



Academic Advising Handbook Doctor of Ministry, 2011-2012

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This document reflects the intent of Claremont School of Theology, but in cases of discrepancy, the CST Catalog and its subsequent addendums takes precedence and is legally binding.



CLAREMONT SCHOOL OF THEOLOGY

1325 N. College Avenue
Claremont, California 91711
(909) 447-2500

www.cst.edu

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THE DOCTOR OF MINISTRY DEGREE

The purpose of the Doctor of Ministry (D.Min.) program is to enhance the practice of ministry through advanced study. This 32-unit program offers opportunities for spiritual development as well as growth in knowledge and pastoral competency. Applicants to this program must have at least three years of experience in ministry subsequent to the applicant's first graduate theological degree.

Doctor of Ministry Degree Program Learning Outcomes

Doctor of Ministry degree graduates of CST will be able to:

1. Demonstrate advanced knowledge of the chosen field(s) of study.
2. Show understanding of the intercultural aspects of the chosen fields of study.
3. Apply academic research to the practice of ministry.
4. Demonstrate ethical integrity in approaches to ministry.

Claremont School of Theology has two avenues for pursuing the D.Min. degree.

Mentoring Model: Students who enroll in the Mentoring D.Min. program attend weekly courses on campus during the regular academic year.

Intensive Cohort Model: Students interested in a shared area of study attend classes for two weeks in January interterm and in June. Preparation for courses begins two months prior to classes and assignments are due after the session concludes. CST currently is offering a cohort D.Min. in Practical Theology of Healing, Reconciliation and Transformation in Korean Contexts. (Note that the Cohort Model D.Min. requires a minimum number of students for the program to begin its three-year cycle.)

MENTORING DOCTOR OF MINISTRY PROGRAM

This program is designed for students to work closely with a faculty mentor throughout their coursework and the completion of their Professional Project. Early in the program, students choose a primary focus which involves one or more areas of the curriculum in which to concentrate their study. The focus of coursework as well as the culminating Professional Project will be related to the topic area. The D.Min. program concludes with a Professional Project designed to contribute to ministry, both in and beyond the student's particular context. Course selection, assignments for particular classes, and design of directed studies should all be done with the area of concentration as well as the Professional Project in mind.

Early in the program, students choose a topic area in which to concentrate their study. The focus of coursework as well as the culminating Professional Project will be related to the topic area. The D.Min. program concludes with a professional Project thesis designed to contribute to ministry, both in and beyond the student's particular context. Students in the program are most successful when they begin with this Project in mind. Course selection, assignments for particular classes, and design of directed studies should all be done with the area of concentration as well as the Project in mind. Students in the D.Min program attend weekly courses on campus

during the regular academic year. This program is designed for students to work closely with a faculty mentor throughout their coursework and the completion of their Professional Project.

Faculty mentors are chosen by the student in the Admissions process. If the chosen mentor is not available, the student will be asked to choose another mentor. The term “mentor” designates a closer relationship than is ordinarily suggested by the term “advisor.” Not only does the mentor guide the student’s selection of courses and serve as the director or first reader of the D.Min. Project, but also at least two of the student’s courses are normally taken from the mentor. Further, when a course in the mentor’s area is needed by the student but not available during the student’s tenure at Claremont School of Theology, the mentor is expected to provide a Directed Study. (This expectation is limited to one such Directed Study per student.) A student may petition for a change of mentor but this decision should be made carefully so that the student’s completion of the Project is not delayed significantly. A change of mentor may be granted only if at least half of the student’s coursework remains. The petition for a change of mentor is submitted to the Director of the D.Min. program, who monitors the assignment of mentors to assure that the responsibilities for content and administrative mentoring are adequately accomplished and the mentoring responsibilities are fairly distributed throughout the faculty.

Degree Program Requirements

Course Requirements

Students choose a primary focus, which involves one or more areas of the curriculum. See below for requirements specific to a focus in Spiritual Care and Spiritually Integrative Counseling. The program consists of 32 units of course work distributed as follows:

Required Intensives – 4 units:

TIS4003 Contexts of Ministry (1 week Summer intensive)	2 units
TIS4005 D.Min. Thesis & Project Research Colloquium (January – 2 weeks)	2 units

Electives – 24 units:

Electives in preparation for the Thesis/Project	24 units
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Professional Project – 4 units

TDI4098 Professional Project	4 units
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Total – 32 units

At least one-half of the courses must be 4000-level courses (except those students focusing in the Worship, Preaching and Arts area), and all 3000-level courses must be upgraded to 4-unit courses with additional assignments suited to the D.Min. program. Up to 8 units may be taken as Directed Study.

There are two *required* intensives.

- “Contexts of Ministry” is a one-week, 2-unit course that convenes at the end of August before the regular fall semester courses begin.

- “D.Min. Thesis & Project Research Colloquium” is a two-week, 2-unit intensive that convenes during the January interterm. This colloquium assists with the writing of a Research Project proposal that begins the process towards the writing of the D.Min. Project.

Spiritual Care and Counseling Focus

For students who intend to elect a mentor from the Spiritual Care and Counseling faculty, completion of one unit of Clinical Pastoral Education (CPE) and a CPE evaluation acceptable to the faculty in Spiritual Care and Counseling are prerequisite for admission and for beginning the clinical education portion of their program. Additionally, students choose a clinical education track and dedicate 8 of their required 32 units to related coursework. There are two clinical education tracks in the Residential Mentoring D.Min. program:

Clinical Spiritual Care: In addition to the prerequisite CPE unit students are required to complete 2 additional units of Clinical Pastoral Education (CPE). Students are responsible to enroll in an ACPE-accredited CPE program. Proof of acceptance into an ACPE program is required for registration. CPE often follows a schedule different from the School’s academic calendar. Fees charged by the CPE Center are paid by the School out of the student’s tuition. Students in this track meet their clinical requirements by registering for the course Clinical Pastoral Education as follows:

LSC4001 (1st unit of CPE, 4 units of program credit, preferably taken during the first year of study)

LSC4002 (2nd unit of CPE, 4 units of program credit)

Spiritually Integrative Counseling and Psychotherapy: Students are required to complete 12 months of training as Pastoral Psychotherapy Residents at The Clinebell Institute for Pastoral Counseling and Psychotherapy (TCI). No other placements are allowed, except those arranged by TCI. Clinical training begins in late August with a required three-day staff meeting and orientation. Training continues for a full calendar year, unless the student graduates. Students are expected to complete their required training without interruption. The clinical training program at TCI does not follow the academic calendar. Due to the intensive nature of the training and the needs of clients, students are on a year-round schedule and continue to serve their clients during school breaks, though vacation times are arranged through TCI. If students’ training must be interrupted due to unforeseen life circumstances, students must make up the time missed within 1 year from the time of interruption. In addition to the weekly meeting time, students schedule clinical work, research and study in preparation for clinical service, individual supervision, and other training meetings as required. Due to the high cost of supervision and other training expenses, additional fees are charged: \$1300 billed for LSC4041A, LSC4041B, LSC4042A, and LSC4042B. These fees are normally not covered by scholarship. Students in this track meet their clinical requirements by registering for the course Spiritually Integrative Psychotherapy Residency as follows:

LSC4041A (Fall 1st year, 4 units)

LSC4041B (Spring 1st year, 4 units)

LSC4041C (Summer 1st year, 0 units)

Required Psychotherapy: The effective and ethical practice of Spiritual Care and Counseling depends upon the caregiver's continual cultivation of emotional and spiritual resources, self-knowledge, and ability to use herself or himself for the care of others. Therefore, students concentrating in Spiritually Integrative Counseling and Psychotherapy are required to be in psychotherapy during their clinical education. Students indicate that they have begun this requirement by requesting that a letter be sent by their therapist to the TCI Training Director indicating that the psychotherapy has begun.

Doctor of Ministry Committee

The D.Min. Committee oversees the Professional Project and is comprised of the student's mentor and one additional faculty person (second reader). The student's mentor serves as the chair of this committee. In preparation for the D.Min. Colloquium, and in consultation with the student's mentor, the student should secure the agreement of one additional faculty person to serve on this committee. With the approval of the Dean, an adjunct professor may be designated to serve as the second reader. Should the student be unable to find an additional faculty person for the committee, the Dean will appoint one.

Doctor of Ministry Colloquium

The purpose of the D.Min. Colloquium is to:

- Instruct students in form, style, documentation and research methods necessary for a successful research project;
- Orient students to the various requirements of the Professional Project, and
- Assist students in formulating a preliminary draft of their Research Project proposal.

In the semester following the Colloquium, students will finalize their proposal with their faculty committee members and receive approval to proceed with the research Project.

Doctor of Ministry Professional Project

The Professional Project may be one or the other of two basic types:

1. An integration of one of the disciplines of Bible, History, Theology, Ethics, or World Religions and one of the disciplines of Religious Education, Spiritual Care, Spiritually Integrative Counseling, Spiritual Formation, Administration, Preaching and Worship, Urban Ministry or the Arts. In this case, the committee is composed of readers from each discipline focused in the mentor's area only, in which case the second reader could come from any area.
2. If the Project is written in Bible, History, Theology, Ethics, or World Religions, it must show the relevance of the topic for the practice of religious traditions and ministry, as mandated by the Association of Theological Schools (ATS).

The Professional Project is to be 20,000 to 25,000 words (80 to 100 pages) in length, excluding Table of Contents, Bibliography, and Appendices (charts, graphs, etc.). Registration for the D.Min. Project is limited to one semester.

All Professional Projects must meet specified editorial standards and be microfilmed and digitized for distribution by ProQuest. Two bound paper copies will be deposited in the library.

