

Master's Student Handbook
2013-2014 Academic Year



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INTRODUCTION

This Handbook is designed to give you information about Iliff, degree requirements, institutional procedures and practices, personal and professional formation, financial aid information, student services and facilities, and the city of Denver. Please inform the Office of The Dean if there are additional areas of information that could be included in a future edition or changes that need to be made. We want to provide useful information to each student for orienting him/herself to the Iliff community and to the larger Denver environs. Students should note carefully the content of the current Handbook and other authorized School documents to determine the terms under which they are admitted to and may continue at Iliff.

MASTER'S STUDENT HANDBOOK UPDATES

The Master's Student Handbook and Handbook Updates are official documents, supplementing and superseding the Catalog and other previously published statements of regulations and requirements. The Handbook is revised annually and updates are issued as needed to incorporate current information and the most recent decisions of the faculty, staff, board and administration. The information in the Handbook and Handbook Updates is not to be regarded as creating a binding contract between the student and the School.

Academic Requirements: Except by special action of the faculty, students who matriculate into an Iliff master's degree program during the 2013-2014 academic year are bound by the academic requirements and procedures for that degree as specified in the 2013-2014 edition of the Master's Student Handbook. Each student is solely responsible for being familiar with and abiding by the academic provisions of the Handbook in effect at the time of his or her matriculation. This also includes any updates issued after matriculation.

Non-Academic Policies: While enrolled at Iliff, each student is responsible for being familiar with the revisions of non-academic information and policies as published in subsequent editions of the Handbook and Handbook Updates. These policies are disseminated by e-mail or postings to my.iliff. Failure to check your Iliff e-mail and or read my.iliff daily will cause you to miss notifications that you are responsible for.

Community Covenant

Preamble: The covenant for community is an effort to live out the vision and mission of the Iliff School of Theology and to embody the values expressed therein. As members of the Iliff community, we aspire to abide by the processes set forth in our respective handbooks (students, trustees, faculty, staff) and the principles of interaction outlined below.

Covenant: As a member of the Iliff community, I covenant:

- To respect the worth and dignity of every human person, and the value of all creation.
- To commit myself to always act with integrity. To nurture my own and others' potential. To respect divergent viewpoints in an effort to establish community. To encourage a challenging intellectual environment through the cultivation of critical reflection, curiosity, creativity, and a sense of adventure.
- To encourage openness to transformation by learning through open, honest, and respectful dialogue with one another.

- To honor the critical importance of receiving an education of enduring worth and value through The Iliff School of Theology. To hold myself accountable for my own growth, as an individual and a professional.
- To honor the rights of others to receive that education and to respect their personal and professional growth.
- To form a diverse community that respects and empowers one another and seeks to serve others. To strive to make Iliff a place that cultivates justice and peace in local and global contexts.
- To treat those inside and outside of the Iliff community with respect. To seek reconciliation when I offend or am offended.
- To behave in a way that supports and advances the mission of the school. To keep in mind the needs of the Iliff community and to clearly distinguish when I speak for myself and when I speak for the institution.

ACADEMIC PROGRAMS

The Iliff School of Theology offers graduate certificates in a variety of areas and offers both master's and doctoral degree programs: Master of Divinity (MDiv) with the optional Journey MDiv track (for flexible residency); Master of Arts in Social Change (MASC); Master of Arts in Pastoral and Spiritual Care (MAPSC) with the optional MAPSC for Military Chaplains; Master of Theological Studies (MTS); Master of Arts (MA). For students wishing to pursue licensing, Iliff offers the opportunity to work concurrently with the Graduate School of Social Work at the University of Denver (DU) to earn a Master of Social Work (MSW).

Jointly with the University of Denver, Iliff offers a Doctor of Philosophy (Ph.D.) program in religious and theological studies.

Special features of the programs include interdisciplinary team-teaching, inter-professional teaching with faculty from other schools and student access to course offerings at Denver Seminary and the University of Denver. Opportunities such as these complement Iliff's integrated approach to theological education.

Some of our degree programs require students to do an internship or field experience. Depending upon their degree program and the anticipated field experience, students will be required to reveal any previous criminal records. Iliff may choose to require background checks on students at any time, particularly those who will be working with protected populations.

AUDIT POLICIES

Degree Graduates: Master's level courses are available to Iliff Degree Graduates at a reduced rate of \$100.00 per course hour.

Doctor of Ministry Degree Graduates: As described in their Student Handbook, D.Min. Degree Graduates may audit at no charge during the first three years after completing their degree.

Adjunct Faculty and Part-Time Internship Site Supervisors: As described in their appointment letters, Adjunct Faculty and Part-Time Internship Site Supervisors may audit Master's level courses at no charge, usually within the quarter they are teaching.

Full-Time Students: Students may audit one course at no charge in any quarter in which they are registered full-time (i.e., eight or more hours for academic credit.)

Student Spouses/Partners: The partner/spouse of a full-time student may audit one course a quarter at no charge.

Weekend Learners: Iliff welcomes Weekend Learners from the community at the reduced rate of \$200.00 per course for our Praxis seminars. Please visit our current course schedule for available offerings or contact Leslie Inman in the Dean's office (303-765-3183). Students who wish to drop a course that they have registered for as a Weekend Learner may do so until the day before class begins, by the close of business day. If you attend one class, no refund will be given. This applies to Weekend Seminars only. Any other course is subject to Iliff's standard Add/Drop policy. Please contact the Registrar's Office for more information (303-765-3127) on our add/drop policies for other courses.

Denominational Partners: Iliff welcomes Denominational Partners to sit in on approved courses and Weekend Seminars by the approval of the Dean's office or by prior arrangement with your church. These courses are NOT offered for credit. Those seeking academic credit must register as non-degree students and register for courses through the Registrar's Office. Denominational Partners are charged a reduced fee of \$100.00 per credit hour. Courses required for ordination or other church appointments may count towards this category. Please contact the Dean's office for more information (303-765-3183).

Students from other institutions: Students from other institutions with valid student I.D. may be eligible to audit a weekend course at the reduced rate of \$100.00 per credit hour at the discretion of the Dean's office. Please contact Leslie Inman for more details (303-765-3183).

Iliff does not award CEUs to any of our auditors or weekend learners. Students or members of the wider community seeking academic credit must apply as a non-degree or degree seeking student. Praxis seminars dealing with the topic of Spirituality and Medicine may be available for CME, Nursing and or Chaplain credit. Please contact the Dean's office (303-765-3183) for more information.

Non-Degree Students: Other than those identified above, Iliff Does not offer audit privileges. Iliff does admit non-degree students who may take courses for credit and which may be counted toward Graduate Certificates.

GRADUATE CERTIFICATES:

Iliff offers Graduate Certificates to persons admitted either as degree candidates or special (non-degree) students. Graduate Certificates provide non-degree students with personal or professional interest in focused theological education the chance to work in a particular area. They also provide degree students an opportunity to study in areas outside of their concentration or to demonstrate advanced competency. Iliff's Graduate Certificates recognize the successful completion of a set of courses (usually four) totaling 12 to 16 quarter hours in an established concentration within the curriculum. Courses taken either for a letter grade or on a pass/fail basis may be counted toward the Certificate.

Recognition of Graduate Certificates holders: On successful completion, the Graduate Certificate is recorded on the student's transcript.

Areas: The number and foci of available Graduate Certificates available and details of requirements are subject to change. Graduate Certificates are available in the areas noted below:

Anglican Studies—Students take courses from within the Anglican Studies curriculum or related courses from across the curriculum as approved by the Director of Anglican Studies. Degree students in the Anglican Studies track of the MDiv program may not also receive the Graduate Certificate Anglican Studies. The certificate is available within other master's degrees.

Biblical Studies—Students choose from the core Bible and/or elective courses in the Bible. They must take at least two courses focused on Biblical texts and may also include up to two courses in other fields related to the study of the Bible such as: Biblical Ethics, Teaching the Bible, and Praying with Scripture.

General Theological Studies—Students take four courses selected from across the curriculum. Courses are identified on the basis of subject matter or thematic connections identified by the certificate student and his/her advisor and approved by the Dean. The General Theological Studies certificate is not available within a degree program.

Pastoral and Spiritual Care— The Graduate Certificate in Pastoral and Spiritual Care will present core theory and teach basic skills to offer spiritual care of persons facing difficult circumstances. Students take four courses totaling 12–16 credits in the area of spiritual and pastoral care. Applicants for this certificate must also complete an interview with the area faculty before acceptance into this certificate option.

All students will take:

Pastoral Theology and Care in addition to a clinically-based course such as:

Spiritual Care in a Clinical Setting (4 credits)

Multicultural Pastoral Care (4 credits)

Substance Abuse and Dependence (4 credits)

Self Care: Theological and Psychological Perspectives (4 credits)

Post-traumatic Stress Disorder: Pastoral, Psychological, and Theological Responses (4 credits), or

Clinical Pastoral Education (8 credits)

Military Post-Traumatic Stress Disorder (PTSD)—Active duty military chaplains, military chaplain trainees, and Veterans Administration chaplains interested in the graduate certificate in Military Post-Traumatic Stress Disorder (PTSD) will be able to take four courses, totaling 16 credits in the area of spiritual and pastoral care, focusing on PTSD. The certificate's courses will present core theory and offer enhanced skills in spiritual care of persons facing difficult circumstances. Chaplains will have opportunity to present their own care giving activities for consultation and review by faculty and peers.

Required of all chaplains:

- Introduction to Pastoral Theology and Care (4 credits)
- Post-Traumatic Stress Disorder: Pastoral, Psychological and Theological Responses (4 credits)
- The Impact of War on the Pastoral Care of Families (4 credits)

Electives

- Clinical Pastoral Education (8 credits; substitutes for Introduction to Pastoral Theology and Care)
- Ethical Perspectives on War and Peace (4 credits)
- Multicultural Pastoral Care (4 credits)
- Substance Abuse and Dependence (4 credits)
- Self Care: Theological and Psychological Perspectives (4 credits)
- Religions in the World (4 credits)
- Spiritual Care in a Clinical Setting (4 credits)

Religion and Social Change—Students choose from courses across the curriculum related to understanding religion in its social context. Examples include: Race, Gender, Class; Ethical Perspectives on Justice and Peace; Struggles courses; Impact of War on the Pastoral Care of Families; and other social change electives. Usually two praxis seminars may be counted as the equivalent of one course.

Justice and Peace Studies -The certificate in Justice and Peace Studies is an interdisciplinary program which draws from theology, ethics, philosophy, and the social sciences. It introduces students to theories, methods, issues and theologies of Justice and Peace and to the analysis of concrete issues such as peace-building, war, the environment, violence, food and hunger, globalization, social, political, economic, and criminal justice as well as aspects of international development, public policy processes, and the role of social change movements. Students take four Justice and Peace related courses selected from the curriculum. Examples of recent courses include: Ethical Analysis and Advocacy, Justice and Peace Studies: Global Issues in Food & Eating, Women, War and Religion, Social Ethical Issues: Global Hunger, and J&P Praxis classes. The courses selected must include Foundations of Justice and Peace, and two Praxis Seminars (which may be counted as one course) approved by the Director of the Justice and Peace Program.

United Methodist Studies—Students take four courses: United Methodist History; United Methodist Doctrine; United Methodist Discipline and Polity for Leadership; and Mission and Evangelism in Contemporary Contexts. When offered, they might add or substitute the General Conference seminar or other relevant courses as approved by the Academic Dean.

Women and Religion—Students are introduced to the critical impact that religion and gender play in shaping roles, traditions, and cultural contexts, both locally and internationally. This program will address such issues in a wide variety of class offerings, including Feminist Theology; Women in American Religious History; Feminist Interpretation of the Bible; Women in Early Christianity; Women in Medieval Europe; and the History and Practice of Preaching from the Woman's Perspective.

Leadership and Organizational Management -- This certificate enhances students' ability to guide and care for organizations. Students take 16 credit hours within either an organizational leadership track or a parish leadership track. Courses include Financial Management, Organizational Leadership: Mission and Message, and Social Change and Non-Profits: Ethics

of Service. In addition, students can also take Authentic Engagement, an Iliff signature course that teaches them – as key leaders – how to engage and empower their workforce.

Non-Degree Students: Persons seeking Graduate Certificates apply as non-degree students. They must hold appropriately accredited undergraduate degrees, and meet all Iliff’s admission standards. Information is available from the Admissions Office at 303-765-3117, admissions@iliff.edu. Upon admission, the student will complete a *Graduate Certificate – Declaration of Intent* form in which they and an academic advisor outline the courses leading to the certificate. These courses may include Iliff core courses in the area of the certificate, and the student must demonstrate the competence to take courses with prerequisites. This plan may be updated to recognize changes. On completion, the graduate certificate and its area of focus is noted on the student’s transcript. Recipients are listed in the graduation program.

Non-degree certificate holders who are subsequently admitted to degree programs receive credit toward the degree for certificate courses they took before matriculation.

Degree Students: Master’s Degree students may use graduate certificates to demonstrate advanced competence in the area of the certificate. Degree students complete a *Graduate Certificate – Declaration of Intent* form with their academic advisor. The declaration of intent must be filed with the registrar prior to the student’s final quarter of enrollment. Certificates do not replace a degree concentration, but are rather an additional recognition of expertise in a specific area of study.

Degree students may not count core courses toward the certificate. Degree students who were granted a certificate before admission substitute advanced courses in the area of the certificate for any core courses previously counted toward the certificate. This requirement will be noted in their admissions letter. On completion, the graduate certificate and its area of focus are noted on the student’s transcript. Recipients are noted in the graduation program.

Transfer Courses: Degree students may petition the Dean to count up to two transfer courses toward a certificate. Non-degree students must take all their coursework at Iliff to receive a certificate.

Further Information: More detailed information about Graduate Certificates is available from the Admissions Office at 303-765-3117, admissions@iliff.edu

Iliff Graduate Certificates must be completed within a seven year time frame. Credits completed beyond the seven year deadline will not be counted towards the certificate requirements. Most certificate students complete this program in 1-3 years.

MASTER OF DIVINITY (MDiv)

The Master of Divinity (MDiv) is the most recognized theological degree and is designed for those who seek vocations in ministry; including parish ministry, chaplaincy, not-for-profits and a variety of other settings. The MDiv is the primary way to meet educational requirements for those seeking ordination in most traditions. This degree requires 120 credit hours across the theological curriculum, includes Internship, and other attention to personal and professional formation. This degree can be acquired in both a residential or flexible residency track of study.

DEGREE REQUIREMENTS

Students must meet the requirements as specified in the Master's Student Handbook (of their year of matriculation) to graduate. Requirements of the degree are: course credits and grades, core requirements, and personal and professional formation requirements, which include consultation and guidance requirements.

The MDiv degree requires at least 120 quarter credits (or 80 quarter credits and a two-year theological degree from an accredited seminary) with a cumulative grade point average of 2.0 or better. These include:

- First Year Interdisciplinary Course (4 Credits)
- Core Requirements (48 credits)
- Vocation and Orientation (2 credits)
- Identity, Power and Difference (2 credits)
- All three phases of Consultation and Guidance (no credit, must be completed before internship)
- Internship (12 credits)
- Other Courses (52 Credits)

Students wishing to write a master's thesis may petition to do so. All requirements for the degree must be completed within ten calendar years from the date of the first course taken in the program.

Required Courses

The curriculum is designed to meet the needs of those preparing for ordained ministry or other forms of contemporary religious leadership. The curriculum is organized into one introductory interdisciplinary course, one each of a breadth and depth courses from six areas (see below), two professional formation courses, internship and consultation and guidance. The rest of the credits will be obtained by other course work, which students are free to select from a wide variety across the curriculum. They made include weekend Praxis classes, immersion courses, and others listed in our course catalog.

MDiv students must complete, with a grade of C or better, each of the following required courses (68 credits,) in the core curriculum plus 12 credits of internship. Substitution of other courses, such as those taken at other institutions, can be requested by petition to the Academic Vice-President/Dean of the Faculty.

First Year Interdisciplinary Course (4 credits). This course is team taught and limited to 25 students per section. This course will introduce students to terminology, reading of primary texts and how to write academic papers as well as expose them to the complexity and significance of theological reflection.

Core Courses: (48 Credits) One course each of a breadth and depth designation in six areas:

Comparative Religious Traditions (CR)(4 cr depth & 4 cr breadth)

Sacred Texts/Contextual Analysis(TX) (4 cr depth & 4 cr breadth)

Social/Contextual Analysis (AN) (4 cr depth & 4 cr breadth)

Historical Development and Expressions of Religious Traditions(HI) (4 cr depth & 4 cr breadth)

Constructive Theology(TH) (4 cr depth & 4 cr breadth)

Theology and Religious Practices(PR) (4 cr depth & 4 cr breadth)

Personal and Professional Formation

Required courses:

Vocation and Orientation (2 credits)

Identity, Power, and Difference (2 credits)

Internship (12 credits)

Consultation and Guidance

Phase I to be completed during the first quarter of classes at Iliff School of Theology

Phase II to be completed before Personal and Professional Formation internship placement

Phase III to be completed by graduation (in some cases, The Office of Professional Formation or the student's advisor may require Phase III be completed at an earlier time).

MDiv Degree Learning Goals

Students completing this degree program should be able to:

Comparative Religious Traditions (CR): demonstrate basic awareness of a range of religious traditions and an emerging capacity to engage in comparative analysis between traditions around a particular topic.

Sacred Texts (TX): demonstrate an informed understanding of sacred texts as historically-situated; utilize various methodologies for responsible interpretation of these texts to contemporary audiences.

Social/Contextual Analysis (AN): identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings at play in events and interactions, institutional structures, ethical judgments, and living communities, and articulate and enact a vision for increased social justice in these contexts.

Historical Development/ Expressions of Religious Traditions (HI): demonstrate awareness of religious traditions as historically-situated movements that interacted and changed in relationship to their surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, and ethnic and cultural ideologies.

Constructive Theology (TH): critically engage historical and contemporary theological expressions of religious traditions and articulate one's own constructive theological position in relation to contemporary events and/or situations.

Theology and Religious Practices (PR): engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationships.

Personal and Professional Formation (PPF): develop strategies for spiritual formation and self-care, demonstrate an awareness of the importance of social location for self-understanding and professional presence, and enact self-aware and collaborative leadership within a specific vocational context.

Professional Competence: In addition to the academic requirements and professional skills, each student is expected, as a condition of graduation, to possess moral and spiritual fitness appropriate to the profession of ministry, as determined by the faculty. Faculty decisions regarding professional competence and fitness for the ordained ministry include concern for the standards and stances of denominational bodies, particularly those of the United Methodist Church.

Length of Study: Students who average 40 quarter credits each year (13-14 each quarter of the academic year) will complete the course work for the Master of Divinity degree in three years. Students may, however, elect to take their courses over a longer period of time. For example, students whose denominational requirements include both a Full-Time Internship and CPE may take all of their course work first or may choose to complete their internship requirements in the middle of their academic program.

Student Assessment Process: To insure the breadth and depth of the educational experience, students will be invited to participate in Iliff's outcomes assessment process as they approach graduation. Students may elect to enroll in Master's Recital (offered each Spring at no charge) as a way to reflect on and provide feedback about their Iliff education. Further information is available from the Dean's Office or from the student's academic advisor.

MASTER OF DIVINITY—JOURNEY PROGRAM (MDiv)

The Masters of Divinity Journey Program is comprised primarily of online and hybrid classes with short visits to Iliff's campus in Denver up to four times per year.

DEGREE REQUIREMENTS

This program has the same entrance and educational requirements, as well as the same overall learning goals, as the residential option (see above). At least 120 quarter credits are needed for completion of the MDiv degree. At least 40 of the 120 credits must be earned as residential credits. Journey students may take a full-time or part-time course load. Course load may include hybrid, online-only, residential, or intensive classes. Full-time is considered to be 8-14 credits.

Earning residential credits

During the first Journey Days, scheduled Fall quarter each year, students will earn 8 residential credits. The other 32 residential credits are earned by enrolling in a combination of hybrid, residential weekend and /or summer intensives. Students earn 1.0 residential credit per four credit hybrid course. It is recommended that students take more than one hybrid course during each term to maximize travel costs and time on the Iliff campus. Journey Days 2013: October 6 -12, 2013.

Hybrid Courses and Gathering Days

Hybrid courses are a combination of an online and face-to-face course on campus. Students earn 1.0 residential credit and usually three “online” credits for a total of four credits, per four credit hybrid course. Journey students will have first priority for registration and other students may be admitted if space is available. Hybrid classes meet online for the first and last four weeks of the term. Students arrive on campus for Gathering Days during the 5th week of class.

Face-to-face and on-campus participation in the Gathering Days is mandatory for students in hybrids. The Gathering Days also include optional campus community activities such as meals, worship, academic presentations, social activities, community service, etc. Gathering Days 2013-2014: October 9-12, 2013; February 5-8, 2014; April 23-26, 2014.

Online Courses

Flexibility is important in the online classroom. Instead of meeting face-to-face, you’ll be learning independently through online presentations from your professor, discussions with your peers, and exercises that will demonstrate or test your critical thinking skills. Course delivery includes virtual classrooms, small group online meetings, podcasts, videos, discussion postings and blogs.

Course Load

To determine how much course load is right for you, multiply three hours per week for each credit hour of class to calculate the amount of much time each course will require. For example, in most instances you will be enrolled in a 4.0 hour class. In this case 12 hours of study, writing, reading, and online activities preparation will be required per week/per class. This will vary with each course and you may find that some courses require a bit more or a bit less per week.

Technology Expectations

Students must have daily access to a computer. If you do not have a personal computer, public library or college lab computers usually have sufficient software and hardware to support your online learning needs, but be sure you can access audio and download files from any public computer you plan to use. E-mail will be one of the primary modes of communication used for online courses offered by Iliff. You will receive an Iliff e-mail address and you are required to regularly check this e-mail account or forward it to another active e-mail account.

MASTER OF ARTS IN SOCIAL CHANGE (MASC)

The Master of Arts in Social Change (MASC) is a professional master’s degree that challenges students to develop and practice an inclusive and collaborative approach to social change leadership; demonstrate the cultural capacity and organizational skills necessary for civic agency and efficacy in diverse social, political, and educational contexts; and critically engage complex interdisciplinary analysis of historical and contemporary social change strategies and movements.

Graduates of the MASC program lead social change efforts within diverse professional settings including domestic and international religious organizations, non-profit organizations, government agencies, educational institutions, the media, and for-profit corporations. Such leadership may also include ordination/consecration as a deacon or lay minister in various denominational traditions.

As a professional degree within a theology school, the MASC degree program combines personal, spiritual/religious, and academic learning with critical reflection, community engagement, and service learning. The curriculum provides an interdisciplinary approach with

courses that combine political theory, sociology, ethics, theology, and the history, theory, and practice of social change movements. In addition, courses in management, leadership, and community collaboration, along with the MASC internship provide opportunities for students to gain practical knowledge and experience.

DEGREE REQUIREMENTS

To graduate, students must meet the requirements as specified in the Catalog and Master's Student Handbook of their year of matriculation. At least 80 quarter credits with a cumulative grade point average of 2.0 or better are required for the Master of Arts in Social Change degree.

Students who average 40 quarter credits a year (13-14 credits each quarter of the academic year) will complete the course work for the MASC degree in two years, including the completion of a summer internship in between the first and second year of study. Students may, however, elect to complete their course work over a longer period of time. Up to one half (40 credits) of coursework may be completed in online/distributed learning formats. All requirements for the degree must be completed within seven calendar years from the date of the first course taken in the program.

- First Year Interdisciplinary Seminar (4 credits)
- Core Requirements (28 credits, must include Foundations of Social Change and Community Organizing)
- Vocation and Orientation (2 credits)
- Identity, Power, and Difference (2 credits)
- Social Change Praxis Courses (8 credits)
- Social Change Seminars (8 credits)
- Consultation and Guidance (no credit, must be completed before internship)
- Internship (8 credits)
- Other Courses (20 credits)

Personal and Professional Formation Requirements: Prior to entering the MASC internship, students must complete Vocation and Orientation; Identity, Power, and Difference; and phases I & II of Iliff's Consultation and Guidance process. Once these prerequisites are completed, MASC students work in consultation with the MASC Director/Director of Service Learning to identify a community partner and develop a personalized internship through the student-led drafting of a Service Learning Agreement. Students then register for the eight-credit MASC Internship Seminar, a hybrid seminar consisting of two in-person praxis weekends at the beginning and end of the summer quarter, and online throughout the summer. This seminar runs concurrently with the 300-hour MASC summer internship.

For details on the PPF process, please see the "MASC Internship" subsection of the "Personal and Professional Formation in the Iliff Curriculum" section of this handbook.

Required Courses

All courses must be completed with a grade of C or better.

First Year Interdisciplinary Course (4 credits). This course is team taught and limited to 25 students per section. This course will introduce students to terminology, reading of primary texts and how to write academic papers as well as expose them to the complexity and significance of theological reflection.

Core Courses: (28 Credits) One each of a breadth *or* depth course in the first five curricular areas

Comparative Religious Traditions (CR)(4 cr)

Sacred Texts/Contextual Analysis(TX) (4 cr)

Social/Contextual Analysis (AN)(4 cr)

Historical Development and Expressions of Religious Traditions (HI) (4 cr)

Constructive Theology (TH) (4 cr)

Theology and Religious Practices (PR):

Foundations of Social Change (4 cr), An interdisciplinary critical review of social change strategies and their historical and contemporary contexts.

and Community Organizing (4 cr), An exploration of the U.S. history and theory of modern community organizing, and an opportunity to practice the broad-based, relational community organizing method.

Social Change Praxis: 8 credits

An integration of theory and practice within a practice-based learning environment, often including community-engaged collaboration with non-profit organizations, government agencies, or civic groups. Topics change each term (1-4 credits each)

Social Change Seminars: 8 credits

An in-depth and interdisciplinary exploration and analysis of a variety of topics pertaining to individual and collective social change experiences, strategies, and practices. Topics change each term. (2-4 credits each)

Personal and Professional Formation: 12 credits

Required courses:

Vocation and Orientation (2 credits)

Identity, Power, and Difference (2 credits)

Summer Internship (8 credits)

Internships need to be arranged in consultation with the MASC Director/Director of Service Learning

Consultation and Guidance

Phase I to be completed during the first quarter of classes at Iliff School of Theology

Phase II to be completed before Personal and Professional Formation internship placement

Phase III to be completed by graduation (in some cases, The Office of Professional Formation or the student's advisor may require Phase III be completed at an earlier time).

Other Courses (20 credits)

Total for Master of Arts in Social Change: 80 credits

Student Assessment Process: To insure the breadth and depth of the educational experience, students will be invited to participate in Iliff's outcomes assessment process as they approach

graduation. Students may elect to enroll in Master's Recital (offered each Spring) as a way to reflect on and provide feedback about their Iliff education. Further information is available from the Dean's Office or from the student's academic advisor.

MASC Degree Learning Goals:

Comparative Religious Traditions (CR): demonstrate basic awareness of a range of religious traditions and an emerging capacity to engage in comparative analysis between traditions around a particular topic.

Sacred Texts (TX): demonstrate an informed understanding of sacred texts as historically-situated; utilize various methodologies for responsible interpretation of these texts to contemporary audiences.

Social/Contextual Analysis (AN): identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings at play in events and interactions, institutional structures, ethical judgments, and living communities, and articulate and enact a vision for increased social justice in these contexts.

Historical Development/ Expressions of Religious Traditions (HI): demonstrate awareness of religious traditions as historically-situated movements that interacted and changed in relationship to their surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, and ethnic and cultural ideologies.

Constructive Theology (TH): critically engage historical and contemporary theological expressions of religious traditions and articulate one's own constructive theological position in relation to contemporary events and/or situations.

Theology and Religious Practices (PR): engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationships.

Personal and Professional Formation (PPF): develop strategies for spiritual formation and self-care, demonstrate an awareness of the importance of social location for self-understanding and professional presence, and enact self-aware and collaborative leadership within a specific vocational context.

MASC: Demonstrates a complex interdisciplinary understanding of historical and contemporary social change strategies and movements, develop and practice an inclusive and collaborative approach to social change leadership, and demonstrate the cultural capacity and organizational skills necessary for civic agency and efficacy in diverse social, political and educational institutions.

MASTER OF ARTS IN PASTORAL AND SPIRITUAL CARE (MAPSC)

The Master of Arts in Pastoral and Spiritual Care is a professional master's degree for students who are specializing in pastoral and spiritual care within religious communities or other organizations like hospitals, hospice, and military organizations. This may include persons seeking ordination/consecration as a minister, chaplain, military chaplain, deacon or lay minister in many denominational traditions.

DEGREE REQUIREMENTS FOR THE 80 CREDIT MAPSC

Students must meet the requirements as specified in the Master's Student Handbook (of their year of matriculation) to graduate. Students who average 40 quarter credits a year (13-14 credits each quarter of the academic year) will complete the course work for the Master of Arts in Pastoral and Spiritual Care degree in two years. Students may, however, elect to complete their course work over a longer period of time. Up to one half (40 credits) of the course work may be completed in online/distributed learning formats. All requirements for the degree must be completed within seven calendar years from the date of the first course taken in the program.

- First Year Interdisciplinary Seminar (4 credits)
- Core Requirements (28 credits, includes 2 comparative religious tradition, must include Intro to Pastoral Theology and Care)
- Vocation and Orientation (2 credits)
- Identity, Power, and Difference (2 credits)
- Consultation and Guidance (no credit, must be completed before internship)
- CPE (8 credits)
- Pastoral/Spiritual Care Courses (16 Credits)
- Other Courses (20 Credits)

The MAPSC degree requires at least 80 quarter with a cumulative grade point average of 2.0 or better. These degree requirements include:

First Year Interdisciplinary Course (4 credits). This course is team taught and limited to 25 students per section. This course will introduce students to terminology, reading of primary texts and how to write academic papers as well as expose them to the complexity and significance of theological reflection. Some examples of possible topics may be: Theodicy/Suffering and War, Food, Eating, Environmental Justice and Hospitality, etc.

Core Courses: (28 Credits)

Comparative Religious Traditions (CR) 2 courses are required at 4 credits each

Sacred Texts/Contextual Analysis(TX) (4 cr)

Social/Contextual Analysis (AN) (4 cr)

Historical Development and Expressions of Religious Traditions(HI)

Constructive Theology (TH) (4 cr)

Theology and Religious Practices(PR) Intro to Pastoral Theology and Care (4 cr)

Pastoral Spiritual Care Courses (16 Credits)

Personal and Professional Formation: 12 credits*Required courses:*

Vocation and Orientation (2 credits)

Identity, Power, and Difference (2 credits)

CPE (8 credits) Students may add another 8 hours of CPE (for a total of 16) or up to 8 hours of training in the Benedictine Spiritual Formation if their advisor concurs this is the best educational choice for the student.

Consultation and Guidance

Phase I to be completed during the first quarter of classes at Iliff School of Theology

Phase II to be completed before Personal and Professional Formation internship placement

Phase III to be completed by graduation (in some cases, The Office of Professional Formation or the student's advisor may require Phase III be completed at an earlier time).

