailing check or money order (made payable to: **Starr King School for the Ministry**, 414 13th Street, Suite 700, Oakland, CA 94612. Please contact Owais Qureshi if you have questions or concerns regarding payments.

- No credit cards accepted in person.

Staying Current with Your Payment Plan

Students must be current with their Payment Plan to register each semester. If a student falls behind on their payment plan, an automatic block will be placed on their registration. If this occurs, the student should immediately contact the Student Accounts Manager (Owais Qureshi) to arrange to satisfy the terms of their payment plan or agree to an adjusted plan. The Student Accounts Manager is authorized to remove the block when satisfied that payment is current or when agreement is reached for an adjusted payment plan.

Summer Personalized Payment Plan

Continuing M.Div. and MASC students lacking access to Federal Student Loans until the fall of an academic year, and who have difficulty paying the per-credit tuition for Summer courses, may set up a *Personalized Payment Plan* with SKSM. Please contact Owais Qureshi (oqureshi@sksm.edu) to set up your Personalized Payment Plan.

Fees for Outside Educational Opportunities

Starr King students may choose to engage in courses, workshops, conferences, educational opportunities and professional growth activities offered outside of SKSM. These opportunities may be as varied as spiritual direction, therapy, workshops, conferences, denominational events, or concurrent enrollment through other seminaries, universities, and graduate institutes. Work done through these opportunities can be adapted for credit using the SKIL process. Credit will be assigned and per-credit tuition applied based on the time committed to the specific opportunity.

Students are responsible for any fees charged by organizations and individuals outside of SKSM. However, MDIV, MASC, and joint MDIV/MASC students may apply for a Starr King “Personal Growth and Learning Expense” to assist with the cost of these learning and growth opportunities, provided the opportunities are an integral part of their Personalized Educational Plan and advance their progress in meeting the degree requirements for their SKSM degree. Personal Growth and Learning Expense applications are available in the Forms section of the SKSM website.

Tuition Refund Policy

If a student withdraws or is dismissed by the faculty from a Starr King degree program during any term of instruction, (Summer, Fall, Intersession, or Spring), they may be eligible for a refund of tuition they have paid that term. The Student Accounts Manager will calculate any tuition refund owed to the student based on the withdrawal date as follows.

For semester-length courses (10+ weeks):

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

**For Oregon residents: During 3rd-8th week of classes: 50% of tuition paid that term. After the 8th week: no refund.*

***For Washington residents: After the 5th week: no refund*

For intensive and intermediate-length courses:

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

Unpaid Tuition Policy

Tuition Deadlines

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

Unpaid Balances

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

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

Concerns and Complaints

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 2535 Capital Oak Drive Suite 400 – Sacramento, CA 95833 or www.bppe.ca.gov/enforcement/complaint.shtml
Tel: 916.431.6959 – Fax: 916.263.1897

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

Financial Aid

Starr King offers several forms of financial aid for degree candidates. Financial Aid is awarded in the form of Starr King Institutional Tuition Scholarships, student loans, work study, or a combination of the three. Financial aid is granted on a year-to-year basis, with reapplication and review each year. Eligibility is based on information provided on a student's application for financial aid and on Satisfactory Academic Progress. The federal government requires that institutions of higher education establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress and the school must have a policy for monitoring progress. Federal regulations require that the Satisfactory Academic Progress (SAP) policy include quantitative and qualitative measure and certification of the completion of work within a maximum time frame. Satisfactory

Academic Progress must be maintained in order for a student to retain eligibility for institutional and federal financial aid.

In planning the pacing of your program of study, it is important to keep in mind that if you are making use of student loans you must abide by federal regulations that require a minimum number of credits each principal term.

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

All students are encouraged to apply for financial aid. Starr King School for the Ministry does not discriminate on the basis of race, color, national or ethnic origin, religious affiliation, age, gender, gender identity, sexual orientation, or disability in administering its financial aid programs.

Application Forms and Deadlines

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

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

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

SKSM Institutional Financial Aid Application Deadlines:

For the 2024-2025 Academic Year, deadlines are:

April 1, 2024 (priority)

May 1, 2024 (new students)

Federal Direct Loans

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

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

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

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

Procedures for Receiving Federal Loan Proceeds

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

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

Deferment of Prior Student Loans

To defer prior student loans, students must be enrolled at least half-time (6 credits). SKSM submits current enrollment information to the National Student Loan Clearinghouse each term. This information is accessible to major lenders and loan servicers but there is a time lag in reporting. Servicers may not receive updated enrollment information until mid-semester. Perkins loans typically require the completion of a deferment form, available from the school that issued the Perkins loan. If you have outstanding federal student loans, to ensure your loan servicer is aware of your current status, be sure to respond to any mail directed from your lender/servicer. It is your responsibility to verify deferment procedures with your servicer(s) and to comply with your servicer(s) deadlines to avoid defaulting on your loans. Likewise, it is your responsibility to give the appropriate deferment forms to the Registrar in a timely manner, along with an appropriately addressed mailing envelope for each form. Deferment forms are available from the SKSM Financial Aid Office: financialaid@sksm.edu.

Reporting Outside Resources

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

be adjusted to account for additional assistance that is received.

Veterans Administration Benefits

SKSM degree programs are approved by the California State Approving Agency for Veterans Education (CSAAVE) for payment of educational benefits to those veterans and dependents that are determined eligible by the Veteran's Administration. SKSM certificate programs are *not* approved for VA benefits.

Students wishing to receive VA benefits should contact financialaid@sksm.edu at or before the time of registration to complete the necessary paperwork.

Students with previous graduate level coursework/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veteran's Affairs shall be notified. (Note: All prior graduate level coursework and training will be evaluated.) Upon completion of the course of study a degree will be conferred.

Students receiving VA educational benefits must be mindful of the maximum amount of tuition and fees that will be covered by the VA per academic year. Please refer to current rates as stated on [this web page](#).

Veterans Benefits and Transition Act of 2018

Starr King School for the Ministry will adhere to the requirements of and comply with the Veterans Benefits and Transition Act of 2018, specifically S2248 PL 115-407 Section 103. Starr King permits any covered individual utilizing VA Chapter 31 or 33 to attend or participate in their course of education during the period beginning on the date on which the individual provides a certificate of eligibility for entitlement to educational assistance.

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

Federal Work-Study Program

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

Using a statutory formula, the US Department of Education allocates funds based on the institution’s previous funding level and the aggregate need of eligible students in attendance in the prior year. Through the FWS program, the federal government pays a portion of the student’s salary while the institution or off-campus organization the remainder. Institutions are required by federal law to use at least seven percent (7%) of its overall allocation to support students working in community service jobs with at least one student employed as a reading tutor for children in a reading tutoring project or performing family literacy activities, that may include: reading tutors for preschool age or elementary school children; mathematics tutors for students enrolled in elementary school through ninth grade; literacy tutors in a family literacy project; or emergency preparedness and response. To further encourage schools to employ FWS students in these positions and as mathematics tutors, FWS regulations authorize a 100% federal share of FWS wages.

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

Students may be employed by the institution itself, or a private non-profit organization with a literacy focus. Students provide essential support for many departments across campus. Augmenting the school’s workforce, however, is not the purpose of the program and federal regulations state that work-study employees must not displace regular employees. Students may be employed to work in certain services that the school may contract, such as food service, cleaning, maintenance and security. Having a student serve as a teaching or research assistant to a professor is appropriate, as long as the work is in line with the professor’s official duties and is considered work for the school itself. Although students may be employed through the program and work for academic departments and faculty, students cannot earn academic credit for FWS positions. Students cannot be paid for receiving

instruction in a classroom, or other academic settings such as internships, practicums, or field education.

To be eligible for FWS, students must:

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

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

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

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

Applying for Federal Work-Study

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

Students must also submit a resume to admissions@sksm.edu along with their availability for the upcoming semester.

Determination of Federal Work-Study Awards

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

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

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

Financial Aid Notice of Award

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

Accepting Work-Study and Acquiring Employment

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

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

Before Beginning Employment

A student must obtain approval from Financial Aid and Human Resources and complete all requisite paperwork by submitting a **Federal Work-Study Student Authorization** and a copy of their current job description to the Financial Aid Office and complete requisite employment documentation which includes IRS Form W-4 and INS Form I-9 with a Human Resources representative. Hours worked

before a position is authorized for work-study will not be compensated under the program.

Scheduling and Attendance

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

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

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

Earnings

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

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

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

Example: $\$5,000 \div \$17/\text{hour} = 294$ total hours to work.

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

Timesheets

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

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

Cultivating a Positive Work Experience

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

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

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

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

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

General Policies Guiding the SKSM Financial Aid Office

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

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

Return of Title IV Funds Policy

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

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

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

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

This policy is based on 34 CFR, Section 668.22 of Title IV of the Higher Education Act of 1965, as amended. Further details are available by consulting directly with staff at FA Solutions.

Scholarships

SKSM Institutional Tuition Scholarships (ITSAs)

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

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

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

1. File the **Free Application for Federal Student Aid (FAFSA)** with the federal processor online at www.fafsa.gov. Please note the following:
2. The SKSM federal school code is G04080
3. For financial aid during the 2024-2025 academic year, submit the 2024-2025 FAFSA using 2022 tax records. You can submit your FAFSA from October 1, 2023 through June 30, 2024. For financial aid during the 2025-2026 academic year, submit the 2025-2026 FAFSA using 2023 tax records. You can submit your FAFSA from October 1, 2024 through June 30, 2025.
4. If you have not yet filed a federal income tax return, use estimated information; then update the information once you complete your taxes.
 - a) Complete the online Starr King Institutional Scholarship Application at https://sksm.populiweb.com/router/admissions/onlineapplications/index?application_form=28436 starting February 15, 2025. You will need to login to Populi to complete the application with your student credentials.

The table below shows the expected timelines for the Starr King Institutional Scholarships for the 2024-2025 academic year. If you would like for your financial need to be taken into account by the scholarship committee, please plan to have your FAFSA completed by **March 15, 2025**, along with your SKSM Institutional Scholarship Application.

Please note that the funding deadline for the **2024-2025** academic year will be **April 1, 2024**.

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

Deadlines and Events	For the 25-26 Academic Year
Scholarship Application Opens	2/15/2025
Priority Funding Deadline for New Students	3/15/2025
Final Funding Deadline for Returning Students	4/1/2025
Award Letters Go Out	5/1/2025 – 5/31/2025
Application Deadline for New Students*	5/1/2025
*New students who apply after May 1 will have no eligibility for scholarship funding but will remain eligible for student loans and grants. These students may apply for scholarship in future years at SKSM.	
Deadlines and Events	For the 24-25 Academic Year
Incoming Spring Cohort Student Applications (priority)	10/31/2025
Final Deadline for Spring Scholarship Applications (Incoming)	01/07/2025
Additional Returning Student Scholarship Deadline *	02/01/2025

*If additional scholarship funds remain, returning students can apply for additional scholarship assistance for Spring 2025 semester.

Starr King Institutional Tuition Scholarships - Donor List

Starr King Institutional Tuition Scholarships are funded through annual gifts given by friends of the School and through endowed scholarship funds. The endowed scholarship funds have been established in honor of beloved mentors and forebears. In making awards, the Scholarship Committee endeavors to match recipients with the interests and commitments of those honored.

The Josiah and Laile Bartlett Tuition Scholarship honors the memory of Josiah Bartlett, Starr King’s former dean and president (during the 1950s and 1960s) and Laile Bartlett, sociologist of religion. As

partners in ministry and life the Bartletts shaped Starr King's progressive educational values and practices still in evidence today including personalized programs of study, student-centered learning, student involvement in governance of the School, and the creative interaction of religion and the arts. After serving as Starr King's president, Dr. Bartlett pioneered the creation of the Unitarian Universalist interim ministry program.