INTENSIVE COHORT DOCTOR OF MINISTRY

D.Min. in Practical Theology of Healing, Reconciliation and Transformation in Korean Contexts

This program is specifically designed for Korean and Korean American religious professionals who work in Korean contexts. Faculty from CST with teaching experience in previous Korean D.Min. programs as well as other Korean and Korean American scholars from other theological schools have been brought together to teach in this program. This program arises from the contemporary Korean church context in which rapid social changes result in many forms of individual, familial, congregational, and social conflicts. The prevalence of such conflicts in Korean and Korean American society results in the current burgeoning “industry” of counseling and healing ministries in Korean communities. Many Korean churches, however, adopt traditional forms of healing ministry such as revivals, retreats, and worship services. These tend to be highly individualistic without accounting for the larger sociocultural context out of which these conflicts arise. This proposed D.Min. program, therefore, emphasizes contextual analyses. It presents a critical and systematic understanding of conflicts and healing, a critical reflection of the interface between theory and praxis, and acquisition of integrated practical and theological skills and competence.

The D.Min. includes the equivalent of one full year of academic study (10 courses for 30 units) and the design and completion of a Project (2 units). The Project will address both the nature and practice of ministry. It will be required to be of sufficient quality that it contributes to the practice of ministry as judged by professional standards and has the potential for application in other contexts of ministry.

Program Learning Outcomes

Upon successful completion of the program, students will be able to:

- Develop and articulate a theology of healing, reconciliation and transformation based on specified theological and social science disciplines.
- Perform pastoral care for healing, reconciliation and transformation of individuals and congregations through ministerial practices acquired through this program.
- Apply methods of practical theology and qualitative research for critical understanding and analysis of ministerial situations and relationships.
- Embody continuity of personal religious beliefs concerning healing, reconciliation and transformation with a sense of vocation, spiritual practice, and ethical integrity.

Course Requirements and Schedule

Ten courses are required for completion of coursework. Each session offers two courses offered on campus (in June) or in Korea (in January). The following course offering may be revised based on institutional needs.

1. Introduction to a Practical Theological Approach to Conflict and Reconciliation
2. A Crosscultural and Theological Approach to Healing, Reconciliation and Transformation
3. Gender Related Conflicts, Healing and Transformation in the Korean Church
4. Interpreting Conflict, Healing and Reconciliation in the Bible
5. Healing and Transformation through Preaching and Worship
6. Healing Relationships in Conflict: Marital Education and Therapy
7. History, Theology, and Application of Small Group Ministries to the Ministry of Healing
8. Group Dynamics and Small Group Care and Counseling toward Healing
9. Research Methodologies
10. Project Seminar

The D.Min. Program begins with a required one-day Orientation.

Doctor of Ministry Colloquium

During each session, a special time is set aside when students meet with the Director of the program to discuss their academic and professional needs and concerns as they relate to this degree program. A website is also maintained for the students in this program to address their academic and programmatic needs (<http://cafe.daum.net/cstdmin>).

Doctor of Ministry Professional Project Committee

By the completion of 12 units, a student will seek out two faculty persons to serve on their D.Min. Project Committee. The student must ask one faculty person to chair the committee and be the “First Reader.” The second faculty member will serve as the “Second Reader.” All teaching faculty in the Korean D.Min. may be either the First Reader or Second Reader. If the First Reader is an adjunct faculty member, the Second Reader must be a full-time Claremont faculty person. The Claremont faculty person will ensure that the Claremont standard of excellence, procedures and policies are followed. Should the student be unable to find a first or second reader, the Director of the Doctor of Ministry program will appoint one.

Doctor of Ministry Professional Project

The Project shall include the following:

- Students must design and complete a written doctoral-level Project that addresses both the nature and practice of ministry.
- The Project must be of sufficient quality that it contributes to the practice of ministry and has the potential for application in other contexts of ministry.
- It must demonstrate the student’s ability to identify a specific theological topic in ministry around the theme of healing and transformation of conflict.

- Students must utilize an effective research model, use appropriate resources, and evaluate the results.
- The Project must reflect the student's depth of theological insight in relation to ministry.

These Project parameters will be introduced in orientation at the beginning of the program. Students will be encouraged to identify a Project topic within the first year of coursework and engage in peer review conversation. Preparation for the Project will be addressed in all courses. Courses will prepare students to identify research problems and questions, understand theoretical perspectives, access the relevant literature, and identify connections to the practice of ministry. Students are expected to integrate coursework, clinical training, and ministry experiences in the culminating Project.

The curriculum includes two required courses that will help students learn research methodology and design (Research Methodologies and Project Seminar). In the Project Seminar, students will develop a Project proposal through a peer-review process with supervision from the faculty and the program director. The final assignment of the Project Seminar is completion of a 10-page proposal (to be written in English) that will include:

- A statement of the problem or issue in the practice of ministry that is to be the subject of the culminating Project.
- A description of the context of the problem in the practice of ministry.
- The justification for the study: the need for it and the contributions it will make.
- Background information on the problem to be addressed.
- An explanation of the theoretical stance of the student-researcher.
- A discussion of appropriate research methods for the evaluation of the Project.
- A detailed tentative outline.
- A preliminary bibliography.

The Project is neither a Ph.D. dissertation nor a simple research paper. Students are to select a Project topic in their own ministry context. They must address the implications of their findings for the practice of ministry. The Project will be between 50 to 80 pages including bibliography. If written in Korean, students must prepare a 3-5 page abstract in English, which is bound with the paper.

All D.Min. Projects must meet specified editorial standards and be microfilmed and digitized for distribution by ProQuest. Two bound paper copies will be deposited in the library.

Supporting Materials in Korean

A list of supporting materials in both Korean and in English is being compiled on an ongoing basis as an EndNote file to assist both faculty and students in their teaching and research for this D.Min. program. Students may "view" the EndNote file without having to purchase the program since the demo version of the program is downloadable for free. The current library collection has not yet been combined with this EndNote file.

We are committed to increasing Korean language materials for the CST library and have arranged for students in Korea to have access to the Hyupsung University and Mokwon University libraries. Out-of-town students from Korea and across the United States have full

access to CST library resources except borrowing privileges. Our students are able to download the full text of serial materials and do catalog searches like other students in other degree programs on campus. In Korea, an Amazon.com-like online bookstore is available (<http://www.yes24.com/>) that carries a significant amount of Korean and English materials.

DEGREE PROGRAM GUIDES

MENTORING DOCTOR OF MINISTRY DEGREE REQUIREMENTS

<i>Course Requirements</i>	<i>Semester Offered</i>	<i># of units</i>	<i>Projected Semester</i>	<i>Date Completed</i>
TIS4003 – Contexts of Ministry	August	2		
Six 4-unit electives are required in preparation for the project thesis:		24		
TIS4005 – D.Min. Research Colloquium	January	2		
TDI4098 – Professional Project		4		
Total Units		32		

**DOCTOR OF MINISTRY DEGREE REQUIREMENTS
CLINICAL SPIRITUAL CARE CONCENTRATION**

<i>Course Requirements</i>	<i>Semester Offered</i>	<i># of units</i>	<i>Projected Semester</i>	<i>Date Completed</i>
TIS4003 – Contexts of Ministry	August	2		
LSC4001 – 1 st ACPE Unit of CPE		4		
LSC4002 – 2 nd ACPE Unit of CPE		4		
Four 4-unit electives are required in preparation for the project thesis:		16		
TIS4005 – D.Min. Research Colloquium	January	2		
TDI4098 – Professional Project		4		
Total Units		32		

**DOCTOR OF MINISTRY DEGREE REQUIREMENTS
SPIRITUALLY INTEGRATIVE PSYCHOTHERAPY CONCENTRATION**

<i>Course Requirements</i>	<i>Semester Offered</i>	<i># of units</i>	<i>Projected Semester</i>	<i>Date Completed</i>
TIS4003 – Contexts of Ministry	August	2		
LSC4041A – 1 st TCI Clinical Training		4		
LSC4041B – 2 nd TCI Clinical Training		4		
LSC4041C – 3 rd TCI Clinical Training		0		
Four 4-unit electives are required in preparation for the project thesis:		16		
TIS4005 – D.Min. Research Colloquium	January	2		
TDI4098 – Professional Project		4		
Total Units		32		

**DOCTOR OF MINISTRY DEGREE REQUIREMENTS
PRACTICAL THEOLOGY OF HEALING, RECONCILIATION, AND TRANSFORMATION IN
KOREAN CONTEXTS**

<i>Course Requirements</i>	<i>Semester Offered</i>	<i># of units</i>	<i>Projected Semester</i>	<i>Date Completed</i>
Introduction to a Practical Theological Approach to Conflict and Reconciliation		3		
A Crosscultural and Theological Approach to Healing, Reconciliation and Transformation		3		
Gender Related Conflicts, Healing and Transformation in the Korean Church		3		
Interpreting Conflict, Healing and Reconciliation in the Bible		3		
Healing and Transformation through Preaching and Worship		3		
Healing Relationships in Conflict: Marital Education and Therapy		3		
History, Theology, and Application of Small Group Ministries to the Ministry of Healing		3		
Group Dynamics and Small Group Care and Counseling toward Healing		3		
Research Methodologies		3		
Project Seminar		3		
TDI4098 – Professional Project		2		
Total Units		32		

NEW COURSE NUMBERING CONVENTIONS

Claremont School of Theology and Claremont Lincoln University have implemented a new course-numbering system. The new course numbering convention consists of three alpha characters indicating the institution and “department” followed by four numeric digits representing the actual course number. The first letter of the course number represents to the institution offering the course, with “T” referring to Claremont School of Theology, and “L” referring to Claremont Lincoln University. The second and third letters comprise the “departmental” code. This is followed by the course number, which is four or eight digits, depending on whether the course is cross-listed at both masters and doctoral level. Interdisciplinary courses representing two departments or areas of study will have two distinct course numbers.

So, for example, LIR3001/4001, the course number for Interreligious Dialogue and Leadership, breaks down as follows:

- L – Claremont Lincoln University
- IR – Interreligious Studies
- 3001 – Masters-Level Course Number
- 4001 – Doctoral-Level Course Number

The new Catalogs and Degree Program Handbooks use the new course numbering system, but for the fall semester of 2011 only, students will register using the old numbers. The following chart provides conversion between the old and new systems.