Other Courses (20 credits)

Total for Masters of Art in Pastoral and Spiritual Care 80

The curriculum is designed to meet the needs of those preparing for the specialized vocation of pastoral and spiritual care. Students take courses in pastoral and spiritual care that implement an intercultural approach to spiritual care, integrating contextual understandings of religious truth with a social justice orientation. Clinical pastoral education provides intense group learning and supervision of the practice of pastoral and spiritual care in clinical settings. Students also take courses in the core curriculum. Each area has a thematic focus, and courses within each area cohere in directing students and their teacher to think more critically about their assumptions and to develop theological perspectives necessary for becoming responsible pastoral and spiritual caregivers in a changing world. The personal and professional courses ground students in an understanding of their vocation, and help them integrate their personal theologies of spiritual care with public theologies using a social justice orientation.

Student Assessment Process: To insure the breadth and depth of the educational experience, students will be invited to participate in Iliff's outcomes assessment process as they approach graduation. Students may elect to enroll in Master's Recital (offered each Spring) as a way to reflect on and provide feedback about their Iliff education. Further information is available from the Dean's Office or from the student's academic advisor.

MAPSC Degree Learning Goals:

Comparative Religious Traditions (CR): demonstrate basic awareness of a range of religious traditions and an emerging capacity to engage in comparative analysis between traditions around a particular topic.

Sacred Texts (TX): demonstrate an informed understanding of sacred texts as historically-situated; utilize various methodologies for responsible interpretation of these texts to contemporary audiences.

Social/Contextual Analysis (AN): identify and critically evaluate the symbolic systems, power structures, ideologies, values, and religious meanings at play in events and interactions, institutional structures, ethical judgments, and living communities, and articulate and enact a vision for increased social justice in these contexts.

Historical Development/ Expressions of Religious Traditions (HI): demonstrate awareness of religious traditions as historically-situated movements that interacted and changed in relationship to their surrounding cultures and subcultures over time, resulting in various expressions located within and influenced by social structures and institutions, historical events, and ethnic and cultural ideologies.

Constructive Theology (TH): critically engage historical and contemporary theological expressions of religious traditions and articulate one's own constructive theological position in relation to contemporary events and/or situations.

Theology and Religious Practices (PR): engage in analysis of contemporary religious traditions and institutions in order to assess, design, and perform meaningful leadership practices with sensitivity to contextual realities and relationships.

Personal and Professional Formation (PPF): develop strategies for spiritual formation and self-care, demonstrate an awareness of the importance of social location for self-understanding and professional presence, and enact self-aware and collaborative leadership within a specific vocational context.

MAPSC: Demonstrate a complex interdisciplinary understanding of the human person in social context, develop and demonstrate an intercultural approach to pastoral and spiritual care, and demonstrate personal and professional competencies needed by effective caregivers.

DEGREE REQUIREMENTS FOR THE 40 CREDIT POST-MDIV MAPSC

The MAPSC degree may be completed in 40 quarter credits if the student has previously completed an MDiv degree or its equivalent from an accredited institution. A minimum grade point average of 2.0 is necessary.

These degree requirements include:

- 16 credits in pastoral and spiritual care electives (Pastoral Theology and Care must be included for students without an MDiv from Iliff)
- 8 credits of Clinical Pastoral Education
- 16 elective credits (Religions in the World must be included for students without an MDiv from Iliff)

Students in the 40 hour MAPSC are required to take 8 hours of CPE. Exceptions are considered if they have had CPE within a timely period before entering the degree program. An additional unit of CPE (for up to a total of 16 credit hours of CPE) may be taken if it is determined in consultation with the advising center and the Pastoral Care faculty that their education

background and professional goals justify this decision. If an additional 8 credits of CPE are approved, they will be in addition to the 16 credits in pastoral and spiritual care electives.

Specific requirements may be negotiated based on prior educational experience. The consultation and guidance requirements, as well as the courses in Vocation and Orientation and Identity, Power, and Difference which are required in the 80 credit MAPSC, will be waived since similar evaluations and assessments in the process of acquiring an M.Div.

Overview of degree requirements for 2012-2013

<i>Degree Components</i>	Descriptions	For students without an M.Div. from Iliff	For students with an M.Div. from Iliff
<i>Concentration courses</i>	Pastoral and spiritual care courses: at least 16 credits (Including Introduction to Pastoral Theology and Care as a required class)	16 or more credits	16 or more credits
<i>CPE</i>	1 Unit (waived if students have done CPE recently)	8 credits	8 credits
<i>Special Requirements</i>	Religions of the World	4 credits	Waived
<i>General electives</i>	Optional general electives (may include a second unit of CPE if approved)	Up to 12 credits	Up to 16 credits
<i>Total</i>		40 credits	40 credits

DEGREE REQUIREMENTS FOR THE 40 CREDIT MAPSC FOR MILITARY CHAPLAINS FOCUSING ON PTSD

This degree program gives military chaplains or those preparing to be military chaplains the opportunity to further their theological education in a program which allows them to concentrate on pastoral care courses at Iliff, and to consider courses in psychology, counseling, and social work at The University of Denver, and also allows chaplains to include courses (like comparative religions) most relevant to their work.

The MAPSC degree for military chaplains can be completed in 40 quarter credits if chaplains have previously completed a M.Div. degree or its equivalent from an accredited institution prior to enrollment at Iliff. Vocation and Orientation, Identity Power and Difference, and Consultation and Guidance are waived for the 40 quarter credit MAPSC military chaplaincy program. This professional degree draws on courses from across the theological curriculum and allows for a

degree of specialization. The chaplains are integrated into courses with other theological students and have the possibility of petitioning to complete their degree with a final four or eight credit summative project focused on post traumatic stress disorder (PTSD) in the military.

Specific requirements may be negotiated based on prior educational experience. A minimum grade point average of 2.75 is necessary for admission. Students who average 40 quarter credits a year (13-14 credits each quarter of the academic year, or 10 credits each quarter, for four quarters that include the summer quarter) will complete the course work for the MAPSC degree in one year.

Required Courses

Impact of war on pastoral care of families (4 credits)
 Post-traumatic stress disorder: Pastoral, psychological, and theological responses (4 credits)
 Ethical Perspectives on War and Peace (4 credits)
 Religions in the World (4 credits)
 If any required course is not available in any academic year when a student needs to take it, suitable alternatives will be made.

Elective Courses

In addition to these required courses (16 credits) which will be offered annually, chaplains will choose from pastoral care or general electives that are offered at Iliff, or psychological and social work courses offered at The University of Denver during the year they are enrolled. There may also be pastoral counseling courses offered at Denver Seminary that are relevant to their plan of study.

Clinical Pastoral Education: 8 credits

Normally, chaplains coming into this program will have had clinical pastoral education (CPE). Chaplains who have not had CPE will normally be required to do a unit of CPE as part of their MAPSC. Chaplains who have had CPE will have the option of doing an additional unit during their degree program. Iliff has strong collaborative relationships with a variety of clinical settings. We will make every effort to help military chaplains find a CPE setting in which ministry to persons with PTSD is featured.

Optional Summative Project

Chaplains can also do a four or eight credit summative project (registering for one or more independent studies) focused on the experience of PTSD in the military, which will be supervised by one of the pastoral care faculty.

Overview of degree requirements for 2013-2014

<i>Required courses</i>	Impact of war on pastoral care of families	4 credits
	Post-traumatic stress disorder	4 credits
	Ethical Perspectives on War and Peace	4 credits
	Religions in the world	4 credits
<i>CPE</i>	1 Unit (waived if chaplains have already done CPE)	8 credits
<i>Electives</i>	Pastoral and spiritual care electives (at least 10 credits)	16 credits
	General electives (optional)	
<i>Total</i>		40 credits

MASTER OF ARTS (MA)

A Master of Arts in Religion serves: those preparing for further graduate work in Religious Studies or other humanities disciplines at the PhD level; those preparing for teaching positions at community colleges or for adjunct instructor positions at colleges or universities; those preparing for professional careers (e.g., journalism, foreign service, non-profit organizations) in non-academic settings; or those simply seeking to enjoy the intellectual rewards of a liberal arts education at the graduate level. The curriculum includes study in an area of concentration, required courses to ensure breadth of religious and theological background, an MA colloquium, language study, and the development of a thesis. Students will work with both the advising center and the Director of the MA program and area faculty within their chosen concentration throughout the program.

DEGREE REQUIREMENTS

Students must meet the requirements as specified in the Master's Student Handbook and Catalog for their year of matriculation in order to graduate. Requirements for the degree are at least 72 quarter credits (or 40 quarter credits in addition to an MDiv degree or its equivalent from an accredited institution), with a cumulative grade point average of 2.0 or better; an area of concentration, seminar, proficiency in one foreign language, and a research thesis.

Students who average 40 quarter credits a year will complete the course work for a MA degree in two years. Students may, however, choose to complete their work over a longer period of time. All requirements for the degree must be completed within seven calendar years from the date of the first course taken in the program.

MA Seminars 1 & 2

MA Seminar I: History of the Study of Religion (4 credits)

MA Seminar 2: Methodology/Approaches to the Study of Religion (4 credits)

These two required 4 credit courses take place over two quarters. They each meet for four hours per week in a seminar setting. Its purpose is to introduce students to the study of religion, its history, approaches and contemporary issues. It also introduces students to their particular sub-disciplines, enabling them to locate themselves within their particular fields. It works with students to develop research skills, identify thesis topics and develop a programmatic identity as MA students. These seminars are required of all MA students. The MA Seminars are typically offered Fall and Winter Quarter each year.

Joint MA/MTS Thesis Proposal Class (4 credits)

Area of Concentration (24 credits)

The area of concentration requires at least 24 quarter credits. Students can declare fields in classical areas or in other areas where Iliff has faculty resources to support concentrations. The field will not appear on the diploma. Possible concentrations include biblical studies, history of Christianity, theology and philosophy of religion, ethics and social change and pastoral care. Other areas, including interdisciplinary ones, must be negotiated with a student's advisor and approved by the Director of the MA Program.

Students in the MA degree program shall declare their field of concentration in the Registrar's Office before they have completed 25 credits in the program. After having completed 40 credits in the program, students must develop a plan for the remainder of their program and obtain

signatures from both the Director of the Master of Arts program and their advisor/mentor on their proposed course of study (Advanced Standing).

Students who enter with a 40 credit requirement (because of prior degrees) must declare their fields before they have completed 15 credits and must fulfill their language requirement before completing 30 credits.

To assure some breadth in the study of religion and theology, students must take at least 12 quarter credits outside the area of concentration, approved by their advisors, except those who need only 40 credits for the degree.

Foreign Language: Proficiency by examination in one foreign language is required. These languages are normally limited to French, German, Spanish, Hebrew, Greek, or Latin. Exceptions may be made for a research language directly related to the student's area of study.

A minimum of three quarters of study in Hebrew or Greek taken at Iliff may substitute for the proficiency examination. Latin is not ordinarily offered at Iliff. Course credit is not given for basic modern language study. Up to twelve hours of course credit may be given for Hebrew or Greek taken at Iliff, eight hours of which may count toward the twenty-four hour Concentration requirement. Exceptions to this policy may be petitioned and will be reviewed on a case-by-case basis. The language requirement should ordinarily be completed by the time the student finishes 60 quarter credits. Iliff offers both Hebrew and Greek on a rotating calendar year basis.

Students may arrange for language exams by calling the Department of Foreign Languages and Literatures at the University of Denver. The cost of the language exams varies, depending on whether the student takes part in the regularly scheduled group exam times or requires an individually scheduled exam. Contact DU for current exam schedules and cost information (303-871-2662).

MA: Disciplinary Thesis. The Thesis Project is intended to be a focused, article-length (6,000 words), original piece of academic research, demonstrating the student's: mastery of a particular topic/subject; ability to conduct academic research; depth and originality of thought; ability to articulate his or her research in appropriate academic discourse.

GUIDELINES FOR THE PREPARATION OF A MASTER'S THESIS

Development of the Thesis will proceed in several stages.

Initial Development: All MA and MTS students will work with appropriate faculty members in developing a viable Thesis Project. A thesis proposal must be approved by the Director of the MA Program, the Dean, and two Thesis readers. Ideally, initial discussions about the thesis should begin no later than the Spring of the first year of study.

The MA and MTS Colloquia provide opportunities for students to begin to identify and explore their research interests. Students are encouraged to enroll in these courses during their first year of study.

Joint MA/MTS Thesis Proposal Class (4 credits): In this fall quarter class, students (in the second year of the program) will define and refine their topic, thesis, and points of evidence in order to produce a proposal and a detailed outline of the thesis. At the beginning of the seminar, students

will be expected to identify and consult with a faculty advisor and a second reader about the viability and scope of the topic. By week 4 of fall quarter, a draft of the proposal will be submitted to the advisor and second reader. By week 10 of fall quarter, a detailed outline (8-10 pp) of the thesis will be submitted to the course instructor.

The Proposal: The student must discuss the proposal with and receive the approval of two faculty readers and the Director of the MA Program. When approval is granted, the student will turn in the proposal to the Registrar who will seek the final approval of the Dean. An Approval Page for Master's Thesis Proposal is available from the Office of the Registrar or on my.iliff and should be provided with the proposal.

Students will seek approval the Thesis Proposal by the fourth week of the proposal seminar. The proposal, on not more than five double-spaced typed or printed pages using appropriate grammar and style, should include the following items:

- Statement of the proposed title
- Statement of the Thesis and scope of the study
- Rationale for pursuing the Thesis
- Tentative outline
- Discussion of available resources with a working bibliography

Thesis (6000 words, 24-26 pages): The Thesis must clearly delineate the nature of the topic, include a definition of the principle terms, meet standard grammatical requirements, develop arguments in a systematic and organized fashion. A Thesis must be consistent in form with recognized dissertation style manuals, such as Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, or *The Chicago Manual of Style* (use the most recent editions available). Stylistic consistency is crucial. One may use either footnotes or endnotes, and must include a bibliography.

Suggested Arrangement:

- Title page (p. i is assigned but not typed)
- Final Evaluation of Master's Thesis form (no page number)
- Text (paginated starting with Arabic numeral 1 through to the end)
- Appendix (if necessary)
- Bibliography

A grade will be given for the Thesis and should reflect the readers' assessment of the academic quality of the Thesis; students may register for up to 4 credits for the thesis. The student may choose, with the concurrence of the readers, a pass/fail option. The student must request the pass/fail option at the time the proposal is submitted.

Students are encouraged to submit the outline to the two Thesis readers **prior to the final quarter of the program** so that the student will have five full weeks in the final quarter to develop the outline with attention to the faculty readers' feedback.

The Thesis is due in final form **no later than the fifth week of the final quarter in the program**; both the first and the second reader must receive a copy. After the thesis has been turned in, the student will meet with the faculty readers for a concluding evaluation and conversation, after which the student may make final revisions.

A copy of the thesis with all revisions completed and one extra copy of the title page must be given to the first reader for signatures no later than fourteen days prior to the date of graduation. The first reader will forward the thesis and all forms to the MA Director for his/her signature. The MA Director will forward to the Registrar no later than seven days prior to the date of graduation. The Registrar will seek the Dean's final approval.

MA Degree Learning Goals: After successfully completing the Master of Arts Degree, graduates will be able to:

1. Within a broader awareness of the academic study of religion, describe and begin to establish a disciplinary-specific scholarly identity in the area of their specialization.
2. Formulate a viable research question that puts them into conversation with historic and contemporary thinkers in their declared discipline; articulate and pursue a disciplinarily-recognizable methodology to formulate a response to that research question.
3. Establish enough of a breadth and depth of awareness of historic and contemporary thinkers within their particular discipline that they will be able to identify and choose good conversation partners within their field to engage their research question.
4. Organize their response to a research question, both in written and oral format, in such a way as to establish themselves as a competent voice within their disciplinary area.

Outcomes Assessment Process: To insure the breadth and depth of the educational experience, student thesis projects will be automatically reviewed as part of Iliff's outcomes assessment process. Further information is available from the Dean's Office or from the MA Program Director.

MASTER OF THEOLOGICAL STUDIES (MTS)

The MTS is an interdisciplinary degree that serves students who are preparing for doctoral work in religious studies as well as others who are interested in rigorous exploration across the breadth of religious studies.

DEGREE REQUIREMENTS

To graduate, students must meet the requirements as specified in the Catalog and Master's Student Handbook for their year of matriculation. At least 72 quarter credits with a cumulative grade point average of 2.0 or better are required for the MTS degree.

This degree may be completed in 40 quarter credits if the student has previously completed an MDiv degree or its equivalent from an accredited institution prior to enrollment at Iliff. Specific requirements may be negotiated based on prior educational experience. A minimum grade point average of 2.0 is necessary. Students who average 40 quarter credits a year (13-14 credits each quarter of the academic year) will complete the course work for the MTS degree in two years. Students may, however, elect to complete their course work over a longer period of time.

All requirements for the degree must be completed within seven calendar years from the date of the first course taken in the program.

MTS Colloquium is required of all students (4 Credits)

Normally, Personal and Professional Formation credits (Vocation and Orientation; Identity, Power, and Difference; Internship; and so on) are not accepted into the MTS degree program. Permission to participate and count Personal and Professional Formation credits must be negotiated with the Director of Professional Formation in consultation with the MTS Director.

First Year Interdisciplinary Course (4 credits) This course is team taught and limited to 25 students per section. This course will introduce students to terminology, reading of primary texts and how to write academic papers as well as expose them to the complexity and significance of theological reflection. Some examples of possible topics may be: Theodicy/Suffering and War, Food, Eating, Environmental Justice and Hospitality, etc.

Learning Plan (no credit) The learning plan must be completed with the MTS Program Director prior to registration in the second quarter.

Other Courses as outlined in learning plan (56 credits)

Joint MA/MTS Thesis Proposal Class (4 credits)

Interdisciplinary Thesis (6000 words, 4 credits)

MTS: Interdisciplinary Thesis. The Interdisciplinary Thesis Project is intended to be a focused, article-length (6,000 words), original piece of academic research, demonstrating the student's: ability to work across two or more identifiable disciplines and articulate clearly how that work is executed in the project, ability to conduct academic research; depth and originality of thought; ability to articulate his or her research in appropriate academic discourse.

GUIDELINES FOR THE PREPARATION OF A MASTER'S THESIS

Development of the Thesis will proceed in several stages.

Initial Development: All MA and MTS students will work with appropriate faculty members in developing a viable Thesis Project. A thesis proposal must be approved by the Director of the MTS Program, the Dean, and two Thesis readers. Ideally, initial discussions about the thesis should begin no later than the Spring of the first year of study.

The MA and MTS Colloquia provide opportunities for students to begin to identify and explore their research interests. Students are encouraged to enroll in these courses during their first year of study.

Joint MA/MTS Thesis Proposal Class (4 credits): In this fall quarter class, students (in the second year of the program) will define and refine their topic, thesis, and points of evidence in order to produce a proposal and a detailed outline of the thesis. At the beginning of the seminar, students will be expected to identify and consult with a faculty advisor and a second reader about the viability and scope of the topic. By week 4 of fall quarter, a draft of the proposal will be submitted to the advisor and second reader. By week 10 of fall quarter, a detailed outline (8-10

pp) of the thesis will be submitted to the course instructor.

The Proposal: The student must discuss the proposal with and receive the approval of two faculty readers and the Director of the MTS Program. When approval is granted, the student will turn in the proposal to the Registrar who will seek the final approval of the Dean. An Approval Page for Master's Thesis Proposal is available from the Office of the Registrar or on my.iliff and should be provided with the proposal.

Students will seek approval the Thesis Proposal by the fourth week of the proposal seminar. The proposal, on not more than five double-spaced typed or printed pages using appropriate grammar and style, should include the following items:

- Statement of the proposed title
- Statement of the Thesis and scope of the study
- Rationale for pursuing the Thesis
- Tentative outline
- Discussion of available resources with a working bibliography

Thesis (6000 words, 24-26 pages): The Thesis must clearly delineate the nature of the topic, include a definition of the principle terms, meet standard grammatical requirements, develop arguments in a systematic and organized fashion. A Thesis must be consistent in form with recognized dissertation style manuals, such as Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, or *The Chicago Manual of Style* (use the most recent editions available). Stylistic consistency is crucial. One may use either footnotes or endnotes, and must include a bibliography.

Suggested Arrangement:

- Title page (p. i is assigned but not typed)
- Final Evaluation of Master's Thesis form (no page number)
- Text (paginated starting with Arabic numeral 1 through to the end)
- Appendix (if necessary)
- Bibliography

A grade will be given for the Thesis and should reflect the readers' assessment of the academic quality of the Thesis; students may register for up to 4 credits for the thesis. The student may choose, with the concurrence of the readers, a pass/fail option. The student must request the pass/fail option at the time the proposal is submitted.

Students are encouraged to submit the outline to the two Thesis readers **prior to the final quarter of the program** so that the student will have five full weeks in the final quarter to develop the outline with attention to the faculty readers' feedback.

The Thesis is due in final form **no later than the fifth week of the final quarter in the program**; both the first and the second reader must receive a copy. After the thesis has been turned in, the student will meet with the faculty readers for a concluding evaluation and conversation, after which the student may make final revisions.

A copy of the thesis with all revisions completed and one extra copy of the title page must be given to the first reader for signatures no later than fourteen days prior to the date of graduation. The first reader will forward the thesis and all forms to the MTS Director for his/her signature.

The MTS Director will forward to the Registrar no later than seven days prior to the date of graduation. The Registrar will seek the Dean's final approval.

MTS Degree Learning Goals:

After successfully completing the Master of Theological Studies Degree Program, graduates will be able to within a broader awareness of the academic study of religion, articulate the complexities emergent in the interdisciplinary study of religious traditions.

1. Formulate a viable research question that puts the student into conversation with historic and contemporary thinkers in the study of religion and that fosters transformative possibilities for humanity and the world.
2. Identify theological resources that would broaden and deepen their thinking about these questions.
3. Organize their response to a research question, both in written and oral format, in such a way as to establish themselves as a competent public voice within the interdisciplinary study of religion.

Outcomes Assessment Process: To insure the breadth and depth of the educational experience, student thesis and capstone projects will be automatically reviewed as part of Iliff's outcomes assessment process. Further information is available from the Dean's Office or from MTS Program Director.

MASTER OF SOCIAL WORK (MSW) COOPERATIVE PROGRAM

Iliff offers several professional degree programs which provide foundational knowledge and expertise in pastoral care and counseling for parish ministry as well as for community work in non-profit and for-profit settings. Students who wish to obtain a counseling license, or those interested in more extensive training in community organizing and leadership, should consider combining the Iliff degree with further training in clinical and community work.

A cooperative arrangement between Iliff School of Theology and [The Graduate School of Social Work at the University of Denver](#) allows qualified students to pursue concurrently the Master of Divinity, the Master of Arts in Pastoral and Spiritual Care, the Master of Arts in Social Change, the Master of Theological Studies, or the Master of Arts degree with the Master of Social Work degree. The cooperative degree program offers students the opportunity to apply theological learning to social service settings.

Admission Requirements

Students may apply for participation in the cooperative program before beginning study on either degree or after having begun work on one of the two degrees. Admission to the cooperative program is not possible after requirements for either degree have been completed.

Admission requirements of both schools must be met. Admission to one degree program is not contingent on admission to the other. Provisions of the cooperative arrangement apply only to students who are admitted to both programs. Students pursuing both degree programs must notify in writing the registrars at both Iliff and the Graduate School of Social Work of their cooperative status.

Tuition and Financial Aid

Students will seek financial aid and pay tuition and fees to each school. Federal financial aid, however, cannot be drawn from both schools simultaneously. Each year students in the cooperative program will have a school of primary registration. Students who require financial assistance will apply to the school of primary registration for that assistance on a yearly basis. In rare instances, students will be allowed to adjust their primary school of registration on a quarterly basis.

Length of Study

Each school allows students to transfer a predetermined number of credits from one degree program into the other. This allows students to complete both degrees in a shorter amount of time. For example, in the Master of Divinity cooperative degree, students transfer 20 quarter credit hours from the School of Social Work to Iliff and transfer 15 credits from Iliff to GSSW. Thus, students who attend full-time can finish at least one quarter early from each degree program. Students may elect to take courses over a longer period of time or shorten the period by enrolling for courses in the summer.

Advising

On matriculation in the cooperative degree program, students will be assigned advisors by both schools. Students must meet with both advisors each quarter.

PROGRAM REQUIREMENTS

Iliff Requirements: Students must meet all Iliff prescribed Master's degree requirements. Requirements for Personal and Professional Formation Internship(s) are met through the required core curriculum and field placement in the Graduate School of Social Work. Certain required courses and electives may be taken in either school and substituted for courses within the other school. A declaration form must be completed in the Office of the Registrar at the Iliff School of Theology.

When students' primary registration is at GSSW, they must complete an Iliff Continuing Registration form and have their advisor sign it.

Upon completion of the social work courses to be applied toward the MDiv, MAPSC, MASC, MTS, or MA degree, students must supply the Iliff registrar with University of Denver transcripts of such courses. Only work done at the C level (2.0) or better is acceptable.

Graduate School of Social Work Requirements: Students must meet all Master of Social Work requirements, including the school's core curriculum of required courses or equivalents. In consultation with advisors at both schools, students plan programs to meet requirements. Such plans should be submitted to the school's educational planning committee for approval before the end of the second year in the cooperative program.

Upon completion of the Iliff courses to be applied toward the Master of Social Work degree, students must supply their advisors at the school with Iliff transcripts of such courses. Only work done at the B level (3.0) or better is acceptable.

MDiv degree modifications for cooperative program:

The Master of Divinity and Master of Social Work cooperative program requires a total of 175 quarter credits. A minimum of 75 credits must be taken at Graduate School of Social Work (GSSW). A minimum of 100 credits must be taken at Iliff. Fifteen credits taken at Iliff may be

applied to the Master of Social Work degree; 20 credits taken at GSSW may be applied toward the Master of Divinity degree.

<i>Course Work</i>	<i>Credit Required</i>
First Year Interdisciplinary Seminar	4 credits
Comparative Religious Traditions (CR), 4 cr breadth and 4 cr depth	8 credits
Sacred Texts (TX), 4 cr breadth and 4 cr depth	8 credits
Social/Contextual Analysis (AN), 4 cr breadth and 4 cr depth	8 credits
Historical Development (HI), 4 cr breadth and 4 cr depth	8 credits
Constructive Theology (TH), 4 cr breadth and 4 cr depth	8 credits
Theology and Religious Practices (PR), 4 cr breadth and 4 cr depth	8 credits
Vocation & Orientation and Identity, Power, & Difference	4 credits
Electives	44 credits
Transfer credits from GSSW (maximum)	20 credits
Consultation and Guidance (Phases I, II & III)	

120 quarter credits total

Note: Students usually opt for having their GSSW field experiences transferred into the Iliff degree in lieu of the MDiv Internship requirement.

Sample course of study for cooperative MDiv/MSW:

First Year, Iliff	40 credits
Second Year, GSSW	45 credits
Third Year, Iliff	40 credits
Fourth Year, GSSW	30 credits
Fourth Year, Iliff	20 credits

100 total quarter credits at Iliff

75 total quarter credits at GSSW

MAPSC degree modifications for cooperative program:

The Master of Arts in Pastoral and Spiritual Care and Master of Social Work cooperative program requires a total of 143 quarter credits. A minimum of 75 credits must be taken at GSSW. A minimum of 68 credits must be taken at Iliff. Fifteen credits taken at Iliff may be applied to the Master of Social Work degree; 12 credits taken at GSSW may be applied toward the Master of Arts in Pastoral and Spiritual Care degree.

<i>Course Work</i>	<i>Credit Required</i>
First Year Interdisciplinary Seminar	4 credits
Comparative Religious Traditions (CR), 4 cr breadth and 4 cr depth	8 credits
Sacred Texts (TX), breadth or depth	4 credits
Social/Contextual Analysis (AN), breadth or depth	4 credits
Historical Development (HI), breadth or depth	4 credits
Constructive Theology (TH), breadth or depth	4 credits
Theology and Religious Practices (PR), must include Intro to Pastoral Theo & Care	4 credits
Vocation & Orientation and Identity, Power, & Difference	4 credits
CPE	8 credits
Pastoral and Spiritual Care Electives	16 credits
Other Electives	8 credits
Transfer credits from GSSW (maximum)	12 credits
Consultation and Guidance (Phases I, II & III)	

80 quarter credits total

MASC degree modifications for cooperative program:

The Master of Arts in Social Change and Master of Social Work cooperative program requires a total of 143 quarter credits. A minimum of 75 credits must be taken at GSSW. A minimum of 68 credits must be taken at Iliff. Fifteen credits taken at Iliff may be applied to the Master of Social Work degree; 12 credits taken at GSSW may be applied toward the Master of Arts in Social Change degree.

<i>Course Work</i>	<i>Credit Required</i>
First Year Interdisciplinary Seminar	4 credits
Comparative Religious Traditions (CR), breadth or depth	4 credits
Sacred Texts (TX), breadth or depth	4 credits
Social/Contextual Analysis (AN), breadth or depth	4 credits
Historical Development (HI), breadth or depth	4 credits
Constructive Theology (TH), breadth or depth	4 credits
Theology and Religious Practices (PR), must include both Foundations of Social Change and Community Organizing	8 credits
Vocation & Orientation and Identity, Power, & Difference	4 credits
Social Change Praxis Courses	8 credits
Social Change Seminars	8 credits
Internship	8 credits
Electives	8 credits
Transfer credits from GSSW (maximum)	12 credits
Consultation and Guidance (Phases I, II & III)	

80 quarter credits total

MTS degree modifications for cooperative program:

The Master of Theological Studies and Master of Social Work cooperative program requires a total of 135 quarter credits. A minimum of 75 credits must be taken at GSSW. A minimum of 60 credits must be taken at Iliff. Fifteen credits taken at Iliff may be applied to the Master of Social Work degree; 12 credits taken at GSSW may be applied toward the Master of Theological Studies degree.

<i>Course Work</i>	<i>Credit Required</i>
MTS Colloquium	4 credits
First Year Interdisciplinary Seminar	4 credits
Learning Plan (must be completed prior to second quarter at Iliff)	no credit
Joint MA/MTS Thesis Proposal Class	4 credits
Interdisciplinary Thesis	4 credits
Other courses as outlined in learning plan	44 credits
Transfer credits from GSSW (maximum)	12 credits

72 quarter credits total

Note: Because the MTS is an academic and not a professional degree, GSSW field experiences will not be transferred back into Iliff as part of the degree requirements.

MA degree modifications for cooperative program

The Master of Arts and Master of Social Work cooperative program requires a total of 135 quarter credits. A minimum of 75 credits must be taken at GSSW. A minimum of 60 credits must

be taken at Iliff. Fifteen credits taken at Iliff may be applied to the Master of Social Work degree; 12 credits taken at GSSW may be applied toward the Master of Arts degree.

<i>Course Work</i>	<i>Credit Required</i>
MA Seminar I & II	8 credits
Courses in the area of specialization	24 credits
Language requirement	no credit
Joint MA/MTS Thesis Proposal Class	4 credits
Disciplinary Thesis	4 credits
Other courses	20 credits
Transfer credits from GSSW (maximum)	12 credits

72 quarter credits total

Note: Because the MA is an academic and not a professional degree, GSSW field experiences will not be transferred back into Iliff as part of the degree requirements.

Granting of Degrees

Degrees need not be granted simultaneously. Either faculty can recommend graduation from its program as soon as its requirements have been met. However, the University of Denver requires that the separation of graduation dates be no longer than one year.

