



# **Student Handbook**

**Academic Year 2020-2021**

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# 1 ABOUT UNITED LUTHERAN SEMINARY

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## 1.1 MISSION AND PURPOSE

Mission Statement: Unifying, Learning, Serving: United Lutheran Seminary is a welcoming and diverse learning community equipping people to proclaim the living Gospel for a changing church and world.

The purpose of United Lutheran Seminary is and shall be to educate and train faithful, capable and creative persons for public leadership in Christ's church to enable the church to fulfill its mission, including preparing persons for the ministry of Word and Sacrament, Word and Service and other forms of ministry in the ELCA and other Christian traditions.

Our mission includes educating and training women and men to exercise leadership in the church and world, offering lifelong learning opportunities, and equipping the whole people of God to live their faith in their various and many Christian callings in the world. The mission also includes offering broad public educational and inspirational events and offerings, through courses, concerts, and education displays offered through the Seminary Ridge Museum, archives, and other events on our campuses in Philadelphia and Gettysburg.

Recognizing that students come with unique gifts, histories, and life circumstances, United Lutheran Seminary offers multiple degrees that prepare students for service in church and in the world. All degrees may be pursued full-time or part-time.

## 1.2 ADMINISTRATIVE STAFF

Interim President.....	Richard Green
Interim Executive Assistant to the President.....	Evan M. Brock
Chief Communications Officer .....	
Communications Coordinator.....	Grainne Davies
Lead Designer.....	James Trent
Dean and Vice President of Student Services.....	Jayakiran Sebastian
Consultant, Enrollment Services .....	Nate Preisinger
Interim Director of Admissions.....	Nancy Gable
Coordinator of Admissions Services.....	Marlita Lee
Director of Financial Aid.....	Kimberly I. Clark
Registrar and Senior Assistant to the Dean.....	Julie Ritter
Consultant Registrar.....	René Diemer
Director of the Graduate School, Institutional Assessment, Distributed Learning and Co-op Programs.....	Allison deForest
Director of Contextual Formation.....	Charles Leonard
Director of Field Formation.....	Chelle Huth
Senior Assistant, Contextual/Field Formation.....	Lyn Jackson
Administrative Assistant, Contextual/Field Formation.....	Sherry Rippman
Director of the Urban Theological Institute (UTI).....	Quintin Robertson
Director of Lifelong Learning and Certificate Studies.....	Chelle Huth
Lifelong Learning and UTI Assistant.....	Lyn Jackson
Educational Technologist and Coordinator of Student Learning Assessment.....	Alexandra Reid



Director of the Library and Archivist.....	Evan Boyd
Public Services Assistant, Krauth Memorial Library.....	Sharon Baker
Archivist and Cataloger, A. R. Wentz Library.....	Sheila Joy
Public Services Assistant, A. R. Wentz Library.....	Cody Swisher
Acquisitions, Cataloging, and Systems Specialist, Krauth Memorial Library.....	Ronald Townsend
Dean of the Chapel, Gettysburg.....	John Largen
Dean of the Chapel, Philadelphia.....	Charles Leonard
Pastoral Presence.....	Terry McCarthy and Gwen King
Interim Comptroller.....	Henry “Hank” Kussay
Executive Assistant to the Chief Financial Officer.....	Carla E. Pavlick
Consultant.....	Marty Stevens
Administrative Staff.....	Sherry Rippman
Senior Director of Finance.....	
Accountant.....	Karen Lentz
Accountant.....	Tammy McKim
Director of Human Resources.....	Ed Henry II
Staff Assistant, Human Resources.....	Jamall Edwards
Senior Director of Operations.....	Kyle Barger
Director of Information Technology.....	Donald Redman
Technology Services.....	Andrew Crouse
IT Site Manager, Philadelphia.....	Derrick Tidwell
Director of Housing, Facilities and Special Events, Gettysburg.....	Wendy Mizenko
Housekeeping.....	Melanie DelSignore
Housekeeping.....	Taija Snyder
Housekeeping.....	Carole Laughman
Custodian.....	Shania West
Director of Hospitality Services, Philadelphia.....	Lyn Jackson
Director of Maintenance, Gettysburg.....	Dave Reecher
Maintenance staff.....	Dave Davies
Maintenance staff.....	Randy Miller
Director of Facilities Management, Philadelphia.....	Alberto DeJesus
Custodian.....	Alex DaSilva
Custodian.....	William Thompson
Housekeeping.....	Patricia Barringer
Housekeeping.....	Deborah Walter
Director of Public Safety, Philadelphia.....	Michael Reid

Lieutenant, Night Watch Supervisor.....	Michael Fabian
Night Security Patrol Officer.....	John Sherwood
Reception and Mailroom Manager, Philadelphia.....	Jim Ziebell
Vice President of Institutional Advancement.....	Angela Zimmann
Director of Congregational Relations.....	Martin Otto Zimmann
Director of Advancement Services.....	Conor Brooks
Associate Director of Annual Fund.....	Evan M. Brock
Major Gifts Officer.....	Lisa Dubay
Major Gifts Officer.....	Kayla Hopgood
Major Gifts Officer.....	Andrea Oslikova

#### **FACULTY ADMINISTRATIVE APPOINTMENTS**

Co-op and Distributed Learning Programs.....	Allison deForest
Anglican Studies.....	Storm Swain
Asian Theological Summer Institute.....	J. Paul Rajashekar
Black Church Concentration.....	Quintin Robertson
Multicultural Mission Resource Center.....	Jayakiran Sebastian
Town and Country Church Institute.....	Gil Waldkoenig

#### **ANCILLARY PROGRAMS AND SERVICES**

Lutheran Archives Center at Philadelphia.....	Lisa Minardi
Theological Education with Youth.....	Chelle Huth
Senior Pastor Training Program.....	Glenn E. Ludwig
Stewardship of Life Institute.....	Martin Otto Zimmann
Music, Gettysburg!.....	Dana Witt

#### **FACULTY**

Evan E. Boyd.....	Library Director and Archivist
Reed Carlson.....	Assistant Professor of Hebrew Bible /Old Testament
Wayne E. Croft, Sr.....	Jeremiah A. Wright Sr. Associate Professor of Homiletics and Liturgics in African American Studies
Maria Erling.....	Professor of Modern Church History and Global Mission
Vincent Evener.....	Assistant Professor of Reformation and Luther Studies
Crystal L. Hall.....	Assistant Professor of Biblical Studies
Mark Vitalis Hoffman.....	Glatfelter Professor of Biblical Studies
John Hoffmeyer.....	Associate Professor of Systematic Theology
Kristin Largen.....	Professor of Systematic Theology
Charles Leonard.....	Associate Professor of Practical Theology
Jon Pahl.....	Peter Paul and Elizabeth Hagan Professor in the History of Christianity

J. Paul Rajashekar.....	Luther D. Reed Professor of Systematic Theology
Quintin L. Robertson.....	Instructor
Kyle K. Schiefelbein-Guerrero.....	Assistant Professor of Worship and Liturgy
J. Jayakiran Sebastian.....	H. George Anderson Professor of Mission and Cultures
Storm Swain.....	Frederick Houk Borsch Associate Professor of Anglican Studies, Pastoral Care and Theology
Gilson A. C. Waldkoenig.....	Paulssen-Hale-Maurer Professor of Church in Society
Karyn L. Wiseman.....	Herman G. Stuempfle Associate Professor of Homiletics

## 2 FIRST THEOLOGICAL DEGREE PROGRAMS

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### 2.1 MASTER OF DIVINITY (MDiv)

The Master of Divinity program prepares persons for ordained ministry or for pastoral/leadership service in congregations and other settings. The program provides the necessary tools and resources for the spiritual, vocational, professional, and theological requirements of pastoral leadership. Courses are offered on both campuses in various formats: residential, hybrid, intensive, and online. Students may complete the degree via a “residency” track with mostly on-campus courses or a “distributed learning” track, utilizing online and intensive courses.

The degree, normally a 3-to-4-year program when taken full-time, requires completion of 72 academic credits plus noncredit contextual formation experiences, normally including a year-long immersion or internship. If the degree is not completed within eight years, the student must petition the faculty for continuation in the degree program.

Students seeking ordination must be careful to satisfy both degree requirements and any parallel ecclesiastical expectations. It is important that applicants considering ordained ministry make early contact with appropriate officials of their synods or other church bodies, both to ensure that they have met those requirements that precede entrance into seminary and to ensure that they understand any special academic requirements they may be expected to fulfill. For students in the Evangelical Lutheran Church in America (ELCA), the program works in conjunction with the student’s synod candidacy committee to prepare the candidate for rostering as a minister of Word and Sacrament.

Beyond the traditional, residential approach to completion of the MDiv, ULS offers two alternative pathways:

- **MDiv DL**  
The Master of Divinity Distributed Learning pathway enables students to complete a Master of Divinity degree without having to relocate to campus. One third of the student’s coursework is required to be completed on either campus through week-long intensive courses, offered at various times of the year. The student’s remaining coursework may be completed on-line. Contextual Formation requirements, arranged in consultation with the Contextual Formation office, can generally be fulfilled near the student’s home location. The normal duration of this pathway is four to five years.
- **Accelerated MDiv Co-op**  
The Accelerated MDiv Co-op pathway for outstanding ELCA students is an innovative partnership among the seminary, congregations, and synods that enables the student to complete both the MDiv and candidacy in three years, creating a highly integrated learning experience. Co-op students study full-time for three years, while simultaneously completing their Ministerial Fieldwork and Ministerial Immersions (internships) by working roughly 20 hours per week at a single congregation identified by their bishop and candidacy committee. Coursework may be completed on a residential or distributed learning basis, depending on the student’s location and learning style.

### **2.1.1 MDiv Mission Statement and Learning Outcomes**

The mission of the MDiv program is to prepare persons for ordained ministry and for committed and transformative pastoral and religious leadership.

- A. Unifying—Developing skills to bring people together as an engaged learning community in the diverse unity enabled by the Triune God
  - 1. Actively draws on faith traditions and diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events
  - 2. Consistently advocates for the development of a shared vision in groups of diverse learners
  - 3. Demonstrates an ability to lead and teach with biblical and theological integrity communities of faith in worship and service
  - 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in all contexts
- B. Learning—Developing skills in lifelong critical thinking and research through the life-giving power of the Holy Spirit
  - 1. Interprets the Bible through various methodological approaches in light of both historical and contemporary contexts.
  - 2. Recognizes interrelationships among concepts and commitments, combining them to interpret past and present realities within biblical, historical, theological, sociological, and cultural contexts
  - 3. Understands one's rootedness in a living theological tradition, its place in the context of human living, articulates it to others, and cultivates a capacity for self-critique
  - 4. Draws on contextual experience as a source of continuing critique and ongoing education
- C. Serving—Developing skills and confidence in leading communities for outreach and public witness grounded in the risen Christ
  - 1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one's skills
  - 2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community
  - 3. Articulates a sound and ethical approach to management of human, cultural, institutional, and financial resources
  - 4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

### **2.1.2 MDiv requirements:**

- I. A bachelor's degree or its equivalent from a regionally accredited college or university.
- II. Satisfactory completion of at least 72 credits. One credit is equivalent to one semester hour. [Note: If a requirement is shown as having options, there is more than one course that will satisfy the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement.]
  - A. Biblical Studies (18 credits)
    - BIB 100 Greek: Language of the Early Church and the Church Today
    - BIB 201 Reading and Telling the Story
    - BIB 210 The Story of Jesus
    - BIB 212 Story of the Early Church
    - BIB 220 The Story of Israel
    - BIB 3xx Bible at the Crossroads of Church and Culture option

B. History and Theology (18 credits)

- HTH 10x Systematic Theology 1: Creation, Sin, and New Creation
- HTH 11x Church History 1 option
- DEN xxx Denominational Polity (e.g., Lutheran Foundations, Baptist Polity, Essentials of Anglicanism, and other denominational equivalents).  
Note: DEN 205 The Ecumenical Church may be substituted by students for whom no denominational course is available or appropriate.
- HTH 20x History 2: Globalizing Christianity option
- HTH 21x Systematic Theology 2: Doing Theology in a Religiously and Culturally Diverse World option
- HTH 3xx The Gospel and Freedom option

C. Praxis (18 credits)

- PRAX 10x Worship option
- PRAX 110 Pastoral Theology
- PRAX 12x Church in Society option
- PRAX 13x Preaching option
- PRAX 14x Christian Education and Formation option
- PRAX 31x Equipping the Saints/Church Administration option

D. Free electives (18 credits)

III. Contextual Formation

Contextual Formation is an intentional process involving contextualized experiences, reflection, integration, feedback, and assessment. In the MDiv program Contextual Formation consists of three required (noncredit) components. All Contextual Formation components will be assessed as Successfully Completed (Pass) or Not Successfully Completed (Fail). Up-to-date information, forms, and important links for students and supervisors may be found at [www.my.uls.edu/contextual-formation/](http://www.my.uls.edu/contextual-formation/).

1. Ministerial Field Work

Student will be assigned to a congregation for two consecutive semesters to engage in practices of ministry in order to develop skills and vision related to pastoral leadership. This will normally take place in the first year of full-time study; part-time students who may be unable to begin field work in the first semester should contact the Director of Contextual Formation during the first year to determine the optimal timing for field work and subsequent contextual formation experiences. It is possible with the permission of the Director of Contextual Formation for students already employed in a congregational setting to use that setting as their Ministerial Field Work site.

For students participating in the Co-operative MDiv (Co-op), the first two semesters of Co-op will be considered Ministerial Field Work.

Pre-requisite for Ministerial Field Work: Positive entrance decision for ELCA students (or assurance thereof). Students who have not already completed healthy ministerial boundaries training (see below) are expected to participate in the first available training.

2. Critical Reflection on Praxes of Ministry (normally CPE)

This is a peer group-based action-reflection program in which students foster their theological understandings of pastoral ministry as they intentionally integrate their praxes of ministry, systematic theology, and formation of personal and ministerial identity. A certified unit of Clinical Pastoral Education (CPE) is the recommended option to fulfill this contextual formation requirement and is required for ordination in certain denominations (including the

ELCA). Most students will complete CPE during the summer after the first year of full-time study. CPE sites can be found at many hospitals and clinical institutions around the country, some of which offer online units that can be accessed from deeply rural or urban areas. Some sites also offer “extended” units during the academic year that can sometimes be helpful to part-time students. The CPE site must be certified by the Association of Clinical Pastoral Education, an independent entity that provides training for spiritual care professionals.

Students whose denominations do not require CPE and who are unable to avail themselves of a CPE program may take PRAX 420 Critical Reflection concurrently with Ministerial Fieldwork or Ministerial Immersion to satisfy the degree requirement. Normally a student will complete this requirement prior to beginning their Ministerial Immersion experience, though exceptions may be granted by the Director of Contextual Formation.

Pre-requisites for CPE or PRAX 420 include PRAX 110 Pastoral Theology.

### 3. Ministerial Immersion (Internship)

Immersion (Internship) provides opportunity for students to experience the full scope of pastoral ministry in a parish-based setting for between 8 and 12 months. The expectation is for the student to engage in worship leadership, regular preaching and teaching of the faith, relationships across the spectrum of ages, pastoral care and visitation, administration, strategic planning, and, insofar as possible, significant life events such as baptisms, confirmations, weddings, and funerals.

ELCA students will normally be assigned to a 12-month internship under the supervision of an experienced pastor and with the guidance of a selected lay committee. ELCA students normally undertake internship after the second year of full-time study, so long as they have been endorsed by their synods. Students who delay internship until the conclusion of coursework (capstone internship) may participate in graduation so long as they have successfully completed at least nine months of the internship.

For students participating in the Co-operative MDiv (Co-op), the final four semesters of Co-op will be considered as concurrent internship for Ministerial Immersion purposes.

Non-ELCA students will work with the Director of Contextual Formation to create a plan in an appropriate setting to be immersed in the leadership and workings of a congregation. While a non-ELCA immersion cannot typically be completed in less than 8 or 9 months of full-time work, great flexibility will be employed in enabling students to develop and demonstrate the stated MDiv competencies.

Pre-requisites for the ministerial immersion normally include CPE, Healthy Ministerial Boundaries training, and the Anti-Racism Workshop.

## IV. Additional non-credit requirements (see 2.5 below)

1. Spiritual Formation
2. Healthy Ministerial Boundaries training
3. Anti-Racism Workshop

## V. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses offered on one of the seminary’s two campuses.

The following sample grid illustrates one way of fulfilling MDiv requirements for campus-based, weekday students, assuming full-time study for three academic years plus one year of ministerial immersion.

Year 1			
August Intensive	Fall	January Intensive	Spring
Greek	Reading/Telling the Story	Free elective	Story of Jesus
	Creation, Sin, and New Creation		Lutheran Foundations (for ELCA students)
	Church History 1 option		Pastoral Theology
	Worship option		Free elective
	Ministerial Field Work		
Year 2			
August Intensive	Fall	January Intensive	Spring
	Story of Israel	Free elective	Story of Early Church
	Church in Society option		Doing Theology in a ... Diverse World option
	Preaching option		Globalizing Christianity option
	Free elective		Congregational Formation/Education option
Summer or Extended over Year: Clinical Pastoral Education (CPE)			
Year 3 or 4			
Ministerial Immersion/ELCA Internship			
Year 3 or 4			
August Intensive	Fall	January Intensive	Spring
	Bible at Crossroads of Church/Culture option	Free elective	Free elective
	Gospel and Freedom option		Free elective
	Equipping the Saints/Church Admin option		Free elective
	Free elective		Free elective



The following sample grid illustrates one way of fulfilling MDiv requirements for students admitted to the “distributed learning” track, assuming study for four academic years and one year of ministerial immersion. Note that the student is required to be on campus (either Philadelphia or Gettysburg) during August and January terms to take part in at least eight week-long intensive courses.

Year 1			
August Intensive	Fall	January Intensive	Spring
Theo 1: Creation/Sin/ New Creation	Greek	Worshipping Community	Reading and Telling the Story
	Church History 1 option		Pastoral Theology
Year 2			
August Intensive	Fall	January Intensive	Spring
Church in Society option	Story of Israel	Preaching the Gospel	Story of Jesus
	Lutheran Foundations		Globalizing Christianity option
Ministerial Field Work			
Year 3			
August Intensive	Fall	January Intensive	Spring
Congregational Formation/Education option	Doing Theology in a ... Diverse World option	Equipping the Saints/Church Administration option	Story of the Early Church
	Free elective		Free elective
Summer or Extended over Year: Clinical Pastoral Education (CPE)			
Year 4 or 5			
Ministerial Immersion/ELCA Internship			
Year 4 or 5			
August Intensive	Fall	January Intensive	Spring
Gospel and Freedom option	Free elective	Bible at Crossroads of Church/Culture option	Free elective
	Free elective		Free elective

### **2.1.3 Optional MDiv Concentrations**

Students bring a rich diversity of gifts to the task of theological education. To create the maximum potential for students to grow in their gifts for ministry, students may, in addition to completing the standard curricular requirements, pursue a concentration in a specialized field of study. The decision to pursue a concentration should normally be made by the end of the first year of study. A concentration requires twelve credits in the particular field of study.

#### Concentration in Black Church Ministry

The Concentration in Black Church Ministry is offered under the auspices of the Urban Theological Institute (UTI) and prepares students for ministry in a Black Church context. A student who wishes to pursue the concentration should confer with the director of the UTI to choose at least 12 credits, typically from among the following courses, normally offered on the Philadelphia campus:

- African American Church History
- African American Theology
- Worship in the African American Tradition
- Preaching in the African American Tradition
- African Presence in Scripture
- Other courses designated for the concentration

#### Concentration in Town and Country Church Ministry

The Concentration in Town and Country Church Ministry is rooted in the Town and Country Church Institute (TCCI), an endowed program of the Seminary. The purpose of the concentration is to enhance ministry study with focus in specific settings (open country to towns of 10,000 in population), but it is not intended to narrow studies to the exclusion of other contexts, nor to inhibit broad preparation for ministry wherever God and the church might call one to service. A student who wishes to pursue the concentration should confer with the director of the TCCI to choose at least 12 credits of course offerings and learning experiences from the categories below.

1. Rural and Small Church Ministry (3 credits; required; also fulfills Church in Society core course)
2. Immersion in a rural setting (3 credits or equivalent)
  - Environment and Religion in Northern Appalachia
  - Small Town and Rural Ministry Immersion with Wartburg/Luther Seminaries
  - Other immersions from the Appalachian Ministries Educational Resource Center
3. Other courses elected by the student in consultation with director of CTCCM
  - Additional immersion from #2, above, if so desired
  - Other relevant offering from the Theological Praxis area of curriculum, such as Ecological Christianity and Stewardship; Green Preaching; Urban Ministry courses for broadening and comparative experience, etc.
  - Contextual Formation in a rural or small town setting (equivalent to 3 credits)

Other concentrations may be available, including, but not limited to, Interfaith, Multicultural Ministry, and Theology and Public Life.

## **2.2 MASTER OF ARTS IN MINISTERIAL LEADERSHIP (MAML)**

The Master of Arts in Ministerial Leadership program prepares persons for leadership service in the church. In the Evangelical Lutheran Church in America (ELCA) the program works in conjunction with the student's synod candidacy committee in preparation for rostering as a deacon, a minister of Word and Service. The degree, normally a two-year program when taken full-time, requires a total of 51 academic credits, plus contextual formation experiences and additional non-credit requirements. Courses are offered on both campuses in various formats: residential, hybrid, intensive, and online. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program.

### **2.2.1 MAML Mission Statement and Learning Outcomes**

The Master of Arts in Ministerial Leadership program prepares persons for leadership service in the church. For students in the ELCA, the preparation for service is in conjunction with the student's candidacy committee in preparation for rostering as a deacon, a minister of Word and Service.