Dept.	Number		Course Name	New Number
CE	300		Clinical Pastoral Education	TCE3000
CE	375		Religious Leadership	TCE3075
CE	380A		Field Education	TCE3080A
DI	400		Doctoral Continuous Registration	LDI4000
DI	498		DMIN Project	TDI4098
DI	499		Dissertation Research	LDI4099
DS	323		United Methodist History and Polity	TDS3023
DS	339	OL	Evangelism and Mission in the Wesleyan Tradition	TDS3039
EC	314/414		Race, Religion, and Nation	LES3014/4014
EC	316/416		Feminist Ethics	LES3016/4016
EC	383/483		Religion and Violence	LES3083/4083
EC	384/487		Postcolonialism	LES3084/4087
EC	480		Ethics Ph.D. Colloquium	LES4080
EC/WR	386/486		Post-Holocaust Jewish Thought	LES/LJS3086/4086
*EP	133		Major Christian Doctrines	TEP1033
*EP	135		Introduction to Ethics	TEP1035
*EP	136		Hebrew Bible I	TEP1036

*EP	138		New Testament I	TEP1038
*EP	140		Church History I (Early and Medieval)	TEP1040
*EP	144		Greek	TEP1044
*EP	150		Anglicanism Spirituality/Theol/Hist/Polity I	TEP1050
*EP	153		Introduction to Episcopal Worship	TEP1053
*EP	156		Church Leadership	TEP1056
HB	302		Biblical Hebrew I	LHB3002
HB	307		Basic Aspects of the Study of the Hebrew Bible	THB3007
HB	355/446		Five Books of Moses	LHB3055/4046
HB	424		Biblical Lament Literature	LHB4024
HB	428		Hosea and Amos	LHB4028
HC	307		History of World Christianity	THC3007
IR	301/401		Interreligious Dialogue and Leadership	LIR3001/4001
IR	326/426		Religious Relativity and World Theology	LIR3026/4026
IS	375B		M.A. Research	LIS3075B
IS	414		Seminar in Practical Theology	LIS4014
MI	399		Masters Continuous Registration	LMI3099
MU	301/401		History of Islam	LMU3001/4001
*MU	302/402	CGU	The Qu'ran and its Interpreters	LMU3002/4002
*MU	303/403	CGU	Islamic Ethics	LMU3003/4003
MU	307/407	HY	Religious Leadership and Spirituality in Muslim Contexts	LMU3007/4007
NT	321/409		Q, Mark and Thomas	LNT3021/4009
NT	362/462		New Testament Exegesis and Critical Methods	LNT3062/4062
NT	384		Beginning Greek	LNT3084
NT	387		Spirituality and Worship in the Early Christian Church	LNT3087
NT	392/492		Gnosticism	LNT3092/4092
NT	457		New Testament Seminar/Graeca	LNT4057
PR	206		Oral Communication for International Students	TPR2006
PR	207		Writing and Reading Comprehension for International Students (1:00pm- 5:00pm, Aug. 26, Sept. 19, Oct 3)	TPR2007
PR	208		Writing Workshop (1:00pm-5:00pm, Aug. 26, Sept. 19, Oct 3)	TPR2008
RA	370/470		Hymnody to Hip Hop: Religious Aspects of Popular Music	TRA3070/4070
RE	331/431		Young People in Faith Communities	LRE3031/4031
SC	300		Elective Clinical Pastoral Education	
SC	301		Clinical Pastoral Education	
SC	306		Cultivating Wholeness Through Relational Practices	TSC3006
SC	327/427		Small Group Processes	LSC3027/4027

SC	339/439		Spiritual Care and Pastoral Counseling with Couples and Families	LSC3039/4039
SC	341A		Pastoral Counseling Internship (Mandatory pre-session training will take place 9:00-5:00 August 16-18, 2011.	LSC3041A
SC	365/465		Justice in Spiritual Care: Issues of Race, Class, Gender, and Sexuality	LSC3065/4065
SC	441A		Pastoral Psychotherapy Residency (Mandatory pre-session training will take place 9:00-5:00 August 16-18, 2011.	LSC4041A
SC	442A		Pastoral Psychotherapy Residency (Mandatory pre-session training will take place 9:00-5:00 August 16-18, 2011.	LSC4042A
SC	485		Ph. D. Colloquium in Spiritual Care and Counseling	LSC4085
SF	210		Compassion Practice Group	
SF	307/407		Spirituality for Compassionate Social Engagement	LSF3007/4007
SF	317/417		Teaching the Compassion Practice	LSF3017/4017
SF	319/419	OL	Christian Spiritualities Across the Ages	LSF3019/4019
SF	324/424	HY	Practicing Awareness and Discernment (Hybrid)	LSF3024/4024
TH	303/403		Whitehead's Philosophy and Its Religious Relevance	LPS3003/4003
TH	314/414		Faith and Freedom: Cross-Cultural Liberation Theologies	LCT3014/4014
TH	337/437		Feminist Theologies in North America	LCT3037/4037
TH	344/409		Ministry and the Problem of Evil	LCT3044/4009
TH	386/402		Eco-Process Theology	LPS3086/4002
TH	387/426		Religious Relativity and World Theology	LCT3087/4026
TH	494		Process Studies Ph.D Colloquium	LPS4094
WP	315		Introduction to Worship and the Arts	TWP3015
WP	358/458		The Art of Preaching in the Age of Exile	TWP3058/4058

MENTORING D.MIN. PROGRAM SEQUENCE & OVERVIEW

Summer	TIS4003 Contexts of Ministry
Fall	Course Work (Electives and/or Directed Study)
December	Pre-register for the D.Min. Thesis & Project Research Colloquium When you pre-register, you will receive from the Registrar, Form 1 - Timeline for Completion of the D.Min. Project
January	TIS4005 D.Min. Thesis & Project Research Colloquium During the Colloquium you will receive from the instructor, Form 2 - Working Outline for the D.Min. Project Proposal Complete the Colloquium which is designed to assist you to develop a draft of your Thesis/Project Research Proposal. <i>NOTE: This draft will be refined in consultation with the faculty serving on your D.Min. Project Committee.</i>
Spring	Course Work (Electives and/or Directed Study)
February 1	Submit your Project Research Proposal to your D.Min. Committee for approval. Set up a meeting with your D. Min Committee to discuss the draft of the Proposal with special attention to the methodologies that will be used in the project. Faculty will determine what revisions need to be made to the proposal before it will be accepted.
February	Submit to the registrar: Form 3 - The advisory Committee Selection Form. <i>This form requires D.Min. Project Committee faculty signatures.</i> Form 4 - Report on Committee Conference Form. <i>This form confirms that your D.Min. Project Committee has met, the initial draft of your research proposal has been received, and the methodology has been discussed.</i>
April 1	Make all necessary corrections to the Proposal as directed by the D. Min Committee with a goal of obtaining approval of final draft on or before April 1. Submit to the registrar: Form 5 - D.Min. Project Proposal Approval Form. <i>This form requires the signatures of the faculty on the D.Min. Project Committee stating acceptance of the D.Min. Project Proposal.</i> Requests for extensions must be made through the Registrar's Office, using Form E - The Draft Deadline Extension Form. If needed, this form should be submitted prior to the deadline for which the extension is being requested. Extensions must be approved by both the faculty on the D.Min. Project Committee and the Thesis Secretary.

- Summer Conduct research. Begin the project. Write!
- Fall Complete course work (if needed)
Complete the project.
Complete ALL chapters of your Thesis/Project.
- Dec 1 First draft of your Thesis/Project is due. A complete first draft includes an abstract, footnotes, and bibliography.
Submit to the registrar:
Three copies of your Thesis/Project.
Form 6 - First Draft Approval Form (completed except for faculty signatures)
- Jan 15 First draft responses from faculty are due to the student.
- Feb 15 Second draft of your Thesis/Project is due. A complete second draft includes an abstract, footnotes, and bibliography.
Submit to the registrar:
Three copies of your Thesis/Project.
Form 7 - Second Draft Approval Form (completed except for faculty signatures)
- Feb Schedule an oral defense with your D.Min. Project Committee.
- March 8 Last day for oral defense.
Faculty will inform you of any final revisions that need to be made in order for the Thesis/Project to be accepted and approved.
Faculty will sign and submit to the registrar:
Form 8 - The Report of Oral Defense Form.
This form requires the signature of both faculty members on the D.Min. Project Committee and signifies the completion of the oral defense.
- April 1 The final draft of the D.Min. Thesis/Project is due.
Submit to the registrar:
One copy of your Thesis/Project.
Form 9 - Final Draft Approval Form (completed except for faculty signatures)
- April 15 Last day for faculty and Thesis secretary to notify the Registrar's Office of the acceptability of the student's D.Min. Thesis/Project.

Note: When the listed date falls on a weekend, the due date will be the following Monday.