The William Smythe Boyd, III Tuition Scholarship was established by Miriam Boyd Gray in 1948 in memory of her father for the "education and training of men in the ministry."

The Cutten Family Tuition Scholarship was established in 2006 by Merrit Cutten to honor his parents and the legacy of ministerial leadership his family experienced as members of the First Unitarian Society of San Francisco.

The Mark DeWolfe Tuition Scholarship honors the memory of Mark DeWolfe, a 1981 Starr King graduate who died from AIDS shortly after graduation. His parents began the endowed scholarship.

The Aron and Eve Gilmartin Tuition Scholarship established in 1989 by members of the Mt. Diablo Unitarian Universalist Church honors the memory of Eve Gilmartin who served as an active lay leader for many years and Aron Gilmartin who served a lifetime in the UU ministry and was an inspiring exemplar of religious leadership for racial equality and social justice.

The Raymond and Betty Goodman Tuition Scholarship was established in 2004 by Dr. Ray Goodman, a devoted Unitarian Universalist, who notes, "I would not have been able to attend college and medical school without such aid and consider it a gift to myself to be able to do this for others."

The Arnold and Ariel Grace Tuition Scholarship, was established by William A. Grace to honor his parents. Arnold Grace attended Wentworth Institute, was a WWII Army veteran, and worked at George Junior Republic as a plant engineer for 48 years. The award is for returning 2nd through 4th year students.

The Gail Hamaker Tuition Scholarship was established in 1987 by her family for a ministerial student with financial need who is interested in some aspect of women and religion.

The J. Henry Hanhisalo Tuition Scholarship is for a student with financial need who wishes to incorporate music into their ministry. It honors the memory of Rev. Hanhisalo, a Universalist minister of Finish descent who served in New England.

The David and Norma Lewis Tuition Scholarship provides full tuition for as many students as possible. David Lewis was a former Board member of SKSM. David and his wife Norma were committed to giving back as generously as they could in their life and beyond, including to the UUA, UUSC,

UUCMP, and Starr King. “Our father’s spirit of generosity stemmed from his sense of ethics and justice,” his three children described. “There is no better memorial to Dave and Norma Lewis,” his children wrote, “than to offer assistance to students to pursue their dream of an education which allows them to work for social and economic justice – to counter oppressions and create just communities.”

The Charles and Hilda Mason Tuition Scholarships, established by a bequest from the Masons, are awarded in honor of Charles and Hilda, members of All Souls Unitarian Church in Washington D.C. who were leaders in civil rights, social justice work, grass-roots education, black empowerment, and more. Hilda Mason served as a trustee of Starr King School and was renowned for her bold leadership as a member of the City Council for the District of Columbia.

The Gordon and Phyllis McKeeman Tuition Scholarship was established in 2002 for a student with a particular interest in Universalism who plans to enter parish ministry. The Rev. McKeeman served churches in Ohio and Massachusetts, then served as President of Starr King from 1983-88. Phyllis McKeeman has been active in UU church life and leadership for decades.

The Rosamond Reynolds Tuition Scholarships are awarded in memory of Roz Reynolds, artist, friend and mentor to many Starr King students. She served as a trustee of Starr King and led the 1980’s campaign to establish the Aurelia Henry Reinhardt endowed professorship to secure a feminist voice and presence on Starr King’s faculty.

The Harry B. Scholefield Tuition Scholarship honors the memory of Rev. Harry Scholefield, minister emeritus of the First Unitarian Church of San Francisco which he served from 1957-1973. Beloved mentor, he taught many ministers and ministerial students to memorize poetry as a spiritual practice. Rev. Scholefield was active in civil rights and peace movements; he received the Adin Ballou Grassroots Peace Award from the UU Peace Fellowship in 1986.

The Jacob Trapp Tuition Scholarship is awarded in memory of Jacob Trapp, who graduated from the Pacific Unitarian School (now Starr King) in 1929 and served for a lifetime in the Unitarian Universalist ministry. Author of many hymns, and a down-to-earth explorer of prayer, meditation and the mystical aspect of the religious, Jacob Trapp has been acknowledged as one of the principal contributors to the creative evolution of UU liturgy.

The John Weston Endowed Fund for Humanist Studies was established in 2019 by a gift from Rev. John H. Weston. Its purpose is to promote the study of humanism, including its history within Unitarian Universalism and the wider world, and the continuing role it can play in contemporary congregations.

SKSM Institutional Merit and Incentive Scholarships – Donor List

Starr King offers a number of Merit and Incentive Scholarships to students who show special promise based on their academic record, achievements as activists or religious leaders, or their distinctive commitments, religious affiliation and/or goals, or who meet specific criteria.

The John Buehrens Scholarship is awarded as a merit grant by the President of Starr King to an entering student with financial need who is judged to have “the highest academic achievement and intellectual promise, as well as outstanding potential for effective ministry.” In addition, the UUA selects a second or third year student to receive the second Buehrens scholarship. (While the entering student recipient of this scholarship is selected by the president of SKSM, funding comes from the endowment at the UUA. The funds will arrive as a check directly to the student recipient from the UUA with half of the funds in the fall semester and half in the spring semester.)

The Olympia Brown Scholarships are awarded as incentive grants to students who advance Starr King’s commitment to theological education that engages underrepresented constituencies and historically marginalized groups. Olympia Brown was the first woman ordained to the Universalist ministry and one of the earliest women ministers in the U.S.

The Earl K. Holt III Scholarship is awarded as a merit grant to a single recipient, with a strong commitment to parish ministry, and hopefully with a particular interest in Unitarian history and the Puritan-congregational tradition.

The St. Lawrence Tuition Scholarships are funded by a gift from the St. Lawrence Foundation to provide financial aid to two students annually who are in candidate status for Unitarian Universalist ministry.

The Balazs Scholarship provides tuition and living expenses to enable a Unitarian minister from Transylvania to study for a year at Starr King. The Balazs scholar is selected by the Unitarian Church in Transylvania. The Balazs Committee supports the Balazs scholar and also arranges, as funds are available, for Starr King Students to do field work in Transylvania.

The Hilda and Charles Mason Teaching Fellowships are awarded to students who have submitted a proposal that has been approved by the Curriculum Committee to teach a course at Starr King, in a congregation, or in the community.

SKSM Hilda Mason Teaching Fellows

For many decades—at least since the 1970’s—Starr King degree students, under the auspices of the Curriculum Committee and the faculty, have taught courses at the school. The School views such practice teaching as an integral aspect of graduate theological education, in keeping with the understanding that professional education appropriately involves supervised practice of the profession. The Curriculum Committee accepts proposals for Hilda Mason Fellowships in September of each year. Students apply to teach a course in a community setting or at Starr King, either independently or in collaboration with a faculty member. The application must include an outline syllabus, teaching philosophy statement, and a description of the context and timeframe for the course.

The Fellowship is endowed by Hilda and Charles Mason, and is named in honor of Hilda Mason, recipient of an honorary doctorate from Starr King School for the Ministry, and former trustee of the school, the Honorable Hilda Mason (1916-2007), teacher, civil rights activist and city council member, was a prominent leader in Washington, D.C.

UUA Scholarships for Unitarian Universalist Seminarians

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

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

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

Other scholarships funded by UU organizations include:

St. Lawrence Foundation CPE Grants

The St. Lawrence Foundation for Theological Education seeks to aid students in aspirant or candidate status with the Unitarian Universalist Association by offering stipends to pay up to \$750 tuition for the UUA required one unit of Clinical Pastoral Education at an accredited CPE center. The Foundation will send the tuition payment directly to the CPE Center. Therefore, students who submit this

application must be committed to taking CPE at the center named and, in the timeframe, specified. A post-grant report will be required from the student.

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

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

The Marjorie Bowens-Wheatley Scholarship

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

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

UUA Program Assistance Grant for Career Assessment

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

Other Outside Scholarships

In addition to the types of aid listed above, students are advised to seek financial support from outside sources, such as savings, support from friends and family, aid from churches or denominations, and grants or scholarships from outside organizations.

Point Foundation Scholarships

[Point Foundation](#) provides scholarships to LGBTQ students enrolled for undergraduate or graduate studies in the United States. The *Flagship Scholarship* is open to any LGBTQ-identified person, while the *BIPOC Scholarship* is open to those who are also Black, Indigenous, or Persons of Color. The Flagship Scholarship application period is in the fall, while the BIPOC Scholarship application period is in the spring. Visit the Point Foundation website for further details.

Non-Tuition Aid

Emergency Loans

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

SKSM Personal Growth & Learning Grants

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

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

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

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

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

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

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

SKSM Relief Fund

The SKSM Relief Fund provides support to community members (students, graduates, faculty, staff, board members, etc.) in the event of disease, sudden death, calamity, or natural or man-made disaster. This fund can also be used to help the school recover in the event of a calamity at the physical location of the school. Persons may apply for this fund when other available resources (e.g., family support, unemployment benefits, health insurance coverage) are insufficient or unavailable in a timely manner. This fund is donor-supported and administered by the Dean of Students, who may consult with other administrators and/or faculty as needed. The fund is for acute emergency situations. It does not supplement or replace existing financial aid and does not have to be repaid. The amount awarded and number of recipients is subject to available funds.

Sample Expenses Covered:

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

Sample Expenses Not Covered:

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

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

Office of the Registrar



Contacting the Registrar

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

Forms Process

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

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

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

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

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

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

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

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

3. Follow all instructions on the form.
4. The Registrar will obtain all necessary electronic signatures using Adobe Sign, including your advisor’s signature.

5. Once all signatures have been obtained, the signed file automatically goes back to the Registrar, who will then upload the file to the student record in Populi and make any relevant changes.

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

Transferring Credit to Starr King

Students admitted to Starr King's MDiv or MASC degree who within five years prior to their matriculation with Starr King have completed course work in an accredited theological school, or a graduate religious studies program, or who have completed a certified unit of Clinical Pastoral Education may request that credits be transferred upon their admission to Starr King. Transfer credits count towards the required number of total credits needed to complete a degree program.

To request a transfer of credits, entering MDiv or MASC students must submit a written request ([form](#) found on Student Forms webpage) and written documentation (i.e. an official transcript from the other school, or a CPE final evaluation) to the Director of Admissions. Requests may be submitted any time during the admissions process and early submission is encouraged. Requests must be received no later than August 1 for Fall or January 15 for Spring.

The request will be reviewed and acted upon by the Chair of the Admissions Committee (if the chair is a member of the SKSM faculty) or the Dean of the Faculty; signed approval of transfer credits will be communicated in writing to the entering student, the SKSM Registrar, the student's Advisor, and the SKSM Student Accounts Manager. Each complete transfer request and the letter of determination from the Admissions Committee Chair or Dean of Faculty will be placed in the student's permanent file.

The following criteria will be applied in determining pre-admission transfer credits:

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

Allowable limits on transfer credits:

- For MDiv candidates **no more than 45 credits** can be transferred.
- For MASC candidates **no more than 24 credits** can be transferred.

For joint MDiv/MASC candidates **no more than 56 credits** can be transferred.

Registration Process

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

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

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

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

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

There are four registration cycles throughout the year: Fall, Intersession, Spring, Summer
No new registrations will be accepted after the second week of the term except by petition to the Dean of the Faculty.

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

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

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

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

Faculty Consent

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

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

For questions regarding faculty consent, please contact Coordinator of Academic Programs, kmatsuura@sksm.edu.