GRADUATION

Graduation is held once a year in the spring. Degrees are conferred twice each year, spring and summer. Students preparing for spring graduation must apply to the registrar by the Friday of the second week of the winter quarter. The application for graduation is valid for either a spring or summer graduation in that current academic year. Please see the Registrar for graduation application deadlines.

The fee for graduation from an Iliff master's level degree program is \$150. Should plans to graduate change, the registrar must be informed and a new application for graduation must be submitted. The fee for reapplication is \$10. Persons who have changed their degree programs must be in the new program at least two quarters after being officially admitted to the new program before they are eligible for graduation.

All requirements for the degree must be completed and all grades for prospective graduates are due one week prior to commencement. Instructors determine when work is due to meet this deadline. Prospective graduates who have Incompletes must also meet this deadline. Upon recommendation of the Academic Vice-President/Dean and by vote of the faculty, a student may be recommended to the Board of Trustees for graduation after completion of the following requirements:

- Completion of required quarter credits with a cumulative grade point average of 2.0 or better.
- Completion of all degree and concentration requirements.

PERSONAL AND PROFESSIONAL FORMATION IN THE ILIFF CURRICULUM

Traditionally, formation for professional leadership is a task which congregations, agencies, faith traditions and schools of theology have shared. At Iliff the Consultation and Guidance (C&G) and Internship process is designed to provide resources for assessment and accountability to this process of personal and professional formation. Iliff's personal and professional formation process is concerned with the holistic preparation of persons for leadership, including questions of spiritual development, character, professional ethics, self- and role-understanding, and of how one interacts with one's tradition.

- I. Consultation and Guidance (C&G)
- II. Personal and Professional Formation Courses
- III. Internships by Degree Program
- IV. Professional Ethics
- V. Protection from Sexual Harassment

PERSONAL, PROFESSIONAL AND SPIRITUAL FORMATION GOALS

The following terms can be helpful in thinking about personal, professional and spiritual formation:

Fitness usually addresses whether an individual has the potential to become an effective leader. Potentially includes all dimensions that contribute to this outcome, such as intellectual ability, personality structure, accuracy and appropriateness of self-image, interests, motivations, and uses of social support networks.

Competencies refer specifically to interpersonal, relational dimensions that affect others. Examples of competencies are listening skills, abilities to communicate ideas and feelings accurately, maturity of judgment, the capacity to provide spiritual and organizational leadership, and other abilities that enable groups to function effectively.

Readiness suggests that an individual has prepared sufficiently to take up the practice and responsibilities of a specific professional vocation. Sufficient preparation includes theory and practice in both basic academic areas and applied situations. An example of readiness is having an adequate knowledge of the student's tradition and an ability to draw on that tradition.

Effectiveness emphasizes how well persons function in given settings with specific resources and limitations. Effectiveness builds upon fitness, competence, and readiness. Personal functioning (fitness) and social functioning (competence), combined with preparation (readiness), when applied to a given situation, produce greater or lesser degrees of effectiveness.

Certain principles and qualities of professional functioning mark the integration of academic and field preparation that leads to effectiveness in leadership. In measuring this integration, the Iliff faculty considers both the presence of the following qualities and capabilities and how well they are manifested:

- Authentic presentation of self, experience and faith commitment.
- Ability to maintain appropriate boundaries and to balance them with appropriate accessibility.
- A sense of commitment to one's spiritual development.
- A capacity to understand and employ the heritage and values of one's tradition.

- A commitment to social justice.
- A capacity to interpret contexts and understand systemic and structural dynamics.
- An appreciation of the role of the community in understanding what it means to human.
- Ability to be aware of one's inner subjective state and to meet the requirements of role and position.
- An awareness of the importance of social location (race, class, gender, age, sexual orientation, gender identity, ability/disability, etc.) for self-understanding and professional practice.
- A sense of fair-mindedness and empathy.
- An ability to clearly interpret one's beliefs and behavior to the community one serves.
- Possession and development of skills for leadership (preaching, counseling, administration, etc.)

II. CONSULTATION AND GUIDANCE (C&G)

The Consultation and Guidance (C&G) Program is designed to help students engage in an intentional and systematic process of professional, personal, and spiritual growth. The C&G process is one avenue of your overall education at Iliff that helps explore your readiness, fitness, and competence for ministry. The C&G process engages you around your gifts for ministry as well as some of the things that might hinder you from reaching your goals. This program is provided by the Iliff Consultation and Guidance Center (ICGC).

The C&G program has three distinct phases:

Phase I - The student engages in a process of assessment and interpretation through the Iliff Consultation and Guidance Center, intended to help students come to know themselves and their gifts for leadership more clearly.

Phase II – The student, in consultation with the Director of the ICGC, develops a plan for personal, professional, and spiritual growth. Often, this plan is informed by the Phase I assessment, self-reflection, experience, and/or additional feedback obtained from other sources in the student's life. Depending on the areas of growth the student and the Director of the Iliff Consultation and Guidance Center identify, the student's plan might include workshops, retreats, a spiritual formation experience, individual or group therapy, or possibly a particular set of courses that are engaged on both the academic and personal levels.

Phases I and II must be completed before students begin an Internship placement or Clinical Pastoral Education.

Phase III - The student carries out and completes their agreed upon plan, finishing the process by completing the Phase III report and sharing the results with the Director of the ICGC.

CONSULTATION AND GUIDANCE: PURPOSE AND PROCESS

The processes used by the ICGC create a snapshot of who you are at this moment in time. Vocational instruments are used to assess some of the strengths and challenges you might face as a leader. Additionally, we look at specific interests alongside personal information to help develop a sense of vocational identity. From that tentative resting place, we develop a plan that intentionally addresses your strengths and areas of growth. The C&G process is an intentional opportunity to explore, have conversation about, and refine your gifts for ministry as they relate to your perceived vocation. This kind of intentional professional reflection can serve as a reminder of the dynamics of our personality and the possibilities for growth and change we will encounter in life.

The C&G process endeavors to identify gifts and strengths for leadership which the student may want to refine and develop. Additionally, this process might identify some of the personal issues a student faces, and you can certainly opt to address those pieces of life as well. However, while personal issues may be a chosen focus, the purpose of the C&G process is to call attention to these issues as they relate to a person's vocational formation. When personal issues seem to dominate the landscape of the assessment phase, a counseling referral will be made as a part of the C&G process. When a referral for therapy is meant to address issues of fitness, readiness, and competence for professional work, a report from the approved mental health professional to the Director of the ICGC may be required. When a referral for therapy is made related to what is more clearly personal issues, there is no expectation of a student reporting back.

Should a student feel that he or she has not been fairly or accurately treated during the initial assessment and consultation, a second opinion through an outside source is possible. Such a second opinion is usually done at the student's expense. The second opinion will be shared with the Academic Vice-President/Dean or through the "Special Needs of Theological Students" process detailed in this Handbook. Students who feel that this is called for should request a second opinion in writing to the Dean.

CONFIDENTIALITY AND ACCOUNTABILITY

The initial phase of the C&G process includes the use of vocational instruments as an initial point of exploration. This process requires the Director of the ICGC to have access to your results in order to provide an interpretive consultation. Confidentiality is paramount; at the same time, the C&G process is both personal and professional, undertaken individually but as part of the curriculum and professional education at Iliff. Therefore, students must give their consent for the information from their assessments to be shared with a limited number of people described below who have a stake in their professional development.

The C&G process works at the crux of professional and personal development. The Director of the ICGC oversees the guidance process, and is accountable to the Iliff Academic Vice-President/Dean and to the Director of Professional Formation. Results of a student's assessments, based on the interpretive consultation, are held within an appropriately narrow circle of confidentiality and accountability.

Following an interpretive interview with the student, the Director of the ICGC reports a summary of the Phase I assessment and interpretation to the Director of Professional Formation. This includes information related to the particular strengths and limitations of each candidate.

Occasionally the Director of Professional Formation determines that further consultation is required with the student, the Academic Vice-President/Dean or through the “Special Needs of Theological Students” process. Results from the assessment and consultation are not reported to the faculty at large, though any of the above may make recommendations to the faculty based on this data.

Additionally, faculty concerns about fitness, readiness and competence for leadership can appropriately affect decisions about student advancement and tenure at Iliff. In such cases, the Director of the ICGC serves as consultant to faculty representatives, and/or the individual student, as appropriate. Material from the C&G process may be considered as one piece of information useful to that process. However, information provided by the ICGC is but one source utilized in the decisions made by faculty.

CONSULTATION AND GUIDANCE: PHASE I

All incoming MDiv, MASC and MAPSC students should endeavor to complete the Phase I vocational assessments during their first quarter of coursework at Iliff. These assessments focus on some of the strengths and challenges that particular personality types encounter in the work place. The instruments we use include a vocational interest inventory (Strong Interest Inventory -- SII), a personality type indicator (Myers-Briggs Type Indicator -- MBTI), and a vocational personality inventory (California Personality Inventory – CPI260). These instruments are often found in Human Resources and Career Counseling settings. They were chosen to offer students feedback on how their interests and strengths match with their professional development goals, as well as provide information about blind spots that may hinder their professional growth and development.

The assessments for Phase I are completed online. Students can pick up instructions at the Office of Professional Formation (located at S-120). Students will also be given an *Informed Consent Form*, which must be on file before taking the assessments. The *Informed Consent Form* indicates the student's understanding of what assessment tools are being used, the purpose of the assessments, and the limits of confidentiality as defined above. The assessment instruments take two to three hours for most students to complete. After the assessment reports are received, the Director of the ICGC will contact the student to arrange an initial consultation session, usually within a month after the assessment has been completed. The interpretive session takes about one hour. Following the session, students will sign a release of information so that the Director of the ICGC can share the results with the Director of Professional Formation.

The ICGC does not release actual assessment results, except to qualified professionals with the student's written permission. Summary interpretations are shared in the limited ways noted below. The Director of the ICGC reports to the Director of Professional Formation once the assessment and interpretive session are completed. During the Phase I assessment, or through other aspects of a student's professional formation, issues may arise that signify a student is not yet ready to engage in a professional Internship. When this situation arises, the Director of Professional Formation will consult with the Dean, and/or the student's advisor about appropriate next steps. The Director of Professional Formation will help the student develop a plan to address the concerns and determine when or if the student may take an Internship placement.

Students requiring evidence of psychological assessment for their ordination process may request that the Director of the ICGC write a letter to the appropriate judicatory representatives briefly

outlining the findings of the assessment. A further release of information form must be signed by the student for these letters to be sent.

CONSULTATION AND GUIDANCE: PHASE II

The results of the Phase I assessment provide a point of reference in helping students develop their Phase II plan. During the interpretive session, other sources of information may be brought to bear on the development of a student's plan for professional, personal and spiritual growth. Fulfillment of the Phase II requirement is completed when a student's plan of professional/personal/spiritual growth has been developed, written and approved. The Director of the ICGC, the Director of Professional Formation, and the Dean of the Chapel are able to assist students in developing their Phase II plans. The Phase II plan will be approved by the Director of the ICGC based on the plan's ability to:

- 1) address areas of need identified in the Phase I assessment;
- 2) clarify the student's professional identity;
- 3) build personal character;
- 4) contribute to personal and spiritual maturity;
- 5) and/or develop leadership skills.

Phases I and II must be completed before students are assigned an Internship placement or seek to begin Clinical Pastoral Education.

Phase II plans should take into consideration the need for roughly eight (8) contact hours related to professional, personal or spiritual formation and growth. There are four basic options to think about when developing a Phase II plan:

- participating in individual, family, couples, and/or group counseling or coaching focused on leadership and related issues;
- participating in an extended program of spiritual formation;
- creating an individualized plan appropriate to the student's growth issues.

Workshops

Students may develop a Phase II plan that includes attending workshops approved by the ICGC. Workshops will provide a learning opportunity that coincides with a student's goals in their Phase II plan. These workshops are usually accompanied by personal reflection with a mentor or leader about what the student learned and how this impacts their understanding of ministry and their pastoral identity.

Counseling or Coaching

Students can also develop a Phase II plan that includes individual, family, couple and/or group therapy experiences. A plan that intends to utilize these resources would ultimately focus on fitness and competence for leadership by addressing:

- areas of need highlighted in the Phase I assessment;
- the student's professional role;
- the growth and development of personal character; personal and spiritual maturity, and/or specific leadership skills.

Typically, eight sessions are needed to fulfill the Phase II requirement. Students who choose counseling or coaching should seek approval from the Director of the ICGC. A list of counselors and coaches are available through the ICGC office. Students are responsible for asking their counselor or coach to sign the Phase III form in order to indicate that their sessions met the requirements of the Phase II plan.

Spiritual Direction

Another way of completing the Phase II requirements is by participating in a program of spiritual direction that meets for at least eight sessions. Spiritual direction is an ongoing intentional relationship with a trained director designed to deepen identity, theological clarity and vocational direction around one's spirituality. The Dean of the Chapel assists the Director of the ICGC in identifying students for whom spiritual direction is appropriate and in making referrals.

Personalized Program

Finally, a student may creatively design a program of professional/personal/spiritual growth. Personalized programs will be approved by the Director of the ICGC based on the plan's ability to address identified areas of growth and formation, and individualized plans typically require some form of external observation and feedback by a trained professional. Such experiences might include a series of weekend retreats on spiritual/personal growth, an extended conference with small group experiences or other avenues of growth.

CONSULTATION AND GUIDANCE: PHASE III

Phase III is the implementation and completion of the plan for professional, personal, and spiritual growth developed in Phase II. This includes the completion of a one-page closing reflection paper focusing on the question,

"How has my experience helped prepared me for my professional vocation?"

Reflection papers must be handed into the Director of the ICGC as the final step of Phase III. After the plan is successfully carried out, the Director of the ICGC will notify the Registrar, indicating that Phase III of the C&G requirement has been completed. *Phase III must be completed at least two weeks before graduation.*

III. PERSONAL AND PROFESSIONAL FORMATION COURSES

1) VOCATION AND ORIENTATION

Early in their degree program (usually in the first quarter) MDiv, MASC, and MAPSC students will enroll in Vocation and Orientation. This course introduces students to the process of vocational discernment and provides an introduction to graduate theological education at Iliff in a small group setting, usually about eight students per section maximum. 2 credits (pass/fail)

2) IDENTITY POWER AND DIFFERENCE

Prior to enrolling in Internship and/or Clinical Pastoral Education (CPE), students must also take Identity, Power and Difference. This course helps students develop professional skills for both working sensitively and openly across difference and becoming social justice allies. 2 credits (pass/fail).

3) INTERNSHIP

Internship credits at Iliff are an action/reflection-based learning process that assumes four levels of vocational development: (1) individual and communal exploration of vocation (2) an understanding of how social location, difference, and power dynamics shape professional practice (3) supervised practice of ministry/professional practice, and (4) improvement of ministerial/professional practice throughout one's career. The first three levels are included in the curriculum and seek to prepare the student for the lifetime of continuing reflection and growth.

MDiv and MASC students who have completed at least 24 hours of course work, taken the first year courses, (Vocation & Orientation, and Identity, Power and Difference), and the first two stages of C&G are eligible to participate.

III. INTERNSHIPS BY DEGREE PROGRAM

1) MDiv INTERNSHIP

Internship Preparation: It is recommended that students complete phase I of the Consultation & Guidance (C&G) process during the fall-winter terms of their first year of study, and phase II during the winter-spring terms of that same year. It is highly recommended that students start their C&G process as early as possible once they start their degree. Intentional work around personal and professional formation will help students select the right courses for their development needs as they move through the degree program and prepare students for meaningful internship experiences. C&G consultation and development planning, coursework, and internship are designed to work together to support integrated personal and professional formation. Each student is the author and actor in his/her PPF process, with support and mentorship from Iliff staff and faculty.

Internship & Seminar: As a service learning component of the MDiv degree program, internships – often supplemented by Clinical Pastoral Education (CPE) - integrate traditional academics, meaningful community service, and critical theological reflection on the ongoing life of church and community in order to: deepen student learning through practical application, support student spiritual/religious and vocational development, and to articulate, practice, and refine the arts and skills employed in the practice of the profession.

MDiv students participate in a nine month internship which includes both a field placement and a face-to-face or online intern seminar:

The field placement should be in a setting appropriate to the ministry for which the student is involved in preparing and providing service/leadership *at least* 14 hours a week (some students serve in full-time intern placements). An experienced supervisor committed to the student's theological and vocational education is required. In all settings, it is crucial that the student have a clear position description and develop learning goals appropriate to the student's needs and calling and to the opportunities of the setting.

Also vital to the process is a seminar experience enabling participants to reflect on their experience, and to deal with personal feelings, in an atmosphere of acceptance and accountability. The student must begin the Internship Seminar in the fall quarter and be enrolled on a consecutive basis through that academic year (though service may begin in the preceding summer and/or continue into the following summer.) Both face-to-face and online seminars are offered.

The purposes of the reflection seminar are to: (1) integrate theological knowledge, skills and professional practice; (2) guide the student toward professional competence; (3) evaluate the student's readiness for ministry/professional practice; (4) engage in collegiality and consultation; and (5) such other agenda as the group may set for itself. At the same time, the student enrolls and continues to take classes.

In the fall quarter, each student will engage in a social analysis of the church or agency and community in which the student is serving. Later in the school year, each student will present a case study of an incident in leadership in which the student has been involved. Each student also prepares a paper on his or her theology of leadership to be presented to the group, usually during the spring quarter. A syllabus describing the program more fully is available from the Office of Professional Formation. 4 credits each of three quarters for a total of 12 credits. (pass/fail)

Sites and Supervision: Internship sites join in a vital partnership with Iliff in preparing individuals for professional vocations. Internship sites are more than places of employment for students; while churches and agencies rightly expect real work from the student, they, in turn, promise to provide supervision designed to encourage and enable the student growth in skills, in self- and role-understanding and in the ability to reflect theologically or spiritually and sociologically on his/her vocation. Appropriate Internship sites are committed to providing both opportunities for service by the student and full participation in the student's education. Key to this process is the involvement of the site supervisor, lay committee or consultants/professionals in the same church or agency setting. Expectations of site supervisor, lay committees and consultants are found below.

Internship Site Selection: Iliff has an ongoing relationship with many sites and supervisors. New sites emerge through the initiation of the site, interested students and/or the Director of Professional Formation. Placements are negotiated between students and supervisors and are approved by the Director.

What makes a good Site?

- Appropriate sites provide the intern a minimum of fourteen hours per week for the academic year (September-May.) A supervisor and lay committee or consultants committed to the student's learning and growth of meaningful work that gives the student a sense of the mission and purpose of the church or agency and direct exposure to the people served.
- Iliff recommends that students be paid for their internship work. Internship stipend supplements maybe available for some students serving in small parishes or agencies serving disadvantaged populations.
- The opportunity for the student to be exposed to the breadth of the overall ministry experience in addition to whatever focused responsibilities the position may include.
- Ministry that is in line with the long-term goals of the student (i.e. church or agency setting for those seeking ordination as a minister, hospital for those seeking ordination as a chaplain, other appropriate settings for those not seeking ordination.
- Meaningful work that gives the student a sense of the mission and purpose of the church or agency and direct exposure to the people served.

Suitable placements match the student's career and learning goals and are in settings appropriate to the degree program, examples include local churches, church-related agencies, community based non-profit agencies, hospitals, government agencies, etc. The selection of an appropriate setting for the Internship of a particular student is guided by his/her career focus, academic background and previous experience. Students seeking ordination are usually expected by their denomination to have a supervised local-church religious leadership experience. In every case, the primary purpose of the placement is to afford the student sufficient opportunity for the supervised practice of a broad spectrum of skills, appropriate to the particular student's career choice, individual interests and needs. A major consideration is the availability of an appropriate supervisor.

Supervisors: All Internships require on site supervision. Supervision in professional education is a teaching/learning process. For example, a practicing minister and a minister-in-training engage together in practice of the religious leadership and reflection on their work for the student's learning. Supervisors are approved by and work under the oversight of the Director of Professional Formation. Supervisors are chosen and approved on the basis of their evident competence as professionals and their ability and willingness to engage in supervision of students. Ideally, supervisor and student should both be engaged in leadership within the same environment. Where such is not the case, as in student charges, another person will serve as the student's off-site supervisor.

Supervisors agree to meet weekly with the student to reflect on the student's practice. This supervisory conference, of at least one hour each week, includes some attention to planning and review of accomplishments. Its key components are: a reflection on the student's emerging self- and role-understanding, identifying and strengthening the gifts and graces which fit the student for her or his calling, and identification of areas where continued growth is needed. Supervisors agree to share written evaluations of the student with the student and with Iliff.

What makes a good Site Supervisor?

- An ordained minister or other theologically trained professional who is willing to act as supervisor as laid out in the Service Learning Covenant. S/he should desire for the student to make a real contribution and about their commitment to the student's education.
- The supervisor commits to attend an orientation session, and quarterly consultation sessions. S/he also covenants to submit mid-year and final evaluations of the student.
- Time for reflection with both the supervisor and lay committee or consultants (persons to whom the intern can turn for advice and counsel throughout the internship.)
- Site supervisor should usually be full-time and have been at the site in his/her current role for a minimum of one year.

Supervisor Training: Face-to-Face Training for those in the Colorado Front Range: Each year a one-day, training workshop in supervision is provided without charge to persons supervising Iliff students in the Colorado Front Range region. Each new supervisor is expected to participate in one of these workshops prior to or as soon as possible after beginning service as a supervisor.

Each quarter, a supervisor consultation is held on campus. The primary purpose of these meetings is consideration of the philosophy, purposes and procedures of Internship

supervision. Opportunity is also provided for discussion of general concerns relating to theological internship education and supervision.

In addition, arrangements can be made for consultation with campus Internship seminar leaders or the Director of Professional Formation. These consultations provide opportunity for the site supervisor to consult with a qualified person about the process of his/her own work as a supervisor. Requests for such consultation are made to the Office of Professional Formation.

Online and phone Consultation and Training for those at a Distance: At the beginning of the intern year the supervisor will receive the Supervisor Notebook, related program materials, and a phone or Skype consultation with the leader of the student's intern seminar to discuss the internship and the goals of supervision.

At least three further times during the year the site supervisor and seminar leader will consult about the student's progress and address any issues. The seminar leader is also available for phone or email consultation at other times as needed.

In addition, the Director of Professional Formation is available for consultation about issues or to discuss the goals and process of supervision. Requests for such consultation are made to the Office of Professional Formation.

Course Audits: Supervisors are eligible to audit courses at no charge at Iliff on a space-available basis. For each quarter of supervision of a student enrolled in Part-Time or Full-Time Internship, the supervisor may audit two quarter credits of a master's level coursework at Iliff. While audit credits may be banked for up to three years, no more than six credits may be accumulated at any one time. Permission of the instructor may be required. All audit credits must be used for Iliff courses; online and summer classes are not available for audit. Before enrolling in a course, an audit form must be completed by supervisor and returned to the Office of Professional Formation. OPF will then provide a waiver form to the registrar stating that the supervisor is eligible for audit enrollment.

Lay Committees and Consultants in Parish Sites: Internship sites also provide a lay committee of four to six people that meet monthly with the student. They help in building a covenant between congregation/agency and student, serve as a support group for the student, give "feedback" to the student and share in the evaluation process. A lay committee training event will be provided at Iliff early in the fall quarter.

Lay Committees and Consultants Non-Parish Sites: In addition to supervision, students should develop consultative relationships with other professionals in their field. For example, board members of the agency, non-agency leaders in your field, and agency clients and community partners. Students should work with their supervisor to identify at least two such consultants who can provide useful insight and feedback. During the fall quarter, students will submit a plan identifying the consultants and their contact information, as well as relevant learning goals. Student interns are expected to arrange to meet with each consultant individually or in a group at least twice during the first half of the internship to discuss the student's work, vocation, and professional development. The consultants will then be asked to provide individual letters reflecting on their experience of the student at the mid-point of the internship. At this point the list of consultants may continue unchanged or be reconstituted. If it seems helpful to the intern's

learning and growth to make changes a revised list with names and contact information should be provided to the Office of Professional Formation. After the midpoint, the intern should meet at least twice more with the consultants before the end of the year when consultants provide final reflections.

Consultants do not attend an orientation, but receive a letter describing the work of professional and vocational consultation.

Site Visits: Sometime in the fall, or first half of the winter quarter, interns in a face-to-face intern seminar arrange for a site visit during which their seminar faculty member will visit the place where they are serving. The student and faculty member negotiate a time and appropriate agenda for the meetings. At a minimum the site visit provides an opportunity to introduce the seminar faculty member to the setting and to meet with the site supervisor and intern to discuss the interns work, their connection with the setting, and progress on their learning goals. Typically it also includes the opportunity to observe the student in some form of leadership or service and to meet with the lay committee in a congregation or one or more of the professional consultants in an agency placement who provide feedback to the student.

Consultation with supervisors and sites for interns in online seminars typically happen by phone or Skype between the site supervisor and the seminar faculty member. The Director of Professional Formation is also available for consultation and may authorize or make a site visit where that is deemed necessary

Evaluation And Feedback: Evaluation and feedback are an important part of any learning experience. This process provides the student with insight about his/her fitness, competencies, readiness and effectiveness for the professional vocation for which the student is preparing. This feedback comes throughout the process in multiple forms, but is formalized in written evaluations by campus seminar leaders, site supervisors and lay committees or consultants. These evaluations are the primary account of the student's developmental progress; letter grades are not assigned. All forms of part-time or full-time Internship, CPE and Independent Study must be registered as pass/fail.

All written site evaluations are discussed between the student and his/her supervisor and lay committee or consultant, respectively. The student then has the opportunity to write a response. The original of the evaluation is retained in the Office of Professional Formation. Release of evaluations to other persons will be done only with the written permission of the student.

The student is also expected to evaluate the field experience, his/her development process, the site and supervisor at the end of the placement.

2) MASC INTERNSHIP:

As a service learning component of the MASC degree program, internships provide an opportunity for application of professional preparation, theological and liberal education, and integrated spiritual-civic development. During internship, students will:

- Develop and practice capacities for self-aware and collaborative leadership within a specific vocational context;
- Analyze and engage social and organizational cultural contexts;

- Develop a critically reflective and culturally appropriate professional presence; and
- Develop strategies for spiritual formation and self-care.

Effective MASC internships rely on:

- Active engagement with personal, professional/vocational, cultural capacity, and spiritual/theological learning goals; the Consultation & Guidance process (see sections I-III of the “Personal and Professional Formation in the Iliff Curriculum” section of the Master’s Student Handbook); and Personal and Professional Formation courses (Vocation & Orientation; Identity, Power, and Difference; and Internship Seminar)
- Mutually reciprocal community partnerships;
- An asset-based approach to community-based knowledge, skills, and resources; and
- Relational, collaborative, contextual, and inclusive approaches to social change efforts.

Internship Structure: The MASC internship requires students to complete *300 internship hours* (inclusive of weekly one-hour mentor meetings with the internship supervisor) over the summer term. Students may choose to start their internship prior to the summer term, or extend their internship into the fall term; however, the majority of intern hours must be completed during the summer.

Concurrently, students enroll in an *eight-credit, hybrid summer Internship Seminar*, which meets for two-day weekend praxes at both the beginning and end of the summer, and online throughout the summer. This course is offered Pass/Fail with written evaluations from the site supervisor and seminar faculty. The hybrid structure of the MASC Internship Seminar allows students to pursue Denver-based, as well as, non-Denver domestic and/or international internship opportunities.

Prior to entering the MASC internship, students must complete: Vocation & Orientation; Identity, Power, and Difference; and phases I & II of Iliff’s Consultation & Guidance process. Once these prerequisites are completed, MASC students work in consultation with the MASC Director/Director of Service Learning to develop a customized internship and collaborate with their internship supervisor to develop a Service Learning Agreement that outlines student learning goals, job duties, supervisory structure, and community partner expectations.

Most full-time MASC students will complete their internship during the summer between their first and second year of the program. If you are a full-time student, please note that if you choose to complete your internship during the summer after your 2nd year in the program your official graduation will be that summer, and you may then participate in the commencement ceremony at the end of the following academic year.

Internship Preparation: The Consultation & Guidance (C&G) process serves as preparation for the MASC internship, as well as a support structure during internship and throughout the degree program. It is recommended that students complete the three phases of the C&G process as early as possible once they start their degree, and at least according to the following guidelines:

- First quarter at Iliff: Complete Phase I of C&G by signing an Informed Consent from the Office of Professional Formation and complete a set of three online psychological assessments (Strong Interest Inventory, Myers-Briggs Type Indicator, and California Personality Inventory). Students then meet individually with the Director of the Iliff Consultation and Guidance Center to discuss an interpretation of their assessment results.

- Second quarter at Iliff: Complete Phase II of C&G by developing a plan for personal, professional, and spiritual growth and turn in to the Director of Iliff Consultation and Guidance Center for approval. Action steps from the C&G personal growth plan can be incorporated into the spiritual/theological consultation aspect of the MASC internship requirements.
- Starting your third quarter at Iliff and throughout the remainder of your degree: Carry out action steps from your individual development plan.
- Final quarter at Iliff: Prior to graduation, turn in your closing C&G reflection paper to the Director of the Iliff Consultation and Guidance Center.

Internship Development Process: Each student is the author and actor in his/her personal and professional formation process with support from Iliff staff and faculty. Iliff does not maintain a list of pre-defined MASC internship positions, but rather develops and maintains diverse community relationships for student referrals. This allows for increased student agency, the opportunity to practice public and professional skills, and ultimately the development of a customized internship that meets both student learning goals and community partner needs.

Students are encouraged to consult with the MASC Director/Director of Service Learning early on to discuss learning goals, different ways to structure an internship to meet these goals, and to seek internship site referrals. Internship sites include a variety of non-profit organizations, government agencies, and non-profit or socially responsible efforts of for-profit companies.

It is the student's responsibility to research referral and other internship sites, identify appropriate intern supervisors, and collaborate with site supervisors to create a mutually reciprocal Service Learning Agreement. Service Learning Agreements should be submitted to the MASC Director/Director of Service Learning for review and approval during the spring term and prior to the start of the summer internship. SLA forms and May deadlines are posted to the "MASC Community" on Iliff's Canvas online course management platform.

It is recommended that students develop their internship according to the following timeline:

- Fall-Winter Quarters: Meet with the MASC Director/Director of Service Learning and identify and research potential internship sites
- Winter Quarter: Identify potential site supervisors and meet with them to discuss internship possibilities and structures
- Spring Quarter: Develop your Service Learning Agreement in collaboration with your site supervisor

If appropriate and with the approval of the MASC Director/Director of Service Learning, students who are employed full-time in settings relevant to the degree and vocational goals may be able to use their place of employment as their internship site. In such circumstances, students will develop a project-based internship, which may fit into their regular work hours and/or require additional work hours as negotiated with their employment supervisor.

Internship Supervision: During the process of selecting a community partner, students should be attentive to identifying a supervisor who will be capable of supporting the student's specific development and learning goals. Supervisors must also be available to meet weekly for one hour with the student to reflect on and discuss student learning, development, and performance.

The Office of Professional Formation will provide supervisors with preparatory materials and training prior to the start of the internship. In addition, the MASC Director/Director of Service

Learning is available for consultation at the request of either the student and/or community partner supervisor.