- A. Unifying—Developing skills to bring people together as an engaged learning community in the diverse unity enabled by the Triune God
  - 1. Actively articulates faith traditions and diverse perspectives, including biblical, theological, scientific, ecumenical, and interfaith, when engaging contemporary events
  - 2. Consistently advocates for the development of a shared vision in groups of diverse learners
  - 3. Demonstrates an ability to lead and teach communities of faith in Word and Service, with biblical and theological integrity
  - 4. Presents a biblically and theologically clear and consistent message when proclaiming and engaging the gospel in all contexts
- B. Learning—Developing skills in lifelong critical thinking, research, and application, through the life-giving power of the Holy Spirit
  - 1. Demonstrates problem-solving abilities combining biblical, historical, theological, and integrative disciplines
  - 2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with contemporary problems
  - 3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
  - 4. Draws on contextual experience (including field work) as a source of continuing critique and ongoing education
- C. Serving—Developing skills and confidence in leading organizations and communities for outreach and public witness grounded in the risen Christ
  - 1. Utilizes conflict management, counseling, and pastoral theology effectively in individual and group situations, while also understanding the limits of one's skills
  - 2. On the basis of sound theological and biblical understanding, establishes opportunities to accompany those who are marginalized, actively addresses the systems that cause and perpetuate such marginalization, and works to transform the community
  - 3. Articulates a sound and ethical approach to management of human, cultural, institutional, and financial resources
  - 4. Celebrates opportunities and challenges in building communities of diverse peoples and the gifts they bring

### 2.2.2 MAML requirements:

- I. A bachelor's degree or its equivalent from a regionally accredited college or university
- II. Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour. [Note: If a requirement is shown as having options, there is more than one course that will satisfy the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement.]
  - A. Required Courses (24 credits)
    - BIB 201 Reading and Telling the Story
    - BIB 210 Story of Jesus
    - BIB 220 Story of Israel
    - HTH 100 Systematic Theology I: Creation, Sin, and New Creation
    - DEN xxx Denominational Polity (Lutheran Foundations or denominational equivalent)
    - PRAX 12x Church and Society option
    - At least two of the following: PRAX 11x Pastoral Theology or PRAX 13x Preaching option or PRAX 14x Christian Education/Formation option
  - B. Specialization Courses (15 credits)

No later than the end of the first semester of full-time study, MAML students must select an area of specialization to be approved by the MA Committee. The student will then complete at least 12 credits of coursework related to the area of specialization, plus 3 credits in a specialization project, normally in conjunction with the student's ministerial immersion (see below). As appropriate, the specialization course requirements (excluding the project) may be completed at another accredited graduate school, subject to the policy governing transfer credits.
  - C. Free electives (12 credits)
- III. Contextual Formation is an intentional process involving contextualized experiences, reflection, integration, feedback, and assessment. In the MAML program Contextual Formation consists of three required components. All Contextual Formation components will be assessed as Successfully Completed (Pass) or Not Successfully Completed (Fail). Up-to-date information, forms, and important links for students and supervisors may be found at [www.my.uls.edu/contextual-formation/](http://www.my.uls.edu/contextual-formation/).
  - A. Ministerial Field Work

Student will be assigned to a congregation for two consecutive semesters to engage in practices of ministry in order to develop skills and vision related to ministerial or diaconal leadership. This will normally take place in the first year of full-time study; part-time students who may be unable to begin field work in the first semester should contact the Director of Contextual Formation during the first year to determine the optimal timing for field work and subsequent contextual formation experiences. It is possible with the permission of the Director of Contextual Formation for students already employed in a congregational or clinical setting to use that setting as their Ministerial Field Work site.

Pre-requisite for Ministerial Field Work: Positive entrance decision for ELCA students (or assurance thereof). Students who have not already completed healthy ministerial boundaries training (see below) are expected to participate in the first available training.
  - B. Critical Reflection on Praxes of Ministry (normally CPE)

This is a peer group-based action-reflection program in which students foster their theological understandings of pastoral ministry as they intentionally integrate their praxes of ministry, systematic theology, and formation of personal and ministerial identity. A certified unit of Clinical Pastoral Education (CPE) is the recommended option to fulfill this contextual

formation requirement and is required for rostering in the ELCA. Most students will complete CPE during the summer after the first year of full-time study. CPE sites can be found at many hospitals and clinical institutions around the country, some of which offer online units that can be accessed from deeply rural or urban areas. Some sites also offer “extended” units during the academic year that can sometimes be helpful to part-time students. The CPE site must be certified by the Association of Clinical Pastoral Education, an independent entity that provides training for spiritual care professionals.

Students whose denominations do not require CPE and who are unable to avail themselves of a CPE program may take PRAX 420 Critical Reflection concurrently with Ministerial Fieldwork or Ministerial Immersion to satisfy the degree requirement. Normally a student will complete this requirement prior to beginning their Ministerial Immersion experience, though exceptions may be granted by the Director of Contextual Formation.

Pre-requisites for CPE or PRAX 420 include PRAX 110 Pastoral Theology.

C. Ministerial Immersion (Internship)

Students will immerse themselves in a ministry setting to develop and demonstrate the degree program’s competencies. For ELCA candidates for Word and Service, internship placements will reflect the range of diaconal purpose (each including significant engagement in a congregational context) and still be specific to the candidate’s unique foci. Non-ELCA students will work with the Director of Contextual Formation to find appropriate settings which allow them to develop and demonstrate the stated degree competencies and meet ecclesiastical requirements for rostering.

IV. Additional non-credit requirements (see 2.5 below)

1. Spiritual Formation
2. Healthy Ministerial Boundaries training
3. Anti-Racism Workshop

- IV. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses offered on one of the seminary’s two campuses.

## 2.3 MASTER OF ARTS (MA)

The Master of Arts program is designed to provide students the opportunity to pursue a concentration in an area of theological interest while also providing a broad foundation for further graduate study or for general educational or vocational use. The degree, normally a two-year program when taken full-time, requires a total of 51 credits. Courses are offered on both campuses in various formats: residential, hybrid, intensive, and online. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program.

### 2.3.1 MA Mission Statement and Learning Outcomes

The MA program is designed to provide students the opportunity to pursue a concentration in an area of theological interest while also providing a broad foundation for further graduate study or for general educational or vocational use.

- A. Unifying—Developing skills in academically rigorous research that contributes to bringing people together in the diverse unity enabled by the Triune God
1. Actively articulates diverse perspectives, including from theological disciplines, and scientific, ecumenical, and interfaith points of view
  2. Documents awareness of perspectives of marginalized in research, writing, and application

3. Advocates consistently for the development of a shared vision in groups of diverse learners
4. Demonstrates awareness of conflict management and other community-organizing skills
- B. Learning—Developing skills in lifelong critical thinking, research, and application through the life-giving power of the Holy Spirit
  1. Demonstrates problem-solving abilities within a concentration and general competence across theological disciplines
  2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with academic integrity
  3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis
  4. Shows capacity to complete a thesis or other summative assessment on a topic of significance
- C. Serving—Developing skills and confidence in participating in academic communities, and teaching and leading as appropriate for an MA graduate
  1. Demonstrates abilities to manage classroom dynamics to guide learning effectively, and helps others to identify their intellectual, spiritual and practical gifts
  2. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
  3. Shows abilities to use tools necessary for academic inquiry in one's fields
  4. Evidences skills to address the systems that cause and perpetuate marginalization and division, including drawing upon theological and other academic disciplines

### **2.3.2 MA requirements:**

- I. A bachelor's degree or its equivalent from a regionally accredited college or university
- II. Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour. [Note: If a requirement is shown as having options, there is more than one course that will satisfy the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement.]
  - A. Required Courses (15 credits)
    - BIB 201 Reading and Telling the Story
    - HTH 10x Theology 1: Creation, Sin, and New Creation
    - HTH 11x Church History 1 option
    - Choice from among Praxis courses (PRAX xxx)
    - Choice of Public Theology courses (Church and Society courses and others as designated in the course descriptions)
  - B. Specialization Courses (15 credits)
 

No later than the end of the first semester of full-time study, MA students must select an area of specialization, which must be approved by the MA Committee. The student will then complete at least 15 credits related to the area of specialization. Areas of specialization include:

    - Black Church (through the Urban Theological Institute)
    - Town and Country (through the Town and Country Church Institute)
    - History
    - Theology
    - Pastoral Care
    - Anglican Studies
    - Liturgy
  - C. Free electives (15 credits)



D. Thesis or other summative assessment (6 credits) in the area of specialization

The thesis is normally registered over two semesters (3 credits each). In the first semester, the student works with the thesis advisor to develop the thesis focus and bibliography, conduct research, outline the paper, and begin writing. In the second semester the student completes writing, defends the paper before a faculty panel, finishes needed corrections, and submits two archival copies to the Library.

III. Additional non-credit requirements (see 2.5 below)

1. Spiritual Formation
2. Healthy Ministerial Boundaries training
3. Anti-Racism Workshop

V. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses offered on one of the seminary's two campuses

## **2.4 MASTER OF ARTS IN PUBLIC LEADERSHIP (MAPL)**

The MA Program in Public Leadership takes as its mission to prepare students to be theologically articulate, critically reflective, and practically skillful individuals capable of engaging with civil society and the wider world as leaders of social ministry and other public service organizations and agencies.

The degree, normally a two-year program when taken full-time, requires a total of 51 credits. Core courses are available on both campuses in various formats: residential, hybrid, intensive, and online. However, required courses offered through partnership with Temple University may be available only in the Philadelphia area. If the degree is not completed within four years, the student must petition the faculty for continuance in the degree program.

Applicants to the MAPL program are required to have earned a bachelor's degree or its equivalent from a regionally accredited college or university.

### **2.4.1 MAPL Mission Statement and Learning Outcomes**

The Master of Arts in Public Leadership takes as its mission to prepare students to be theologically articulate, critically reflective, and practically skillful individuals capable of engaging with civil society and the wider world as leaders of social ministry and other public service organizations and agencies.

- A. Unifying—Developing skills to bring people together across social divisions in the diverse unity enabled by the Triune God
  1. Actively articulates diverse perspectives, including scientific, ecumenical, and interfaith
  2. Documents experiences accompanying those who are marginalized
  3. Advocates consistently for the development of a shared vision in groups of diverse learners
  4. Utilizes conflict management, business and/or social work skills effectively in individual and group situations
- B. Learning—Developing skills in lifelong critical thinking, research, and application through the life-giving power of the Holy Spirit
  1. Demonstrates problem-solving abilities combining biblical, historical, theological, and integrative disciplines with business and/or social work paradigms
  2. Articulates critical and constructive engagement with a living theological tradition, and capacity to engage that tradition with pressing public problems for which social ministry organizations exist
  3. Evidences abilities to interpret historic religious traditions, including their sacred scriptures, historical development, and cultural forms, engaging contextual analysis

4. Draws on contextual experience (including field work) as a source of continuing critique and ongoing education
- C. Serving—Developing skills and confidence in leading organizations and communities
  1. Demonstrates abilities to lead and teach social ministry and other public service organizations effectively
  2. Presents a clear and consistent message in public leadership, grounded in the risen Christ, across contexts
  3. Articulates and practices a sound and ethical approach to management of human, cultural, institutional, and financial resources
  4. Evidences skills to address the systems that cause and perpetuate marginalization and division, including drawing upon biblical, theological, historical, integrative, and business and/or social work disciplines

#### **2.4.2 MAPL requirements:**

- I. A bachelor's degree or its equivalent from a regionally accredited college or university
- II. Satisfactory completion of at least 51 credits. One credit is equivalent to one semester hour. [Note: If a requirement is shown as having options, there is more than one course that will satisfy the requirement. Check the course prefix and the course description to confirm that a course fulfills a particular requirement.]
  - A. Required Courses (15 credits)
    - BIB 201 Reading and Telling the Story
    - HTH 10x Theology 1: Creation, Sin, and New Creation
    - HTH 11x Church History 1 option
    - Choice of courses from Praxis courses (PRAX xxx)
    - Choice of Public Theology courses (Church and Society courses and others as designated in the course descriptions)
  - B. Specialization Courses (12 credits)  
Students choose credits in courses at either Temple School of Social Work or Fox School of Business.
  - C. Free electives (15 credits)
  - D. Case-Based Field Work (9 credits)
- III. Additional non-credit requirements (see 2.5 below)
  - Spiritual Formation
  - Healthy Ministerial Boundaries training
  - Anti-Racism Workshop
- VI. Minimum residence at ULS of one year, defined as the satisfactory completion of at least 24 credits through courses offered on one of the seminary's two campuses



## 2.5 NON-CREDIT FIRST DEGREE REQUIREMENTS

### 2.5.1 Spiritual Formation

A variety of individual spiritual practices is recommended to encourage students' growth in intimacy with God. Regularly offered courses may be taken as free electives to fulfill this requirement, but students may also engage in at least 32 hours of alternate activities to develop and demonstrate competencies. Options include but are not limited to:

- Meeting with a certified Spiritual Director.
- Spiritual retreats sponsored by ULS or approved by the Coordinator of Non-Credit Degree Requirements, Dr. John Largen.
- On campus group activities sponsored by ULS focusing on topics such as:
  - Book studies
  - Centering prayer groups
  - Praying in Color
  - *Lectio Divina*

Students have great latitude in choosing classical or unconventional prayer forms and disciplines that fit both their personality type and spiritual needs. Maintaining a "log" or dated record documenting one's time and activity is required, a hard copy of which must be submitted to the Dr. Largen. More about options for fulfilling this requirement may be found on the [registrar web page](#) (see "Spiritual Formation requirement" on that page).

### 2.5.2 Healthy Ministerial Boundaries Training

Sexual misconduct (that includes sexual harassment, abuse and exploitation) has been identified in recent years as a serious problem affecting the integrity of ministry and the capacity of the church to be a safe place for all people. Research studies have estimated that up to 20 percent of clergy have violated sexual boundaries with parishioners (a higher percentage than any other professional group). The problem, once cloaked in secrecy, is now being addressed in healthy ways by church denominations and by individuals and groups within the church who are committed to promoting positive professional ethics and models of self-care, boundaries and wellness among church workers. Appropriate screening and training of candidates for ministry are essential tools for prevention of boundary violations. They also prepare clergy to respond effectively when they are called to pastor a traumatized congregation and when victims come to them for help. The ELCA in its 1992 "Strategy for Responding to Sexual Abuse in the Church" has therefore called for "every pastor and every Seminarian to receive education aimed at the prevention of sexual abuse in the church" (p. 5). The Seminary recognizes that such education is an integral part of our mission of preparing and forming our students for ordained ministry and rostered lay leadership in the church.

As a community of faith, the church is shaped by the Word of God. Our faith is focused in the incarnation in Jesus Christ, his death and resurrection. Jesus is the revelation that makes clear that law and gospel implicit in the Hebrew Bible and explicit in the New Testament literature. We believe that God's grace continues to be active in our lives today, as God's love heals and restores people even in the face of great damage and sin. God's presence with us in Word and Sacrament forms us into a community of shalom, a dynamic movement toward justice and wholeness. Because the church is to be a place for healing and justice, it must recognize, prevent, stop and heal sexual abuse.<sup>1</sup>

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<sup>1</sup> Source: An ELCA Strategy for Responding to Sexual Abuse in the Church

Training is offered at least once each year on each campus. Pre-approved trainings offered by synods or other judicatories may sometimes be substituted.

### Training Requirements

A total of eight hours of training shall be required of all first-professional students, faculty and staff to cover areas of clergy sexual ethics, boundaries and wellness. It shall include up-to-date information about the following topics:

- Definitions of various forms of sexual misconduct, including sexual harassment, sexual exploitation and sexual abuse.
- Ethical issues (power dynamics, boundaries, dealing with sexual feelings in ministry)
- Theological considerations re: prevention, interventions and healing.
- Dynamics, prevention and intervention re: sexual exploitation of adults.
- Prevention, interventions and reporting requirements re: child abuse in congregational settings.
- Legal and ecclesiastical policy including the sexual harassment policies of Seminary, denominational and interdenominational resources (policies, where to turn for help, literature and organizations.)
- Issues for “after-pastors” serving traumatized congregations and responding to victims.
- Self-care, peer and professional consultation, and clergy wellness.

An individual may fulfill the training requirement of this policy by providing certification of equivalent training specifically addressing sexual misconduct in the context of the church's ministry from another qualified training institution within the past three years. All individuals, regardless of prior training, are however, encouraged to refresh and update their knowledge by attending the training offered by this Seminary.

Recognizing that the information in this training may be disturbing to some individuals, particularly those who themselves may have been victims of sexual abuse or exploitation, participants are encouraged to seek support for themselves from the various pastoral care resources of the Seminary and/or off-campus resources.

### **2.5.3 Anti-Racism Training**

In recent years the Church has realized that the taint of racism permeates every part of our life as a culture and an institution. The Seminary has, thus, committed itself to the work of faithful racial equity learning and activity to both heal its own life and to model for our students how they might engage this work in their ministries.

A common misunderstanding of racism is that it can be reduced to acts or attitudes of bigotry. While it is true that active prejudice is the public face of racism, the work of racism is most pernicious in its unseen forms—common language, cultural practices and social commonsense. Working towards racial equity is, therefore, significantly focused on uncovering the aspects of our common life which act as carriers of unhelpful assumptions and ideas that are based on racial reasoning.

Much like the struggle around inclusive language, anti-racism work involves uncovering the ways that images, language, ideas and customs reinforce the white normativity.

The goal of the work here at the Seminary is to create new ways of understanding our communities, the Christian tradition and our churches that allow all of God’s children to be nourished and to thrive in a world that is sadly corrupted by a long history of racial oppression.

The 8-hour Anti-Racism Training is required of all entering, first-degree students and is offered at least once each year on each campus. The session must be completed to fulfill this requirement.

An individual may fulfill the training requirement of this policy by providing certification of equivalent training specifically addressing anti-racism in the context of the church's ministry from another qualified training institution within the past three years. All individuals, regardless of prior training, are however, encouraged to refresh and update their knowledge by attending the training offered by this Seminary.

## **2.6 ORDINATION AND PLACEMENT**

For students seeking placement in a church subsequent to graduation, such placement is the responsibility of the denomination or judicatory and not of the seminary. The seminary will assist as possible upon request in helping the student assemble grade reports, transcripts, letters of good standing, and other materials needed by the judicatory.

The rostering and placement of ELCA students in particular are functions reserved to itself by the Church and are not functions of the seminary. However, both faculty and staff are prepared to assist candidates in the process. Provision by the student of authorization to the seminary to release information on demand can facilitate this process. A release authorization form may be obtained from the synod or from the registrar.

### **2.6.1 The ELCA Candidacy Process**

Candidacy in the ELCA is the churchwide process of discernment, preparation, and formation leading to rostered ministry. The ELCA has two distinct rostered ministries:

- ordained ministry of Word and Sacrament (pastors)
- rostered ministry of Word and Service (deacons)

Candidacy involves the partnership of candidate, ELCA synod candidacy committee, ELCA seminary, and the ELCA Vocation and Education program unit. The candidacy committee, composed of clergy, laity, and seminary faculty, has the basic responsibility for the process.

Establishing and maintaining an ongoing relationship with a candidacy committee is the responsibility of the applicant. Doing so can help ensure that the student does not spend years in preparation only to be denied approval near the time of graduation.

It is possible to earn a degree from this seminary without being a candidate for rostered ministry. However, since most ELCA students are candidates and, since the process is closely related to the programs of the seminaries, that candidacy process and its relationship to the seminary's program are outlined here. Normally, candidates are expected to attend one of the ELCA seminaries, but an alternative is available through "affiliation" (see below). In any case, there are three steps in the candidacy process, each requiring a positive decision by the individual's candidacy committee:

#### Entrance

ELCA students are strongly encouraged to have a positive entrance decision prior to beginning seminary study. This decision assesses the individual's readiness to begin theological study and formation for ministry. It is made by the student's synod candidacy committee and does not directly involve the seminary. Steps to entrance normally include a minimum of one year of active membership in an ELCA congregation, application for candidacy to the home synod, registration with the home congregation, an initial candidacy interview, psychological and career evaluation, and entrance interview.

This seminary makes its decisions regarding admission to a degree program separate from the candidacy process. However, in the absence of a positive entrance decision prior to inception of seminary study, a candidate is well advised not to begin study without some consultation with his/her synodical officials so as not to jeopardize the process to follow.

### Endorsement

Normally scheduled for Fall of the full-time student's second year, this decision reviews the individual's candidacy in light of the first year of theological study (and, typically, Clinical Pastoral Education). The endorsement decision is made by the candidacy committee, but it is informed by an essay submitted by the student and the recommendation of an endorsement panel composed of one member of the ULS faculty and at least two members of the student's candidacy committee. Endorsement is required before the candidate may begin the ELCA's required internship.

### Approval

This final action concerning candidacy typically occurs in the Fall of the full-time student's final year of study. The process includes the writing of an essay and an interview conducted by the candidacy committee. The decision is made by the candidacy committee in light of a recommendation by the ULS Faculty. Such recommendation is based upon a faculty panel's review of the student's record, approval essay, and interview.

### **2.6.2 Affiliation**

ELCA candidates for ordination who attend non-ELCA seminaries must engage in all three of the candidacy steps described above. They are also required to "affiliate" with an ELCA seminary, normally prior to enrollment in the non-ELCA school. Affiliation, according to the Candidacy Manual, "assists candidates with: 1) identifying an appropriate CPE program, 2) identifying and receiving oversight of the required internship, 3) selecting approved Lutheran learning and formation opportunities offered at an ELCA seminary or at the non-ELCA seminary where a candidate is registered, and 4) facilitating the process for ELCA seminary faculty recommendation required at approval (Form D)."

Affiliation with United Lutheran Seminary begins with submission of an admission application and all required supporting materials. Upon admission, affiliated students must pay a one-time ELCA affiliation fee (\$1,025 in 2019-20) to the seminary.

Upon the student's acceptance of admission (submission of the commitment form), the student will be assigned a ULS faculty advisor. The advisor is available for consultation concerning course planning, according to the Candidate Plan developed by the candidacy committee. The seminary's Director of Contextual Formation is available to assist in planning for internship and CPE, which are required of all candidates for ELCA ordination, whether or not those programs are degree requirements at the student's own institution.

### **2.6.3 Lutheran Year**

A period of time in residence at an ELCA seminary (often called the "Lutheran Year") is normally required of each affiliated candidate. The term "residence" refers to a student's year-long attendance at the seminary rather than their actual physical address. The minimum expectation for a Lutheran Year is normally six courses.

The seminary, through the Dean and faculty advisor, will work with the affiliated student in designing a course of study for the year of residency in accord with the student's Candidate Plan. According to the Candidacy Manual, "The expectations and outcomes established for Lutheran learning and formation are: 1) a solid grounding in the ELCA hermeneutical understanding of the Scriptures, systematic theology, and the Lutheran Confessions, 2) the articulation of a Lutheran theological perspective through the study of theology, church history, Bible, worship, preaching, Christian education, pastoral care, and ethics, 3) a holistic understanding of ministry in a Lutheran context, including the integrity and varieties of Lutheran worship, and familiarity with policies and practices associated with ELCA polity, assignment, call, and mobility, and 4) participation in current theological conversations within the ELCA, including establishing relationships with future colleagues

characterized by mutual support and consolation, accountability, and a clear sense of shared mission. Such learning opportunities may include online courses and cohort groups offered by one of the ELCA seminaries.”

Options for the Lutheran Year may include work for transfer back to the home institution for credit toward the MDiv degree; courses taken as a special student (non-degree), culminating in a Certificate of Study at ULS; or, if the student has already completed his/her MDiv, work toward a Master of Sacred Theology (STM) degree in the Graduate School. In rare cases, students transfer credits from the non-ELCA institution in order to fulfill Master of Divinity degree requirements at ULS. Students considering this option need to be especially conscientious in consulting their ULS advisors concerning course selections and should contact the Admissions office for instruction as to admission to the MDiv program.

#### **2.6.4 TEEM**

Theological Education for Emerging Ministries (TEEM) is a program by which the Evangelical Lutheran Church in America responds to the missional needs of the church. The program takes into consideration the leadership gifts, ministry skills, cultural learning styles/experiences and/or age of a candidate when establishing expectations and requirements for preparation as an ordained minister in this church.

TEEM candidates are identified by the community, the synod and the ELCA as uniquely suited to provide leadership in a context that would otherwise be without Word and Sacrament leadership (including African American/Black, Asian/Pacific Islander, Hispanic, deaf, rural, and inner city ministry contexts). It is understood that these persons are mature and have leadership experience. Normally, the minimum age for TEEM candidacy is 40 years.

TEEM candidates complete all candidacy requirements, which may include non-seminary theological education. The educational plan for each candidate is determined after convening a Competency Assessment Panel of Candidacy Committee members and seminary professors. Qualified students may follow an MDiv track. Others will do non-degree work according to his/her agreed upon plan of study, which may include independent study with a mentor. The requirements of a TEEM preparation vary with each individual and may involve shorter or longer preparation time.