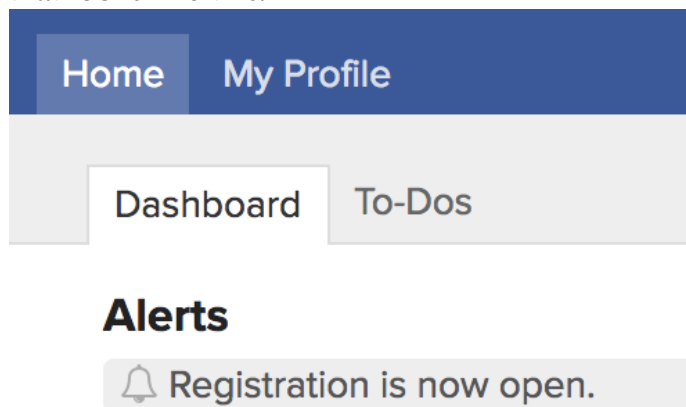
Advisor Input

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

Registering in Populi

Getting oriented:



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



Click the alert to go the registration page.

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

To Register for Courses:

1. Find the course under All Courses and click + in the Enroll column.
2. If you see  instead of the +, you cannot register for that course. Reasons may include:
 - There may be an enrollment limit placed on the course.
 - You have not fulfilled the prerequisites to enroll in that course.
 - You have already registered for another section of that same course.
 - There is a schedule conflict between that course and a course for which you've already registered.
3. As you select courses, the information for All Courses updates:
 - The meeting times for courses having schedule conflicts with My Courses turn red.
 - Hours/credits turn red if those courses would cause you to run afoul of the term's Max Hours/Credits limit.
 - If you enroll in a course with no openings, or a Faculty Consent (it will have a clock icon instead of a + icon), your My Courses enrollment status will show Waiting List. You can move off the waiting list to the active roster when other students drop the course, or are if you are added to the roster of a Faculty Consent course.
4. To remove a course, click  under My Courses.
5. **Click Save** to submit your registration changes. You can also click Undo Changes to erase any changes you made since you last saved registration. Don't forget to Save your changes!

Registering for Variable-Credit Courses

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

accordingly.

Registering Starr King Individual Learning Courses (SKIL Courses)

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

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

Summer Starr King Individualized Learning (SKIL) Possibilities

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

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

Alumni and Partner Registration

Starr King offers alumni a discounted rate for one academic course per year (first credit is free - \$925 value). Partners of alumni or partners of currently enrolled students will be charged a flat fee of \$500 per course, per academic term.

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

Late Registration

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

Change of Enrollment

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

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

Audits

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

Incompletes

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

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

Incomplete work is due to the instructor three weeks after the term. The instructor is required to submit a new grade to the Registrar by the 6th Friday after the end of the term. **If no new grade is received by the end of the 6th week, the incomplete grade becomes an “F”.**

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

Leave of Absence

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

Starr King does not grant a leave of absence for work considered a normal part of an individually designed course of study at the school. Therefore, your advisor must be clear on your reason for the request and what will be accomplished during the leave of absence. Work accomplished during a leave of absence cannot be counted as credit toward the completion of a degree. This includes independent studies and incompletes.

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

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

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

Students are advised to consult with the Financial Aid Office about whether a leave is the best financial decision. Students with educational loans need to check carefully about how a leave will affect deferment and payment of loans. Payments on all state and federal loans may go into repayment within six months.

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

Transferring Between SKSM Degree Programs

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

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

Joint MDIV/MASC Degree

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

Withdrawal from a Degree Program

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

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

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

Petition to Graduate

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

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

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

Change of Address or Phone Number

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

Transcripts

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

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

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

Student Records

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

Students wishing to review their file should contact the Registrar. If the file was created when paper files were used (pre-2020), the file may be signed out (in compliance with the requirements of federal law). **Files created 2015-2020 are kept locked in the office of the Registrar.** As a result of COVID-19, and the school's move to the 13th Street campus in Oakland, some older paper files are securely stored off-campus and are not readily accessible. Requests to access the paper files may take 6–8 weeks to fulfill. Currently all active student files are kept digitally. Electronic digital student files can be obtained by contacting the Registrar at Registrar@sksm.edu, and requesting specific files to be sent to the student via email, generally within one week of the request being made. Some Financial Aid records are kept in the office of the Student Accounts Manager.

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

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

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

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

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

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

Vocational Resources



Multi-Religious Resources

The Center for Multi-Religious Studies

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

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

Multi-Religious Support Resources Beyond SKSM

The Interfaith Observer

<http://www.theinterfaithobserver.org/>

An independent news media website exploring interreligious relationships and interfaith culture.

Parliament of the World's Religions

<https://parliamentofreligions.org/>

The Parliament of the World's Religions was created to cultivate harmony among the world's religious and spiritual communities and foster their engagement with the world and its guiding institutions in order to achieve a just, peaceful and sustainable world.

Festival of Faiths

<https://festivaloffaiths.org/>

The mission of the Festival of Faiths is to promote interfaith understanding, cooperation, and action through exploring how different participating faith traditions address a common issue, topic, or theme. The festival is held every April in Louisville, Kentucky.

Religions for Peace USA

<http://www.rfpusa.org/>

RFPUSA seeks to contribute to the well-being of civil society and to advance peace-building efforts and reconciliation in the United States and throughout the world.

Interfaith Center at the Presidio

<http://www.interfaith-presidio.org/>

The Interfaith Center at the Presidio welcomes, serves, and celebrates the diverse spiritual wisdom and faith traditions of the San Francisco Bay Area and is networked with interfaith groups locally and globally.

*Center for LGBTQ and Gender Studies in Religion, Pacific School of Religion
Transgender Religious Roundtable*

<https://clgs.org/our-work/transgender-religious-roundtable/>

The CLGS Transgender Religious Roundtable testifies to the transfigurational power of spirituality and religion to nurture the full thriving and dignity of people of all genders.

Trans* Seminarians Cohort:

A Year-Long Leadership Development Program

The National LGBTQ Task Force, Center for LGBTQ and Gender Studies in Religion, and the Freedom Center for Social Justice, sponsor the Trans* Seminarians Cohort, a leadership program for transgender and genderqueer seminarians in the US.

Preparing for UU Ministry at Starr King

Ministerial Formation, Credentialing, and Discernment

Unitarian Universalist Ministry is a life-changing and fulfilling profession. Serving in congregations, hospitals, the military, prisons, non-profits, entrepreneurial ministries, spiritual direction and the community, UU ministers help people explore life's deepest questions and challenge us to be our best selves. By virtue of congregational polity, each UU congregation has the right to ordain anyone it chooses; however, the Unitarian Universalist Association and the Unitarian Universalist Ministers Association discourage the ordination of those who have not had academic and practical training provided by an accredited theological school, and who have not been credentialed and welcomed into preliminary fellowship through the UUA's Ministerial Fellowship Committee.

Classes and field work to earn your MDiv degree at SKSM can be structured to fulfill your requirements for becoming a credentialed Unitarian Universalist minister.

The UUA's credentialing body, the Ministerial Fellowship Committee (MFC) expects candidates for Unitarian Universalist ministry to develop and demonstrate competency in eight key areas of ministry (see below). These eight areas of competency align well with the Eight Thresholds around which SKSM organizes its teaching.

1. Worship and Rites of Passage
2. Pastoral Care and Presence
3. Spiritual Development for Self and Others
4. Social Justice in the Public Square
5. Administration
6. Serves the Larger Unitarian Universalist Faith
7. Leads the Faith into the Future
8. Theology

There are three stages of preparation, with requirements for each stage, that prepare you for your interview with the UUA Ministerial Fellowship Committee.

- Applicant Status
- Aspirant Status
- Candidate Status

The UUA Ministerial Fellowship Committee schedules interviews for ministerial candidates three times a year. They are held at the UUA headquarters in Boston, but they have also been hosted on-line during the COVID-19 pandemic.

Once a ministerial candidate is granted Preliminary Fellowship following their interview by the Ministerial Fellowship Committee, they are authorized to begin service as a UU minister in parish, chaplaincy, educational, justice or other community settings.

Advice on how to get started:

- Sign up to receive important info
- Familiarize yourself with resources and requirements
- Participate in UU community
- Plan your course of study and field work/internships
- Become an Aspirant (so you can qualify for UU scholarships)
- Apply for annual UU Scholarships in April!

A. Make sure you are receiving important information!

1. Contact the UUA's Ministerial Credentialing Office

- Fill out your ***Initial Inquiry Form*** to become an ***Applicant***. This is the first step in the ministerial credentialing process and will get you in the loop to receive important communications from the UUA!

Applicant Survey Form: <https://www.surveymonkey.com/r/DR5RKV7>

2. Sign up for SKSM's UUFormation@sksm.edu list serve to be notified of information and opportunities of interest to SKSM students preparing for UU ministry. To sign up, email the Rev. Jacqueline Duhart

B. Familiarize Yourself with Ministerial Credentialing Resources and Requirements

You do not need to know all this material when you begin, but it is helpful to know where to go when you need the latest information. Check out these websites.

1. **Becoming a Minister (UUA Webpage)**

<http://www.uua.org/careers/ministers/becoming>. Find links to MFC requirements and reading lists, UUA scholarships, Career Assessment centers, congregational sponsorship info, the Internship Clearing House, and military chaplaincy requirements.

2. **UUA Credentialing and Professional Development Office**

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

3. **MFC Requirements and Appendix**

<https://www.uua.org/careers/ministers/becoming/prep-stages>

4. **UUA Ministerial Fellowship Committee (MFC) webpage**

<https://www.uua.org/uuagovernance/committees/mfc>

Find links to MFC rules and policies, meeting dates, and sample interview questions.

5. **Requirements for Military Chaplaincy**

<https://www.uua.org/careers/ministers/military/62863.shtml>

C. Participate in UU Community

1. **Participate in a SKSM UU Ministerial Formation Discernment Group** which meets monthly October – May. Sign up once you have confirmed your class schedule. If you are already in Aspirant status with the MFC, you can also join the UU Ministers Association and register for

the UU Ministerial Formation Network, which, in addition to discernment groups serving UU seminarians from any seminary, also offers an annual free seminarian retreat and access to individual vocational advisors.

2. Start or renew a connection with a UU Congregation

The Ministerial Fellowship Committee expects Candidates for UU ministry to be able to demonstrate an understanding of UU congregational life based on at least two years active involvement or the equivalent. To become an *Aspirant*, you will need a congregation to sponsor you.

The purpose of this requirement is to ensure familiarity on the part of new ministers with UU congregational life and encourage congregations to take a responsible role in the recruitment, preparation and assessment of our future ministers.

If you would like help connecting with a local congregation, please contact the Rev. Jacqueline Duhart, and/or speak with your advisor.

Pacific Central District: A full list of congregations in the Pacific Central District (where SKSM is located) can be found at <http://www.pcduu.org/congregations/>

To find UU Congregations across the USA, consult the UUA's Congregational Directory <http://www.uua.org/directory/congregations>

D. Plan Your Course of Study

Candidates for fellowshipped UU Ministry are required to complete coursework, at least one unit of Clinical Pastoral Education (CPE), and a ministerial internship (either 9 months full time or 18 months, half time).

Additionally, candidates must demonstrate engagement with a range of materials related to each MFC competency by compiling a list of educational resources (books, articles, podcasts, films, etc.) that have been utilized. Don't wait until the last minute to do gather your educational resources. Let the material help to strengthen your UU identity development throughout your time in seminary. The MFC has provided sample resource lists that will help you compile your personal set of materials.

<https://www.uua.org/careers/ministers/becoming/prep-stages>

As you work with your advisor to plan your courses, internships or field work for each term, it helpful to review the MFC coursework and reading list for each area of competence to decide which classes you want to take. Each term, you can update the MFC forms to document your coursework, readings, relevant field work, workshops, trainings, volunteer or professional experience.