Community partner supervisors who have completed all duties for MASC internship supervision are eligible to audit courses at Iliff at no charge, and as space allows. For each MASC internship supervision completed, supervisors may audit four credits of Iliff campus-based master's level coursework. While audit credits may be banked for up to three years, no more than four credits may be accumulated at any one time. Prior to course enrollment, supervisors must complete an audit form and submit it to the Office of Professional Formation to verify eligibility. On occasion, audit permission from the instructor may be required.

Internship Consultation: Students will identify at least one individual who can serve as an internship consultant—other than the internship supervisor. Over the course of the internship, students develop a relationship with this consultant around critical reflection of student personal, professional/vocational, cultural capacity, and/or spiritual/theological learning goals. For some MASC students the consultant may be a person with whom you engage spiritual/theological reflection, as it may not be appropriate to do this with your internship site supervisor based on the nature of the organization and/or government restrictions on faith-related activities of agency employees. For other students a consultant might be a leader in the larger professional field outside of your internship site. Each student should determine a strategic consultant(s) who can support student development around student-identified learning goals.

Community Partner Relations and Internship Evaluation: As community partner location allows, the MASC Director/Director of Service Learning and/or Internship Seminar Instructor will meet in person, video conference, or call the community partner supervisor at least once during the internship. The three main goals of these conversations are to: offer structured opportunities for consultation, provide opportunities for collaborative support of student learning and development, and develop long-term mutually reciprocal relationships between Iliff and community partners.

Internship evaluation is an on-going process formalized through the structures of weekly meetings between the student and community partner supervisor and written evaluations. Supervisors will complete a written evaluation of the student intern and share the evaluation for discussion with the student at their final weekly meeting. Students have the opportunity to include a written response to the evaluation, which is then shared with the supervisor, Internship Seminar instructor, and Office of Professional Formation. Within the Internship Seminar, students will complete a final written critical reflection of their own performance and development, which is turned in to the seminar instructor and Office of Professional Formation. The written evaluation and final critical reflection must be received by the Office of Professional Formation before a pass/fail can be assigned for the completion of the MASC internship requirement. Evaluations and reflections will not be shared with anyone outside of Iliff except at the written request of the student.

Financial Aid: Students who qualify for federal financial aid may be eligible to receive a community work study award (hourly wage) for their internship hours. Students should talk to the Director of Financial Aid for details on individual and community partner qualification requirements. After qualifications are met, students will work with their community partner supervisor, Director of Financial Aid, and MASC Director/Director of Service Learning to determine an hourly pay rate and to complete required paperwork.

CLINICAL PASTORAL EDUCATION

Clinical Pastoral Education (CPE) provides a structured opportunity for students to minister to a variety of persons, to interact intensely with peers and others, and to identify and articulate their

own strengths and limits in relation to the tasks of religious leadership and theological education. Because Iliff is committed to clinically informed theological and professional education which gives serious attention to the formative place of practical experience in the development of religious faith, theological understanding, and pastoral identity, CPE contributes significantly to this educational philosophy and curricular agenda. Further information is available about CPE's place in the Iliff curriculum in the Office of Professional Formation.

For those pursuing a focus in Pastoral Care and counseling, CPE programs provide the intense professional training necessary to develop the foundational skills and attitudes necessary for a specialized ministry. Students whose primary interest is parish religious leadership also benefit greatly from CPE experience and a number of judicatories encourage or require a CPE experience in addition to an experience of supervised parish ministry.

As a program, CPE is a structured course of learning that involves the equivalent of 40 hours per week, plus some on-call time, for a ten-week intensive period, or a more limited daily time commitment over a longer period, most often fourteen to twenty weeks. Participation is divided between direct service, didactic learning from a variety of resources, individual and peer group supervision, and personal reading, writing and reflecting. The learning is intensely personal, involving disciplined reflection upon verbatim accounts of one's actual pastoral interactions. Learning goals are identified at the beginning and monitored and evaluated throughout the course of the program.

Clinical Pastoral Education programs are carried out in conjunction with healing and rehabilitation institutions across the nation and in other countries. Some CPE programs in local parish settings are also available.

Approved CPE Programs

Iliff has active partnerships with centers in the Denver and Front Range area, and through active participation in the Association for Clinical Pastoral Education, Inc. (ACPE) with centers throughout the nation. Students may register for credit at Iliff for CPE being done at any ACPE related center.

Students who are in regions where there is not an ACPE program, may request the Director of Professional Formation to approve their registering for credit for CPE done at a center affiliated with the College of Pastoral Supervision and Psychotherapy (CPSP). These will be reviewed and approved on an individual basis.

Students can apply 8 hours of CPE to the MDIV degree. In unique situations, to serve pedagogical and vocational goals and where a first unit was used to meet the Internship requirement a second unit of CPE may be taken with the Advising Center and Degree Director's permission. Sometimes, if it was recent and fits Iliff's criteria, students may arrange to register after the fact for a unit of CPE completed earlier. Interested students should consult the Director of Professional Formation.

CPE and MDIV Internship

CPE may not substitute for Internship in the MDIV Program, unless the polity of the ecclesiastical body of the student does not allow the Iliff Internship options to count for their endorsement, or where endorsement is not available. In such situation, on approval of the

Director of Professional Formation, students substitute one unit of CPE (8credits) for Internship (12 credits). For M Div/Anglican Studies students, both CPE and internship are required.

CPE and MAPSC Degree Program

Students in the 80 MAPSC must take 8 hours of CPE for their Personal and Profession requirement. They can add another 8 hours for CPE (for a total of 16), or up to 8 hours of training in the Benedictine Spiritual Direction program if their Advisor concurs that this is the best educational choice for the student.

Students in the 40 hour MAPSC are required to take 8 hours of CPE. Exceptions are considered if they have had CPE within a timely period before entering the degree program. An additional unit of CPE (for up to a total of 16 credits) may be taken if it is determined in consultation with their Advisor and the Pastoral Care Faculty that their education background and professional goals justify this decision.

CPE and MAPSC Chaplaincy Program

Students in the 40 hour MAPSC Chaplaincy program normally will have had CPE. Chaplains who have not had CPE will normally be required to do a unit of CPE as part of their MAPSC. Chaplains who have had CPE will have the option of doing an additional unit during their degree program. Iliff has strong collaborative relationships with a variety of clinical settings and will make every effort to help military chaplains find a CPE setting in which ministry to persons with PTSD is featured.

Application, Tuition, Fees and Invoicing for CPE

A directory of all accredited CPE centers in the United States and Canada is prepared annually by the ACPE. This directory, along with fuller information about specific CPE programs and application materials, is available in the Office of Professional Formation or on-line from ACPE at www.acpe.edu. Each fall, the Office of Professional Formation hosts a CPE information session in which local CPE directors and Iliff students and faculty are available to discuss CPE and individual programs. Application procedures are outlined in detail at that time.

Because of the intensive nature of CPE, and the reflective time the experience requires, we do not recommend taking other classes at the same time as CPE. Students who do an "extended unit" of CPE which lasts more than ten weeks may wish to discuss with the Director of Professional Formation whether it is advisable to take additional classes.

CPE programs are not themselves accredited to grant academic credit for the experience. Therefore, to have credit for CPE reflected on their transcripts, students must both be admitted to the CPE through the program's admissions process and register at Iliff for CPE (BV 3115). Iliff grants eight credits for the successful completion of CPE. Students who register for a basic, 8-hour unit of CPE and no other classes will be charged one-half the normal hourly tuition rate. Students with permission of the Director of Professional Formation to add another course should consult with the Business Office about fees.

Tuition Payment Summary: 1) Students who have been accepted to an ACPE-accredited CPE program will pay their deposit directly to the program upon receipt of their bill. 2) If students want Iliff credit for CPE, students will register for CPE at Iliff (BV 3115) and pay their tuition at one-half the normal hourly tuition rate. 3) Iliff will pay the CPE program up to a maximum of

50% of the tuition charged the student toward the CPE fees. Students who elect CPE programs where fees exceed this cap must pay the difference to the CPE program.

Invoicing: CPE Site will invoice Iliff the quarter's fee for each student. Payment is subject to the amount of credit hours a student is enrolled in. If a student is in an extended program, payment will only be issued for the current quarter credit hours for which the student is enrolled in.

Questions and invoicing should be directed to the business office.

Credit and Reentry after CPE

To receive credit for CPE at Iliff, each student must have both a final supervisor's and self-evaluation on file in the Office of Professional Formation. These evaluations must be submitted in a timely manner, and must be comprehensive in accordance with ACPE policies. However, we do not require that they detail the student's personal narrative history unless the student's history bears upon pertinent professional and ethical functions of religious leadership and fitness for preparation for religious leadership in a problematic way. The final step in completing CPE is a debriefing session of the student's experience with at least one member of the Pastoral Theology and Care faculty or the Director of Professional Formation. The main purpose of this debriefing is to assist the student to gain closure on the CPE experience and to draw upon the learning gained in CPE for planning the remainder of the student's degree program. The debriefing review will take place in a group setting early in the fall and winter quarter each year. This debriefing and advising process completes the circle of partnership that we cherish between Iliff and CPE supervisors. Once this has occurred, the Registrar will record the completion of CPE on the student's transcript. 8 credits. (pass/fail)

INDEPENDENT STUDY IN PERSONAL AND PROFESSIONAL FORMATION COURSES

With the approval of the Director of Professional Formation, a student may arrange for a special project in field education for two to four credits. Independent Study is intended to be supplemental to the Internship requirement and is not an acceptable alternative. Students can take up to four hours of independent study in personal and professional education during their degree program. 2-4 credits. (pass/fail)

IV. Background Checks

Purpose statement: Students in field-based/clinical courses such as Internship and CPE are in positions of authority where they have power over others who may include uniquely vulnerable populations. Therefore, in order to assure safety of those with whom Iliff students work, to model appropriate ethical practices, and to protect Iliff from liability, students must complete an approved background check before beginning any field-based or clinical course. The background check includes review by an outside agency of federal, multi-state, and county criminal records, and sex offender registry. Iliff is particularly concerned with crimes of violence, other forms of exploitation of the vulnerable, misuse of power or ethical breaches of trust.

Students are informed of the background check requirement through the admissions application and then receive instruction from the Office of Professional Formation as part of their internship

preparation. The background check process is completed in the quarter prior to that in which the student begins internship/CPE. Approval of internship/CPE placement is contingent on a successful background check. At Iliff's discretion, students may be required to repeat the background check. Students may also be required to complete a background check at the request and evaluation of their site placement organization. This is separate from the Iliff background check and neither screening may be substituted for the other.

A record of conviction or arrest is not, in and of itself, grounds to refuse internship/CPE placement. Background check reports are reviewed on a case-by-case basis following the procedures outlined below, and to the extent practical, in compliance with the Equal Employment Opportunity Commission (EEOC) and Fair Credit Reporting Act (FCRA). In the evaluation Iliff takes into consideration the fact that oppressed groups and other minorities are disproportionately impacted in negative ways by the legal system.

The Process: In the quarter prior to internship/CPE placement the student authorizes and completes a background check. The process is as follows:

- 1) Students read & sign the Disclosure & Consent form. To ensure accurate records and that we do not make decisions based on data from someone else with the same name and birthdate, a Social Security Number is required. Alternatively, students without a SSN will need to provide street addresses for the last seven years.
- 2) Students then complete the online background check application. The background check identifies both convictions and, where appropriate due to the nature of a particular placement, arrests. We are choosing to evaluate arrests because crimes such as child molestation and sexual/domestic violence are often not prosecuted. This is of particular concern due to the potential contact interns might have with vulnerable populations, unsupervised time with individuals, etc. In evaluating arrest records we will check police reports for evidence that criminal behavior occurred.
- 3) Where the background check identifies a record of arrest(s) or conviction(s) which suggest ethical violations or that the student might be a danger to others, the Director of Professional Formation will verify and evaluate the accuracy of the report and constitute a committee made up of the Director of Professional Formation, the student's Degree Director, and the Academic VP/Dean to meet with the student and review the report.

In determining whether and where the student may be placed, the committee will consider:

- A) The nature of the placement, the structures of supervision and oversight, and the populations served.
- B) The nature of the conduct for which the student was charged or convicted including:
 - how long ago the conduct occurred
 - the seriousness of the conduct
 - connections between prior misconduct and potential role and responsibilities at the site

- whether the infraction is likely to recur
- how similar instances have been handled in the past
- whether there was a pattern of prior misconduct
- truthfulness of candidate in disclosing and discussing past history
- evidence of rehabilitation and restitution

4) After the committee renders a decision about the suitability of placement the student will receive a copy of the Background Check Decision Report which serves as documentation of the evaluation and notification to the student of the decision regarding the possibility of placement.

Students who wish to challenge the decision in the Background Check Decision Report should follow the Grievance Policy in the *Masters Student Handbook*.

Please contact the Director of Professional Formation with any questions about this policy or practice.

What actions might be taken: Following the review, the committee might judge that:

- A) There were not sufficient grounds to set special restrictions on the placement;
- B) The student can be approved for internship with restrictions, such as informing the site supervisor and/or the seminar instructor of background history, or allowing the student to participate only in a setting with appropriate safeguards; or
- C) The student may be unable to complete field placement.

A decision not to allow the student to enter field-based education, would usually mean that the student could not stay in a professional degree program. Students unable to complete internship/CPE due to the result of their background check may consider applying to transfer into a degree program that does not require internship/CPE.

Confidentiality of the process/limitations of use: The content of background checks is confidential and handled accordingly. Background check materials are kept in a sealed envelope in a locked filing cabinet within a locked office, and shredded with the student's internship/CPE file after 7 years.

The information gathered from the background check is used only within the process of approving and supervising field placement. The documentation or immigration status of students is not under review. Information gathered is not available to other Iliff faculty or staff, and as such, does not affect academic, financial aid or business office relationships with the student.

Informing the field site supervisor, Iliff seminar instructor and/or the student's judicatory of the content of the background check might be a condition of placement. If the student declines a request to share this information Iliff may decline to place them, which could lead to removal from the degree program.

V. PROFESSIONAL ETHICS

Iliff students, supervisors and faculty are expected to maintain the highest standards of professional ethics in all their relationships within Personal and Professional Formation courses. Clear ethical boundaries protect you as well as the persons and institutions you serve, the Iliff School of Theology, and any faith tradition(s) which you represent. When we are guided by the ethical norms of our vocation and faith traditions, we express fidelity to those communities of accountability.

Characteristics of professional ethics include:

- Honesty;
- Placing the needs of the person/s receiving care first;
- Maintaining clear and appropriate boundaries;
- Protecting confidentiality;
- Appropriate consultation;
- Avoiding the fact or appearance of conflicts of interest; and
- Relationships of accountability to the place of internship, Iliff, and faith tradition.

Persons who are just learning the practices, standards and values of professional leadership need to give particular care to clarifying their ethical understanding and practice. It is not clear in every situation what action is demanded by our ethical standards. Thus students, supervisors and Professional Formation faculty should make conversation about ethics a regular part of supervisory consultation. Whenever one is in a situation which raises questions of appropriate ethical conduct, there is an obligation to seek appropriate consultation. For students, that consultation must include, but is not limited to, persons involved in the supervision of their Internship.

VI. PROTECTION FROM SEXUAL HARASSMENT

Internship sites are extensions of Iliff's teaching program and as such are bound by Iliff's policies on sexual harassment. The Iliff School of Theology is committed to maintaining a humane atmosphere in which individuals do not abuse their personal authority or power in interpersonal relationships. The Iliff School of Theology will not condone actions and words that a reasonable person would regard as gender discrimination, sexual harassment, or sexual exploitation.

Sexual exploitation is defined as the secret or open violation of the professional relationship between persons of unequal power in the Iliff educational environment by manipulating, inviting, or agreeing to participate in sexual activities. Therefore, in the Internship process, it is never appropriate for supervisors and students to enter into consensual romantic/sexual relationships or for students to be so involved with parishioners/clients.

These principles apply to all relationships in the Professional Formation program of the Iliff School of Theology. Sexual harassment and misconduct can happen within any of the relationships between students, supervisors, lay committees, consultants, and others on-site. Persons who have experienced discrimination or harassment based on gender or sexual orientation/identity within the internship process should contact a person of trust within the Office of Professional Formation. Staff and faculty of the Office of Professional Formation will support you through Iliff's "Grievance Policy" process outlined in this handbook.

SPECIAL PROGRAMS

BENEDICTINE SPIRITUAL FORMATION PROGRAM

Through cooperative efforts with the Benedictine Spiritual Formation Program (BSFP) at Benet Hill Monastery in Colorado Springs, Iliff is able to offer credit for a two-year program in Spiritual Direction. Successful completion of the BSFP gives you certification (as well as direct experience) as a Spiritual Director. This program has been described by Iliff graduates as “progressive” in its theology and deeply informed by the Benediction charism of hospitality and welcome. The people who teach in the program have years of direct experience in providing the companionship in the Spirit that is traditionally called “spiritual direction.”

The Benedictine Spiritual Formation Program was designed and is directed by the Benedictine Sisters of Benet Hill Monastery. Each year, the program consists of 28 - 2 ½ hour sessions with four additional workshops. The program broadens and personalizes students’ understanding of Christian beliefs and trains students who answer a call to become spiritual directors in practices of listening and discernment. During the second year of the program, students act as spiritual directors-in-training under supervision.

The intent of the BSFP is specifically to prepare and certify students as spiritual directors and the coursework is offered at the intermediate level. Other courses at Iliff in spiritual life and prayer are offered at the introductory level. The coursework in Spiritual Direction may be used as part of Iliff’s MAPSC and MASC degrees. It may be added to the MDiv or MTS degrees as elective credit.

- The BSFP is four credits per year for two years, for a total of 8 quarter credits.
- Coursework is offered during fall and winter terms.
- Students may attend the BSFP in either Denver or Colorado Springs.
- Students first apply to the Benedictine Spiritual Formation Program and pay the \$50 application fee.
- Application forms can be found on the Benet Hill website:
<http://www.benethillmonastery.org/education/spiritual%20formation%20program.htm>
- Those who are accepted into the BSFP and also wish to receive Iliff credit must first notify Rev. Cathie Kelsey, Dean of the Chapel at Iliff.
- Students approved for receiving Iliff credit then enroll for two credits in the fall term (BSF 201) and pay a special fee to Iliff that covers the cost of the BSFP tuition. Iliff then arranges payment to Benet Hill. **Please note:** Enrollment in the BSFP will increase your costs. If you want your financial aid package to recognize this increase, and to assist through student loans, you will need to determine that you will enroll in BSFP before you apply for financial aid. Iliff scholarships are not available to cover this fee.
- In the winter term, the same arrangement is repeated (BSF 202).
- Final papers and evaluations are given to the Dean of the Chapel at Iliff who then certifies that Iliff credit has been earned.
- These fall and winter arrangements are repeated the second year of the program. (BSF 301/302)

The website for Benet Hill Monastery is www.benethillmonastery.org and the site for the Benedictine Spiritual Formation Program is <http://www.benethillmonastery.org/education/spiritual%20formation%20program.htm>

For additional information, especially about the Iliff logistics, or to discuss whether you are being called to become a spiritual director, please contact the Dean of the Chapel at Iliff, 303-765-3103.

DENOMINATIONAL CONNECTIONS

VOCATION AND MINISTERIAL AUTHORIZATION

Iliff welcomes students from many faith traditions. The school has a unique commitment to its sponsoring denomination, the United Methodist Church. In addition, Iliff has developed commitments to students in particular denominations as described below.

Vocations in ministry take many forms and are called by a variety of names. Iliff supports preparation for ministry through three professional degree programs: the Master of Divinity, the Master of Arts in Pastoral and Spiritual Care, and the Master of Arts in Social Change, as well as many requisite denominational courses in history, doctrine, and polity. Specific requirements and decisions regarding ordination and other certifications are managed by each denomination.

Students are encouraged to learn their denominational processes and requirements and to select their degree program and coursework accordingly. While Iliff makes assessments concerning academic preparation, professional skills, and moral and spiritual fitness for ministry, the student's denomination will make independent judgments about fitness and readiness for ordination, certification and employment.

PREPARATION FOR MINISTRY IN THE UNITED METHODIST CHURCH

Students preparing for ordination as an Elder enroll in the Master of Divinity degree. The United Methodist Church requires that they complete courses in United Methodist history, polity, doctrine and evangelism. Annual conferences may also ask for additional requirements, including Clinical Pastoral Education. Academic preparation for Ordained Deacon can be completed in two different ways: 1) through the Master of Divinity, the Master of Arts in Pastoral and Spiritual Care, or the Master of Arts in Social Change degrees; or 2) for students who already have professional graduate degree in a field related to their work as a Deacon, and with the approval of the denomination, may enroll as special students and complete courses that meet the Basic Graduate Theological Studies course requirements. It is advisable that students consult with their Board of Ordained Ministry to discuss the most appropriate way to complete the requirements for ordination as a Deacon.

Below are the Iliff courses that meet the Basic Graduate Theological Studies course requirements. This course list has been developed in consultation with the General Board of Higher Education and Ministry:

Hebrew Bible

One breadth course

New Testament

One breadth course

One depth course

Church History

One breadth course

Theology

One breadth course and one depth course –a course that addresses Christology is highly recommended

United Methodist Courses

United Methodist History

United Methodist Doctrine

United Methodist Discipline and Polity For Leadership

Mission and Evangelism in Contemporary Contexts or an equivalent class

Worship and Preaching

One breadth course explicitly on Christian Worship

One course on preaching

The rest of the Iliff curricular requirements will round out your preparation but are not specified by the denomination.

Personal and Professional Formation

Vocation and Orientation

Identity, Power, and Difference

Consultation and Guidance: Phases I, II, & III

Area of Specialization

Additional work as required by chosen area of specialization for students in their degree program.

SUPPORT FOR UNITED METHODIST STUDENTS

Iliff supports United Methodist students in a variety of ways coordinated through the United Methodist Student Support Team convened by the Director of Professional Formation. Support services include:

- The Methodist Society, a student group, which meets regularly throughout the academic year.
- Occasional curricular offerings, in addition to the required United Methodist courses, such as: *Women in United Methodist Tradition*; *Contemporary Issues in United Methodism*; and *Wesleyan Spirituality*.
- Hospitality for visitors from Annual conferences and assistance for them in contacting students;
- Arranging for mentoring groups for the candidacy process.
- Helping students build strong relationships with District committees and Conference Boards of Ministry.

For further information, contact the Office of Professional Formation, 303-765-3115. To learn about ministry preparation and resources, visit the General Board for Higher Education and Ministry website www.gbhem.org.

PREPARATION FOR MINISTRY IN THE EPISCOPAL CHURCH

Anglican Studies at Iliff

The Iliff School of Theology has joined with the Episcopal Diocese of Colorado in providing a specific component of the Master of Divinity degree designed to satisfy the canonical requirements for Postulants seeking ordination in the Episcopal Church. Such students must have prior approval of the Commission on Ministry and the Bishop of the Diocese. Candidates in other dioceses are urged to contact their diocese prior to beginning studies.

In general, the basic requirements for the MDiv degree are required with additional courses specifically designed for ministries in the Episcopal Church. Students who seek ordination in the Episcopal Church complete the requirements for the Certificate in Anglican Studies, but with a more specified curriculum (see below). The students also participate in an ongoing, quarterly, spiritual formation/peer reflection group with the Director and associated faculty. They are also strongly encouraged to use elective hours to pursue additional course work in Anglican Studies. Clinical Pastoral Education (CPE), whether pursued in tandem with the degree program or separately, is required of all Postulants for ordination in the Diocese of Colorado. Details and further information are available from the Director of Anglican Studies, 303-744-1287, extension 232.

Certificate in Anglican Studies

The Iliff School of Theology offers a certificate in Anglican Studies. Students who seek a Certificate in Anglican Studies will design, in consultation with the Director, a plan of study. Minimally, the study plan will include four courses. These courses may be drawn from the rotation of those regularly offered by Anglican Studies faculty (see below), or from the wider Iliff curriculum, including special courses and Summer School offerings. Students in the Certificate program are strongly encouraged to include the Integrative Colloquium in Anglican Studies in their study plans.

Anglican Studies Courses (offered on a two-to three-year rotation)

Christianity in the British Isles & the English Reformation, *4 credits*

Integrative Colloquium in Anglican Studies, *4 credits*

The Episcopal Church in America, *4 credits*

Polity of the Episcopal Church & the Anglican Communion, *4 credits*

Anglican Liturgy, *4 credits*

The Devotional Life: Historical/Contemporary Perspectives & Practice, *4 credits*

Different Dreams: Anglican Ethics & Moral Theology in Context, *4 credits*

Requirements for those seeking ordination:

English Reformations

Polity of the Episcopal Church and the Anglican Communion

Integrative Colloquium in Anglican Studies

The Devotional Life: Historical/Contemporary Perspectives & Practice

Different Dreams: Anglican Ethics & Moral Theology in Context (A new course to be proposed)

Degree flexibility for Anglican Studies MDiv students seeking ordination:

Anglican Studies MDiv students follow the same pattern of requirements as other MDiv students with the following allowance:

1. In the Theology and Religious Practices (PR) curricular area, (Anglican Liturgy) may count as a Depth (D) course
2. Other courses may meet core requirements. See you advisor or the course schedule for more information.

Personal Professional Formation:

Anglican students participate in Personal and Professional Formation requirements. Clinical Pastoral Education (CPE), whether pursued in tandem with the degree program or separately is required of all Postulants for ordination in the Diocese of Colorado.

PREPARATION FOR MINISTRY IN THE EVANGELICAL LUTHERAN CHURCH IN AMERICA (ELCA)

In cooperation with the Rocky Mountain Synod of the ELCA, Iliff offers courses in Lutheran Studies. Please see the Course List section of this Catalog for course descriptions.

Candidacy in the ELCA

ELCA students who anticipate serving as ordained pastors, consecrated diaconal ministers, or commissioned associates in ministry are urged to be in contact with their synodical Candidacy Committee prior to beginning study or within the first year of study. For students from the Rocky Mountain Synod of the ELCA, please contact the administrative assistant for Candidacy, Janice Ladd-Horkey: 303-777-6700 or e-mail the Synod Minister for Shared Ministries Ronald Roschke directly: roschke@rmselca.org.

There are three steps in Candidacy: Entrance, Endorsement and Approval. Information regarding the Candidacy process may be obtained from the synod office or online at www.elca.org/candidacy.

Affiliation

ELCA candidates for ordained and consecrated ministries must be recommended by the faculty of an ELCA seminary. To be considered for recommendation, ELCA students at Iliff enter into a relationship of “affiliation” with an ELCA seminary, which will advise the candidate throughout the process, supervise the internship year, provide the year of resident theological study, and submit a recommendation for ordination or consecration to the candidate’s synod.

Candidates at Iliff are urged to be in regular consultation with their ELCA faculty advisors in order to make the best possible use of the resources at Iliff. For more information about this program see the *Master’s Student Handbook* or the Synod Minister for Shared Ministries Ronald Roschke: roschke@rmselca.org or the Candidacy administrative assistant, Janice Ladd-Horkey: 303-777-6700.

PREPARATION FOR MINISTRY IN THE UNITED CHURCH OF CHRIST

Iliff is committed to providing a supportive and stimulating environment for students from the United Church of Christ (UCC). Many UCC students find Iliff’s commitments to academic

excellence, faithful transformation, social justice, and inclusiveness a good match for their interests.

A “UCC at Iliff” group meets regularly and is supported by UCC faculty and staff as well as the Rocky Mountain Conference and the Metro Denver Association.

Courses in UCC History and Polity are offered on a regular basis.

Information about UCC can be found at www.ucc.org. To learn about UCC ministry and congregations in Denver and the Rocky Mountains, visit www.rmucc.org. To explore ministerial questions from a UCC perspective, check out www.askthequestion.org. To look into UCC scholarship possibilities, go to www.ucc.org/ministers/ucc-scholarships-for.html.

PREPARATION FOR FELLOWSHIP IN THE UNITARIAN UNIVERSALIST ASSOCIATION

There is a long history of welcoming Unitarian Universalist (UU) students to Iliff. There is a UU Students Association that is part of the Iliff Student Senate. The campus offers UU students close access to a number of metro UU congregations and the office of the Mountain Desert District of the UUA. The Boulder/Denver cluster of UU congregations invites all UU students to participate in the “Living Into Covenant” program of support and reflection during ministerial formation.

The Ministerial Fellowship Committee of the Unitarian Universalist Association has articulated competency for fellowship. Many of these areas are directly addressed in Iliff’s MDiv requirements, courses in UU Polity, UU history, and electives in Iliff’s Social Change courses.

Preparation for Ministry in the Presbyterian Church (USA)

Iliff is committed to providing a supportive and stimulating environment for students from the Presbyterian Church (USA) and collaborates with the Denver Presbytery. Iliff offers proctoring services for candidates in the Presbyterian Church USA. The Presbyterian Exams are held in August and January, on the last Friday of each month and the following Saturday until noon. Iliff also proctors Bible Content exams in September and February from 9:00-11:00 A.M. on the first Friday of these months. Students interested in taking either exam should contact the Presbyterian Church USA, who in turn contacts Iliff. Students are notified by phone by the Iliff proctor of the exam requirements, directions to Iliff, and supplies needed to take these exams.

Preparation for Ministry in the American Baptist Church

Iliff is committed to providing a supportive and stimulating environment for students and Denominational Partners from the American Baptist Churches of the Rocky Mountains (ABC-RC). The denomination’s required “ABC History & Polity” course will be offered at Iliff on a rotating basis.

OTHER EDUCATIONAL OPPORTUNITIES:

VETERANS OF HOPE PROJECT

The Veterans of Hope Project is an interdisciplinary initiative on religion, culture and participatory democracy located on the campus of the Iliff School of Theology in Denver. The Project was founded by Dr. Vincent Harding and his late wife, Rosemarie Freeney Harding, and is based on their half century of work in movements for peace and social change. Since 1997, the Project's primary mission has been to encourage a healing-centered approach to community-building that recognizes the interconnectedness of spirit, creativity and citizenship. The Project produces educational materials, workshops and programming designed to support reconciliation, nonviolence, and an appreciation for the value of indigenous and folk wisdom for contemporary times.

The major on-going program of the Veterans of Hope Project is a public interview series which documents the life stories of "Veterans," women and men from a variety of ethnic, cultural, and religious communities who have been active for decades in movements for compassionate social change. These include community organizers, creative artists, religious leaders, educators, and healers. Through an educational video and pamphlet series, public forums with national and international Veterans, workshops, retreats, consultations, and cultural events, the Project documents and shares the transformative histories of "long-distance runners" for peace and justice - passing on the values, faith and practice that have guided their lives and work.

The Veterans of Hope Project is also committed to building strong intergenerational connections, urging younger people to learn about the social justice history of our country and to share their own stories and concerns for the expansion of democracy in the United States. The Project has developed a youth leadership initiative called "Ambassadors of Hope" which features year-round intergenerational programming.

For more information about programs, workshops, videos and pamphlets, please contact Dr. Maria Guajardo at the Veterans of Hope Project office, (303) 765-3198 mguajardo@iliff.edu . Please also visit www.veteransofhope.org and/or join us on Facebook.

GENERAL POLICIES

Students are solely responsible for being familiar with and abiding by the academic provisions of the Catalog, the Handbook and any Handbook Updates in effect at the time of their matriculation. Iliff reserves the right to change such provisions as needed up until the time that the student graduates. This information is disseminated through use of my.iliff, e-mail and other forms of electronic communication. Iliff requires that all students either forward their Iliff e-mail to a different account, or check their Iliff email account daily, as well as check my.iliff on a regular basis. Subscriptions to announcements on the Community Life page is strongly recommended.

