



BERKELEY
SCHOOL OF THEOLOGY

**DOCTOR OF MINISTRY
PROGRAM MANUAL**

2022

**2606 Dwight Way
Berkeley, CA 94704**

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Berkeley School of Theology
Creating Christian Communities of
Hope, Justice and Reconciliation.

I. HISTORY AND MISSION

A charter member of the Graduate Theological Union (1962), Berkeley School of Theology (BST) was founded in 1871 and is the center of Baptist ecumenical theological education in the far western United States. The seminary is affiliated denominationally with the American Baptist Churches USA. BST admits students from a variety of denominational traditions and unites national and international relationships with over a century of theological education.

BST traces its lineage to the 1871 Charter of California College. As one of California's earliest colleges, the school was first located in Vacaville and then moved to Oakland in 1887. In 1912 California College relocated in Berkeley, changing its name to Berkeley Baptist Divinity School. Three years later this school merged with the Pacific Coast Baptist Theological Seminary, which had begun instruction in 1890 at the First Baptist Church of Oakland and had moved to Berkeley in 1904.

From 1915 to 1968 the school carried the name Berkeley Baptist Divinity School. In 1968 the Berkeley Baptist Divinity School joined with California Baptist Theological Seminary, which had been founded in 1944 at Temple Baptist Church in Los Angeles and was moved to Covina in 1951. The new two-campus institution was renamed Berkeley School of Theology. In 1974 the Covina faculty joined the faculty in Berkeley, where together they could share in the resources of the Graduate Theological Union (GTU). In 2020, after 15 years of discussion and review and in response to current cultural trends, the Board of Trustees voted to rename the institution Berkeley School of Theology.

Today, as a member of the GTU, BST offers its students a myriad of resources through the largest partnership of seminaries and graduate schools in the United States. BST students may take advantage of the strength of the Baptist tradition as well as ecumenical and interdisciplinary religious thought, study, and practice through registration at BST and cross-registration at other GTU seminaries. In addition, BST students have access to one of the finest theological libraries in the world, an uncommonly large faculty of distinguished scholars, and the resources of the University of California, Berkeley. At BST students can pursue the MDiv, MTS, MCL, MA, and DMin degrees, and through the GTU the PhD degree.

BST trains men and women for leadership in the church of the twenty-first century who are:

- Prepared to minister in a multicultural and multiracial world
- Rooted in an evangelical heritage and tradition
- Equipped for ecumenical partnership in ministry
- Biblically and theologically literate
- Skilled in the practice of ministry for personal, ecclesial and social transformation
- Committed to the justice demands of the Gospel

II. PROGRAM DESCRIPTION

The Doctor of Ministry (DMin) is an interdisciplinary advanced professional degree for experienced men and women who desire to deepen and improve their ministries. Through systematic study and reflection on theories and practices of ministry in the contemporary multicultural, globalizing, and urbanizing world, the DMin has been designed to enhance the practice of ministry in each student's particular setting.

The primary objective of the DMin is to increase professional competencies in the student's chosen specified aspect of ministry. In the development of the final ministry project focus and its subsequent study, students are to take seriously their community and context of ministry as well as shape their leadership skills, leading to action and reflection.

Through this program students will become acquainted with a wealth of culturally-relevant resources as well as professors from the academy and the church that teach primarily for Berkeley School of Theology (BST) and the Graduate Theological Union (GTU).

The successful student will acquire the skills necessary to integrate theory and praxis essential for effective culturally responsive and transformational leadership in the twenty-first century.

III. ADMISSION INFORMATION

A. Admission Requirements

The requirements for the Doctor of Ministry Program are:

- 1) successful completion of a Master's degree or its equivalent.
- 2) evidence of introductory theological training/skill development.
- 3) current engagement in ministry that can serve as the basis for action and reflection in the DMin Program.

B. Areas of Concentration

The DMin offers the opportunity to acquire the skills necessary to integrate theory and praxis essential for Transformational Leadership in the twenty-first century with concentrations in areas of student interest e.g., Prophetic Preaching, Womanist Theology, Urban Ministry, Pastoral Care and Counseling, Social Justice and Action, Public Theology, Green the Church, Race Relations, intercultural & innovative leadership (and more), or a unique particular focus geared specifically to an individual interest.

Korean Language Program

For students whose primary language is Korean, applications, courses and theses may be completed in Korean.

Spanish Language Program

For students whose primary language is Spanish, applications, courses and theses may be completed in Spanish.

C. Doctor of Ministry Curriculum

Category	Course Description	Units
Core Requirements		
	Becoming Culturally Responsive: Part I	3
	Becoming Culturally Responsive: Part II	3
	Research Methods	3
Advanced Level Competencies		
	Achieved through Mentor led Competency based cohort groups focused on a student's specialization	15
DMin Project		
	Project Implementation; Writing, Oral Defense	6
Total Degree Requirements		30

Students are normally introduced to the DMin program through an initial core intensive: Becoming Culturally Responsive: Part I. Over the next two years the student will be required to attend two additional intensives: Becoming Culturally Responsive: Part II and Research Methods. The full-time student should normally plan to meet with their mentor led cohort groups throughout the three-year program to complete their advanced level competencies and to create, implement and write up their dissertation project. Once the student has completed Becoming Culturally Responsive: Part II the student should be on their way to finalizing a DMin Project Proposal for submission to the DMin Academic Committee.

D. Application Process

Applicants should send the following documents to the attention of the BST Admissions Office:

1. Application Form.
2. Personal Statement providing (a) a brief account of the applicant's spiritual journey; (b) goals for studies at BST and how the DMin program at BST matches those goals.
3. Three references from (a) two persons who can attest to the applicant's academic ability (two professors or administrators; if the applicant has been out of graduate school for over five years, the applicant can substitute two working colleagues); (b) one ordained person who is a church official (pastor, denominational executive, etc.).
4. Official transcripts of all academic work beyond high school.
5. For applicants to the English-speaking DMin program whose native language is not English, a minimum TOEFL score of 550 (written) or 213 (computer) or 79 (internet based) from an exam taken within the last two years must be achieved before taking courses.
6. Non-refundable application fee.

All documents submitted become the property of BST and are subject to the rules of confidentiality and privacy outlined in the Buckley amendment passed by the U.S. Congress in 1987.

Application materials are available from the BST Admissions Office. They can also be downloaded online at www.bst.edu under the tab "Prospective Students." They may be submitted at any time. The application materials are reviewed by the BST Admissions Committee, which meets as needed.

E. Transfer of Credits

BST will consider granting credit for DMin course work completed at other accredited seminaries, divinity schools, or graduate schools of religion provided the work meets the test of equivalence for work in its Doctor of Ministry program. A maximum of fifteen (15) units, or half of the DMin degree requirements, may be transferred into the program. Only coursework with grades 'B' or higher will be considered for transfer. Academic work from institutions outside the US and Canada will be considered on a case-by-case basis. To request the transfer or coursework, please use the Credit Transfer Request Form (available on BST's website). Official transcripts of previous academic work are required for any courses that are being put forward for transfer.

F. Health Insurance Plan

Any BST students enrolled for six (6) or more units are required to show evidence of insurance.

G. International Students

International students must have a valid passport and visa for the duration of their study at BST. Those for whom English is their second language need to present evidence of a TOEFL (Test of English as a Foreign Language) minimum

score of 550 (written) or 213 (computer) or 79 (internet based) from an exam taken within the last two years. For registration information, visit www.toefl.org. For students desiring to do their work in Korean or Spanish, BST offers numerous courses in Korean and Spanish and an interpretation service for the classes taught in English if needed.

International students that need an I-20 to study during the regular academic year must present a certification of finances that evidences sufficient funds for study. Contact the Admissions Office for details. International students are eligible for U.S. employment under strict guidelines. For specific questions regarding employment please consult with the BST Chief Financial Officer (CFO).

H. Financial Assistance

BST offers up to 35% scholarship aid based upon financial need. Because these scholarships are limited, DMin students are encouraged to explore other sources of assistance and support, including their respective congregations or organizations of ministry, their judicatories, foundations, and families. Government Student Loans are available to qualified students that are US citizens and Permanent Residents.

I. Student ID and Library Cards

BST DMin students will be issued a student photo ID when they begin their program. Once the card has been received, and upon paying all fees at the Business Office, the student will gain access to GTU Library privileges. The GTU Library will attach a barcode to the student's ID card that will give the student access to those privileges. Please contact the BST Registrar if you lose your student ID card. There is a fee for replacing lost ID cards.

IV. TUITION AND FEES

Tuition and fees are published annually on the institutional website and students are billed at the published rate each time they register for classes. The schedule for tuition and fees for the current academic year may be found on the BST website.

A. Student Payment Policy

All tuition and fees (including health insurance when applicable) are due at the time of registration. Registration for future terms cannot be completed until all balances are paid in full.

A-1. In the event that a student is unable to pay all tuition and fees at the time of registration, the following policy shall apply. The student may request to be placed on a deferred payment plan. All requests must be made to the Business Office at the time of registration. If granted, the student will sign a deferred payment plan outlining the schedule of payments and policies pertaining to such plan. One-quarter of the charges are due at the time of registration.

A-2. Subsequent registration for a later term will not be allowed until all existing

financial obligations have been fulfilled.

A-3. A student who has not met the obligations required under the deferred payment plan will not be eligible to participate in deferred payment in the next semester that the student enrolls.

A-4. Rent, utilities, and parking fees are due monthly.

Persons who ignore responsibility for keeping such charges current will be asked to vacate campus housing, and future lease agreements will not be offered.

A-5. Degrees will not be conferred, diplomas issued to any student whose account is in arrears for any amount owed to BST.

A-6. All payments must be made directly to the BST Business Office.

B. Refund Policy

B-1. Student tuition and fees will be charged at the time of registration.

B-2. For fall or spring semester classes, no fee is charged if a student adds or drops a course *within the first two weeks of classes*. For summer and January intersession, the add or drop must occur prior to the second class session for a week-long course and prior to the third session for a two-week-long course.

B-3. There is a Change of Enrollment fee charged for each added or dropped course, requested unit change or grading option change *after the second week of classes* in fall or spring semester classes.

B-4. For any enrollment change, the student must file a Change of Enrollment form with the Registrar. To withdraw from all classes, the student must file a Request for Leave of Absence or Withdrawal with the Registrar. Forms are available on BST's website and must be signed by the Academic Dean and Director of Business Administration before filing. The date of filing with the Registrar is the effective date for tuition refund calculation.

B-5. A student who withdraws or drops classes within the first two weeks of classes is entitled to a full tuition refund.

B-6. A student who withdraws or drops classes by the end of the fourth week of classes is entitled to a refund of half the tuition paid.

B-7. After the fourth week of classes no tuition refunds are given.

A. Continuation Fees

Students who have completed thirty (30) units of coursework, but have not yet graduated, should register for DM 6666 each semester until they graduate. Students who register for DM 6666 will be charged a continuation fee.

B. Satisfactory Academic Progress and Student Loans

Federal regulations require institutions of higher education to establish minimum standards of satisfactory academic progress for recipients of financial aid. These standards must equal or exceed the academic standards for students not receiving financial aid. In keeping with these regulations, BST has established

the following policy governing Satisfactory Academic Progress.

Satisfactory Academic Progress is cumulative and made up of both a qualitative and quantitative component. Students must meet both aspects of the standard in order to maintain their eligibility during all periods of enrolment, even those for which the student did not receive or request financial assistance.

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), 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.

Full-time DMin students are expected to enroll in six (6) credit hours each semester. A full-time student will be allowed a maximum of six (6) years to complete a three-year program (DMin). The maximum time frame for this degree also applies to part-time students.

At the end of each academic semester, full-time students must have earned at least six (6) credit hours and part-time students must have earned at least three (3) credit hours or enough credits to progress toward the completion of the degree within the maximum time frame for the program. All students must complete the required number of hours with the cumulative GPA of 3.0.

Financial aid recipients must complete 2/3 (67%) of their attempted courses each semester to be eligible for financial aid. Satisfactory Academic Progress (SAP) is measured after each semester (January term will be paired with spring semester and summer term will be paired with fall semester). Only grades of A through B- or P (pass) or IP (in progress) count as completed credits. Courses with grades of I (incomplete), F (fail), NR (no report), NS (not satisfactory), NC (no credit), W/F (withdrawal fail), W/P (withdrawal pass), and W (withdrawal) are not completed credits.

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

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.

Students who do not register for two consecutive semesters will not make Satisfactory Academic Progress and may be withdrawn from the program unless they have filed the appropriate Leave of Absence forms.

IV. ACADEMIC POLICIES

A. Academic Calendar

The majority of BST DMin courses will be taught as hybrids, which means 50% (or more) of the course hours will be spent in the classroom (in-person or by means of remote formats) and up to 50% of the contact hours will be engaged online. Classes are typically held during fall semester (July through December) and spring semester (January through June).

Should students desire to take a course at the GTU or UC Berkeley they should consult the institutional academic calendar of each institution to determine start and end dates.