CPE (Clinical Pastoral Education), and parish ministry internships require applications, and some are competitive, so it helps to plan ahead.

MFC Areas of Competence for UU Ministry

One: Worship and Rites of Passage

Required courses: Preaching/Worship Arts; Life Passages (at least one)

Required experiences: Hands on experiences required, such as preaching conferences; preaching experience through pulpit supply, internship, or residency; or equivalent immersive experiences of your choosing.

Two: Pastoral Care and Presence

Required course: Pastoral Care and Counseling

Optional courses: Chaplaincy; Therapeutic Counseling; Specialized Topics in Pastoral Care

Required experiences: Pastoral visitation in the congregational context, pastoral visitation in the hospital context, participation in life cycle rituals, workshops on professional boundaries and sexual ethics.

Three: Spiritual Development for Self and Others

Required course: Religious Education Theory, Method, and Practice

Optional courses: Multi-Religious Spiritual Practice; Spiritual Direction; Philosophy; Child, Youth, and Emerging Adult Development

Required experiences: paid or voluntary participation in a religious education program; participation in at least one immersive experience such as a youth mission trip or RE week at a camp; personal integrative work with a spiritual director, vocational advisor, or discernment group.

Four: Social Justice in the Public Square

Required courses: Religious Ethics; Anti-Racism/Anti-Oppression/Multiculturalism

Required course content (choose four): Community Organizing/Social Change Theory; Public Leadership; UU History of Prophetic Witness; Justice Theory; History of Oppression;

LGBTQI Studies; Gender Studies; Feminist Studies; Disability Studies; Postcolonial Theory; Ethnic Studies; Environmental Justice; Peace Studies

Five: Administration

Required courses (choose one): Church Administration; Nonprofit Management and/or Leadership

Required course content: Stewardship/Fundraising

Optional course content: Social Entrepreneurism; Marketing; Strategic Management

Six: Serves the Larger Unitarian Universalist Faith

Required courses: UU History; UU Polity; History of Christianity

Recommended experience: Volunteer service at the UUA regional or national level

Optional courses: Advanced UU History Research/Scholarship; Global Studies

Seven: Leads the Faith into the Future

Required courses: World Religions (ideally, two or more courses)

Required course/experiential content: Youth/Young Adult Ministry; Multicultural Studies; Multi-Religious Approaches to Ministry

Optional courses: Entrepreneurial Ministry; Generational Studies; Media and Social Networking; Radical Hospitality; Global Studies

Eight: Theology

Required courses: Introduction to Theology and/or Liberal and Liberation Theologies (at least one course); Sacred Texts from at least two traditions (at least two courses).

E. Don't wait to start the process of becoming an Aspirant

It is to your advantage to be in Aspirant status before mid-April of your first year in seminary. This will make you eligible to apply for annual UUA scholarships by the deadline of April 15. As an Aspirant, you can join the UU Ministers Association in time to register for UU Ministry Days (held in June, just

before General Assembly) and can participate in the UU Ministerial Formation summer seminarian retreat – free retreat and reimbursed travel.

To become an Aspirant, you will need to be interviewed by a UU minister in preliminary or full fellowship, be sponsored by a congregation, and send in some paperwork, including a criminal background check. Details can be found here - <https://www.uua.org/careers/ministers/becoming/prep-stages>

F. Apply for UUA Scholarships – annual deadline is April 15th

<https://www.uua.org/careers/ministers/becoming/scholarships>

You must be in Aspirant or Candidate status to apply.

G. Career Assessment

The required career assessment, which is part of achieving Candidate status, is a more comprehensive personal, emotional, and psychological evaluation than the name implies. It is required for all Aspirants at centers accredited by the Ministry Development Council.

<http://www.uua.org/careers/ministers/becoming/mfc-approved-career-centers>

A Program Assistance Grant of \$1,000 from the UUA is available to offset the costs of the career assessment – which run between \$1450 - \$2000.

The UUA Ministerial Credentialing Office strongly recommends that Aspirants complete a career assessment as early in the process as possible.

We recommend you make use of the career center reports by sharing the results with advisors, mentors, CPE and internship supervisors, and anyone else who is in a position to give you additional feedback about the suitability of your vocational goals. It is in your best interest to check out possible areas of concern or “growing edges” by engaging in honest conversation with people who know you well.

H. Clinical Pastoral Education (CPE)

All UU ministry aspirants/candidates are required to complete a basic unit of certified Clinical Pastoral Education (CPE) and the evaluations will be included in the candidate packet. A directory of certified CPE programs is available from the Association for Clinical Pastoral Education, Inc., at www.acpe.edu or the College of Pastoral Supervision and Psychotherapy at www.pastoralreport.com.

It is strongly recommended that you complete your CPE prior to meeting with the MFC, and many congregations prefer that their ministerial interns have completed their CPE before their internship.

CPE is completed in a 10 to 12-week intensive program or in an extended unit. The MFC is willing to consider a CPE Equivalency when an aspirant or a candidate brings relevant experience and references. Please contact the UUA Ministerial Credentialing Director for further information. The St. Lawrence Foundation has funds available to offset the costs of the CPE tuition. For more information, please go to: <http://www.nyscu.org/SLFTE/>

I. UU Ministerial Internships

An internship is an opportunity to grow into the identity and role of a minister. Full time internships must be for at least nine months. Part-time internships typically extend over a total of 18 months at a minimum of 15-20 hours per week. On site weekly supervision is to be provided by a UU minister in full Fellowship. For community-based internships, if the supervisor isn't a Unitarian Universalist minister in full fellowship, a UU minister in full fellowship must be available for consultation and reflection and serve as a member of the intern committee.

To express your interest in finding an internship, go to the UUA's Internship Clearing House. There you can create a Prospective Intern Profile so that congregations and organizations looking for an intern can contact you. You can also read profiles from internships sites: congregations, community ministries and hybrids (a combination of congregation and community or campus ministries) to see what internships and salaries being offered.

<http://www.uua.org/careers/ministers/becoming/internships/>

Sometimes it is possible to create a new internship opportunity at a site that is not currently listed on the Internship Clearing House by cultivating relationships with UU Ministers whom you admire and asking about an internship opportunity.

For additional help finding congregational internships, consult with your advisor. You may also seek assistance from the Rev. Tera Landers, Parish Internships Coordinator at SKSM, tlanders@sksm.edu. Begin thinking about possible internships as soon as possible. Many congregations' deadlines for internship applications are close to a year in advance, some with applications due as early as October 30th. For those who are planning to do a parish ministry internship in 2021-2022, this fall is the time to create and post your Prospective Intern Profile.

J. Resources for UU Seminarians

UU Ministers Association (UUMA)

<http://www.uuma.org>

The UUMA is the professional association for UU Ministers. The mission of the UUMA is to nurture excellence in ministry through collegiality, continuing education, collaboration, and a commitment to anti-racism, anti-oppression and multi-culturalism.

View a welcome video and find information for new members here:

https://www.uuma.org/page/new_members

Seminarians are eligible to join the UUMA when they reach Aspirant status in the UUA ministerial credentialing process. Acceptance of membership in the Unitarian Universalist Ministers Association entails agreement by the member to abide by the UUMA's Constitution & Bylaws and the Guidelines for the Conduct of Ministry.

Annual dues for Aspirants and Candidates start at \$125, depending on income level. Members experiencing severe financial hardship or full disability may apply for a full or partial dues waiver at: https://www.uuma.org/page/dues_waiver

Don't let finances get in the way of joining!

Seminarians who have joined the UUMA are able to participate in the UU Ministerial Formation Network (including a free annual retreat), attend UUMA chapter retreats, Ministry Days prior to General Assembly, the Institute for Excellence in Ministry and other UUMA programming.

UUMA Chapters

https://www.uuma.org/members/group_select.asp?type=6495

There are 24 chapters in the UUMA. In addition to geographical chapters, there are chapters for People of Color in Ministry, UU Military Chaplains, and Community Ministers. It is possible to belong to more than one chapter. Connecting with a UUMA chapter can help you build a foundation of collegial connection. You can join a chapter as soon as you are in Aspirant status with the UUA's ministerial fellowshiping process and have become a member of the UUMA.

Chapters offer retreats, a list serve, and other opportunities for collegial support and continuing education.

The Pacific Central UUMA, which includes the SF Bay Area, extends a warm welcome to SKSM students. Check out the website for a list of upcoming retreats, ordinations and other events of interest. <http://www.pcduuma.com>

UUMA Affinity Groups

https://www.uuma.org/members/group_select.asp?type=8074

The UUMA offers eight groups for those who share common traits or interests. Some examples include: Pastor Parents, Urban Ministries, UU Clergy Recovery, and Prison Ministries.

UU Ministerial Formation Network

<https://www.uuma.org/page/mfn>

Students preparing for or considering UU ministry are encouraged to participate in the UU Ministerial Formation Network, sponsored by the UU Ministers Association (UUMA) and Unitarian Universalist

Association (UUA). The UU Ministerial Formation Network offers each participant: discernment support, collegiality, and supplemental education. Seminarians who are members of the UUMA are eligible to participate. To be a member of the UUMA, you must be in Aspirant or Candidate status in the UUA's ministerial credentialing process.

UU Ministerial Formation Network Discernment Support

Participants can choose to receive their discernment support from either an individual Vocational Advisor or through a group experience (on-line or in-person). Discernment Groups start in October and run through May. Please register for a group through the UU Ministerial Formation Network website in August or September.

Rev. Jacqueline Duhart also offers monthly UU Ministerial Formation Discernment Group for SKSM students. Please send her an email if you would like to participate – jduhart@sksm.edu Meeting times are set to best accommodate the schedules of interested SKSM students, and you do not need to be an Aspirant or member of the UUMA. SKSM students matriculating in the spring semester are also welcome to join.

For those who would like the support of others who share one or more aspects of their identity, the UU Ministerial Formation Network (through the UUMA) also offers identity group options, for example:

- People of Color
- Trans*/Non-Binary
- Geographically Isolated
- Community Ministers
- People with Disabilities
- People with Working-Class Backgrounds

They also offer the option for participants to specify identity preferences for their individual Vocational Advisor. We cannot guarantee our ability to make identity matches, but we will do our best.

UU Ministerial Formation Network Collegiality (Free Retreats!)

MFN Participants are invited to at least one in-person retreat each year they are enrolled in the program. Like other aspects of the program, attendance at the retreat is free of charge. **Participants can attend a retreat near them, or one of the retreats connected to other programming:**

- **Seminarians of Color Aspirants and Candidates:** Adjacent to the annual *Finding Our Way Home Retreat*. Usually in March. This UUA-sponsored retreat welcomes UU religious professionals who identify as Black, Indigenous, people of color, Latina/o, Hispanic, Asian/Pacific Islanders, Middle Easterner, and/or multiracial and multiethnic.

- **Pre-UUMA Ministry Days (which are prior to the UUA General Assembly):** Open to all MFN participants who have not attended an earlier retreat. (Note: this can also be an opportunity to fund your travel to GA).

UU Ministerial Formation Network Supplemental Education

Drawing on research about the transition into ministry, the UU Ministerial Formation Network offers webinars each year on a variety of topics. Participants may choose which webinars are most relevant to their own learning goals.

Note: SKSM students who are not yet Aspirants and/or members of the UUMA can participate in a more modest level of Ministerial Formation Network programming, including a retreat at Camp DeBenneville Pines (near LA) as well as the monthly SKSM Ministerial Formation Discernment Group. Touch base with SKSM Chaplain, the Rev. Jacqueline Duhart to get connected.