The Iliff School of Theology reserves the right to change the fees, rules, and calendars regulating admissions and registration; to change requirements and regulations governing instruction and graduation from Iliff; and to change other regulations affecting the student body. Such changes are effective whenever so determined.

The Iliff School of Theology complies with all state and federal non-discrimination laws and regulations in the administration of its admissions and educational policies. The Iliff School of Theology does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation, gender identity or age in its programs and activities. The Academic Vice-President/Dean has been designated to handle inquiries regarding non-discrimination policies and complaints. Iliff is an Equal Opportunity Employer.

Iliff is in compliance with the Family Educational Rights and Privacy Act as amended. Details are available from the Office of the Registrar.

STANDARDS OF COMMUNITY CONDUCT

The Iliff School of Theology is a diverse community bringing together persons from a variety of cultures, traditions and theological perspectives, and for a variety of educational purposes. The Iliff Community expects its members to practice mutual tolerance and respect. In order to sustain our community, it is necessary that, both on and off campus, every member of the community respect the dignity and worth of all persons.

These expectations define the character of our common life and express qualities of interaction for all members of the Iliff community. All students, degree and non-degree, are bound by the procedures described in this Community Standards statement. Faculty and staff are bound by the procedures found in their respective handbooks.

INCLUSIVE LANGUAGE

Language reflects, reinforces and creates reality. Therefore, the Iliff School of Theology is committed to the use of inclusive, rather than exclusive, language in our common discourse. All members of the community are urged to avoid the use of language that reflects racial, gender, ethnic, religious, or sexual orientation bias

VIOLATIONS OF COMMUNITY CONDUCT

Where behavior by a student is detrimental to anyone's health, safety or welfare, or significantly disrupts the learning environment or community life for others, Iliff reserves the right to suspend, to expel, or to impose other sanctions as determined by the "Grievance Policy" process described below. This policy is in no way intended to impinge on normally recognized rights of free speech.

PROTECTION AGAINST SEXUAL HARASSMENT, SEXUAL MISCONDUCT, AND GENDER DISCRIMINATION

The School is committed to maintaining a humane atmosphere in which individuals do not abuse their personal and professional authority or power in interpersonal relationships. The School does not tolerate and finds unacceptable any actions and words that a reasonable person would regard as sexual harassment, sexual misconduct, and/or gender discrimination.

The definitions and policies outlined below apply to all professional relationships conducted in relation to the School by administrators, staff, faculty, students and trustees. They also pertain to all relationships in field education and continuing education programs, on or off campus.

Sexual harassment has many different definitions, and it is not the intent of this policy to limit its definition, but to give as much guidance as possible concerning what activities may constitute sexual harassment. Sexual harassment is any form of misconduct that:

- constitutes a request for sexual favors, either directly or indirectly;
- constitutes unwelcome physical touching (such as touching on any part of the body, kissing, hugging or standing so close as to brush up against another person);
- interferes with productivity and wrongfully deprives one from the opportunity to work, study, or participate in the School's community in an environment free from unwelcome and unsolicited sexual advances;
- promises or suggests rewards (such as a condition of matriculation, continued student or employee status, employment, obtaining a raise, obtaining new duties or advancement) or punishment (such as implying or threatening expulsion or termination or unfair performance evaluations), contingent upon obtaining sexual favors;
- consists of a secret or open violation of the professional relationship between persons of unequal power in the School's educational environment by manipulating, inviting, or agreeing to participate in sexual activities;
- constitutes spreading false stories or accusations about a person's sexual conduct;
- attempts in any way, explicitly or implicitly, to require a member to perform certain duties or responsibilities simply because of his/her gender or other protected characteristics; or
- attempts in any way, explicitly or implicitly, to require a member to submit to sexual conduct by a vendor, customer or other third party.

Other behavior that seems innocent or acceptable to some people may constitute sexual harassment to others. Such behavior includes, but is not limited to:

- unwelcome sexual flirtations, advances, jokes or propositions;
- unwelcome comments about an individual's body or personal life;
- open discussion of intimate details of one's own personal life;
- use of sexually degrading words to describe an individual; or
- display in the workplace of objects, pictures, cartoons or writings that might be perceived as sexually suggestive.

Prohibited conduct includes, but is not limited to, unwelcome sexual advances, requests for sexual favors and other similar verbal or physical contact of a sexual nature when (i) submission to such conduct is either an explicit or implicit condition of an individual's status at the School; (ii) the conduct unreasonably interferes with a member's performance at the School; or, (iii) the conduct creates a hostile, intimidating or offensive environment for an individual in the community.

Sexual misconduct includes unwanted sexual acts or actions, whether by a colleague, a person in a position of authority, or a stranger, that occurs without indication of consent of both persons, or under threat or coercion. Sexual misconduct can occur forcibly or against a person's will, or when a person is incapable of granting consent. Sexual misconduct may include, but is not limited to rape, forcible sodomy, forcible oral copulation, sexual assault, sexual battery, forcible fondling, and threat of sexual assault.

Gender discrimination is defined as derogatory references to gender.

Actions prohibited by this policy may occur between female and male, female and female, male and female, or male and male. Behavior may constitute harassment no matter how conveyed, whether it be in person, on the telephone, via email, or otherwise.

ALCOHOL, DRUGS, AND CONTROLLED SUBSTANCES POLICY

This policy applies to all students and to all employees regardless of classification or position. Maintaining a safe and healthy working and learning environment is a vital concern to Iliff and it is committed to taking action necessary to create such an environment. In recognition of this commitment, and through federal, state, and local mandates, the manufacture, distribution, sale, purchase, possession, or use of a controlled substance, whether alcohol, illegal drugs, or legal drugs used illegally, is prohibited on School premises or property. Being under the influence of controlled substances while on School premises is also prohibited.

Only prescription medications provided under a licensed physician's signature and supervised by the physician, and over-the-counter medications used as instructed by the manufacturer may be used on School premises.

Because the School recognizes that its programs have a clear and definite development impact on its students, faculty and staff, all violations of the Policy governing Alcohol, Drugs and Controlled Substances will be dealt with on an individual, in-house basis. Offenders will meet with the Academic Vice-President/Dean or the Dean's designee. Consequent actions may include oral or written warnings and appropriate drug/alcohol education and treatment programs. Repeated violations can result in probation, suspension or dismissal.

In addition, the following minimal actions will be taken by the School if a student is convicted of a drug-related offense occurring on School premises or property under local, state or federal statutes: a) The first conviction will result in the required completion of a drug abuse assistance or rehabilitation program approved by the School as a condition of continued enrollment; b) The second conviction will result in the immediate dismissal of a student. As a condition of continuation of enrollment, the student must report all convictions of drug offenses occurring on School premises within five days of such conviction.

SPECIAL NEEDS OF THEOLOGICAL STUDENTS

The Iliff School of Theology shares a special responsibility with the ordaining and commissioning agencies of the church for the determination of a person's fitness for professional church service and leadership. This special needs policy and process involves, in part, the School's exercise of this responsibility. Professional degree students are bound by the conditions of professional fitness as part of their personal and professional development.

Students agree by their enrollment to accept these procedures as part of their training at Iliff and to be bound by them. These standards do not preclude removal from the School or school housing in accordance with provisions of the housing occupancy agreement or other school rules or regulations, including academic disciplinary actions.

Definition of Special Needs: A "special need" refers to any situation or condition that brings into question the personal and professional development of a student and that appears to make necessary consultation and/or intervention which may go beyond the teacher-student or advisor-advisee relationship.

Examples of possible special need situations include, but are not limited to: personal and professional difficulties rising from field placement; matters of character, self-understanding or

integrity that raise questions about the student's fitness, competencies, readiness or effectiveness for ministry; short or long-term emotional difficulties that significantly impact the student's ability to attend to personal and professional development, or mental disorders.

The primary purpose of this process is to identify needs relevant to the appropriate preparation for ministry, and resources to meet those needs for students in the professional degree programs. Where it does not appear that a student can appropriately attend to those needs, the policy may lead to limits on the range of the student's participation in the classes and other Iliff activities up to and including temporary removal from classes or permanent expulsion.

The Special Needs process is designed to assess the need for and possibility of professional development and whether and how that development is feasible. A special need situation is identified by the student himself/herself, others students, faculty or staff, or by a field education supervisor through the process outlined in the "Grievance Policy" section of this Handbook.

GRIEVANCE POLICY

Policy: Students, faculty or staff members may bring to the attention of the Academic Vice-President/Dean, in writing, conduct by a student that they deem to have violated the standards of community conduct, sexual misconduct, or a student who has a special need situation. (Complaints against faculty should be sent to the chair of the Faculty Personnel Committee. Complaints against staff should be submitted to their immediate supervisor.)

Investigation of a complaint will be conducted by the Academic Vice-President/Dean or the President and will be undertaken immediately and conducted in an expeditious manner, assuring maximum confidentiality consistent with principles of due process and fundamental fairness as outlined below.

Informal Investigation: Once the Academic Vice-President/Dean or President has received a written complaint, in consultation with each other and the complainant, a person will be designated to conduct a preliminary investigation to determine whether a reasonable basis for the complainant's allegations exists.

Consultative Phase: If the preliminary investigation reveals that there is a reasonable basis for believing that a violation of this policy has occurred, the person against whom the complaint has been filed will be informed of the complaint, and the designated authority will conduct an administrative review of the complaint including (1) review of the allegations by the complainant; (2) review of the response of the accused to the allegations; and (3) negotiations to resolve the matter in a manner reasonably acceptable to both interested parties.

The administrative official may recommend that the President issue an oral or written warning, demand a promise not to commit such actions, impose mandatory counseling on the individual who violated the policy or take any other sanction that appropriately reflects the severity of the violation of this policy. The President will communicate his or her determination in writing and a copy will be placed in the perpetrator's file.

Immediate Interim Suspension: An interim suspension may be implemented immediately if the Academic Vice-President/Dean determines that a student's behavior poses an imminent danger of: causing serious physical or emotional harm to the student or others; substantially impeding the academic and other lawful activities of others; or causing significant property damage.

- The Academic Vice-President/Dean shall determine whether the student will be suspended from classes, campus and/or housing.
- A student subject to an interim suspension shall be given written notice of the suspension and directed to the procedures contained in the Handbook.
- The student shall then be given an opportunity to appear personally before the Academic Vice-President/Dean or a designee, and one other person selected by the Academic Vice-President/Dean, within two business days from the effective date of the interim suspension, in order to review the following issues only: the reliability of the information concerning the student's behavior; whether or not the student's behavior poses a danger of causing imminent, serious physical or emotional harm to the student or others; or whether there is substantial impediment of the academic and other lawful activities of others or significant property damage.
- The student has the right to present a professional psychological evaluation relevant to any and all of the issues listed above. Such an evaluation is at the student's expense, through a qualified psychological professional.
- A student subject to immediate interim suspension may be accompanied at his/her appearance before the Academic Vice-President/Dean and the dean's designee by a family member, an appropriate mental health worker, a member of the faculty or staff, or another student. Students will be expected to speak for themselves whenever possible.
- A student on interim suspension will remain suspended pending a determination by the Academic Vice-President/Dean.

The student will be allowed to enter campus to attend hearings, or for other necessary purposes, as authorized by the Academic Vice-President/Dean.

Formal Proceedings: If, after the Informal Investigation, the appropriate administrative official concludes that there is no reasonable basis for the complaint, the complainant may pursue formal proceedings outlined below. Or if, after the Consultative Phase, there is a reasonable basis to support the allegations of misconduct and either the accused or the complainant is not satisfied with the resolution recommended, then the administrative official shall initiate the formal proceedings.

Formal proceedings hereunder shall take place in accordance with the following guidelines:

A Committee will be appointed by the Academic Vice-President/Dean in consultation with the President to hear complaints and recommend action. No person directly involved in the complaint, against whom a complaint is directed, or who is in possession of evidence directly related to the complaint may serve as a member of the committee. All proceedings before the Committee shall be closed and strictly confidential.

The Committee will request and review all written documents and interview all persons necessary for establishing the facts of the situation. At any time in the proceedings, the Committee may conclude that the complaint is unfounded and discontinue the review. When the Committee determines by majority vote that it has received all information necessary to its determination, it shall terminate the process and, in private session, render its decision with respect to the matter under complaint. The Committee decides by majority vote whether a violation has occurred and levies any appropriate sanctions.

Reporting: Once the investigation is completed, the Committee will make recommendations, in writing, to the Academic Vice-President/Dean and President concerning its findings. Recommendations include, but are not limited to, those indicated for the Consultative Phase

above. The Academic Vice-President/Dean or President shall inform the complainant in writing within 30 calendar days of completion of the proceedings that the matter has been resolved and may determine whether to share further information.

The Academic Vice-President/Dean or President shall inform the student charged with misconduct of the committee's decision in writing within 30 calendar days of completion of the proceedings. This document will be maintained in that student's file in the Office of the Registrar. When sexual misconduct complaints are substantiated, the perpetrator's file will carry the written disposition of the complaints, and will be reported in subsequent letters of reference. When sexual misconduct complaints are substantiated, they shall be reported to the appropriate officials and ethics committees of the religious, professional, and licensing bodies to which the perpetrator is accountable.

Appeals: All members of the community shall retain the right of appeal, students according to the policies in their handbooks, faculty and staff according to the terms of their contracts and operative handbooks.

An accused student may appeal the final decision, in writing, to the President within ten business days after receiving written communication of the decision. The President may consult with the Academic Vice-President/Dean, chair of the Committee and any other persons of his/her choosing. The President shall have access to any documentation pertinent to the case and may then meet with the party or parties involved in the complaint. If the President chooses to meet with them, the student may choose to be accompanied by a family member, a duly authorized mental health worker, a member of the faculty, staff or a student. An attorney may not accompany the student. The name of the accompanying person must be given to the President two business days in advance of the meeting.

The President may affirm the decision of the Committee, overrule the decision, or return it to the Committee for further consideration and resubmission, with appropriate time limits set for further investigation. The President's decision shall be final and conclusive, not subject to appeal within the institution.

In the event that the matter before the Committee is one in which the President is directly involved, then the President shall delegate the review powers described herein to a member of the faculty, administration, Board of Trustees or third party unaffiliated with Iliff who is not otherwise directly involved in the matter.

Protection from reprisals and further harm: No person shall be subject to any disciplinary action because they have filed a complaint in good faith, or otherwise participated in any proceeding to review a complaint. In any proceeding before the Committee, any person asserting or responding to a complaint shall be entitled to reasonable access during normal business hours to relevant institutional records not subject to privilege under state or federal law.

All parties in allegations of sexual misconduct shall be afforded protection from reprisals resulting from investigations and determinations. Protection from reprisal may include, but not be limited to, removal from classes and direct supervision of the complainant by the employee, lateral employment transfers, and/or a provision that letters of reference be written by those who are not in positions of authority to retaliate.

In exceptional cases, the President may suspend from duties any employee or faculty member against whom it has been determined that sexual exploitation has occurred and that there is risk

that person would do immediate harm to, or take retaliatory action against, others under their authority.

CHANGING OR REQUESTING EXCEPTIONS TO NON-ACADEMIC POLICIES

Policy: Students may bring to the attention of the Academic Vice-President/Dean, in writing, an appeal for exceptions to non-academic (general community, housing or health, disability) policies or petition to have those policies changed. The procedures set forth below apply to non-academic issues only. Information about academic appeals and petitions is included in the Academic Policies section of this Handbook.

Mediation:

Mediation is designed to mediate accommodation to existing policies. In every case, the first step in dealing with concerns related to non-academic issues is to raise the concern with the appropriate person, office, or committee.

Procedures:

One or more students concerned that the person, office or committee normally responsible for the policy in question has not been responsive to a concern raised about a non-academic policy or practice, should follow the “Grievance Policy” procedures listed in this Handbook.

DISABILITY ACCOMMODATIONS

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Iliff coordinates appropriate and reasonable accommodations and access for students with physical, cognitive or other disabilities. The School is committed to the provision of reasonable accommodations to qualified students with disabilities during their studies at Iliff.

Students must request accommodations and disclose his/her disability before any accommodation can be implemented. Students with disabilities who need accommodations are encouraged to identify themselves and submit a request to the Iliff Advising Center, located in Skaggs Hall or available via email at advising@iliff.edu. In most cases, students will need to provide appropriate documentation of disability and/or information related to the student’s disability or functional limitations that substantiates requests for services. The Disability Team will need time to review requests.

CONFIDENTIALITY

All information regarding a student’s disability is confidential. Records will remain separate from academic records and will not be released to an individual or source external to the Iliff School of Theology without the student’s written consent. However, in order to arrange appropriate accommodations, Iliff School of Theology Disability Services staff must often consult with specific faculty and/or staff members. Therefore, it may be necessary to communicate limited information about disability-related needs to Iliff School of Theology faculty and/or staff. Students requesting accommodations will be asked to sign a Faculty/Staff Release of Information. Specific details regarding a student’s diagnosis of disability will not be revealed.

THE ASSESSMENT AND ACCOMMODATION OF STUDENTS WITH DISABILITIES

Definition of Disability: A disability is defined as a mental or physical impairment that substantially limits one or more major life activities.

Reasonable Accommodation: Iliff will engage in a collaborative effort with students with qualified disabilities to reasonably accommodate such students' needs. Students are encouraged to contact the Iliff Advising Center about their needs for specific accommodations.

Accommodations are arranged on an individual basis and may not be identical to those previously used by a student. Students should allow a reasonable amount of time for their request to be reviewed and accommodations to be arranged. Reasonable accommodation does not always equate to the best equipment or services available; nor does it require fundamental alteration of academic programs or the imposition of undue burden on the institution. Examples of possible accommodations may include, but are not limited to, extended-time testing in a reduced-distraction environment, amplified hearing equipment, or use of reading software. Iliff is not obligated to provide personal aids and services such as attendants, individually prescribed devices such as wheelchairs, readers for personal use or study, or other devices and services of a personal nature.

Alternative Testing: Learning-disabled students may request additional time and/or alternative examination formats, such as oral exams. Students must fill out appropriate forms and provide adequate paperwork to the Advising Center. Students may also need to discuss these alternatives with the professor with sufficient lead-time to make reasonable accommodations.

Student's Responsibility: It is the joint responsibility of students and Disability Services Staff to work together to meet accommodations needs. Students with a disability must disclose their disability, provide documentation of the disability, and request accommodations using the forms provided by the Advising Center. Current documentation of disability is required, preferably within the last three calendar years, and should accurately reflect current limitations associated with the specific disabling condition(s). Documentation must be signed by an appropriate professional, such as a physician, psychologist, LD/ADHD Specialist, or other qualified professional. Appropriateness of documentation will be determined on a case-by-case basis. We may request additional information to determine eligibility for accommodations. All expenses accrued in the process of obtaining documentation are the responsibility of the student. Accommodations will not be provided without appropriate documentation.

Documentation of learning disabilities should be current; that is, completed within the three years immediately prior to the request for accommodation. The documentation should include (to the extent applicable):

- The presenting problem and relevant history
- Test scores and discussion of results, if relevant
- Substantial medication side-effects, if any
- Information on substantial disability-based limitations and how they relate to the educational environment
- Suggested educational accommodations with rationale for recommendations

Accommodations must be requested at the beginning of each academic year or at the time of matriculation and at any time additional accommodations are needed. Iliff School of Theology may require further documentation to substantiate requests for additional accommodations. The institution will need adequate time, usually around five business days, to review all requests. Implementation of more specialized accommodations may take additional time.

Students should make themselves available for consultation with faculty and Student Services to discuss concerns about their course work. Students with disabilities are also encouraged to inform their advisor of their accommodations. Accommodations cannot be requested retroactively for past quarters. Undiagnosed or undocumented disabilities cannot be the basis for grade appeals. Students cannot petition grades received as a result of not using accommodation(s) or not following appropriate procedures to request accommodations.

Procedures are as Follows:

- Self-identify to the Advising Center, located at Skaggs Hall or advising@iliff.edu, for general requests for accommodations. A member of the Advising Center Staff will indicate what information and documentation Iliff will need for the given request.
- Provide eligibility documentation as requested.
- Request accommodations before the beginning of a course and inform appropriate faculty of approved accommodation(s).

To submit a grievance or complaint, follow the procedure detailed in the section “Grievance Policy.”

Retention and Disposal of Documentation and Student Records: Iliff School of Theology will hold students’ disability documentation and records for a minimum of five years after the student leaves Iliff School of Theology (e.g. graduates or withdraws), at which time all records will be destroyed. Students may request copies of their files at any time during the five years.

HEALTH INSURANCE

Basic health insurance is mandatory for all degree-seeking students in all programs. Insurance for medical evacuation and repatriation is required for all international students in J-1 status, in addition to health insurance. All students must provide proof of insurance coverage before they are allowed to register. Proof normally consists of a valid insurance card or receipt for payment for an insurance policy. Please contact the Coordinator of Recruiting and Student Services at 303-765-3105 for more information.

COLORADO IMMUNIZATION REGULATIONS

All Iliff students born on or after January 1, 1957, who attend class on campus, must show proof of immunity to two kinds of measles, mumps, and rubella. Proof of immunity consists of an official Certificate of Immunization signed by a physician, nurse or public health official who documents measles, mumps, and rubella immunity. The certificate must specify the type of vaccine and the dates of administration or written evidence of laboratory tests showing immunity to two kinds of measles, mumps, and rubella.

According to the State of Colorado health regulation, students who do not obtain a signed Certificate, or who do not have a medical or personal exemption, will not be allowed to register for the next term. Your Certificates must be presented to the Coordinator of Recruiting and Student Services to be recorded.

INCLEMENT WEATHER ANNOUNCEMENTS

In the case of inclement weather, the President, in consultation with the Academic Vice-President/Dean and the Director of Facilities Management, will decide on the question of school closure. Consultation will be held at 5:15 a.m. to determine whether the school will open later in the day or close for the day. In the case of the onset of inclement weather during the day, an announcement will be made about early closure. The Director of Marketing and Communications will inform the media for public announcement. Iliff will inform the following television stations: channels 2, 4, 7, and 9 as well as radio station KOA 850 AM. The decision to air the information, either online or on-air, is at the discretion of the media outlet. Iliff will also place a recorded message on the Iliff main telephone number, 303-744-1287, informing you of the decision and will send out an email message informing the school community of the decision. In all cases, the decision of the administration will be the official and operating policy. In the event of closure, classes are to be cancelled and all offices closed. Instructors are not to meet with their classes. Likewise, instructors are not to cancel classes due to weather without an official decision.

SPIRITUAL FORMATION

Spiritual formation is a lifelong process. The Iliff masters degree curriculum can play a significant role in that process as students examine their assumptions and conclusions more carefully. While this often is not comfortable, it contributes to a student's spiritual depth and capacity to engage fruitfully with persons whose experience is quite different from their own. The Dean of the Chapel welcomes conversation about any student's experience of this integrative process.

Iliff worship is one expression of the relational nature of spirituality. We bring our diversity into relationship with each other, with the natural world, and with the divine. Worship services in 2012-2013 are offered in three distinct styles:

1. Academic convocations are held on select Wednesday mornings at 11:00am. Fall Convocation opens the school year and Honors Convocation closes the year. Jameson Jones Visiting Preachers lead worship on Wednesday morning of Gathering Days each term (at mid-term). Speakers are publicized in advance for these special occasions.

2. Sacred Time worship will be Wednesday mornings at 11:00am. The themes for this gathering arise out of the distinctive common experience of being part of Iliff. Students preaching and leading these services participate in a worship workshop during the term that they preach, led by the Dean of the Chapel. This opportunity is open to all students. Contact Cathie Kelsey if you are interested in preaching or leading.

3. The Book of Common Prayer structures weekly services held just before or after an Anglican Studies course. All are welcome to join in the beauty of this traditional liturgy.

Other expressions of spiritual practice are organized by students and are coordinated and publicized by the Dean of the Chapel's office. These have included prayer groups, retreats, service activities, prayer walking outdoors or on a labyrinth, and yoga.

CAMPUS SAFETY

Iliff has always been concerned with the safety of students, employees and visitors and their physical possessions on campus. Over the years, Iliff has responded to changes in the social environment and attitudes toward crime by improving security, increasing the presence of officers of DU's Campus Safety Department and increasing the crime awareness of Iliff community members and suggesting what they can do to avoid becoming a victim.

All crimes and emergencies should be reported to the Department of Campus Safety at the University of Denver (DU Campus Safety) by calling 303-871-3000. The Denver Police Department can also be contacted by calling 911 to report crimes in progress or other emergencies. DU Campus Safety provides law enforcement and security services on the Iliff Campus and contacts the Denver Police Department when appropriate. During the first month of the fall quarter, Iliff makes crime-prevention literature available in the Iliff Hall lobby. The literature is produced with the assistance of the DU Campus Safety and focuses on safety on a college campus. All visitors to Iliff must sign in at the front desk and receive a visitor's badge while they are on campus. Visitors should sign out and return their badges when leaving the campus

ACADEMIC POLICIES

ILIFF ADVISING CENTER

The Iliff Advising Center was created in 2010 to empower students to make informed decisions about their educational process. The advising center consists of staff employees with experience and knowledge about Iliff's curriculum and faculty. Academic advisors are available to:

- demystify the registration process
- create a short-term and long-term educational plan
- understand the needs and changing life situations of students enrolled at Iliff
- help students maintain a healthy relationship to their degree programs by discussing, discerning, and referring them to appropriate resources

Degree-seeking students will be assigned to the Advising Center for an initial consultation and a particular academic advisor at the time of their matriculation. Certificate and non-degree students may seek consultation and registration with any of the Advising Center staff.

Advisors are ready to counsel on matters of mutual concern throughout students' academic careers. Major times of consultation include the registration periods, changes in degree programs, changes in life circumstances, and the graduation process. Students must obtain approval from their academic advisors before each term in order to be able to register online.

Students alone are ultimately responsible for determining and fulfilling the requirements of their degree program and other academic requirements. If advice obtained is contrary to published statements of the School or observed practices of the School, the student is advised to seek

clarification from the degree program director, Academic Vice-President/Dean or other appropriate Iliff officials.

The Advising Center is available via email at advising@iliff.edu. Please contact the Advising Center or your individual advisor for face-to-face consultations or degree reviews.

WRITING SKILLS ASSISTANCE

Iliff's writing lab is available for students of any level who need help beginning an assignment, organizing thoughts, or completing a final revision. Hours vary each quarter; inquire in the Library for more information.

Because good writing and research skills are essential to success in any academic program, Iliff offers a variety of courses to enhance academic skills, including: *BV 2656: Tools for Theological Education*; *BV 2658: Writing Intensive*; *Z1500: Introduction to Theological Research*; and *Z2000: Discovery, Analysis, and Management of Theological Resources*. Full descriptions of these courses are available in the Iliff Catalog. Student should course schedules or their academic advisor to see when these classes are offered and which might be an appropriate match with their learning goals.

The Office of Student Services provides limited tutoring opportunities for students who are struggling academically. Please contact your advisor or the Dean's office regarding this service.

ACADEMIC INTEGRITY

Academic integrity lies at the foundation of the academic process. For this reason it deserves special discussion in an educational environment, and the institution is obligated to make clear its expectations. Academic dishonesty includes, but is not limited to, acts of fraud and deception on an examination or class assignment, acts of forgery or unauthorized alteration of any official academic record or document, and attempts to gain credit for work that one has plagiarized from the work of another person.

Plagiarism is characterized as the act of taking ideas and writings from another person—known or unknown, published or unpublished—and representing them as one's own work. The word-for-word use of another person's work must, in every instance, be acknowledged by the use of quotation marks or by indentation and single-spacing of the material if at least three lines long, and the citation of author and precise source. Dependence upon another person's work, whether through paraphrase or the utilization of that person's statements as a basis for one's own, must be acknowledged by author and source citation. Iliff uses Turnitin software as one tool among others to identify possible instances of plagiarism.

Academic dishonesty also includes the submission, as one's own work, of another person's work, such as another student's term paper or a paper from a term paper preparation service. The submission of one's own paper, or a substantial portion thereof, for academic credit in two or more courses also is considered to be academic dishonesty, except in those instances in which the instructors involved are so informed and give prior approval. In some cases when a faculty

member believes that a student has not followed the rules for appropriate citation of materials, he or she may wish to have the student redo the work or address the problem in another way.

If a charge of academic dishonesty or plagiarism is to be made, the faculty or staff member must report the incident in writing to the Academic Vice-President/Dean. Adequate evidence should be provided to support the charge. Such evidence may include a copy of a forged or altered document, a published work from which the student copied, or compelling evidence that the work represented as that of the student does not fit his/her usual writing and thinking style.

The Academic Vice-President/Dean will review the charge to make sure adequate evidence is present. If the charge appears to be founded, the Academic Vice-President/Dean will make the charge known in writing to the student. A meeting to discuss the charge will be held with the student, the faculty member making the charge, the student's academic advisor, and the Academic Vice-President/Dean.

If the charge of academic dishonesty or plagiarism is sustained by the Academic Vice-President/Dean, he/she will impose negative sanctions that could include lowering the course grade, failing the course, or dismissal from Iliff. Sanctions will be imposed based on the severity of the offense, whether it is a first or repeated offense, and in accord with past precedent. A second offense by the same student will normally result in dismissal from the School. A written report including the charge, supporting documentation, and the Academic Vice-President/Dean's decision will be filed with the Registrar. The reason for dismissal will be entered on the student's permanent file.

A student who intends to appeal a sustained charge of plagiarism and/or sanctions imposed by the Academic Vice-President/Dean may submit a written appeal to a committee to be named by the Academic Vice-President/Dean. The student may also request that a statement from his/her advisor be sent to the Dean's committee. The Dean's committee will consider the written appeal of the student, the written statement of the faculty member who initiated the charge, the statement by the advisor (if any) and the Academic Vice-President/Dean's report. The decision of the Dean's committee, a copy of which will be kept in the student's permanent file with the Registrar, is final.

A student who is to be dismissed for academic dishonesty will be terminated immediately after the Academic Vice-President/Dean's decision has been filed with the Registrar or, in the case of an appeal to the Dean's committee, immediately after that committee has filed its report, if the committee finds that plagiarism has occurred.

(Portions adapted from the policy statement of the Department of Psychology, Arizona State University.)

COURSE CANCELLATION

Classes previously scheduled may be canceled by the Academic Vice-President/Dean if it is determined that the enrollment is too small or for any other administrative rationale. Iliff reserves the right to substitute an instructor for any class, if necessary.

ATTENDANCE AND SPECIAL DAYS

Attendance: Class attendance is an integral part of the degree programs. Attendance policies are determined by each instructor. Students are held responsible for class lectures or discussions. Absence from classes, however, equivalent to 20% of course work (two weeks for a ten-week course) may be grounds for suspension from a course with WF (Withdrawal Failing) recorded on the transcript. Such suspension may be removed only after a petition is submitted to and approved by the Academic Vice-President/Dean.

Special Days: Martin Luther King, Jr. Day. Classes will not be held. Good Friday: Classes will not be held.

