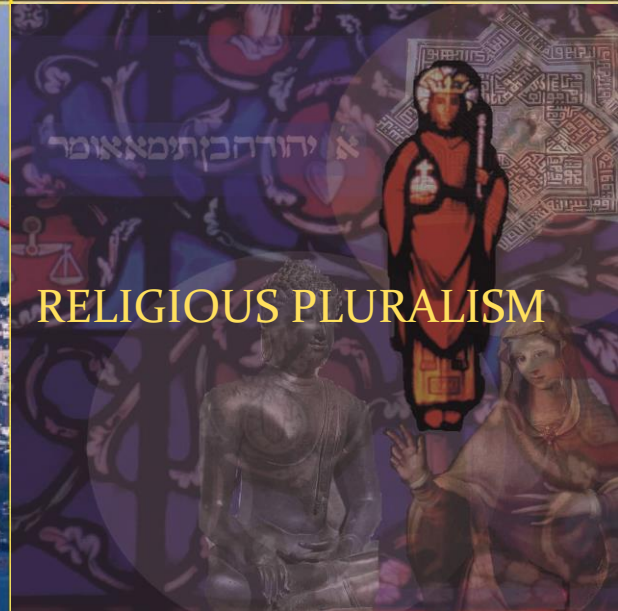
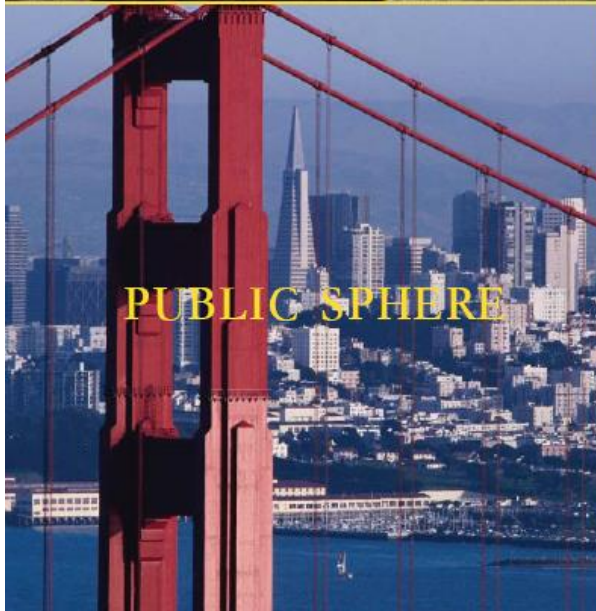
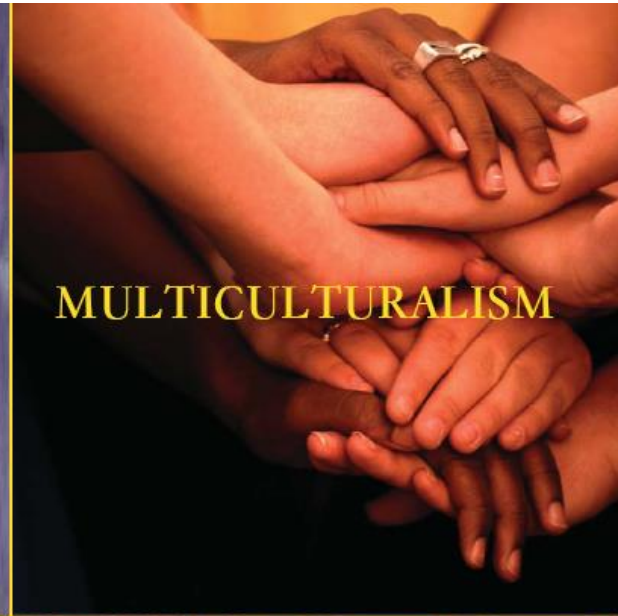
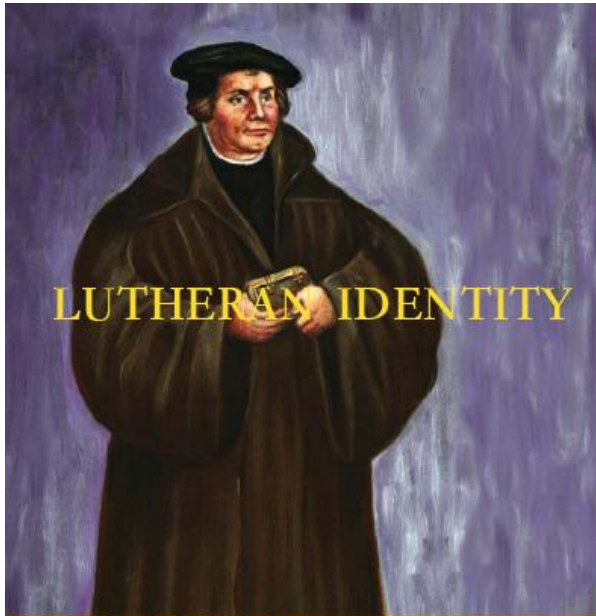


Pacific Lutheran Theological Seminary of California Lutheran University



Programs Handbook
2015-2016

This *PLTS Programs Handbook* contains information for the 2015-2016 academic year for which all students are responsible. Information for which all students are responsible related to conduct policies and procedures of the Seminary are found in the *CLU Student Handbook* and *Program Catalog*. Information for which all students are responsible related to programs and to academic policies and procedures of the Seminary are found in the *CLU Program Catalog*. Any information variance in this *PLTS Programs Handbook* is superseded by the information in the *CLU Student Handbook* and *CLU Program Catalog* unless determined otherwise.

About the Cover:

The cover was designed by Ison Design for PLTS. The design features images of the PLTS campus, from PLTS life together, and from the wider Bay Area as expressions of the Four Orientating Perspectives of PLTS: Lutheran Identity, Multiculturalism, Public Sphere, and Religious Pluralism.