B. Registration

Along with the other schools of the GTU, BST's enrollment process is conducted through both Early Registration and General Registration. During the spring semester each year, BST has an academic advising and Early Registration period for the upcoming summer and fall; during the fall semester each year there is academic advising and Early Registration for the upcoming January intersession and spring courses. All students must participate in General Registration (to confirm or change their early registration and to pay tuition/fees) during the week before courses begin for the fall and spring semesters.

The BST Registrar distributes schedules, materials, and detailed instructions for Early and General Registration and special DMin course offerings via students' BST e-mail accounts. Students must obtain their academic advisor's approval before registering on-line.

The enrollment period for DMin students for January/February and July classes will be announced each semester by the registrar. Students are encouraged to register for their courses in advance, either by appointment or online.

Registration materials are provided by e-mail for early registration. A fuller description of the registration process is found on the BST website.

Payment for the tuition and fees is due at or before the time of enrollment. However, a payment plan may be arranged (see Section IV for more information).

Students in the second, third, and continuing years of the program will not be allowed to register if an outstanding balance from the previous year exists. For additional information, please contact the Business Office.

C. Typical Program Sequence

Students are normally introduced to the DMin program through an initial core intensive: Becoming Culturally Responsive: Part I. Over the next two years the student will be required to attend two additional intensives: Becoming Culturally Responsive: Part II and Research Methods.

The full-time student should normally plan to meet with their mentor led cohort groups throughout the three-year program to complete their advanced level competencies and to create, implement and write up their dissertation project. Once the student has completed Becoming Culturally Responsive: Part II the student should be on their way to finalizing a DMin Project Proposal for submission to the DMin Academic Committee.

Year Three (and beyond, if necessary) involves mentors and candidates only, for working toward completion of the doctoral project. Normally, the doctoral project work will be completed within a period of twelve to eighteen (12 to 18) months. An oral defense of the doctoral project will be required.

D. Definition for Full-time and Part-time status

Students enrolled in twelve (12) units per academic year (July 1 to June 30), six (6) units per semester (fall: July 1-December 31; spring: January 1-June 30) will be considered full-time. Students enrolled in fewer than six (6) units per semester will be considered part-time students.

E. Duration and Time Limits

The maximum time in which students are expected to finish the DMin degree is six (6) years. Extensions may be granted under exceptional circumstances and must be officially requested in writing.

Satisfactory academic progress towards the completion of the DMin degree within a period of six (6) years requires that the student complete a minimum of three (3) units of course work per semester for nine (9) semesters and six (6) units of dissertation work within three (3) semesters.

If, however, a student should encounter unavoidable obstacles that would impede their progress in the program, they can appeal to the academic dean for an exception/extension to the standards stated above so that they might still be eligible for financial aid.

F. Leave of Absence

Leaves of absence are granted for one semester. No more than two consecutive semesters of leave or a total of four semesters may be granted during the student's entire degree program.

Students with government loans can be given a leave not to exceed sixty days, or not to exceed six months if the school's next period of enrollment after the start of the leave of absence would begin more than sixty days after the first day of the leave of absence. If the leave of absence is requested for medical reasons, the student must provide the school with a written recommendation from a physician for a leave of absence longer than sixty days.

The student must meet with the Academic Dean and present a written petition as to why they are taking a leave of absence. Such a letter should be submitted to the Academic Dean prior to the start of the semester for which the leave of absence is requested. It should indicate the anticipated duration of the leave and the reasons for requesting the leave. A Leave of Absence fee per semester will be assessed.

G. Loss of Matriculated Status and Reinstatement

Students who fail to register for two consecutive semesters shall lose their matriculated status in the DMin program unless they are able to demonstrate, in writing, legitimate reasons for their failure to register. Students who lose their matriculated status may re-apply for admission.

H. Withdrawal from Program

In order for a student to withdraw from BST a Request for Withdrawal form, found on the BST website, needs to be completed and filed with the Registrar. Students who wish to re-enter BST (normally with a break not longer than one academic year) must re-apply. If any curriculum changes have occurred during the absence of a student who has withdrawn, it is the prerogative of the Academic Dean, in consultation with the faculty, to determine which curriculum requirements will apply in the case of the re-admitted student.

I. Faculty

Core Faculty are those full-time and part-time professors who are members of the BST faculty.

Faculty are professors that teach or mentor core requirements on an annual basis but do not participate in regular Core Faculty duties.

Adjunct Faculty are instructors who are contracted to teach specific courses. They may also serve on students' doctoral project committees at the discretion of the Academic Dean and/or the Director of the DMin program. All adjunct faculty must submit CVs for approval by the Academic Dean.

Faculty Supervision: The Academic Dean is responsible for recruiting, orienting, equipping, supervising, and evaluating all faculty members who are teaching in their respective courses.

DMin Academic Committee: The Academic Committee for the Doctor of Ministry program consists of the Academic Dean, the Director of the DMin Program, the Registrar, and one to two faculty members. The committee oversees and evaluates the DMin-related academic programs of BST.

J. Course Formats

DMin courses are offered in the following formats: intensives, hybrid/intensives, hybrid/online, and regular semester courses. All courses will make remote attendance options available.

Intensives with Hybrid/Online Component: Typical intensive courses are offered during five-day periods scheduled over one- or two-week periods, usually in January or July. Although classroom sessions are completed during these periods, students are expected to interact with their instructor via hybrid/online methods during an extended period of time. For instance, the January courses will be extended through the spring semester and the July courses will be extended through the fall semester.

Regular Semester Courses: Students have an option to take elective courses during the regular BST, GTU, and UC Berkeley fall and spring semesters to fulfill their course requirements. Since academic calendars between institutions do vary, students should consult the academic calendar for the institution of their choice to determine start and end dates for each semester.

Special Reading Courses (SRC) may be taken as a means for completing work toward a DMin competency. Students should work closely with their cohort mentors to create a course schedule that best fits their academic goals. The SRC form is found on the BST website, and from the BST Registrar. All SRC forms must be submitted **in hardcopy**, with proper signatures, to the BST Registrar by the close of registration.

K. Grades

Course grades provide the primary criteria by which BST evaluates a student's academic progress toward a degree.

Grades: A = 4 A- = 3.7 B+ = 3.3 B = 3

- A grade of lower than B will not receive course credit.
- Grades of "F" (Fail), "NC" (No Credit), "I" (Incomplete), and "W" (Withdraw) do not earn credits.
- A grade of "F" indicates that student has failed to adequately complete the required course work by the end of the semester and has not petitioned for an Incomplete.
- "NR" (No Report) indicates that the professor has not turned in a grade for the student.
- All courses for the DMin degree must be taken for a letter grade. Courses that extend over more than one semester will show an "IP" (In Progress) until the course work is completed.

- Any student wishing to withdraw from a class after the official drop/add date will receive a W/P or W/F on their transcript. W/Ps and W/Fs will not be counted in the computation of the grade point average.

K-1. Incompletes

DMin students are responsible for completing their work within the semester or during the period specified by the instructor of each course. Under unusual circumstances, such as severe illness, students may petition for an Incomplete, but must do so no later than the last day of the semester. Forms for requesting an Incomplete are found on the BST website and are available from the Registrar. Incomplete work is due to the faculty three weeks after the term. The faculty is required to submit a new grade by the sixth Friday after the end of the term. The incomplete grade becomes an “F” if no new grade is received by the end of the sixth week. The “F” becomes permanent on the transcript if the work is not completed by the end of the following semester.

K-2. Appeal of Grade

Students who wish to appeal a grade need to discuss this first with the faculty member involved. If a resolution is not reached, the student can then appeal to the BST Academic Dean. If there is still no resolution the student can appeal to the full faculty, and the faculty has the final decision.

K-3. GPA Requirements

DMin candidates are required to maintain a 3.0 or higher grade point average (GPA). A student whose GPA is less than 3.0 at the end of twenty-four (24) units may not advance to candidacy.

K-4. Academic Probation

Satisfactory progress is demonstrated by maintaining a cumulative GPA of at least 3.0. If the MDiv student’s GPA falls below 3.0, the student will be notified that it must be brought back up by the end of the following semester. If the overall GPA has not been raised to a 3.0 by the end of the next semester, that student will be placed on academic, as well as financial aid, probation. After one semester, an evaluation of the student’s progress will be made. Students on financial aid probation will receive one semester of continued student loan eligibility. If said student has demonstrated satisfactory progress, they will then be removed from academic and financial aid probation.

L. Course Work Requirements

The DMin degree requires a total of thirty (30) units, which can be divided into twenty-four (24) units of course work, and six (6) units of Doctoral Project and Thesis Writing. The degree program can be completed in a minimum of three (3) years and a maximum of six (6) years.

L-1. Required Courses

Regardless of the area of concentration, students must take the following core nine (9) units:

Intensive: Becoming Culturally Responsive: Part I (3 units)

Intensive: Becoming Culturally Responsive: Part II (3 units)

Intensive: Research Methods (3 units)

L-2. Advanced Competencies

Depending upon the student's interest and area of concentration, each student must achieve five (5) advanced-level competencies under the guidance of their mentors and in cooperation with their thematic cohorts (15 units).

L-3. Advanced Standing

Students may apply for advanced standing in areas where competencies have already been achieved upon entrance into the program. Students that wish to apply for advanced standing should consult with their advisor to determine the appropriate process for the appeal.

L-4. Doctoral Project and Dissertation Writing

Once students have completed the work described in L-1 & L-2 above, they will begin work on their doctoral project and register for DMin in Thesis, DM 6015; six (6) units. The details of the doctoral project and dissertation are described in Section VI.

M. Course Descriptions (three required courses)

DM-6078: Becoming Culturally Responsive: Part I

To be (come) Culturally Responsive requires mentors and partners. Each student in the newly revised Competency Based Doctor of Ministry program will journey alongside a thematic cohort with several DMin students and two mentors. A student's mentor team of can be geographically centered or spread across the globe. The remote realities that have become the new normal in our world create possibilities for communication and gatherings from anyplace at any time. Each annual cohort of Berkeley School of Theology's Culturally Responsive Competency Based DMin will address specific themes. Each student will select one of the themes to emphasize and will engage the mentor team assigned to that theme. Mentors will lead students through the process of achieving established competencies related to their themed cohort. In DM 6078 Becoming Culturally Responsive Part I students will be oriented to the DMin CBTE program and will work with mentors and cohort to build their academic plan.

DM-6046: Research Methods

This core Doctor of Ministry course has been created specifically to train DMin students in creating viable research methods for their DMin projects that will result in reliable qualitative and quantitative data. This course will meet in intensive format typically six months after DM 6078 Becoming Culturally Responsive: Part I. DM 6079 Becoming Culturally Responsive: Part II is the third

and final intensive through which students will work toward the completion of their DMin Project Proposal that will be submitted to the BST DMin Academic Committee for review and approval.

For more information on additional BST/GTU courses, visit: <http://gtu.edu/academics/course-schedule>.

N. Cross Registration at the University of California at Berkeley (UCB)

Through a cooperative agreement between UCB and the GTU, BST students may take courses at UCB. Cross Registration at UCB is open to BST students who:

1. Have an accredited B.A.
2. Are full-time students in a degree program.
3. Have the recommendation (approval) of the BST Academic Dean.

Consult the BST Academic Dean to assure that a UCB course will meet DMin degree requirements.

The GTU Common Registrar's office has the forms to be used in registering for UCB courses. The student must follow the directions exactly. Students should note that, while the agreement states, "no fees are charged," these classes are not free. Students must pay for classes at the per-unit rate charged by the school of affiliation and must list the UCB course on the Registration Statement. Because students do not pay fees directly to UCB they should not request transcripts from UCB. Instead, the UCB Registrar's office will send a copy of the student's grade to the GTU Common Registrar's office for recording and BST issues the transcript.

V. DOCTORAL PROJECT

Once students have completed twenty-four (24) units of work they are ready to start the doctoral project during which the last six (6) units, DM-6015:DMin in Thesis, will apply.

The doctoral project is a research project related to the ministry of the student. It grows out of the research done during work in the intensives and the with their cohort faculty and includes plans, implementation, and evaluation of an action response.

A. Doctoral Project Committee

The student's Doctoral Project Committee supervises and plays a critical role in the program. It is essential, therefore, that members of the committee represent the special interests and academic areas of the ministry focus. The Doctoral Project Committee will consist of one

Committee Chair approved by the BST dean (C.V. required) and one at-large committee member to be selected by the student in consultation with their BST advisor (note: the BST advisor and Committee Chair may be the same person, if appropriate). The Doctoral Project Committee will usually consist of the cohort mentors the student has been working with from the beginning of the program. If necessary, to cover all aspects of the ministry focus adequately, more than two members may be appointed in consultation with the student's cohort mentors. The third member of the committee may be a non-faculty professional.

When a student enters the DMin program an academic advisor and cohort mentors will be appointed for them. As the student nears completion of their course work they should consult with their cohort mentors about the development of their Doctoral Project Committee. The key to creating an effective, supportive, and helpful committee is the development of professional and mentoring relationships that can inform and support one's project goals.