ACADEMIC CALENDAR

FALL SEMESTER 2011

New Student Orientation	August 23
All Work For Incompletes From the Spring Semester Due to Instructors	August 26
Classes Begin	August 29
Labor Day Holiday (No Classes/Offices Closed)	September 5
Convocation	September 6
Last Day to Add CST Fall Classes	September 13
Last Day to Receive Full Refund for Dropping Classes	September 13
Last Day for Fall 2011 Registration Confirmation	September 13
Last Day to Submit Report on Committee Conference for May 2012 DMIN Grads	September 15
Last Day to Change Grade Options	September 20
Last Day to Receive Half Refund for Dropped Classes	September 27
Last Day to Submit Form and Style Approvals for May 2012 PHD Grads	October 1
Last Day to Submit DMIN Project Proposal for May 2012 DMIN Grads	October 15
Last Day to Drop Fall Classes	October 25
Last Day to Change from Credit to Audit	October 25
Deadline for First Draft of Ph.D. Dissertation (Practical Theology)	November 1
Spring Semester Pre-Registration for Continuing Students	November 7-18
Deadline for Application to Graduate in May 2012	November 18
Fall Recess (No Classes)	November 21-25
Thanksgiving Holidays (Offices Closed)	November 24-25
Deadline for First Draft of DMIN Project	December 1
Last Day to Withdraw From Fall Classes	December 12
Last Day to Change from Audit to Academic Credit (Letter Grade Only)	December 12
All Work From Incompletes From Summer Due to Instructors	December 13
Classes End	December 13
Last Day to Submit MA Committee Forms for May 2012 Grads	December 15
Final Examinations	December 14-16
Holiday Recess	December 19-30

Episcopal Theological School at Claremont Teaching Weekend Dates for Fall 2011

August 26-27	October 28-29
September 9-10	November 11-12
September 23-24	November 18-19

October 7-8
October 21-22

December 9-10
December 16-17

JANUARY INTERTERM 2012

Fall Semester Grades due to Registrar January 2
January Interterm (2-Week Courses) January 2-13

SPRING SEMESTER 2012

New Student Orientation January 12
All Work For Incompletes From Fall Semester
 Due to Instructors January 13
Deadline for First Draft of Ph.D. Dissertation (Religion) January 15
Deadline for Second Draft of Ph.D. Dissertation
 (Practical Theology) January 15
Martin Luther King Jr. Holiday (No Classes/Offices
 Closed) January 16
Classes Begin January 17
Deadline for First Draft of M.A. Paper or Project January 17
January Interterm Grades Due to Registrar January 27
Last Day to Add Spring CST Spring classes January 31
Last Day to Receive Full Refund for Dropping Classes January 31
Last Day for Spring 2012 Registration Confirmation January 31
Last Day to Change Grade Options February 7
Last Day to Receive Half Refund for Dropped Classes February 14
Deadline for Second Draft of D.Min. Project February 15
Deadline for Online Submission of FAFSA
 Applications for Fall Semester March 1
Deadline for Oral Defense of Ph.D. Dissertation for
 May 2012 Graduates March 1
Deadline for Oral Presentation of D.Min. Project for
 May 2012 Graduates March 8
Spring Recess (No Classes) March 12-16
Deadline for M.A. Paper or Project March 19
Last Day to Drop Courses March 20
Last Day to Change from Credit to Audit March 20
Deadline for Final Draft of D.Min. Project/Ph.D.
 Dissertation April 1
Easter Holidays (No Classes; Offices Open) April 5-6
Fall Semester Pre-Registration for Continuing Students April 9-20
Deadline for Oral Defense of M.A. Paper or Project April 15
Deadline for Clearing Business Office Accounts for
 Graduating Students April 15
Deadline for Completion of all Graduation
 Requirements (except current coursework) April 15

All Work for Extended Incompletes from Fall Semester and January Interterm for May Graduates Due to Instructors	April 15
Last to Submit "M.A. Summative Exercise Approval"	May 1
Last Day to Withdraw From Spring Classes	May 3
Last Day to Change from Audit to Academic Credit (Letter Grade Only)	May 3
Classes End	May 4
Graduating Students Spring Grades Due to Registrar	May 4
All Work for Extended Incompletes from Fall Semester and January Interterm for Non-May Graduates Due to Instructors	May 4
Final Examinations	May 7-9
Commencement	May 15

SUMMER SEMESTER 2012

Summer Sessions	May 21-August 18
Spring Semester Grades due to Registrar	May 25
Memorial Day Holiday (No Classes/ Offices Closed)	May 30

**Episcopal Theological School at Claremont Teaching
Weekend Dates for Spring 2012**

January 13-14	March 16-17
January 27-28	March 30-31
February 10-11	April 13-14
February 24-25	April 20-21
March 2-3	May 4-5

ACADEMIC POLICIES AND PROCEDURES

Academic Form and Style

All papers, projects, and dissertations must follow proper academic form and style. Except where other academic forms are specifically allowed, the faculty requires that all work submitted follow Chicago style.

Inclusive Language

Inclusive language is strongly encouraged of all members of the School community and is considered the standard for written work, classroom discussion, worship, and common discourse. Inclusive language refers to language that refers to God and humanity in terms that are not solely male, language that deals with color in ways that does not foster racism (i.e. equating “black” with “evil”, “white” with “purity or goodness”), and sensory language (“paralyzed,” “deaf,” “blind”) in ways that does not equate persons with disabilities and evil.

Academic Honesty

All students are expected to adhere to basic standards of academic honesty and integrity. All work submitted is expected to be the student’s own thought and expression unless another source is acknowledged and appropriately footnoted. Violation of academic honesty is regarded as an extremely serious offense. Discovery of such a violation may result in an “F” grade for the course, and possible termination as a student at the School, or revocation of a degree previously granted. In any case, faculty members are obligated to report all apparent violations of academic honesty to the Dean.

Plagiarism

Plagiarism is literary theft, or offering the words or ideas of another as if they were one’s own, with no acknowledgment of the source. Whenever the ideas or words used are taken from a source, this source must be given credit. This applies not only to direct quotations, but also to indirect quotations (in which the original statement is paraphrased). Sources that must be given credit include not only published books, journals, magazines, newspapers, etc., but also other types of media, such as electronic resources (CDROM, Internet, etc.), film, television, radio, and cassette recordings, as well as lectures and the work of other students. The principle also holds true for less direct borrowings, if the ideas in question are distinctive to the source as opposed to being considered common currency. (This is often a matter of judgment; when in doubt, students are advised to err on the side of giving too many citations, rather than too few.) The prohibition of plagiarism applies to dissertations, theses, projects, term papers, class reports, take-home examinations, and any other work (whether in writing or in another media for communicating ideas) intended to fulfill requirements for a class or degree program.

The School recognizes that plagiarism is culturally defined. Consequently, students not experienced in the U.S. educational system may be asked to rewrite plagiarized work without the assumption of dishonest intent on the student’s part. Nevertheless, under no circumstances is plagiarized work acceptable, and all students are expected to learn what constitutes plagiarism in the U.S. educational context.

Cheating involves the use of any kind of assistance (e.g., written, oral, aural, or visual) that has not been specifically authorized. In regard to take-home examinations, students are not to receive assistance from others unless it has been clearly specified that a certain form of assistance is

permissible (e.g., in the preparation for, as distinct from the actual writing of, the examination), or that the exam is to be a cooperative effort.

Consequences: If it is determined that cheating or academic dishonesty has taken place, the minimum consequences are as follows:

- The professor will report the student's name to the dean's office so repeat offenses can be tracked.
- A letter regarding the academic dishonesty will be issued by the dean. It will be placed in the student's official file in the Registrar's office and a copy will be sent to the student.
- The student will be penalized:
For the first offense, the student will receive a grade of F for the assignment from the professor. The student will be referred to the Writing Center for further education on plagiarism.
For the second offense, the student will fail the course. The Dean will report this failure to the Registrar, the professor involved and the student as soon as a determination has been made.
For the third offense, the student will be dismissed from the School. The Dean will inform the Registrar's Office, the student and the professor involved.
- Stricter penalties can be imposed by the professor in consultation with the Dean.

Appeal Process: Any appeal must be made in writing to the Committee on Academic Procedures (CAP) within two weeks of notification. The decision of the Committee on Academic Procedure is final. If the professor involved is currently serving on CAP, the Dean will appoint another faculty person to replace the professor involved for the discussion and vote on the appeal. The Dean may be present during CAP's deliberations as an ex-officio member.

Grading Policies

The School grades on a four-point system as follows:

A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	D- = 0.7
C+ = 2.3	F = 0.0

Other grade field codes that carry no grade points are:

W	Student withdrawal from a course
UW	Unauthorized withdrawal
I	Incomplete Grade requested by student
AU	Audit
CR	Credit on basis of Credit/No Credit
NC	No Credit on basis of Credit/No Credit
CEU	Continuing Education Credit
P	Passing Grade for examinations
CP	Conditional Passing Grade for examinations
U	Unsatisfactory/Fail Grade for examinations

Credit/Unit Policy

A credit hour is an amount of work that reasonably approximates 1) not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 14-15 weeks for one semester, or the equivalent amount of work over a different amount of time; or 2) at least an equivalent amount of work as required above through other academic activities as established by Claremont School of Theology leading to the award of credit hours. For example, for a 3 credit semester course, the student will have faculty instruction for 3 hours a week for 14-15 weeks and will be required to commit 6 hours a week to reading, research, writing, and consultation for that class, or a reasonable equivalent.

Credit/No Credit

Students in good standing (not on academic probation) in the M.Div. and M.A. programs may take free elective classes either on a letter grade basis or on a credit/no credit (CR/NC) basis. Required classes and repeated courses must be taken for a letter grade, with the exception of Field Education internships, which are offered only on a credit/no credit basis. In no case can more than 20 percent of the total degree units be taken credit/no credit. Credit (CR) will be given only for work which is of average quality or better (C through A). Credit will not be given for work that is merely passing (D through D+). All coursework in the Ph.D. and D.Min. programs must be taken for a letter grade, with the exception of courses that are offered only on a CR/NC basis.

Minimum Grade Requirements

In the M.Div. and M.A. programs, the minimum grade acceptable for a required class is C- (1.7). Only free electives will be acceptable for graduation credit at a grade in the D range. In the D.Min. and Ph.D. programs, course work must be completed at the B- level (2.7) or above to meet degree requirements. For all degree programs students may not earn credit more than once for the same class. Students receiving Veterans' benefits should contact the Office of the Registrar.

Minimum Grade Point Average for Graduation

The minimum cumulative grade point average required for graduation from the M.Div. and M.A. programs is 2.25; for the D.Min, 2.7; and for the Ph.D. program, 3.0.

Grade Requirements for Required Courses

Students in the M.Div. and M.A. programs must take required classes and area advanced courses on the letter grade system (A through F), with the exception of Field Education internships, which are offered only on a Credit/No Credit basis. M.Div. and M.A. students may take non-required classes (free electives) either for a letter grade or on a Credit/ No Credit (CR/NC) basis. At the time of registration, the student must elect which grading system will be used. All course work in the Ph.D. and D.Min. programs must be taken for a letter grade, with the exception of courses that are offered only on a CR/NC basis.

Change of Grade Option

With the permission of the instructor, grade options in eligible classes may be changed from Letter Grade to Credit/No Credit, or vice versa, through the end of the third week of class. The student must complete the appropriate form in the Office of the Registrar to finalize the grade option change.