About the Font:

Gentium, meaning peoples or nations in Latin, is an open source font under the Open Font License designed for readability. The font “enables the diverse ethnic groups around the world who use the Latin and Greek scripts to produce readable, high-quality publications. The design is intended to be highly readable, reasonably compact, and visually attractive.”¹

¹ “Gentium—A Typeface for the Nations,” [database online]; available from NRSI: Computers and Writing Systems, http://scripts.sil.org/cms/scripts/page.php?site_id=nrsi&item_id=Gentium.

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Student Services and Responsibilities

All certificate and degree programs at PLTS are professional graduate programs that involve holistic evaluation of the person in preparation for lay and rostered leadership in the ELCA and other Church bodies. This holistic approach to your formation means that your program at PLTS includes many aspects of preparation for which you are responsible. You are expected to actively participate in your own formation in all aspects of your program as preparation for lay and rostered leadership in the ELCA and other Church bodies. You should regularly check in with several seminary offices and with your synodical candidacy committee to support you in your preparation process and to assist you in fulfilling your responsibilities.

If you have any questions about whom you should contact or where you should look to find information about a particular academic matter, please consult the **Student Services Directory** found online. If you cannot find information in the Student Services Directory, please contact Christopher Evans at 510-559-2737 or cevans@plts.edu for more information. The following are specific ways that PLTS students are expected to be responsible for administering your own program and life matters while in seminary:

Financial Aid

You are responsible for completing all financial aid forms by the deadlines (including FAFSA) and following up with any changes in your situation or need. Please contact our financial aid officer, Denise Morita, at 510-649-2469 or dmorita@gtu.edu if you have financial aid questions.

Finances/Billing

You are responsible for keeping your account current, including notifying the Business Office if you have a question about your billing and making timely payment arrangements with the Business Office if this becomes necessary. Please contact Aaron Greig at 510-559-2719 or agreig@plts.edu or Debbie Ow at 510-559-2723 or dow@plts.edu if you have billing questions.

Residential Life

PLTS provides temporary seminary housing for students while you are enrolled in a program of study at PLTS. As a student, you are responsible for making timely submission of applications, payments, requests for any extensions beyond the end-of-lease date, for following all seminary and university rules related to residential life, and for reporting concerns or complaints related to residential life to Diane Starr at 510-559-2730 or dstarr@plts.edu.

Public/Directory Information

You are responsible for keeping public/directory information current and for requesting non-disclosure of this information. You may request non-disclosure at any time by completing a new PLTS Student Information Form and submitting this to the Office of the Dean.

Current Mailing Address

PLTS provides temporary seminary housing for most students while you are enrolled in a program of study at PLTS. This housing includes a current mailing address. This address includes housing in the Delaware Apartments, Beasom Hall, and internship housing. Ordinarily, this is your current (preferred) mailing address. You are required to provide a current (preferred) address on the PLTS Student Information Form. If this address is seminary housing, this address cannot be your permanent mailing address (See Mail Forwarding below).

You are responsible for timely submission of any changes of your temporary or permanent address using the PLTS Student Information Form. This form must be completed, printed, and returned in hardcopy to Erin Horne. Due to processing procedures, **electronic submissions are not accepted**. If you have questions, please contact Erin Horne at 510-559-2727 or ehorne@plts.edu.

Mail Forwarding

You are responsible for keeping your mailing information current. All seminary mailing addresses are temporary. All students must have on a file a permanent mailing address to be provided to and updated with PLTS using the PLTS Student Information Form. This permanent mailing address could be the address of a family member or other trusted person to whom your mail can be forwarded if a new current (preferred) mailing address is not given at the time of withdrawal, graduation, or move.

Beasom Hall - For students who move out of Beasom, you are required to submit a new PLTS Student Information Form. If your new address is off-campus, you are required to submit three sheets of printed labels to Reception with your new or permanent address. Reception will forward your mail for 6 months only. You are required to change your address with your financial and other services.

Delaware Apartments - For students who move out of the Delaware Apartments, you are required to submit a new PLTS Student Information Form. You are required to change your address with your financial and other services and with the US Postal Service.

Please contact Erin Horne at 510-559-2727 or ehorne@plts.edu if you have questions about mail forwarding.

Communications

Emails will be answered by staff, administrators, and faculty within 48 hours unless the person you contact is traveling, on weekend, on personal leave, or on vacation. If you have a more pressing question or matter, please contact the office responsible and arrange to stop by or make an appointment. Due to work and meetings, immediate stop-by or appointment availability will vary. If you have a pastoral care need, contact a member of the Campus Pastoral Care Team. **If you have an emergency in which there is danger to yourself or to others, call 911.**

Calendaring and Deadlines

An online PLTS Community Calendar is published on the website at the start of each academic year. Additional calendars are in the works on the CLU website that have increased user friendliness. You are responsible for noting deadlines, marking deadlines in your personal calendar, and submitting required materials by these deadlines. **Reminders about important deadlines will be published in the electronic *Weekly Announcements*.**

Academic Advising

You are assigned an academic advisor upon admission to PLTS. Prior to registering for the next session or semester (Summer/Fall, Intersession/Spring), you are responsible for reviewing your program progress in WebAdvisor Student Planning; consulting the Online Course Schedule to determine course selections; registering in WebAdvisor Student Planning; and meeting with your academic advisor to review, make changes, and approve your selections in relation to overall program progress.

Program Progress

You are responsible for tracking your own program progress. PLTS is in the process of migrating this to WebAdvisor Student Planning to facilitate easier self-tracking.