K. Resources for UU Students of Color

Finding Our Way Home Annual Retreat Welcomes religious professionals who identify as African, Caribbean, Native/American Indian, Asian and Pacific Islander, Latinx and Hispanic, Middle Eastern/Arab, Multiracial and Multiethnic Unitarian Universalists. This retreat is hosted annually by the Multicultural Ministries staff and is a gift from the Diversity of Ministry Initiative. Ministers, religious educators, seminarians, and musicians gather to share in fellowship, collegial support, service, and deep personal connections. More info here: <https://www.uua.org/multiculturalism/finding-our-wayhome-retreat-religious-professionals-color>

Introduce yourself to Rev. Michael J. Crumpler, the UUA'S Director of LGBTQ and Multicultural Programs mcrumpler@uua.org

Subscribe to Catalyst the UUA newsletter from Multicultural Ministries

http://org.salsalabs.com/o/1272/p/salsa/web/common/public/signup?signup_page_KEY=7476

DRUUMM (Diverse Revolutionary UU Multicultural Ministries)

<http://www.druumm.org>

DRUUMM is a Unitarian Universalist People of Color Ministry and anti-racist collective bringing lay and religious professionals together to overcome racism through resistance and transform Unitarian Universalism through our multicultural experiences. Seminarians are welcome to participate in DRUUM activities.

Black Lives of Unitarian Universalism

[www. BlackLivesUU.com](http://www.BlackLivesUU.com)

BLUU provides information resources and spiritual support for Black Unitarian Universalists and works to expand the role and visibility of Black UUs within our faith.

UUA Seminarians of Color

This group serves as a networking and support opportunity for seminarians who identify as people of African descent, Caribbean, Native/American Indian, Asian and Pacific Islander, Latina/o and Hispanic, Middle Eastern/Arab, Multiracial and Multiethnic Unitarian Universalists.

For more information contact: multicultural@uua.org.

L. UU Resources for Trans Seminarians

TRUUsT: Transgender Religious Professional UUs Together

<https://transuu.org/>

Are you a Unitarian Universalist religious professional (including seminarians) who is transgender, genderqueer, gender fluid, non-binary, two spirit, intersex, agender, bigender, third gender, neutrois, transsexual, and/or otherwise marginalized in terms of gender identity? If so, you are warmly invited to join TRUUsT! Some of us are fully public about our gender identity, some of us are partially public, and some of us are not at all public. We have members from the United States, Canada, and Europe.

TRUUsT advocates for the gifts, safety, liberation, and leadership of trans religious professionals in Unitarian Universalist ministries and institutions. Their work to counter oppression includes but is not limited to dismantling racism, sexism, ableism, heterosexism, homophobia, biphobia, transphobia, classism, ageism, colonialism, and sizeism. No matter where you are on your journey or how open you are about your gender identity/experience, TRUUsT welcomes you. <https://transuu.org/join-us>

Job Listings

Students are invited to check up-to-date job listings at the [Graduates page](#) of the Starr King website.

Community Policies



Accreditation and Legal Compliance

Starr King School for the Ministry is accredited by the Association for Theological Schools (ATS). Our academic program and operations are conducted in accordance with the educational and institutional standards determined by the Commission on Accrediting of ATS.

Persons who believe that SKSM is in violation of ATS accreditation standards should direct their notice or complaint to the Dean of Faculty. The Commission on Accrediting will also receive and evaluate complaints that are submitted in writing and accompanied by substantial documentation to support an allegation of nonconformance with ATS standards and policies.

SKSM also endeavors to comply with all relevant federal, state, and local regulations and ordinances. Certain policies listed in this document identify the steps SKSM takes to maintain legal compliance in certain areas, such as privacy rights and protections against sexual discrimination. Persons who believe SKSM is in violation of the law may bring notice or complaint to Human Resources or the President. Anyone who alleges that SKSM's administrative processes or educational programs are compromised and not up to the required minimum standards may also notify the State of California, Department of Consumer Affairs, Bureau for Private Postsecondary Education. An individual may contact the Bureau to file or review a complaint.

The Bureau may be contacted at:

Bureau of Private Postsecondary Education
Suite 400
2535 Capitol Oaks Drive
Sacramento, CA 95833
Telephone: (916) 431-6924
Fax: (916) 263-1897
Website: <http://www.bppe.ca.gov>

Students with Disabilities Policy

Starr King School for the Ministry aims to provide equitable access to educational opportunities and resources for all students. The Dean of Students oversees the process of requesting and accessing accommodations at Starr King and your SKSM Advisor can assist you in planning a course of study.

Accommodations for Students with Disabilities

The request for accommodations form (found on the [Student Forms page](#) of our website).

This policy strives for consistent and equitable student access to educational opportunities at Starr King. In particular, it addresses a student's ability to fulfill degree and certificate course and program requirements. The policy covers student advising, SKSM classroom activities and requirements, program exams, and capstone experiences or projects. It does not address extracurricular events sponsored by SKSM or administrative activities (e.g. registration, access to facilities, etc.).

The Dean of Students serves as the Disabilities Resource Officer (DRO) for SKSM. The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The student with a disability who seeks accommodations with their academic work submits a request form to the DRO. The student must provide documentation that substantiates the disability diagnosis. This may take the form of:

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

The student is responsible for incurring any cost associated with the documentation.

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

The Timing of a Student Request: The student with a disability should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation or schedule a self-report interview. They should recognize that the DRO has other responsibilities and requires a reasonable amount of time to integrate student requests within their workload.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision: The DRO works to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity within SKSM as students with disabilities cross-register for courses. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

Next, the DRO works with the student and appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity.

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by email, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Implementation: Accommodations will apply to all educational events described in the DRO’s email for a specified period of time. Students should use the DRO’s email to work with faculty and staff to arrange accommodations as needed. Students may re-apply for accommodation should the need persist beyond the period defined in the DRO’s decision.

Appeal: The student with a disability and/or faculty involved with the student may not agree with the DRO’s decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO should work with the faculty member to resolve the faculty member’s concerns. If a resolution is impossible, the student with a disability can seek remedy via SKSM’s academic grievance policy.

If a student disagrees with the DRO’s decision and/or recommended accommodation, they can also appeal the decision through the academic grievance policy. Again, the DRO should work with the student first to find ways to resolve the student’s concerns.

Examples of Reasonable Accommodations

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

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

Institutional Contact:

Rev. Dr. Christopher Schelin
Dean of Students & Disability Resource Officer
cschelin@sksm.edu
510-902-3991

Policy against Gender-Related Misconduct

I. INTRODUCTION AND SUMMARY

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

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

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

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

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

Title IX Coordinator at SKSM

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

Title IX Deputy Coordinator at SKSM

Rev. Dr. Meg Richardson, Associate Dean of Faculty

414 13th St.

Suite 700

Oakland, CA 94612

mrichardson@sksm.edu

510-902-3990

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

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

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

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

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

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

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

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

II. NOTICE OF NON-DISCRIMINATION

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

III. TITLE IX COORDINATOR

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

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

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

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

IV. DEFINITIONS

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

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

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

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

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

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

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

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

V. REPORTING GENDER-RELATED MISCONDUCT

A. Reporting to the Title IX Coordinator

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

B. Reporting to Responsible Employees

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

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

C. Confidential Employee and Their Limited Reporting Obligations

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

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

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

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

The exemption for social workers, therapists, psychologists, and counselors applies only when these individuals are acting in their professional capacity and providing mental health counseling services. If they are not acting in this capacity, and instead are serving in a role such as a faculty member or instructor, they are required to report incidents of sexual harassment and sexual violence to the Title IX Coordinator.

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

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

D. Reporting to Law Enforcement

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

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

E. Timeframe for Reporting

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

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

F. Amnesty

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

G. Privacy and Confidentiality

SKSM will protect parties' privacy by only sharing information with those who have a legitimate need to know. Confidentiality cannot be guaranteed but will be maintained to the extent possible. SKSM will keep confidential the identity of any individual who has made a report or complaint of gender-related misconduct, including any complainant, any individual reported to be the perpetrator, any respondent, and any witness, but confidentiality does not extend to what is necessary to carry out this policy or the law.

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

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

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

H. Formal Complaints

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

reporting form. The Title IX Coordinator will confirm in writing to the Complainant a clear and unequivocal oral statement to present a formal complaint.

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

VI. GRIEVANCE PROCESS FOLLOWING FORMAL COMPLAINT

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

A. Notice to Parties

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

- Notice of the grievance process, including any informal resolution process;
- Notice of the allegations, including sufficient details (identity of parties involved, conduct alleged, date and location of conduct) and time to prepare a response;
- Statement that the respondent is not presumed to be responsible and that responsibility is determined at the conclusion of the grievance process;
- Notice that parties may have an advisor of choice who may be an attorney;
- Notice of provisions in SKSM's code of conduct prohibiting knowingly making false statements or submitting false information; and
- Additional notice of any new allegations that arise during the investigation.

B. Dismissal of Complaints

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

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

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

C. Consolidation

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

D. Advisors

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

E. Informal Resolution

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

F. Investigation

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

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

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

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

When there is a live hearing, the hearing officer is the decision-maker. The hearing officer is appointed by the Dean of Students.

G. Live Hearings

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

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

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

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

H. Determination

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

The written determination will include:

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

- Whether remedies will be provided to complainant; and
- Appeal procedures and bases.

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

I. Appeals

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

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

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

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

J. Timeframe

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

K. Sanctions and Remedies

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

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

VII. PROVISIONS FOR STUDENTS IN CALIFORNIA

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

A. Notification of Rights

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

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

B. Confidential Resources

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

C. Supportive Measures

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

VIII. RESOURCE LIST

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

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

National Domestic Violence Hotline

- 800-799-SAFE (7233)
- Live chat - <https://www.thehotline.org/get-help/>
- Text “START” to 88788

RAINN (Rape, Abuse & Incest National Network)

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

Victim Connect Resource Center

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

National Sexual Violence Resource Center

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

Reporting a Bias Incident

For Emergencies: If a crime is in progress or has just occurred, please dial 911.

For Sexual Misconduct: In cases of sexual harassment, discrimination, or assault, please use the reporting form available here: <https://www.sksm.edu/reporting-sexual-misconduct/>.

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

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

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

What is a Bias Incident?

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

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

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

Reporting a Bias Incident

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

The form can be filed for incidents that the involved party considers resolved as well as those for which the school should take action. In the case of the former, the report provides school leadership with helpful information for improving the SKSM community climate.

Whenever it is safe to do so, rather than dangerous or traumatizing, recipients or bystanders of a bias incident are encouraged to confront the problem through direct address with the alleged perpetrator.

Please make the report as complete and accurate as possible and provide supporting documentation or other evidence. Evidence may be preserved and presented in various forms, including, e.g., photographs, videos, screenshots, original documents, etc.

All information contained within your report will become a part of SKSM's administrative records. Starr King will maintain privacy and confidentiality as much as possible, sharing information only with those who have a legitimate or legal need of access. When material is shared with persons outside of SKSM administration and the Bias Incident Response Team, it will be redacted as needed to maintain the privacy of educational records in adherence to the Family Educational Rights and Privacy Act (FERPA). The school will make every effort to protect against conflicts of interest as well as acts of retaliation.

Responding to a Bias Incident

Starr King will evaluate and address each report in a prompt, fair, and thorough manner. Once submitted, the report will be routed to the members of our Bias Incident Response Team. Any member of the Team found to be involved in a bias incident will be automatically recused. The Team will review reports and documentation, coordinate support services, recommend reparative or disciplinary actions, make necessary referrals, and confer with leadership about any public communications. Reporters will be directly notified of the final outcome(s), barring any material that is protected by the FERPA or other legal or ethical obligations to maintain confidentiality.