The student will need to maintain close contact with their cohort mentors and their Doctoral Project Committee regarding progress toward the completion of degree requirements. If it is necessary to change Committee members, the student must petition the Director of the DMin Program.

B. Doctoral Project Proposal

The student's next step in the process is to finalize their project proposal in consultation with their Doctoral Project Committee, for submission to the BST DMin Academic Committee (see timeline found below, for submission dates).

Among other things, the seminar *Becoming Culturally Responsive: Part II* will help students to prepare their doctoral project proposals. That means that students will be refining an issue or a concern for the doctoral project from the beginning of their program. This issue or question should test an aspect of the primary ministry focus and arise from the student's ministry setting. For most students, this setting will also be the context for testing the issue.

Once an issue has been chosen, the Doctoral Project Proposal needs careful thought. **The proposal needs to strictly adhere to the Doctoral Project Proposal Format and Guidelines** (see Appendix A; project proposal exemplars are provided in Appendix I). Most DMin projects are research projects accompanied by an extensive dissertation. The DMin project must be engaged in and tested by the ministry community for which it is intended.

The following considerations are recommended: Part of choosing a format or medium for the issue is determining its feasibility. Does the student have access to the appropriate methodology and resources to carry out the project as envisioned? Included in the methodology is the choice of disciplines which could shed light on the issue. Can the project be accomplished expeditiously in the given ministry setting? Will it fit time limitations?

The choice of appropriate methodology and resources is very important, as is sufficient knowledge about both the methodology and the resources to formulate

a sensible plan of research and a schedule of writing. Sketching out a preliminary time line is helpful, both in determining feasibility and in finding out whether the student has a good grasp of the proposed doctoral project. Designing an effective plan also means resisting the temptation to read everything in the field. Resources should contribute substantially to the doctoral project and should be carefully chosen. Here the project advisor and Doctoral Project Committee members, as well as reference librarians and other specialists, can help the student save a lot of time.

The student should be able to say why this issue is significant to the ministry community in which it will be tested, as well as why it is important to the student. Might it also be relevant to other ministry settings? What are the strengths and weaknesses of the research plan? The answers to these questions will help shape the method of evaluating the project, of determining what kinds of information the project will provide, and the implications of those findings.

C. Submission of Doctoral Project Proposal

Proposals may be submitted at three points each year and will be reviewed by the BST DMin Committee. These due dates are **September 1, December 31, and April 15.**

Proposal due date:	Reviewed by:
September 1	October 1
December 31	February 15
April 15	May 15

The **Doctoral Project Proposal Submission Form** (see Appendix B), including the appropriate signatures, must be submitted along with each proposal.

D. Approval of Doctoral Project Proposal

The DMin Academic Committee will read and review each proposal and render one of the following decisions:

1. Pass without revisions.
2. Pass with minor revisions.
3. Decline to pass and return it to the student for re-writing.

Upon final approval of the project proposal by the DMin Academic Committee, the student moves from matriculated status to candidacy for the Doctor of Ministry degree.

Normally a student will have a proposal accepted within two (2) years of completing course work. If a student is not able to have a proposal approved within two (2) years the DMin Academic Committee will review the student's situation to ascertain Satisfactory Academic Progress (SAP). If the DMin Academic Committee determines no SAP the student may be withdrawn from the program.

E. Fees for Doctoral Project Process

Once the student has completed all course work and had their doctoral project proposal accepted the following fees apply:

E-1. DMin in Thesis course

Six (6) units of the doctoral project (DM 6015, DMin in Thesis) will be charged at the regular DMin course fee rate; three (3) units per semester for two semesters, or as needed.

E-2. Continuation Fee

Should the student not complete the doctoral project within the first academic year following their course work, they will be required to pay a **continuation fee** (see Section IV. C.)

E3. Advanced Standing Fee

There will be no fees charged for advanced standing units.

F. Doctoral Project and Dissertation Format

The written portion of the doctoral project is normally presented in dissertation form. The length of the dissertation may vary. The length is usually a minimum of 80 written pages and a maximum of 150 written pages (not inclusive of bibliography and appendices).

See Appendix C for a sample Doctoral Project Title Page Form. A 250-word (maximum) **abstract** is to be included upon final approval of the doctoral project. The abstract states the purpose of the project, a description of the project's implementation, and conclusions about what was learned.

When the doctoral project is written in a language other than English, a fifteen (15) to twenty (20) page proofread English summary must be appended to the doctoral dissertation. Contact the DMin Director for guidelines.

In order for the doctoral candidate to graduate in May, a copy of the doctoral dissertation final draft (library ready) must be submitted to the DMin Director's office **by May 1** for approval. In no case will the deadline extend beyond May 1 without written approval by the Director of the DMin Program.

The doctoral dissertation must conform to the most current GTU "Master's Thesis and Doctoral Dissertation Guidelines," which can be found on the GTU website. The guide is based largely on the current edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations* (University of Chicago Press). **Submissions that do not conform to the GTU format and guidelines will not be accepted.**

G. Oral Defense of Doctoral Project and Dissertation

It is the doctoral candidate's responsibility to ensure that the oral defense takes place. The student must work with their Committee to determine the focus, venue, date, and procedure of the defense.

By February 1 of the year of anticipated graduation, the student submits

Plans (date, venue) for the oral defense to the Director of the DMin program. **The Oral defense itself must be completed by April 1.** All costs associated with the oral defense will be the responsibility of the doctoral candidate. These costs are not included in the announced tuition and fees of the DMin program.

The student, the Committee, and the Director of the DMin Program each have responsibilities in implementing the oral defense, but the initiative remains with the student. The student is responsible for contacting all committee members and checking with the DMin Director to set the date for the oral defense. It is usually the student in consultation with their committee that confirms the date and makesthe logistical arrangements for the defense.

As soon as the oral defense date is set, the student provides each member of the Doctoral Project Committee, several weeks in advance, with a hard copy of the doctoral dissertation (including the bibliography). The committee will prepare questions that appropriately draw out significant aspects of the doctoral project, dependent upon the format and nature of the project.

The oral defense of the doctoral project may focus upon some critical aspect of the doctoral project or upon its entirety. In either case, the oral defense of the doctoral project should seek to extend the community of discourse normally involved in the issue/project; be clear and as comprehensive as possible within reason, given the nature and scope of the doctoral project; and elicit significant response from those who are exposed to it.

As with the doctoral project itself, the oral defense must exhibit concern for and mastery of both theory and practice as well as research and action. The weight given to each of these traditional aspects will be determined by the composition of the Doctoral Project Committee.

In order to draw upon the best thinking of the doctoral candidate, the oral defense of the doctoral project and dissertation may be conducted in the primary language in which their doctoral project was carried out. Whenever a language other than English is utilized, English translation of the summary of the doctoral project must be made available in order to make the knowledge gained accessible to the widest possible audience. It is the responsibility of the doctoral candidate to provide such translation services.

G-1. Evaluative Decision on Doctoral Project and Dissertation

The Doctoral Project Committee makes four possible evaluative decisions on the dissertation:

1. Pass without revisions.
2. Pass with minor revisions.
3. Pass with major revisions.
4. Decline to pass and return it to the student for re-writing.

In all cases, the Committee sees that the **Doctoral Project Oral Defense Report** (see Appendix E) is completed, signed by all committee members, and returned to DMin Director, who submits it to the BST Registrar.

G-2. Completing the Dissertation Manuscript

All revisions must be completed and submitted to the student's Committee by **April 20** and, if deemed satisfactory, will lead to graduation in May. Major revisions may result in delay of graduation until the following year. **Deadline for final submission of the doctoral dissertation manuscript (library ready) to the Director of the DMin program is April 30.** Extension of these deadlines may be granted, if justifiable cause is demonstrated, by writing to the Director of the DMin Program before the particular deadline for which the request is made.

Three copies of the doctoral dissertation manuscript must be printed on acid-free paper (see GTU Library protocol for exact requirements). A signature page with original signatures of each Doctoral Project Committee member must be included. A fee for binding the three copies of the manuscript is to be paid to BST (see DMin graduation fees list on BST's website).

G-3. Graduation Procedures and Fees

Once all requirements are fulfilled and the doctoral dissertation is filed, the student must pay the graduation fee to the Business Office during the enrollment period of their final semester, and complete the **Intent to Graduate form** (see **Appendix G**) and other required approval forms as provided by the BST Registrar. Please note that BST tuition and all other GTU-related bills must be paid current. Once these obligations are fulfilled, the student's name will be added to the BST intended graduates list.

G-4. Commencement Ceremonies

BST graduation is held the third Saturday of May each year. It is traditional for the Committee Chairs, if they are available, to hood their students at graduation. If their Committee Chair cannot attend the commencement ceremony, the graduate needs to inform the BST Registrar in advance. The cap and gown for the BST ceremony may be purchased or rented through the BST Registrar. The deadline for renting a cap and gown is normally in March; the exact deadline will be announced by the BST Registrar in the graduation materials sent to students' current and official BST e-mail addresses.

G-5. Deadlines for Completion of Doctoral Dissertation and Degree (for May graduation)

Oral defense plan submitted to DMinDirector	by February 1
Completion of oral defense Doctoral Project Oral Defense Report submitted to DMin Director by Committee	by April 1 by April 15
Revisions to dissertation completed and approved by Committee	by April 20
Submission of final manuscript (three copies, including abstract) to DMin Director (for GTU Library binding)	by April 30 (USA students) by third Friday in May (international students)
Graduation	Held the third Saturday in May

For completion of the program by December 31 (graduation exercises are held in May only): the final draft of the doctoral project must be submitted to the student’s committee by September 15 and an oral defense should be completed by November 15. Final revisions must be completed and the library ready manuscript copy of the doctoral dissertation filed with the GTU Library by December 15.

VI. WRITTEN ASSIGNMENT AND REFERENCE GUIDELINES

BST courses require a variety of kinds of written assignments. Among the most common written assignments are two kinds of papers - the working/reflection paper and the research paper. Additional written assignments may be required in BST courses at the discretion of the instructors. Be sure to consult the syllabus in all of your courses for specific requirements.

A. Working/Reflection Papers

Many BST courses require students to write one or more working and/or reflection papers. These essays may vary in form and in length from one or two pages to ten or more pages (always double spaced). The assignment asks students to integrate the material of the course (lectures, discussions, readings) into their own thinking and life experiences. The following elements characterize

this paper:

It is not meant to be a finished product, but rather more like a “progress report” of thinking through issues raised by the course. Therefore, proper academic format, such as footnotes or bibliography, may not be required. However, the paper is to be well organized, clearly written, and grammatically correct. Use of required Turabian format for footnotes or endnotes is expected (see Item D, below). It is not meant to be primarily a research paper requiring library research, although it might involve this. It is meant to be more of a reflection on ideas and factual data as these relate to students’ concerns, commitments, and interests.

This is an opportunity to be creative and to engage in exploratory thinking. This paper is about what the student thinks, understands, or does not understand, in dialogue with what the professor and/or other scholars are saying.

B. Research Papers

Some BST courses require students to write papers involving original research related to the course subject and the interests of the student. The following elements characterize this project:

Structure and Format

A research paper is meant to be more carefully prepared than the working and/or reflection paper. Therefore, proper academic formatting, including footnotes and bibliography, is required. This does not mean that students are not to be thoughtful and creative, but they are to do so within a particular, formal structure and protocol. Proper research methodology should be followed: proper and consistent citation of references— using footnoting, within-text references, or end-noting— and proper bibliographic style. Students should be careful to avoid plagiarism. The research paper should be well organized and the agenda proposed in the beginning of the paper should be followed. The conclusion of the paper should refer to the research question and explain how it and the subsidiary questions have been addressed, resolved, or left unanswered.

Choosing and Defining a Topic

In choosing a topic for a research paper, students are encouraged to consult their professors. Students are also advised to consider the topic in terms of its interest to the student, the topic’s appropriateness given the student’s range of competence, and the student’s facility with the chosen research method. The topic should be manageable: appropriately narrow given the available library resources and the assigned length of the paper.

Conducting the Research

The research should begin with the establishment of a working bibliography based upon the initial research questions and hypotheses. The creation of this bibliography ensures that the student has discovered the scope and relevance of materials available for the project. At this stage it is recommended that students consult professors and librarians, as well as the GTU Library for reference materials (e.g., Old Testament Abstracts and New Testament Abstracts, GTU’s GRACE and CD ROM, and the Papers and Thesis Help Program [PATH]). Library

research will be focused and circumscribed by the length of the paper and the time the student has to devote to it. Most research papers written at BST will engage relevant research and theory or they will be inductive studies of particular texts, concepts, or terms using the appropriate collection of references. All research papers should include an integrated statement explaining why the resources used were considered to be the important ones for addressing the research question. Additionally, the papers should include an evaluation of the relevant literature in general terms.

When comparing points of view, students must read and use primary sources when referring to studies and theories. Students should not rely on secondary sources that paraphrase primary source studies or theories.