Registration

You have several opportunities to register online for courses, including early, general registration, and late registration (Late registration is only assessed a \$50 fee if you have not registered at all. Changes can be made during the late registration period without an additional fee). Any changes to your registration during the session or semester or after the close of the late registration period require that you submit a Change of Enrollment Form to the Office of the Dean.

Online Services

Online services related to your classes are coordinated by the Office of Online and Continuing Education. If you need library access as an Flex Life learner, are having access or other user problems with Moodle, or need additional online support, please contact Kyle Schiefelbein at 510-559-2754 or kschiefelbein@plts.edu.

Accommodations

Students whose first language is other than English and who need accommodations with regard to completing class assignments should communicate their needs to the instructor. Students seeking accommodations due to disability must file documentation with the Office of the Dean. The Office of the Dean works with students in determining what the student deems will be most useful to them in having a successful classroom experience. All students should communicate any limitations and challenges they face in class participation and completion of assignments to the instructor, should the student determine this to be necessary. The Office of the Dean supports students requesting accommodations, and is available to advocate for students requesting accommodations.

Contextual Education

Various Contextual Education experiences make up important completion requirements of PLTS certificate and degree programs as part of preparation of Church leaders in the ELCA and other Church bodies. If you have any questions about contextual education, please contact the Director of Contextual Education, Leslie Veen, at 510-559-2749 or lveen@plts.edu. The following are specific ways that PLTS students are expected to be responsible for your Contextual Education:

Teaching Parish

Teaching Parish is three semesters of a learning-serving field experience of 6 hours in a congregation. You must complete three semesters of Teaching Parish prior to beginning Internship. You must be entranced in order to begin Teaching Parish. Selection of your Teaching Parish site occurs through the Contextual Education Office. If you are a Lutheran-Year-In-Residence student or have other specific programmatic needs that require you to begin Teaching Parish during your first semester or that might lead to a waiver of Teaching Parish, you must be in conversation with the Contextual Education Office. To apply for Teaching Parish or related field education experience, check with the Contextual Education Office.

Clinical Pastoral Education (CPE)

CPE is ordinarily completed during the first summer of your seminary program as a program and candidacy requirement. To apply to CPE programs, go online to <http://acpe.edu/>. Please note that you are responsible for sending a copy of your final CPE evaluation to the PLTS Contextual Education Office and to your synodical candidacy committee. You may be required to pay an additional fee to the site administering the CPE program.

Cross-Cultural Experience

Cross-Cultural Experience is a supervised immersion field experience in Asian American, Latino, African American, Indigenous, and other multi-cultural communities with reflections as you prepare as a lay or rostered leader in the Church. You are required to complete a cross-cultural experience prior to starting your internship or field experience project. This experience ordinarily happens during the January Intersession of the second year at PLTS. You must register for the experience. You are required to pay an additional fee payable to the site administering the experience. For more information about Cross-Cultural Experiences, contact the Contextual Education Office.

Internship/Field Experience Project

Master of Divinity students are required to complete an internship unless otherwise determined in conversation with the Contextual Education Office and granted permission by the faculty (e.g., a student preparing for a roster other than ordination). Students preparing for rostered ministry other than ordination or completing the MTS are required to complete a project.* Placement on internship or field experience project requires submission of appropriate forms, interviews with potential site supervisors, and other requirements as outlined by the Contextual Education Office. Students placed on internship or field experience project are required to submit regular evaluations. Students are required to submit copies of final evaluations to the Contextual Education Office and to their synodical candidacy committees.

*Students preparing for rostered leadership as diaconal ministers will need to work with Carol Jacobson, Director of Diaconal Ministry Programs, and the Contextual Education Office as they prepare their project.

Co-Curricular Formation

If you have any questions about whom you should contact or where you should look to find information about a particular formation matter, please contact Christopher Evans at 510-559-2737 or cevans@plts.edu to schedule an appointment. As a student at PLTS, you share a responsibility for your formation:

Community Days

You are expected to regularly attend Wednesday chapel, formation groups/events, and community lunch.

Formation for Ministry in Community Group

Depending on your program, you will need to be enrolled in a Formation for Ministry in Community Group for 2-4 semesters.

Formation for Ministry in Community

Participating in a formation group will include once-per-semester completion of Formation for Ministry in Community Self-Assessment Form to be reviewed in conversation with your group facilitator. A hardcopy of this completed and signed form must be submitted to the Office of the Dean for review. Failure to submit this completed and signed form will result in a registration block on your account.

Self-Care and Growth

Preparation for leadership in the Church includes becoming aware of, increasing in awareness about, and taking responsibility for your own needs, struggles, growing edges, and issues. Several services exist to assist you. The Campus Pastoral Care Team is available for pastoral care and for referrals to spiritual direction resources. Your health insurer can assist you in finding a therapy provider. If you need additional assistance working with your insurer, contact Christopher Evans at 510-559-2737 or cevans@plts.edu to schedule an appointment.

Boundaries Workshop

You are required to register for and complete this half-day workshop prior to starting any field experience, including Teaching Parish, CPE, Internship, and Field Experience Project. The workshop is offered annually during the fall semester. Check with the Office of the Dean about the time, date, and location of the workshop.

Anti-Racism Training

You are required to register for and participate in this training.

Candidacy

ELCA candidacy is a partnership of Churchwide, synods, seminaries, and candidates. Along the way, synodical and seminary leaders stand ready to assist candidates through their candidacy process. Working responsibly through the process is considered a part of and evidence of candidate mature formation for rostered leadership in the ELCA. **PLTS students who are candidates for rostered leadership in the ELCA are expected to take an active role in their candidacy process.**

Synodical and seminary leaders work together as partners in the preparation of candidates. If you have any questions about who you should contact or where you should look to find information about a particular candidacy matter, please contact your seminary candidacy coordinator and connector, Christopher Evans, at 510-559-2737 or cevans@plts.edu to schedule an appointment. Otherwise, you should contact your synodical candidacy coordinator.