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

Academic or Personal Dispute Policy

This policy serves Starr King's commitment to build just and sustainable community by establishing procedures for resolving conflicts based on interpersonal interactions or academic processes. Faculty, staff, and students are charged with the responsibility of engaging in respectful communication rooted

in values of empathy, curiosity, justice and inclusivity. If a student has an academic or personal dispute with another member of the Starr King community, they may seek resolution through the steps outlined below.

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

An **academic dispute** is defined as a dispute in which a student objects to a decision by a course instructor relating to the evaluation of a student's work and the completion of a student's assignments or fulfillment of academic expectations. Academic disputes can occur in relationship to:

- a. a final written evaluation of a student's work in a course
- b. a Pass/Fail decision,
- c. an Incomplete decision,
- d. a decision re: amount of credit to be awarded for variable credit courses (e.g. SKILS and field education)
- e. a decision on a letter-grade for a course (if a letter grade had been requested)

This policy is not applicable in the case of serious violations otherwise stipulated by Starr King. For the following, a complainant should notify school administrators immediately:

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

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

Prohibition of Retaliation

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

such as threats, intimidation, or slander - or adverse actions affecting one's employment or ability to participate in the educational program, or efforts to impede an investigation.

Informal Resolution and Direct Address

Starr King intends to maintain a respectful and collegial learning environment that encourages the cooperative resolution of conflicts whenever possible. It is preferable the disputes are addressed informally through direct engagement between parties. Direct address may be superseded when such interaction may be reasonably considered to be threatening or unsafe.

When you have a complaint against another community member, state your disagreement, concern or objection and state the resolution you feel would be appropriate. The other party must respond in a timely manner (in person, in writing, by e-mail or by phone) and may agree or disagree with you, may accept or reject your proposed resolution, or may propose an alternative resolution that would be acceptable. You must reply in a timely manner to indicate whether you will accept and abide by their response, or whether you will pursue resolution through formal school processes.

Formal Resolution of Academic Disputes

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

Consultation with Advisor

Meet with your advisor (by phone, e-mail exchange, or in person) and seek their counsel and advice. Your advisor will accompany you in reflecting on how and why the dispute arose, what issues are at stake, what learning may be involved for you, and what next steps might be best. Your advisor, at their discretion, may consult with the dean of the faculty, and the core or adjunct faculty member with whom you have the dispute, and may enlist their assistance in working out a resolution or good way forward for you. If consultation does not result in resolution or good way forward, you may proceed to step three.

Formal Appeal to the Dean of Faculty

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

A copy of the formal appeal will be given to the faculty member by the Dean of Faculty. The faculty member will have up to 30 days (during the contract year) to provide a written statement expressing the reason for the decision and providing any supporting materials the faculty member wishes to provide. If your appeal is received during a period when the faculty member is on sabbatical, on vacation, or on a break between contract periods, the dean of the faculty will determine an appropriate deadline for the faculty member's written statement to be received and will keep you informed of the expected timeline for the Dean of Faculty's decision.

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

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

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

Formal Appeal to the President

A formal appeal to the president may be initiated by a written communication to the President from the student or faculty member making the appeal. The one making the appeal will state in writing their reasons for objecting to the Dean's judgment. The Dean will have 30 days to prepare a written response to the objections. The President may interview the Dean and the person making the appeal, with a fair witness present at the interviews at the request of the interviewee. The President may review all the previous written materials related to the formal appeal to the Dean and may ask for any additional information or interviews that the President feels would be useful in adjudicating the matter. The President will prepare a written judgment that will do one of the following things:

- a. Uphold the Dean of Faculty's decision.
- b. Set-aside the Dean of Faculty's decision and determine a new decision.
- c. Direct either the Dean of Faculty or the appellant to take an action or actions to resolve the matter to the satisfaction of the President.

The President's decision will be communicated in writing to the Dean of Faculty, the faculty member, the student, the advisor, and the registrar (as appropriate). **The President will be the final adjudicator of academic disputes.**

Formal Resolution of Personal Disputes

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

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

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

Disputes with Starr King Administrators

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

Privacy in Online Education

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

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

Photo/Video Release Form

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

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

Populi Learning Management System

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

Data held by Populi includes your name, email address, student identification number, username, and enrollments. Your record in Populi may contain other user-contributed information (e.g., a personal photograph uploaded as a profile picture). Populi logs contain detailed information about your activity within a given course, including the dates and times when course information was viewed or updated

and the IP address of the device used for access. Populi contains information about course contributions such as file submissions, discussion posts, and other evidence of participation in Populi-based activities. Information and data uploaded to Populi may be retained indefinitely.

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

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

Synchronous Online Courses

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

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

Starr King Social Media

Please refer to the Social Media Use Policy for general expectations concerning behavior on social media platforms. Officers of SKSM will not disclose educational records or directory information

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

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

Online Events: Livestreaming and Access to Recordings

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

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

- The media platforms on which the event will be streamed or uploaded
- The scope of constituencies which Starr King intends to access the event (faculty, staff, students, alumni, and the general public)
- If accessibility to the livestream or upload is restricted, authorized constituents will be provided the means of access (e.g., password) and instructed not to disseminate.
- Starr King will reiterate its commitment not to disclose educational records or directory information without express written permission.
- Starr King will post copyright for materials for which it has permission or licensing to reproduce.

Social Media Use

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

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

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

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

General Guidelines for Behavior

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

- **Maintain confidentiality.** Do not share or disclose confidential, proprietary, or personal information about Starr King faculty, staff, students, or alumni. This includes the following:
 - Personally identifiable information, which may consist of protected health information, home address and contact information, social security numbers, and financial transactions.
 - The educational records of any student enrolled at Starr King or another institution, in accordance with our FERPA Policy.
 - The content of personal communication between individuals, including face-to-face conversation, phone calls, text messages, or emails, without the express permission of those involved.
- Protect copyright and intellectual property rights.
- Complaints against other members of the Starr King community are best handled through direct address as well as formal channels for reporting, rather than on social media. The following channels have been instituted by Starr King for equitable review of and response to conflict and/or unethical behavior:
 - The Policy for Academic or Personal Disputes
 - The Policy for Sexual Misconduct
 - The Policy for Reporting Bias Incidents
- **Questions about school practices and procedures are best answered outside of social media.** When you seek clarity from the school about a particular topic (e.g., submitting petitions to graduate or designing SKIL courses), the proper approach to obtaining an answer will be consulting the Student Handbook and directly contacting SKSM employees who can provide the needed assistance, such as an academic advisor, the Dean of Faculty, the Dean of Students, etc.
- **Be safe.** Monitor your social media accounts to prevent or limit access by an unauthorized person. Be cautious of “phishing” schemes that attempt to secure your username and password. Always log out of your account when using public computers.
- **Celebrate!** Social media increases opportunities for community members to share joys, offer congratulations, and encourage one another in their efforts to seek justice and practice compassion.

Additional Guidelines for Employees

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

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

Policy on Student Harassment and Bullying

Starr King seeks to create and maintain an academic environment in which all members of the community are free from harassment and bullying based on sex (including pregnancy, childbirth, breastfeeding or related medical conditions), race, religion (including religious dress and grooming practices), color, gender (including gender identity and gender expression), national origin or ancestry, physical or mental disability, medical condition, genetic information, marital status, registered domestic partner status, age, sexual orientation, veteran or military status or any other basis protected by federal, state or local law, ordinance, or regulation. Starr King School for the Ministry espouses values that infuse its academic life. Expressed attitudes of condescension, hostility, role stereotyping, and social or sexual innuendo weakens the health of the community. Furthermore, harassment compromises the integrity of our progressive theological seminary education because it makes the learning and working environment hostile, intimidating and offensive; it destroys opportunities for students to develop a strong, positive self-concept and the sense of self-confidence which is essential to living out our progressive religious and spiritual values. In addition, persons who harass others compromise their own integrity and credibility. Consequently, no form of harassment will be tolerated at Starr King School for the Ministry.

Harassment

Harassment refers to unwelcome behavior that is offensive, fails to respect the rights of others, and interferes with work, learning, living or campus environment. Harassment includes intimidation, invasion of privacy, or any threat to the well-being of a person or a group which is communicated

verbally, in writing, or through contact by telephone, computer, a third party, or by any other means of communication. Forms of harassment include, but are not limited to:

Verbal: Conduct such as suggestive comments, derogatory slurs, off-color jokes, threats, suggestive or insulting sounds, etc. Verbal harassment also entails using the telephone to harass others. This includes; but is not limited to, unwanted phone calls, hang-ups, unwanted voice messages, obscene phone calls.

Non-Verbal/Visual/Electronic/Written: Conduct such as derogatory or inappropriate posters, pictures, cartoons, faxes, emails, text or instant messages, postings on social media sites or other applications, or drawings, suggestive objects or pictures, graphic commentaries, leering, obscene gestures.

Physical: Conduct such as unwanted physical contact including touching, interference with an individual's normal work or movement, and assault.

Retaliation: It is a violation of University policy to retaliate against anyone for exercising the right to make a complaint. This includes attempts or threats of retaliation, or efforts to impede an investigation. Retaliation is a violation of this policy whether or not the underlying claim of harassment, discrimination, sexual harassment or sexual misconduct is proven.

Policy on Drug-Free Campus and Workplace

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

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

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

Definitions

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

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

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

Health Risks

Alcohol abuse and illicit drug usage may cause impaired judgment, coordination, memory, and other mental functions, increase the incidence of aggressive and violent behavior, and result in physical harm and death. Repeated use of alcohol and drugs can lead to addictive dependence and permanent damage to vital organs.

Summary of Legal and Disciplinary Sanctions

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

SKSM will respond compassionately to students and employees suffering from alcohol abuse or drug addiction and will prioritize therapeutic and restorative measures. However, the school reserves the right to impose sanctions, such as suspensions or leaves of absence, up to and including the dismissal of an employee or expulsion of a student.

Any employee engaged in the abuse of alcohol or unlawful possession, use, or distribution of illicit drugs while on SKSM premises, or while engaging in SKSM-sponsored programs or services, is subject to sanctions. Appropriate responses to employee violations of this policy are assessed and determined by the President. Any employee involved in such illegal activity is subject to legal sanctions under local, State, and Federal law. In addition, an employee convicted of any criminal drug statute for a violation occurring in the workplace is required to notify Human Resources of such a conviction no later than five days from the date of the conviction.

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

Treatment Resources

Several drug and alcohol counseling, treatment, and rehabilitation programs are available to SKSM faculty, students and employees. Local harm reduction resources are also available. Merritt Peralta Institute's (MPI) Chemical Dependency Department may be reached at (510) 869-8850 for help in dealing with a drug or alcohol dependency problem. The initial consultation is free and includes an assessment of the problem and the recommendation of a treatment plan.

A local Alcoholics Anonymous may be reached at (510) 839-8900. Nationals Alcoholics Anonymous listings for each state can be found at: http://www.aa.org/pages/en_US/find-aa-resources

A local Narcotics Anonymous program may be reached at (510) 444-4673. National Narcotics Anonymous listings for each state can be found at: <https://www.na.org/meetingsearch/>

Those interested in local Harm Reduction programs can call The Center for Harm Reduction in Oakland at (415) 863 4282 or <http://harmreductiontherapy.org/helping-harm-reduction-therapy/>

Medication-assisted treatment, including methadone or buprenorphine, is available at several sites locally. For more information contact HAART in Oakland at 510.875.2300 or <http://www.haartoakland.org>

Berkeley NEED is a local syringe exchange program. They offer harm reduction supplies such as sterile syringes and naloxone (also known as Narcan) a medication that can reverse an opiate overdose. You can learn more at www.berkeleyneed.org.

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

Legal Statues and Sanctions

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

City of Oakland

Alcoholic Beverages and Other Drugs: Code of Ordinances

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

State of California

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

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

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

11350 H&S Controlled substance. Possession of a designated controlled substance, drug, narcotic drug without a prescription.