C. Book Reviews

In order to expose students to alternative viewpoints and foster critical thinking, BST instructors often assign book reviews, ordinarily five to seven pages in length. Reviews normally should develop along two avenues. First, the review should indicate a thorough knowledge of the book as a whole, read on its own terms. What is the author's fundamental aim? Central themes? Presuppositions? Method? Second, the review should engage the book critically and personally. Does the book accomplish its aim? How has reading this book shaped you? In what way, if at all, do you regard this as an important book? Whenever possible, the student should set their critique of the book within the larger discussion of the subject. As with any written assignment, book reviews should include proper referencing of direct citations.

D. Documentation of Sources, Notes, and Bibliography

Citations from other sources should always be given with complete accuracy, within quotation marks, and properly noted. Material borrowed from another person, including class lectures, even when not cited directly, must also be documented.

When are quotations appropriate? Cite another person's work when this seems the best way to represent accurately their position. Use quotations when another person says something in a particularly memorable way. Sometimes another source may be cited for psychological impact, in order to show support from a well-known authority. One should not assume one's point has been made when an "expert" has been cited, however.

Notes are used to document sources from which one has borrowed in the text of a paper. Other uses of notes include the following: (1) to list additional bibliographical material; (2) to develop technical or peripheral issues inappropriate for treatment in the body of the paper; (3) to compare alternative opinions; and (4) to refer to another section of the paper.

Every paper that refers to other sources must include a bibliography, but the bibliography includes only those materials actually employed as sources in the paper.

On other matters of format and style, see the most current edition of Kate L. Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, (University of Chicago Press).

VIII. INSTITUTIONAL POLICIES AND SERVICES

A. Accessibility Policy

BST wants to assist all students. Please let the seminary know if you have any special needs as defined in the Americans with Disabilities Act, Section 504. Students should contact the GTU Dean of Students to begin the process of assessment.

BST and the GTU participate in a consortium-wide “Students with Disabilities” policy that benefits from a collaborative arrangement with the University of California at Berkeley (*effective, Fall, 2006*). The policy strives for consistent and equitable student access to educational opportunities throughout the GTU. In particular, it addresses a differently abled student’s ability to fulfill degree and certificate course and program requirements. The policy does cover GTU library use, student advising, GTU classroom activities and requirements, program exams, and capstone experiences such as theses and dissertations. It does not address extracurricular events sponsored by GTU member institutions, student housing, and administrative activities (e.g. registration, access to facilities, etc.).

The BST Dean’s office serves as the Disabilities Resource Officer (DRO) for BST. The DRO serves as a resource to develop expertise, provide information and consultation, and answer questions. While eligibility verification and recommendations for accommodations are centralized, implementation of accommodations reflects individual institutional resources and cultures.

Student Request: The student is responsible for fully participating in the process and exercising due diligence to ensure that the provision of accommodations is successfully accomplished. The differently abled student who wishes to request accommodations with their academic work submits a request form to the BST DRO (BST Dean’s office the form is available on the BST website). The student needs to include official written documentation with the form from a professional who has the credentials and expertise to diagnosis the student’s condition (a form for this step is available on the BST website). The student is responsible for incurring any cost associated with the documentation. The DRO informs the student’s institutional contact that a request has been made and forwards the form and supporting documentation to the BST Students with Disabilities Program office for review. The BST office judges whether or not the student’s disability is eligible for accommodation and recommends a variety of possible accommodations.

Accommodations are not intended to give differently abled students an unfair advantage, but to remove barriers that prevent differently abled students from learning and from demonstrating what they have learned, in the context of their formal degree or certificate program.

The Timing of a Student Request: The differently abled student should request accommodations in advance of when the accommodation is needed. The student needs to factor in the amount of time required to secure written documentation from an appropriate professional. Students need to appreciate that the DRO and institutional contact person have other responsibilities and require a reasonable amount of time to integrate student requests within their workload. Students also need to appreciate the time required for BST to collaborate with UCB on the verification and recommended accommodations process if needed.

Students eligible for academic accommodations will normally have their request reviewed and, if appropriate, approved no more than three weeks after submitting the request.

Decision: The DRO works with the institutional contact to consider all data received. If the DRO approves the request the DRO works with the institutional contacts necessary to finalize accommodation options in the context of institutional resources and culture and to assure consistency and equity across the consortium. An accommodation is not “reasonable” if it will necessitate modifications of the essential nature of a program or activity or would place undue financial or administrative burdens on the institution.

Next, the institutional contact works with the student and appropriate faculty to make sure recommended accommodations can be implemented and do not compromise the academic integrity of the educational opportunity (a form for this step in the process is available on the BST website).

The DRO conveys the official decision and, if appropriate, recommended accommodations to the student by e-mail, who then uses written confirmation to work with appropriate staff and faculty on the implementation of accommodations.

Implementation: Accommodations will apply to all educational events described in the DRO’s e-mail for up to three years. Students should use the DRO’s e-mail to work with faculty and staff to arrange accommodations as needed.

Appeal: The differently abled student and/or faculty involved with the student may not agree with the DRO’s decision for accommodations. If a faculty member disagrees with and/or refuses to provide the recommended accommodations, the DRO and institutional contact should work with the faculty member to resolve their concerns. The DRO can consult with UCB’s Students with Disabilities Program and their section 504 compliance officer for advice on ways to resolve the conflict with the faculty member. If a resolution is impossible, the differently abled student can seek remedy from the faculty member’s school’s academic grievance policy.

If a student disagrees with the DRO's decision and/or recommended accommodations, they can appeal the decision through their own school's academic grievance policy. Again, the DRO and institutional contact should work with the student first to find ways to resolve their concerns.

More details regarding this policy, including appropriate forms, can be found at <http://www.gtu.edu/admissions/life-at-gtu/students-with-disabilities>.

B. Disciplinary Action and Grievance Procedures

B-1. Procedure for Disciplinary Action and/or Dismissal of a Student

Upon enrollment, students assume an obligation to conduct themselves in a manner compatible with BST's mission as a Christian educational institution preparing persons for ministry. Students must exemplify the character, personality, spirituality, and leadership ability essential to serving effectively in the Christian ministry. Any student who, in the judgment of any faculty member or administrative officer, violates this standard will be subject to such disciplinary action as may be determined by the faculty, including dismissal.

In any proposed discipline or dismissal for non-academic reasons, the student shall first meet with the Academic Dean. If resolution is not reached, the student shall be provided an opportunity for a hearing with the faculty. The student shall have the right to present evidence, confront adverse witnesses, and be represented by counsel. A record of such hearing shall be made and kept by the faculty and shall be available for inspection by the student.

The student shall furthermore have the right to appeal any committee decision to the whole faculty by written petition within ten (10) days after the committee decision. The full faculty shall have authority to confirm, reverse, or modify the decision upon a review of the record of the hearing before the faculty, such review to be no later than thirty (30) days after the filing of the petition for appeal. During this appeal procedure the student shall retain all rights and privileges as a student unless the faculty determines that immediate dismissal of the student is in the best interests of the Seminary. The decision of the faculty in regard to the appeal is final.

All transactions and decisions of the institution, whether administrative or by the BST Board of Trustees, are of public record. They are available for review upon written request and by appointment.

B-2. Grievance Procedure

(Grievance procedures in the event of alleged discrimination under Title IX, Section 504)

When a student feels they have a grievance, they shall within thirty (30) days of the occurrence first attempt to resolve it by either or both of the following actions: a) confer with the person against whom they have the grievance; b) confer with the Academic Dean.

If resolution is not reached in the above manner, then the student shall be provided the opportunity for a hearing with the Grievance Committee. The Grievance Committee shall be composed of: a) two students selected by the student council; b) two faculty members selected by the Academic Dean; and c) one person selected by the President of BST. (Committee members shall select one of their own members as chairperson.)

Within thirty days of the aggrieved student's request a Grievance Committee shall be constituted and shall meet. The student who brings the grievance shall have the right to present evidence, confront adverse witnesses, and be represented by counsel. A record of such hearing shall be made and kept by the Seminary and shall be available for inspection by the student.

The committee shall inform the student in writing of their decision within seven (7) days from the date of the hearing, and the student shall have the right to appeal any committee decision to the Academic Dean by written petition within ten (10) days after the committee's decision. The Academic Dean may dismiss the charge, reduce the committee's sanctions, or act on the committee's recommendations.

C. Sexual Harassment Policy

Berkeley School of Theology is committed to creating and maintaining a community in which students, faculty and administrative and academic staff can work together in an atmosphere free of all forms of harassment, exploitation or intimidation, including sexual. Specifically, every member of the seminary community should be aware that the seminary is strongly opposed to sexual harassment and that such behavior is prohibited both by law and by seminary policy. It is the intention of BST to take whatever action may be needed to prevent, correct, and, if necessary, discipline behavior that violates this policy.

It is the policy of Berkeley School of Theology not to discriminate on the basis of race, color, sex, gender, gender identification or expression, creed, marital status, age, sexual orientation, religion, national origin or ancestry, disability, medical condition, veteran status, or any other consideration made unlawful by federal, state, or local laws in its educational programs, student activities, employment or admission policies, in the administration of its grant and loan programs, or in any other school-administered programs. This policy complies with requirements of the Internal Revenue Service Procedure 321-1, Title VI of the Civil Rights Act, and Title IX of the 1972 Educational Amendments as amended.

Students who believe they have been discriminated against because of race, color, national origin, gender, sexual orientation, age, or disability should contact the Academic Dean.

General Policy

Berkeley School of Theology is committed to creating and maintaining a community in which students, faculty, administration, and staff can work

together free of all forms of sexual harassment, exploitation or intimidation. Sexual harassment negatively affects morale, motivation, and job or academic performance. It is inappropriate, offensive, illegal, and will not be tolerated at BST.

Definitions

Sexual harassment is a form of sex discrimination and is an “unlawful act” under Title VII of the 1964 Civil Rights Act. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, and other verbal or physical conduct of a sexual nature, which may come from supervisors, co-workers, subordinates, or anyone in the community, when a) submission to such conduct is made either explicitly or implicitly a term or condition of instruction, employment or personnel decisions affecting an individual; or b) submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or c) such conduct has the purpose or effect of unreasonably interfering with an individual’s performance or creating an intimidating, hostile, or offensive environment.

Examples of conduct which constitute sexual harassment or which create a hostile environment include: a) sexually suggestive, obscene, or lewd language or questions about sexual habits; b) sexual advances, physical touching, sexual innuendo or jokes, comments on sexual appearance or conduct, suggestive looks or leering; c) use of slang, names, or labels that others find offensive; d) continuation of certain behavior after a co-worker has objected to that behavior; and e) ignoring, not taking seriously, or laughing at an employee who experiences sexual harassment.

Reprisals

Reprisal is any action intended to intimidate, retaliate against, harass, or disadvantage any person because the person has opposed sexual harassment, reported or complained of sexual harassment, or testified, assisted or participated in any investigation, proceeding, or hearing, under this policy or otherwise, regarding sexual harassment.

Reprisal includes, but is not limited to, the following actions: a) refusal to hire a person; b) departure from any customary academic or employment practice; c) transferring or assigning the person to a lesser position in terms of wages, hours, job classification, job security, or other employment status; d) informing another person or organization external to BST that the person engaged in an activity specified in the last half of the first sentence of paragraph c.1) above; e) attempting to discourage any person from engaging in an activity specified in the last half of the first sentence of paragraph c.1) above or to attempt to tamper with a witness or a complainant in any proceeding under this policy.

Duty

Each supervisor and member of the faculty has an affirmative duty to maintain their workplace free of sexual harassment. This duty includes discussing this policy with all employees and students and assuring them that they are not

required to endure insulting or exploitive sexual treatment.

Action

Any employee who believes they have been the subject of sexual harassment should report the alleged act immediately to their own supervisor or to any other supervisor or the personnel officer or the president. The personnel officer will investigate the alleged harassment immediately and proceed to do whatever is necessary to resolve the complaint. Any student who believes he or she has been the subject of sexual harassment should report the alleged act immediately through established grievance procedures. All information, to the degree possible, will be considered confidential.

In determining whether the alleged conduct constitutes sexual harassment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incident occurred. Any employee found to have sexually harassed another may be subject to sanctions, including termination of employment. Any student or member of the faculty found to have sexually harassed another may be subject to sanctions, including dismissal from the school or termination of employment. If the complaint is not resolved by the personnel officer or through established student grievance procedures to the satisfaction of all parties, recourse may be made to due process procedures.

Policy Dissemination and Affirmation

All BST faculty, administration, staff, and students, who will be provided a copy, will read this Policy Statement. Each employee or student will acknowledge reading, understanding, and receiving a copy of this Policy Statement, and such acknowledgement will become a part of the permanent personnel or student's file of each person. Any questions, suggestions, or recommendations concerning this policy may be made to the personnel officer, the president, or to any member of faculty or administration.

D. Use of Technology & Electronic Communication Policy

Statement of Policy

BST is committed to providing an environment that encourages the use of computers and electronic communications as essential tools to support the instructional, research, administrative, and other work or mission related activities of the Seminary. In utilizing the Seminary's computers and electronic communications systems, such as electronic mail and access to the Internet, it is important for all users to be aware of the Seminary's policy regarding responsible use (see below). It is the responsibility of each user to ensure that this technology is used for proper and lawful purposes and in a manner that is responsible and does not compromise the confidentiality of sensitive information, the security of the Seminary's systems, or the reputation, policies, or mission of the seminary.