The following are specific ways that PLTS students are expected to be responsible for their candidacy process:

Candidacy Paperwork

You are responsible for making sure that copies of candidacy decisions (Entrance, Endorsement) are on file with the Office of the Dean. Contact your synod if you are notified that a copy is not on file. You are responsible for making sure that the Office of the Dean and your synod have all paperwork necessary for each candidacy step (Entrance, Endorsement, Approval). You are responsible for making sure that Churchwide has all paperwork necessary for Assignment.

Entrance

It usually takes several months to complete all of the steps required for entrance. Delays in entrance can affect the sequencing and timing of your seminary program and candidacy process. Inquire with your synod about what is required to be entranced. At least one month prior to your entrance interview, check with your synod to make sure that all required materials have been submitted.

Candidacy Committee Contact/Relator/Liaison

At entrance, your synod may assign you a contact/relator/liaison who is a member of the synodical candidacy committee. Maintaining regular communication with your synodical candidacy committee contact/relator/liaison is a vital part of your formation process.

Teaching Parish

Any change from the standard teaching parish to complete field education requires formal candidacy permission requested by the student and received by the seminary in writing.

Clinical Pastoral Education (CPE)

CPE is ordinarily completed during the first summer of your seminary program. For most synods, CPE is required prior to endorsement. Check with your synod to find out if CPE is required prior to endorsement. Please note that you are responsible for sending a copy of your final CPE evaluation to the PLTS Contextual Education Office and to your synodical candidacy committee.

Evaluation Records

All synods require evaluation records at endorsement and at approval. You are responsible for submitting many of these records directly to your synod, including but not limited to, Teaching Parish Evaluations, CPE Evaluations, Internship Evaluations, Endorsement Essay, and Approval Essay. Synods may also require that you submit records related to your overall holistic formation and readiness for ministry. Other records that your synod may require may be released directly by you or by a separate written authorization to PLTS.

Endorsement

Endorsement is usually required prior to beginning your candidacy project or internship. The Office of the Dean offers workshops to discuss endorsement. You are responsible to be in contact with your synod about specific endorsement requirements. Your endorsement interview is scheduled on campus through the Office of the Dean. You will be alerted to the date, time, and location of your interview in advance. At least one month prior to your endorsement interview, check with your synod to make sure that all required materials have been submitted.

Internship/Field Experience Project

To apply for internship or field experience project, check with the Contextual Education Office. All field experience projects require formal candidacy permission, usually given at the time of endorsement.

Internship Changes

Any change from the standard third-year, 12 month, 40 hours per week internship requires formal candidacy permission requested by the student and received by the seminary in writing. These include (but are not limited to) changes in the duration, timing, length, or focus of your internship, such as:

- 1) Being placed in a domestic or international Horizon site;
- 2) Completing internship in the final year of seminary;
- 3) Completing an internship that is less than 40 hours per week;
- 4) Completing an internship that is shorter or longer than 12 months; and,
- 5) Taking coursework while on internship.

Internship/Field Experience Project Evaluations

Additionally, please note that you are responsible for sending a copy of your final internship or field experience project evaluations to your synodical candidacy committee.

Faculty Recommendation

The Faculty Recommendation (Form D) is the seminary contribution to your approval interview. Faculty recommendation ordinarily follows after your internship or field experience project. If you will be doing internship in your fourth/final year, special provisions can be made for recommendation while on internship. These provisions require permissions by your internship supervisor, synodical candidacy committee, and faculty approval. The Office of the Dean will be in contact with you about this process prior to starting internship, following the approval workshop scheduled in the Spring semester.

Approval

Approval is required prior to being assigned to a region and synod in preparation for call and rostering. The Office of the Dean schedules an annual workshop in the Spring semester to discuss approval. You are responsible to be in contact with your synod about specific approval requirements. As noted above (Faculty Recommendation), prior to approval, the PLTS faculty will recommend you, and that decision will be sent to your synod by the Office of the Dean as the seminary contribution to your approval interview. Your approval interview is scheduled at your synod by your synod. Check with your synod to find out the date, time, and location of your interview. At least a month prior to your approval interview, check with your synod to make sure that all required materials have been submitted.

Assignment

Assignment is when you will be assigned to a region and synod in preparation for call and rostering. All assignment paperwork is due to Churchwide on either 15 July or 1 December, depending on whether you are seeking assignment in October or February.

PART I

COMMITMENTS AND HOPES

Section One

Shared Commitments: Perspectives and Dimensions

The Mission and Vision of Pacific Lutheran Theological Seminary of California Lutheran University guide the seminary in our administration; faculty, staff, and seminarian formation; our decision-making styles and structures, and our academic programs and community life together:

I. The Mission of PLTS

PLTS develops leaders for the Church by: deepening faith in Christ, challenging the mind, expanding the heart, and energizing for mission.

II. The Vision of PLTS

Led by the light of Christ, PLTS is called to embody the Church's bold and effective engagement with vital issues in an inter-faith and multi-cultural context with a strong Lutheran voice.