Upon approval, TEEM candidates are normally assigned to their synod of origin where they receive their first call to the ministry context which raised them up. For additional information, refer to the Candidacy Manual.

### 3 ADVANCED DEGREE PROGRAMS (GRADUATE SCHOOL)

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The term “Graduate School” serves to distinguish the advanced-level degree programs of Master of Sacred Theology (STM), Doctor of Ministry (DMin), and Doctor of Philosophy (PhD, not currently accepting new students) from the first theological degree programs of Master of Divinity (MDiv), Master of Arts (MA), Master of Arts in Public Leadership (MAPL), and Master of Arts in Ministerial Leadership (MAML). The Graduate School exists to encourage and assist those who are already graduates of a seminary or divinity school to pursue advanced study to enhance ministerial practice through the DMin degree program or toward theological research and teaching through the STM and PhD degree programs. The programs of the Graduate School, whether professional or academic in their nature, are designed to aid in the development of a more effective ministry and to engage the student in academic reflection and research.

#### 3.1 MASTER OF SACRED THEOLOGY (STM)

The Master of Sacred Theology (STM) emphasizes academic accomplishment. It is course/seminar/research-oriented and offers a broad exposure to all theological disciplines, but it also provides a more focused examination of a particular discipline than is provided at the MDiv level through its requirements of a designated major field of study and a thesis.

##### 3.1.1 STM Admission Requirements

In addition to the standard application elements, admission to the Master of Sacred Theology degree program requires the following:

- A bachelor’s or equivalent degree from a regionally accredited college or university.
- A Master of Divinity degree or another master’s degree in a theological discipline earned in a program that requires at least 60 semester hours or the equivalent. The granting institution must be fully ATS- or regionally accredited.
- A cumulative grade point average in the MDiv-level program of at least 3.0 on a 4.0 scale.
- Depending upon the major field selected, a working knowledge of one language in addition to English.

##### 3.1.2 STM Degree Requirements

The program consists of seven courses of 3 credits each, of which at least four are to be in the candidate’s major (or related) field. No more than three courses will be permitted in transfer from other fully accredited graduate schools and then ordinarily only with advance permission. To be in good standing, a student must maintain an overall average of not less than 2.75, with at least a 3.0 average in his/her major field.

A thesis must be prepared under the supervision of a faculty advisor. The STM Manual includes detailed guidance for preparation of the thesis and is available from the Graduate Studies Office. The candidate shall defend his/her thesis before a faculty panel of two to three persons. The panel, after examining the candidate and his/her academic record, recommends to the Faculty whether the candidate shall be approved for the degree.

Both part-time and full-time study is available, the full-time program normally taking up to two academic years, the first in course work and the second in thesis preparation. All requirements shall be met within six years. Extensions of program beyond six years are possible with annual Faculty approval. Note, however, that completed courses cease to be applicable to the degree after 10 years.

Detailed information concerning the STM program and preparation of the thesis may be found in the STM Manual.



### **3.2 DOCTOR OF PHILOSOPHY (PHD)**

The PhD program is currently on hiatus and is not accepting new applications.

### **3.3 DOCTOR OF MINISTRY (DMIN)**

The Doctor of Ministry (DMin) is an advanced professional degree designed to enhance the practice of ministry. Participants are normally men and women in the ordained ministry of the Church. Admission requires both the completion of a Master of Divinity degree or its equivalent, and at least three years of experience in ministry subsequent to the first graduate theological degree. It is generally expected that enrolled students be actively engaged in professional ministry. They must show evidence of capacity for an advanced level of competence and reflection.

The candidate for this degree is expected to demonstrate achievement at a level significantly beyond the expectations of first-degree programs with respect to four goals:

1. To formulate a comprehensive and critical understandings of theological disciplines in the context of the practice of ministry in which theory and practice inform and enhance each other;
2. To develop mature and effective skills and competencies in relation to the disciplines of the chosen Focus Area;
3. To foster sensitivities and mature leadership in response to diverse contexts in light of the student's spiritual, denominational, professional values;
4. To contribute to the understanding and practice of ministry through the completion of a doctoral-level project in ministry.

#### **3.3.1 DMin Admission Requirements**

In addition to the standard application elements, admission to the Doctor of Ministry degree program requires the following:

- Normally, a bachelor's or equivalent degree from a regionally accredited college or university.
- The Master of Divinity degree or another master's degree in a theological discipline earned in a program that requires at least 72 semester hours or the equivalent. The granting institution is to be fully ATS-accredited.
- A cumulative grade point average in the master's level program of at least 3.0 on a 4.0 scale. Exceptions may be made by the Admissions Committee for good cause.
- A minimum of three years in the professional ministry of the Church after receiving the MDiv degree or its equivalent.

#### **3.3.2 DMin Degree Requirements**

The DMin program is constituted by a) establishment of the Student Learning Goals, b) two colloquia, to be taken at the beginning and near the end of the program; (c) eight courses (3 credits each); (d) a mid-point Student Candidacy Review; and (e) an independent Project in Ministry, which the candidate devotes intensive study to some task or issue in his/her ministry. To be in good standing, a student must maintain an overall grade-point average of not less than 3.0

Normally, participation in the DMin program is part-time, given the requirement of concurrent full-time, active ministry. Because of the program's focus on growth in ministry, it is intended that students take sufficient time for self-assessment and reflection. Consequently, a minimum of three years and a maximum of six years are limitations for completing the program. Extensions of program beyond six years are possible with annual Faculty approval. Note, however, that completed courses cease to be applicable to the degree after ten years.

Detailed information concerning the DMin program and preparation of the Project in Ministry may be found in the DMin Manual.

## 4 ACADEMIC POLICIES AND PROCEDURES OF FIRST DEGREE PROGRAMS

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### 4.1 STUDENT CATEGORIES

For purposes of classification, all first theological degree students, whether full-time or part-time, may need to be categorized according to “year of program,” as follows:

- Juniors—All first-degree students who have completed fewer than 24 credits towards the degree; traditional students in their first year of study.
- Middlers—MDiv students who have completed at least 24 credits but fewer than 48 credits toward the degree; traditional MDiv students in their second year of study.
- Third-Years—MDiv students completing an internship for denominational purposes in the third academic year, MDiv students in the third year of academic study who expect to do a terminal internship, and nontraditional first-degree students judged to be in the next-to-last year of degree study.
- Seniors—MDiv students who have completed 48 or more credits toward the degree; MA, MAML, and MAPL students who have completed 30 or more credits. Note that some upper-level or advanced-level courses open to seniors may specify that the student be a “final-semester senior,” one who has 12 or fewer credits remaining in their degree program.

### 4.2 ACADEMIC ADVISOR

All first-degree students (MDiv, MAML, MA and MAPL) will be assigned an academic advisor by the Office of the Dean. The advisor’s role is to guide the student’s progress toward completion of their program in a way that best meets the student’s needs. For those students in the ELCA Candidacy process, it is normally the advisor who will participate in the student’s endorsement and senior approval interviews.

Advanced-degree students (STM/DMin) will normally be assigned an academic advisor based upon their intended academic focus area. The advisor will take the lead in supervising the student’s thesis or project and will normally chair the final review panel.

The student is expected to initiate an individual appointment (face-to-face or by phone or email) with his/her advisor at least once each semester. The student will need to use a PIN provided by the advisor in order to register for classes (PINS change each semester). Ordinarily, the student will have the same faculty advisor throughout their academic program. If the faculty advisor is on sabbatical or other leave, a temporary advisor will be assigned. Requests to change advisors, except for programmatic purposes, will generally not be honored.

### 4.3 REGISTRATION

Students are required to consult with their Faculty Advisor prior to registering for classes. In order to register, a student must have their advisor’s approval and PIN number to log into the Henry Online Student Information System. Note that PIN numbers change each semester.

Course schedules and registration materials are posted on the ULS Registrar’s page at [my.uls.edu/registrar](http://my.uls.edu/registrar). It is recommended that students review the course offerings prior to consulting with their advisor in order to have an informed conversation. Registration is done on-line via Henry according to registration deadlines shown in the academic calendar found on the registrar web page. While announcement of the opening of registration for any semester will be made by email to students, it is the student’s responsibility to check the seminary’s website for registration materials if they see that the tentatively scheduled registration deadline is approaching.



### **4.3.1 Business Office Clearance**

Registration is blocked in Henry for any student with a registration hold imposed by the Business Office. Students seeking to register who encounter such a hold should contact the Business Office to resolve the issue and obtain clearance to register. If clearance is not obtained until after the registration deadline, the late registration fee will apply.

### **4.3.2 Other Online Registration Processing Issues**

Some courses cannot be registered online. These include independent studies (see 4.5 below), contextual formation experiences (field work, CPE, immersion/internship), cross-registrations, and courses at partner institutions. Instructions for registering for such courses are available on the [registrar's home page](#) or from the registrar's office.

Registrations are often held as pending because the registration database perceives time conflicts among the selected courses, typically because at least one is an intensive. The registrar's office will often catch these registrations and process them without the student's needing to take any action. Otherwise, the student can simply contact the registrar's office to "force" the registration.

Registrations may also be held as pending if the course requires instructor permission, instructor approval, or special invitation, or if the student has exceeded the maximum course units normally permitted per semester. Students whose registrations appear as pending for any of these or other reasons should contact the registrar, who can advise the student as to whether registration may be possible and if there are any additional steps the student need take.

### **4.3.3 Drop/Add and Late Registration**

Deadlines for registration are as shown in the academic calendar or as adjusted and announced by the Registrar's Office. A \$50 late registration fee will be assessed for all initial registrations processed after the on-time registration deadline.

Once an initial registration has been filed, the student may:

- Add, drop, or change courses;
- switch between credit and audit;
- or switch between Pass/Fail and letter grades.

These changes may be made at any time through the published Drop/Add Deadline without penalty. Most registration changes may be made by returning to the registration screens in Henry. For registration changes that cannot be accomplished in Henry, the student should send notification to the Registrar's Office in writing via email,

The 2019–2020 Drop/Add deadlines are as follows:

Fall Semester	September 10, 2019
Spring Semester	February 11, 2020

Dropping a course after the drop/add deadline is subject to the Withdrawal Policy. (See below.)

## **4.4 NORMAL COURSE LOAD**

The normal course load for a full-time first-degree student wishing to graduate within the normal duration of their program is 12 credits per semester (4 courses). The full-time tuition rate permits the student to take up to 15 credits in a semester, which includes an additional course in any accompanying short term (August corresponds to the Fall semester, January and Summer to the Spring semester). Students are eligible for federal student loans if they take at least 6 credits (2 courses) in a semester.

#### 4.4.1 Overloads

Students seeking to take more than fifteen credits in a semester (including accompanying short terms) would generally be construed to be carrying an overload. Students seeking to carry an overload need to have a cumulative GPA of at least 3.5 along with permission of the advisor and Faculty (or the Dean on behalf of the Faculty). Any student carrying an extension (“incomplete”) from a prior term is ineligible to register for such an overload and may be required by their advisor or by the Faculty to take a reduced load in the subsequent term. Additional tuition costs would apply.

#### 4.5 INDEPENDENT STUDIES

An independent study may be undertaken by a student or group of students in any degree program to explore a particular area of interest. Independent studies normally may not substitute for required courses. Exceptions may be granted by the Dean.

The student is first to consult his/her advisor concerning the desire for independent study. For the sake of meeting deadlines, the conversation should take place early in the semester preceding the term proposed for the study. The advisor, in consultation with the Dean, if needed, shall suggest one or more appropriate ULS members who might supervise the study. The student shall then seek to enlist one of those suggested Faculty members as an instructor for the independent study.

The student will register for the independent study by preparing and submitting to the registrar, in consultation with the instructor, a ROSA statement which describes:

**(R) The Rationale for the independent study:** Why you want to undertake this study; how this study will serve the degree outcomes and competencies.

**(O) The Outcomes of the study:** What you should be able to demonstrate, articulate, or accomplish at the end of the course.

**(S) The Strategies used in the study:** How you will study the material, including reading assignments and meetings with the instructor

**(A) The Assessment instruments to be used in the study:** How you will demonstrate your mastery of the promised outcomes; what instruments will be used by the instructor, including tests, papers, projects

This ROSA statement must be approved and signed by both the instructor and the Dean and submitted to the registrar. A sample ROSA that may be used as a template is available on the [registrar's home page](#). If the approved ROSA statement is not received by the end of the drop/add period for the term, the student will be withdrawn from the independent study.

#### 4.6 TAKING COURSES AT OTHER INSTITUTIONS

The Seminary's educational programs are enhanced through a variety of domestic and international institutional relationships that enable the student to maximize educational resources available. In particular, ULS has cross-registration with the schools of the Washington Theological Consortium and with some other institutions in the Philadelphia region, including Palmer Seminary and Reconstructionist Rabbinical College. Courses available through the Consortium may be researched via the ULS [registrar's home page](#), where students will also find the appropriate registration form.

Students seeking to take courses at schools with which ULS does not have cross-registration are responsible to make sure that the school is fully accredited by the Association of Theological Schools (ATS). Students are to adhere to the policies and practices of the host school when registering and are responsible for all tuition and fees incurred. However, a student receiving financial aid from ULS who needs the outside course to establish their full-time or half-time status should consult with the ULS Financial Aid Officer for assistance.

Additional information regarding specific educational opportunities is available from the Dean of the Seminary.

#### **4.7 AUDITING COURSES**

ULS degree-seeking or affiliated students seeking to audit a particular course are to negotiate with the instructor any conditions of participation. Instructors, especially in pastoral care and language courses, are under no obligation to admit auditors. There is no audit fee for full-time students; a fee of \$50 per course is charged to all other ULS degree-seeking students who are not enrolled full-time in that semester. A transcript record of the audit will be kept, but no academic credit will be awarded.

Immediate family members of a ULS student in good standing may seek arrangements to attend courses. These arrangements shall be made directly with and by permission of the instructor. If approval is granted, such family members will not be considered students, and no fees will be charged. However, if access to online materials is required, the attendee will need to submit an auditor registration form (available on the [registrar's home page](#)) to the registrar's office.

Registration to audit a course by one who is not enrolled as a student at ULS or the immediate family member of such a student carries a fee of \$175. Permission of the instructor and registration as described above is required.

#### **4.8 ADVANCED STANDING: WAIVER OF REQUIRED COURSES**

A first-degree student may request an individualized assessment of his/her competence in a required curricular area by a Faculty member in that area. A positive judgment results in advanced standing for the student.

Advanced standing without credit may be granted based on Faculty assessment of the student's knowledge, competence, or demonstrated skills in a specific course. Advanced standing without credit (waiver of requirements) exempts a student from that specific course but does not reduce the number of overall credits required for the degree. Normally, a student granted waiver for a specific course is expected to take replacement credits in the same curricular area.

Advanced standing with credit for a specific course requires that the student present evidence of prior academic work, perhaps at the baccalaureate level or through an unaccredited program. Advanced standing with credit may not be granted purely on the basis of ministerial or life experience. A Faculty member in the appropriate curricular area will review the documentation and determine by appropriate means of assessment, which may include a test-out examination, that the student has the knowledge, competence, or skills that would normally be provided by the specific course for which advanced standing with credit is requested. Fees apply for assessment for the purpose of advanced standing with credit (currently, \$125 per requirement). No more than 25% of the credits required for the degree program may be granted via advanced standing with credit.

#### **4.9 ADVANCED STANDING: TRANSFER OF CREDITS**

A student who has attended another fully ATS-accredited seminary within the preceding ten years may request the transfer of credits to their ULS degree program. Courses taken at the baccalaureate level or at an unaccredited institution are not transferable but may provide sufficient evidence to warrant a requirement's being waived (without award of academic credit), per above.

To be eligible for transfer toward a first degree program, a course completed at another school shall meet the following requirements:

- The course was taken at a fully ATS-accredited seminary or other graduate institution.
- The course was taken at the graduate or first-professional level.

- The student had completed a baccalaureate degree before taking the course. Courses shown on an undergraduate transcript, even if taken at a post-baccalaureate level, are not eligible for transfer.
- The course is clearly relevant to the student's seminary degree program.
- The course was taken within ten years prior to the student's admission to the seminary degree program.
- Normally, the course has not previously been credited toward another master's degree, either received or anticipated.
- The student received a grade equivalent to a C or better ("pass" in the case of a pass/fail course).

Requests that ULS degree requirements (including option requirements, as opposed to free electives) be satisfied by either waiver or transfer of prior credits must be made via the "Request for Course Waiver or Advanced Standing" form, available on the [registrar's home page](#). The student should be prepared to submit a course description, syllabus, bibliography, and/or sample coursework upon request. The instructor and/or area may grant credit toward a core or option requirement while requiring that the student take additional work in that field.

#### **4.10 WITHDRAWAL, LEAVE OF ABSENCE, AND REMOVAL DUE TO INACTIVE STATUS**

##### **4.10.1 Withdrawal from Courses**

If a student should find it necessary to withdraw from a course (or to drop out of Seminary) after the Drop/Add deadline, it is the student's responsibility to notify the Registrar's Office in writing. The student may withdraw from a course up to the midpoint of any semester or term. A withdrawal by the midpoint is recorded on the transcript as "WP" (withdraw passing) or "WF" (withdraw failing). The grade is not included in calculation of the grade point average, but a grade of "WF" can result in the student's being placed on academic probation.

A withdrawal from a course after the midpoint of a semester or term shall be recorded as an "F" (failure) unless the student has a "passing" record in that course and the Dean permits the course to be recorded as an "audit." It is the student's responsibility to petition for conversion of the course to audit; no refund of tuition applies in such cases.

Any student on the roll who accrues a critical sum (3.0) of failing grades ("F" or "fail", valued at 1.0 per course) and/or withdrawals ("W" or "WP" or "WF", valued at 0.5 per course), regardless of grade point average, shall be dismissed by reason of academic deficiency. A total of 3 courses graded "W" or "WF" or "WP" in any one semester shall result in mandatory review by the Dean for recommendation to the faculty concerning retention or dismissal.

##### **4.10.2 Voluntary Withdrawal from the Seminary**

A student in good standing may voluntarily withdraw from the seminary at any time upon written notification to the Faculty through the Dean and the Registrar. The effective date of withdrawal for refund and loan deferral purposes is that of receipt of the request by the Dean and Registrar. Before taking such action, the student is encouraged to confer with the Dean, their faculty advisor, and appropriate ecclesiastical officials. A withdrawn student who is later readmitted will be subject to the degree and graduation requirements in effect at the time of readmission.

##### **4.10.3 Refunds for Withdrawals (Institutional Refund Policy)**

Tuition charges will be prorated up to the midpoint/50% point in time of the semester or term for students who withdraw from a course or courses or are dismissed, suspended, granted leave of absence from study, or withdraw entirely from the seminary. After the midpoint/50% point in time of the

semester or term there will be no refunds granted for any reason. The midpoint/50% point in time of the semester is specified in the official seminary academic year calendar as published in the Catalog.

The effective date for any refund is the date on which the Dean/Registrar's Office receives formal, written notification from the student of their withdrawal or on the official date of any action taken by the seminary. It is the responsibility of the student to be aware of the various withdrawal dates, deadlines, and financial implications (if applicable). The seminary bears no responsibility for refunds if a student fails to give timely, official written notice.

Any non-tuition fees are nonrefundable after the semester or term begins.

#### **4.10.4 Federal Title IV Refund Policy:**

This policy is applicable to students who have been awarded and accepted a federal direct student loan award as part of their financial aid package during the semester or term in which they are withdrawing. Federal regulations state that, if a student withdraws before the 60% point in time of the semester or term, a prescribed formula must be calculated to determine the amount of unearned financial aid funds to be returned to the federal Title IV program. Unearned financial aid funds must be returned within 45 days, and this may result in the student's owing a balance to the seminary and/or the federal government. The 60% point in time of the semester is specified in the official seminary academic year calendar as published in the institution's Academic Catalog.

#### **4.10.5 Leave of Absence**

A leave of absence is available to students on a temporary basis for health or personal reasons or to consider vocational options. Normally, the total length of a leave of absence will not exceed two semesters.

Students considering a leave should discuss their circumstances with their Faculty advisor. Students requesting a leave must complete a Leave of Absence Request form available from the Registrar's Office and obtain the signatures of their Faculty advisor and the Dean. If the Leave of Absence begins during the academic term and after the add/drop deadline, the student will receive grades of either WP (withdraw passing) or WF (withdraw failing), as the instructors decide, for all current courses.

The student may resume studies upon the expiration of the requested Leave of Absence or earlier by registering for the next term. Students who wish to withdraw voluntarily from the Seminary should inform the Dean and the Registrar in writing. A student who fails to resume study upon expiration of the leave period will be removed from the roll.

Deferment of federal student loan repayments is no longer in effect when a student is enrolled for less than 6 credits or goes on Leave of Absence. In such cases, the student's changed enrollment status will be reported immediately to the National Student Loan Data System, and loans will go into repayment. Contact the Director of Financial Aid or the particular student loan lender for specific information.

#### **4.10.6 Inactive Status, Removal from the Roll**

A first-degree student who has completed no courses for credit in three consecutive semesters or the intervening short terms is presumed inactive and removed from the roll. An advanced-level student on financial hold who has not taken courses or otherwise been active for two academic years shall be removed from the roll. Such students may subsequently apply for readmission and will be subject to the degree requirements in effect at the time of their readmission.

## 4.11 GRADING

Graded coursework is one of the means through which the instructor assesses how a student has achieved or fulfilled the course objectives, as well as other course expectations as prescribed in the syllabus.

All course assignments should receive regular evaluations (written or otherwise) in all courses of instruction (credit and non-credit). An appropriate letter grade will be submitted to the Registrar on the basis of those evaluations.

Each instructor shall evaluate the competence, strengths, and weaknesses of all students in his/her course. The written evaluation (i.e., final grade) shall be submitted no later than three weeks following the last day of each semester.

First-degree students may choose between receiving a letter grade or being given a pass/fail designation for the evaluation of their performance in each course for which academic credit is awarded (except in those cases when the professor has determined the mode of evaluation). Students must declare this preference no later than the drop/add deadline. Advanced degree students are to be assigned letter grades in all courses.

### 4.11.1 Grade rubrics

Grades are based on the demonstration of achievement in designated course competencies as described in each course's syllabus, including performance on assigned tasks; understanding of course content and an ability to analyze and synthesize reading, discussion, and other learning experiences; ability to express the meaning and significance of course content in varied contexts and to lead others in study or action; ability to integrate course knowledge with learning in other courses and the practice of ministry and leadership in the church; and solid oral and written communication skills.

The competence attained by students in courses where letter grades are not used shall be indicated on a "pass/fail" basis.

- **P** designates Pass. The student has demonstrated, at the least, a basic competence in the defined areas.
- **F** designates Failure. The student has not demonstrated a basic competence in a specific course or curricular unit. If a student received the grade F in a required curricular component, that course or another fulfilling the requirement must subsequently be completed successfully.

Where letter grades are used, the following guidelines are operative

- **A** indicates that the student has demonstrated **superior** competence in the defined areas.
- **B** indicates that the student has demonstrated **good** competence in the defined areas.
- **C** indicates that the student has demonstrated **sufficient** competence in the defined areas.
- **F** indicates that the student has not demonstrated sufficient competence in the defined areas. If a student received the grade F in a required curricular component, that course or another fulfilling the requirement must subsequently be completed successfully.
- **I** designates Incomplete. It indicates that the Dean has granted the student an extension of time beyond the limits of the term for the completion of coursework. If sufficient work is successfully completed within the time limit stated by the Dean, it shall receive the achieved grade. If it is not successfully completed within the time limit, it shall receive the grade F.
- **W** indicates that the student withdrew from the course—Withdrawal. When a student chooses to withdraw from a course, a determination will normally be made by the instructor as to whether the student receives a WP, "Withdrawal passing" or WF, "Withdrawal failing." One of those options will be recorded on the transcript.