The Need for Computer and Internet Access as a Seminary Student

Students enrolling in a seminary degree program should consider that obtaining a computer and reliable, high-speed-internet access as an integral part of their education expenses. Seminary education increasingly relies on and draws from the use of computers and the Internet in the classroom and beyond. BST and the GTU provide limited access to computers in the student lounge at BST and in the library of the GTU. Students who face unique challenges in accessing computers and/or the Internet should contact student services for assistance.

Responsible Use of Electronic Communication

(Includes, but not limited to e-mail, instant messaging, chat, and threaded discussions)

Students are responsible for regularly checking e-mail

Upon enrollment at BST, students will be assigned an BST e-mail address (name@ses.bst.edu). ***Students are responsible for checking this e-mail address daily*** for official correspondence from the school, faculty, or from the Graduate Theological Union. Increasingly e-mail is the only means of communication used by BST and GTU faculty and staff. Students will be held responsible for being aware in a timely manner of any and all correspondence sent via e-mail. Students are able to set up their ses.bst.edu e-mail addresses so that they will automatically forward all your e-mail to the e-mail address you use most frequently. For instructions on how to do this, contact the BST Registrar.

Electronic communications should be used for school-related purposes

The principal purpose of electronic communication is to facilitate instructional, research, and other work- or mission-related communications by and among Seminary employees and students. While the Seminary permits reasonable personal use of electronic communication, such use must not disrupt the work of other users. Users should not use their student BST e-mail addresses to widely broadcast chain letters, bulk e-mail (or “spam”), or other non-seminary related messages.

Standards of confidentiality and security must be observed

Communication that contains confidential information must be treated as confidential. Users may not share Moodle passwords, provide e-mail access to an unauthorized person, or access another user’s account without authorization.

Offensive, demeaning, harassing, defamatory or disruptive communications are prohibited

Electronic communications, including on social networking sites associated with BST, such as Facebook, Twitter, and the BST Blog, should conform to the same standards of propriety and respect as any other verbal or written communication at the Seminary. Offensive, demeaning, harassing, defamatory or disruptive messages are prohibited. This includes, but is not limited to, messages that are inconsistent with the Seminary’s Student Handbook guidelines and “Sexual Harassment Policy.” Users who become

aware of or receive prohibited messages should notify Computer Services. Inappropriate use of electronic communications may be grounds for discipline, up to and including dismissal from the Seminary.

Anti-virus software must be installed and up-to-date

To prevent computer viruses from spreading within the BST network, all computers connected to the Network are required to have a current, up-to-date anti-virus application installed. It is the responsibility of the person owning the system to purchase and maintain this software.

Printing

Standard printing is available from computers in the BST Computer Lab and in the GTU Library. The BST printers are made available as a convenience for students and are intended for reasonable printing projects for academic papers and assignments. These printers are not intended for personal use. Nor are they intended for large printing projects (for example, more than twenty-page readings posted to Moodle). In this latter case, students need to save a copy of the readings and have them printed at a local copy shop or at home.

Moodle

Moodle is an online course management system used by BST and all the schools of the Graduate Theological Union. Students who enroll in courses that use Moodle are responsible for enrolling in the electronic portion of the class within the first two days of the course (in the case of summer or January intensives), or the first two weeks of the course (in the case of fall or spring semester course), or prior to the first assignment due on Moodle, whichever comes first. Instructions for enrolling in the online portion of the course will be given the first night of class. Help is available to students on the GTU website: <http://www.gtu.edu/library/students/moodle-help>

When Moodle is employed in a course, it is considered to be an extension of the classroom. Students are expected to engage one another's work with respect and professionalism. Postings and responses to Moodle forums should conform to the same standards of propriety and respect as any other verbal or written communication at the Seminary. Offensive, demeaning, harassing, defamatory or disruptive messages are prohibited. This includes, but is not limited to, messages that are inconsistent with the Seminary's Student Handbook guidelines and "Sexual Harassment Policy."

Students should understand that anything they post to Moodle Forums would be visible to other students in the class. Students should consider one another's work confidential but should not have an unreasonable expectation of privacy. Assignments uploaded to Moodle (but not posted to forums) are visible only to professors or other instructors for the course.

E. Confidentiality

While BST encourages the practice of Christian reflection within a community context, it also respects individual achievement. Hence, unless prior permission

is granted by the student, papers other than the doctoral project and papers prepared for seminars submitted to instructors at BST will not be photocopied and will be available for review only by the course instructor(s). On occasion, however, when issues of academic evaluation are in question, student materials may be shared anonymously with the Academic Dean or other members of the BST faculty.

F. Inclusive Language

Berkeley School of Theology affirms the policy on inclusive language adopted by the American Academy of Religion as appropriate to all scholarly and written work and oral communication within our common programs, including institutional publications and marketing materials. The AAR statement and policy is as follows:

"For the purposes of this policy, *exclusive language* is defined as a consistent pattern of English usage where the male is taken to be the normative human person, i.e., the "man" connotes both the male and the human being as such. The term "woman" and female pronouns are never used as generic references for human beings but are exclusive to females. This definition is adopted from *The New Dictionary of Liturgy and Worship*, J.G. Daves, SCM Press, 1986. August 2019 update 61

It shall be the editorial policy of the publications of the American Academy of Religion [and BST] to avoid the use of the term "man" (including also "men," "mankind," "family of man," "brotherhood," and the compounds "chairman," "clergyman," etc. as a *generic* term, and to use *inclusive* terms (e.g., "human being," "human," "humanity," "humankind," "people," "minister," etc.) to designate both individuals and groups.

Consistent with this policy, the pronoun he is not regarded as generic. Editorial policy is to use appropriate pronouns when the antecedent is known, and to use the gender neutral third person plural (e.g., they, them) when the antecedent of the pronoun is not known. The use of duplicate pronouns or alternated pronouns (e.g., he/she, him/her, s/he consistently or she in one sentence, alternating with he in the next) is permissible, but not preferred. Recommended as a guide to good inclusive style for both editor and author is: Casey Miller and Kate Swift, *The Handbook of Nonsexist Writing*, (New York: Barnes and Noble, 1980)."

There is also the issue of exclusive language in reference to God, in translations of scripture, or in formal liturgy and other spoken and written materials. BST -- as an ecumenically diverse Christian community and, as a founding member of the Graduate Theological Union, a multi-faith institution -- respects the fact that different communities have taken different stands on these issues; it intends to enforce no orthodoxy on any religious community. However, in scholarly and other writing and speaking about the theology, scriptures, and liturgies of the communities, it is at least appropriate to be aware of and note the dimensions of the controversy. Whether inclusive language should be adopted in reference to deity, scripture, or liturgical language depends upon the topic under discussion and the tradition out of which the person is writing or speaking. If there are viable reasons why inclusive language is not

appropriate, it is well to note them in a non-disruptive way, in a footnote or aside.

G. Academic Integrity (including Plagiarism)

Maintaining a high standard of personal and academic integrity is central to academic and professional education for ministry in the twenty-first century. For this reason, students are expected to comport themselves with a sense of professionalism in the classroom, at their ministry settings, and in their academic writing.

All academic writing by students is expected to be a true and accurate representation of students' own thinking. Where students draw on the ideas and writing of others, proper citation must be used. (See Section VII above, "Written Assignment and Reference Guidelines")

Plagiarism is the attempt to pass off someone else's work as your own. At its most flagrant, plagiarism is an expression of deliberate dishonesty - copying another person's material word for word (including from the Internet), then submitting it as your own work without the use of quotation marks and formal documentation in the notes to the paper. In other cases, plagiarism is less explicit and involves unacknowledged borrowing from other sources without quoting them directly yet without moving away from your sources sufficiently to indicate your own mastery of the material. Organization of material, ideas, and words taken from or inspired by another person's work should always be acknowledged.

Failure to properly cite one's sources leaves the student liable to one or more of the following actions, based on the discretion of the faculty: (1) the student's work may be returned to be rewritten. A failing grade will be kept on record until the rewritten paper is submitted. A student may not receive full credit for the rewritten assignment; (2) a failing grade on the assignment without an opportunity to rewrite; (3) a failing grade for the course in question; (4) academic and financial aid probation for disciplinary reasons; (5) suspension or dismissal by the Academic Dean from the academic program of the seminary.

Students who have committed plagiarism two or more times in any or all coursework may be placed on academic probation for one semester. Students placed on academic probation due to plagiarism will be required to complete a noncredit course "How to Avoid Plagiarism." After completion of this course, the

plagiarism. After these requirements are met, and upon recommendation of the student's advisor and the faculty, the student will be removed from academic probation. Students facing disciplinary action for academic reasons a second time may face academic suspension or dismissal.

H. Smoke-Free and Drug-Free Policy

Berkeley School of Theology is committed to maintaining a campus and workplace in which students, faculty, administration, staff, residents and tenants live and work together in an atmosphere free from drugs and alcohol. The Drug Free Schools and Communities Act Amendments of 1989 (PL101-226) requires all schools which receive federal funds of any kind, including federally guaranteed student loans, to certify to the U.S. Government that the campus and workplace is in compliance with the law. This policy statement implements BST's commitment and the federal law within the BST community.

Unlawful possession, manufacture, use, dispensation, or distribution of illicit drugs and alcohol or abuse of drugs or alcohol by students, faculty, administration, staff, residents, and tenants is prohibited on any BST or GTU member properties or anywhere as any part of any BST or GTU member school activities. As a condition of enrollment in BST or employment by BST, a member of the student body, faculty, administration, or staff will notify the institution of any criminal drug statute conviction occurring in BST no later than five days after such conviction. Any member of the student body, faculty, administration, staff, resident, or tenant who engages in conduct prohibited by this policy may be subject to immediate dismissal from the student's program of study, termination of employment, or cancellation of lease or other rental agreements as applicable.

The personnel officer will, in cooperation with the GTU and member schools, inform each member of the BST community of the legal sanctions which may be imposed upon violators of drug and alcohol laws under local, state, and federal laws; of the descriptions of the health risks associated with drug or alcohol abuse; and of the availability of drug and alcohol counseling, treatment and rehabilitation programs.

I. Policy Statement on Use of Copyrighted Material

Berkeley School of Theology is committed to full compliance with all pertinent laws and regulations pertaining to the use of copyrighted material. Sources for BST's commitment are as follows:

Isaiah 65:21-22

Luke 10:7

Constitution of the United States of America, Article I, Section 8

Copyright Act of 1978

Berne Convention Implementation Act of 1988

Copyrighted materials include, but may not be limited to, the following:

1. Printed material, including books, magazines and included articles, newspapers and included articles, musical scores and librettos, and so forth.
2. Material recorded on magnetic, optical, or other media, including works on analog disks, digital (“compact”) disks, magnetic tape cassettes and microcassettes, magnetic disks (“floppy disks”), videotape, and so forth. (Note: Prohibitions and restriction prescribed herein also apply to video tapes which are licensed only for private, “in-home” viewing.)
3. Computer software and accompanying documentation.

Faculty, students, administration, and staff of BST will comply with the procedures contained in BST’s Guidelines for Use of Copyrighted Material. Because of the complexity of the laws, situations not covered in the Guidelines will be referred to the Business Office for resolution. Willful infringement of copyrights using BST equipment, or on behalf of BST using other equipment can be cause for termination of employment or expulsion from the student body.

BST Guidelines for Use of Copyright Material

Introduction

A complex U.S. Copyright law went into effect on January 1, 1978. On March 1, 1989, the United States became a party to the “Berne Convention.” which further tightened the restrictions on the use of copyrighted material. These policy and procedures guidelines are written to furnish help in applying copyright laws in BST, primarily to cover the photocopying of printed material. All prohibitions and restrictions contained herein, however, apply to the copying by any means of any copyrighted material on any media. Faculty, administration, staff, and students will be guided accordingly. The basic rule which must always be followed is: If in doubt, do not copy the material.

Photocopying that is completely unrestricted:

- 1) Anyone may reproduce without restriction **works that were never copyrighted**. To determine if an item has been copyrighted, look at the front pages of the item for a copyright notice, which consists of the letter “c” in a circle, the word “copyright”, or the abbreviation “copr.”, plus the year of first publication and the name of the owner of the copyright. Writings published before January 1, 1978 without copyright notices generally are not protected. Works first published between January 1, 1978 and February 28, 1989 without a valid copyright notice generally lost copyright protection unless they were registered with the U.S. Copyright Office within five years of first publication and a valid notice was added to all copies distributed after discovery of the omission.

Mandatory notice of copyright was abolished for works published for the first time on or after March 1, 1989. Failure to place a copyright notice on

copies of works that are publicly distributed can no longer result in the loss of copyright. In summary, one cannot assume that a work is in the public domain merely because it does not contain a valid copyright notice.