The shared commitments of the seminary are expressions of the guidance given to us in our Mission and Vision. These shared commitments are the values that we live by as the Mission and Vision are given concrete shape for life together and guide us in our relationships. PLTS shares the following core commitments as ways of seeing in our administering, in our work together and decision-making, and in our academic formation and community life together:

III. Four Orientating Perspectives: Ways of Seeing

Four perspectives orient how this community approaches all endeavors of teaching, learning, leading, and working. We are committed to using these orienting perspectives as lenses for focusing our life together:

LUTHERAN IDENTITY

A shared passion for the biblical story, centered on God's sheer love in Jesus Christ,
which forms us as a community of worship, study, and service,
rooted in the Lutheran confessional tradition

MULTICULTURALISM

A shared conviction that serious engagement with one's own and others' cultures
compels us to imagine and embrace new ways to minister within a diverse world

PUBLIC SPHERE

A shared commitment to faith active in love,
calling us to engage the economic, political, and social issues of the day

RELIGIOUS PLURALISM

A shared belief that conversation and mutual critique with other Christians
and with those of other religious faiths expand our understanding of the human condition
and deepen our own theological grounding as Lutheran Christians,
revealing what we have to gain from and give to others

IV. Eight Dimensions of Ministry Excellence: Ways of Being

Out of these Four Orienting Perspectives, we have identified eight ways of being for our teaching, learning, leadership, and working together. These goals empower us to be formed as, become, and deepen as:

DISCIPLES of Jesus Christ

Growing in personal faith
Grounded in a faithful and critical appropriation of the Bible and the Lutheran tradition
Committed to serving

LOVERS of God and of the people of God

Practicing personal and corporate spiritual discipline
Participating in activities that promote justice, relieve misery, and reconcile the estranged
Developing a healthy pastoral identity

READERS of cultural, political, and social issues

Understanding global urbanization, secularism, fundamentalism, and religious pluralism
Dedicated to ethnic and cultural diversity
Learning to analyze the causes of oppression and injustice

TELLERS of the Christian story

Knowing the story of Jesus Christ and its significance, through study, reflection, and experience
Proclaiming this gospel message with its healing and freeing power
Preserving and transmitting the gospel faithfully to future generations

BUILDERS of community

Leading Christian worship in Word and Sacrament
Empowering and equipping the people of God for their ministries in daily life
Understanding the basics of organizational dynamics and developing interpersonal and conflict management skills as they relate to congregations

LEADERS of congregational community

Having discerned a genuine call to a particular form of ministry
Dedicated to being a servant among the servants of God, a “servant leader”
Inspiring a shared vision of daily life as the primary setting for the exercise of people’s Christian calling

MISSIONERS reaching out to the wider community and world

Dedicated to evangelism
Acting as a public theologian to help congregations see and respond to the needs of the world
Fostering unity and working collaboratively with other church and community leaders

LEARNERS for a lifetime

Deepening participation in the practices of faith
Challenging the mind through study and through dialogue with communities of other faiths
Expanding the heart through love of God and service to one's neighbor
Energizing missional vocation for the sake of the gospel

Section Two

Living Hope: Mi Casa es Su Casa¹

Lord, you have been our dwelling-place in all generations (Ps. 90:1).

God has prepared a home for all of us here at Pacific Lutheran Theological Seminary. “God’s love in Jesus Christ forms us as a community of worship, study, and service.”²

I. God’s Work, Our Hands³

The one who began a good work among you will bring it to completion (Phil. 1:6).

“Come share your life.”⁴ God invites women and men from around the world to lives of service. As God’s hands in the world we “proclaim the gospel message with its healing and freeing power; dedicate ourselves to being a servant among the servants of God; empower and equip the people of God for their ministries in daily life; and participate in activities that promote justice, relieve misery, and reconcile the estranged.”⁵

II. Life Together

God’s love has been poured into our hearts through the Holy Spirit (Rom. 5:5).

We are of diverse nationalities and ethnicities. We are of many cultural contexts and races. We are born in the U.S. and outside of the U.S. We are of differing social and economic statuses. We are of different gender identities and sexual orientations. We are of varied relationship statuses and life estates. We are of many abilities and all ages. We are of different faith traditions and differing theological perspectives. We are serving in this place, in congregations, and in many other ministries. We are of many gifts as members in Christ’s one Body. We are all of these and more as “Together we seek to grow as disciples of Jesus Christ in the Lutheran tradition, committed to public leadership among God’s people in diverse and challenging cultural contexts.”⁶

¹ Translated, “My home is your home.”

² From “Lutheran Identity” of the *Perspectives For Ministry*.

³ Mission of the Evangelical Lutheran Church in America.

⁴ From “An Invitation from the PLTS Faculty” of the *Eight Dimensions of Ministry Excellence*.

⁵ From the *Eight Dimensions of Ministry Excellence*.

⁶ From “An Invitation from the PLTS Faculty” of the *Eight Dimensions of Ministry Excellence*.

III. Mutual Responsibility and Trustworthiness⁷

“I am who I am because of you. You are who you are because of me.”⁸

As a seminary of the Evangelical Lutheran Church in America, PLTS is both an educational institution and a Christian community committed to “deepening faith in Christ, challenging the mind, expanding the heart, and energizing for mission.”⁹ All those affiliated with the seminary—faculty, staff, and seminarians—are part of the Body of Christ in the world. The PLTS community is one centered upon learning, worship, service, and lively social gatherings. As members of this community, we act as witnesses to the presence of the Gospel in all aspects of life.

Building on these commitments and hope for life together, PLTS connects community members with resources necessary to their practical fulfillment and has adopted specific standards, policies, and procedure regarding community life, academic life, administration, and personal conduct of community members. These can be found in the next pages of this handbook, understanding that this handbook is a work-in-progress as we build on and live more fully into these commitments and hope for life together in Jesus Christ.

IV. Ways for Living at Home as PLTS

“You also are built together spiritually into a dwelling-place for God.” (Eph. 2:22)

Responding to and trusting in God’s grace, mutual responsibility and trustworthiness represent basic commitments to one another individually and as a community in the way we live together at PLTS. Mutual responsibility and trustworthiness are lived out among us in following ways:

- **Care for the neighbor**
keeping quiet hours; using computers appropriately in classrooms; parking in your own space; ...
- **Stewardship of individual and shared space and resources**
cleaning up after ourselves in classrooms, kitchens, and lounges; recycling; turning off lights; ...
- **Modeling leadership behavior**
talking directly to the person with whom you have a problem; offering your self for service; ...