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

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

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

11357 H&S Unauthorized possession of Marijuana.

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

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

11359 H&S Possession for sales of marijuana.

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

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

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

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

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

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

Federal Laws

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

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

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

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

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

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

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

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

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

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

4. Civil Penalties for Possession of Small Amounts of Certain Controlled Substances (See 21 U.S.C. 844a.)

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

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

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

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

B. Federal Trafficking Penalties

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

Schedule I

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

Schedule II

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

Schedule III

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

Schedule IV

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

Schedule V

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

Trafficking Penalties for Schedules I-V (except Marijuana)

For the substances/schedules and amounts:

- Cocaine (Schedule II): 500-4999 g mixture
- Cocaine Base (Schedule II): 28-279 g mixture
- Fentanyl (Schedule IV): 40-399 g mixture
- Fentanyl Analogue (Schedule I): 10-99 g mixture
- **Heroin (Schedule I): 100-999 g mixture**
- LSD (Schedule I): 1-9 g mixture
- **Methamphetamine (Schedule II): 5-49 g pure or 50-499 g mixture**
- **PCP (Schedule II): 10-99 g pure or 100-999 gm mixture**

The penalties are:

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

For the substances/schedules and larger amounts:

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

The penalties are:

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

For the substances/schedules and amounts:

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

The penalties are:

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

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

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

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

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

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

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

Community Life



Dean of Students

A warm welcome to our new students!

Each incoming class of students writes a new chapter in the story that is Starr King School for the Ministry. Your contributions will help to shape this learning and growing community, not only while you are here, but for those who will follow.

Someone once said, “we move forward at the speed of trust”. I have found this to be true. Trust grows when start to learn each other’s stories. Bring an open ear to hear and an open mouth to speak as we discover the depths of being in each person.

Starr King is full of remarkable people. In the midst of your busy life as a seminarian, I want to encourage you to make time for one-on-one conversation with your fellow students. Seek out established students as guides for the journey. Connect with others in your entering cohort to reflect on your new experiences. The friends you develop in seminary will be your colleagues for years to come.

Nurture your soul through the opportunities Starr King provides for shared spiritual practice. Participate in prayer and music through the online chapel. Find deep personal connection and rich discussion in our spiritual formation groups. Strengthen your whole self and learn with your body and heart as much as you do with your mind.

I look forward to meeting each and every of you. Don’t hesitate to ask questions or reach out about scheduling a one-on-one conversation over Zoom.

Seminary can be challenging, both academically and in our personal and spiritual lives. If you need someone to talk to, or would like a referral to other resources, please don’t hesitate to be in touch.

You can reach me at cschelin@sksm.edu.

Wishing you all the best,

Rev. Dr. Christopher Schelin

Student Body

Welcome, Starr King!

To all incoming new students, WELCOME! We are so glad you are here! And, welcome back to all returning students. I hope your summer was filled with joy and rest.

As students, we represent one of the most critical pieces of our SKSM community: it is through our connection, engagement, and growth that we will actualize the counter-oppressive principles at the foundation of the community. Your Student Body Government Executive Committee is committed to providing support and a voice for the students of SKSM. We hope to provide programming, resource sharing, and space for our community to engage on important topics, if there are topics that interest you, we'd love to receive that input! We're here to support you as the Student Body, so feel free to bring us any feedback you may have!

As your Student Body President, please know that I am always available to you! Please reach out with your joys or concerns, ideas and hopes, or just to chat! My goal as your Student Body President is to ensure that every student at Starr King feels, heard, seen, and valued.

New and returning students alike, reach out to me or a member of the Student Body Executive Committee if you are ever needing support. Joining an educational institution can be confusing or disorienting. Know that we are here to help as you learn how to navigate school systems and software. You are never alone.

Welcome, and welcome back, to this community of learning and growth. May we thrive together as we support each other's goals, dreams, and ministries.

With Love and Joy,
Rose Riedel, Student Body President

Student Body Officers

Please note that student positions are elected. Thus, term limits are listed.

Student Body Officers (1-year term)

President: Rose Littler-Riedel

Vice-President: Dana Matthews-Moore

Secretary: LJ Williams

Treasurer: Phyllis Colvin

Social Justice Coordinator:

Ronnie Boyd

Student Body Representatives

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

Liesl Dees (term ends 2025)

Kellie Kinsman (term ends 2026)

Curriculum Committee (2-year terms):

Jessica Belmont (term ends 2025)

Robin Thompson (term ends 2026)

Admissions Committee (1-year terms):

Soror Vega

Vacant

Please email Student Body leadership at studentexec@ses.sksm.edu if you are interested in filling any vacant leadership roles.

Student Body Fees

This is a friendly reminder that there will be Student Body Fees automatically charged to your Student Account for each of the principal terms (Fall and Spring/Intersession) in the amount of \$20 per term (\$40.00 over full academic year).

If there are any questions about the fees, please contact your Student Body Leadership and they will be more than happy to discuss their activities and goals for the upcoming academic year.

Starr King School for the Ministry Student Body Bylaws

(Amended 11/21/2017)

Article 1: Name

The name of this organization shall be the: Student Body of Starr King School for the Ministry, herein referred to as the Student Body.

Article 2: Purpose

A. The purposes of the Student Body shall be:

1. To strive to counter oppressions and to work toward a more just community in all our endeavors.
2. To provide leadership development opportunities for students preparing for religious leadership.
3. To promote understanding of student interests to the faculty and staff of Starr King School for the Ministry (herein referred to as SKSM) and the Graduate Theological Union (herein referred to as GTU).
4. To represent student interests at SKSM and the GTU.
5. To enhance student life while in seminary by supporting and nurturing each other's spiritual life and responding to our need for fun.
6. To provide learning opportunities for stewardship of student body resources and SKSM.
7. To nurture the freedom and integrity of the questioning mind and loving community and embrace all persons of diverse backgrounds.
8. To encourage the development of a spirit of interdependence, responsibility, and integrity.

B. In order to fulfill our purposes we will:

1. Hold regular meetings.
2. Elect officers.
3. Establish a budget.
4. Collect dues.
5. Administer an emergency student loan fund.
6. Select representatives to Student Body, SKSM, and GTU committees.
7. Administer a social justice fund.
8. Coordinate social justice activities.
9. Carry out activities to achieve our shared purposes that the voting membership deems appropriate.

Article 3: Meetings

A. Regular meetings will be held at least once per month during the regular semester. The full student body of SKSM will be notified of meetings by email and postings at least 7 days prior to any student body meeting. The agenda of said meeting shall be organized by the Executive Committee and is to be included in the posted notification of the meeting.

B. Each meeting shall include approval of the previous meeting's minutes, a treasurer's report, reports from representatives to committees, and any other business as necessary.

C. A quorum of the Student Body for the purposes of voting shall be constituted of ten percent (10%) of the Members eligible to vote present at the time of a vote either online, on phone, or physically present, or by absentee ballot.

D. Student Body business will be conducted by those voting members present at meetings. Absentee voting shall be allowed on Student Body Business, should a voting member of the Student Body not be able to be present on the day of voting. In the event of absentee voting, votes must be put in writing and given to the Student Body Secretary no later than 5:00 PM Pacific Time the day prior to the Student Body Meeting. Votes may be handwritten or sent and received via email. The Secretary will not share the results of the vote until the time in the meeting at which it is appropriate.

E. The Student Body shall strive for consensus in all of its business decisions, with the exception of financial matters. In all financial matters, decisions shall be made by vote requiring approval by a simple majority of the quorum.

F. An additional meeting may be called by any three voting members of the Student Body or the President or Acting President. Notification of additional meetings shall be conducted 7 days in advance, in the same manner as regular meetings.

G. No Student Body meeting will be held if there is no access to the meeting for low residency students, participation via Internet or phone.

Article 4: Voting Membership

A. All students enrolled in a degree-granting program at Starr King School for the Ministry including Executive Committee members, are voting members of the Student Body. Students on leave-of-absence who have not withdrawn from the school may still vote.

Article 5: Officers

A. Student Body officers have joint responsibility for planning and coordinating Student Body activities, as directed by the Student Body. The term of office shall be one year. In the instance of resignation or absence of officers for two months or more from Student Body and/or Executive Committee meetings or leave-of absence from SKSM, the executive committee shall appoint a person to fill the vacancy until the next formal election. Specific duties are:

1. President(s): Student Body representative to the administration; appoints special student task force chairpersons; prepares meeting agendas and posts notice of meetings; presides at (facilitates) meetings, attends monthly faculty meetings, and helps plan the All-School Meetings.
2. Vice President(s): Performs functions of the President(s) in the event of Presidential absence. Coordinates other activities and projects as deemed appropriate by the Executive Committee and/or Student Body.
3. Secretary: Responsible for recording minutes to ensure a written record of proceedings; maintains a file of the last three years of minutes; reads minutes of the previous meeting; prepares a copy of the minutes to be posted one week after the previous meeting.
4. Treasurer: Maintains treasury; collects dues; writes Emergency Student Loan Fund checks and receives loan repayment; keeps a written record of all transactions. The treasurer shall prepare a proposed annual budget in September for approval by the Student Body and recommend a sliding scale dues amount. At the last meeting in May the treasurer shall present a final yearly budget statement.
5. Social Justice Coordinator: coordinates a Social Justice meeting at least once per semester, monitors and approves funding for student projects, acts as conduit for coordinating justice activities and may plan such events.
6. Executive Committee: all officers are members of the Executive Committee and are to attend Executive Committee and Student Body meetings unless excused by the President. i. Absence from meetings for more than two months requires replacement. ii. Emergency Student Loans must be approved by a majority of the Executive Committee (minimum of three).

Article 6: Election Procedures

A. Election Committee:

1. The Election Committee will consist of one out-going Student Body Officer, one faculty or staff member, and one Student Body member who is not currently an officer or running for office.

2. The Student Body will select the election committee at a regular meeting.
3. The Election Committee will be responsible for the issuing of ballots, and the collecting, counting, and reporting of votes.

B. Nominations:

1. Members of the Election Committee will accept nominations for Officers of the Student Body and Representatives to school committees, between the 2nd Monday of March and the Friday before spring break, noon PST.
2. No person will be nominated for a position without that person's prior consent.
3. A nominee must be enrolled at SKSM for the entire term of the elected position and provide written date of intended graduation.
4. A list of those nominated will be prominently posted within 1 business day of the close of the nomination period.
5. No nominee will begin campaigning prior to Campaign Season.

C. Campaign Season:

1. Campaign Season will extend from Monday after nominations have closed until the elections.
2. Campaigns will not slander opponents.

D. Voting:

1. Voting for officers of the Student Body and Elected Committee Members will be held throughout the first full business week of April.
2. Each voting member, as defined in Article 4: Voting Membership, will be allowed one vote.
3. All voting will be by secret ballot, except in the case of absentee ballots. If a student needs an absentee ballot, they must request one no later than Tuesday 5 PM of election week. Absentee ballots must be returned to designated Election Committee Member by Friday 5 PM of election week.
4. Ballots will contain a space for write-in candidates for each available position.
5. The Election Committee will be responsible for tallying the votes, informing all contenders, and posting the results within 1 business day of the close of elections.
6. Instant Runoff Voting. In each contest, voters will designate first preferences and subsequent preferences. If no candidate receives a majority, the candidate with fewest first preferences is eliminated and the secondary preferences on ballots for that candidate are recounted with the existing first preferences. This procedure is repeated until a candidate receives a majority and is elected to office. In contests filling multiple positions, the procedure is repeated until just the number of candidates remains to fill the positions, who are elected to office.