CREDIT FOR OFF-CAMPUS EXPERIENCES

Occasionally students seek academic credit for off-campus educational experiences. There is no guarantee that Iliff will accredit any such experience. A student who wishes credit must petition in advance of the experience and must indicate to the faculty through the Academic Vice-President/Dean such information as the qualifications and credentials of the workshop leaders, the type of work required of the student and the evaluation process of the workshop. The student then registers for an Independent Study in the subject area of the workshop and obtains the Iliff instructor's approval. If credit is given, the instructor will grade it on a Pass/Fail basis.

RESIDENTIAL REQUIREMENTS

The Association of Theological Schools, one of the organizations which grants Iliff's accreditation, limits the amount of credit that can be earned toward an approved degree program by distance education (which includes online classes). At present, professional masters degrees (M.Div., MASM, and MAPSC) require at least one third of one's academic program be taken via on-campus (not fully online) courses. Academic masters degrees (MA and MTS) do not have a residency requirement. If you have a question about whether your degree plan meets this residency requirement, please check with your academic advisor. Students pursuing ordination should check with their denominational agency to see if they might be subject to additional residency requirements.

TRANSFER CREDIT

Students may request that relevant course credits earned in another graduate school, accredited by any agency acceptable to Iliff, be transferred into Iliff programs. Students in the master's programs may request transfer of work up to ten years old at the time of their enrollment. Grades from transferred credits are not calculated into the Iliff GPA. No credit may be transferred for courses with a grade below C. Credits applied to a completed degree may not be applied toward an Iliff degree.

A minimum of 40 quarter credits toward a master's degree must be completed at Iliff. A maximum of 80 quarter credits will be allowed for transfer into the MDiv degree program and 40 quarter credits into the MA degree program. Use the "Transfer of Credit" form located on my.iliff or in the Registrar's office to make this request.

Students whose transcripts indicate that they have already completed the reasonable equivalent of a required course may petition the Academic Vice-President/Dean for a course substitution. Submit a "Course Substitution" form to the Registrar. The form will also be reviewed by the faculty who teach the course in question. Exemption does not decrease the total hour requirement for any degree program. If students wish to request an exemption from a course or degree

requirement based on previous experience, they can do so with the “Degree Program Petition” form.

Students who have completed a unit of Clinical Pastoral Education in the three years before entering Iliff may be eligible for CPE credit in the MDiv or MAPSC degree program. Students should review the discussion of CPE in the “Personal and Professional Formation” section of this Handbook and consult the Director of Professional Formation.

The Advising Center, along with the Registrar and the Office of Admissions, assist students in transferring credits and petitioning for substitutions of requirements. Demands of employment and other outside obligations will not be accepted as a reason for failure to meet course requirements. Students who anticipate unusual demands on their time should register for a reduced program of study.

ACADEMIC AND INCREMENTAL PROGRESS AND PROBATION

Academic Probation: Students in all of Iliff's master's level degree programs are required to make satisfactory progress, defined as maintaining a 2.25 grade point average on a 4.0 scale. Successful completion of a course of study requires a grade of "C" or above or "Pass." Grades of "D" "F" "NC" (no credit) or "I" do not constitute successful completion of a course.

Academic Review Committee: Each quarter, the Academic Review Committee reviews all students who are on conditional status, whose grade point average drops below 2.25, and those who are close to being placed on academic probation. This committee has the authority to place students on academic probation (following the guidelines in this Handbook), to remove students from conditional status, and to suggest to the Academic Vice-President/Dean the dismissal of students on academic grounds.

The Academic Review Committee is a standing committee that reports to the Academic Vice-President/Dean. Its membership includes: the Academic Vice-President/Dean (or the Dean's designee); the Dean of Enrollment & Student Services, the Financial Aid Director; the Registrar; and the Advising Center.. The Director of Professional Formation may also be called upon as needed. The Academic Vice-President/Dean (or Dean's designee) chairs the committee.

The committee meets once per quarter, usually no later than two weeks after the end of the quarter. The committee reviews the work of every student on conditional status or probation. A letter is sent from the Academic Vice-President/Dean to each student reviewed by the committee (normally at least one week before the beginning of the quarter) outlining the concerns of the committee and/or changes in status (placed on probation, taken off conditional status, etc.) Copies of the letters are sent to the student's advisor and may be sent to the Business Office as appropriate.

Academic Probation: Students whose grade point averages fall below the requisite 2.25 following any academic quarter will be placed on academic probation. The student will be notified of the probation action in writing within the first week of the next quarter. Normally, the student will be given three academic quarters to bring the GPA back to the requisite 2.25 average. Students on probation may not take a course P/F (unless they are not offered for a letter grade), must enroll for no fewer than 8 credits per quarter if they are attending as full-time students, and take appropriate coursework for their degree program. In addition, students should make progress in their degree program by taking and passing classes required by their degree program. Students

on probation may not normally take incompletes. At the end of the probationary period, the Academic Review Committee will review the student's progress and recommend to the Academic Vice-President/Dean to remove or continue the probation or to take action to suspend the student's degree program.

Students receiving special financial awards with specific grade point average requirements must maintain that requirement from one quarter to the next in order to remain eligible to receive those funds. Awards with specific GPA requirements will be rescinded for the quarter following any quarter in which the cumulative grade point average falls below the required minimum. Grades will be reviewed at the end of each quarter. Once a new quarter has begun, scholarship or grant funds will not be adjusted for grade changes resulting from late completion of course work.

ADMISSION TO ABBREVIATED DEGREE PROGRAMS

Students may be admitted to abbreviated degree programs based on prior academic theological degree completion. These decisions are made by the Admissions Committee in consultation with the Academic Vice-President/Dean and are based upon the requirements and policies of the Association of Theological Schools (ATS). The most common abbreviated degrees relate to students who have completed an ATS-accredited MDiv degree and are now applying to a two-year professional degree at Iliff. In most cases, one year of study (40 credits) can be waived. Additionally, a prior ATS accredited two-year degree can potentially enable the student to waive one year (40 credits) of study in the MDiv program. Upon approval by the Admissions Committee, abbreviated agreements may be provided for students who meet the U.S. Department of Defense MDiv equivalency requirements when applying to the related degree programs like the MAPSC.

As is the case in all admissions decisions, agreement by the school to admit a student to an abbreviated degree program will be stipulated in an official admissions letter from the school. Admission to an abbreviated program cannot be retroactively applied and must be stipulated in the admissions process.

REGISTRATION POLICIES

All matters pertaining to registration are coordinated by the Registrar. Students are responsible for ascertaining that all appropriate paperwork has been completed.

CLASSIFICATION OF STUDENTS

- Degree Students – enrolled students taking courses for credit toward a degree.
- Non-Degree Students – enrolled students taking courses for credit. No more than 16 quarter credits earned as a non-degree student may apply toward an Iliff master's degree program. Students in the certificate program who have not applied for a degree are classified as Non-Degree Students.
- Cross-Registrants – students taking courses at Iliff who are degree students in affiliated schools (e.g. Denver Seminary or University of Denver).

COURSE LOAD

A minimum course load for a full-time student is eight credits per quarter. A minimum course load for a part-time student is four credits per quarter. Registration for more than 14 credits per quarter requires advisor approval and additional tuition charges.

REGISTRATION

Registration is held on-line for new and continuing students. Dates for registration are listed in the School's academic calendar. Registration is conducted by the Registrar. Please see the Handbook section on "Tuition and Fees" for late registration fees. No person can register after the first full week of the quarter.

CHANGES IN COURSE REGISTRATION

Dropping or adding courses can be done online during the online registration period. Changes after the online registration period must be done with a hard copy DROP/ADD form, obtained from outside of the Registrar's Office. The fee for dropping or adding courses after the first week of the quarter is \$25. All drop/add forms are given to the Financial Aid Administrator first who, in turn, submits them to the Registrar. Changes are effective on the date the form is received by the Financial Aid Administrator. Students are responsible for obtaining appropriate signatures and submitting changes for processing. Check with the Registrar if you have any questions.

Courses may be added only within the first week of the quarter. Courses may be dropped within the first six weeks of the quarter. No notation will appear on students' permanent academic record for courses dropped during the first two weeks of a quarter. Courses dropped from the beginning of the third week through the end of the sixth week will be assigned a WP (withdrawn passing) or WF (withdrawn failing) grade by the instructor. A grade of WF will enter into the grade point average as 0.00. Courses dropped after the sixth week of the quarter automatically will be assigned a grade of WF.

Occasionally students find themselves in unusual circumstances concerning changes in registration because of an accident or emergency. These students should report to the Registrar as soon as possible.

Students who plan to drop from a full-time load (minimum of eight credits per quarter) to a less than full-time load should consult the Financial Aid Administrator, as this change will affect student financial aid and federal student loans. **If students do not officially drop courses in which they are enrolled but not attending, they are considered to be registered in those courses and will receive a failing grade.**

AUDITING COURSES

For qualified auditors, class attendance is required in courses that are audited in order to obtain a transcript record of the course. The instructor will inform the Registrar if the student attended with sufficient regularity to qualify for a transcript record of the course. For degree-seeking students, auditing a course requires an email to the Registrar unless this changes total credit hours. Hybrid and online courses cannot be audited. See the "Auditing Policy" section of this Handbook for more information.

INDEPENDENT STUDY

To arrange for independent study, a student must have the approval of his/her prospective instructor(s), both of whom will evaluate the student's academic and extra-curricular work to

determine if independent study is feasible. Adjunct faculty are not permitted to supervise independent studies.

Procedure: Prior to registration, secure approval of the advisor and the proposed instructor via the independent study approval form. Submit to the instructor the plan for study, including topic, proposed methodology, and bibliography. At the beginning of the study, arrange with the instructor the requirements and form(s) of evaluation. Meet with the instructor at least five times during the quarter to submit progress reports and confer about next steps, problems, questions, etc.

Generally, independent study is only available with most full-time faculty and never with adjunct faculty. The approval of the Academic Vice-President/Dean is required for any independent study performed by any instructor who is not a full-time, ranked, member of the Iliff faculty. Normally, independent study is not permitted as a substitute for a regular class offering.

One independent study course may be granted no more than four quarter credit hours. No more than four credits of independent study may be taken in any quarter, and no more than eight credits per academic year. Independent Study extended over more than one quarter must be approved by Incomplete form. No more than two extensions will be approved.

CROSS-REGISTRATION AT AFFILIATE INSTITUTIONS

Courses taken for credit at the University of Denver and at Denver Seminary are subject to these general principles: courses must be for academic credit (no auditing) at the graduate level, must be applicable to the degree program at Iliff, and must meet specific requirements of Iliff's relationship with the institution. Students must be in a degree program at Iliff (non-degree students and auditors cannot cross-register). Students may incur additional fees other than tuition and do not receive priority in courses at affiliate institutions. Cross-registration is not in effect during the summer. All courses taken at affiliate institutions during the summer must be transferred to Iliff.

Cross-Registration at the University of Denver

By following procedures outlined below, full-time (8 quarter credits or more) Iliff master's degree students may cross-register for up to five credits of **graduate level** courses per quarter at DU. When enrolling in DU courses at and above the 3000 level, students must follow these procedures:

- secure the approval of the advisor
- register for the course through the Iliff Registrar with a hard copy registration form (listing all courses at Iliff and the DU course(s) and a hard copy add form adding only the DU course(s)
- students dropping DU courses **MUST** complete a hard copy drop form through the Iliff Registrar or the student will receive a failing grade at Iliff
- registration through DU will not be accepted as cross-registration and all tuition must be paid to DU

Cross-Registration at Denver Seminary

Students who are enrolled full-time (8 quarter credits or more) at Iliff may take one course at Denver Seminary without additional cost. When enrolling for courses at Denver Seminary, students must:

- secure an inter-school registration form from the Registrar at Iliff

- secure the approval of the Iliff advisor or Dean on the inter-school registration form and return the form to the Registrar at Iliff
- register for the course at Iliff with a hard copy add form.

GRADING AND GRADE CHANGE POLICIES

The Iliff grading system is a five-letter system from A through F with pluses and minuses. In computing grade point average (GPAs), grades are assigned the following numerical values:

A	= 4.00
A-	= 3.75
B+	= 3.25
B	= 3.00
B-	= 2.75
C+	= 2.25
C	= 2.00
C-	= 1.75
D+	= 1.25
D	= 1.00
F	= 0.00

GPAs involve the number of quarter credits for each course rather than the number of courses. For example, a four-quarter credit hour course in which an A grade is earned results in a total of 16 points; B results in 12; C results in 8; D results in 4; and F in 0. Grade point averages are computed by dividing the total points by the total credits.

Pass/Fail: Instructors may allow students the option of P (Pass) or F (Fail) instead of a letter grade. The Pass/Fail option is to be used to encourage students to venture into courses in which they may not be academically strong but in which they are interested.

The initiative lies with students to request this option from their instructors during the first week of the quarter. Instructors may grant or deny the request. The grade P (Pass) carries no grade points and does not enter into the students' GPA. The grade F (Fail) does enter into the students' GPA. In order to earn a Pass, students must perform at a level considered the equivalent of C or better. The Pass/Fail grade election cannot be changed to a letter grade later. There is no limit to the number of Pass/Fail grades a student may request. However, 2/3 of a student's course credits taken at Iliff must have a letter grade to qualify for graduation with distinction.

In Progress: The grade IP (In Progress) denotes academic work that is in progress at the end of the quarter. IP designates work originally scheduled to cover more than one quarter. Courses in this category (such as Clinical Pastoral Education, Thesis and/or Project Research) shall be completed at the end of the next quarter unless approval is given for an extension to the maximum of two quarters. Policy for "Incomplete Courses" (form must be completed) will be followed if approval is requested beyond one quarter.

Incomplete Courses:

Approved by Faculty January 2009

Faculty will clarify at the beginning of each quarter whether or not they will accept incompletes in special circumstances. If faculty choose not to allow incompletes for any reason, that should be

stated on the syllabus. Faculty will distribute to students a copy of the policies and procedures regarding Incompletes at the beginning of each course.

INCOMPLETE POLICIES AND PROCEDURES

Policy:

Normally work should be completed within the constraints of the ten-week quarter. Under exceptional circumstances, the Dean may grant an incomplete in a course, with a contract from the student to finish the work in a reasonable amount of time. Adjunct faculty are not permitted to issue incompletes in courses.

Grounds: Exceptional circumstances typically include a death of a loved one, an unforeseen medical emergency of the student or immediate family member, or other substantive changes in life situation.

Length of Extension: The student and instructor will negotiate due dates for each overdue assignment. All work is due before the end of the following quarter. Where the situation mandating the extension, the volume of the remaining work, and scheduling make that impossible, the negotiated due dates may extend into the second quarter after the course was taken. In the face of further extenuating situations, one further extension may be considered by submitting a second incomplete form to the Registrar for approval by the Dean.

Grade: Because an extension makes it difficult to compare the student's work to that of other students, courses where there has been an incomplete can be graded Pass or Fail.

Fee: An automatic \$25 fee is charged by the Business Office for each incomplete; this is charged when work is completed and a grade is submitted by the instructor.

Other stipulations: Students conditionally admitted or who are on academic probation are not allowed to take incompletes except with permission of the Dean. Work must be turned in to the Registrar by the last day of the following quarter. If work is not turned in by this date, the incomplete automatically turns into a failing grade. Normally, students with 10 or more credits of outstanding incompletes at one time will not be allowed to register. Courses in which an incomplete has been granted but not yet completed are not included in the student's GPA calculations.

Procedures:

- Students must make a contract with their instructor before the end of the quarter by using the "Incomplete Request Form" located on the Current Student page of my.iliff.
- A separate form is needed for each incomplete request.
- Student must turn in the form to the Registrar. The Registrar will check total number of incompletes, sign the form and send it to the Academic Vice-President/Dean for approval.
- Work must be completed and turned into the Registrar by the agreed upon contract date. The Registrar will forward work to the instructor for a grade.

Withdraw Passing/Failing: If a student must drop a course after the second week of the quarter, the student will receive either a grade of WP (Withdrawn Passing) or WF (Withdrawn Failing).

A WP may be given when illness or other emergency situation is judged by the instructor and the Academic Vice-President/Dean to warrant the grade. To receive a WP, students must be passing

at the time of the withdrawal and the withdrawal must be requested before the end of the sixth week of the quarter. WPs are not included in GPA calculations. A WF may be recorded in cases of suspension due to absences from class, when a class is dropped after the deadline, as part of a disciplinary action, or if current work is unsatisfactory at the time of the drop. Grades of WF enter into GPA calculations. (See my.iliff for summer quarter deadlines.)

Audit: The grade NC (Non-Credit) is recorded for audited work. Courses taken for Audit or in which an Incomplete has been granted are not included in the GPA calculations. Hybrid and online courses cannot be audited.

Retaking Required Courses with Grades Below C: Master's level students must complete all of the required courses in their program with a grade of C or better. Any lower grade in a required course will not be considered a passing grade and the student will be required to repeat the course. When a student retakes a required course due to receiving a grade lower than a C, the original course title and grade will remain on the student's transcript, but only the second grade will be counted in the grade point average. Substitution of other courses may be requested by petition to the Academic Vice-President/Dean.

Core Course Repetition: Core courses may be repeated once as the result of a failing grade (that is, a grade below C). Permission of the Academic Vice-President/Dean and the instructor is required if the sequence course is to be repeated more than once. Permission will be considered when there are documented grounds to suggest the student will pass the course.

GRADE CHANGE

A student or faculty member may initiate a grade change. A student-initiated grade change must be approved by the instructor. The instructor must submit a "Correction in Error of Grading Form" directly to the Registrar within the quarter following the end of the course in question. Faculty are under no obligation to approve a student's request for a change of grade. Students may lodge an appeal with the Dean if their initial request is denied. (See Academic Appeals and Petitions in this Handbook.)

GRADUATION WITH DISTINCTION

By vote of the faculty, a master's student with a grade point average of 3.75 or better may be graduated "With Distinction." In order to qualify for this honor, at least two-thirds of a student's academic work must be evaluated by letter grades. Students transferring to Iliff will be expected to complete at least two-thirds of their Iliff work with letter grades and 3.75 GPA. The cumulative grade average, including transferred work, must also be 3.75 or better.

EXAMS AND PAPERS

There is no examination period. Classes will meet on normal schedule through the last day of the quarter. Course final examinations and their timing are the option of the course instructor(s). Students leaving the campus who wish to have papers and examinations returned may make arrangements by leaving stamped, self-addressed envelope(s) for this purpose with the instructor(s).

COURSE EVALUATIONS

Both required and elective courses will be evaluated by students registered in those classes. Course evaluations provide valuable feedback to the Dean and to individual instructors on themes such as teaching effectiveness, curricular design, and achievement of degree learning goals. Evaluations take place online to preserve student confidentiality and results are not made

available to instructors until after grades have been submitted. Although they are not mandatory, students are strongly encouraged to participate in course evaluations as these are the one place where students can offer honest and anonymous opinions of the classes they have taken, to the benefit of future students. Part Time Internship, CPE and Benedictine Spiritual Formation are not covered by these evaluations and are done exclusively by the Office of Professional Formation

CHANGE OF DEGREE

Admission to a degree program is effective for that program only. A student wishing to transfer to a different degree program must submit a "Request for Change of Degree Program" form and other appropriate references. Approval of the request automatically applies previously earned credits toward the new degree program, but the student must meet all requirements in the new degree program under the Catalog and Handbook in effect at the time the degree change is approved. The date the request is approved becomes the new matriculation date. Required forms are available on my.iliff. .

Persons who have changed their degree programs must be in the new program at least two quarters after being officially admitted to the new program before they are eligible for graduation. This is to preserve the integrity of the degree program for which a person is newly enrolled; to provide enough time for graduation reviews to be completed; and to allow the Registrar time to process paperwork, plan for graduation and provide student assistance in a timely manner.

APPLICATION PROCEDURES FOR A SECOND ILIFF DEGREE

Current Iliff students, or Iliff graduates who completed their degrees not more than two years ago, may use the following procedures when applying for a second Iliff degree:

All Applicants

- Submit a re-application.
- Submit an updated personal statement addressing your reasons for wanting the second degree, including such things as area of concentration and why this degree might be of value to your overall goals.
- Alumnae/Alumni: Submit transcripts for work taken for credit at other institutions during the time since your graduation from Iliff.

For persons applying for the Master of Divinity, Master of Arts in Social Change or Master of Arts in Pastoral and Spiritual Care:

- References: Please submit two references, one of which should be a religious leader (pastor, minister, denominational leader, etc.) and one from an Iliff faculty member.

For persons applying for the Master of Arts degree:

- Writing Sample: Submit a sample of your academic writing. The sample may be a paper previously written or prepared especially for this application. It may be on any topic.
- Personal Statement: Your updated personal statement should include information about your proposed area of specialization in preparation for doctoral work. If you are uncertain about the exact area, please include information about general areas of academic interest.
- References: Please submit two academic references from Iliff faculty members.

Note: Admission to the Master of Arts degree program requires an overall GPA of 3.0/4.0.

For persons applying for the Master of Theological Studies:

- References: Please submit two references from Iliff faculty members.

DEPARTURES, LEAVES AND WITHDRAWALS

EARLY DEPARTURE FROM SCHOOL

Permission to leave before the scheduled conclusion of courses will be granted on petition only for attending annual denominational meetings or Clinical Pastoral Education. Petitions for early departure must include the approval of the instructor(s) involved. Individual arrangements must be made with the instructor(s) to complete course work by the end of the quarter. Examinations will not be given prior to regular examinations for the class, but can be given only after the class examination, even in absentia. Normally, students will be given additional academic work to compensate for class absences.

LEAVE OF ABSENCE (Federal Loan and Deferral Status)

Under certain circumstances (i.e., health, family emergencies) the Iliff School of Theology may grant one approved Leave of Absence for up to 180 days during a 12-month period. This policy specifically affects a student's federal loan and deferral status. Students should see the Director of Financial Aid to apply.

Students who are recipients of Federal Student Loan funds will not go into their grace period so long as they return to school on or before the end of the 180 day period. If students do not return by the end of the approved 180 day Leave of Absence, the School will be required to notify the U.S. Department of Education that the student's official departure date was the first day of the approved Leave of Absence.

If a student does not resume attendance at the institution on or before the end of an approved Leave of Absence, the institution must treat the student as a withdrawal for purposes of student loan deferral.

Unforeseen Circumstances

Multiple Leaves during the applicable 12 month period will be approved only for jury duty, military reasons, or circumstances covered under the Family and Medical Leave Act of 1993. Provided that the total number of days of all Leaves of Absence does not exceed 180 days in any 12 month period, the School may treat one Leave subsequent to the first Leave as an approved leave of Absence if the subsequent Leave does not exceed 30 days and the subsequent leave is necessary due to unforeseen circumstances. Unforeseen circumstances do not include: unexpected loss of child care, need to care for children during school breaks, changes in work schedules, protection in cases of domestic abuse, incarceration, dependent care not covered by FMLA, financial reasons, snow days or travel.

Students requesting an approved Leave of Absence must complete the appropriate form and provide written documentation to the Director of Financial Aid. Students will be notified in writing of approval or disapproval of their request. There are no charges associated with an approved Leave of Absence.

CONTINUING REGISTRATION (Iliff Status)

Students who wish to remain active in a degree program but not take courses during a given quarter (not including summer) or academic year must apply for Continuing Registration. Continuing Registration may be granted for one quarter at a time or for a full academic year. Forms are available from the Registrar and must be signed by the student's advisor. The reason

for and the length of the leave requested must be stated on the form at the time of application. A fee of \$50 per quarter (except summer) is due beginning the second quarter of Continuing Registration. A \$10 late fee is added after the fourth week of the quarter.

Time spent on Continuing Registration counts in the ten years given to complete the Master of Divinity or the seven years given to complete the MASC, MAPSC, MA or MTS degrees.

Students on Continuing Registration are not eligible for Iliff financial aid or deferral of federal loans. Students with federal loans might prefer to apply for an Approved Leave of Absence if circumstances warrant. Please see the Financial Aid Office for more information.

Students in the cooperative degree programs with DU (MSW) who are taking courses at DU must complete the Continuing Registration form for each quarter they are not studying at Iliff. No Continuing Registration fee is charged to cooperative degree program students.

Failure to enroll for two quarters (except summer) is considered prima facie evidence of withdrawal from school unless Continuing Registration or an Approved Leave of Absence has been requested and approved. Continuing Registration will not be processed without the payment of the \$50 fee. Students who have not registered for two quarters and who have not petitioned and paid for Continuing Registration or an Approved Leave of Absence, will be institutionally withdrawn from school at the end of the second quarter.

WITHDRAWAL FROM SCHOOL

Students who find it necessary to withdraw from school must report to the Academic Vice President/ Dean and to the Registrar and must complete forms for official withdrawal. In emergencies where this is impossible, the Academic Vice-President/Dean and/or the Registrar should be notified by persons authorized to act for the student.

Students who withdraw from school during an academic quarter are advised that the withdrawal process must include formally dropping all classes for which they are registered. Failure to accomplish the drop procedure can result in a failing grade for each course.

Students who withdraw in good academic standing may reapply for admission to a degree program. Those who have been out of Iliff less than two years may use a Re-Apply application process. Applications are available through the Admissions Office. Students who were not in good academic standing when they left Iliff should contact the Admissions Office to discuss their situation before they reapply.

Students seeking readmission who have outstanding Iliff loans or debts should also discuss their situation with the Business Office before they reapply. Please note that new federal student loans will not be approved for students with prior loan defaults.

Students reapplying to Iliff are subject to the ten-year rule: normally, no credits from Iliff or any other institution will be accepted if older than ten years.

ACADEMIC RECORDS

TRANSCRIPTS

Official Iliff School of Theology transcripts must be signed by the Registrar and embossed with the School's seal. Official and unofficial Iliff transcripts can be requested through the Office of the Registrar with a signed request form (available on my.iliff) . Student transcripts are considered confidential and will not be released without a signed request. The process can also be started by an email to the Registrar an attached form and followed up with a signed request.

Transcripts are \$5.00 each. Transcript requests can take up to ten days to be processed. Current students without a financial hold can print unofficial transcripts through my.iliff without a charge.

Neither diplomas nor transcripts of credit are issued to students until accounts are paid in full. This includes accounts with the library as well as fees and loans due to the Business Office and any other charges incurred with Iliff. Students wishing to discuss their situation may contact the Business Office.

ACADEMIC RECORDS MAINTENANCE

The Office of the Registrar is charged with maintaining grade and progress records for all students enrolled at Iliff. Students who believe an error has been made in their records should first consult the Registrar. In the event they do not receive a satisfactory answer to their inquiries, they may ask the Office of the Academic Vice-President/Dean of the Faculty to review the records. The Academic Vice-President/Dean will have the final determination in any records dispute. Student academic records are considered confidential.

NOTIFICATION OF RIGHTS UNDER F.E.R.P.A. FOR POST-SECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. The rights of a student are:

The right to inspect and review the student's education records within 45 days of the day the School receives a request for access:

Students should submit to the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the School official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes is inaccurate or misleading:

Students may ask the School to amend a record that they believe is inaccurate or misleading. They should write the Registrar, clearly identify the part of the record they want to have changed, and specify why it is inaccurate or misleading.

If the School decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Students may have copies of their records with certain exceptions (e.g., a copy of the academic record for which a financial "hold" exists, or a transcript of an original or source document that exists elsewhere). These copies would be made at the student's expense at prevailing rates.

Educational records do not include records of instructional, administrative and educational personnel that are the sole possession of their makers and are not accessible or revealed to any individual, except a temporary substitute, records of a law enforcement unit, student health records, or alumni/ae records. Students may, however, request the release of their health records to a physician of their choosing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent:

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the School has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; a student serving on an official committee, such as a disciplinary or grievance committee, or assisting a school official in performing his/her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Financial aid records are also open to federal program review personnel, Federal Bureau of Investigation personnel, and Immigration and Naturalization Service personnel.

The following is considered directory information at The Iliff School of Theology: name, directory picture, address, telephone number, name of spouse, Iliff degree program & year, denominational affiliation, previous institution(s) attended and degree(s) conferred.

Upon request, the School discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by School to comply with the requirements of FERPA:

Students who believe that their educational records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may discuss their problems informally with the Registrar. If the decisions are in agreement with the students' requests, the appropriate records will be amended. If not, the students will be notified within a reasonable period of time that the records will not be amended. At that time, they will be informed by the Registrar of their right to a formal hearing.

Student requests for a formal hearing must be made in writing to the Academic Vice-President/Dean who, within a reasonable period of time after receiving such requests, will inform students of the date, place, and time of the hearings. Students may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of their choice, including attorneys, at the students' expense. The hearing panel, which will adjudicate such challenges, will be the Academic Vice-President/Dean's committee.

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

Students who believe that the adjudication of their challenges were unfair or not in keeping with the provisions of the Act may request, in writing, assistance from the President of the

institution to aid them in filing complaints with The Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-4605.

Revisions and clarifications will be published as experience with the law and the institution's policy warrants.

ACADEMIC APPEALS AND PETITIONS

All academic appeals and appeals for modification of regular academic procedures and requirements should be submitted, in writing, to the Academic Vice-President/Dean. Non-procedural academic concerns or grievances should be stated in writing and delivered to the Office of the Academic Vice-President/Dean of the Faculty. Any supporting documentation should be included. Cases of possible plagiarism or research/citation irregularities are handled according to the procedures outlined above in the section on Academic Integrity.

Modification of or exceptions to regular academic procedures and requirements should be presented on a degree program petition form available on my.iliff. Degree program petitions should be signed by the student's advisor and the instructor(s) involved. The form is then submitted to the Registrar who will forward it to the Academic Vice-President/Dean. Students are responsible for obtaining the appropriate signatures before submitting petitions to the Registrar.

The Academic Vice-President/Dean has the option of seeking consultation on any academic petition or problem with relevant faculty members, the Registrar or others the Academic Vice-President/Dean deems appropriate. The Academic Vice-President/Dean's decision shall be final for all academic appeals. If the appeal involves the Academic Vice-President/Dean in his/her faculty role, the appeal will be forwarded to the President.

FINANCIAL INFORMATION/TUITION AND FEES

Tuition and Fees

Tuition and fees listed in this Handbook are valid for the 2013-2014 academic year only. Tuition is subject to change. Iliff offers a unique savings opportunity for those students able to enroll for more than 8 credits each quarter. Those taking from 8 to 14 credits each term are charged the same price as 8 credits only, which can mean considerable tuition savings. (Please see below for specific charges.)

PAYMENT PLANS

Students can spread tuition and fees over the ten week quarter. If this is an option you are interested in, please contact Suzanne Mueller at smueller@iliff.edu or by phone at 303-765-3126. Several plans are available and include a three payment and nine payment plan.

Three Payment Plan

The first payment is due at the end of week three, the second payment is due at the end of week six, and the final payment is due at the end of week nine.

Nine Weekly Payments

The first payment is due by the end of the first week of class; the second payment would be due by the end of the second week of class, and the rest of the payments would follow the same guidelines with the final payment to be made by the end of week nine.

Please note: if you select a payment plan, you will not be allowed to register for class for the next quarter until your account balance is paid in full, or request a transcript. a hold will be placed on your account for as long as there is a balance.

Master's Degree Tuition for 2013-2014

Full-Time: 8-14 credits per quarter: \$5992.00 per quarter; \$17,976.00 for three quarters; \$749 per credit for each credit over 14.

Part-Time: 1-7 credits per quarter: \$749 per credit.