⁷ “Holy Living,” in *Vision and Expectations*, Rev. Ed. April 2010 (Evangelical Lutheran Church in America), 9.

⁸ “Ubuntu is very difficult to render into a Western language. It speaks of the very essence of being human. When we want to give high praise to someone we say, Yu, u nobuntu ; Hey, so-and-so has ubuntu. Then you are generous, you are hospitable, you are friendly and caring and compassionate. You share what you have. It is to say, My humanity is caught up, is inextricably bound up, in yours. We belong in a bundle of life. We say, A person is a person through other persons. It is not, I think therefore I am. It says rather: I am human because I belong, I participate, I share. A person with ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed, or treated as if they were less than who they are. Harmony, friendliness, community are great goods. Social harmony is for us the summum bonum—the greatest good. Anything that subverts, that undermines this sought-after good, is to be avoided like the plague. Anger, resentment, lust for revenge, even success through aggressive competitiveness, are corrosive of this good. To forgive is not just to be altruistic. It is the best form of self-interest. What dehumanizes you inexorably dehumanizes me. It gives people resilience, enabling them to survive and emerge still human despite all efforts to dehumanize them.” Desmond Mpilo Tutu, *No Future Without Forgiveness* (New York: Doubleday, 1999), 31.

⁹ From the *Mission Statement of PLTS*.

PART II

ACADEMIC LIFE

Section One

Academic Programs

PLTS offers courses of study that prepare seminarians to go out from this place as dedicated servants of Jesus Christ throughout the church and world. Courses of study at PLTS prepare seminarians to meet the ELCA's criteria for certification for ordained, diaconal, other rostered leadership, and lay service in the church. Its study programs are fully integrated with the ELCA's candidacy process of entrance, endorsement, approval, and assignment. PLTS graduates serve in such diverse places as rural and multiple-point parishes, the inner cities, suburban and urban locations across the nation, and in university settings. Most graduates serve as ordained pastors in the ELCA. PLTS graduates include growing numbers of lay church professionals, missionaries, institutional and military chaplains, service agency administrators, college, university and seminary professors, and national, regional, and synodical church staff members.

I. Academic Advisor

An academic advisor is assigned to every seminarian upon her or his affiliation with or admission to PLTS. A seminarian's academic advisor will be the primary person with whom she or he receives advising for registration each semester, reviews program requirements in preparation for internship prerequisites and graduation requirements completion, determines appropriate project paper topic and faculty coordinator, and works with to complete candidacy requirements such as endorsement and recommendation for approval.

A seminarian may petition to change advisors by using a Change of Academic Advisor Form online. The completed form should be returned to the Office of the Dean for consideration.

II. Affiliation with PLTS

A. How to Affiliate

A seminarian who intends to be a rostered leader in the ELCA and who is attending non-ELCA seminaries or who is assembling a program of study consisting of courses at non-ELCA seminaries and PLTS is required to affiliate with an ELCA seminary. A seminarian's decision to affiliate with PLTS is made in consultation with her or his synodical candidacy committee. There is a one-time affiliation fee of \$950 that is due at the time of affiliation and must be paid to PLTS prior to admission (Note that being admitted into a program of study at PLTS is a separate process from affiliation. Contact the Office of Admissions for admission information.). Coordination of course, contextual education, formation, and candidacy requirements are supervised by the seminarian's academic advisor in consultation with the Office of the Dean. To affiliate with PLTS, complete the PLTS Affiliation Form found online.

B. Lutheran-Year-In-Residence

During an affiliated seminarian's Lutheran-Year-In-Residence, a year of residency at an ELCA seminary required by ELCA candidacy, she or he will complete a minimum of 24 credits of selected PLTS coursework and other requirements designed to immerse her or him in Lutheran formation in consultation with her or his synodical candidacy committee. This course of study will either complete a Master of Divinity degree begun elsewhere or result in the awarding of a Certificate of Advanced Theological Studies. A Worksheet can be found on the next page and online.

Lutheran-Year-In-Residence Worksheet

(revised 31 July 2013)

Student Year of Entrance in Program Academic Advisor

Internship Prerequisites: All of the course, contextual, co-curricular, and candidacy requirements listed here are PLTS Lutheran-Year-In-Residence core requirements.

Affiliation: ELCA candidates are required to affiliate with an ELCA seminary at the start of their program at a non-ELCA seminary. To affiliate with PLTS, contact the Office of the Dean for a PLTS Affiliation Form.

Lutheran-Year-In-Residence: ELCA candidates are required to complete one year in residency at an ELCA seminary as preparation for ordained ministry in the ELCA. This one year in residency at PLTS includes the completion of a minimum of 24 credits of Lutheran-Year-In-Residence courses as well as completion requirements in preparation for internship. This Worksheet contains only these courses and completion requirements considered core requirements of the Lutheran-Year-In-Residence.

Partial Master of Divinity completion at a Non-ELCA Seminary and Transfer to the PLTS Master of Divinity: PLTS Affiliates and other ELCA candidates may choose to begin the Master of Divinity at a non-ELCA seminary and transfer to PLTS to earn the PLTS Master of Divinity. **Candidates seeking to earn the Master of Divinity from PLTS should coordinate with the Office of the Dean from the start of their program at the non-ELCA seminary in order to work toward completion of ALL requirements of the Master of Divinity at PLTS.** These candidates should contact the Office of Admissions to complete an Admissions Application at least one year prior to transferring to PLTS to complete the Master of Divinity degree program.