### **Grade Table**

A.....	94–100 .....	4.0
A- .....	90–93 .....	3.7
B+.....	87–89 .....	3.3
B.....	84–86 .....	3.0
B- .....	80–83 .....	2.7
C+.....	77–79 .....	2.3
C.....	74–76 .....	2.0
C- .....	70–73 .....	1.7

P .....70 and above .....Not calculated in GPA

For purposes of assessing a student's eligibility for scholarships or honors, GPA will be considered only if at least 75% of coursework has been completed with letter grades.

#### **4.11.2 Grade Appeal Process**

- A student who wishes to contest the grade given in a course should begin the appeal process by conversation with the Faculty member involved.
- If conversation with the Faculty member ends with a decision that the student wishes to contest, the student should submit a written appeal to the Dean prior to the first faculty meeting of the ensuing semester. After conferral with the student and the Faculty member, the Dean will normally render a decision on the case.
- If the Dean cannot render a decision or decides the case warrants further review, the student's written appeal will be submitted to the Faculty Executive Committee.
- The Faculty Executive Committee meets with the student and the professor together and makes a decision regarding the matter.
- In instances where the Dean is the course instructor, the student's written appeal will go directly to the Faculty Executive Committee. In this instance and in instances where the course instructor is on the Faculty Executive Committee, the President will appoint a replacement Faculty person to adjudicate the matter with the Faculty Executive Committee.

#### **4.12 INCOMPLETES AND EXTENSIONS**

Within the bounds of a semester, an instructor has the right to decide whether they will accept late submissions of coursework or entertain requests for extensions of time in which to complete coursework.

Final course work is to be submitted by the date set by the instructor or, with instructor permission, up to the following dates:

- Fall semester: No later than January 15
- January Term: No later than March 15
- Spring semester: No later than June 15
- Summer courses: No later than August 15

Extensions beyond the above deadlines may be granted by the Dean, upon the receipt of a Petition for Course Extension form, available from the registrar, signed by the student and the instructor. A temporary grade of "I" ("Incomplete") will be recorded. Normally, no further extensions will be permitted.

Upon receiving all final coursework, or at the end of the extension, the instructor will notify the registrar of the student's final grade for the course, which replaces the "I" on the student's transcript. In the absence of sufficient work of passing quality, the grade will be an "F".

A student with any outstanding extensions may not begin an internship.

#### **4.13 SATISFACTORY ACADEMIC PROGRESS**

ULS monitors satisfactory academic progress (SAP) with the goal to be both good stewards of financial aid and to protect academic integrity. Students are encouraged to contact the Dean and their advisor in person or by group e-mail when personal, family, or financial considerations negatively affect academic performance in order to receive support and guidance. Maintaining satisfactory progress is necessary both for continuance in a degree program and for eligibility to receive financial aid in the form of scholarships, grants and student loans. SAP is evaluated by both qualitative (GPA) and quantitative (time towards degree completion) measures.

#### **4.14 ACADEMIC PROBATION**

Academic probation shall be imposed when a student has received a failing grade in a course (either F or WF). Academic probation shall be removed when the student has subsequently successfully completed 12 credits, unless fewer than 12 credits are required to graduate, as specified below. The registrar will alert the student, the academic advisor, and the Dean when academic probation has been imposed.

Students on academic probation shall be required to consult with their advisor in arranging for the following semester a schedule which may include any or all of the following: (1) reduction of course load; (2) reduction of outside employment, including supply preaching; (3) reduction or dropping of field education. The advisor will also counsel the student if the failure or course load reduction would require extension of her/his program beyond the normal term of studies. The student and advisor will report the agreement which results from this consultation in writing to the Dean, who shall submit a summary to the Faculty.

If a student fails a course while on academic probation, or when three Fs/WFs appear on the transcript, that student will be subject to academic dismissal by Faculty vote.

Should the grade F/WF occur for a required curricular component, that course or another course fulfilling the same requirement must subsequently be completed successfully in order to make up the failure.

It is possible for a student to graduate while on academic probation. If a student receives a failing grade but has fewer than 12 credits remaining in the degree program, only those credits must be successfully completed in order for the student to graduate.

Students dismissed for academic failure must wait a minimum of 12 months from the date of dismissal before applying to the Faculty for readmission. Readmission will be granted only in exceptional cases and not without evidence from the student that previous causes of failure have been removed. Such readmitted students will be placed on academic probation, and any further course failure will result in automatic dismissal without privilege of reapplication.

#### **4.15 RESIDENCY**

The minimum "residency" requirements for study at United Lutheran Seminary are generally determined by accreditation standards. "Residency" involves student participation in courses that are offered on campus; students are not required to live on campus. Hybrid courses for which at least 51% of the course is delivered at a single campus qualify as residency courses. Online courses, travel seminars, and courses taken through cross-registration or transfer do not qualify as "residency"



courses. Courses for which credit is earned through test-out do not count toward the residency requirement.

The minimum residency requirement for the MDiv, MA, and MAML is 24 credits; for STM and DMin, 9 credits.

MAPL students are generally required to complete the entire degree program through courses taken at ULS or the chosen partner school (Fox School of Business or Temple School of Social Work).

#### **4.16 MAXIMUM LENGTH OF FIRST DEGREE PROGRAMS**

Degrees are expected to be completed within the following time limits:

- Master of Divinity 8 years
- MA, MAML, or MAPL 4 years
- STM or DMin 6 years

Upon receipt of a written request from the student, the Faculty at its discretion may grant program extensions on an annual basis. Any student granted such a program extension shall pay an extension fee of \$200 for each year of extension in order to remain in the program.

#### **4.17 EXPIRATION OF COURSE CREDITS**

Accreditation standards expect that all courses applied toward a degree program will have been completed within ten years from the onset of the first course applied. Consequently, a completed course may be applied toward degree requirements until ten years have elapsed since its completion, after which the course credit will expire, requiring successful completion additional courses.

A student who transfers from one degree program to another is nonetheless bound to a limit of ten years from inception of the first course taken in the original program that contributes to the final degree program, owing to the expiration of courses after ten years.

#### **4.18 CLASS ATTENDANCE**

Students enrolled in courses are expected to attend class. When absences occur, as in the case of illness or other legitimate extenuating circumstances, students should share the reasons for these absences with their professors. When possible, these reasons should be shared in advance.

In courses for credit, unexplained and/or illegitimate absences from class will be taken into account in the determination of course grades. Chronic absence from class will constitute a sufficient basis for failure in a course. Professors should clarify expectations concerning class attendance at the beginning of each academic term.

It is also important that expectations regarding class attendance and participation be established at the beginning of the academic term for students taking courses on an audit basis. This is particularly important in instances when the auditing student seeks Continuing Education Units (instances in which professors must certify satisfactory participation).

This policy will be administered by instructors in their courses.

#### **4.19 CHANGING DEGREE PROGRAMS**

Because each degree program has its own integrity, changing from one degree program to another must be approved by the Faculty, and credit for courses taken in the first program may be applied to the second only with the approval of the Dean. Students seeking to change programs should submit a written request to the Dean and registrar for presentation to the Faculty. A student changing from one degree program must abide by the catalog requirements of the new program at the time of transfer.

#### **4.20 ACADEMIC TRANSCRIPTS**

Upon submission of a signed request, a transcript of one's academic record will be supplied without charge to anyone who is a student in good standing at the time of the request and has no outstanding obligations to the seminary. Transcripts following termination of studies will be furnished only upon submission of a signed request and payment of appropriate fees. Under no circumstances will transcripts be released if the student or former student has outstanding financial obligations to the seminary. A transcript request form is available on the [registrar page](#) of the seminary's website.

Students requiring only an unofficial transcript for submission to a synod candidacy committee or other judicatory review office can expedite the process by having a signed release authorization on file in the Registrar's office. A release authorization form is also available on the [registrar web page](#). The release permits the Registrar's Office to release an unofficial transcript (grade report) to the student or the candidacy committee upon oral or written request by either the student or the committee.

#### **4.21 GRADUATION**

First theological degrees shall be granted to students who have completed all degree requirements with grades of "pass" or who have attained a cumulative grade point average of 2.0 or above. Degree requirements include submission of all required transcripts or other documents and compliance with any required assessment processes.

A student who expects to graduate is to submit an application for graduation to the [Registrar's Office](#) no later than January 3 of the year in which they plan to graduate. All students will be required to have completed all requirements for their respective programs in order to be eligible for graduation and to participate in the Commencement ceremony. Note that, in order for instructors to submit final grades by Commencement, the student may be required to submit final coursework well before that date. Students should be sure to check with their instructor(s) as to when coursework needs to be completed and submitted in order that they can be certified for graduation.

## **5 ACADEMIC AND SOCIAL CONDUCT**

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#### **5.1 CRIMINAL BACKGROUND AND CHILD ABUSE CHECKS**

All new students will receive forms and instructions regarding criminal background and child abuse checks upon admission to Seminary. Any student who does not have a valid background check on record will not be allowed to register for and/or start classes.

#### **5.2 PLAGIARISM**

Plagiarism comprises both intellectual theft and intellectual fraud or deception. It is stealing and presenting the ideas or words of someone else as one's own. It is literary theft in presenting as new or original, an idea or material that is derived from an already existing source. The use of the words or ideas of another without acknowledgement of their source or the absence of due attribution of credit may be committed unintentionally as well as intentionally. Plagiarism is [also] the undue quoting of material without the indication of quotation, whether it be merely a sentence or two or a significant portion of the work of another.

Plagiarism injures the community by inhibiting the recognition and cultivation of gifts. Clearly the unattributed use of the words and/or ideas of others fails to give appreciative recognition of their gifts. But this illegitimate appropriation of the gifts of others also blocks the recognition and cultivation of the actual gifts of the person engaged in plagiarism.

Traditionally, plagiarism referred to the selection, preparation, and distribution of printed matter (e.g., books, newspapers, magazines, and pamphlets). However, with advent of the digital age, plagiarism has been expanded to include material beyond the medium of print.

Plagiarism is considered a violation of the Seminary's policy on appropriate conduct of Seminary students. See the relevant section in this Handbook for disciplinary procedures related to conduct. The Seminary adheres to the following general requirements for the acknowledgement of sources of academic work. These requirements apply to both print and electronic media.

- Quotations—Any sentence or phrase that a student uses from another source must be placed in quotation marks or, in the case of longer quotations, clearly indented beyond the regular margin. Any quotation must be accompanied (either within the text or in a note) by a precise indication of the source.
- Paraphrasing—Any material that is paraphrased or summarized must also be specifically acknowledged in a note or in the text.
- Ideas—Specific ideas that are borrowed should be acknowledged in a note or in the text, even if the idea has been further elaborated by the student.
- Bibliography—All the sources consulted in the preparation of an essay or report should be listed in a bibliography.
- Citation of e-Book Sources—There are a number of electronic book sources now available for general use and some materials only exist in that format. When citing an electronic book of e-Book, the reference must contain the actual type or model of e-Book being used (Amazon Kindle, Microsoft, Sony, etc.) and the location number of the quote (since actual page numbers are not created). For example:

D. Brent Laytham, ed., *God Does Not...: Entertain, Play Matchmaker, Hurry, Demand Blood, Cure Every Illness* (Grand Rapids: Brazos Press, 2008), Kindle e-book, locations 552–53.

In addition, students must be aware that a professor may request to see the device and examine the quotation and that the student must be able to comply with this request.

In addition to plagiarism, the following related practices are also unacceptable compromises of the truth requisite to a free community.

- Multiple submission: Failure to obtain prior written permission of the relevant instructors to submit work which has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.
- False citation: The deliberate attribution to, or citation of, a source from which the material in question was not, in fact, obtained.
- Submission of work done by someone else, either with or without that person's knowledge.

Neither ignorance of the regulations concerning academic violations nor personal extenuating circumstances are an adequate defense against charges of plagiarism.

Should an instructor ascertain that plagiarism has been committed, the instructor will first consult with the student and the Dean before making a determination of the penalty. The first offense of plagiarism will be penalized either by the failure of the assignment (in the case of a minor assignment) or by the failure of the course (in the case of a major assignment). In addition, in the case of plagiarism on a major assignment, the failure of the course will also lead to the student being placed on academic probation for the next semester of study. A second offense will normally be penalized by dismissal from the Seminary.

[Significant portions of the above descriptions of aspects of plagiarism and related offenses against the community are taken from *Princeton University Rights, Rules, Responsibilities, 1990 Edition* (Princeton University, Princeton, New Jersey). The final paragraph is taken from *the Wartburg Theological Seminary Student Handbook*. Acknowledgment is gratefully made to Princeton University and Wartburg Theological Seminary for permission to use this material.]

### 5.3 GENERAL MISCONDUCT

Seminary students are citizens of both the academic and general communities. As such, they enjoy freedom of speech, the right to peaceful assembly, and the right to petition.

If the activities of students, whether on or off campus, result in violation of the law, institutional officials will apprise students of sources of legal counsel and other assistance as appropriate. The faculty with its representatives, the Dean and the President, bear the responsibility for taking disciplinary action in the case of academic or social misconduct by students.

Should a member of the Seminary community believe a student's behavior to be a breach of community standards of academic or social conduct, that person should first approach the student in question and allow the student the opportunity to clarify or rectify the situation to their mutual satisfaction.

If the issue remains unresolved, the following actions for academic conduct and social conduct are to be taken:

- Academic Conduct Concern – First Steps
  1. The student must first discuss the issue in question with the faculty member for consideration, with the intent to include possible resolution.
  2. If the issue cannot be resolved to the mutual satisfaction of the student and faculty member, either or both parties may present the issue to the Dean (see step 3 below.)
- Social Conduct – First Steps

The student must first discuss the incident with the Dean or with the Director of Student Services, acting on behalf of the Dean. Every effort will be made to resolve the issue without involving other members of the community. If, however, the Dean determines that faculty disciplinary action may be appropriate, any further investigation and review shall be subject to the measures outlined below in “Next Steps.”
- Next Steps – Disciplinary Action by Faculty
  1. If there is no formal complaint or charges, the Dean may choose to form a three-member panel, typically of faculty members, to meet with the student to discuss the issue at hand and to request specific changes in the student’s social conduct.
  2. If formal charges are brought against the accused student by ULS, the Dean will notify the accused in a written statement outlining the charges. The student charged will have seven working days to respond in writing. The Dean may then seek a settlement that is mutually agreeable to the person making the allegations and the student charged. The Dean and student(s) involved will have 10 working days after receipt of the charged student's response to negotiate an administrative settlement agreement. If no such agreement is reached after 10 working days, the incident shall proceed to a hearing for adjudication.
  3. If a hearing is required, the Dean shall, within 15 working days, appoint a committee composed of three ULS Faculty and/or Staff members. The committee will, within 30 days of being appointed, hear evidence presented by the accuser and accused, and/or their representatives, and may interview any witnesses as needed, and review any other available evidence. The committee will vote, with a majority having final authority, on whether to

sustain the charges. The committee will notify the Dean, the student bringing charges, and the student charged, of the outcome of its vote within five working days of voting. If the charges are sustained, the committee will recommend disciplinary action, up to and including dismissal from all academic programs at ULS, to the Dean. The Dean may act on the recommended disciplinary action, or take other action, up to and including dismissal from all academic programs at ULS. The Dean will inform the student charged of disciplinary action within 10 working days of the committee notification.

4. The student charged may appeal the outcome of the disciplinary action in writing within 10 working days of being notified. The appeal is to be directed to the President of ULS, who will review the case. The President will make a decision on the disciplinary action recommended by the Dean within 10 working days and will inform the student charged. The decision of the President is final and no further appeal is allowed.
5. A student who has been judged guilty of misconduct and has been subjected to disciplinary action has the right to appeal the faculty decision to the President. The President may lessen the penalty imposed by the faculty but may not impose a penalty more severe than that already prescribed. Any decision by the President shall be final.

## **6 PAYMENT OF TUITION, RENT, AND OTHER FEES**

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The cycle of billing and due dates for the academic year will be released by the Business Office. For more information, contact the Student Billing Office. The schedule of tuition and fees may be found in the Academic Catalog.

All tuition charges are due on the first day of classes for each term. Housing may be billed either for the entire semester or on a month-to-month basis, depending on the specific unit and location. Financial aid is first applied to all Seminary charges (tuition, housing, meal plan) for the semester. If a student has a credit balance on their student billing account after the drop/add period has ended, a refund check will be issued. All other financial obligations to the Seminary must be paid within 30 days of the date incurred.

Students with unpaid balances may not advance to the next term, internship, or unit of study, or obtain grades or transcripts. No student can graduate with outstanding obligations.

Student accounts are maintained in the Business Office, to which inquiries should be directed. All payments are to be mailed or delivered to the Business Office in time to be received by the due dates. Students may also access their account information and make payments through the [Henry Online Student Information System](#).

## **7 FINANCIAL AID**

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There are several steps in the building of a seminarian's financial aid package, including computation of financial need, consideration of awards from home congregation and synod, eligibility for Seminary scholarships, and certification of federal student loan and Work Study eligibility.

Detailed information on applying for Financial Aid and the ULS Financial Aid Form may be found at [ULS's Institutional Financial Aid Application](#).

## **7.1 SCHOLARSHIPS**

Students are expected to seek and utilize all available funding support from personal funds, family, congregation, judicatory, and/or external agencies. Beyond these funds, ULS will provide additional support up to full tuition for all ULS degree-seeking students, except for international students.

To qualify, students must have been admitted to a ULS degree program no later than June 30 for the Fall semester or November 30 for the Spring Semester. Students must complete and submit both the Free Application for Federal Student Aid (FAFSA) (see. 7.2) and the ULS Financial Aid Application each year while in seminary.

Scholarships will cover up to 10 courses (30 credits) per academic year for first-degree students (MDiv, MA, MAML, MAPL). Scholarships will cover up to 2 courses (6 credits) per semester for STM and DMin students. A student taking course loads above these limits will be financially responsible for the additional courses.

International students are required to come with adequate support from personal and other resources to cover their studies. After the first year, limited tuition assistance may be considered on a case-by-case basis.

Housing subsidies may be available for full-time residential students who bring in full funding from outside sources, including residential Co-op students.

## **7.2 FEDERAL DIRECT LOAN PROGRAM**

As a Title IV participating institution, ULS authorizes loans to eligible students through the Federal Direct Graduate/Professional Unsubsidized Student Loan Program and/or Federal Direct Graduate/Professional PLUS Loan Program.

The *Free Application for Federal Student Aid* (FAFSA) is an essential element of the Federal Direct Loan application process. Only students who are enrolled at least half-time in a degree program are eligible to apply for Federal Direct Loans. The potential amount of Federal Direct Loan support depends on many factors, including the student's financial need, the total cost of attendance, and outside financial support. The maximum loan per year per student is \$20,500. The interest rate is set by the government and begins accruing immediately. For loans disbursed during the 2018-19 academic year, the interest rate was 6.08% with an origination fee of 1.062% (the origination fee is deducted from the loan before the funds are disbursed to the school).

The Seminary cautions students about excessive reliance on loans. Although repayment is deferred as long as the student is enrolled at least half-time, students must begin repaying loans shortly after graduation at a time when other financial obligations and low starting salaries limit one's resources. If a student drops below half-time enrollment at any time, the loans previously disbursed are no longer deferred and the student must begin repayment. Loans should be considered after all other sources of aid have been explored. Students, however, are responsible for these decisions.

### **7.2.1 Federal Title IV Refund Policy:**

Federal regulations state that, if a student who has been awarded a federal direct student loan withdraws before the 60% point in time of the semester or term, a prescribed formula must be calculated to determine the amount of unearned financial aid funds to be returned to the federal Title IV program. Unearned financial aid funds must be returned within 45 days, and this may result in the student's owing a balance to the seminary and/or the federal government. The 60% point in time of the semester is specified in the official seminary academic year calendar as published in the institution's Academic Catalog.



### **7.3 SCHOLARSHIP RETENTION**

In order to retain institutional aid and outside scholarships, students must meet the original criteria required for the scholarship award and meet requirements for satisfactory academic progress. Fund for Leaders scholars will have their scholarship revoked if they fall below a 2.0 grade point average or do not take enough courses to meet maximum timelines for graduation; there is no probationary period or appeal.

## **8 STUDENT HOUSING POLICIES AND INFORMATION**

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The Seminary has more than 60 units of student housing (resident halls, suites, and apartments) located on the Gettysburg campus and 75 student apartments on the Philadelphia campus, including both furnished and unfurnished housing units. Prices range from \$500 to \$924 per month; Gettysburg dormitory space is \$1,586 per semester. Pricing and billing frequency for specific housing units is available upon request, as are associated housing fees for security deposits, pets, key replacement, etc. Lodging for commuters is available on both campuses at a daily rate of \$35.

The primary purpose of campus housing is to foster an environment that promotes and supports a community of learning. All residents of campus housing are therefore expected to demonstrate sensitivity to the needs of others for a peaceful and orderly setting in which to study and learn.

The Seminary reserves the right to dismiss any student from campus housing whose conduct or whose family member's conduct, in the Seminary's judgment, jeopardizes the safety of the ULS community or exhibits a disregard for the rights or welfare of others in the community.

### **8.1 TERMINATION OF LEASES/CONTRACTS**

Students are expected to vacate their units at the close of the academic year as specified in the contract unless special arrangements have been made with the Housing Office for summer occupancy. May graduates, or others having concluded their enrollment, may be able to arrange brief extensions at the convenience of the Seminary. Normally, apartments and studios are made available according to a schedule reflecting, as feasible, both the dates the units become vacant and the dates of desired occupancy.

### **8.2 INSURANCE LIABILITY AND PERSONAL PROPERTY**

Students living in seminary housing need to be aware that their personal property is not covered for damage or loss by the seminary's insurance. Housing residents should arrange for coverage via a rider on a family policy or via a dedicated household contents policy of their own (e.g., rental insurance).

### **8.3 PETS**

Pets are permitted in some campus housing units. They are not permitted in the Wiedemann Center on the Philadelphia campus nor in Aberly Hall on the Gettysburg campus.

Pets are not permitted in other seminary buildings, e.g. Valentine Hall, the Brossman Center, the libraries, refectory or chapels. Normally, no visiting pets are permitted in seminary housing.

Pets include dogs, cats, rabbits, fish, birds, turtles, snakes, hamsters, gerbils, guinea pigs, etc.

For cats and dogs living on campus, proof of current vaccinations must be on file in the Housing office, as well as a signed pet lease agreement. It is the responsibility of the pet owner to have all shots up-to-date at all times. A \$30-per-month pet fee will be charged. This fee covers regular wear and tear inflicted by pets on housing units. It does not cover damages, which are the responsibility of the pet owner.



## 8.4 MENINGOCOCCAL VACCINATION

All students living in ULS housing are required by Pennsylvania state law to provide verification that they have received a one-time meningococcal vaccination or sign a waiver declining the vaccine.