\$375 per credit for students taking CPE and students in Full Time Personal and Professional Formation Internships. Please see the Business Office for details of charges if CPE or internship is combined with additional Iliff coursework.

Application Fee: \$60

The application and application fee are valid for a period of one year from the original anticipated enrollment date.

Enrollment Reservation Deposit: \$300

Iliff requires the submission of a \$300 nonrefundable deposit when you accept your admission to reserve your place in the entering class. The enrollment deposit is not a separate or additional fee: it will be deducted from your first tuition bill. The Enrollment Confirmation Form and deposit are due thirty (30) days from the date of your admission letter.

Graduation Fee: \$200 for all master's degrees

Technology Fee: \$100 each quarter

Online/Hybrid Fee : \$45 per credit hour

Supervision Fee:

\$50 per quarter Internship

Consultation and Guidance Fee: One time for all three assessments: \$75

Student Activities Fee: \$15

Charged each quarter when enrollment is for four or more credits.

Continuing Registration Fee: \$50 each quarter

Registration Fees

Fee for change in course registration after the announced date (e.g., add/drop): \$25

Late registration fee: \$100 after the first week of classes.

Non-online registration for continuing degree students: \$50.00

Other Fees

Late payment fee: 1% of the account balance if over \$100; calculated at the end of each month.

Fee to remove each grade of Incomplete: \$25

Parking fee (non-resident students): \$40 per quarter. \$40.00 replacement fee if card is lost.

Parking card deposit: \$40 for student living on-campus.

Replacement of lost Identification Card: \$10

General

Payment of tuition is due the first day of each quarter unless arrangements for payments satisfactory to the Business Office are made during registration. If deferred payments are arranged, there is a late payment fee of 1% charged at the end of each month for any balance of \$100 or more. All accounts must be current at the beginning of each quarter.

Refunds of tuition will be granted on the following scale if the student drops a class for any reason:

- within the first week of the quarter 100%
- within the second week of the quarter 75%
- within the third week of the quarter 50%

No refunds available after the third week of the quarter

Summer

June 2013

17 Summer quarter begins; charges show up on student accounts. (Charges will be posted to your account starting on this day! Please note that charges for the first week of the quarter are preliminary. You will still be able to view your charges the first week but they could change based on any changes you make to your schedule during the first week. Actual charges are posted after the last day to add courses (see below for that date).

21 Last day to register online for summer This is the last day to change summer schedule with no financial implication. (Any changes to your schedule after this date may result in a \$25 charge per Add/Drop form. Please refer to the refund policy below.)

21 Last day to add courses

22 Begin 75% refund for dropped courses.

28 Credit Balance Refund (CBR) deposits will be issued on this day. To insure a timely deposit please make sure you have a direct deposit form and a voided check on file with the Business Office. **No** checks will be issued for refunds on accounts starting Fall quarter 2010. **All refunds will be given via direct deposit.** Please contact the Business Office if you have any questions.

Second week of quarter ends, last day to get 75% refund.

29th Begin 50% refund for dropped courses.

July 2013

4th July 4th Holiday – Iliff Closed

5th Third week of quarter ends, last day to get 50% refund.

6th Begin NO REFUND for dropped courses

30th If you have charges posted to your account, please pay your balance by September 30th to avoid any finance charges.

August 2013

1st Finance charges are posted on accounts with a balance over 30 days old.

The date to receive a WP (withdraw passing) grade will vary by course. Please check with your advisor if you have specific questions.

23rd Classes end

FALL

September 2013

6th New Student Orientation & Registration

9th Fall quarter begins; charges show up on student accounts. (Charges will be posted to your account starting on this day! Please note that charges for the first week of the quarter are preliminary. You will still be able to view your charges the first week but they could change based on any changes you make to your schedule during the first week. Actual charges are posted after the last day to add courses (see below for that date).

11th Fall Convocation

13th Last day to register/add courses (Fall online ends). This is the last day to change fall schedule with no financial implication. (Any changes to your schedule after this date may result in a \$25 charge per Add/Drop form. Please refer to the refund policy below.)

14^h Begin 75% refund for dropped courses.

20th Credit Balance Refund (CBR) deposits will be issued on this day. To insure a timely deposit please make sure you have a direct deposit form and a voided check on file with the Business Office. **No** checks will be issued for refunds on accounts starting Fall quarter 2010. **All refunds will be given via direct deposit.** Please contact the Business Office if you have any questions.

Second week of quarter ends, last day to get 75% refund.

21st Begin 50% refund for dropped courses.

27th Third week of quarter ends, last day to get 50% refund.

28th Begin NO REFUND for dropped courses.

30th If you have charges posted to your account, please pay your balance by September 30th to avoid any finance charges.

October 2013

1st Finance charges are posted on accounts with a balance over 30 days old.

6th-12th Fall Intenstive for 1st Year Journey Students

9th-12 Gathering Days

18^h Last day to drop with a WP.

19th Automatic WF for dropping.

29th Online Registration for Winter Quarter Begins (you will not be able to register if you have a hold on your account.)

31st If you have charges posted to your account, please pay your balance by October 31st to avoid any finance charges.

November 2013

1st Finance charges are posted on accounts with a balance over 30 days old.

15^h Fall Quarter ends. Imcompletes for Summer Due

30th If you have charges posted to your account, please pay your balance by November 30th to avoid any finance charges.

December 2013

1st Finance charges are posted on accounts with a balance over 30 days old.

WINTER

January 2014

1st Finance charges are posted on accounts with a balance over 30 days old

3rd New Student Orientation

6th Winter quarter begins, charges show up on student accounts

10th Last day to register/add courses, (Winter online ends)
Last day to change winter schedule with no financial implication

11th Begin 75% refund for dropped courses

17^h Credit balance refunds will be given
Second week of quarter ends, last day to get 75% refund

18th Begin 50% refund for dropped courses

20th Iliff Closed - Martin Luther King Jr Holiday

24th Third week of quarter ends, last day to get 50% refund

25th Begin NO REFUND for dropped courses

31st If you have charges posted to your account, please pay your balance by January 31st to avoid any finance charges

February 2014

1st Finance charges are posted on accounts with a balance over 30 days old

5th - 8th Gathering Days

11th Online Registration for Spring Begins

14th Last day to drop with a WP

15th Automatic WF for dropping

28th If you have charges posted to your account, please pay your balance by February 28th to avoid any finance charges

SPRING

March 2014

1st Finance charges are posted on accounts with a balance over 30 days old

4th Online Registration for Summer Begins

14^h Winter Quarter ends, Incompletes for Fall Due

17th-21st Spring Interterm

24^h Spring quarter begins, charges show up on student accounts

28th Last day to register/add courses, (Spring online ends)
Last day to change Spring schedule with no financial implication

29th Begin 75% refund for dropped courses

31st If you have charges posted to your account, please pay your balance by March 31st to avoid any finance charges

April 2014

1st Finance charges are posted on accounts with a balance over 30 days old

4th Credit balance refunds will be given
Second week of quarter ends, last day to get 75% refund

5th Begin 50% refund for dropped courses

11th Third week of quarter ends, last day to get 50% refund

12th Begin NO REFUND for dropped courses

18th-20th Easter Recess

23rd-26th Gathering Days

30th If you have charges posted to your account, please pay your balance by April 30th to avoid any finance charges

May 2014

1st Finance charges are posted on accounts with a balance over 30 days old

2nd Last day to drop with a WP

3rd Automatic WF for dropping

13th Online Registration for Fall begins

26th Iliff Closed - Memorial Day Holiday

28th Honors Convocation

30th Spring Quarter ends, Incompletes for Winter Due

31st If you have charges posted to your account, please pay your balance by May 31st to avoid any finance charges

Student fees may be amended by action of the Iliff Administration on an as-needed basis. If student groups wish to amend their fees, the following process should be followed: first, by appropriate action of Student Senate, a fee adjustment should be proposed and student feedback solicited. Next, Student Senate will vote in favor/denial of the proposed change and, if supported, the fee adjustment will be submitted in writing to the Chief Financial Officer of the school. Third, the CFO takes appropriate action to validate or deny the proposal and sets the date at which the proposed change will take effect for student billing. All interested parties will collaborate regarding how best to communicate the fee change to students and other parties around the school.

FINANCING YOUR EDUCATION

General Financial Assistance

The Iliff School of Theology offers a wide range of financial aid options for students. Because we want to recognize academic excellence, Iliff offers several awards based on merit. We also offer awards based on financial need. In addition, Iliff participates in federally-funded programs such as work-study and government student loans. While Iliff feels the primary responsibility for financing your education rests with you and/or your family, we are committed to assisting you in finding a variety of resources to help in that process.

For priority consideration for institutional grants and/or scholarships from Iliff, all financial aid documents (Financial Aid Application, Free Application for Federal Student Aid (FAFSA), plus any other documentation requested) must be received in the financial aid office **no later than March 1.**

Memorial and Other Scholarships and Grants

Iliff scholarship programs have been made possible largely through memorial gifts and many bequests from friends. The generosity of donors through the years has created a number of funds, the income of which is available for scholarships and grants.

Some scholarships are based solely on academic achievement and potential for leadership, others on a combination of individual achievement and need. Some annual scholarships are made available by individuals, foundations, and church organizations and require special application forms.

Please see Iliff's web site, www.iliff.edu, for a list of scholarship and grant opportunities.

EMPLOYMENT

In a metropolitan area of more than two million people, numerous opportunities for part-time employment may be found. Iliff maintains job listings in various categories on a secure area of my.iliff that is available to current students and alumni/ae. Students wishing appointments as sole pastors usually need to contact area judicatory officials.

Work-Study Program

Iliff School of Theology participates in the Federal Work-Study program and has a number of jobs available for students who meet the federal eligibility requirements. In addition, some off-campus jobs are available to all students. Contact the Financial Aid Office for more information: pblocker@iliff.edu.

Church and Agency Support

Local churches, denominational bodies, and a number of service, benevolent, and fraternal organizations offer scholarships and grants to students preparing for religious leadership. Students are encouraged to seek financial assistance from these sources.

Non-degree and Certificate students are not eligible for federal or institutional financial aid. They may, however, receive financial assistance through their churches and denominational bodies. In The United Methodist Church, for example, the Ministerial Education Fund has provided resources through which many Annual Conference Boards of Ministry are supporting continuing education for ministers. Non-degree and Certificate students are also eligible to apply for private Alternative Student Loans. Contact the Financial Aid Office for more information.

OUTSIDE AID PROGRAMS

You may be eligible for financial assistance through agencies such as the Veterans Administration, Social Security Administration or the Bureau of Indian Affairs. If you qualify under any of these programs, you will need to contact the agencies directly. United Methodists are particularly urged to seek aid from annual conference Boards of Ministry through their Ministerial Education Fund income and from the Scholarships Committee of the General Board of Higher Education and Ministry (<http://www.gbhem.org>). Deadlines for outside aid are determined by the individual agencies, and some deadlines are as early as January 15 preceding the school year you plan to attend.

FEDERAL PROGRAMS

Federal Work-Study:

- Part-time employment at on-campus jobs; varied pay scale. Limited number of off-campus, community service positions.
- Funded by federal and institutional monies.
- Apply through the Financial Aid Office.
- Must be U.S. Citizen or Permanent Resident; degree-seeking; must have financial need; attend at least one-half time; maintain satisfactory academic and incremental progress.
- Complete a free application for federal student aid.(apply online at www.fafsa.ed.gov)

Federal Perkins Loan:

- May borrow up to a maximum of \$8,000 per academic year to an aggregate of \$60,000 for all undergraduate and graduate loans; 5% interest; Loans based upon financial need

- and availability of funds; nine-month grace period after cessation of one-half time enrollment; \$50 per month minimum payment; cancellation and deferment clauses; interest waived during enrollment and grace period.
- Funded by federal and institutional monies.
- Apply through the Financial Aid Office.
- Must be U.S. citizen or permanent resident; degree seeking; must have financial need; attend at least one-half time; maintain satisfactory academic and incremental progress.
- Complete a free application for federal student aid. (apply online at www.fafsa.ed.gov)
- No loans will be approved for students with prior loan defaults.

Federal Direct Unsubsidized Student Loans:

These are loans from the Federal government. Subsidized loans for graduate and professional students were eliminated with signing of the Budget Control Act of 2011 for all loans for periods beginning on or after July 1, 2012. Students may borrow up to \$20,500 per academic year with an aggregate loan maximum amount of \$138,500 for master's students, including any loans made to you before you became a graduate or professional degree student or loans obtained at another institution.

- Complete a free application for federal student aid. (apply online at www.fafsa.ed.gov)
 - Complete a master promissory note (apply online at <https://studentloans.gov>)
 - Complete entrance counseling online (<https://mapping-your-future.org> or <https://studentloans.gov>).
 - Must be U.S. citizen or permanent resident; degree seeking; must have financial need; attend at least one-half time; maintain satisfactory academic and incremental progress.
 - No loans will be approved for students with prior loan defaults. **Note: In passing the Budget Control Act of 2011, Congress and the President have eliminated the interest subsidy on these loans effective July 1, 2012.**
-
- Interest Payments: The federal government does not pay interest on your behalf. You must pay for all of the interest that accrues on your unsubsidized loan during the time you are enrolled in school, during the grace period, and during any periods of deferment or repayment. There are two ways for you to pay interest while you are in school, your grace period, or a period of authorized deferment: (i) you may make monthly or quarterly payments to your lender or (ii) you and your lender may agree to add interest to the principal of your loan, but no more frequently than quarterly. (This is called capitalization.) If you do not make an interest payment as scheduled while you are in school, in grace period, or during a period of authorized deferment, your lender may automatically capitalize the interest every three months. During other periods, you must pay this interest to your lender, unless your lender agrees to grant you forbearance, as explained in your promissory note.
 - No loans will be approved for students with prior loan defaults.

Federal PLUS Loan for Graduate and Professional Students:

If your Federal Stafford Loan isn't enough, the Federal PLUS Loan for graduate and professional students can help you cover the rest. Graduate students enrolled at least half-time at an eligible school, are U.S. citizens, U.S. national or permanent resident may apply. Apply on-line at <https://studentloans.gov> No loans will be approved for students with prior loan defaults.

APPLYING FOR AID

Please note: To continue to receive financial aid, students must reapply each year by completing a new FAFSA. The link to the FAFSA is located on My.iliff's site (<https://my.iliff.edu>). You may be required to submit additional information for supporting documentation, such as IRS 1040 forms. Students applying for federal financial aid must complete and sign a Statement of Educational Purpose/Certification Statement on Refunds and Default, Selective Service Registration Compliance and updated information.

EDUCATION COSTS

Tuition and fee costs are outlined above. The amount of your books and supplies will vary depending on your course of study, but will average about \$2,100 per academic year. Your personal living expenses will vary based on where you live and how much you spend for room, board, transportation, clothing, entertainment, etc.

HOW NEED IS DETERMINED

For financial aid awards that have "need" as a criterion, your total school costs and all family resources will be considered. The "need" equation is: budget – resources = need. Budgets are determined each year by the Financial Aid Office. These budgets are based on bureau of labor statistic guidelines and student surveys. Resources include family contribution, savings, assets, student and/or spouse earnings, as examples.

Your "financial need" is determined by subtracting all resources from your total budget. Your financial need is the amount of aid you are eligible to receive for the academic year, from all sources. This process is repeated for each year that you apply.

HOW AID IS PACKAGED AND DISBURSED

After all known outside aid (scholarships, loans, VA, etc.) have been used, school awards (need- and merit-based) will be considered. To meet remaining financial need, all students will first be considered for Federal and/or Institutional loan funds. Next, need will be met by employment, and lastly, Perkins Loan funds will be made to eligible students.

Need-based aid will be awarded first to those students who show the greatest financial need and who have completed their applications by the priority dates indicated. If additional funds remain, late applicants will be considered. Merit awards will be awarded first to students with strong community participation and the highest grade point average. Special scholarships will be awarded based on the individual criteria established by the private donors. If you are applying for "non-need-based" aid, the scholarship committee will review your application and consider recommendations from department heads. You may then be offered aid from the School's various assistance programs. You will receive a financial aid award letter, listing the various types of aid offered to you. To accept these funds, you must sign and return the award letter to the Financial Aid Office by the deadline indicated.

Disbursements of financial aid funds administered by Iliff are generally made at the beginning of each quarter. Payment for Federal Work-Study and school employment is issued on the last business day of each month. You are then responsible for paying any account balance due as soon as possible.

Federal loan funds are usually received by Iliff at the beginning of each quarter. Federal guidelines dictate student loan funds must first be used to pay educational expenses (i.e., tuition, fees and on-campus housing). Any remaining funds will be disbursed to the student for other

education-related expenses. Outside awards may come to the School or be sent directly to you. If the funds are sent to you, you must inform the Financial Aid Office that the funds have been received.

FINANCIAL AID LIMITATIONS

Iliff will not grant institutional aid (grants or scholarships) when a student exceeds by 10%, the course hour requirement for a master's degree. To remain eligible for Federal student loan funds, a student must complete their degree requirements within 150% of the minimum credits required to graduate.

Iliff will not grant institutional aid (loans, grants or scholarships), or process applications for federal loans for more than two (2) master's degrees at Iliff.

Students may be required to return a portion of federal student loan funds if they drop below half-time status or withdraw before the end of the academic term.

Merit-based scholarships will not be awarded during any academic term in which the student is registered for more than one-third of credits for Pass/Fail rather than a letter grade.

Iliff will not grant institutional loans or process applications for federal loans for students who have previously defaulted on the repayment of federal loans. In rare instances, the admissions and scholarship committee may waive this policy for students who are otherwise eligible for federal loans. Students may submit a request for a waiver to the Dean of Enrollment & Student Services.

SPECIAL CIRCUMSTANCES

If, after reviewing your financial aid package, you believe that your resources have been assessed incorrectly, you may appeal the initial calculations. You must submit a letter to the Financial Aid Office documenting the circumstances that you feel should be considered. The Financial Aid Administrator will review the letter and make the needed determination. You will then receive a written notice of the decision. If your resources are adjusted, you will also receive an updated award notice. If needed, students always have the right to have their cases reviewed by the Financial Aid Appeals Committee. You need to contact the Director of Financial Aid to arrange for your case to be reviewed.

STUDENT RIGHTS

- You have the right to a full disclosure of the methods used to determine your financial aid eligibility.
- You have the right to receive a statement of your awards, together with a full explanation of each award.
- You have the right to review all records pertaining to your financial aid applications and awards.
- You have the right to appeal decisions related to your financial aid awards through the scholarship and appeals committee.
- You have the right to the protection of confidentiality and access regarding your financial aid records as set forth in the June 17, 1976 Federal Register.

STUDENT RESPONSIBILITIES

- You must inform the Financial Aid Office of changes in your address.
- You must inform the Financial Aid Office of any aid you receive from outside sources. This includes loans, scholarships, grants, agency funds or any other resources you may receive.
- You must repay any loans (principal and interest) advanced to you in accordance with the repayment schedule you have signed.
- You must maintain satisfactory incremental and academic progress toward completion of your degree. Satisfactory progress is defined in this Handbook.
- You must inform the Financial Aid Office of any changes that affect your financial aid eligibility. Such changes include: address, marital status, number of dependents, program, employment or enrollment status.
- You must sign an award notice, Statement of Educational Purpose Certification on Refunds and Default, Statement of Registration Status, and a Statement of Updated Information before any Federal/State funds will be disbursed.
- You must report any significant changes in financial status to the Financial Aid Office if school assistance has been awarded.

SATISFACTORY ACADEMIC PROGRESS POLICY Effective July 1, 2011

New federal regulations require the Iliff School of Theology establish new **Standards for Satisfactory Academic Progress** (SAP). The Office of Financial Aid at Iliff is required to monitor the academic progress of all students receiving financial aid. **This policy pertains only to financial aid and is separate from other academic policies of the institution.** SAP is monitored at the end of each academic term. All recipients of financial aid must maintain the following minimum standards to continue receiving financial aid.

SATISFACTORY ACADEMIC PROGRESS - MINIMUM STANDARDS

- 1) Maintain a cumulative grade point average (CGPA) of 2.25 on a 4.00 scale.
- 2) Complete your degree requirements within 150% of the minimum credits required to graduate. This is known as Maximum Time Frame (MTF). For example, a student may attempt a maximum of 180 credits in order to complete a degree that requires 120 credits. If a class is taken more than once, both courses will be counted toward the MTF. The courses used to calculate the MTF will be courses you were enrolled in after the add/drop period. Once a student has reached the MTF limit he or she is no longer eligible for federal or institutional aid.
- 3) Complete and pass a minimum of 67% of all courses attempted. This is known as the Cumulative Completion Rate (CCR) and is required in order to finish your degree within the Maximum Time Frame. Grades of W, F, Audit or Incomplete do not constitute successful completion of a course. All accepted transfer credits are counted toward the 67% rate.
- 4) Students receiving special financial awards with specific grade point average requirements must maintain that requirement from one quarter to the next in order to

remain eligible to receive those funds. Awards with specific GPA requirements will be rescinded for the quarter following any quarter in which the cumulative grade point average falls below the required minimum. Grades will be reviewed at the end of each quarter. Once a new quarter has begun, scholarship or grant funds will not be adjusted for grade changes resulting from late completion of course work. Scholarship and grant funds from Iliff require a minimum enrollment of 8 credit hours per quarter to remain eligible.

FINANCIAL AID SUSPENSION AND PROBATION

If you fail to meet the requirements listed above, you will be placed on financial aid probation for the next one quarter of attendance. You will be able to receive federal funds for the probationary quarter. You must meet all standards listed above by the end of the probationary period or you will no longer be eligible for federal or institutional financial aid until such time as you meet the satisfactory academic progress minimum standards. You will not be eligible for financial aid if you reach the MTF limit, unless an appeal is submitted and approved (see appeal process below).

APPEAL PROCESS

If you are failing to meet Satisfactory Academic Progress standards and have extenuating circumstances, you may appeal your status to the Office of Financial Aid.

To appeal a financial aid suspension, you will be required to submit the following documentation:

A written statement that includes your program of study, anticipated completion date, a list of required courses left to complete the degree, and the reason for the appeal. Additional documentation from an outside source (doctor, etc.) may be required.

Each appeal is reviewed on a case-by-case basis by the Financial Aid Appeals Committee. Notice of appeals decisions will be mailed and/or emailed within two weeks after submission. If additional documentation is needed in order to make a decision, the time frame to make a decision will be delayed. Appeal decisions are final.

If you have questions regarding this policy, please contact the Office of Financial Aid.

WITHDRAWALS AND REFUNDS

If you withdraw during a quarter, you must follow the established checkout procedure, which includes an interview with the Financial Aid Office. If there is a refund due, refunds are made according to the federal guidelines as follows: Federal/State Aid: 1) Perkins loan; 2) Stafford/SLS; Institutional Aid: 1) scholarships programs; 2) consolidated loans; 3) other Iliff awards; 4) scholarships; 5) student.

OTHER INFORMATION

Information on refund policies, academic programs, faculty and School facilities can be found in this Handbook. Information on student retention and completion rates is available from the Business Office upon request.

VERIFICATION PROCEDURES

A sampling of aid applicants is required by the federal government to be verified. This sampling is selected randomly or from standard federal edit checks. If your application has been selected, you will receive notification from the Financial Aid Office. You will be required to submit a completed verification worksheet, copies of federal 1040 forms and any other items listed in the notification. You will be given 45 days to submit the needed documentation. No federal financial aid will be disbursed until the documentation has been received. After 45 days, if the documentation is not submitted (or other arrangements have been made) all Iliff institutional need-based aid will also be rescinded.

STATEMENT OF PRINCIPLES

Iliff uses the following statement of principles, adopted by the Association of Theological Schools in the U.S. and Canada, as a guide for the administration of its financial aid programs:

The primary purpose of financial aid for theological students is to assist in their educational preparation for ministry by providing aid to those who demonstrate financial need.

The total amount of financial assistance offered students should not exceed the amount of their need.

Financial need is defined as the difference between the total cost of attending a particular institution and the amount of the resources available to the student.

Financial assistance consists of grants (which include scholarships, grants-in-aid, field education grants, and prizes), loans and employment.

The family of a student, whether the student is unmarried or married, is expected to make every reasonable effort to assist the student with the student's educational expenses.

A student is expected to provide a major share of his or her expenses through savings and other assets, through summer employment, and through academic year work where feasible.

In the case of a married student with no children, the spouse who has completed an education is expected to be gainfully employed. The spouse's total earnings are considered as a part of the total family income.

The student's home church and conference should assist with the costs of preparation for a church occupation in cases where the student demonstrates financial need and if such assistance is consistent with denominational policy.

Since the principles of Christian stewardship apply to all Christians, candidates should make provision in their financial estimates for gifts to church and charities out of their own resources.

Financial assistance is granted on the basis of need on a year-to-year basis, with reapplication and review each year.

EMERGENCY LOAN POLICY

The Iliff School of Theology recognizes there may be times when unexpected financial emergencies may cause undue stress and hardship on our students. To assist those who encounter

financial emergencies while enrolled, the Iliff School of Theology has established an emergency loan fund that is governed by the policies listed below: (Please note that poor budget planning does not constitute an emergency.)

- An applicant must be enrolled as a degree-seeking student at Iliff to apply.
- Student must complete a written request for emergency funds.
- The Financial Aid Administrator is the designated emergency loan officer. If the designated officer is unavailable, students may contact the chief financial officer in Business Affairs. The emergency loan officer is authorized to approve loans up to \$1,500 per quarter. Only one advance per quarter will be approved.
- Additional emergency loan funds in a succeeding quarter will be approved only if the loan for the preceding quarter has been repaid.
- No loan will be approved if the student (a) has an outstanding account with the School that will not be covered by approved financial aid, i.e. grants, scholarships or student loans; (b) has repeatedly written insufficient checks to the School.
- Loans are due and payable the first day of the quarter following the quarter in which the emergency loan was received or the last day of the academic year, whichever occurs first, unless the Financial Aid Administrator approves special arrangements. Interest will be charged at the rate of 12% per annum. The student may prepay any part of the principal without penalty.

INTERNATIONAL STUDENT INFORMATION

Applicants to Iliff living outside the United States should consult denominational leaders in their home countries before applying to Iliff. Such leaders can provide guidance regarding special denominational requirements and optimal places of study to prepare for the distinctive ministry in their home countries. Applicants for admission to the Master of Divinity degree program must obtain formal endorsement by their denominational headquarters before their applications can be processed.

Applicants to any degree program whose first language is not English must submit evidence of having passed the Test of English as a Foreign Language (TOEFL), normally with a score of 550 or better on the paper-based test, or 213 or better on the computer-based test or 79 on the internet-based version. Master's degree applicants will not be considered for admission until they have submitted a satisfactory TOEFL score report form.

In addition, candidates for all master's degree programs must have received a baccalaureate degree or its equivalent from a college or university accredited by an agency acceptable to Iliff. Please see the section on entrance requirements for a description of other admission criteria.

Limited funds are available to help international students in the master's degree programs. Consequently, it may be necessary to limit the number of master's level students coming from outside the United States who will require financial aid from the School. International students may bring spouses and/or dependent children with them only if they assume all responsibility for their family's financial support. The applicant must furnish documentation of ability to support his or her family financially during the entire stay at Iliff prior to the issuance of the proper paperwork (I-20 or DS-2019) for a Visa. In some cases, master's students may be required to deposit with the Business Office a School-approved guarantee of return passage upon arrival.

United Methodist students from outside the United States should contact their local Crusade Scholarship Committee or the General Board of Global Ministry for financial assistance. Students

from other denominations should investigate comparable financial assistance in their own denominations.

VETERAN INFORMATION

Degree programs at Iliff School of Theology have been approved by the Colorado State Approving Agency for the training of veterans under Section 253(a)(1), Public Law 550, 82nd Congress. Veterans must note and follow procedures required to establish entitlement to an academic program. This section summarizes some pertinent provisions.

Veterans' Administration (VA) Regulation 14277 states, in part, that "Entitlement to a program of education is subject to the requirement that the veterancontinues to maintain satisfactory conduct and progress..." To maintain certification for VA benefits, a veteran must meet the following minimum requirements in order to satisfy the normal progress procedures:

1. During each quarter of enrollment, a veteran must (a) complete 50 percent of all courses for which he/she registered and earn a grade point average of 2.0 based on all courses for which he/she registered.
2. A veteran who fails to meet these requirements will be placed on VA benefit probation during the following quarter of enrollment. A veteran who fails to meet the minimum requirements during the probationary period will not be certified for VA benefits, and the regional VA office will be notified of this action.
3. A veteran who has had VA benefits terminated under this procedure may continue enrollment at his/her own expense. Such a student may subsequently be re-certified for VA benefits by receiving counseling and demonstrating normal progress as defined above.

It is required by both Iliff and the VA that veterans report all previous education and training, by official transcript or similar certification, to Iliff. The veteran student is responsible for keeping informed of VA laws and regulations and complying therewith. Iliff participates in the U.S. Department of Defense's "Yellow Ribbon Program" for qualified veterans.

ILIFF STUDENT SENATE

The Iliff Student Senate exists to give us, the students of Iliff, an opportunity to come together and become involved in the life of this community. It exists to foster communication and build community. Through Senate, your ideas for how to enhance your experience at Iliff can become a reality; your concerns and interests can be raised, discussed, and addressed; your goal of balancing academics, relationships, body and spirit can be met; your need for a liaison between students and administration will be provided. In short, the Senate exists for, with, and because of you. It is your organization - our organization. How can the Iliff Student Senate serve this community? Senate meetings are open to the Iliff community. All activities will be publicized, but for further information or to give suggestions, contact one of the officers or senators.

To Contact the Iliff Student Senate: You can contact senators via email, or by placing a comment in the comment box at the Senate Bulletin Board. To see the Student Senate Constitute, please see Appendix III.

A STATEMENT FROM THE ILIFF STUDENT SENATE

As the primary student organization at the Iliff School of Theology, a United Methodist seminary, we are distressed by the presence of homophobia and heterosexism within the church and in our society. Such fear and hatred reflects neither God's love nor God's intent for communities of

faith. We hope that our affirmation of the wholeness of all persons will bring reconciliation to all people who find themselves in exile from the family of God because of ignorance, prejudice, homophobia, and heterosexism.

All persons are recipients of God's love and grace. God intends the church to be a community that embodies love, grace, and justice for all people. As a sign of faithfulness to God's covenant with all humankind, we discern that God is challenging religious and spiritual communities to affirm the participation of gay, lesbian, transgendered and bisexual persons in all aspects of common life. We seek to address and advocate the needs and concerns of gay, lesbian, and bisexual persons in the church and society. We strive to utilize the gifts of all persons in our work and ministries without regard to sexual/affectional orientations.

Consequently, we of the Iliff Student Senate wish to be open and affirming of all persons. To this end, we declare ourselves part of the reconciling movement and stand in solidarity with the Reconciling Congregation Program of The United Methodist Church. (Written and approved by the Iliff Community Senate - spring 1995. Amended by the Iliff Community Senate 2000-2001. Edited by Anne Williams 23/7/03).

TECHNOLOGY, HOUSING, PARKING, AND OTHER RESOURCES

IT POLICIES

<https://iliff.instructure.com/courses/683258/wiki/it-policies>

Here is where you should look to see the most current IT Policy information. Policy information includes minimum system requirements, internet usage, privacy, etc. Policy information is not included in this document since it is updated often. To see the newest policy please refer to the link above.