Article 7: Committees

A. Executive Committee: The Student Body officers constitute the executive committee.

B. Elected Committee Members: The Student Body will elect the following members to the following faculty-sponsored committees:

- i. Admissions Committee: Two student members will each be elected for one-year terms and require signature of a non-disclosure agreement.
- ii. Curriculum Committee: Two student members will each be elected for two-year terms. Their terms shall be staggered.
- iii. Board of Trustees: Two student members will each be elected for two-year terms. Their terms shall be staggered.
- iv. Special Task Forces: Special Task Forces may be approved by the Student Body at any time. These task forces shall be appointed for a specific purpose to achieve a certain function or goal. Upon the completion of their task, the task force will be disbanded.

C. Elected Committee Members and Student Body Officers are expected to be represented at all Student Body meetings unless excused by the President, and to submit written updates and/or reports to the Secretary at least two (2) days prior to Student Body meetings to assure time to distribute reports to all students in advance.

Article 8: Amendment Procedures

These by-laws may be amended by a two-thirds majority vote of the quorum, provided that two (2) weeks' notice of the proposed amendment has been provided in writing to all students and that the amendment has been posted in a prominent place including email to the entire student body during those two weeks.

Emergency Student Loan Fund

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

1. Emergency loans to students must be approved by at least two members of the Student Body Executive Committee. An officer seeking a loan must get the approval of two (2) other members of the committee.

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

Emergency Student Loan application forms can be found on the student forms page of the Starr King website:
<https://www.sksm.edu/current-students/student-forms/>

Spiritual Care at Starr King

Greetings from Pastor Jacqueline

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

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

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

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

Chapel

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

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

Drop-In Spiritual Practices

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

Cohort Groups

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

Affinity Groups

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

Spiritual Direction Groups

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

Pastoral Care

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

Team ECO

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

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

school website.

Staying Connected

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

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

Want to post something in this newsletter?

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

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

Starr King on Facebook

- Starr King School for the Ministry for official updates from Starr King on Facebook: <https://www.facebook.com/SKSMsocial>

- Starr King Today Facebook group is a closed group for current students, staff, faculty and Board members of Starr King, please join the group for informal announcements: <https://www.facebook.com/groups/1575439059411275>
- SKSM Community Facebook group: for graduates, faculty, staff, and members of the larger Starr King community: <https://www.facebook.com/groups/209525825733511/>
- SKSM Grad Association once you graduate, you can join this Facebook group for updates from the school and the Grad Association: <https://www.facebook.com/groups/734246739922768>

Twitter

For official updates from Starr King on Twitter, follow us @SKSMsocial. Below is a list of hashtags we encourage you to use when posting about Starr King.

#SKSM, #SKSMShowsUp (for events and justice activities), #SKSMgrad, #IAmStarrKing, #MASCinAction, #MASC, #belovedcommunity, #UU, #Multireligious, #religiousleadership, #the@ology, #theology, #faith, #justice, #sacredsocialchange

Instagram

Follow us @SKSMsocial for photos, casual updates, and other fun!

YouTube

Starr King often releases video content to our YouTube channel. Videos range from event recordings to special announcements from the President, and everything in between. Subscribe to the Starr King YouTube channel here: https://www.youtube.com/channel/UCVxNsgXX_ZzHX7hpva8ShFw

LinkedIn

Connect with Starr King on LinkedIn here: <https://www.linkedin.com/school/starr-king-school-for-ministry/>

Student Presence on Social Media

Starr King School for the Ministry advises students who post on social media sites to carefully consider what they choose to have associated with their online presence. Having a seemingly “anonymous”

online presence does not necessarily make you or what you post “anonymous.” Posting items online or on social media sites that you do not intend to be attributable to you and/or accessible to the public could become problematic. This could be particularly limiting for you in the future when seeking employment or applying to graduate school. More and more employers and institutions look at all available information about applicants when making hiring and admission decisions. Furthermore, information and comments that are posted online may be a violation of Starr King’s policies against sexual misconduct, harassment and/or bullying, and can be adjudicated within Starr King’s student conduct system.

More guidance is provided in our Social Media Use Policy.

Student Ambassadors

How you can be involved?

One of the joys of being a Starr King student is sharing the good news of what the school stands for: a personalized education for religious leadership that emphasizes multi-religious and counter-oppressive commitments within a diverse and welcoming environment. Who can better speak to this than those of you who experience our educational approach firsthand? Tell others about how you experience the school. It is the best testimony to Starr King’s educational imagination and success.

Being an ambassador for the school is at the heart of our advancement efforts. When your friends and family hear about what this school means to you and why, they give greater thought as to how they can support the life-changing work that happens here. Invite them to consider such support. Generous-spirited people of all income levels appreciate learning about opportunities to support progressive causes that are making a difference in the world, and they will thank you for telling them about Starr King School for the Ministry.

Over the course of your sojourn with us there will be other ways you can help the school’s advancement efforts, such as events, speaking in congregations, joining in visits to donors, helping with mailings, or connecting us with people you know who may contribute to the mission of the school.

For any questions or concerns about communications from Starr King, please email communications@sksm.edu.

FAQ Sheet for Students

Whom do I ask about...?

Advising and Academics?

My Academic Program

Your Advisor

Registration questions

Registrar (registrar@sksm.edu)

Connecting to Populi

Registrar (registrar@sksm.edu)

Mid-Degree Portfolio Conferences

Your Advisor

Diversity Concerns

Your Advisor or Dean of Students, Chris Schelin (cschelin@sksm.edu)

Team ECO (teameco@sksm.edu)

Educating to Counter Oppression (ECO)

Your Advisor

Student Files

Registrar (registrar@sksm.edu)

The MASC Program

Rev. Dr. Gabriella Lettini (glettini@sksm.edu) and your advisor

Community Field Education

Director of Contextual Education, Dr. Christopher Schelin (cschelin@sksm.edu)

Discerning Your Calling

Your Advisor or Dean of Students, Dr. Christopher Schelin (cschelin@sksm.edu) or Director of Spiritual Services, Rev. Jacqueline Duhart (jduhart@sksm.edu)

Info on Counseling or Spiritual Direction

Chaplain, Rev. Jacqueline Duhart
(jduhart@sksm.edu)

Students' Concerns/Issues

Dean of Students, Dr. Christopher Schelin
(cschelin@sksm.edu)

UU Ministerial Fellowship Committee and Credentialing Process

Your Advisor/UUA Credentialing Director

Ministerial Formation Network &

Vocational Advisor for UU Ministry

Director of Spiritual Services, Rev. Jacqueline Duhart (jduhart@sksm.edu)

Community Life?

Community Life

Dean of Students,
Dr. Christopher Schelin (cschelin@sksm.edu)

Cohort Groups

Director of Spiritual Services,
Rev. Jacqueline Duhart (jduhart@sksm.edu)

Student Body Concerns

Student Body Officers

Chapel, Worship, & Ritual

Director of Spiritual Services, Rev. Jacqueline Duhart (jduhart@sksm.edu)

Reporting Gender-Related or Sexual Misconduct

Dean of Students, Rev. Dr. Christopher Schelin (cschelin@sksm.edu)

Finances?

Personal Growth and Learning Expenses

Your Advisor, then Dean of Students

Student Health Insurance

Student Accounts Manager

(studentaccounts@sksm.edu)

Student Loans

Student Accounts Manager

(studentaccounts@sksm.edu)

Work Study Opportunities

Student Accounts Manager (studentaccounts@sksm.edu)

Scholarship Opportunities

Student Accounts Manager (studentaccounts@sksm.edu) or Dean of Students (cschelin@sksm.edu)

Into the Field?

Congregational field education, including internships

Rev. Tera Landers (tlanders@sksm.edu)

UUA Internship Clearinghouse <http://www.uua.org/careers/ministers/becoming/internships>

The Unitarian Universalist Association

(UUA), Pacific Central District, UU Justice Ministry of CA, DRUUM, UUSC, and related UU organizations

Director of Spiritual Services, Rev. Jacqueline Duhart (jduhart@sksm.edu), Rev. Sheri Prud'homme (sprudhomme@sksm.edu), Rev. Tera Landers (tlanders@sksm.edu)

Community Field Education

(outside of a congregation)

Rev. Dr. Christopher Schelin (cschelin@sksm.edu)

List of Resources for CPE, MFC, &

Center for Ministry <http://www.uua.org/careers/ministers/becoming>

Education?

Faculty Supervisor (for all faculty and courses)

Dean of Faculty and Chief Academic Officer, Dr. Gabriella Lettini

(glettini@sksm.edu)

Educational Technology

Director of Digital Learning, Dr. Hugo Cordova Quero (hquero@sksm.edu) and/or Your advisor

Certificate in UU Studies

Dr. Meg Richardson (mrichardson@sksm.edu)

Certificate in Multireligious Studies

Dr. Som Pourfarzaneh (spourfarzaneh@sksm.edu)

Certificate in Chaplaincy Studies

Dr. Pamela Hancock (phancock@sksm.edu)

Certificate in Psychedelic Justice and Companionship

Tyson Casey (tcasey@sksm.edu) or Dr. Pamela Hancock (phancock@sksm.edu)

Proposing a Student-Taught Course as a Hilda Mason Fellow

Curriculum Committee c/o Office of the Dean of Faculty, Rev. Dr. Gabriella Lettini (glettini@sksm.edu) - Please see process and annual deadline in this handbook

Curriculum

Curriculum Committee c/o Office of the Dean of Faculty, Rev. Dr. Gabriella Lettini (glettini@sksm.edu)

Academic Calendar

<https://www.sksm.edu/news-events/academic-calendar/> or contact Assistant to the Dean of the Faculty, Kim Matsuura (kmatsuura@sksm.edu)

Advancement & Communications?

Making an annual pledge/gift or a planned gift to support the school

Advancement VP, Jessica Cloud (jcloud@sksm.edu)

Connecting donors to the school

Advancement VP, Jessica Cloud (jcloud@sksm.edu)

SKSM logo use, graphics, technical requirements or vendors related to communication needs

Director of Communications, Xander Huffman (xhuffman@sksm.edu)

SKSM press releases

Director of Communications, Xander Huffman (xhuffman@sksm.edu)

Sharing information for publication on the web about projects

Director of Communications, Xander Huffman (xhuffman@sksm.edu)

SKSM's computer photo archive

Director of Communications, Xander Huffman (xhuffman@sksm.edu)

Connecting?

Making an appointment with your advisor, or contacting an adjunct faculty member

Email addresses for faculty follow the protocol: first initial last name@sksm.edu (for example, tlanders@sksm.edu) Full list at sksm.edu.

Making an appointment with the President

Please write to Teresa Joye at tjoye@sksm.edu,

Subject Line: Scheduling an Appointment.

Making an appointment with the Dean of Faculty

Please write to Kim Matsuura at kmatsuura@sksm.edu,

Subject Line: Scheduling an Appointment.

Making an appointment with the Dean of Students

Please write to Rev. Dr. Christopher Schelin at cschelin@sksm.edu,
Subject Line: Scheduling an Appointment

Starr King This Week submissions
starrking@sksm.edu

SKSM Facebook Groups
Director of Communications, Xander Huffman (xhuffman@sksm.edu) and Dean of Students, Rev. Dr. Christopher Schelin (cschelin@sksm.edu)

Selected Justice Ministry Contacts

Ella Baker Center for Human Rights (Oakland)
www.ellabakercenter.org

Berkeley Organizing Congregations for Action (BOCA)
<http://Berkeleybocaorg.ipage.com/about>

UU Justice Ministry of California
www.uujmca.org

Unitarian Universalist Service Committee (UUSC)
www.uusc.org

UU College of Social Justice
<http://uucsj.org>



Good Luck &
Many Blessings
on your Journey!