# 9 LEARNING CENTERS

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## 9.1 THE LIBRARY

The ULS Library has branches on each campus, Krauth at Philadelphia and Wentz at Gettysburg. It partners with Lutheran Theological Southern Seminary of Lenoir-Rhyne University to provide cluster loans of print materials to students attending either of the two schools. The library provides students with access to over 30,000 ebooks, accessible from off-campus via the library catalog or WorldCat.

### 9.1.1 A.R. Wentz Branch Library (Gettysburg)

The A.R. Wentz Branch traces its roots to the very formation of Lutheran theological education in the United States. Today, the Wentz branch houses a collection of over 180,000 books, the Archives of Region 8 of the ELCA, and the Gettysburg Seminary and ULS archives. Wentz also houses the Learning Resource Center, which includes curriculum, games, other publications from 1517 Media and the ELCA for use in the congregation.

### 9.1.2 Krauth Memorial Branch Library (Philadelphia)

The Charles Porterfield Krauth Branch traces its roots to the founding of the Philadelphia seminary. Today, the Krauth Branch houses over 200,000 volumes, including an extensive collection of rare books focused on the German Protestant Reformation and Lutheran scholasticism of the late 16th/early 17th centuries.

### 9.1.3 Consortium Libraries

Students have borrowing privileges at regional theological libraries that are members of the Southeastern Pennsylvania Theological Library Association (<http://seplta.org>) and the Washington Theological Consortium (<https://washtheocon.org/libraries/>). Students should ask Library staff for a borrower registration form before visiting the libraries.

### 9.1.4 Online Resources

The Library's many online resources can be accessed from your home. The Library website attempts to provide you with easy access to purchased and free content that supports your education. When off campus, you will need to log in with your ULS email username and password in order to read the full texts of over 30,000 ebooks and 2,000 ejournals.

### 9.1.5 Writing Center (<https://library.uls.edu/subjects/guide.php?subject=writing>)

The mission of the ULS Writing Center is to provide excellent assistance in the writing and revising of academic papers, leading to every student's growth in skills for academic and professional success. See the library website to learn more, or email the library to schedule a tutoring session.

### 9.1.6 Library Branch Hours

Accurate, daily library hours for both branches are posted on the library website, <https://library.uls.edu> [library@uls.edu](mailto:library@uls.edu).

## 9.2 FREE LIBRARY OF PHILADELPHIA

Anyone living or enrolled for study in an institution in the City of Philadelphia is entitled to the resources of the Free Library of Philadelphia. Register at any branch. The Lovett and Chestnut Hill Branches are the closest to LTSP: Lovett is at Germantown Avenue and Sedgwick (a few blocks south

of the Seminary); Chestnut Hill (to the north of the Seminary) is at the end of the Route 23 bus line at the top of Chestnut Hill. In addition to books, CDs and videos, your library card allows you to search their online catalog and several useful databases, like EBSCO Host and InfoTrac, from the Internet.

### **9.3 ONLINE eCAMPUS BOOK SERVICE**

As mandated by the Department of Education, a listing of all textbooks for the current academic session is available from the link posted at [MyULS](#).

All textbooks for ULS courses can be found on the eCampus book service site at [uls.ecampus.com](http://uls.ecampus.com). This online service makes shopping for text books simple and easy. You can purchase new and used books, rent books and even secure e-books when available. eCampus accepts major credit cards and can charge individual student accounts up to \$500. For more information, contact [Sherry Rippman](#).

Please note: students are not required to purchase their books from eCampus. Wise shoppers may find that other online services or books stores may have a better price. When comparing prices make sure you include the cost of shipping. Also be clear on when a third party seller may be involved and the projected time for receiving your books. Students may find it helpful to view the video at MyULS.

### **9.4 THE LEARNING RESOURCE CENTER – GETTYSBURG CAMPUS**

The Learning Resource Center (LRC) is located at the far end of the Periodicals Stacks in the Wentz Library. The purpose of the LRC is to contribute to the practical knowledge and provide hardcopy materials students need for education in the parish. The holdings are also available for use by Christian Education Directors, Pastors, Christian Education Committees, and Church School Teachers. Materials include:

- Evangelical Lutheran Church in America Curriculum
- Selected books and journals on the theory and practice of education Multicultural Curricula
- Ecumenical curricula video recordings, cassettes, CDs, games
- Curriculum/Education Resource Catalogues
- Current ELCA publications that may be used in education, i.e., studies, social statements, drafts of current statements, etc.
- Educational Resources from Churchwide Program Units of the Evangelical Lutheran Church in America.

The Resources Center attempts to remain current. Its holdings are fully cataloged and are on the library database.

### **9.5 THE WASHINGTON THEOLOGICAL CONSORTIUM**

As an expression of ecumenical commitment, the Washington Theological Consortium was established in 1967. The nine institutions of the consortium have more than 1500 students and almost 200 faculty members and offer over 500 courses in each academic year. There are also five associate/affiliate member schools, including the Graduate School of Islamic and Social Sciences. Cross registration permits degree students from each participating school to take courses for credit within the consortium. Through this cooperative arrangement student have full access to all libraries of consortium members and the Library of Congress. ULS views the Washington Theological Consortium as a key resource.

ULS students are welcome to cross-register for courses at the schools of the Washington Theological Consortium (WTC). Courses may be searched from the [ULS registrar home page](#). To cross-register for a course, complete the WTC Cross-Registration form and send to the Registrar's Office.

## 9.6 OTHER CROSS-REGISTRATION PARTNERS

ULS has cross-registration agreements with [Palmer Theological Seminary](#) and [Reconstructionist Rabbinical College](#). Students are invited to explore course options at those schools and then contact the registrar for instructions about registering.

# 10 ULS COMMUNITY LIFE

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## 10.1 OFFICIAL COMMUNICATIONS

The Seminary's primary means of communication with students is through email. All official communications will be sent by email to students' uls.edu addresses. It is vital that students check their email on a regular basis.

## 10.2 SEMINARY ANNOUNCEMENTS

The Common Cup, a newsletter published three times per week with news of non-curricular events and other announcements, is sent via email to all community members.

## 10.3 STUDENT PARTICIPATION IN INSTITUTIONAL GOVERNANCE

The Seminary administration arranges an orderly means for students to make their views known in the government of the institution. Student membership on faculty committees, attendance by those designated at meetings of the Board of Trustees, and the Student Body Organization are among these means. Students should seek to use those opportunities for the expressions of both the pleasures and the grievances they may have. Students who fail to use these channels of communication must recognize that the Seminary will vigorously resist any action by or policy of students that physically interferes with its educational program or operation. The Seminary holds that there is no justification for an expression of protest that uses physical force or interposes physical barriers to the operation of the Seminary.

## 10.4 STUDENT BODY OF UNITED LUTHERAN SEMINARY

From the ULS Student Body Constitution: *We, the students of ULS, recognizing our identity as members of the church of Christ, state that the purpose of the Student Body Association of ULS is to empower, facilitate, and advocate for all students of ULS. This organization, trusting in the movement of the Holy Spirit, strives to welcome and celebrate the diversity of this seminary community, equip students for leadership in the world, and support the deepening of worship and community life.*

Members of the Student Body are defined as all persons who have been assessed student fees through their tuition or internship fees. The Student Body seeks a variety of ways to enhance community life on both campuses. For more information about the organization, check out the "Student Body" course on Canvas, or contact one of these Student Body officers.

President: Evan Christensen ..... [sb-president@uls.edu](mailto:sb-president@uls.edu)  
Vice President: Marcia Williams ..... [sb-vice-president@uls.edu](mailto:sb-vice-president@uls.edu)  
Treasurer: Alexander Stall ..... [sb-treasurer@uls.edu](mailto:sb-treasurer@uls.edu)  
Secretary: To be elected..... [sb-secretary@uls.edu](mailto:sb-secretary@uls.edu)  
Gettysburg Campus Council: Emily Orner..... [eorner@uls.edu](mailto:eorner@uls.edu)  
Philadelphia Campus Council: Eileen Ruppel-Doan..... [eruppel@uls.edu](mailto:eruppel@uls.edu)

## **10.5 STUDENT PUBLICATIONS**

Student publications are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration within the Seminary community.

The following are necessary safeguards to this freedom and responsibility:

- Student publications will be free of censorship and advance approval of copy. Their editors and managers are responsible in consultation with their advisors for developing policies and for exercising high journalistic standards within those policies.
- Editors and managers of student publications will be chosen in the same manner that leaders of other student activity groups are chosen, as defined by the Student Body Constitution.
- All student publications shall state on their editorial pages or in another appropriate place in the document that the opinions expressed in them are not necessarily those of the Seminary or the Student Body.

## **10.6 PASTORAL CARE RESOURCES**

Seminary is often a time of joy, excitement, and challenge as students follow their call and begin to prepare for a vocation in ministry. Times of transition can also be times of stress, doubt, questioning and changes in relationships. Sometimes the study of deep theological and pastoral issues can “hit home” and cause emotional distress. God is usually speaking to us through such pain and change, and sometimes it helps to have someone with whom to talk and discern. Here at ULS we are committed to helping students find the right pastoral care and spiritual resources to help with such transitions. Some of these resources are on campus, others are in the surrounding communities. All treat personal pastoral matters with confidentiality, care and respect.

### **10.6.1 Pastoral Presence**

The Rev. Terrence (Terry) McCarthy ([tmccarthy@uls.edu](mailto:tmccarthy@uls.edu)) and the Rev. Gwendolyn (Gwen) King ([gking@uls.edu](mailto:gking@uls.edu)) are available to meet with students either face-to-face or online for short-term pastoral care. If additional professional support is needed, a referral can be given for pastoral counseling, spiritual direction, crisis counseling, or other appropriate counseling for more in-depth services. ULS staff will endeavor to make a good match between local students and a wide network of pastors/counselors/therapists in the community. All pastoral matters will be treated confidentially (with the standard exception of immediate threat of harm to self or to others) and will not be shared in any other context, including faculty meetings or candidacy.

### **10.6.2 Pastoral Counseling and Therapy Off Campus**

Students may wish to pursue a counseling relationship with a qualified pastoral counselor or psychotherapist in order to receive ongoing support around issues of greater depth or longer standing, or relationship issues, in addition to seeking referral advice as outlined above. The Seminary does not pay for counseling services.

## **10.7 SPIRITUAL DIRECTION**

If students desire assistance with spiritual and vocational discernment and growth in prayer a list of spiritual directors and guidelines for choosing a director are available from the Adjunct Professor of Formative Spirituality, Dr. John Largen. The cost incurred for spiritual direction is the responsibility of the student.

## **10.8 CONFIDENTIALITY**

The faculty and staff of ULS respect the confidentiality of information that is shared with them by students. However, if a crisis occurs in which a student is in immediate harm or a danger to others in the community, the Seminary staff will respond as necessary.

## **11 RIGHTS, RESPONSIBILITIES AND FREEDOMS OF STUDENTS**

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### **11.1 FACULTY-STUDENT RELATIONS**

The professor in the classroom and in conference should encourage free discussion, responsible inquiry and expression. Academic performance should be evaluated solely on an academic basis, not on opinions or conduct unrelated to academic standards. The Seminary is an academic community composed of Christian adults. As such, it is expected that they will function in a spirit of loving concern for one another, while enjoying a climate in which freedom also prevails. Freedom to teach and to learn are inseparable facets of academic freedom.

### **11.2 PROTECTION OF FREEDOM OF EXPRESSION**

Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion. However, they are responsible for meeting the academic requirements of any course of study for which they are enrolled.

### **11.3 PROTECTION AGAINST IMPROPER ACADEMIC EVALUATION**

Through the faculty organization and its committees, students have protection against prejudiced or capricious academic evaluation. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.

### **11.4 ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

United Lutheran Seminary is committed to providing an environment in which all students have full access to educational opportunities and community life. In order for the Seminary to provide reasonable and appropriate accommodations to students with either short- or long-term disabilities, documented evidence of the disability and of the required accommodation is needed.

Documentation includes:

- A current assessment of the disability by a qualified professional (in most cases within the past 2 years). The evaluator should include information regarding his/her license or certification and area of specialization.
- The basis for the diagnosis, including information to substantiate the diagnosis
- Evidence of impact on major life activities and learning
- Suggested modifications or accommodations
- A release form signed by the student granting permission for the qualified professional to provide the Seminary with a written report

All expenses incurred for testing and diagnosis are the responsibility of the student. Students who seek academic and/or physical modifications or accommodation need to contact the Dean of the Seminary at least six weeks prior to the start of the semester. The process will then begin with the student completing the Student Disability Notification Form. The Dean, in collaboration with the student and the faculty, will determine an appropriate and reasonable accommodation that is supported by the documentation and does not compromise the essential educational requirements of the Seminary.

For a fuller description of the Seminary's policy on Accommodating Students with Disabilities please contact the Dean of the Seminary.

### **11.5 STUDENT RECORDS**

Over the period of a student's enrollment, the Seminary accumulates considerable academic and personal data of widely divergent natures concerning the student. Some of these data must be retained in the Seminary's permanent files, others are available to the student for a specified period following

graduation, withdrawal or dismissal from the Seminary and still others may be subject to destruction upon the termination of the student's enrollment or at any time thereafter.

All decisions made by the Seminary relative to the retention, release and destruction of student records shall reflect primary concern for the best interests of the student and the church. Situations may arise in which these interests require deviation from the guidelines set forth below.

Except as provided in paragraph above, the following procedures shall apply to the handling of all student records:

- The Seminary shall retain all student records for the entire period of a student's enrollment, whether full time, part time or on leave of absence.
- Upon enrollment in the Seminary, each student shall be requested to sign an authorization for release of certain data to appropriate denominational officials (form available on the [registrar web page](#)). This data shall be the transcript and all academic evaluations and the evaluations received by the Contextual Education Office of the Seminary. It shall be communicated to the denominational offices that this data is released for the exclusive use of the senior official and/or designated staff person relating to those in preparation for the professional leadership of the Church. If a student chooses not to authorize release of this data, the responsibility for communicating required data to the appropriate office rests wholly with the student.
- Procedures for the release of records of students who are not Lutheran to appropriate ecclesiastical officials shall be determined by the student in consultation with the Registrar of the Seminary.
- The following records shall be retained permanently:
  - a. Application for admission
  - b. Academic transcript
  - c. All other academic evaluations
  - d. Biographical Record, including internship placements
- The following documents, which may be subject to destruction, shall be used only in anonymous summary form and shall otherwise be released only upon the explicit written request of the student:
  - a. Complete admissions file, except Application for Admission. [Note: References submitted to support an admission application will not be released to anyone under any circumstances.]
  - b. Financial Aid file
  - c. Housing file
  - d. Business Office account



- Upon the student's explicit written request, the following documents shall be turned over to the student upon termination of enrollment; otherwise, they will be destroyed after one year:
  - a. Clinical Pastoral Education files
  - b. Ministerial Immersion/Internship files
  - c. Field Work files.
- Counseling records are solely the property of the counselor, who shall not grant access to such records to any party except as provided and permitted by law.

Any records not specifically identified in the above guidelines may be destroyed upon termination of the student's enrollment, following such guidelines as may from time to time be established by the American Association of Collegiate Registrars and Admissions Officers.

Academic records will be provided to other institutions of higher education and to prospective employers on written request of the student. Counseling and disciplinary records shall not be released except on the explicit written request of the student and the release of the Seminary, its faculty and staff.

- Student records will be released to civil authorities upon receipt of explicit written request of the student or of a properly executed and properly served court order, or as required by law.
- Anonymous data from student records will be released to qualified local, state and federal governmental and private agencies and to individual scholars at the discretion of the Seminary.

## **11.6 CONFIDENTIALITY AND FERPA**

### **CONFIDENTIALITY AND PRIVACY OF FINANCIAL AID INFORMATION FERPA**

#### **(FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974)**

Under FERPA\* (also called the Buckley Amendment) educational privacy and access rights accrue to the student when they turns 18 or enrolls in a postsecondary institution. ULS is a post-secondary institution. FERPA controls the institution's ability to disclose student information. Individuals who have applied to, but who have not attended the Seminary as an enrolled student, are not covered under FERPA. Under institutional policy, applicants are extended the same privacy rights to their financial aid information as students. Applicants, students and parents are governed by the following institutional Financial Aid Privacy Policies.

#### **THE FEDERAL EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

FERPA guarantees a student's right to:

1. Inspect and review their education records
2. Have some control over the disclosure of information from their education records

This applies to persons who currently are or who have been students. It does not apply to students who never enroll.

FERPA requires institutions to prevent the unauthorized release of personally identifiable, non-directory information from student education records without the permission of the student.

Exception: personally identifiable information from student education records may be disclosed to school officials with a legitimate educational interest:



- to perform appropriate tasks that are specified in the school personnel's position description
- to perform a task related to a student's education
- to perform a task related to the discipline of a student
- to provide a service or benefit relating to the student or student's family, such as job placement or financial aid.
- Disclosure to a school official with legitimate educational interest does not constitute authorization to share that information with a third party.

"Unauthorized": Our students sign a release form authorizing access to:

- Seminary faculty
- Ecclesiastical authorities (synod officials, candidacy committees)
- Persons, institutions, or consultants with responsibilities concerning scholarships, loans, or other financial matters
- The student's release form expires upon graduation or withdrawal. New written permission needs to be acquired.

Certain information is understood to be accessible to Seminary personnel in the course of their specific job responsibilities on a "need to know" basis.

"Personally Identifiable": Data or information which include

- Name of student and/or family members
- Address
- Personal identifier such as SSN or student number
- List of personal characteristics or other information which would make the student's identity easily traceable

"Directory Information": Information contained in a student's education record that generally would not be considered harmful or an invasion of privacy if disclosed.

- Student's name
- Address
- Telephone
- Email
- Photograph
- Date and Place of birth
- Degree
- Grade level
- Enrollment status (Full-time or part-time)
- Honors and Awards received

- Most recent educational institution attended

Information that can NEVER be considered directory information:

- Social Security Number
  - In compliance with the Privacy Act of 1974 (P.L. 93-579): disclosure of an applicant's Social Security number is required on applications for financial aid. The applicant's Social Security number will be used to identify the student's account, verify the student's identity during the period of attendance, and to ascertain that there is no improper, simultaneous funding under other federal financial aid programs. As above, applicants are required by federal law to provide their Social Security numbers (SSN) on the FAFSA. Provision of the Seminary Student ID or SSN (as specified on the individual document) is required on all supporting documents used to apply for financial aid. The SSN will be used for the Seminary's system of student records, for compliance with federal and state reporting requirements, as well as for debt collection. The Seminary will not disclose the SSN to anyone outside the institution except as required by law and will make every effort to protect the applicant's privacy.
- Citizenship
- Gender
- Religion
- Grades
- Academic Standing (in good standing, eligible to return, dismissed, probation, etc)

“Student Education Records”: Records that are

- Directly related to a student
- Maintained by the institution

Examples of student education records:

- Application materials
- Registration forms
- Grade reports and descriptive reports
- Financial Aid information
- Billing information
- Housing leases
- Evaluative summaries of contextual education experiences
- Candidacy decisions

Given institutional commitments to steward student confidentiality and privacy carefully, and to fulfill requirements of the Family Educational Rights and Privacy Act (FERPA), the faculty understands that any and all portions of faculty meetings in which matters related to individual students are discussed, and/or in which decisions are made, constitute an “executive session” of the faculty, whether or not formally declared by the chair.

September 2019

## 12 CAMPUS LIFE AND INFORMATION

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### 12.1 WORSHIP

Our common life as United Lutheran Seminary is both discovered and expressed as we regularly gather on both campuses in our two chapels to celebrate the Word and sacraments. Our worship life is foundational to all that we are and do.

As the Lord Jesus opened his arms to all, so we invite each and every member of this seminary community into our weekly chapel life, giving thanks to God for the rich variety of talents, backgrounds and perspectives represented here. Our beautiful chapels are sacred spaces providing safe spaces where each of us will find a welcome, regardless of who we are; and where all of us together will offer radical hospitality to one another and the world.

Further, in keeping with Lutheran practice, we value ecumenical partnerships and relationships with Christians of many denominations and traditions. Together we can learn from one another and take delight in our shared life in Christ. When students, faculty, staff, and alumni/ae from traditions other than Lutheran are called upon to offer their gifts of leadership in our chapels, they are encouraged to bring elements and worship styles of their own faith traditions, thereby enhancing our common worship experience to the glory of God.

During the academic year, four chapel services are held weekly on each campus. At Gettysburg, chapel is held Tuesdays through Friday, beginning at 11:45 am. Holy Communion is offered on Wednesdays.

Services in Philadelphia are held on Tuesday and Thursday evenings at 6:00 pm. Worship on Wednesdays and Friday begins at 11:45 am. Services of Holy Communion are on Wednesdays.

When intensive courses are held on a campus, services will be held daily. Festival services are held for convocations and other major occasions.

Either of the ULS Deans of the Chapel (Dr. Charles Leonard at Philadelphia, Dr. John Largen at Gettysburg) may be contacted with questions or concerns. Persons wishing to volunteer to serve in worship may contact the student sacristans at their campus. Sacristans for 2019–20 are:

- Philadelphia Senior Sacristan: Kayla Sadowy
- Philadelphia Sacristan: Meagan Esterby
- Gettysburg Senior Sacristan: Billy Moodie
- Gettysburg Sacristan: Ellen Lichtfuss

### 12.2 COMMUNITY SUPPORT

Students surveyed about pastoral care at Seminary frequently mention the importance of one another, their field education supervisor, local pastors, faculty advisors and the entire Seminary community. Chapel and numerous gatherings of students both formal and informal are sustaining times for spiritual growth and mutual care. Don't forget to care for one another in ways that are appropriate and mature. Remember to observe healthy boundaries and maintain your own self-care. The seminary community is a wonderful resource.

### 12.3 MAIL AND INTER-SEMINARY COMMUNICATIONS

All students residing on campus or registered for classes will be assigned a campus mailbox. It is the responsibility of each student to go to the mailroom during regular hours and pick up their mailbox key as soon as they begin residence on campus. This enables all mail, either first class or campus-related, to be placed in the appropriate box in an expedient manner. A commuting student may also receive a campus mailbox in order to keep up with important campus mail, but it is their responsibility to check

their box at least once a week. Mailbox keys must be turned in at the end of the year, or a \$25.00 fee will be charged.

#### **12.4 RECYCLING**

There are special receptacles on both campuses for materials that can be recycled, including plastic containers, aluminum cans, and specific paper products. Look for marked containers in public buildings, dorms, apartment buildings and offices.

#### **12.5 PARKING**

Parking is provided on both campuses for Seminary students, faculty, employees, residents, guests and visitors. Please refer to campus maps for designated parking areas and access.

#### **12.6 COMMUNITY MEALS**

**Gettysburg campus** - Lunch will be available in the Gettysburg refectory on Tuesdays, Wednesdays and Thursdays on regularly scheduled class days. Students are welcome to purchase punch cards at the cost of \$70/11 lunches. This can be done at the refectory during lunch time.

Campus community walk-in cost is \$10. Non-community walk-in is \$12.

Lunch will be offered at \$10/day when intensive classes are scheduled. Anyone not attending class may reserve lunch for the week through the Housing office but must do so at least two weeks in advance.

Punch cards will not be accepted during intensive class weeks.

**Philadelphia campus** - Lunch will be served on Wednesdays on the Philadelphia Campus for \$7 each. You may purchase groups of 5 meal tickets in advance.