Change from Audit to Academic Credit

An audit can be changed to academic credit on or before the last day of class in the semester for which the audit was registered, with permission of the Dean or Registrar, provided that:

- The instructor approves the change and certifies the satisfactory completion of all the requirements for the course by the submission of a grade or Credit/ No Credit. (After the deadline for Change of Grade Option has passed, students changing from audit academic credit must register for a letter grade.)
- The required tuition is paid.
- The change in course status is processed by completing an Add/Drop form.

Students who are registered to audit courses as alumni, seniors, staff and spouses may not change an audit to academic credit.

Change from Academic Credit to Audit Status

Registrations may be changed from academic credit to audit through the end of the eighth week of the semester by completing an Add/Drop form, dropping the course for credit, and adding the course for audit. The instructor of the course must sign the form.

Grade Reporting Policy

All grades must be submitted to the Registrar two weeks after the last day of final exams during Fall and Spring semesters. During the summer and January intersession, students have three weeks after the final class to submit all work; and instructors then have two weeks to submit final grades to the registrar. If the instructor grants an Incomplete, the grade submitted will be recorded as an "I". If not, the grade will be based on work that was completed for the course in consideration of the grading option chosen by the student.

Change of Grade

Once a grade is assigned for a course, no change of grade is possible on the basis of additional work. Faculty may, in exceptional circumstances, change a grade on the basis of a reevaluation of work already completed if this change is made within two months of the time the grade was assigned.

Incompletes

Incompletes will be granted only when there are extenuating circumstances, such as illness. The granting of an Incomplete is for emergency situations and is not automatic, but is at the discretion of the professor. Incompletes are not granted merely for the convenience of the student who is concerned about his or her workload. To request an incomplete, the student must fill out an Incomplete Grade Request form, have it signed by the Financial Aid officer first, then seek the permission and the signature of the professor of the course, and return the form to the Registrar's office. An Incomplete may entail a grade reduction. Students should check this with the professor at or before the time the Incomplete is requested. Students with a pattern of incomplete or dropped courses will be subject to academic probation or termination.

All work for incomplete courses of the Fall semester must be submitted for a grade by the last business day before the first day of classes of the following Spring semester. All work for incomplete courses of the Spring semester must be submitted for a grade by the last business day before the first day of classes of the following Fall semester.

All work for incomplete courses of the January Interterm must be submitted for a grade by the last day of classes of the following Spring semester. All work for incomplete courses of the Summer Session must be submitted for a grade by the last day of class of the following Fall semester. The faculty may require students to turn in work by an earlier date, but the faculty will be responsible for enforcing deadlines other than the one described above. All Incomplete work will be submitted to the Registrar who will record the date of its submission. The Registrar will then forward the work to the appropriate faculty person. If outstanding work is not submitted by the due date, the student's grade for the course will automatically be converted to a grade of F or No Credit depending on the grade option of the student. Once a grade has been converted to a grade of F or No-Credit, it cannot be changed. Faculty are expected to turn in grades for Incompletes no later than two weeks after receiving the work from the Registrar.

A student may submit a petition to the Registrar to extend the incomplete for one semester with work due no later than the final day of class in that semester. The petition must be in the Registrar's office no later than one week prior to the day before the semester begins. The Registrar will consult with the faculty involved and the Dean's office will adjudicate all petitions when the Committee on Academic Procedures is not active. If granted, this extension is final. Students taking such an extension may be placed on probation. Failure to complete the course within the deadline will result in an automatic F or No-Credit entered on the official record. In all cases, the Incomplete will be noted on the transcript until a final grade is entered.

All students who wish to request grades of Incomplete and are currently receiving scholarships or financial aid are required to consult with the Financial Aid office. Grades of Incomplete do have an effect on a student's satisfactory academic progress and eligibility for scholarships and financial aid.

Waivers for Special Circumstances

When a grade of "Incomplete" has reverted to a grade of "F" because the student failed to submit the incomplete work by the deadline, the student may petition the Committee on Academic Procedures (CAP) to have the "F" revert back to an "Incomplete". CAP will only consider petitions that are related to medical conditions or death in the family.

In the case of an extenuating medical condition, all petition forms must be accompanied by the following documentation:

- A letter of explanation from the student to CAP as to why the student did not complete the work by the deadline, why the student did not submit a petition to extend the deadline, and why the student believes the problem that caused the initial Incomplete and subsequent deadlines to be missed will not recur.
- A letter from a physician or other certified medical professional attesting to the student's treatment under the medical professional's care during and/or after the period in which the student failed to meet the Incomplete deadline.
- Support for the petition from the professor in the course.
- Support for the petition from the student's academic advisor.

If a student believes the School has erred in some way, the petition must be accompanied by a letter of explanation that describes and documents in what way(s) the School erred and the time frame involved, in relationship to the date when the Incomplete work was due.

Adding a Course

Students may add semester courses up until the end of the second week of the semester. Students must add January Interterm and Summer courses by the end of the first day of the course. To attend a course without officially adding the course does not constitute registration for the course. No adds will be processed after the add deadline for any term.

Dropping and Withdrawal from a Course

Students may drop Fall and Spring semester courses up until the end of the eighth week of the semester. January Interterm and Summer courses that are one or two weeks long must be dropped by end of the second day of the course. Summer courses that are three weeks long must be dropped by the end of the fifth day of the course . Any student who drops a course after the drop deadline for any term but before the last day of the term will be withdrawn from the course and be given a grade of “W” . To not attend or stop attending a course does not constitute a drop or withdrawal. Students who do not officially drop or withdraw from a course in which they are enrolled but not attending, will receive a non-passing grade of “UW” (Unofficial Withdrawal) in that course. This action will be noted on the transcript and will count the same as a grade of “F” in the student’s cumulative grade point average. Students with a pattern of incomplete or dropped courses will be subject to academic probation or termination. Students receiving Veterans’ benefits should contact the Office of the Registrar before dropping or withdrawing from a course. Students should consult the School’s refund policy before dropping any course.

Academic Progress for Receiving Veterans’ Administration Benefits

In accordance with V.A. Regulation 14235 (D) (3), no student who is receiving V.A. Benefits will be considered to have made satisfactory progress when s/he fails or withdraws from all courses undertaken (except where there are extenuating circumstances) when enrolled in two or more subjects for which there is unit credit.

Repeated Course Policy

Students are allowed to repeat courses. Students may have to repeat a class because they received a grade of “D” (in a required class or Advanced Elective courses), or an “F” for the class, because they had an Incomplete for the class and did not submit their work by the deadline and the Incomplete reverted to a grade of “F,” or because a student stopped going to class but did not officially withdraw from the class and received a “UW” (Unofficial Withdrawal) on their transcript. Although the original grade will remain on the permanent record, only the most recent grade will be considered in computing the cumulative grade point average (GPA). The additional hours of credit for repeated courses will not be counted toward a degree or the total number of credits completed. Repeated courses must be for a letter grade and at regular tuition rates. Financial Aid cannot be applied to repeated courses. Financial Aid cannot be given to a student whose cumulative grade point average has dropped below 3.0 for master’s students and 3.3 for Doctoral students.

Academic Probation

Students will be placed on academic probation (a) if their cumulative grade point average drops below 2.25 in the M.A. and M.Div. programs, 2.7 in the D.Min. program, or 3.0 in the Ph.D. program, or (b) if the combined number of “F” and “No Credit” grades exceeds one-fifth the total number of classes they have completed, or (c) if they extend an Incomplete to a second semester, where an automatic F/NC would place the student in category (a) or (b) above. In order to be removed from academic probation, students must obtain a cumulative grade point average of at least 2.25 in the M.A. and M.Div. programs, 2.7 in the D.Min. program, or 3.0 in the Ph.D.

program upon completion of (a) 15 units of letter grade work after being placed on academic probation or (b) two semesters, whichever comes first.

Students who are on academic probation must take all course work for a letter grade (the only exceptions are those courses offered only on a Credit/No Credit basis). A student who remains on academic probation for two consecutive semesters may face dismissal. The faculty, upon recommendation of the Dean or the Committee on Academic Procedures, makes dismissal decisions. A student who is receiving VA benefits, and who is placed on academic probation, is subject to dismissal after one semester in compliance with VA Regulation 14235 (D) (3).

Mid-semester Evaluation of All Students with Serious Academic Problems

The Dean will ask professors to provide written evaluations of any student appearing to have serious academic difficulties. Professors are expected to structure their courses so that they will be able to evaluate students' work by mid-semester. At mid-semester, the Registrar will send forms to professors. At their discretion, the professors can identify any students having serious academic problems and can specify the particular types of problems. The professors shall return these forms to the Registrar, who will forward them to the student's advisor and the Dean who will determine the appropriate course of action.

Attendance Policy

A student's attendance and participation are important components in assessing satisfactory academic progress. When physical presence is required, faculty will indicate what student behaviors (such as unexcused absences, inability to perform a classroom assignment) may result in grade reduction or failure of a course. Any absence from class is likely to reduce accomplishment and therefore possibly the course grade. Consistent absences indicate that the student is not making Satisfactory Academic Progress (see the section, "Satisfactory Academic Progress for Financial Aid"). These students may fail the course and also face the loss of federal financial aid and scholarships.

Review of Student Status

At the request of the Dean, the Committee on Academic Procedures is charged to consider whether (1) a student's enrollment may be discontinued; (2) a student may be given an institutionally-initiated Leave of Absence; (3) a student's enrollment may be continued under specified conditions; or (4) formal liaison with a mental health professional may be established for the purpose of diagnosis and intervention. All committee recommendations are to be brought to a full faculty meeting for discussion, recommendation, and/or ratification.

Leave of Absence

In the event of physical or emotional health problems, military service, financial hardship, familial issues or other unexpected events, a student may request a leave of absence. During the period of the leave, which cannot extend beyond 180 days in any 12 month period, the student will remain in good standing and will not be charged Continuous Registration fees. An approved leave of absence extends the time limit to complete the degree by an amount of time equal to the leave.