Completion of Master of Divinity at a Non-ELCA Seminary and Admission to the PLTS Certificate of Advanced Theological Studies: PLTS Affiliates and other ELCA candidates may instead choose to complete the Master of Divinity at a non-ELCA seminary and complete Lutheran-Year-In-Residence core requirements at PLTS as a Certificate of Advanced Theological Studies (CATS). **From the start of their program at the non-ELCA seminary these candidates should coordinate with the Office of the Dean in planning their non-ELCA seminary coursework and completion of the Master of Divinity in order to satisfy PLTS internship prerequisites not designated as Lutheran-Year-In-Residence core requirements.** These candidates should contact the Office of Admissions to complete an Admissions Application at least one year prior to beginning the CATS at PLTS.

Courses (coursework requirements)*

Bible (3 credits):

☐ NT 2500 Paul 3.0

History and Theology (7.5 credits):

☐ HS 1120 Living Tradition 3.0

☐ HSST 2902 Lutheran Confessions 3.0

☐ HS 2012 American Lutheranism 1.5

Ethics and Cultures (3 credits):

☐ FT 2204 Ministry Across Cultures 3.0

Arts of Ministry (9 credits):

☐ FT 4670 Public Ministry 3.0

☐ HM 2525 Biblical Preaching 3.0

☐ LS 2140 Min Word & Sacrament 3.0

Additional Ministry Preparation/Lutheran Formation (1.5 or more credits):

☐

☐

☐

☐

***LYIR students must complete at least 24 credits while in residency at PLTS.**
A student may have completed coursework that satisfies one or more of these course requirements. Students will work with the Dean's Office to select courses that maintain full-time enrollment and that fulfill additional areas of ministry preparation and Lutheran formation, including internship prerequisites not completed in previous Master of Divinity coursework.

*Must be taught by an adherent of the religion being studied.

Contextual and Co-Curricular (completion requirements)

Contextual Education:

☐ FE 1220 Teaching Parish (2 semesters)

☐ FE 2002 Clinical Pastoral Education

☐ FT 2203 Cross-Cultural Experience

☐ FE 4020 Internship (12 months)

Formation for Ministry:

☐ FE 1200 Anti-Racism Training

☐ FE 1201 Disc Appr Pastoral Boundaries

☐ FT 1024 Formation for Ministry Group semester (2 semesters)

ELCA Candidacy (non-certificate or non-degree requirements)

☐ Entrance Decision

☐ Endorsement Decision

Before filling in or making changes to this form on a PC, download the FoxIt Reader to enable you to save changes for your records:

http://cdn01.foxitsoftware.com/pub/foxit/reader/desktop/win/5.x/5.0/enu/FoxitReader502.0718_enu_Setup.exe

This form is not fill-in-able on a Mac, but you can write on top of this form on a Mac by downloading Skim:

<http://skim-app.sourceforge.net/>

1. Lutheran-Year-In-Residence Coursework and Contextual Education

- a. Before her or his Lutheran-Year-In-Residence begins, a Lutheran-Year-In-Residence seminarian will arrange courses, contextual education, and formation requirements to be taken at PLTS as determined by the Office of the Dean and the Contextual Education Office in consultation with the seminarian (including consideration of prior work) and the seminarian's Candidacy Committee.
- b. The basis for the selection of requirements is Lutheran-Year-In-Residence core courses and the prerequisites for internship. A minimum of 24 credits is required, and this ordinarily coincides with the Lutheran core courses. Ordinarily, 24 credits must be taught by PLTS faculty.
- c. Beyond required PLTS courses, the Office of the Dean may also require other PLTS courses, especially if the seminarian will earn the Master of Divinity at PLTS.

2. Lutheran Formation During the Lutheran-Year-In-Residence

- a. Lutheran-Year-In-Residence seminarians will arrange a schedule of residency at PLTS with a minimum of three days of presence from Monday through Friday on the PLTS campus.
- b. Lutheran-Year-In-Residence seminarians will participate in a Formation for Ministry group for at least two semesters of their attendance at PLTS.
- c. Seminarians will attend weekly Eucharist on a regular basis. This means that Lutheran-Year-In-Residence seminarians generally cannot enroll in courses that meet on Wednesdays.
- d. Lutheran-Year-In-Residence seminarians will meet at least monthly with their advisors.
- e. Lutheran-Year-In-Residence seminarians will participate in the leadership and/or preparation of at least two PLTS worship services per semester.
- f. Lutheran-Year-In-Residence seminarians will attend at least two annual PLTS events such as Founders' Day and Luther Lecture.

3. Candidacy and the Lutheran-Year-In-Residence

Candidates will not be scheduled for Endorsement or Faculty recommendation for Approval until they have completed one semester at PLTS unless her or his candidacy committee determines that she or he should be scheduled in the first semester. This is to ensure that faculty and the wider seminary community get to know candidates academically, theologically, professionally, and personally in a setting of Lutheran formation. Should a candidacy committee determine the need to schedule Endorsement or Faculty recommendation for Approval during the first semester, the candidate will petition the faculty for early consideration at the request of her or his candidacy committee due to circumstances that would affect candidacy, including, but not limited to, internship placement or Assignment. This petition, noted during a faculty meeting, will lead to a series of interviews by a panel composed of faculty selected by the faculty meeting as a whole. These interviews of the candidate are designed to better familiarize the faculty with a candidate personally, professionally, academically, and theologically in preparation for the Endorsement interview or faculty recommendation for Approval.

III. Academic Inquiries, Concentrations, Certificates, and Degrees

A. Unclassified Status

Any qualified person holding a bachelor's degree from an accredited college or university not wishing to enroll in a degree program may apply for admission as an unclassified seminarian. If admitted, she or he may enroll in a maximum of 24 semester credits of courses. Thereafter, continuance as an unclassified seminarian requires the approval of the faculty.