- 2) **Published works whose copyrights have expired:** Anyone may reproduce without restriction published works whose copyrights have expired. All copyrights dated earlier than 1906 have expired. Copyrights dated 1906 or later may have expired because the initial period of copyright protection is 28 years. Copyrights can be renewed, however. One cannot easily discern whether or not a copyright dated after 1906 has expired or been renewed. Copiers must either assume that copyright protection is still in effect for copyrights dated after 1906 or ask the owner of the copyright or the U.S. Copyright Office whether or not the item is still protected by a copyright.
- 3) **U.S. Government publications:** U.S. government publications may be copied freely because such publications cannot be copyrighted. This rule applied to publications prepared by officers of the U.S. Government as part of those officers' duties. This rule does not extend to publications made by others with the support of U.S. government grants or contracts. Such publications may or may not be copyrighted, and it is incumbent upon those who wish to copy such publications to determine if copyright protection exists.

Photocopying which is partially restricted

Teachers may photocopy copyrighted works for classroom use and for research without paying royalties when the circumstances amount to what the law call "fair use." It is generally fair use for teachers to photocopy supplementary items for such purposes as filling in missing information or for bring material up to date. Fair use is a complex issue, however, and in order to have benefit of fair use, copiers should observe both the spirit and the letter of the following guidelines:

1. **Single copies:** For teaching, including preparation and for scholarly research, a teacher may make, or have made, a single copy of a) a chapter from a book; b) an article from a journal, periodical, or newspaper; c) a short story, essay, or poem; and d) a diagram or picture in any of those works.
2. **Multiple copies:** For one-time distribution in class to students, a teacher may make, or have made, multiple copies if he or she a) makes no more than one copy for each student; and b) includes the notice of copyright (writes it on the first sheet or copies the page on which it appears); and c) is selective and sparing in choosing poetry, prose, and illustrations, taking no more than one of two excerpts from the same author nor three from the same volume during the class term; and d) makes no charge to the student beyond the actual cost of the photocopying.

The right to make copies is strengthened if the copying will not have a significant effect upon the potential market for the work (probably the most important factor) or if there is insufficient time to seek permission from the owner of the copyright. Please note that this provision is for *one time* only and does not include the right to make multiple copies in subsequent class terms without permission from the copyright owner.

3. **Definitions:** Excerpts should be confined to 1,000 words or 10 percent of the entire work, whichever is fewer. Short poems are defined as having fewer than 250 words and 1 or 2 pages; excerpts of longer poems should meet the same limits. Short prose is 2,500 words or fewer.

Photocopying for which permission should be obtained

1. **Repetitive copying:** Teachers who wish to make multiple copies for more than one class term must obtain permission from the copyright owner.
2. **Copying for profit:** Teachers should not charge students more than the actual cost of photocopying and should not make copies for students who are not in their own classes without obtaining permission from the copyright owner.
3. **Unpublished works:** One should obtain permission from owners of unpublished works to copy such works since the “fair use” doctrine has only limited application to such works. The law gives automatic copyright protection to unpublished works from the time they are created until they are published. Subject to some qualifications, at the time of publication owners must assert their copyrights through notice or they may lose them. “Publication” typically occurs when copies are distributed to the public by sale; free distribution may or may not constitute publication. Public performance or display of a work does not, of itself, constitute publication.
4. **Consumable works:** Teachers need to obtain permission before making multiple copies of copyrighted works which are intended to be consumed in classroom activities, such as workbooks, exercises, and standardized tests and their answers.
5. **Copying according to an overall plan:** Teachers may make fair use of copyrighted material if they photocopy on their own initiative. It is not fair use to copy according to a plan designed by others, including academic superiors or administrators.

How to obtain permission

The office of the Academic Dean and the Business Office have information available for the use of anyone who wishes to use copyrighted materials for which permission is required. Such requests must be for the use of specific material for a specific project. Blanket permission cannot be obtained.

Infringement

Because of the vagueness of the “fair use” provisions in the law, teachers may innocently infringe upon copyrights. If copying is held to be infringement, the law exempts such teachers from statutory damages and limits their exposure to actual damages if the teachers believed their copying was fair use and they had reasonable grounds for their belief. Adhering to the guidelines herein should afford reasonable grounds for believing one is engaging in fair use. Infringement as a result of copying without compliance with these guidelines can be found to be willful and can subject the individual involved to damages which can range up to \$100,000 and to termination of employment or expulsion from the student body. Any unauthorized use of copyright materials within BST is at the individual’s own initiative and will not be permitted or condoned by the seminary.

Photocopy warnings

The following notice will be posted on all copying machines in BST:

NOTICE: THE MAKING OF A COPY MAY BE SUBJECT TO THE COPYRIGHT LAW.
REFER TO THE BST POLICY STATEMENT ON USE OF COPYRIGHTED MATERIAL.

J. The Family Educational Rights and Privacy Act

For purposes of this statement, “students” will include only those individuals who are or have been enrolled in the DMin degree program.

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

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

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

Within the BST community, only those members, individually or collectively, acting in the students' educational interest are allowed access to student education records. These members include personnel in the Academic Dean's office (including the Registrar/Admissions/Financial Aid Offices) and the Business Office, and academic personnel within the limitations of their need to know. Educational records are available in the Registrar's office.

At its discretion the institution may provide public information in accordance with the provisions of the Act to include: student name, address, telephone number, date of birth and place of birth, year in school, dates of attendance, degree program(s), religious affiliation, scholarships and honors, most recent previous degree and school, country of citizenship, school/schools of affiliations. Students may withhold public information by indicating it on the Student Information Form completed upon matriculation.

Request for non-disclosure will be honored by the institution for only one academic year; therefore, authorization to withhold public information must be filed annually in the Registrar's office. **Exception:** *if during the senior or last year of attendance, the student requests on the Non-disclosure Form that certain information not be given out, that information cannot be disclosed thereafter to anyone, including prospective employers, other schools, persons wishing to award scholarships, etc. The school's alumni office would also not be allowed to give any information. BST's response to all inquiries would be that we have no information. Non-disclosure is in effect until the student rescinds the request.*

The law provides students with the right to inspect and review information contained in their education records, to challenge the contents of their education records, to have a hearing if they are dissatisfied with the outcome of the challenge, and to submit explanatory statements for inclusion in their files if they are dissatisfied with decisions of the hearing panels. The BST Registrar has been designated by the institution to coordinate the inspection and review procedures for student education records, which include admissions, personal, academic, and financial and placement records. Students wishing to review their education records must make written requests to the head of the appropriate office as listed in the Directory of Student Educational Records, listing the item or items of interest. Only records covered by the Act will be made available within forty-five days of the request. Students may have copies made of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document which exists elsewhere). Student education records do not include records of instructional, administrative, and educational personnel which are the sole possession of the maker and are not accessible or revealed to any individual except a temporary substitute for the person who made the record; do not include employment records; and do not include alumni/ae records.

Students may not inspect and review the following as outlined by the Act: confidential letters and recommendations associated with admissions,

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

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

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

Students who believe that the adjudications of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the institution to aid them in filing complaints with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5920.

K. Policies for Students Eligible for V.A. Benefits

The GTU Common Registrar is the certifying official for Veterans Benefits. Students with previous graduate level course work/training in the program to be pursued will be evaluated upon enrollment and given appropriate credit. Evaluation will be based upon review of academic transcripts. Credit allowed will

be recorded in enrollment records, and the length of the program shortened proportionately. In addition, the student and the Department of Veterans Affairs shall be notified. (Note: all prior graduate level course work and training not used to satisfy another degree will be evaluated.) Upon completion of the course of study a degree will be conferred.

Conditions for Resuming Benefits: After the VA has discontinued education benefits because of a student's unsatisfactory attendance, progress or conduct, education benefits may be resumed under the following conditions:

1. Payment of educational assistance allowance to a student terminated for unsatisfactory progress may be resumed if the student re-enrolls in the *same* school and in the *same* program. The V.A. will resume benefits without further documentation or development relating to the student's new enrollment. The school's certification of the student's enrollment on V.A. Form 22-1999, by VaCert or VaNetCert (when available) is sufficient for resuming benefits.
2. If a student is reenrolling in a *different* program or at a *different* school, after unsatisfactory progress, the V.A. **must** find that the cause of the unsatisfactory attendance, progress, or conduct has been removed. The program of education or training to be pursued must be found suitable to the student's aptitudes, interest and abilities. The **student must request** that the benefits be resumed, preferably by submitting VAF 22-1995 or 22-2495 as appropriate. The school should submit a statement in "Remarks" on VA Form 22-1999, Enrollment Certification: "Student has been counseled concerning consequences of further violations of the school's attendance or progress policy.

Doctor of Ministry Program Manual 2022
Revisions and clarifications will be published as experience warrants.
Any updates to the BST Policy and Procedure Manual
are distributed annually to all students.

Appendix A



DMin Project & Dissertation Proposal

Before you begin your DMin project and dissertation you will need to write a dissertation proposal. Your completed proposal should be only 5-6 pages plus a bibliography.

PROPOSAL GUIDELINES

I. PROBLEM STATEMENT: What is the PROBLEM in the area of study you wish to explore?

- a. Your problem statement should ideally be 2 sentences; no more than 3 to 4 sentences.
- b. You may provide a couple of paragraphs of supporting material to verify or validate the problem, but do not state a solution in this section.

Problem Statements have two parts: 1) a concise statement of the problem; 2) the ideal future state; but NOT the way you will strive to solve it – that comes next in the purpose statement.

II. The PURPOSE: Given the problem, what is your purpose or motivation, i.e., what do you want to change? Think of this as the main Objective of the project under which you will describe goals (item V) and measurable methods of research to achieve your goals (item VI).

When one creates a strategic plan (think of this proposal as our strategic plan) one typically creates three levels of statements: Objectives, Goals, Strategies--each level is more detailed. For the creation of your proposal your Purpose = Objectives; your Goals will be stated in item #5 below – most projects will have about 5 goals, and your Strategies will be listed in section 6 entitled Methods of Research. For this section, section 2, you will state the overall objective for the project.

III. The BACKGROUND of the project: What is the scope of study (Historical big picture)

- a. How do your experiences or involvements qualify you to do this project and how is it related to your ministry context that made it a concern?
- b. Social analysis: describe briefly the historical background, worldview descriptions, socio-cultural context, demographic statistics, identification of major stakeholders, and current issues that shed light on the context for ministry.

IV. CONTEXT OF MINISTRY: Item #3 above should render the historical background and social analysis (immediate--local), this item #4 should focus on your specific context of ministry.

- a. Provide a brief description of the background as it relates specifically to your context of ministry from which your project comes.
- b. For example: if you are working in a church setting and developing a new program, briefly describe the church setting and how this program flows from and is affected or supported by that setting.

V. PROJECT OUTCOME / GOALS: Provide a brief description of the desired outcomes, i.e. what you hope to accomplish. These are your stated goals.

Your stated goals should flow from and reflect the Purpose communicated in item #2 above. From the established goals will come the Methods of Research (next section) and the assessments found in section #9.

VI. METHODS OF RESEARCH: In this section the researcher will describe what methods of research will be used to achieve the goals established in section #5 above.

- a. Provide a general discussion of the measurable research methods you will use to design and implement the project to achieve the goals stated in item V; and why you have chosen these methods.
- b. This description should include the ways that you will obtain data and the manner of implementation of the project.

VII. BIBLICAL and THEOLOGICAL Basis:

- a. This section should state your biblical and theological basis for the project at hand – what is the ‘biblical heart’ of your concern? What theological lens will you use to examine the problem? State in detail which biblical texts support your theological premise undergirding this project.
- b. Explain what your theological presuppositions are related to this project. (Identify 3-5 theological writers who deal with this problem and provide supporting biblical / theological analysis sources in the bibliography)

VIII. CONTRIBUTION of the project TO TRANSFORMATIONAL LEADERSHIP:

- a. Provide a brief description of the contribution this project will make to transformational leadership; how your role will bring about transformation.
- b. How does this project provide new information, or new skill development, or new techniques/programming? What about your project is innovative?

IX. ASSESSMENT: Assessment needs to be specific and should measure the stated goals:

- a. Describe the methods and means for assessing achievement of the project outcomes/goals as stated in item V above.
- b. The assessment loop includes: description of desired outcomes (goals item V above), description of implementation (measurable methodologies item VI above), assessment of results (were goals achieved? Why or why not?), and revision of original project in light of assessment results. The dissertation should include discussion in each of the four portions of the assessment loop.

X. PROPOSED OUTLINE:

- a. Provide a preliminary working outline of your dissertation, i.e., how will you integrate in writing your problem /need statement, social analysis, contextual reflections on your experience, and biblical/theological review of literature.
- b. Under each major heading, provide a few sentences that describe the content under this heading.

XI. ACTION PLAN / SCHEDULE: Looking for dates, times, goal dates etc.

- a. Provide an action plan for the research and writing of your project.
- b. Along with measurable objectives that describe what aspects will be achieved, provide the timeline (specific dates) when you expect to have them done.

XII. BIBLIOGRAPHY: Provide a working bibliography for your dissertation project. Your bibliography should be no more than 5 pages long (approx. 50) and should be resources that you will cite in your writing. (You will be held accountable).