A request for a leave of absence must be made in writing and include the date, reason for the student's request and the student's original signature. Because an approved leave of absence is dependent upon the school's reasonable expectation that the student will return from the leave, it is recommended that the student's petition include a timetable for return. Normally, a leave of

absence is granted for a maximum of one semester. Leave of Absence request forms may be obtained from the Office of the Registrar. The request must be submitted to the Dean.

The Dean's decision to grant the student's request will be made in writing and will include a statement reminding the student of federal regulations requiring that if she or he is a Title IV loan recipient (Federal Perkins or Stafford Loan), failure to return to school at the expiration of the student's leave of absence will result in the student's withdrawal from the school as of the date the student began the leave of absence. As a result, the student may be required to return some or all of the Title IV loan funds disbursed to him or her in the semester s/he began the leave. It is also possible that the student's grace period for repayment of other Title IV loans may expire.

A student returning from a leave of absence must notify the Dean and Registrar in writing prior to registering for classes. When returning, the student must complete the coursework that s/he began prior to the leave of absence. The student will not incur any additional institutional charges nor is the student eligible for additional Title IV assistance in order to complete this work.

Students who are withdrawn from the school because they failed to return from the leave may reenter within two years of their withdrawal date upon written notice to the Dean, and Registrar of the student's intention to return. After two years but no longer than eight years from the withdrawal date, the student may apply for reinstatement with the Admissions Office by submitting an application form, fee, personal statement, a minimum of two additional references, and transcripts of any additional coursework.

Involuntary Leave of Absence

The School will place a student on Involuntary Leave of Absence if an apparent medical or psychological condition poses a threat to the student's physical or psychological wellbeing, or that of any other member of the School or community, or a threat of destruction of property. This policy applies to medical and psychological problems only, and not to matters solely of a disciplinary or academic nature.

An Involuntary Leave of Absence is the expulsion of a student and restriction of that student from entering the Claremont School of Theology campus or participating in any Claremont School of Theology courses or services. In instances where the student lives in student housing, departure from campus housing will be determined by the Dean. As a private institution, it is possible for the School to contact the appropriate law enforcement agency to enforce these restrictions.

Withdrawal or Transfer

A student who wishes to transfer to another school or otherwise withdraw from enrollment must notify the Registrar by turning in a completed Withdrawal Form signed by the Dean, the Business Office, and the Financial Aid Director. Withdrawal forms are available in the Office of the Registrar.

Statute of Limitations for Completion of Degrees

Degree requirements must be completed within specified time limits. For every nine units of academic credit transferred into the School from another institution for a master's degree, the time limit for completion of the degree will be reduced by one semester. In extenuating

circumstances, students may petition the Committee on Academic Procedures for an extension of one year.

The statutes of limitations for each degree program offered are as follows:

Master of Divinity	6 years
Joint CST/ETSC Master of Divinity	7 years
Master of Arts	4 years
Joint Master of Divinity/Master of Arts	7 years
Mentoring Doctor of Ministry	5 years
Doctor of Ministry in Practical Theology of Healing, Reconciliation, and Transformation	6 years
Ph.D. in Practical Theology (48 units)*	7 years
Ph.D. in Religion (48 units)*	7 years

** Ph D students have 4 years to complete the requirements for Advancement to Candidacy, and 3 years to complete the dissertation.*

If after Advancement to Candidacy, a Ph.D. student has exceeded the time limits and been terminated, the student may petition the Dean for readmission with the presentation of an acceptable first draft of the dissertation and the payment of Continuous Registration fees for all intervening semesters.

When a student transfers from one academic program to another academic program of the same status, the statute of limitations is the full number of years of the program to which the student has transferred minus the number of years the student has been enrolled in the previous program. (For example, if a student who has been enrolled for three years in the M.Div. program then transfers into the M.A. program, that student's new statute of limitations would be one year.)

Graduation Applications

All students are required to submit a completed and signed graduation application to the Office of the Registrar in the Spring semester before their final year of study. No student will be allowed to register for his or her final year without submitting a graduation application. The last day of Spring Pre-Registration in the Fall is the last day to submit a graduation application for inclusion in the May commencement ceremony. No student will be allowed to graduate or participate in the commencement ceremony without submitting a graduation application.

Appeals for Exceptions to Academic Policies

Students are expected to be aware of and abide by the faculty's standing rules and policies. The Catalog provides the necessary information. If a student can demonstrate a compelling reason for special consideration, s/he may appeal to the Committee on Academic Procedures for an exception to the faculty's academic policies. Students' failure to inform themselves of policies, procedures, deadlines and requirements for their degree programs is not considered a compelling reason for special consideration. There are some policies to which the Committee does not have the authority to grant exceptions. Appeals of this kind will not be considered. Students should consult the Catalog for information on the procedures for requesting exceptions to the academic policies of Claremont School of Theology.

It is the responsibility of the Committee on Academic Procedures or the Dean to determine whether an exception shall be made to the faculty's standing rules and policies. It is the most

basic role of the Committee on Academic Procedures to supervise the carrying out of policy legislated by the faculty. If the Committee determines that a petition raises a general problem of policy, they shall propose to the full faculty a revision of the policy, rather than grant special petitions. The Committee on Academic Procedures and the Dean have the authority to introduce some flexibility into the administration of standing rules, so as to help students accomplish that which is intended by the faculty. For example, they may: grant extensions of deadlines in case of genuine hardship, such as personal illness or family crisis; in consultation with faculty of the field concerned, approve substitution of an alternative way of meeting a requirement; offer a special examination to students who believe they have acquired the requisite knowledge in prior study; deal with minor or emergency problems not covered by existing policy.

The discretion of the Committee on Academic Procedures or the Dean is not unlimited. Neither has the authority to alter the fundamental rules of the faculty or to compromise policies or procedures dictated by the School's three accrediting bodies: the Association of Theological Schools (ATS), the Western Association of Schools and Colleges (WASC), and the University Senate of the United Methodist Church. For example, they may not: excuse any student from general curricular requirements; grant petitions to increase the number of allowable transfer units; reduce the number of units required for the degree; fundamentally alter the sequence of degree programs where educational principles are at stake; consider a petition where the faculty has previously decided that exceptions will not be considered. Neither the Committee on Academic Procedures nor the Dean has the authority to consider appeals for exceptions to the financial policies of the School.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID

(Based on Federal Code of Regulations 668.34)

The Higher Education Act and California state government require that in order to receive any Title IV Aid (Federal Direct Stafford Loan, Federal Direct GRAD PLUS Loan, Federal Work – Study [FWS]), **a student must maintain satisfactory academic progress towards a degree.** All academic semesters are utilized to determine Satisfactory Academic Progress (SAP) eligibility regardless of whether federal financial aid was received. In addition, The Higher Education Act standards apply to all students, whether or not they have ever received any federal financial aid.

The following criteria apply:

- Full time students are expected to enroll in twelve (12) credit hours or more each semester. A full time student will be allowed three (3) years to complete a two-year program (M.A.), and four (4) years to complete a three-year program (M.Div.).
- Part-time students are expected to enroll in at least six (6) credit hours each semester to be eligible for federal financial aid. A part-time student will be allowed four (4) years to complete a two-year program (M.A.), and six (6) years to complete a three-year program (M.Div.)
- Students in a Ph.D. program will be allowed six (6) years to complete a program.
- At the end of each academic semester, full-time students must have earned at least 12 credit hours and part-time students must have earned at least 6 credit hours with a cumulative GPA of 3.0 or higher.

All students are required to meet both cumulative grade point average (GPA) and cumulative hours earned to demonstrate satisfactory academic progress for financial aid. A review will be made at the end of each semester to determine if the student meets the criteria. Failure to meet both the cumulative grade point average and the cumulative hours earned will result in the student becoming ineligible to receive federal financial aid.

Financial Aid Warning

Full time students who have earned at least 12 credit hours but do not have a 3.0 cumulative GPA; or have a 3.0 cumulative GPA but have not earned 12 credit hours will be placed on Financial Aid Warning for one semester. Part-time students who have earned at least 6 credit hours but do not have 3.0 cumulative GPA; or have a 3.0 cumulative but have not earned 6 credit hours will be placed on Financial Aid Warning for one semester. During the semester a student is on Financial Aid Warning, s/he will still be eligible to receive their federal financial aid. The student will be required to meet with the Dean's Office to develop an academic plan for meeting SAP by the end of that semester. At the end of the semester, if the student has not met the requirements of SAP, the student will become ineligible to receive federal financial aid.

If the student becomes ineligible for Federal Financial Aid, the student can appeal the decision by following the guidelines as set forth in the Financial Aid Appeal Process.

Financial Aid Appeal Process

Waivers for Satisfactory Academic Progress will be considered only under exceptional circumstances (if, for example, the student has suffered undue hardship such as death of an immediate family member, injury or illness of the student). Students requesting an appeal must submit a letter to the Financial Aid Office requesting reinstatement. The letter should explain the circumstances which affected the student's academic performance and provide accompanying documentation.

All appeals should be submitted, via US Postal mail and addressed to the attention of the Financial Aid Director: 1325 N. College Ave, Claremont, CA 91711. Appeals must be submitted no later than **June 30th for the next Fall Semester**, and **January 15th for the next Spring Semester**. All appeals will be reviewed on a case-by-case basis by the Director of Financial Aid and the Vice Dean of Academic Programs. In some instances an interview may be scheduled to meet with the committee that reviews the appeal to answer any questions. (Please note that any information mentioned in the appeal is subject to verification and all information will be taken into consideration. If an appeal is recommended for approval, an Academic Success Plan must be devised, signed and agreed upon by the Vice Dean and the student. **A copy of the original signed Academic Success Plan must then be filed in the Financial Aid Office prior to any aid being dispersed.**

The financial aid appeal letter must:

- Be properly addressed and should include the student's name, address, phone number, student ID number and Major
- State clearly why the student was not able to make SAP (Satisfactory Academic Progress)
- State what has changed in the student's situation that will allow the student to demonstrate Satisfactory Academic Progress at the next evaluation
- Describe what the student will do differently academically if s/he is authorized to continue receiving financial aid at Claremont School of Theology

If the appeal is approved, the student will be placed on Financial Aid Probation for one semester. During the student's course of study, the student will not be allowed to appeal a financial aid warning more than two (2) times. Once a decision has been rendered, no further information will be considered

Financial Aid Probation

Only students whose appeal has been granted will be placed on Financial Aid Probation. Financial Aid Probation is **for one academic semester only**. At the end of the academic semester, the student's academic record will be reviewed to determine if the student has met the requirements specified in the academic plan.