#### **12.7 COMMUTING STUDENT FACILITIES**

**Guest Rooms:** Studios are available for overnight use by commuter students. Students wishing to rent a guest room can do so at [hospitality@uls.edu](mailto:hospitality@uls.edu) to reserve a room on the Philadelphia campus. Contact Wendy Mizenko on the Gettysburg campus to reserve a room there. All rooms are \$35 per night.

**The Lull Lounge** is located on the first floor of The Brossman Center in Philadelphia and is available to students, staff, and faculty. Vending machines with a variety of beverages and snacks are available.

**The Coffee Shop** on the Gettysburg campus is in Valentine Hall. The coffee shop and facilities are for use by all members of the "Seminary family" and are not open to the general public.

**Lockers:** Commuter lockers are located adjacent to the mailroom on both campuses. Students must provide their own locks. If you plan to be off campus for an extended period of time (e.g. CPE, internship, summer vacation), locks and locker contents must be removed.

#### **12.8 ULS FITNESS CENTER AT THE PHILADELPHIA CAMPUS**

Use of the Fitness Room in the Wiedemann Center (ground floor hallway of Bagger Wing) is open to people age 18 or older who are ULS students, faculty or staff, or others who are campus residents, and to members of the immediate households of those persons. A one-time registration fee of \$5.00 per person applies (i.e., each member of a household). Persons registered will have access at any time by use of keys (\$10 key deposit); hours of use are thus unlimited.

Before using the Fitness Room, please go to the Business Office to sign a waiver form and to pay the fitness center registration fee and key deposit. Take the receipt to the Security post at the Wiedemann Center to get key(s).

An emergency telephone is in place in the Fitness Room to allow fast dialing for assistance. Authorized persons should assist in precluding entrance by unauthorized persons; this is especially a concern in regard to campus visitors who have not had the training and to persons under the age of 18.

## **12.9 GETTYSBURG YMCA**

The Seminary will provide Recreation Passes for all faculty, employees and students for a \$75 co-pay (payable to the Seminary) for each Recreation Pass. Applications are available from Sherry Rippman and, when completed, should be taken to the YWCA service desk to obtain a recreation pass. Additional passes will be available for spouses and children at special rates through the YWCA Service Desk with a credit card or a check made payable to the YWCA of Gettysburg. Contact the YWCA for specific information regarding membership rates for family members. All YWCA passes are good from Sept. 1 to Aug. 31 each year. The fee for students joining after the Fall Semester is half the yearly rate.

## **12.10 FOOD PANTRY**

Both ULS campuses host food pantries for student use. Food distribution hours are posted periodically. If you can volunteer to assist at the Food Bank or if you have any questions, please contact the persons listed below.

Gettysburg Campus..... Andrew Berdahl, [aberdahl@uls.edu](mailto:aberdahl@uls.edu)

Philadelphia Campus ..... Danielle Bosdell, [mbosdell@uls.edu](mailto:mbosdell@uls.edu)

## **12.11 SAFETY AND SECURITY**

### **12.11.1 Building Usage**

The primary purpose of the facilities at the Seminary is use as a religious educational institution. The facilities are principally for use by the students, faculty and employees of the Seminary. Usage is primarily intended as classroom, office and administrative space for the Seminary. Other uses include fellowship activities, group and individual worship and meditation, studying and research and other activities. Residential areas are intended primarily for rental to students, faculty and employees of the Seminary. In extending hospitality to others please offer to greet and inquire of visitors who they are and why they are visiting and answer any questions about the Seminary or the area. Institutional buildings (non-residential) on campus are intended for use by adults and children with adult supervision.

As an institution of the church and society in general, the Seminary also serves as a gathering area for many. Not all the facilities are used all the time, nor is it easy to provide the needed resources to operate and maintain the campus. The Seminary encourages others to make the most of underutilized facilities when possible and to help offset operating costs of facilities. More information may be obtained from the housing and facilities office.

### **12.11.2 Building Access to Minors**

To best serve the needs of the young people and the Community, the following policy has been adopted for use of Seminary facilities:

Seminary buildings are intended for Seminary activities and for the use of Seminary students, faculty and employees. Seminary children under 18 years of age are welcome to use Seminary buildings under the supervision of their parents or other Seminary adult or for a valid reason, such as:

- Traveling to meet a parent or guardian at a specific time and place;
- Locating a responsible person in an emergency, such as finding a parent in class because of a medical emergency;
- Going to the mailroom to pick up mail; or
- Using resident units where they are residents or where they are invited guests of one of the residents.

Anyone failing to comply with this policy will be asked to leave the building. Questions about interpretation and enforcement should be directed to the Director of Human Resources.

### **12.11.3 Safety and Security**

As a steward of the facilities that have been entrusted to us, the Seminary has a responsibility to safeguard the facilities and to maintain an environment that is as safe and secure as possible.

- The Gettysburg campus has no regular security personnel, but relies on local police, primarily from the Borough of Gettysburg for security.
- The Philadelphia Campus has 24-hour Security officers.

In the case of fire, criminal or medical emergencies, local authorities should be contacted by dialing 911 (or 9-911 from house phones).

The offices of the Seminary are generally open from 8:30 AM to 4:30 pm Monday thru Friday on the Gettysburg campus and 9:00 AM to 5:00 pm Monday thru Friday on the Philadelphia Campus. Normally, offices are locked after hours. The libraries have extended evening and Saturday hours during the school year.

Annual campus crime reports are available from the Security Office for review, along with a public log of all reported crimes on both campuses available on the ULS website. Although the crime rate is relatively low, the entire Seminary community is encouraged to lock cars, apartments and houses whenever possible and to report any suspicious activities to Security, police or the Vice President of Administration.

#### **12.11.4 Firearms**

The possession, carrying, and use of firearms (including pistols, rifles, shotguns, BB guns, pellet guns, ammunition and any federal or state prohibited offensive weapons) are prohibited in student residence halls, student apartments/houses, and public Seminary buildings throughout both seminary campuses by students, families of students and guests of students.

#### **12.11.5 Emergency Declarations**

In the event of emergency conditions which hamper the functioning of the Seminary but do not require assistance from local authorities (e.g. utility outage, flash flooding, fire damage, etc.), the President and/or the Dean may declare an emergency and announce

- an immediate or anticipated cancellation of classes and other scheduled events,
- the closing of Seminary offices, and/or
- the discontinuance of normal maintenance operations.

#### **12.11.6 Inclement Weather**

In the event of inclement weather in Gettysburg and/or Philadelphia and the surrounding area(s) that makes it hazardous for students to travel, senior employees may determine to close administrative offices and cancel scheduled programs on one or both campuses.

- All information about closings on both ULS campuses will be distributed via 1) the [ULS Twitter feed](#) @LutheranUnited and 2) the [ULS Weather page](#) on the ULS website, which shows the ULS Twitter feed in real time.
- All weather updates will be [announced through Twitter](#) @LutheranUnited and will be visible on the [ULS Weather page](#).
- The status of each campus will be announced via Twitter as early as possible; however, at the latest, it will be updated by 7:00 am of the day in question.
- If the campus is closed, it is closed for all students, faculty and staff. Only essential personnel are required to report if a campus is closed.
- If campuses are closed, students are obligated to contact their professors on the day of the closing by the regular class time to learn alternative class arrangements.
- If a campus is closed, chapel on that campus is cancelled..

The first consideration when making a closure decision will be the safety of all members of the seminary community.

## **13 INSTITUTIONAL POLICIES**

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### **13.1 NON-DISCRIMINATION POLICY**

It is the policy of United Lutheran Seminary to consider qualified candidates of any age, gender, sexual orientation, gender expression, marital status, color, race, national or ethnic origin, religion, physical challenge or any characteristics protected by law in the administration of its education policies, admissions policies, financial aid decisions and other seminary-administered programs.



## **13.2 INCLUSIVE LANGUAGE**

As members of the Seminary community engaged in ministry and ministry preparation, all are encouraged to cultivate a willing participation in verbal and written expression that seeks to acknowledge and respect inclusivity and diversity. Fostering such linguistic commitments honors the heart of the gospel, which affirms that a person's worth includes, but also extends beyond the categories of age, ethnicity, gender, sexual orientation, family affiliations, vocation, and physical, mental or emotional status.

Inclusive language is not limited to the words we use to describe people. Inclusive language also includes the words we use about God. The words we use to speak to and about God affect how we understand all of life. Our language about God should reflect our understanding that we are all created in God's image.

We may not intentionally use language that excludes, but if the effect of our language is that others are excluded, then our language is not inclusive. Language that includes is language with dignity. It can help us both widen and deepen our understanding of one another, our faith and our world.

Two priorities, therefore, guide the life of this community. First, all verbal behavior in corporate worship, classes, personal interactions, meetings, and convocations is invited to exhibit the highest linguistic expression, which is charitable, thoughtful, diverse, expansive and inclusive. Second, the same standards of excellence also apply to all written materials in the community: bulletins, written assignments, tests, Seminary publications, scholarly works, Board materials, and materials on the Seminary's web site.

Guidelines for using inclusive language and examples thereof are available in a number of online resources including:

- [Faith, Sexism, Justice Glossary](#) from the ELCA
- [How is Language Used in Worship](#), also published by the ELCA.

## **13.3 HATE SPEECH POLICY**

No symbols depicting imagery associated with hate groups or hate speech shall be permitted for display on campus. This prohibition includes the symbols of Nazi Germany, all forms of the Swastika, that which is referred to (incorrectly) as the "Confederate flag" or "stars and bars" (more accurately, the battle flag of the Army of Northern Virginia), and symbols used by the KKK and other supremacist organizations. The only exception to this policy applies to the use of such images in historical exhibits and displays that are placed in proper historical context and for educational purposes, which must be pre-approved by Seminary officials.

The Seminary will not allow the display of any such symbols associated with the Confederate States of America (in any form) due to the fact that at this time, outside the Seminary Ridge Museum, no proper, unambiguous historical context can be created.

## **13.4 STUDENT COMPLAINT AND GRIEVANCE PROCEDURE**

### **13.4.1 Complaints Against Faculty Members**

The following procedure is to be followed by a student who wishes to formally pursue a complaint against a member of the faculty regarding any matter that adversely affects academic course work or conditions conducive to learning, unless the complaint is one of sexual harassment, in which case the procedure described in the Seminary's "Policy Concerning Sexual Harassment" shall be followed.

1. It is the intention of the Seminary to resolve grievances informally by consultation, if possible. Therefore, the aggrieved student shall first approach the faculty member directly, explain the

disagreement, and try to resolve it in a mutually satisfactory way. If the student wishes, they may ask another faculty member or a member of the Student Services staff for assistance in arranging such a meeting and facilitating discussion with the faculty member with whom they have a complaint. Such assistance may be sought from their faculty advisor, unless the faculty advisor is a party to the grievance. However, the student or the faculty member may resort to any other faculty member that they may deem helpful.

2. If the dispute cannot be resolved by such informal consultation, the aggrieved student may take the second step of filing a formal written complaint with the Dean. The complaint shall describe both the incident(s) that precipitated the grievance and the unsuccessful attempt to resolve it informally, and shall be filed no later than thirty days after the incident that precipitated the grievance with a copy to the faculty member concerned. If the faculty member in question is the Dean, the complaint shall be filed with the President.
3. The Dean/President shall promptly arrange a meeting of both parties to review the complaint and examine the relevant information. Such a meeting shall be arranged within ten days of the filing of the formal complaint. The Dean/President shall attempt to reconcile the dispute in a mutually satisfactory way, or may decide the case in accord with any of the policies stated in the Faculty Handbook, Student Handbook or any customary practice that may apply. The Dean/President may solicit the assistance of professional counselors, mediators or appropriate faculty members in arriving at a decision on the dispute. The decision of the Dean/President, which shall be rendered within ten days of the formal hearing, is final.

#### **13.4.2 Complaints Related to Accrediting Standards**

Enrolled and prospective students can file a written complaint related to the accrediting standards, ecclesiastical commitments and/or applicable state or federal laws and regulations with the Dean. The complaint shall describe both any incident(s) that precipitated the grievance and the unsuccessful attempt to resolve it informally. The complaint is to be filed no later than thirty days after any incident that may have precipitated the grievance.

Once the complaint is filed, the Dean shall promptly examine the relevant information and attempt to resolve the complaint in a mutually satisfactory way. As needed, the complaint will be shared with the Vice President of Student Services for submission to the appropriate agency (Association of Theological Schools Commission on Accrediting, Middle States Commission on Higher Education, the Commonwealth of Pennsylvania, the federal government, ELCA or other ecclesiastical judicatories). The Director of Student Services, on behalf of the Dean, will maintain a record of the formal complaints and the outcomes of any review completed by an outside agency.

#### **13.4.3 Complaint Policy for Online Students**

In most cases, state regulations require students to use internal institutional complaint resolution processes before bringing their complaint to the state or accrediting agency level. Institutions must provide both current and prospective students with contact information for filing complaints with its accrediting body and the appropriate state agency for handling complaints in a student's resident state.

United Lutheran Seminary students should follow the complaint procedures described in Section 13.4.1 above. If you are unable to resolve your complaint satisfactorily and you are a resident of a SARA state ([click here for a list](#)), you may file a complaint using the "[Complaint Form for Colleges & Universities](#)" located at the Pennsylvania Department of Education web site.

ULS is accredited by the Middle States Commission on Higher Education. Students may also file a complaint with the Commission using the complaint form available at the MSCHE web site (<http://msche.org/>)

## **13.5 HARASSMENT AND TITLE IX**

### **13.5.1 Introduction**

ULS is committed to maintaining an environment conducive to learning for all students and a professional workplace free from harassment and discrimination for its employees. Harassment and discrimination in all forms, including sexual harassment and sexual assault, and all other forms of sexual violence, are antithetical to the values of ULS, violations of Seminary policy, and, in some instances, violations of state and federal law.

ULS will not tolerate harassment or discrimination on the basis of race, ethnicity, color, religion, national origin, disability, veteran status, marital/familial status, possession of a General Education Development Certificate (GED) as compared to a high school diploma, sexual orientation, gender identity, gender expression, sex, age, genetic information or any trait or characteristic protected by any applicable federal, state, or local law or ordinance.

Pursuant to Title IX of the Education Amendment of 1972, ULS prohibits discrimination on the basis of sex in all of its educational programs and activities. Harassment or discrimination on the basis of sex or any other protected characteristic may affect the terms and conditions of employment or interfere with a student's work or academic performance and create an intimidating or hostile environment for that employee or student. As such, harassment or discrimination on the basis of any protected trait or characteristic is contrary to the values of ULS, is a violation of Seminary policy applicable to faculty, administration, and staff and is a violation of the Student Code of Conduct.

Inquiries concerning the application of these policies may be referred to the Title IX Coordinator or Intake/Investigative Offices or to the Office for Civil Rights, United States Department of Education. For further information, visit <https://www2.ed.gov/about/offices/list/ocr/docs/howto.pdf> for the address and phone number of the U.S. Department of Education office that serves your area, or call 1-800-421-3481.

### **13.5.2 Section 1: Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, Stalking, and Sexually Inappropriate Behavior**

All members of ULS have the right to work and study in an environment free of discrimination, including freedom from sexual harassment, sexual misconduct, dating violence, domestic violence, stalking and other sexually inappropriate behavior. The intent of this policy is to foster responsible behavior in a working and academic environment free from discrimination and harassment. Thus, ULS strongly disapproves of and forbids the sexual harassment of employees or students, and will not tolerate sexual assault, sexual misconduct, dating violence, domestic violence, stalking, and other sexually inappropriate behavior.

Sexual harassment, sexual misconduct, dating violence, domestic violence, stalking and other sexually inappropriate behavior as defined in Section II of this policy is prohibited when it involves any member of the campus community:

- towards a faculty member or employee by a faculty member or employee
- towards a student by a faculty member or employee
- towards a faculty member or employee by a student
- towards a student by a student
- towards a faculty member or employee or student by a visitor or guest of the Seminary.

All members of the community who have information regarding, are witness to, or become aware of, by any means, any form of sexual harassment, sexual misconduct, inappropriate sexual behavior, dating violence, domestic violence, stalking and/or criminal activity, are required to report the incident.

Information on how to make a report can be found below in Section IV, Reporting of Prohibited Conduct, Harassment and Discrimination Violations.

This mandate does not apply to students who are not employees of the seminary.

### **13.5.3 Section 2: Other Forms of Harassment/Discrimination**

Students are expected to maintain the highest degree of professional behavior. All harassment or discrimination by students is strictly prohibited.

Discrimination occurs when race, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, marital status, disability, religion, veteran status, age or any protected status is used as criteria for action. Discrimination is particularly condemned when it exploits and jeopardizes the trust that should exist among members of an educational institution. To preserve a work and study atmosphere that fosters such trust, the Seminary affirms the principle that students, faculty, and staff must be treated equitably and evaluated on the basis of merit rather than irrelevant criteria. When a person intentionally or inadvertently abuses the power and authority inherent in his or her position, there can be negative consequences both to the individuals involved as well as to the educational and working environment of the Seminary.

Discrimination also includes harassment. Harassment may be based on a person's race, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, marital status, disability, religion, veteran status, age or any protected status. It includes a wide range of abusive and humiliating verbal or physical behaviors that are directed against a particular person or persons. In some cases, the conduct may be such that it is clear that it is directed against a particular person or persons, even though the person(s) may not be explicitly identified.

Examples of unacceptable behavior include, but are not limited to, the following:

- physical, emotional, or mental abuse
- racial, religious, ethnic, or gender-based or sexual insults
- derogatory ethnic, religious, or sexual jokes or slurs
- unwelcome sexual comments or advances
- taunting intended to provoke an employee
- requests for sexual favors used as a condition of employment or affecting any personnel decisions such as hiring, promotion, or compensation
- unwanted physical contact such as pinching, grabbing, rubbing, etc. stalking, bullying, cyber- bullying, etc.

Students who have information regarding, are witness to, or become aware of, by any means, any form of harassment or discrimination are asked to report the incident. Information on how to make a report can be found below in Section IV, Reporting of Prohibited Conduct, Harassment and Discrimination Violations.

### **13.5.4 Section 3: Prohibited Conduct and Policy Definitions**

In addition to discrimination, this policy prohibits "Sexual Misconduct" and "Relationship Violence," broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone and can occur between people of the same gender or people of different genders.

Prohibited conduct includes:

- Sexual Misconduct:
  - Sexual Harassment
  - Sexual Assault

- Sexual Exploitation
- Retaliation
- Complicity
- Harassment, Harm to Others, and Harassing Conduct
- Relationship Violence:
  - Domestic Violence
  - Stalking
  - Intimate Partner Violence
  - Dating Violence

### Federal and State Definitions

While ULS has our own set of definitions for certain conduct, we follow federal and state definitions as well.

**Sexual Assault:** The Federal definition (from VAWA) of sexual assault: An offense that meets the definition of rape, fondling, incest, or statutory rape as used in the FBI’s Uniform Crime Reporting (UCR) program. Per the National Incident-Based Reporting System User Manual from the FBI UCR Program, a sex offense is “any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.”

**Rape:** Penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This definition also includes attempts to commit rape.

**Fondling:** The touching of the private parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/her temporary or permanent mental incapacity.

**Incest:** Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

**Statutory Rape:** Sexual intercourse with a person who is under the statutory age of consent.

The state of Pennsylvania defines **Ineffective consent**-- unless otherwise provided by this title or by the law defining the offense, assent does not constitute consent if:

- it is given by a person who is legally incapacitated to authorize the conduct charged to constitute the offense;
- it is given by a person who by reason of youth, mental disease or defect or intoxication is manifestly unable or known by the actor to be unable to make a reasonable judgment as to the nature or harmfulness of the conduct charged to constitute the offense;
- it is given by a person whose improvident consent is sought to be prevented by the law defining the offense; or
- it is induced by force, duress or deception of a kind sought to be prevented by the law defining the offense.

The state additionally provides descriptors commonly associated with consent as part of its full definition when describing the offense of Rape.

**Rape Offense defined**--A person commits a felony of the first degree when the person engages in sexual intercourse with a Reporting Party: (1) By forcible compulsion. (2) By threat of forcible compulsion that would prevent resistance by a person of reasonable resolution. (3) Who is unconscious or where the person knows that the Reporting Party is unaware that the sexual intercourse is occurring. (4) Where the person has substantially impaired the Reporting Party's power to appraise or control his or her conduct by administering or employing, without the knowledge of the Reporting Party, drugs,

intoxicants or other means for the purpose of preventing resistance. (5) Who suffers from a mental disability which renders the Reporting Party incapable of consent.

Further, under Clery and UCR (Uniform Crime Reporting) definitions, the Pennsylvania Crimes Code sections relating to sexual assault (PA CS Title 18, Subsection 3124.1), involuntary deviate sexual intercourse (PA CS Title 18, Subsection 3123) and aggravated indecent assault (PA CS Title 18, Subsection 3125) are considered rape for the purposes of Clery and PA UCR reporting.

**Other Sex offenses** (except forcible rape, prostitution, and commercialized vice) Statutory rape, offenses against chastity, common decency, morals, and the like. Attempts are included.

### Relationship Violence

Relationship Violence is a violation of this policy and is defined as:

**Domestic Violence:** The Federal definition (from VAWA) of domestic violence is a felony or misdemeanor crime of violence committed—

1. By a current or former spouse or intimate partner of the victim;
2. By a person with whom the victim shares a child in common;
3. By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
4. By a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or
5. By any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

**Definition of a Crime of Violence:** According to Section 16 of Title 18 of the United States Code, the term "crime of violence" means:

1. An offense that has as an element the use, attempted use, or threatened use of physical force against the person or property of another, or
2. Any other offense that is a felony and that, by its nature, involves a substantial risk that physical force against the person or property of another may be used in the course of committing the offense.

Pennsylvania law defines domestic abuse as "knowingly, intentionally or recklessly causing bodily injury of any kind, causing fear of bodily injury of any kind, assault (sexual or not sexual), rape, sexually abusing minor children, or knowingly engaging in a repetitive conduct toward a certain person that puts them in fear of bodily injury. These acts can take place between family or household members, sexual partners or those who share biological parenthood in order to qualify as domestic abuse."

**Stalking:** The Federal definition (from VAWA) of stalking: "Engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

1. Fear for the person's safety or the safety of others; or
2. Suffer substantial emotional distress."

For the purposes of this definition—

1. **Course of conduct** means two or more acts, including, but not limited to, acts which the stalker directly, indirectly, or through third parties, by any action, method, device, or means follows, monitors, observes, surveys, threatens, or communicates to or about, a person, or interferes with a person's property.
2. **Reasonable person** means a reasonable person under similar circumstances and with similar identities to the victim.



3. **Substantial emotional distress** means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

Pennsylvania law defines **stalking** when a person either:

1. Engages in a course of conduct or repeatedly commits acts toward another person, including following the person without proper authority, under circumstances which demonstrate either an intent to place such other person in reasonable fear of bodily injury or to cause substantial emotional distress to such other person; or
2. Engages in a course of conduct or repeatedly communicates to another person under circumstances which demonstrate or communicate either an intent to place such other person in reasonable fear of bodily injury or to cause substantial emotional distress to such other person.