Remember the DMin Academic Committee will be looking for evidence that you are aware of the scholarship in Bible, theology, social analysis etc. that relates to your topic. Bibliographies should show evidence that you know about the most current resources related to your topic. If older resources are mentioned they should be seminal in orientation and value. Every student has online access to the GTU library and much research can be done from your desk top computer.

COMMITTEE SIGNATURES

_____ Date: _____

_____ Date: _____

Appendix B

Berkeley School of Theology
DOCTORAL PROJECT PROPOSAL FORM

Students must submit this completed form and a copy of the proposal, selected bibliography, and outside reader's C.V. (if necessary) to the Director of Doctor of Ministry Program. Students must obtain all signatures from the members of the Committee prior to submitting the proposal.

Tentative Dissertation Title:

Submitted By: _____

Student's Name

Proposed Dissertation Committee:

Coordinator (Please print or type) Signature

Member (Please print or type) Signature

Member (Please print or type) Signature

Email

Mailing Address

Daytime Phone for each Outside Reader (this information is required)

Please attach a CV for each non-BST outside reader.

Projected Date for Oral Dissertation Defense: _____

Approvals:

Director of DMin Program Date Academic Dean Date

Appendix C

Title

(ex: Conflict and Reconciliation: Dynamics of the Korean Community in the USA)

A dissertation by

Student Name
(ex: Edward Kim)

presented to

The Faculty of
Berkeley School of Theology in partial
fulfillment of the requirements for
the degree of Doctor of Ministry
Berkeley, California

Month, Year
(ex: May, 2014)

Committee Signatures

Name, Coordinator Month Date, Year

Name, Member Month Date, Year

Appendix D

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Appendix E

**BERKELEY SCHOOL OF THEOLOGY
DOCTORAL PROJECT ORAL DEFENSE FORM**

This is to certify that we have examined (student name) _____

On a dissertation entitled: _____

And the result of the oral dissertation examination is as follows:

_____ Pass, no revisions necessary

_____ Pass, minor revisions necessary

_____ Pass, major revisions necessary (All committee members must read final draft, but **no second oral is required**)

_____ Fail, major revisions necessary (All committee members must read final draft, and **a second oral is required**)

Comments:

(Coordinator) Signature

(Member) Signature

(Member) Signature

(Member) Signature

Date _____

Appendix F

BST Dissertation Check List

Once the dissertation is ready for submission with all the necessary revisions after the oral defense, each DMin student must submit 3 copies of dissertation to the director of DMin program with filing fees. The director will check the physical format of the dissertation based on the following check list.

1. Paper: 20 lb, acid-free 100% cotton paper (acid-free 24lb, 25% Cotton with Watermark) with proof ()
2. Printing: dark black characters. Every page of the dissertation must be printed single-sided. ()
3. Order of Materials: Title Page (not numbered); Abstract, Preface, Dedication, (English Summary when written in other languages), Contents (Numbered in Roman (i,ii, iii) at the bottom middle of the page ()
4. Page Numbers: with Arabic numerals at the bottom middle of the page, 1/2 inch from the edge ()
5. Spacing: Double spacing for the main body; single spacing for footnotes, indented quotations, tables, etc. ()
6. Font: 12 point for the main body. 10 point for charts, drawings, graphs, tables, footnotes, etc. ()
7. Margins: Left: 1 1/2 inches; Top, right, and bottom: 1 inch ()
8. Footnotes ()
9. Bibliography ()

Signature: _____ date: _____

Appendix G

Berkeley School of Theology DMin Intent to Graduate Form

The Registrars Office is responsible for providing you with important information about graduation, ordering diplomas, planning the ceremony and all of the final details to celebrate your accomplishments. We will need the following information to facilitate the process.

Please complete this form when you are anticipating graduation. BST graduation ceremony is held on the third Saturday of May each year. For graduation, please complete this form by_____.

For details please contact the Registrar (email and phone number) with any questions.

The Name on my diploma should read as follows: _____

Updated Mailing Address: City, State, Zip Code

Daytime Phone:

Preferred email address:

Dissertation Title:

Dissertation Coordinator's Name:

Coordinator's Email:

Appendix H

Be sure to remove the shaded instructions on this form before you use it.

CONSENT FORM (sample)

You are invited to take part in a research study of ____ Insert brief description of the study without using jargon. The researcher is inviting ____ Describe who meets the inclusion criteria. (example: “divorced adults who are undertaking a career change”) to be in the study. This form is part of a process called “informed consent” to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named ____ Insert researcher’s name, who is a ____ Insert role such as doctoral student or faculty member at the Berkeley School of Theology. If recruiting participants within the researcher’s own workplace, an additional statement is required: You may already know the researcher as a ____, but this study is separate from that role.

Background Information:

The purpose of this study is to ____ Insert simple description of study purpose without using any technical terms or jargon.

Procedures:

If you agree to be in this study, you will be asked to: ____ Insert study procedures and how many minutes/hours each will take, preferably as a bulleted list. Be clear about how many times data will be collected.

Here are some sample questions:

____ For questionnaire/interview research, provide a few sample questions.

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at ____ Insert all relevant institutions or agencies will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as ____ Insert any relevant minor risks, such as fatigue, stress or becoming upset. Being in this study would not pose risk to your safety or wellbeing. If the study possibly involves more than minimal risk of

harms that go beyond normal daily experiences, the preceding two sentences should be replaced with a tailored description of the potential harms of the study. If possible, describe “risks” in terms of both the estimated likelihood of harm and estimated magnitude of harm.

Describe the study’s potential benefits without overstating the benefit to the individual.

Payment:

Describe in detail any payment, thank you gifts, or reimbursements that you are providing to participants, or state that there is none. Extravagant payment is discouraged but if there is a thank you gift, explain when/how the participant will receive it.

Privacy:

Any information you provide will be kept ____ Insert either the word confidential or anonymous (note that while anonymity is preferred, it only applies in studies in which no one, not even you as the researcher knows who participated, i.e. a survey with consent implied through completion of that survey). The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by ____ Briefly describe security measures. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via Insert researcher’s phone number and/or email address. If you want to talk privately about your rights as a participant, you can call the Academic Dean or the Director of the DMin Program at Berkeley School of Theology.

Insert the phrase that matches the format of the study:

The researcher will give you a copy of this form to keep. (for face-to-face research)

Please keep this consent form for your records. (for anonymous paper-based research)

Please print or save this consent form for your records. (for online research)

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By ____ Insert the phrase that matches the format of the study: signing below, clicking the link below, returning a completed survey, replying to this email with the words, “I consent”, I understand that I am agreeing to the terms described above.

Only include the signature section below if using paper consent forms.

Printed Name of Participant

Date of consent

Participant's Signature

Researcher's Signature

Appendix I



DMin Project & Dissertation Proposal

Before you begin your DMin project and dissertation you will need to write a dissertation proposal. Your completed proposal should be only 5-6 pages plus a bibliography.

PROPOSAL GUIDELINES

I. **PROBLEM STATEMENT:** What is the **PROBLEM** in the area of study you wish to explore?

- a. Your problem statement should ideally be 2 sentences; no more than 3 to 4 sentences.
- b. You may provide a couple of paragraphs of supporting material to verify or validate the problem, but do not state a solution in this section.

Problem Statements have two parts: 1) a concise statement of the problem; 2) the ideal future state; but NOT the way you will strive to solve it – that comes next in the purpose statement.

Example:

Christian Black Mothers (CBMs) that suffer the horrific impacts of losing a child/ren to violence and do not receive effective faith-based/spiritual care and counseling for their trauma, grief and resilience. The desired vision is that Faith Leaders in Christian Churches and other community spaces are equipped with cultural, socio religious , theological and practical tools and resources to support these mothers.

II. **The PURPOSE:** Given the problem, what is your purpose or motivation, i.e., what do you want to change? Think of this as the main Objective of the project under which you will describe goals (item V) and measurable methods of research to achieve your goals (item VI).

When one creates a strategic plan (think of this proposal as our strategic plan) one typically creates three levels of statements: Objectives, Goals, Strategies -- each level is more detailed. For the creation of your proposal your Purpose = Objectives; your Goals will be stated in item #5 below – most projects will have about 5 goals, and your Strategies will be listed in section 6 entitled Methods of Research. For this section, section 2, you will state the overall objective for the project.

Example:

The purpose of this research is to identify specific cultural, socio religious and theological risk and protective factors for traumatized grief-stricken CBMs' of murdered children - to be used toward the development of a contextual toolkit for Faith Leaders to incorporate creative liturgical arts as praxis for trauma-informed faith-based/spiritual care and counseling. This purpose emerges with an urgent need for praxis both inside and outside the walls of the church.

III. The BACKGROUND of the project: What is the scope of study?

a. How do your experiences or involvements qualify you to do this project and how is it related to your ministry context that made it a concern?

b. Social analysis: describe briefly the historical background, worldview descriptions, socio-cultural context, demographic statistics, identification of major stakeholders, and current issues that shed light on the context for ministry.

Example:

III. a. My personal experiences with the traumatic impacts of gun violence in my family and community, coupled with my academic training and professional roles in Criminal and Juvenile Justice, Public Health/Health Services Research, Social Work and Foster Care and Ministry/Chaplaincy provides a catalyst for my knowledge and practical skills to carry out this project. I am sensitive to the needs of CBMs because I have been directly exposed to the horrific impacts of the murders of black women, men, and youth throughout most of my life. For over two decades, I have coordinated training, community organizing and ministry efforts for faith and community-based violence prevention and crisis response programs. In these efforts I partnered with countless stakeholders from grassroots, public, private and non-profit community-based programs throughout the San Francisco Bay Area.

My academic milestones of obtaining a BA in Social Work, a Master of Public Health, a Masters of Divinity are connected to my lived experiences with violence and my knowledge and practical skills to address the individual and social impacts of it - a "Violence Prevention Specialist" with the SF Health Department, a "Community Crime and Violence Liaison" with the SF Police Department, a "Health Services Research Specialist" with the SF VA Medical Center, a "Homicide Responder" for an historic non-profit organization in Oakland, a Volunteer Chaplain" with SF General Hospital and now a Pastor of Children, Youth and Young Adults. In these faith based and community settings, I have responded to a multitude of CBMs and their families and walked alongside them on their journey of trauma, grief and resiliency. In addition, I am an urban folk artist and for the last ten years, I have owned and operated a community and faith based "art and healing" program in Oakland that provides creative arts and healing experiences for children, youth and adults impacted by trauma. In this informal role I have been called upon by individuals, community-based organizations and churches and to conduct "spiritual art and healing sessions" with black women who suffer from

trauma and grief, hence this program flows from these secular and sacred experiences and is supported by this community-based partnership.

III.b. The social conditions that shed light on this particular context for ministry are not unique and have existed since the beginning of time. These conditions raise questions around the role of the church and the responsibilities of Faith Leaders to meet the needs of those who are traumatized and grieving from the loss of a child. For too long, increased attention has been given in faith communities to encouraging hopeful resilience and social justice for these CBMs however, little attention has been given to respond directly to the impacts of their victimization, trauma, and grief. Within both faith and community contexts, the unbearable pain these mothers experience can easily be overshadowed with prayers, scriptures, condolences, and words of encouragement. After their child's funeral or memorial service, the cards, condolence calls and visits slowly fade away, but the trauma remains, and grief takes its rightful place in their lives. It is at this point that these mothers and their families are left to pick up the pieces of their shattered lives. "Abandoned and alone...where can they turn? If the church does not step up to serve the needs of the afflicted, who will show them the love of Christ?" (Pastor Dale Robinson of Administer Justice).

According to the popular opinion of social and restorative justice advocates for victims and survivors of violence, "the legal system serves as an entry point of healing". A clear response to this statement which resonates in this context would be, "Where is the Church? (as stated in Dr. Valerie Miles-Tribble's book entitled "Change Agent Church in Black Lives Matter Times: Urgency for Action, "Where is the church?" Apart from funeral/memorial services and repasts for the deceased (which are traditionally provided by the church to families who are tithing members), care and support for their trauma, grief and resilience appear to be limited, if not non-existent.

According to Tinish Hollins (CA State Director for National Crime Survivors for Safety and Justice) "there is a lack of faith-based response to CBMs for a variety of reasons," (Interview 11/2010). Examples of these risk factors are listed below and provide a context for ministry.

1. Classism - the role of social status contributing to the needs of low income and traumatized black women being unrecognized and unaddressed.
2. Stigma - the public perception of marginalized groups, more specifically single-black mothers, who are often blamed for birthing thugs and criminals and for the breakdown of family values. Public views of black people who are murdered are viewed as perpetrators not victims (social status). Punishment from God or Gods will.
3. Justice system (vs. Faith Based System) - is viewed in society as an entry point for healing but policies don't support those with convictions, so families are denied support - felonies on behalf of the deceased exclude the family from receiving victim services including relocation, burial expenses and counseling
4. Access - Lack of healing network opportunities and access to stabilization services.