Re-Establishing Satisfactory Academic Progress

Any students whose federal financial aid has been terminated may reestablish Satisfactory Academic Progress by any of the following methods:

- Repeating and passing failed courses
- Removing incomplete grades

The following evaluation criteria are important to note:

Withdrawals (W Grades), which are recorded on the student's transcript will be included as credits attempted and will have an adverse effect on the student's ability to maintain Satisfactory Academic Progress.

The successful completion of a course is defined as receiving one the following grades: A, B, C, or D. Courses with grades of F, I, or W will not qualify in meeting the minimum standard for Satisfactory Academic Progress.

Repeated Courses will be counted as hours completed **only once**, provided the student meets all other criteria for Satisfactory Academic Progress.

Change of Degree. A student may change from one major to another during attendance at Claremont School of Theology. Students who change from one major to another are still expected to maintain Satisfactory Academic Progress. They also must complete the course work within the time frame or hours limitation stated unless an appeal is otherwise approved.

Class Load. The number of hours in which a student is enrolled on the day following the published last day to add or drop a class or Claremont School of Theology census date will be used as the official enrollment date for financial aid purposes.

SCHOOL POLICY STATEMENTS

Complete versions of these policies and procedures are available in the Resources section of the Claremont School of Theology website (www.cst.edu).

STUDENT RECORDS AND THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, (a) establishes a postsecondary student's general right to inspect and review his or her education records, and (b) generally prohibits outside parties from obtaining the information contained in such records without the student's written consent.

Confidential Student Records: Confidential information is information accumulated in confidence, within limits established by law either upon specific promise of nondisclosure or in the context of a confidential relationship. The law provides that the following items may be included in this category: personal records and notes of administrative officers and faculty; medical and mental health records; financial information from parents of students; letters of recommendation for which a student has waived right of access; confidential letters of recommendation placed in the record prior to January 1, 1975. Items in the category of "confidential information" will not be released to the student; they may be released to non-authorized School personnel or persons outside of the School only with the written consent of the student and the Dean who is in charge of the record, except as required by law. Medical and mental health records may be reviewed by a physician or other appropriate professional of the student's choice, as approved in writing by the student.

Restricted Student Information: This category contains the educational records of the student, that is, those records not included in the two categories above that contain information directly related to the student and are maintained by the Registrar. Included, for example, are the transcript, courses elected each semester, grades and other evaluations, academic and disciplinary actions, financial arrangements, and letters of recommendation received in the student's record after January 1, 1975 (unless the student has waived the right of access to those letters). With the exceptions noted in "Exceptions to Restrictions on Release of Information," restricted information may be released only at the student's specific written request, which must name the records to be released, the reasons for release, and the persons to whom the release is authorized.

Exceptions to Restrictions on Release of Information: The law authorizes the release of restricted information without the student's written consent as follows: to school officers and faculty; to individuals and offices as needed in connection with a student's financial aid; to parents of dependent students; to accrediting organizations; to individuals as needed in an emergency situation to protect health and safety; and to selected research workers with stated precautions as to confidentiality. Information may be released to officers of institutions to which the student is applying for admission if the student is notified that it is being sent and is given an opportunity to review it. The student must also be notified before information is furnished in compliance with a judicial order or subpoena. Except as specified above, release to federal, state,

or local officials is limited to information relating to audit or evaluation of federally-supported education programs. Where the student has signed the appropriate consent form, the evaluation written by the student's Field Education Teaching Pastor (or Supervising Mentor) may be released to church or denominational judicatory officials upon request of those officials.

Directory Information: The law also provides that information known to be generally available from a variety of sources may be included in the School's Directory: name, address (including home, mailing, billing, campus and email address), telephone listing (including home and campus), date and place of birth, dates of attendance, degrees and awards received, photographs, and most recent previous educational agency or institution attended by the student. Through publication of a Directory, the School will make public without student consent only the information listed above. A student who prefers that some or all of such Directory Information not be made public must notify the Registrar in writing by the close of registration each semester.

Students' Waiver of Access to Confidential Records: A student requesting recommendations in respect to admission to an educational institution or an application for employment or the receipt of an honor may waive his or her right of access to these recommendations. Any student requesting a letter of recommendation may be asked to indicate to the writer whether s/he has waived right of access. The decision whether to write a letter of recommendation is an individual and voluntary one. Faculty and students, however, should be familiar with the provision in the law, which states that "waivers may not be required as a condition for admission to, receipt of financial aid from, or receipt of any other services or benefits from such institution." In order to affirm the intent of the law, the School does not ask students to waive their right of access to letters of recommendation.

Students' Right to Inspect Their Records: Within the limits of the law, students may inspect information contained in their restricted records. By law, students may not inspect those materials in their confidential records.

Exceptions to Students' Right to Inspect Their Records: If any material or document in the educational record of a student includes information on other students, the School will not supply the actual material or document. Instead, the School will provide only the specific information contained therein which directly relates to the student seeking access.

Procedures for Students' Inspection of Their Records: The procedure by which students and former students may review their restricted records is as follows:

The student gives a 24hour written request for such a review to the Dean.

The Dean reviews the file in order to place in sealed envelopes marked either

"Confidential information to be opened only by the Dean" or "Restricted information to be opened only by the Dean" any material described under "Confidential Students Records" or "Restricted Student Information."

The student may then review his or her file in the Dean's Office. In no case will access be withheld more than 45 days after proper request has been made. If the student wishes, the School will also supply copies of material in the file. The student will pay for the cost of this copying.

Student Challenge of the Content of Record: A student who questions the content of his or her record should indicate this to the Dean. If the question is not satisfactorily settled, the Dean will be requested to establish an appropriate committee which will hold a hearing at which the student may present evidence in support of the contention that the record contains inaccurate or misleading information.

Retention and Disposal of School Records: Records fall into two retention categories: permanent and limited. Permanent Retention Records are those records that the School is obligated to maintain permanently either directly by law or indirectly by the need of supporting documentation. These records are to be maintained in hard copy (in fireproof cabinets) and on microfiche or appropriate electronic format.

Permanent records include the following:

- Claremont School of Theology transcripts
- Class lists
- Grade reports
- Change of Grade forms
- Enrollment reports
- Course schedules and addenda
- Degree statistics (lists of approved graduates and their degrees, dates of conferral, type, etc.)
- Catalogues

Limited Retention Records are those records which the School is obligated, either directly by law or indirectly by the need for supporting documentation, to maintain on a limited basis. The length of time each type of document is to be retained is indicated.

- Admissions Documents, to be maintained separately in alphabetical order:
Files of those who applied but did not attend (either because they were denied admission or because they rejected our offer of admission): three years.
Incomplete admission files: three years. Files of those who were admitted, granted a loan, and then either withdrew the first semester or did not attend at all: five years.
- Financial Aid Records, to be maintained separately in alphabetical order:
Files of those who were admitted but did not attend: five years.
Files of those who were admitted, granted a loan, and then either withdrew within the first semester or did not attend at all: either five years, or five years from the date on which the entire amount of the loan has been repaid, canceled, or assigned in accordance with pertinent provisions of the Perkins Loan program, Section 144.18 (c) (3), and/or relevant Stafford Loan provisions, whichever is greater.
Files of all others including those attending students who were granted Perkins Loans or Stafford Loans at any time during their course of study: either five years, or (in the case of Perkins and /or Stafford loan recipients) five years from the date on which their entire loan amount has been repaid, canceled, or otherwise lawfully terminated, whichever is greater.

- Registration Records and Certification Documents, to be maintained separately in alphabetical order:
Files of those who were admitted and attended classes for at least one semester (including those who complete programs and graduate and those who withdrew or are terminated at any point after one semester): five years from date of departure.

COPYRIGHT AT CLAREMONT

This is a summary of Claremont's Copyright Policy. For the complete text of this Policy, see the "Policy Statements" section of the *Claremont School of Theology 2011-2012 Catalog*.

It is the policy of Claremont School of Theology and Claremont Lincoln University to uphold and comply with the U.S. Copyright Act. Copyright is a special protection, granted by law, for original works of authorship that exist in a fixed, tangible form, whether published or unpublished, including books, textbooks, journals, articles, songs, videos, games, software, and other creative content. The Copyright Act gives copyright owners specific exclusive rights (namely the rights to make copies, distribute the work, display or perform the work publicly and to create derivative works). Unauthorized copying or unauthorized distribution of copyrighted material is a violation of the U.S. Copyright Act. Claremont requires all faculty, students and staff to honor copyright and not copy or share protected materials in any way that would violate the law. Consistent with this law, Claremont policy prohibits the unauthorized copying or unauthorized distribution of copyrighted works, and prohibits the unauthorized distribution of copyrighted works through peer-to-peer file sharing. This unauthorized use may also violate civil or criminal law. Claremont is required by law to take steps to prevent illegal copying or distribution, and to respond appropriately to all complaints regarding copyright infringement.

Exceptions to Copyright: There are several allowable exceptions for U.S. academic institutions that permit a limited amount of copying without permission, if specific criteria are met. The most common exception is the principle of "fair use." Claremont students, faculty and staff must have permission from the copyright holder, or a determination that "fair use" applies, before files are copied, made available, or shared on networks.

Peer-to-Peer File Sharing (P2P): Claremont's policy also prohibits the unauthorized downloading and distribution of copyrighted works through P2P file sharing. As an alternative to P2P file sharing, Claremont encourages its faculty, staff and students to take advantage of the numerous legal methods for acquiring movies, music, books and software. When Claremont receives notification that illegal copying may have occurred, the institution will respond quickly to remove or disable computer access to this material, and to take disciplinary action against the computer account holder if necessary.