**Dating Violence** is defined by the Federal Government (VAWA) as violence committed by a person:

- Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- The existence of such a relationship shall be determined based on the reporting party's statement with consideration of:
  - The length of the relationship;
  - The type of relationship
  - The frequency of interaction between the persons involved in the relationship.
- Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.
- Dating violence does not include acts covered under the definition of domestic violence.
- Dating violence includes intimate partner violence, causing or attempting to cause physical or emotional harm, placing another in reasonable fear of serious bodily injury, restraining another's liberty or freedom of movement, where such conduct is directed against the Reporting Party by someone with whom they have been in a romantic or intimate relationship. Whether there was such a relationship will be gauged by its length, type, and frequency of interaction.

#### ULS Definitions

**Sexual Harassment:** Sexual Harassment can be a single, serious incident or a series of related, repeated incidents. Sexual harassment is defined as unwelcome conduct of a sexual nature (verbal or physical conduct) when the conduct:

- is reasonably perceived as creating an intimidating or hostile work, learning or living environment,
- unreasonably interferes with, denies or limits someone's ability to participate in or benefit from any educational program and/or activities,
- submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment,
- submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals, or
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

In addition to the above, specific types of sexual harassment constituting violations of this policy include:



**Sexual Assault:** Having or attempting to have sexual intercourse or oral sex, without Consent. Sexual intercourse means anal or vaginal penetration by a penis, tongue, finger, or inanimate object. Sexual assault includes rape, fondling, incest, and statutory rape.

**Non-Consensual Sexual Contact:** Any intentional sexual touching or attempted sexual touching, without Consent.

**Sexual Exploitation:** An act attempted or committed by a person for sexual gratification, financial gain, or other advancement through the abuse or exploitation of another person's sexuality. Examples of sexual exploitation include, but are not limited to, non-consensual observation of individuals who are undressed or engaging in sexual acts, non-consensual audio- or video recording or streaming of sexual activity, prostituting another person, and allowing others to observe a personal consensual sexual act without the knowledge or consent of all involved parties.

**Coercion:** The use or attempted use of pressure and/or oppressive behavior, including express or implied threats, intimidation, or physical force such that the application of pressure or oppression causes the recipient of the behavior to engage in unwanted sexual activity. Coercion includes administering or pressuring another to consume a drug, intoxicant, or similar substance with the intent to impair that person's ability to consent prior to engaging in sexual activity.

**Complicity:** Assisting, facilitating, or encouraging the commission of a violation of the Sexual Misconduct and Relationship Violence Policy.

**Harm to Others:** Physical violence including (but not limited to) physical abuse, assault, threats of violence, striking, shoving or subjecting another person to unwanted physical contact.

**Harassing Conduct:** Intentionally or recklessly endangering, threatening, or causing emotional harm to any person. This may also include causing physical damage to their property.

**Harassment:** Harassment includes any written, verbal or physical acts (including electronically transmitted acts) that is reasonably perceived as creating an intimidating or hostile work, learning or living environment, particularly if questionable behavior is repeated and/or if it continues after the offending party is informed of the objectionable and/or inappropriate nature of the behavior.

Harassment can be a single incident, or a series of repeated incidents.

**Sexually Inappropriate Behavior:** Conduct that is lewd or obscene, including sexually suggestive gestures or communication. Public masturbation, disrobing or exposure of one's self to another person without that person's consent is one example. This may be an isolated occurrence.

**Intimate Partner Violence:** Physical violence, sexual violence, and/or psychological abuse by a current or former intimate partner.

**Stalking:** "Engaging in a course of conduct directed at a specific person that would cause a reasonable person to—

- a. Fear for the person's safety or the safety of others; or
- b. Suffer substantial emotional distress."

#### Other Definitions

**Advisor:** In cases involving an issue or concern outlined in Section I (Employee and Student Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, Stalking, and Sexually Inappropriate Behavior) only, both the Reporting Party and/or the Responding Party may have an advisor of their choice present during the investigation. Once a complaint has been filed, the Reporting Party and Responding Party may each select an Advisor of their choice. The Advisor is permitted to be a part of any meetings their advisee may have. Seminary employees who have an actual or perceived conflict of interest (the Title IX Coordinator, Department of Public Safety, and Human Resources, for

example) may not serve as Advisors. A student should select as an advisor a person whose schedule allows attendance at the scheduled date and time for any meetings because delays will not normally be allowed due to the scheduling conflicts of an advisor.

The Advisor may not speak aloud during meetings involving the employee and an investigator, but may confer quietly or by means of written notes with their advisee.

The Reporting Party and Responding Party are not obligated to accept the counsel of an Advisor.

**Complaint:** A written statement submitted by a third party, Responsible Reporter or the Reporting Party to the Seminary for the purpose of initiating disciplinary proceedings under this Policy. This includes complaints submitted through the Community Concern Form.

**Consent:** Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in, and continue to engage in, a specific sexual activity.

Consent must be informed and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of their actions. Individuals who are physically or mentally incapacitated cannot give Consent. Some indicators that an individual is incapacitated due to intoxication may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, or inability to perform other physical or cognitive tasks without assistance.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force or coercion is alleged, the absence of resistance does not demonstrate Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity

Consent to engage in sexual activity may be withdrawn by either person at any time. A previous or current dating or sexual relationship, by itself, is not sufficient to constitute Consent. Once withdrawal of Consent has been expressed, the sexual activity must cease. Consent is automatically withdrawn by a person who is no longer capable of giving Consent (due to falling asleep or passing out into a state of unconsciousness, for example).

**Discrimination:** Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some established practice that confers privileges on a certain class or denies privileges to a certain class because of race, color, national or ethnic origin, sex, sexual orientation, gender identity or expression, marital status, disability, religion, veteran status, age or any protected status. Harassment is a form of discrimination and constitutes a violation of this Policy.

**Investigator:** Any Seminary trained administrative official or person or persons appointed by the Seminary who will be responsible for coordinating any investigations into an alleged violation of the Harassment and Discrimination Free-Workplace Policy.

**Reporting Party:** An individual who invokes the Seminary's processes to determine whether this Policy has been violated. The Reporting Party is normally the person who was the target of an alleged violation. If such a person chooses not to proceed with charges, the Seminary may, at its discretion, serve as the Reporting Party.

**Responding Party:** Any individual or authorized student organization alleged to have violated this Policy and against whom a Complaint has been submitted.

**Responsible Reporters:** Responsible Reporters are persons who, as a result of their profession, may be aware of cases of abuse or violence. At ULS, all faculty, administrators, staff, and student staff (with the exception of psychological counselors and pastoral counselors) are designated as responsible reporters with regard to cases of suspected sexual assault/violence, sexual misconduct, and relationship violence. It is every person's responsibility to keep our community safe and free from discrimination and violence. Suspected incidents need to be immediately reported to the Department of Public Safety (DPS). In the State of Pennsylvania, employees of institutions of higher learning who suspect incidents of child abuse (including incidents of suspected child sex abuse) must report such incidents to the Department of Public Welfare's Child Line (800-932-0313), the police having jurisdiction, and to their supervisor. Pennsylvania recognizes matriculated students under the age of 18 as "children" for purposes of this law and, as such, the Seminary is mandated to report a criminal complaint of abuse or sexual abuse involving anyone victim under the age of 18 immediately to ChildLine and the police having jurisdiction.

**Retaliation:** Acts or attempted acts to retaliate or seek retribution against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. Retaliation constitutes a violation of this Policy.

In dealing with complaints of harassment and/or discrimination, the Seminary will protect the rights of all parties. The Seminary's commitment to eliminate harassment and/or discrimination from the workplace should not be viewed as a license for employees to engage in unfounded, frivolous, or vindictive actions that are not made in "good faith" in violation of the intent and spirit of this policy.

**Title IX:** Title IX of the Educational Amendments of 1972, 20 U.S.C. §§1681 et seq., and its implementing regulations, 32 C.F.R. Part 106, which prohibit discrimination on the basis of sex, gender identity, or gender expression in education programs or activities operated by recipients of federal financial assistance. ULS is required to comply with Title IX.

**Victim:** A person who has experienced sexual or relationship violence. A Victim may also be identified as a Survivor or as a Reporting Party.

**Witness:** Any individual who has seen, heard, or otherwise knows or has information about a violation or attempted violation of this Policy. Witnesses are protected from retaliation, which includes retaliation from the Complaint, Responding Party, or from another party or parties.

#### **13.5.5 Section 4: Reporting of Prohibited Conduct, Harassment and Discrimination Violations**

Any student who believes he or she has been a victim of any form of prohibited conduct, harassment or discrimination in any form should bring the matter to Title IX Coordinator. Alternatively, the individual may report the matter to the Campus Conduct Hotline: 866.943.5787.

All employees are required to report incidents of prohibited conduct, harassment and/or discrimination, including sexual harassment and gender discrimination, sexual misconduct, relationship violence and sexually inappropriate behavior, that they observe, that they are informed about, or of which they become aware, by any means, to Human Resources or the Dean. Alternatively, the individual may report the matter to the Campus Conduct Hotline: 866.943.5787.

If you, or another individual, are in need of immediate assistance, please call the Police Department by calling 911.

For non-emergency reporting, all members of the community may also submit a concern using Campus Conduct Hotline: 866.943.5787.

If you would like to speak directly with a trained member of the Seminary community, you may also contact one of the following individuals.

**Title IX Coordinator and Investigator**

Rev. Heidi Rodrick-Schnaath  
[hschnaath@uls.edu](mailto:hschnaath@uls.edu)

**Office of the Dean**

Dr. Kiran Sebastian  
[ksebastian@uls.edu](mailto:ksebastian@uls.edu), 215-248-7378

**Role of the Title IX Coordinator.** The Title IX Coordinator's role includes providing leadership and direction in the following areas:

- Coordinate Title IX efforts including the development, implementation, and monitoring of appropriate policies, procedures and practices designed to comply with federal and state legislation, regulation, and case law requiring the prompt and equitable resolution of all complaints pursuant to Title IX;
- Provide direction and oversight for all activities of the Title IX program;
- Provide oversight to the training effort on Title IX for students and employees (faculty, staff, and administrators);
- Oversee the intake and investigative process by ensuring that it is prompt, effective, and equitable. Appoint and supervise the Title IX investigators and oversee investigation efforts. Ensure provision of initial remedial actions; assure compliance with timelines; ensure delivery of appropriate notice of charge, notice of hearing, notice of outcome, duty to warn, and remedies, and ensure a repository for and source of institutional record-keeping;
- Ensure the institution maintains an organizational file of all complaints, and other records regarding Title IX compliance, including annual reports of the number and nature of filed complaints and the disposition of said complaints, data collection, climate assessment, pattern monitoring; and
- Serve as principal contact for government inquiries pursuant to Title IX.

**13.5.6 Section 5: Investigation of Reports**

All concerns will be taken seriously and directed to an intake office of the Seminary which will then inform the Responding Party about the Seminary's policy regarding such behavior, and advise the Responding Party that retaliation is prohibited.

The Seminary's Title IX Coordinator will be notified of all Title IX/VAWA related claims. In those cases, the Title IX Coordinator will inform the Title IX Investigator. The investigation will typically involve interviewing the Reporting Party, the Responding Party, and any Witnesses and gathering any documents, including electronic documents, relevant to the report. The Responding Party generally has the right to know who has made an allegation against him/her. The supervisor of a Reporting Party and the supervisor of a Responding Party may be notified of the claim, if appropriate.

**Review:** During the course of an investigation, the individual conducting the investigation may consult with or notify the Seminary President; the Dean; Director of Human Resources; and/or another administrator or outside legal counsel as appropriate.

Confidentiality will be maintained throughout the investigation to the extent practical and consistent with the Seminary's need to undertake a full and impartial investigation. Only those with a business need-to-know will be involved in the investigation.

In cases involving an issue or concern outlined in Section I (Employee and Student Sexual Harassment, Sexual Misconduct, Dating Violence, Domestic Violence, Stalking, and Sexually Inappropriate Behavior) only, both the Reporting Party and/or the Responding Party may have an advisor of their choice present during the investigation. The role of an advisor is to support the parties, but the advisor may not represent the party during the investigation. Each party may speak quietly with his or her advisor or request a short break in order to consult with his or her Advisor.

All community members questioned by the Seminary during the course of an investigation are expected to provide their full cooperation. In turn, it is the expectation of the Seminary that all those involved in an investigation, including the Reporting Party, the Responding Party, and all Witnesses, will be treated with dignity and respect during the course of the investigation.

If criminal conduct has been alleged, the Reporting Party may elect to file a complaint with the appropriate authorities. The Seminary will conduct its own investigation even if a criminal investigation occurs.

The Seminary will normally conclude its investigation in a period of 60 days or less. In rare cases where the matter presents particular complexities or the unavailability of witnesses, the time period may be extended. All investigations will offer an equal opportunity for the Reporting Party and the Responding Party to present relevant witnesses and other evidence. At the conclusion of the investigation, appropriate administrators of the Seminary will determine whether a violation of this policy occurred using a “preponderance of the evidence” standard. This means that, based on the totality of the evidence, harassment more likely than not occurred (not a “clear and convincing evidence” standard).

The Reporting Party and the Responding Party will be apprised of the outcome of the investigation in writing. The Seminary Grievance/Appeal Procedure is available after a determination has been made by the appropriate administrator as discussed above (as long as it meets one of the three grounds identified in the policy).

If harassment or other violation is found to have occurred, immediate and appropriate action will be taken to stop the harassment or other violation, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

Where a Responding Party has been found responsible, the Seminary will take appropriate actions which may include disciplinary and corrective actions designed to prevent future occurrences.

Sanctions may be issued individually, or a combination of sanctions may be imposed. The determination of sanctions is based upon a number of factors, including: the nature, severity of, and circumstances surrounding the violation; the harm suffered by the Reporting Party; any ongoing risk to either the Reporting Party or the community posed by Responding Party; the impact of the violation on the community, its members, or its property; any previous disciplinary history; previous complaints or allegations involving similar conduct; and any mitigating or aggravating circumstances. Disciplinary measures may consist of actions including verbal warning, written warning, last chance agreement, suspension without pay, or termination of employment. Employees found responsible for incidents of sexual violence or assault will receive a more significant sanction, up to and including termination. The determination of sanction is made by the Director of Human Resources. Faculty disciplinary matters will be handled per procedures outlined in the Faculty Handbook.

In appropriate cases, the Seminary may determine that the misconduct was motivated by bias, insofar as a Reporting Party was selected on the basis of his or her race, color, ethnicity, national origin, religion, sex, sexual orientation, gender expression, age or disability. Where the Seminary determines that the misconduct was motivated by bias, the Seminary may elect to increase the sanction imposed as a result of this motivation. Disciplinary sanctions may range from probation to permanent separation



from the Seminary. They may also include any educational, remedial or corrective actions as warranted.

Sexual assault allegations cannot be resolved through any voluntary or informal process.

**Statement on Privacy:** The Seminary will take all reasonable steps to investigate and respond to the complaint consistent with any request for privacy or request not to pursue an investigation. However, its ability to do so may be limited based on the nature of the request by the Reporting Party.

If the Reporting Party requests anonymity or that the Seminary not pursue an investigation, the Seminary must balance this request in the context of its responsibility to provide a safe environment for all Seminary community members. In cases where the Seminary cannot respect the request of the Reporting Party, the Seminary will consult with the Reporting Party and keep him or her informed about the Seminary's course of action.

If the report of misconduct discloses an immediate threat to the Seminary campus community, where timely notice must be given to protect the health or safety of the community, the Seminary may not be able to maintain the confidentiality.

The Seminary will assess any barriers to proceeding, including retaliation, and in cases where informal or formal resolution will take place, the Seminary will inform the Responding Party that Title IX prohibits retaliation and the Seminary will take strong responsive action to protect the Reporting Party.

The Seminary will consult the Title IX Coordinator who is responsible for evaluating requests for confidentiality once the Seminary has received a report of sexual violence.

### **13.5.7 Section 6: Interim Measures**

**Overview:** During the investigation and prior to the final determination, the Seminary may take appropriate Interim Measures to protect the parties involved. A Reporting Party or Responding Party may request an Interim Measure or other protection or the Seminary may impose Interim Measures at its discretion to ensure the safety of all parties, the Seminary community, and/or the integrity of the process. These actions are not a presumption of responsibility for violation of the Standards of Conduct Policy. Interim measures may be imposed whether or not formal disciplinary action is sought by the Reporting Party or the Seminary.

**Types of Interim Measures:** The Seminary after consulting with the Reporting Party will determine which measures are appropriate to ensure the Reporting Party's safety and equal access to employment:

- Assistance in alternative Seminary employment arrangements and/or changing work schedules, when possible
- A "no contact" directive pending the outcome of an investigation. Such directives serve as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another
- Providing an escort to ensure that the Reporting Party can move safely across campus
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support and services
- Issue a full, partial, or modified persona non grata (PNG) to the Responding Party if appropriate. Any other remedy that can be tailored to the involved individuals to achieve the goals of this policy

The Seminary will work with the Reporting Party to identify what interim measures are appropriate in the short term, and will continue to work collaboratively throughout the Seminary's process and as needed thereafter to assess whether the instituted measures are effective and, if not, what additional or

different measures are necessary to keep the victim safe. The Reporting Party and Responding Party will be notified in writing of any or all Interim Measures.

### **13.5.8 Section 7: Resources for Victims of Sexual Violence, Assault and Stalking**

#### Off Campus Resources

ULS encourages any victim of sexual violence to go to the hospital for medical care, as the staff there is trained in evidence collection. The Gettysburg Hospital Emergency Department and Chestnut Hill Hospital both employ Sexual Assault Nurse Examiners (SANE). SANEs are trained to provide counseling, perform the examination to retrieve forensic evidence and screen the victim for pregnancy and sexually transmitted infections (STI).

Other off-campus resources are also available as listed below.

Gettysburg Hospital 717-334-2121	Chestnut Hill Hospital 215-248-8200
Mobile Crisis 866-352-0339	Women Against Rape 215-985-3333
Survivors Inc. 717-334-9777	RAINN National Hotline 800.656.4673

#### On Campus Resources

Title IX Coordinator, Rev. Heidi Rodrick-Schnaath .....hrodrick-schnaath@uls.edu  
 Human Resources, Edwell Henry ..... 215-248-6393  
 Dean's Office, Dr. Jayakiran Sebastian .....215-248-7378  
 Confidential and Anonymous Reporting Campus Conduct Hotline .....866-943-5787

### **13.5.9 Assistance for Victims: Rights and Options**

Regardless of whether a victim elects to pursue a criminal complaint, the Seminary will assist victims of sexual assault, domestic violence, dating violence, and stalking and will provide each victim with a written explanation of their rights.

In Pennsylvania, when an abuser is a present or past member of the victim's household or family, the victim is eligible for a Protection From Abuse ("PFA") order. PFA orders are court orders a judge can issue that require an abuser to stay away from a victim of domestic violence, dating violence or stalking.

When an abuser is not a present or past member of the victim's household or family, adults and minors can petition for a Sexual Violence Protection Order ("SVPO"). For example, a SVPO could be granted for a victim who is sexually assaulted by a coworker, and who has no other relationship with the coworker is not now or never was a family relation, spouse, dating partner, or member of the same household.

The Protection From Intimidation Order ("PFIO") was created to protect minors when the offender is age 18 or older. For example, a PFIO could be granted for a child whose sports coach or an adult friend of the family is stalking or harassing him or her.

PFA's, SVPO's, and PFIO's could include the following:

- An order restraining the abuser from further acts of abuse;
- An order directing the abuser to leave your household/place of residence;
- An order directing the abuser to refrain from stalking or harassing you or other



designated persons;

- Other protections based on issues related to cohabitation, residency, employment, and child custody.

DPS will help put victims who are interested in pursuing a PFA, an SVPO, or a PFIO in contact with local officials. Any employee who obtains a PFA, and SVPO, or a PFIO from Pennsylvania or any similar Order from a reciprocal State should provide a copy to DPS. A Reporting Party may then meet with DPS to develop a Safety Action Plan, which is a plan for DPS and the victim to reduce risk of harm while on campus or coming and going from campus. This plan may include, but is not limited to: escorts, special parking arrangements, providing a temporary cellphone, etc. DPS will help facilitate the reporting of PFA, SVPO, or PFIO violations to the local police.

While not the same as the above-referenced Court Orders, the Seminary can issue a No Contact Directive. This includes, but is not limited to, communication that is written, verbal, or physical. Written communication is understood to include all electronic means of communication; including, but not limited to, email, instant messaging and text messaging. Verbal communication is understood to include phone calls and voice mail messages. A "no contact" directive may include additional restrictions and terms.

### **13.5.10 Section 8: Additional information**

#### The Violence Against Women Reauthorization Act of 2013

The Violence Against Women Act (VAWA) incorporated with the Campus Sexual Violence Elimination Act (Campus SaVE) requires crimes of domestic violence, dating violence and stalking incidents to be reported to campus security authorities or local police agencies.

#### Timely Warning Campus Safety Alerts: Notifying the ULS Community About Crimes

In an effort to provide timely notice to the ULS community in the event of a serious incident which may pose a serious or on-going threat to members of the campus community, a Campus Safety Alert (timely warning) that withholds the names of victims as confidential and that will aid in the prevention of similar crimes, is sent primarily by blast email to all students and employees on campus – alerts can also be sent/communicated via the Seminary's text/voice messaging system and a variety of other notification methods as outlined in the emergency/immediate notification section of this brochure.

Campus Safety Alerts are generally written and distributed to the campus community by the Sr. VP of Administration or a designee. The Sr. VP of Administration has the authority to issue a Campus Safety Alert without such consultation if consultation time is not available.

Timely warning Campus Safety Alerts are sent to the Seminary community to notify members of the community about specific Clery Act crimes (as described below) that have been reported and that have occurred on campus or on non-campus property or public property, where it is determined that the incident may pose a serious or ongoing threat to members of the Seminary community. Such timely warnings provide an opportunity for individuals to take reasonable precautions for their own safety.

Crimes that occur outside the campus' Clery geography as stipulated will be evaluated on a case-by-case basis. ULS is not required by law to issue a timely warning alert for off-campus crimes; however, if there is a crime that poses an ongoing or serious threat, this information may be distributed to the campus as a Public Safety Notice. Updates to the campus community about any particular case resulting in a Campus Safety Alert may be distributed via blast email, may be posted on the Seminary website, and may be distributed by the Sr VP of Administration or other member of the campus emergency response team (CERT); as deemed necessary.

Campus Safety Alerts (timely warnings) may be distributed for the following Uniform Crime Reporting (UCR)/National Incident Based Reporting System (NIBRS) classifications: murder and non-

negligent manslaughter, sex offenses, robbery, aggravated assault, burglary, arson, hate crimes, and motor vehicle theft.

Alerts for the crimes of aggravated assault, motor vehicle theft, burglary, sex offenses, domestic violence, dating violence, and stalking are considered on a case-by-case basis and depend upon a number of factors. These include the nature of the crime, the timeliness of the report, the continuing danger to the campus community—such as whether the perpetrator was apprehended—and the possible risk of compromising law enforcement efforts. For example, if an assault occurs between two students who have a disagreement, there may be no on-going threat to other ULS community members and a timely warning Campus Safety Alert would not be distributed.

In cases involving sexual assault that can be typically reported long after the incident occurred, there is no ability to distribute a timely warning Campus Safety alert to the community. Sex offenses will be considered on a case-by-case basis depending on when and where the incident occurred, when it was reported, and the amount of information known by the Department of Public Safety.

Typically, alerts or warnings are not issued for any incidents reported that are older than two weeks or 14 days from the date of occurrence as such a delay in reporting has not afforded the Seminary an opportunity to react or respond in a timely manner.