IT FREQUENTLY ASKED QUESTIONS (FAQs)

<https://iliff.instructure.com/courses/683258>

This is the best place for you to look to answer all of your initial IT questions. All of the instructions throughout this section can easily be found on the FAQ site.

ILIFF.EDU

<http://www.iliff.edu/>

On the main Iliff website you will find links to: Canvas (on-line course management tool); my.iliff (on-line registration, grades, etc.); Iliff email, Academic Calendars, Class Schedules, Registration Information, Degree Programs (links to Handbook), and the Ira J. Taylor Library.

IRA J. TAYLOR LIBRARY

<http://library.iliff.edu>

This is the main website for the Taylor Library.

EMAIL

<http://mail.iliff.edu>

Each student is assigned an Iliff email address. This address allows for school-wide communications to be sent in a timely and efficient manner. Since your Iliff e-mail address is the primary way that the administrative staff will communicate with you, it is required that you check your e-mail account regularly or that you arrange to have it forwarded to another email address as described below. You are responsible for knowing changes in policies disseminated electronically as well as receiving important correspondence from such offices as the office of financial aid, the business office and other administrative areas within the school.

Email Forwarding Options: If you wish to forward email to another account please log into your Google Apps email and follow these instructions.

<https://iliff.instructure.com/courses/683258/wiki/email-forwarding>

E-Mail Account and Password: Your Iliff e-mail address has been assigned in the following way:

- E-mail address: the first initial of your full legal name and your full last name followed by [@iliff.edu](mailto:iliff.edu) (example: jsmith@iliff.edu).
- Username: first initial followed by last name (example: jsmith).
- Password: the initial password will be given to you when you contact the Helpdesk. To change your password please follow these instructions.

<https://iliff.instructure.com/courses/683258/wiki/email-password>

Accessing Your Iliff E-Mail Account: To access your e-mail account, several computers are available in Taylor Library. To access your email account from a computer outside Iliff, you must have your own Internet Service Provider (ISP). Once you are connected to your ISP, open a current web browser and go to <http://mail.iliff.edu>. A login box will be on screen that asks for the username and password. You can also access your Iliff email by going through the Iliff email link on www.iliff.edu or on the main page of my.iliff.edu.

MY.ILIFF

<https://my.iliff.edu>

my.iliff is Iliff's web portal, which provides on-line access to academic information, bill payment, registration, and much more. It is your responsibility to check my.iliff

frequently as this is another means for both students and the administration to communicate with the entire student body.

For instructions on accessing my.iliff, please see: <https://iliff.instructure.com/courses/683258/wiki/my.iliff-login>

ONLINE REGISTRATION

- type my.iliff.edu into your web browser address bar
- You will need your Iliff student ID number (6100xxxxx)
- Your advisor will need to clear you before you are able to register.

Further instructions on how to register online are located <https://iliff.instructure.com/courses/683258/wiki/my.iliff-register>

CANVAS

<https://iliff.instructure.com/>

Canvas is Iliff's on-line course management tool, which many faculty use to complement in-class delivery.

IT HELPDESK

For any and all IT issues and needs (email, Canvas, my.iliff, wireless, etc.), contact the Iliff IT Helpdesk at helpdesk@iliff.edu. If the need is urgent (needs attention within 24 hours), you can call the Helpdesk at 303-909-9321.

HOUSING

Iliff's housing policies are currently under review and will be released in Fall 2013. For more information, please contact the business office.

PARKING AND LICENSES

Arrangements have been made between DU and Iliff concerning the registration and regulation of all cars owned or operated on the campus by students, faculty, and staff. Iliff students must register their cars with the Front Desk in the Iliff Lobby if the cars are to be used or parked on-campus. The cashier will then issue a permanent campus registration sticker, which should be placed in the rear window as directed by the Facilities Department. The parking areas are reserved for cars that display stickers and are zoned for your convenience and protection. Please park in the appropriately designated areas. All cars parked on campus must display a current license plate.

Campus Housing Parking: Students in Schlessman and Taylor Halls with a vehicle may request and be assigned a parking spot in the C lot. Such students have the right to availability of their assigned spot and may notify the Facilities Department or the Front Desk if an unauthorized vehicle is parked in an assigned spot. Students in campus housing must display on their vehicle an Iliff sticker and housing sticker. There is a \$40 refundable fee for the parking card. Due to the shortage of parking spaces available, Iliff can only provide parking for one vehicle per apartment. Occasionally extra parking spaces may become available in the resident parking areas. These spaces are available on a first-come, first-served basis and are rented by the quarter.

Visitor Handicap Parking: Anyone parked in a Handicap spot and not displaying appropriate tags or placard will be towed immediately.

Visitor Parking: Visitor parking (Lot A) is reserved for visitors to Iliff, who must sign-in at the Front Desk. The lot will be checked periodically. Those who are not signed-in will receive one warning and will be towed upon the second violation. Visitor parking is monitored from 7:00 a.m. to 11:00 p.m.

Loading Zone: The Loading Zone (in the northwest corner of the Visitor Parking Lot) is provided for vendors to Iliff. Anyone parked in the Loading Zone will be towed immediately if they are not delivering supplies to Iliff.

Iliff is not responsible for damage to any vehicle caused in its parking lots as a result of negligence or careless acts of other drivers. If your car has been towed, contact DU Security at 303-871-3000.

LIBRARY AND CLASSROOMS

The Ira J. Taylor Library serves the information resource needs of the students, faculty and staff of the Iliff School of Theology. The Library contains the largest theological collection in the Rocky Mountain area with approximately 212,000 book volumes, 60,700 microforms, over 600 current periodical and serial subscriptions, and more than 30 online databases. In addition to these resources, Iliff students, staff, and faculty have privileges at the University of Denver's Anderson Academic Commons, the Denver Seminary Library, and the St. John Vianney Theological Seminary Library. Books and articles not available through one of these institutions may be borrowed for Iliff students and faculty through interlibrary loan.

All library users are expected to abide by the policies posted on our homepage, at <http://library.iliff.edu> For more information on Library services, please use the "contact us" option on our webpage, by phone at 303-765-3173 or stop by to see us.

Buildings:

Iliff Hall, the original seminary building, was completed in 1892 as a gift from the late William Seward Iliff, Sr. It houses the Iliff Chapel, classrooms, professors' and administrative offices, and Bartlett Lounge.

Skaggs Hall, completed in 1980, was made possible by a major challenge gift from Mr. and Mrs. Sam Skaggs, along with contributions from alumni/ae and friends of the School. In 2013, substantial renovations were done to the lobby, staff offices, and Great Hall. Schlessman Student Commons, also created in 2013, serves as a focal point for the campus community, with informal gathering and study spaces, formal meeting rooms, student multi-use kitchenette, and a patio that provides a panoramic view of southwest Denver and the mountains. The renovations have been designed to maximize student collaboration, study, and social events.

The Bacon Education Center, providing a major addition to and renovation of the Ira J. Taylor Library (originally built in 1955), along with administrative offices, conference rooms and seminar rooms, was completed in 1998 and is named in honor of the family of Herbert L. and Laura May Bacon. Mr. Bacon, a former member of the Board of Trustees, was chairperson of the Board from 1988 to 1996. The Bacon Education Center was funded through gifts of individuals, foundations, corporations and churches as part of the School's first comprehensive campaign, the theme of which was "A Covenant to Serve Tomorrow's Communities." Various areas of the center are named in recognition of those supporters. Six donor panels at the main entrance commemorate the philanthropic spirit of friends of the School.

Reserving Classrooms and Meeting Spaces: please contact Donna Frey at 303-765-3187, dfrey@iliff.edu.

OTHER ILIFF FACILITIES

BOOKSTORE

Course textbooks can be purchased from Cokesbury.com (the online branch of the U.M. Publishing House). Student charge accounts with Cokesbury are available for book purchases. Watch for more information at student orientation and via campus announcements.

LOST AND FOUND

Lost and found articles are located at the Front Desk in the Iliff Lobby.

MAIL

All personal mail should be delivered directly to your place of residence. Students living in Iliff's on-campus apartment buildings should have mail sent directly to their apartment building.

SPORTS EQUIPMENT

The Iliff Student Senate has various pieces of sports equipment available for use. Contact Donna Frey at 303-765-3187, dfrey@iliff.edu.

UNIVERSITY OF DENVER FACILITIES

The close working relationship between Iliff and the University of Denver offers many advantages to students, staff, and faculty. Iliff students may make use of these facilities by obtaining a DU ID card. You may get an ID at the Pioneer ID office located on the first floor in the Driscoll South building.

COORS FITNESS CENTER FACILITIES

DU has created a special category of membership for Iliff-appointed faculty, staff and students at the Coors Fitness Center. Facilities include a full selection of racquetball, volleyball, squash, and basketball courts; a weight room, bicycles, treadmills, free weights, an Olympic-sized pool, and tennis courts. Please refer to the membership policies for other member services and more detailed information: www.recreation.du.edu

DRISCOLL CENTER

The Driscoll Center, the student center for the University of Denver, including the Sidelines Pub (north building) and Bookstore (south building), are open to Iliff students.

ANDERSON ACADEMIC COMMONS AT DU

Iliff students (with valid ID) may use the University of Denver's Penrose Library, located at 2150 E. Evans Ave., west of University Blvd. For hours of operation or for more information, see their website at <http://library.du.edu> or call 303-871-3707.

APPENDICES

APPENDIX I: MISSION OF THE ILIFF SCHOOL OF THEOLOGY

The Iliff School of Theology is a graduate theological school of the United Methodist Church. Its central mission is the education of persons for effective ministry in Christian churches and other religious communities, for academic leadership, and for the cultivation of justice and peace in local and global contexts. Essential to this mission is the critical appropriation of the historic resources of the Christian Church and other world faith traditions, esteem for rigorous academic scholarship, respect for cultural and theological diversity, concern for the enhancement of character, and a commitment to justice in the social order.

In the pursuit of this mission,

Iliff strives to be academically excellent, spiritually vital, and socially transformative.

Iliff seeks to prepare students for effective ministry through the integration of theory and practice.

Iliff plays a unique educational role in the vast Western region of the United States.

Iliff is committed to being ecumenical, interfaith and globally conscious in the best United Methodist tradition.

Iliff collaborates with the University of Denver, linked by historic ties and current programs.

Iliff celebrates its ties with other historic members of the Methodist denominational family, especially those of African-American heritage.

Iliff hosts a program in Anglican Studies and promotes institutional relationships with many other denominations and religious communities.

Iliff serves a broad student constituency, representing more than 30 faith traditions and cultures, and continually seeks to broaden this constituency.

Iliff provides theological resources for wider publics beyond its student body through non-degree programs and community outreach.

Iliff is committed to modeling the values it embraces: diversity, mutual respect, accountability, honest communication, critical self-reflection, curiosity, creativity and a sense of adventure.

APPENDIX II

CONSTITUTION OF THE ILIFF STUDENT SENATE

Article I. Name and Purpose of the Iliff Student Senate

Section 1

The official name of this organizational body is the Iliff Student Senate, herein after referred to as the Senate.

Section 2

The Senate is a representative body of students at the Iliff School of Theology striving to serve the needs of the student community encouraging individual growth, communal ties, and spiritual development.

Section 3

Senate duties shall be decided by the Senate at the start of each operating year.

Section 4

The Senate Mission Statement is: “The Iliff Student Senate is an elected representative body which serves student needs by encouraging individual growth, communal ties, and spiritual development. The Senate supports the Mission Statement of the Iliff School of Theology by providing a forum for open and civil communication and acting as a liaison between the student body and faculty, staff, alumni/ae, and trustees.”

Article II. Composition of the Senate

Section 1.1

The members of the Senate are four (4) elected officers, fifteen (15) elected senators, a designated representative from each independent student organization (ISO), and a liaison from each the faculty, staff, and the Board of Trustees.

Section 1.2

Elected officers of the Senate with voting privileges are: Two (2) co-chairs, one (1) Secretary, and one (1) Treasurer.

Section 1.3

Elected Senators with voting privileges are: One (1) Ph.D. student representing the Doctoral program as elected Senate liaison by the Joint Ph.D. Council, one (1) MDiv student, one (1) MASC student, one (1) MAPSC student, one (1) MTS student, one (1) Journey student, one (1) MA student, one (1) First Year At-Large student, one (1) Second Year At-Large student, one (1) Third Year At-Large student, one (1) Commuter student, one (1) Residential student, one (1) Fellowship Chair, one (1) Social Action Committee Chair, one (1) Spirituality and the Arts Chair, and one (1) Community Inclusivity student. All elected senators shall have one (1) vote each.

Section 1.4

Representatives of Independent Student Organizations with voting privileges are selected by their respective organizations. ISO representatives may not be persons who in the same year serve as elected senators with voting privileges (as per Senate Constitution, Article II, Section 2.2). ISO Chairs or Co-Chairs may be persons elected to other positions, but cannot represent both an ISO and an elected position simultaneously. ISO are free to send whomever they choose from their membership as a voting member of Senate if substitution is called for.

Section 1.4.1

An ISO with representation issues can petition Senate to designate a current elected representative (excluding Senate co-chairs and standing committee representatives) as their standing representative. This representative will only hold one vote. In the case of a conflict of interest between the ISO and the elected position, the concerns of the elected position's constituency take precedent. ISOs without representation issues cannot use this procedure. The Executive Council wants to encourage the maximum number of voices possible at each Senate meeting. This will not preclude ISOs from sending substitute representatives in the event of illness or emergency on the part of the standing representative.

Section 1.5

One (1) faculty representative will serve as a non-voting, ex-officio member of the Senate.

Section 1.6

Quorum for all business meetings shall be established as simple majority of voting members.

Section 2

All students enrolled in the Iliff School of Theology are eligible to be elected members of

the Senate. All elected senators with voting privileges are expected to maintain good academic standing as per the Master's Student Handbook or the Ph.D. Student Handbook. All elected Senators are expected to attend all Senate meetings. When a Senator cannot attend a Senate meeting, they are expected to communicate their absence in advance to the Senate Secretary.

Section 3

Senate meetings are open to the entire Iliff Community.

Article III. Elections

Section 1

Regular elections for all elected Senate positions shall occur within the last six weeks of the Spring Quarter at the discretion of the Senate. Exceptions for this election are one (1) First Year At-Large student. Any vacant seats not filled during the Spring election shall be placed on a ballot within the first four weeks of the following Fall Quarter at the discretion of the Senate.

Section 2

Supervision of the nomination and election process shall be the responsibility of the Senate officers. Specific election duties of the committee shall include: supervision of the nomination by petition process; establishing election procedures not specified by the Senate Constitution; conducting the election, including all matters related to balloting, and be the final judge for all election results; providing notice of election results to the Iliff Community; providing each newly-elected Senate member with a copy of the Senate Constitution. Any Senate officer running in the election can not participate in counting ballots.

Section 3

All elected officials of the Senate may be subject to recall. Recall procedures shall commence no sooner than seven (7) nor more than fourteen (14) days after a petition calling for recall and signed by ten percent (10%) of the student body is reviewed by the Senate. Upon receipt of such a petition the duties of the Senate include confirming all signatures on the recall petition as enrolled students at the Iliff School of Theology, and conducting a special election of 'no-confidence.' Special election procedures are at the discretion of the Senate. A two-thirds (2/3) majority of those voting in the special election shall constitute removal from office.

Article IV. Standing Committees, Proviso-Committees, and Taskforces of the Iliff Student Senate

Section 1.1

Standing committees of the Senate are long-standing committees created by the Senate to address long-standing facets of community life. At their formation these committees are intended to exist for periods of time longer than one (1) year.

Section 1.2

The chair of each standing committee must be a senator with voting privileges elected by the student body. In the event that a committee chair resigns his/her position, another chair will be appointed by the Senate officers.

Section 1.3

All members of the broader Iliff community may be members of standing committees of the Senate. Community members may act as co-chair of a standing committee. Each standing committee will have only one (1) vote. Co-chairs may be elected within the committee by consensus, but the student body elects only one (1) chair.

Section 1.4

Committee names may be changed by a consensus of the respective committee and submitted to the Senate for approval.

Section 1.5

Senate may dissolve current standing committees or create new standing committees by a simple majority vote.

Section 1.6

A current list of standing committees is as follows:

Fellowship Committee

Social Action Committee

Spiritual Life Committee

Section 1.6.1

The Fellowship Committee shall include the Fellowship Chair, the Residential Representative, the Commuter Representative, and the Community Inclusivity Representative.

Section 1.6.2

The Spiritual Life Committee shall include the Spiritual Life Chair and the Liturgical Arts Guild Representative.

Section 2.1

Senate proviso-committees address issues affecting community life or issues of immediate concern for the Iliff Community in any given academic year. These committees are, at formation, intended to function for the period of one (1) academic year. However, said committee may disband at any time during the academic year.

Section 2.2

Chairs of Senate proviso-committees may be elected senators or members of the broader Iliff Community so appointed by a simple majority (51%) vote of the Senate.

Section 2.3

All members of the broader Iliff Community may be members of Senate proviso-committees.

Section 2.4

At the end of the academic year in which a Senate proviso-committee was created or when the goal of the committee has been accomplished, it is the responsibility of the committee chairperson(s) to present a detailed report of the committee's activities to the Senate.

Section 2.5

Senate proviso-committees are considered disbanded at the end of the academic year in which they were created or when the goal of the committee has been accomplished. A simple majority vote of the Senate may renew a Senate proviso-committee's mandate for any given length of time less than one (1) year. A simple majority vote of the entire Senate body may turn a Senate committee into a standing committee with a chair elected by the student body.

Article V. Independent Student Organizations (ISO)

Section 1.1

An Independent Student Organization (ISO) represents a facet of the interests of the Iliff Community.

Section 1.2

As an independent organization, an ISO shall not be considered part of Senate and as such the rules for standing committees and proviso-committees presented in Article IV shall not apply. Senate shall not intervene in the internal affairs of an ISO, nor may Senate affect the bylaws of an ISO.

Section 2.1

Senate shall be responsible for the budgetary allocation of student activity fees to Independent Student Organizations requesting funding.

Section 2.2

Independent Student Organizations requesting funding through the student activity fee must provide a representative to Senate. This representative shall be a voting member of Senate, and shall provide Senate with updates on the activities of their respective ISO.

Section 3

Senate must be notified of the formation of all new Independent Student Organizations, should those organizations request funding through the student activity fee. Official standing of the new ISO shall be recognized upon receipt by Senate of the following documents: a membership list for the new organization containing the names of at least four (4) student members of the Iliff community; a petition of support from at least twenty (20) members of the general Iliff community; a mission statement describing the benefits of the new organization both for its members and the greater Iliff community; a budgetary proposal for the current term.

Section 4

A current list of ISO can be found in Appendix IV of the Masters Student Handbook.

Article VI. Addenda

Section 1.1

This Constitution may be amended by a two-thirds (2/3) vote of the entire Senate body at a regular business meeting or a special meeting called for that purpose.

Section 1.2

Proposed Constitutional and Bylaws amendments must be written and distributed to the membership of the Senate and posted on the community bulletin board no less than seven calendar days before the meeting in which the amendments are to be acted upon.

Section 1.3

The Senate may adopt new Bylaws by a simple majority vote of the entire Senate body at any regular or special business meeting. Bylaws may be repealed by a simple majority vote.

Section 1.4

Amendments to the Constitution and/or to the Bylaws shall take effect immediately upon passage.

Section 2

This Constitution shall supersede all prior Constitutions and Amendments.

Section 3

Senate shall hold responsibility for student fees. Student fees shall be raised or lowered by a simple majority vote of the student body. Such a vote shall be conducted by the Senate. The vote will be preceded by a one week public notice; all other election considerations shall be decided by the Senate.

Section 4

The two (2) Senate Co-Chairs will serve as the Student Trustees of the Iliff Board of Trustees during their elected term.

Section 5

The two (2) Senate Co-Chairs will appoint one (1) Senate Parliamentarian following Fall Quarter elections to serve for one academic year. The Senate Parliamentarian will be a non-voting member of Senate, but may be a voting member of the Senate if elected to a separate position.

APPENDIX III: STUDENT SENATE 2013-2014

Co-Chair, Joshua Dembicki

Co-Chair, Natalie Johnson

Treasurer, Selena Naumoff

Secretary, Monica Cox

Social Action Committee Chair: Tucker Plumlee

Spirituality and the Arts Committe, Diana Lallo

Fellowship Chair, Jasper Peters

MA Rep, Josh Schachterle

MTS Rep, Adriana Leadon
MDiv Rep: Ali Young
Journey MDiv, Kari M Collins
MAPSC Rep, Annie Groves
MASC Rep,
3rd Year At-Large, Emily Fleming
2nd Year At-Large, Kaitlin McMichael
1st Year At-Large, open (elections held in fall quarter)
Faculty Liaison,
Residential Rep, Lauren Anderson
Commuter Rep, Tiffany Keith
Diversity and Inclusion Rep, Tonya Whaley
Independent Student Group Chairs:
Flame Co-Chairs, Inactive
Students of Color, Ramona Ruibal-Kurylas
United Methodist Society, Tonya Whaley and Kelsey Hill
Unitarian Universalist Association, Inactive
UCC Fellowship Reps Michael Blackwood and Alix Spencer
Seminarians for Choice, TBD
NAPAS, Jah Latchman
Lutheran Students, TBD
Ecologists: TBD
Students for a Just Peace in the Middle East: TBD
Beatitudes Society, inactive
Presbyterian Fellowship Rep: Nancy Tuma

ILLIFF

— SCHOOL *of* THEOLOGY —
DENVER

SEXUAL MISCONDUCT POLICY

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POLICY

Sexual misconduct is unacceptable and will not be tolerated at the Iliff School of Theology (Iliff). Accordingly, Iliff urges an individual to make a formal report if that individual is the victim of sexual misconduct, has knowledge of another person being the victim of sexual misconduct, or believes in good faith that he/she has witnessed a possible warning sign of sexual misconduct. A report of sexual misconduct will be dealt with promptly. Confidentiality will be maintained to the greatest extent possible.

All members of Iliff's community, including but not limited to students, faculty (including adjunct faculty), staff, volunteers, and independent contractors are subject to this policy. Violators will be subject to disciplinary action that may include termination, expulsion, suspension, removal from campus, cancellation of contract, other appropriate institutional sanctions or any other means necessary to address the behavior. Prosecution by civil authorities may also occur.

DEFINITIONS

A. Sexual Misconduct

This policy defines sexual misconduct as the threat or the commission of behavior used to obtain sexual gratification against another's will or at the expense of another such as inducing fear, shame, or mental suffering. Sexual misconduct includes unwanted sexual acts or actions, whether by an acquaintance, a person in the position of authority, or a stranger that occurs without indication of consent of both individuals or under threat or coercion. Sexual misconduct can occur either forcibly and/or against a person's will, or when a person is incapable of giving consent. Silence does not in and of itself constitute consent. The victim of sexual misconduct may be anyone, including but not limited to, adults, adolescents, minors, the developmentally disabled, and vulnerable individuals regardless of age.

Sexual misconduct may include, but is not limited to, rape, forcible sodomy, forcible oral copulation, sexual assault with an object, sexual battery, forcible fondling, and threat of sexual assault.

This policy does not address acts of sexual harassment which is also considered sexual misconduct, but is dealt with in a separate policy.

B. Background Checks

This policy defines background checks as, but not limited to, the following:

- **A search for sex-related offenses in an individual's counties of residence for the past seven years;**
- **A search of the state registry of sex offenders; and**
- **A database search for criminal activity in the individual's states of residence for the past seven years.**

C. Key Students

This policy defines Key Students as those students who are in practicum involving protected persons or the medical field, student teachers, students working with protected persons, and resident assistants.

D. Camp Counselors and Program Leaders

This policy defines Camp Counselors and Program Leaders as those students, faculty, staff and volunteers who in the course and scope of their employment or service Iliff conduct activities at or on behalf of Iliff and come in contact with protected persons.

E. Protected Persons

This policy defines Protected Persons to include minors, developmentally disabled individuals regardless of age and vulnerable individuals regardless of age. Vulnerable individuals include those who are mentally incapacitated, whether temporarily or permanently, for any cause including but not limited to intoxication, drugs, or mentally incompetence. Sexual misconduct with respect to a protected person includes the intent to arouse or satisfy the sexual desires of either the protected person or the perpetrator. Sexual misconduct with respect to a protected person includes the intent to arouse or satisfy the sexual desires of either the protected person or the perpetrator.

F. Minors

This policy defines minors are those individuals who have not yet reached the age of majority and are not enrolled as students at Iliff.

CONFIDENTIALITY OF INFORMATION

Iliff will make every effort reasonably possible to preserve the privacy of an individual who makes a report under this policy and to protect the confidentiality of the information reported. The degree to which confidentiality can be protected, however, depends upon the Iliff's legal duty to respond to the information reported and the professional role of the person being consulted. The professional being consulted should make these limits clear before the disclosure of any facts.

As required by law, all disclosures to any Iliff employee of an on-campus act of sexual misconduct are tabulated for statistical purposes without personal identifying information. Further information regarding disclosure can be found in Section VII. B.

EDUCATION and PREVENTION

G. Educational Programs

Iliff provides resources for education about and prevention of sexual misconduct. All staff and faculty of the Iliff community are required to take three online courses, prevention and educational in nature, offered by In2vate.

H. Background Checks

Iliff performs pre-employment background checks on all new employees as a condition of employment.

Iliff performs background checks on adjunct faculty as soon as possible after they have been appointed and before they commence working.

Background checks are not required on current employees with the exception of those employees changing positions. For current employees changing positions, including those filling interim positions, a background check is only required when the new position increases the impact of the perceptible risk factor (contact with protected persons). If an employee experiences a position change within the same or greater perceptible risk factor, a new background check needs to be conducted if it has been five or more years since their last background check.

Iliff performs background checks on all Key Students, Camp Counselors and Program Leaders prior to performing the duties or participating in the activity qualifying them for this requirement.

I. Training

Sexual misconduct often takes place when there is a power imbalance. A sound sexual misconduct prevention training program prioritizes awareness directly tied to prevention, along with strategies for a proactive response once a warning sign emerges. Sexual misconduct prevention training is required for members of Iliff's campus community according to the following schedule:

- **New faculty and staff, within six months of hire;**
- **All faculty and staff, who come in contact with protected persons – biennially;**
- **All faculty and staff who do not come in contact with protected persons – biennially; and,**
- **Key Students, Camp Counselors and Program Leaders prior to performing the duties or participating in the qualifying activity.**

OPTIONS FOLLOWING AN ACT OF SEXUAL MISCONDUCT

A member of Iliff's community who is the victim of sexual misconduct, has knowledge of another person being the victim of sexual misconduct, or believes in good faith that he/she has witnessed a possible warning sign of sexual misconduct as defined by this policy is urged to make a formal report to the police and/or the Director of Counseling.

Whether or not the individual makes a formal report, all victims of sexual misconduct are urged to seek appropriate help, which may include a medical evaluation and obtaining information, support, and counseling, either on or off campus. Victims should use the resources listed in this policy to assist them in accessing the full range of services available.

J. Medical Treatment

A person who is the victim of sexual misconduct is urged to seek appropriate medical evaluation as promptly as possible.

- *For life-threatening conditions, call 911.*

K. Medical-Legal Evidence Collection

A person who is the victim of sexual misconduct (particularly rape, forcible oral copulation, or sodomy) is encouraged to request collection of medical-legal evidence. Collection of evidence entails interaction with police and a police report. Prompt collection of physical evidence is essential should a person later decide to pursue criminal prosecution and/or a civil action.

L. Obtaining Information, Support, and Counseling

Whether or not one makes a formal report, a person who is the victim of sexual misconduct is encouraged to obtain information, counseling, and support. Counselors at a variety of agencies, both on and off campus, can help a person decide what steps to take, such as seeking medical attention, preserving evidence, obtaining counseling, or filing a report with authorities. Information, support and advice are available for anyone who wishes to discuss issues related to sexual misconduct, whether or not an act of sexual misconduct has actually occurred, and whether or not the person seeking information has been assaulted, accused of an act of sexual misconduct, or is a third-party.

The degree to which confidentiality can be protected depends upon whether Iliff has a legal duty to respond to the allegations and the professional role of the person consulted. The scope of confidentiality should be addressed by that professional person before specific facts are disclosed.

Any individual should contact the Director of Counseling to obtain information, counseling, and support.

M. Formally Reporting An Act of Sexual Misconduct

A person who is the victim of sexual misconduct, has knowledge of another person being the victim of sexual misconduct, or believes in good faith that he/she has witnessed a possible warning sign of sexual misconduct is encouraged to make a formal report to:

- The President, Academic Dean, Dean of Students or CFO
- Local law enforcement authorities.

Individuals may contact DU Campus Safety Emergency at 303-871-3000 or DU Campus Safety Non-Emergency hotline at 303-871-2334.

Whether or not a witness or victim elects to report an act of sexual misconduct or the warning signs of sexual misconduct to the police, he or she is urged to make a formal report directly to Andi Pusavat at 303-765-3130, located at Room I-110 in Iliff Hall.

Iloff has a board-approved policy and procedures in place for the confidential reporting by faculty, staff, and students of ethics related issues such as sexual misconduct, which includes:

- **Students should report the incident to the Dean. Staff and faculty should report the incident to their immediate supervisor or a Vice President. A Vice President should report the incident to the President. The incidents will be promptly investigated and appropriate corrective action taken if warranted. The complaint will be kept as confidential as practicable. If the student, staff or faculty feel that they cannot go to any of these individuals with the complaint, then he or she should report the incident to the Director of the Consultation & Guidance Office or to the Dean of Chapel.**
- **Iloff publishes this reporting procedure in faculty, staff and student handbooks. The handbooks are available online at *my.iloff*.**

Policy enforcement

N. Disciplinary Action

All reported alleged incidents of sexual misconduct will be reviewed and investigated if necessary. If the evidence supports the allegation, the appropriate Iloff judicial procedures as described in the applicable handbook for students, faculty and staff will be initiated. For proven violations, possible sanctions may include, but are not limited to, expulsion, suspension, removal from campus, cancellation of contract and/or termination. Other members of Iloff's community who are not subject to an explicit judicial procedure, upon a finding of a violation, shall be subject to adverse actions such as removal from campus, cancellation of contract or any other means necessary to address the behavior.

O. Non-Retaliation

Iloff prohibits retaliation against any individual who in good faith reports an incident of sexual misconduct or the possible witnessing of the warning signs of sexual misconduct. Iloff also prohibits retaliation against any individual who cooperates with an investigation regarding any matter covered by this policy.

P. Improper Conduct During an Investigation

Any member of Iloff's community who provides knowingly false information or who refuses to cooperate in an investigation related to this policy will be subject to disciplinary action, up to and including expulsion, suspension, termination, removal from campus, cancellation of contract, or any other means necessary to address the behavior.

II. ILIFF RESPONSES

A. Public Information

All requests from the media, the campus community at large or the general public, for information concerning an alleged incident of sexual misconduct should be directed to Greta Gloven at 303-765-1109. Failure to comply with this requirement may be subject to possible sanctions including, but are not limited to, expulsion, suspension, removal from campus, cancellation of contract and/or termination.

B. Public Notification of Incidents

As required by law, Iliff collects and annually reports statistical information concerning sexual misconduct occurring within its jurisdiction. To promote public safety, Iliff also alerts the campus community to incidents and trends of immediate concern.