Community Education and Information: Claremont educates its community about copyright issues in several ways: information sessions during new student orientation, an annual disclosure letter to each student summarizing copyright and technology policies, a special webpage about copyright, and the publication of complete policy statements in its *Catalog*.

TECHNOLOGY ACCEPTABLE USE POLICY

This is a summary of Claremont's Technology Acceptable Use Policy. For the complete text of this Policy, see the "Policy Statements" section of the *Claremont School of Theology 2011-2012 Catalog*.

Purpose: Claremont provides access to its technological resources to its employees, students and other authorized users, to support its mission. These resources include electronic media and services, computers, email, telephones, voicemail, fax machines, computing and telecommunications networks, software, databases, intranet, Internet and the World Wide Web. The purpose of these resources is to strengthen the various research, teaching, learning, and administrative functions that fulfill the School's mission.

The use of these computing resources is a revocable privilege; all uses of these resources must be responsible and lawful, and in compliance with institutional policies. The following policy defines user responsibilities, acceptable use, unacceptable use and its consequences. It is applicable to all users of these systems: students, faculty, staff, and administrators of Claremont and its affiliated centers; external users of public computers in the Library, Computer Lab, and Community Center; and users who connect personal laptops to the School's wired and wireless networks.

Acceptable Use includes, but is not limited to: use of computing resources for the academic and business purposes of the institution, uses for faculty and institutional research, classroom teaching, student learning, publishing, and accessing Library resources; approved use of Claremont's web sites for public education, institutional promotion and fundraising, and to encourage research.

Unacceptable Use includes, but is not limited to:

- **unacceptable electronic communication** (e.g., harassment, discrimination, forgery, mass email, solicitations);
- **use that undermines system integrity** (e.g., damaging resources, intercepting and tampering files belonging to others, intentionally harming networks, installing unauthorized software);
- **unauthorized access** (e.g., using another's account or password, unauthorized access to systems or files, circumventing security, masking one's identity);
- **disrespectful use** (e.g., disrespecting the rights of others, violating privacy, distributing confidential information without authorization); and
- **violations of copyrights, contractual agreements and licenses.**

Consequences of Unacceptable Use may include verbal warnings, suspension or revocation of access privileges to technological resources, (including passwords and email accounts), the suspension or revocation of Library privileges, formal disciplinary action as authorized by institutional policies (up to, and including, suspension or termination from employment, or, in the case of students, dismissal), and, in cases when law has been allegedly violated, referral for criminal or civil prosecution.

EQUAL EMPLOYMENT OPPORTUNITY AND AFFIRMATIVE ACTION POLICY

Claremont School of Theology is an Equal Employment Opportunity employer and is committed to the principal of Affirmative Action and non-discrimination. It is the University's policy to provide Equal Employment Opportunity to all employees and applicants in actions of recruitment, selection, training, promotion, transfers, compensation, benefits and all other terms and conditions of employment without regard to race, color, religion, sex, sexual orientation, marital status, national origin, ancestry, age, physical or mental disability, veteran status or any other basis prohibited under law. The President of the University and all administrative, management and supervisory personnel are committed to this policy and its enforcement. Reasonable accommodations will be made for qualified individuals with disabilities, including those with known physical or mental limitations, unless undue hardship to the School would result.

The School makes employment decisions based on individual merit, qualifications and competence in all its human resources actions. It seeks to hire or promote the best candidates for the job and to expand its workforce to include greater numbers of women, members of minority groups, disabled persons and military veterans. The School believes that the applicable laws ensuring equal employment opportunities reinforce this policy of diverse employment.

POLICY ON HARRASSMENT, INCLUDING SEXUAL HARRASSMENT

The School is committed to providing an educational environment free of unlawful harassment, discrimination, sexual intimidation, hostility, and coercion. Harassing behavior toward others may be offensive, demeaning or disruptive to relationships and constitute a hostile environment. School policy prohibits unwelcome harassment based on race, color, religion, sex, sexual orientation, marital status, national origin, ancestry, age, physical or mental disability, or any other basis protected by federal, state or local law or regulation. A specific kind of violation of individual rights is sexual harassment, which can occur in situations where one person has power over another, but can also occur between equals, Sexual harassment violates the individual's right to a safe environment.

The anti-harassment policy of the School applies to all persons involved in the operation of the School including faculty, staff, work supervisors, and students.

Prohibited harassment includes, but is not limited to, the following behaviors:

- Any unwelcome sexual advances, requests for sexual favors, or other unwelcome written, verbal or physical conduct of a sexual nature
- Submission to such conduct is made, explicitly or implicitly, a term or condition of an individual's grade, advancement, or employment
- Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions or employment affecting such individuals
- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or other work, or creating an intimidating, hostile, or offensive environment

- Verbal conduct such as epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments are used
- Visual conduct such as derogatory or sexually-oriented posters, photography, cartoons, drawing or gestures are used
- Threats and demands to submit to sexual requests as a condition of a grade, continued employment, or to avoid some other loss, and offers of grades, employment, or other benefits in return for sexual favors;
- Retaliation for having reported or threatened to report harassment.

A student who believes s/he has been harassed or subjected to any form of unlawful discrimination should promptly report the facts of the incident or incidents and the names of the individuals involved to the office of one of the following: Vice President for Academic Affairs and Dean; Vice President for Administration and Finance/CFO; or Associate Dean for Student Life.

DRUG-FREE CAMPUS POLICY (STATEMENT REQUIRED BY 34 CFR PART 86)

Claremont School of Theology is a drug-free campus. The School believes that illegal drug use by any student or employee, whether or not on the campus, is inappropriate and incompatible with the mission and values of its community members. Pursuant to federal law, each student and employee is hereby notified that the unlawful manufacture, distribution, dispersing, possession or use of a controlled substance is prohibited on the Claremont School of Theology campus. Violation of this prohibition may result in the referral of the violator to an appropriate treatment center for drug counseling, rehabilitation, or other assistance, or reporting of the violation to law enforcement authorities for such action as they deem appropriate. Student(s) may be referred to Dean for possible disciplinary action. Federal law requires Claremont School of Theology to provide each student and employee a copy of this statement and that each student and employee agrees to (a) abide by the terms of the statement, and (b) notify the School of any criminal drug statute conviction no later than five days after such conviction, *Health Risks Associated with Alcohol-Drug Abuse*: Certain health risks are known to be associated with the use of alcohol or controlled substances: (a) There is potential for abuse and (b) abuse of alcohol or controlled substances may lead to physical and/or psychological dependency. For more information concerning the health risks associated with particular drugs or groups of drugs, please refer to *Drugs of Abuse*, published by the U.S. Department of Justice Drug Enforcement Administration, which is on reserve in the School Library.

STUDENT JUCICIAL PROCESS

Violation of standards of academic responsibility, integrity and truthfulness are subject to separate disciplinary policies.

Claremont School of Theology places high value on, and is diligently committed to, the preservation of academic freedom. The basic significance of this commitment lies in the protection of intellectual freedoms: the rights of professors to teach, of scholars to engage in the advancement of knowledge, and of students to learn and to express their views, free from external pressure or interference. These freedoms can flourish only in an atmosphere of mutual

trust, honesty, civility, and respect among teachers and students, and only when members of the community are willing to accept self-restraint and reciprocity as the condition upon which they share in its intellectual autonomy.

Academic freedom extends to all who share these aims and responsibilities. They cannot be violated by any who would subordinate intellectual freedom to any cause or ideology, or those who violate the norms of conduct established to protect that freedom. Moreover, willful disruption of the academic process simply cannot be tolerated. The School has a right to defend itself against any intrusions on the rights and privileges of the community of scholars and persons at the School.

- Individuals are liable for failure to comply with lawful directions issued by official representatives of the School acting in their official capacities.
- Theft or damage to the School premises or property, or theft of or damage to property of any person on School premises is prohibited. Permission from appropriate School authorities must be obtained for removal, relocation and use of school equipment, supplies, books, papers and research materials. Also, unauthorized use or examination of confidential records is prohibited.
- Forcible interference with the institution's educational process or facilities, or the rights of those who wish to avail themselves of any of the institution's instructional, personal, administrative, recreational, and community services is prohibited. Any sort of abuse, physical, or otherwise, is also prohibited.
- No person may bring or possess firearms or other weapons on the campus.

Any member of the community engaging in any manner of conduct prohibited under Paragraphs 1 to 4 above shall be liable to actions by the School. A copy of the judicial review policy is available from the Office of the Dean.

STUDENT GRIEVANCE POLICY

Claremont School of Theology is committed to treating all students justly and fairly. The School does not discriminate on the basis of race, color, religion, gender, marital status, identity, sexual orientation, national origin, disability, medical condition, or veteran status. To this end, Claremont School of Theology strives to promote and maintain an environment in which students are protected from misconduct by any department or member of the School community.

A student grievance is a complaint arising out of any perceived act or decision by a member of the faculty or staff, or another student at the School, which in any way appears to adversely affect the status, rights, or privileges of any student. Such a grievance must be filed in writing within 30 days of an alleged incident, and the burden of proof rests with person making the complaint.

All conversations and proceedings are strictly confidential and will not be shared with any person or party not involved in or witness to the grievance. The School will not tolerate retaliatory or punitive action against a student who files a grievance.

Grievances Not Covered by This Policy include:

- Grade disputes, academic evaluations disputes, and other matters related to a faculty member's assigned duties. The process for these disputes is administered the Committee on Academic Procedures (CAP).
- Issues of sexual harassment should be referred to the Affirmative Action and Diversity Officer.

A copy of the student grievance policy is available from the Associate Dean of Student Life.

SERVICES WITH STUDENTS WITH DISABILITIES

Claremont School of Theology is committed to providing educational opportunities and access to persons with disabilities in accordance with the Americans with Disabilities Act (ADA) of 1990, the Rehabilitation Act of 1973 (Section 504), and applicable local, state and federal antidiscrimination laws.

Request for reasonable accommodations will be considered on an individual basis. Applicants with documented disabilities are encouraged to contact the Director of Admission, as early as possible, in order to alert the institution about disabilities for which they may want to request accommodations. Current students with questions about such accommodations should contact the Associate Dean for Student Life.