The Senior Vice President of Administration or designee reviews all criminal and/or serious incidents to determine if there is an on-going threat to the community and if the distribution of a Campus Safety Alert is warranted. Campus Safety Alerts may be issued for other crime classifications, as deemed necessary.

**Ongoing Education and Awareness Programming:** The Seminary offers programs to faculty and employees to raise awareness about Title IX and the Violence Against Women's Act.

- Online Education through Lawroom
- New employee and new faculty orientation

### **13.5.11 Section 9: Grievance Procedure**

This Seminary Grievance Procedure is available to employees after a determination has been made by a Seminary administrator as discussed above in Section IV. For further information, please contact Human Resources for a copy of the Employee Handbook.

This is not a legal proceeding but a ULS community procedure created with the health and welfare of the Seminary's employees in mind. The Seminary Grievance Procedure may be used freely without fear of retaliation, and the Director of Human Resources, working with the Dean, if appropriate, are available for assistance throughout the process.

### **13.5.12 Section 10: Consensual Sexual or Romantic Relationships**

There are special risks in any sexual or romantic relationship between individuals in inherently unequal positions of authority. At ULS, such positions include (but are not limited to) teacher and student, supervisor and employee, senior faculty and junior faculty, advisor and advisee. Because of the potential for conflict of interest, exploitation, favoritism, and bias, such relationships may undermine the real or perceived integrity of the supervision and/or the evaluation provided by those in authority, particularly in the teacher-student context. These relationships may be less consensual than the individual whose position confers power or authority believes. The relationship is likely to be perceived in different ways by each of the parties involved, especially in retrospect.

Moreover, such relationships may harm or injure others in the academic or work environment. Relationships in which one party is in a position to review the work or influence the career of the other may provide grounds for complaint by third parties when that relationship gives undue access or advantage, restricts opportunities, or creates a perception of these problems. Furthermore,

circumstances may change, and conduct that was previously welcome may become unwelcome. Even when both parties have consented at the outset to a romantic involvement, this past consent does not remove grounds for a charge based upon subsequent unwelcome conduct.

It is a violation of Seminary policy and strictly prohibited for an employee member to engage in an amorous, dating, or a sexual relationship with a currently enrolled ULS student except in the case of a relationship that begins before either the employee is employed by the Seminary, or the student first enrolls at the Seminary. Any employee who is in such a pre-existing relationship with a student must disclose the relationship to the appropriate Seminary official. In the case of an employee, disclosures must be made to Director of Human Resources, and faculty members must disclose the relationship to the Dean.

The Seminary upholds that sexual or romantic relationships between faculty, administrators, or support staff members employed within the same department, even when consensual, and whether or not the faculty, administrator, or support staff members would otherwise be subject to supervision or evaluation by the faculty, administrator, or support staff member, is inconsistent with the proper role of the faculty, administrator, or support staff member, and should be avoided. Therefore, ULS strongly discourages such relationships.

**Responsibility:** The Dean's Office will respond to issues arising from this policy involving faculty members. The Human Resources and Risk Management Office will respond to issues arising from this policy involving all other employees.

### **13.6 DRUG AND ALCOHOL ABUSE POLICY**

The Seminary does not encourage the use of alcohol, and assumes that members of the Seminary community are knowledgeable and respectful of state law, local ordinances and the Handbook as these pertain to drug and alcohol abuse.

The Seminary prohibits the illegal possession, use, manufacture or distribution of drugs or narcotics on its campus and in relation to Seminary activities which take place off-campus.

Any student receiving money from a federally funded grant or contract must notify the President of the Seminary within five days after conviction if convicted for a violation of any criminal drug statute occurring either on the campus of The Seminary or at any other place where he or she is performing the grant-related activity.

ULS's policy on Drug and Alcohol Abuse shall apply to all persons utilizing campus facilities on either campus.

#### **13.6.1 Definitions**

**Illegal Drugs** - Illegal drugs, for the purposes of this policy, include narcotics, hallucinogens, depressants, stimulants, other substances capable of creating or maintaining adverse effects on one's physical, emotional, or mental state, and controlled medication not prescribed for current personal treatment by a licensed medical professional, in a medical setting, to address a specific physical, emotional, or mental condition.

**Medication or Prescription Drugs** - Medication or prescription drugs, for this policy, are drugs that an individual may be taking under the direction of a licensed medical professional in a medical setting to address a specific physical, emotional, or mental condition.

**Inhalants:** Inhalants include nitrites, anesthetics (nitrous oxide), solvents, paints, sprays and fuels (gasoline, glues). Risks are especially high with anesthetic agents and solvents which can cause cardiac arrhythmia/arrest and severe, sudden oxygen deprivation. Risks are compounded by the extreme flammability of some of these agents. These agents are also associated with accidents and suicides. A

significant percentage of people who die from use, are first-time users. Inhalants are particularly dangerous when combined with alcohol, sedatives, and cold medicines. Long-term use is associated with central nervous system damage, neurological damage and deficits in memory, attention and concentration.

**Prohibited Conduct (Drugs):** Students may not possess, use, purchase, sell, or transfer illegal drugs or controlled substances in any amount on Seminary property (including parking lots), or in Seminary vehicles (either owned by, leased to or used on behalf of the Seminary), or while on Seminary business or performing Seminary-related duties on or off campus. Illegal drugs and substances are those which cannot be legally obtained, including controlled substances and controlled substance analogues, as well as those drugs which, although legal, have been illegally obtained (i.e., prescribed drugs not being used for prescribed purposes or not being used by the intended recipient of the prescription, including amphetamines and barbiturates). Examples of illegal drugs include marijuana, cocaine, "crack", heroin, morphine, phencyclidine (PCP), hallucinogens, narcotics, etc.

### **13.6.2 Pennsylvania Law/Borough Ordinances**

Underage drinking 18 Pa. C.S.A. 6308 This includes consumption, or transportation of alcoholic beverages. Penalties include fines from \$300 to \$500, 90 days to one year in prison, and 90-day to two-year driver's license suspension. Parents will be notified for those under 18.

Requesting or inducing a minor to obtain alcohol 18 Pa. C.S.A. 6310 Penalties include fines of not less than \$300 up to \$2,500 and/or up to one year in prison.

Knowingly making, altering, selling, or attempting to sell a false ID: 18 Pa. C.S.A. 6310.2 Penalties include fines of not less than \$1,000 and up to \$5,000 and/or up to two years in prison.

Furnishing alcohol to minors (including allowing minors to possess alcohol on premises owned or controlled by person charged) 18 Pa. C.S.A. 6310.1 Penalties include fines of not less than \$1,000 up to \$2,500 (can be per person served) and/or up to one year in prison.

Contact Student Services for the address and phone number of local counseling services and help lines.

### **13.7 SMOKING POLICY**

The Seminary has a no smoking policy, which applies to all apartment rooms, dormitory rooms, lounges, hallways, rest rooms, offices, and other public places within all buildings of the Seminary. The no smoking policy also applies to Seminary vehicles.

### **13.8 TECHNOLOGY POLICY**

Information technology is an integral part of the Seminary's mission and plays a key role in the future of theological education. Voice, data and video applications continue to be important in supporting the operations of the entire campus including the library, classrooms, offices and residence areas. In addition to enhancing opportunities for engaging in more effective research, for improving current course offerings and for expanding internal and external communications, the Seminary is exploring ways of extending educational programs with information technology where these are appropriate.

An increasing number of courses feature Residential Course Web Sites on Canvas as a way of enhancing the learning experience. Students registered for these courses supplement classroom experience with participation in electronic discussion groups, quizzes, and projects. Through personal computers with internet capability and from on campus locations, including public/student accessible areas on both campuses, students have on-line access to course materials and assignments, selected reserve readings, and links to recommended web sites.

Canvas is designed to increase access to course information, present material by means of multiple media (text, visuals, audio, etc.) reduce the production of handouts, and encourage interactive learning.

Students are expected to make use of Canvas as faithfully as they would any other course resource and to complete all assignments connected with it.

The Seminary is responsible for securing its information technology resources in a reasonable and economically feasible degree against unauthorized access and/or abuse, while making them accessible for authorized and legitimate users. This responsibility includes informing users of expected standards of conduct and the punitive measures for not adhering to them. Any attempt to violate the provisions of this policy will result in disciplinary action in the form of temporary revocation of user privileges, regardless of the success or failure of the attempt. Permanent revocations can result from disciplinary actions taken by the administration when called upon to investigate resource abuses.

The users of information technology resources are responsible for and expected to respect and adhere to local, state, federal and international laws as well as the tenants outlined in student and faculty handbooks of the seminary. Any attempt to break laws using the resources may result in litigation against the offender by the proper authorities. If such an event should occur, this organization will fully comply with the authorities to provide any information necessary for the litigation process.

This document establishes policy for the acceptable use of information technology resources at the Seminary. The Seminary is based on principles of honesty, academic integrity, respect for others, and respect for others' privacy and property; thus seeks to:

1. Protect the confidentiality and integrity of electronic information and reasonable privacy of its users, to the extent required or allowed under federal and state law;
2. Ensure that the use of electronic communications complies with the provisions of seminary policy and state and federal law; and
3. Allow for the free exchange of ideas and support of academic freedom.

This policy applies to all users of and information technology (IT) resources owned, operated, or provided by the ULS System including its campus and “Users” including but is not limited to students, faculty, employees, contractors, agents, representatives, and visitors accessing, using, or handling the Seminary’s information technology resources.

Information transmitted or stored on the Seminary’s IT resources is the property of the Seminary unless it is specifically identified as the property of other parties.

### **13.8.1 Zoom Video Communications: Residential Classroom Use Policy**

United Lutheran Seminary (ULS) defines residential courses as those requiring students to engage in at least twenty-one (21) face-to-face contact hours of instruction on one of the seminary campuses (Philadelphia or Gettysburg); note that travel seminars do not count towards residential credit. This requirement has been established to meet both ATS and MSCHE definitions of residential courses in regard to accreditation standards.

All courses that are not travel seminars or purely online courses (noted as TS or OL in course IDs) are considered residential. A student who seeks to participate in such a course via a Zoom connection cannot be considered “residential” for purposes of meeting the student’s residency requirement.

ULS does not currently allocate resources to connect remote students to residential courses. Our goal is to provide the best educational experience possible to each student. Residential course are structured pedagogically different than on-line or synchronous courses, and this difference can impact both the in-class and the remote students negatively. Students requesting to zoom into a residential class should consult the registrar. After looking at other options and determining that there is no other way for the student to take the required class, the registrar may authorize an exception. The registrar will then contact the IT department to make the arrangements for the student to zoom into the class.



There are two options for the use of Zoom Video Communication technology within the residential classroom: faculty may either request the use of a Zoom-dedicated classroom via the registrar or opt to run the Zoom Video Communication software (<http://zoom.us/download>) using their own computers in any Philadelphia or Gettysburg classroom. As noted above, connecting students remotely to a residential classroom is discouraged except in situations where significant need (for instance, a senior on internship with a requirement that can only be filled by a residential course) is present.

### **13.8.2 General Computing and Network Policy**

Users are solely responsible for all their actions while using Seminary information technology resources.

1. User Privacy
  - a. Users should be aware that any activity on systems and networks may be monitored, logged, and reviewed by seminary approved personnel or may be discovered in legal proceedings. All documents created, stored, transmitted, or received on seminary computers and networks may be subject to monitoring by systems administrators.
2. All members of the Seminary community are encouraged to communicate differing perspectives. Community members are also, however, entitled to work and live in an environment free of harassment. Therefore, any network activity that violates the Seminary's harassment policy is prohibited.
3. Deletion, examination, copying, or modification of files and/or data belonging to other users without their prior consent is prohibited.
4. Attempts to evade or change resource security are prohibited; including, but not limited to, attempts to bypass security to view sexually explicit and/or pornographic material, hate sites, or any material that violates the harassment policy of the Seminary.
5. Continued impedance of other users through mass consumption of system resources, after receipt of a request to cease such activity, is prohibited.
6. Use of facilities and/or services for commercial purposes is prohibited.
7. Any unauthorized, deliberate action that damages or disrupts a computing system, alters its normal performance, or causes it to malfunction is a violation regardless of system location or time duration.
8. Use of systems and/or networks in attempts to gain unauthorized access to remote systems is prohibited.
9. Use of systems and/or networks to connect to other systems, in evasion of the physical limitations of the local and/or remote system, is prohibited.
10. Decryption of system or user passwords is prohibited.
11. The copying or deleting of system files is prohibited.
12. The copying of copyrighted materials, such as third-party software, without the expressed written permission of the owner or the proper license, is prohibited. This includes the use of Peer to Peer (P2P) software to illegally download material that is under copyright protection.
13. Intentional attempts to "crash" network systems or programs are punishable disciplinary offenses.
14. Any attempts to secure a higher level of privilege on Network systems are punishable disciplinary offenses
15. The willful introduction of computer "viruses" or other disruptive/destructive programs into the organization network or into external networks is prohibited.
16. Technical support is provided for all licensed software packages purchased by the Seminary. No support is available for software that is individually purchased and licensed.

### **13.8.3 Electronic Mail Policy**

Whenever electronic mail is sent, the name and user id of the sender are included in each mail message. Individuals are responsible for all electronic mail originating from their Seminary e-mail account. Therefore:

1. Electronic mail is a privilege and should be used responsibly. The main purpose for providing electronic mail at the Seminary is for academic and administrative activities. Limited personal communication is expected, but misuse of the system for nonacademic/administrative reasons is not acceptable (such as sending messages to everyone on campus, chain letters, messages for personal gain, promotion, advertising, commerce, harassment, threats, profanity, or gossip).
2. Only the user's account/mailbox should be used on the mail system. Passwords should not be given to other people. The mailbox owners are responsible for all messages sent from their e-mail accounts.
3. Computer usage on the campus may be monitored. For the servers this includes recording the number of user logons and connection time. For the network this includes monitoring the number of users, messages and space usage. For electronic mail this includes ensuring the delivery of messages within the Seminary and to/from the Internet. However, user files and mail are intended to be private. Seminary Information Technology personnel and associated vendors are expected to maintain appropriate confidentiality and privacy of user and Seminary information and system facilities. The user's files will only be examined when authorized by the owner of the file, or required for technological upgrading, maintenance, or troubleshooting, or required by local, state, or federal law.
4. To attempt forging (or actual forging) of electronic mail messages is prohibited.
5. To attempt reading, deleting, copying, or modifying the files or electronic mail of other users is prohibited.
6. To attempt sending harassing, obscene and/or other threatening e-mail to another user is prohibited.
7. To attempt sending unsolicited junk mail, "for-profit" messages or chain letters is prohibited.

If a user violates these guidelines, the Seminary's disciplinary policy will be followed. Please refer to the information Technology Department at the Seminary web site, [www.ULS.edu](http://www.ULS.edu) for further information regarding technology and the Seminary.

### **13.9 SOCIAL MEDIA POLICY**

This policy applies to any employee, independent contractor or volunteer who engages in social media activity on ULS's equipment. This policy also applies to any user who engages in social media activity on any digital equipment that references or refers to ULS, its policies or its community members.

Social media activity is broadly defined as any communication posted on social media sites (i.e., Facebook, Twitter, Instagram, etc.), blogging, and the Internet by a User. Nothing in this policy should be construed or applied to prohibit users' rights under the National Labor Relations Act.

#### **13.9.1 Compliance with ULS's Policies and Procedures**

Any user who engages in social media activity must abide by all of ULS's policies and procedures that include, without limitation, ULS's non-disclosure policies, confidentiality policies, anti-discrimination policies, anti-retaliation policies, anti-harassment policies and computer use policies. Any conduct that would be prohibited by these policies is also prohibited when engaging in social media use.

Users are prohibited from making discriminatory, retaliatory, defamatory, libelous or slanderous, threatening, and/or sexually explicit comments when discussing the ULS, its administrators, employees or students. Users should be aware that ULS's anti-retaliation policy prohibits retaliation against any individual who in good faith reports an incident of discrimination, harassment, bullying, abuse, or the



warning signs thereof, or who cooperates with an investigation regarding any matter covered by the policy. This includes retaliation against any individual who notifies ULS of inappropriate social media activity by the user.

Any user's social media post that references ULS, its policies or its community members, must clearly state that it expresses the views of the user and does not represent, in any capacity, the views of ULS.

### **13.9.2 Compliance with Intellectual Property Laws**

Use of ULS's logos, branding materials, or any other intellectual property is strictly limited to business use and only by those who are duly authorized to act on the ULS's behalf.

### **13.9.3 Violations of this Policy**

ULS reserves the right to take disciplinary action up to and including termination or dismissal from independent contractor or volunteer status of any user whose social media activity violates any ULS policies.

ULS reserves the right to monitor social media activity that is conducted on ULS's equipment or server.

If ULS detects a violation(s) of its policies and/or applicable laws as a result of:

1. Activity conducted on institution-controlled equipment on any site (public or internal); or
2. Activity conducted on ULS's server or cloud on any site (public or internal) on any equipment;

ULS reserves the right to authorize its IT department to disable or remove any content from an institution-controlled server, site, or institution-controlled equipment using any legally available means.

## **13.10 CONFIDENTIALITY OF RECORDS**

Student records are maintained for the purposes of evaluation and administration. Institutions may not disclose information about students nor permit inspection of their records by outside parties without the student's written permission, unless such action is covered by certain exceptions as stipulated in the Family Educational Rights and Privacy Act of 1974. Students are permitted to inspect and review their own educational records.

## **13.11 WHISTLE BLOWER AND NON-RETALIATION POLICY**

### **13.11.1 Statement of Policy**

It is the policy of ULS that students shall be free without fear of retaliation to make known allegations of alleged misconduct existing within the ULS that they reasonably believe constitutes the following: wire fraud, mail fraud, bank fraud, securities fraud or questionable accounting, internal controls and auditing matters. It is further the policy of the Seminary that said persons shall be free without fear of retaliation to make known allegations of alleged misconduct existing within the ULS that they reasonably believe constitutes a violation of the ULS stated policies, procedures or legal obligations.

### **13.11.2 Process for Disclosure**

Students should disclose all relevant information regarding evidenced misconduct to the following designated intake officers, in accordance with the subject matter of the disclosure.

### 13.11.3 Designated Intake Officers

Subject Matter	Intake Officer
ADA Violations	Director of Human Resources
Discrimination/Harassment/Bullying/Hate Messages/Hostile Workplace/Retaliation	Director of Human Resources Dean of the Seminary
Environmental Hazards/Unsafe Workplace Conditions	Director of Human Resources Director of Maintenance
Faculty/Employees Handbook Violation	Director of Human Resources Dean of the Seminary
Financial Improprieties/Fraudulent Accounting/(including but not limited to: Wire fraud, mail fraud, bank fraud, securities fraud or questionable accounting, internal controls, and auditing matters )	Chief Financial Officer President
Illegal/Unethical Business Practices	Chief Financial Officer
Safety/Security Issues	Sr Vice President of Administration
Student Handbook Violation	Dean of the Seminary VP for Student Services & Enrollment
Wrongful Termination	Director of Human Resources
Other Conduct	Director of Human Resources Dean of the Seminary

Any disclosure shall be made in a signed written document within ninety (90) days of the day on which the complainant knew or should have known of the misconduct. If the complainant would rather contact a source outside of the Seminary, they may contact Campus Conduct Hotline, 1-(888 -255-4835, within ninety (90) days of the day on which the complainant knew or should have known of the misconduct.

If a student provides knowingly false information in relation to a complaint, investigation, hearing or other event under this Policy, or intentionally withholds information without an appropriate basis for doing so, he or she will be subject to disciplinary action, up to and including expulsion.

- The intake officer shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and circumstances of the disclosure.
- In the case of disclosure of misconduct involving the designated intake officer, the disclosure shall be directed to Sr Vice President of Administration. The Sr Vice President of Administration shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and circumstances of the disclosure.
- In the case of disclosure of misconduct involving the Sr Vice President of Administration, the disclosure shall be directed to the President. The President shall consider the disclosure and take whatever action he or she determines to be appropriate under the law and the circumstances of the disclosure.
- In the case of disclosure involving financial misconduct, the intake officer or the Campus Conduct Hotline shall also provide the disclosure to the President for review and consideration. The President shall have the authority to resolve the matter.

- If the disclosure involves the President, the disclosure may be directed to the Chair of the Board of Trustees or Campus Conduct Hotline or his/her designee.
- If the disclosure involves a member of the Board of Trustees, the disclosure may be directed to the Senior Vice President of Administration or Campus Conduct Hotline.

#### **13.11.4 Non-Retaliation Policy**

Retaliation against any member of the ULS community who makes a complaint under this policy, or who in good faith reports impermissible activities, or the warning signs thereof, or who raises any other concern under this policy to an administrator, or who refers a matter for complaint or investigation, or who participates in the complaint, investigation or hearing process under this policy, is prohibited.

The term “retaliation” includes discriminating against, mistreating or taking adverse employment action against someone who has made a complaint under this policy or raised any other concern under this policy to an administrator, or who referred a matter for complaint or investigation, or who participated in the complaint, investigation or hearing process under this policy.

For purposes of this policy, an "adverse employment action" shall be defined as actions including: discharge, demotion, suspension, being threatened or harassed, or in any other manner discriminated against with respect to compensation, terms, conditions or privileges of employment. Other adverse actions include: dismissing, suspending or disciplining a student or changing or lowering a grade or evaluation of a student or in any other manner negatively affecting the student's academic career; terminating or threatening to terminate a customer or vendor relationship; and discriminating against or mistreating an alumni or volunteer. This policy does not prohibit an employment action or any other action that would have been taken regardless of the disclosure of information under this policy.

If a Board Member, employee, volunteer, student, vendor, alumni or applicant believes that he or she has been retaliated against in the form of an adverse employment or other action for disclosing information regarding misconduct under this policy, he or she may file a written complaint requesting an appropriate remedy to the Director of Human Resources or his/her alternate the Seminary Senior Vice President of Administration.

A student who engages in retaliation will be subject to disciplinary action, up to and including expulsion.

#### **13.11.5 Process for Adjudication of Complaints Stemming from Disclosure**

1. A student or applicant must file a complaint with Director of Human Resources or Campus Conduct Hotline within ninety (90) days from the effective date of the adverse action or from the date on which they should reasonably have had knowledge of the adverse action.
2. Complaints shall be filed in writing and shall include:
  - a. Name and address of the complainant;
  - b. Name and title of individual(s) against whom the complaint is made;
  - c. The specific type(s) of adverse action(s) taken;
  - d. The specific date(s) on which the adverse action(s) were taken;
  - e. A clear and concise statement of the facts that form the basis of the complaint;
  - f. A clear and concise statement of the complainant's explanation of how his or her previous disclosure of misconduct is related to the adverse action; and
  - g. A clear and concise statement of the remedy sought by the complainant.
3. Within sixty (60) calendar days of receipt of the complaint, the Director of Human Resources shall consider the written complaint, shall conduct or have an investigation conducted, which, in his or her judgment, is consistent with the circumstances of the complaint and disclosure, and shall provide the complainant with a determination regarding the complaint.

4. The determination shall be in writing and shall include the findings of fact, the conclusions of the investigation, and, if applicable, a specific and timely remedy consistent with the findings. The decision of Director of Human Resources shall be final.

## **14 CAMPUS MAPS AND DIRECTIONS**

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Campus map and directions to the [Gettysburg campus](#),

Campus map and directions to the [Philadelphia campus](#).