IV. CONTEXT OF MINISTRY:

- a. Provide a brief description of the background as it relates specifically to your context of ministry from which your project comes.
- b. For example: if you are working in a church setting and developing a new program, briefly describe the church setting and how this program flows from and is affected or supported by that setting.

Item #3 above should render the historical background and social analysis, this item #4 should focus on your specific context of ministry—e.g., I work in a small congregation in East Oakland that has several CBMs in its membership. Over the years our congregation has had to bury XX number of family members due to shootings. As result the congregation has made gun violence one of its primary foci for ministry . . .

Descriptions here could include number of CBMs and nature of the shootings, ages of victims, efforts made thus far for justice, how these shootings have impacted the congregation overall, what has been done for spiritual formation, grief counseling, outreach etc. as result.

V. PROJECT OUTCOME / GOALS: Provide a brief description of the desired outcomes, i.e. what you hope to accomplish. These are your stated goals.

Your stated goals should flow from and reflect the Purpose communicated in item #2 above. The example below establishes 5 clearly stated goals for the project. From the established goals will come the Methods of Research (next section) and the assessments found in section #9.

Example:

These identified ways will inform the theological frameworks for the creation of a trauma-informed toolkit for Faith Leaders that utilizes creative liturgical arts for trauma, grief and resilience. In this research, the practical, socio religious and theological experiences of CBMs and Faith Leaders will serve as a catalyst to identify theological risk and protective factors and contextual needs and ways that liturgical art can be used. to be used toward the development of theological frameworks for trauma-informed faith-based care and counseling. By the end of this project, the following 5 specific project/outcomes and goals will be achieved:

1. Determine specific socio religious and theological experiences of CBMs as it relates to their trauma, grief, and resilience.
2. Explore the practical role of cultural and creative liturgical arts in faith-based care and counseling.
3. Identify key barriers and assets for an effective faith-based response to CBMs.
4. Identify faith-based resources and stakeholders equipped to respond to CBMs grief, trauma, and resilience.
5. Identify sacred texts/scriptures that are commonly used within this specific cultural context.

VI. METHODS OF RESEARCH:

- a. Provide a general discussion of the measurable research methods you will use to design and implement the project to achieve the goals stated in item V; and why you have chosen these methods.
- b. This description should include the ways that you will obtain data and the manner of implementation of the project.

In this section the researcher will describe what methods of research will be used to achieve the goals established in section #5 above.

Example:

A Mixed Methods approach will be used to design and implement this project. I chose this approach, because gathering data in diverse ways from both CBMs and Faith Leaders encourages effective triangulation of data for trauma-informed care that uses creative/liturgical art for trauma, grief, and resilience. The diverse methods for this project are centered on collecting data to answer the following research questions:

1. What are the spiritual, socio religious and theological experiences of CBMs of murdered children (i.e., grief, stigma, and forgiveness) what activities do they participate in to cope with their traumatic loss? (i.e., faith, family, community).
2. How does creative/liturgical arts (i.e., music, poetry, painting, etc.) play in addressing trauma, grief, and resilience for CMBs?
3. What spiritual and theological care and counseling mechanisms exist within Faith Communities to provide trauma-informed faith-based/spiritual care?
4. What are specific risks and protective factors for faith-based/spiritual care in this specific cultural context of trauma and grief?
5. What sacred texts/scriptures or liturgies are commonly used with CBMs to address trauma, grief and resilience?

Data Collection

“Data collection will begin by setting the boundaries for the project and collecting information through observation interviews, documents and visual materials etc.” (Creswell, Research Designs), all purposed to identify experiences and explore creative/liturgical arts (i.e. visual, literary, film/video and music) as a critical cultural, theological and practical framework for providing trauma-informed faith based care and counseling. To explain further, “in arts-based data collection techniques, the description or explanation of the art is used as data, rather than the art itself.” (EvalAcademy). The rationale for incorporating and integrating arts-based data collection is to consider the nuances of CBMs and Faith Leader’s experiences and allow them to demonstrate and/or express their feelings and experiences more easily. It is very important in this project’s data collection to build in mechanisms that reduce harm for all involved. As a result, these methods will require consent from participants before and after data collection, because participants will not know what they will create or interpret and how they feel about it being used before they participate. Therefore, an “options checklist”

will be provided to CBMs for them to choose how their art will be used. The checklist will also include a brief discussion of how they desire to be credited for the artwork they have created. It is important to note that in art-based data collection, the narrative behind the art is what is being explored and analyzed and it is necessary to present descriptions of theological interpretations along with the artworks. Data collection will be facilitated in according to the following four phases:

Phase 1 - General Survey

Phase 1 would involve the facilitation of at least 200 surveys throughout the San Francisco/Bay Area. The purpose would be to gather quantitative data regarding the cultural, socio religious and theological knowledge, attitudes, beliefs and behaviors of CBMs, Faith Leaders and Advocates around: 1) the post-victimization relationship between CBMs and Faith Leaders/Communities, 2) risk factors (i.e. stigma and access) and strengths for resilience and effective faith based response, and 3) determining beliefs about connections between creative/liturgical arts for trauma, grief, and resilience. The quantitative data collected in this phase will be analyzed and used toward the formation of engaging group interview and focus group questions to be presented in phases 2 and 3.

Phase 2 - Group Interviews

Phase 2 would involve the facilitation of two separate group interviews (one for CBMs and one for Faith Leaders) with 10 to 12 participants in each group. The purpose of group interviews would be to gather data about the lived experiences of CMBs juxtaposed with the Faith Leaders juxtaposed experiences in providing counseling and care. Open-ended group interview questions will be developed based on the analysis of Phase 1 surveys. I will notify participants that those who are not comfortable engaging in specific group interview questions in a group setting are able to submit written notes for analysis or schedule follow up one-on-one interview). In both group interviews, I will utilize an “observation and reflexive journal” to record any significant trends and pertinent information for further collection in Phase 3.

Phase 3 - Focus Groups

Phase 3 will involve the facilitation of two separate and distinct focus groups (of 10 -12 each) to evaluate the outcomes of Phases 1 and 2, to prepare for triangulation and to determine the information and activities to be included in the toolkit. In both groups, I will utilize open-ended focus group questions and an “observation and reflexive journal” to record any significant trends and pertinent information for triangulation and assessment. Again, I will notify participants that those who are not comfortable engaging in specific focus group questions in a group setting are able to provide written notes for analysis.

Triangulation

Three Groups will be triangulated to verify the validity of my data:

1. Mothers (Insiders)

2. Faith Based Leaders (Outsiders)
3. Researcher (Me)

My “interpretations of data will start with the description of my analysis and lead me to implications, significances, and inferences” (Sensing, p. 2120 for future faith-based practice and praxis).

VII. BIBLICAL and THEOLOGICAL Basis:

- a. This section should state your biblical and theological basis for the project at hand – what is the ‘biblical heart’ of your concern? What theological lens will you use to examine the problem? State in detail which biblical texts support your theological premise undergirding this project.
- b. Explain what your theological presuppositions are related to this project. (Identify 3-5 theological writers who deal with this problem and provide supporting biblical / theological analysis sources in the bibliography)

Example: (this example is basic, more could be said about hermeneutics, biblical texts, and scholarly resources – but it is a good beginning)

The biblical and theological basis for this project will be addressed through the urban Womanist lens, with particular attention to Christology, Pneumatology, and embodied spirituality for individual and social liberation. I chose this method because from the ancient biblical times to the modern day, the lived experiences of women have been neglected and attending to their specific needs have most likely been ignored. In today’s American Christian society, one that is rooted in Judeo Christianity and White Supremacy (Robert Jones, 2019), CBMs who are really victims/survivors, are blamed for their own victimization (especially if they are a low-income, single parent who is dubbed within this social context as “a contributing entity for crime and violence and the breakdown of family value) and until recently weren’t recognized by National efforts for “victims of violent crimes.” In some cases, these CBMs are deemed ineligible for victim assistance for funeral expenses, relocation, and mental/health care. It was not until this year that CA extended the bereavement time for victims of violent crimes to include parents of murdered children. The lack of attention to these mothers speaks to a call for contextualized research to understand the socio religious and theological experiences of these mothers and explore their resiliency toward healing. Jesus met people where they were and so should our praxis. Therefore, a hermeneutical approach lies at the root of this project and will serve to guide the exploration of CBMs and Faith Leaders experiences juxtaposed to biblical characters of Eve and Rizpah (Old Testament) and Elizabeth Mary (New Testament). Cultural, creative, and liturgical art will be used throughout all data collection methods and the creation of a toolkit which reflects a “Christ-Centered Theology of Trauma” (Hermeisha Hopson, Therapist).

VIII. CONTRIBUTION of the project TO TRANSFORMATIONAL LEADERSHIP:

- a. Provide a brief description of the contribution this project will make to

transformational leadership; how your role will bring about transformation.
b. How does this project provide new information, or new skill development, or new techniques/programming? What about your project is innovative?

Example:

This project contributes to transformational leadership because it provides a culturally appropriate toolkit to assist with trauma-informed faith-based care and counseling in a context of trauma and grief. The project will not only provide a deeper exploration into the lives of CBMs to identify risk and protective factors, but it will also provide a deeper exploration into risk and protective factors for Faith Leaders as well. The project is innovative because it uses creative/liturgical arts as a framework for engaging research methods and practical tools for care and counseling inside and outside the walls of the church.

Next steps to this project that would also contribute to transformational leadership would be to explore the toolkit as a practical tool toward the development and implementation of a “training of trainers” for Faith leaders seeking to utilize cultural and creative liturgical arts to support CBMs and their families.

IX. ASSESSMENT

- a. Describe the methods and means for assessing achievement of the project outcomes/goals as stated in item V above.
- b. The assessment loop includes: description of desired outcomes (goals item V above), description of implementation (measurable methodologies item VI above), assessment of results (were goals achieved? Why or why not?), and revision of original project in light of assessment results. The dissertation should include discussion in each of the four portions of the assessment loop.

Assessment needs to be specific and should measure the stated goals:

Example:

Before I finalize my interpretive analysis, I will “reflect over the whole project and make sure all parts are in place before locking in my conclusions.” (Sensing, p. 213). To determine if the project is successful or not, I will evaluate the toolkit for consideration of specific cultural, socio-religious, theological frameworks for trauma-informed faith based care and counseling with CBMs (i.e., Contextual Bible Studies, Worship/Liturgical Rituals and Faith Based Trauma-Informed Care Resources which incorporate creative/liturgical arts). The following questions related to project outcomes/goals will guide the assessment.

1. What are the socio religious and theological experiences of CBMs as it relates to their trauma, grief and resilience?
2. What are practical examples of using cultural and creative liturgical arts for trauma-informed faith based care and counseling.

3. What are the barriers and assets for an effective faith based response to CBMs.
4. What faith-based resources and stakeholders are available and equipped to respond to CBMs grief, trauma and resilience.
5. What sacred texts/scriptures are commonly used within this specific cultural context?

The methods and means for further assessment of achievement will utilize the assessment loop for the facilitation of two more engaging focus groups (one with CMBs and one with Faith Leaders). The purpose of these focus groups (with 10 to 12 participants in each) would be to review the toolkit, assess it's content for accuracy and gather input regarding its practical use in churches and faith based community spaces. This project will move forward with copyright and publishing if the assessment results indicate the goals were achieved. If they were not achieved, the toolkit will be revised based on participant input and the revised version will be presented in an additional focus group for accuracy. In this case, I will invite participants who are directly involved in the project into "the interpretive acts by granting them access to the projects primary data, the thought processes, and the rationale for project conclusions." (Sensing, p. 213).

X. PROPOSED OUTLINE:

- a. Provide a preliminary working outline of your dissertation, i.e., how will you integrate in writing your problem /need statement, social analysis, contextual reflections on your experience, and biblical/theological review of literature.
- b. Under each major heading, provide a few sentences that describe the content under this heading.

General outline:

Introduction
Conceptual Framework
Methodology
Results
Conclusions
Appendices

See Sensing, *Qualitative Research* (Eugene: Wipf & Stock), pp 11-12.

XI. ACTION PLAN / SCHEDULE:

- a. Provide an action plan for the research and writing of your project.
- b. Along with measurable objectives that describe what aspects will be achieve, provide the timeline (specific dates) when you expect to have them done.

Looking for dates, times, goal dates etc.

E.g., by xxxx date the quantitative survey will be mailed

By xxxx date results from the survey will have been received and tabulated

By xxxx date Group Interviews will begin and be completed by xxxx date

Etc.

XII. BIBLIOGRAPHY: Provide a working bibliography for your dissertation project. Your bibliography should be no more than 5 pages long (approx. 50) and should be resources that you will cite in your writing. (You will be held accountable).

Remember the DMin Academic Committee will be looking for evidence that you are aware of the scholarship in Bible, theology, social analysis etc. that relates to your topic. Bibliographies should show evidence that you know about the most current resources related to your topic. If older resources are mentioned they should be seminal in orientation and value. Every student has online access to the GTU library and much research can be done from your desk top computer.

ADVISOR'S SIGNATURE: _____ Date: _____

Revised 01/20/21