B. Theological Education for Emerging Ministries (TEEM)

The TEEM program develops leaders whose gifts are particularly needed for the mission of the church in urban, rural and specific ethnic-cultural ministries. TEEM begins when candidates ministering a congregation are given entrance by the Bishop and Candidacy Committee. Three years of study combines 16 courses and 4 workshops held on the PLTS campus in October and January and at Luther Seminary in June. Seminarians prepare for classes through self-study at home with the guidance of a local (academic) mentor pastor, along with a supervised Internship and a unit of Clinical Pastoral Education (CPE). The Theological Education for Emerging Ministries (TEEM) is granted by PLTS to seminarians who have fulfilled the ELCA's academic and candidacy requirements for ordained ministry.

C. Certificate of Theological Studies

The Certificate of Theological Study (CTS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters) by seminarians interested in furthering their theological education. Courses in the areas of Bible, church history, systematic theology, and Christian ethics or cross-cultural studies (12 units total) must be taken from PLTS faculty members. The remainder of the seminarian's program (12 additional units) is arranged to meet her or his special interests and goals. **Due to federal regulations on gainful employment programs, the CTS is not eligible for federal financial aid.**

D. Certificate of Advanced Theological Studies

The Certificate for Advanced Theological Studies (CATS) is awarded to those who complete one year of theological study (at least 12 credit hours per semester for 2 semesters). The CATS may also include internship (except international students). The CATS is designed for seminarians who already hold an MTS or MDiv degree (or their equivalents) in another institution [e.g., roster-seeking MTS or MDiv seminarians graduated from non-ELCA seminaries needing to fulfill core Lutheran courses and other requirements of the Lutheran-Year-In-Residence, including contextual education and formation requirements]. At least one-half of the units must be taken from PLTS faculty members. For a seminarian who desires to complete the CATS and for whom denominational requirements do not include contextual education requirements, these requirements may be waived by petition to and vote by the faculty.

E. Mission Concentration in Evangelism and Justice

God's Mission in the 21st century United States increasingly requires those preparing for ministry and Church leadership to develop and hone a variety and flexible set of skills and knowledge in order to minister God's love in Jesus Christ with a diversity of persons and within a variety contexts shaped by many cultures and religious pluralism. Toward this end, PLTS has developed a Mission Concentration in Evangelism and Justice. This Mission Concentration accentuates and strengthens the skills, knowledge, and overall education seminarians receive through our Master of Theological Studies Ministry and Master of Divinity degree programs. More information is available from the Contextual Education Office.

F. Master of Theological Studies Degree

The Master of Theological Studies (MTS) is a degree designed to integrate general theological disciplines and specialized competencies in preparation for academic or ministerial vocations. The MTS provides two years of graduate theological study of the core of church theology with a Lutheran emphasis—Bible, history, theology, and ethics and cultures. The MTS requires a focused specialization/area concentration and synthesis. A diaconal concentration is available for those preparing for Word and Service rostered leadership.

1. Basic Requirements

The MTS consists of 49.5 credit hours, including one semester of a 1.5 credit MTS seminar [FT 2095 Fieldwork/Project Development], and 15 specialization credit hours devoted to the research and preparation of a thesis [25-35 pages in length], preparation for comprehensive examinations, or preparation and completion of a project [with a written component of at least 10 pages] related specifically to a student's chosen specialization. The MTS seminar will guide the student through the preparation and completion of an MTS thesis/project proposal. 25.5 of the 49.5 course credits must be taken at PLTS. A full-time MTS program is defined as at least 12 credit hours per semester. A normal course load is considered to be 12 credits per semester. A Program Progress Form can be found below and online.

a. Course Work Outside PLTS

MTS courses not taken at PLTS may be taken at other ATS-accredited institutions and may be negotiated to fit each student's program with the help of the academic advisor in consultation with the Office of the Dean.

b. Specialization/Area Concentration in a Discipline

The first year of the program consists of a broad overview of theological studies, including courses in Bible, history, theology, and ethics and cultures. Students with a special interest in Biblical studies may enroll in Greek or Hebrew.

Seminarians generally concentrate their studies in a one discipline or focus of interest during their second year following completion of the MTS seminar. They may choose to concentrate in any of the eight areas of study offered in the GTU, diaconal specialization, or a personalized focus responsive to their personal and professional educational goals developed in consultation with their academic advisor.

For seminarians preparing for Word and Service rostered leadership, the diaconal specialization course and contextual requirements include: **FT 1013** Word and Service Formation Event, **PS 1009** Introduction to Pastoral Care; **HM 2525** Biblical Preaching; **LS 2140** Ministry of Word and Sacrament; **ED 2020** Christian Education in the Parish, **FT 2203** Cross-Cultural Experience; and **FE 1220** Teaching Parish (3 semesters) **or** **FE 2620** Theology for Ministry Practicum.

For students with prior university study in religion or theology and for students with completed theological degrees who are able to demonstrate competency by oral or written examination in the various theological disciplines, special curricular arrangements may be arranged through the Office of the Dean in consultation with their academic advisors and directors of their programs. These arrangements may include being waived out of introductory general coursework.

2. MTS Comprehensive Examination or MTS Project/Thesis

Comprehensive examination or a major thesis/project that demonstrates the student's general understanding of and particular interest in the specialization/area of concentration is required. A thesis/project is the ordinary way to meet this requirement.

a. Comprehensive Examination

Should a student choose to meet this requirement by comprehensive examination, she or he will consult with her or his academic advisor and the Office of the Dean to arrange for examination with faculty in the area of concentration. The faculty in the area [faculty evaluators] will evaluate examination(s) and determine completion of the MTS comprehensive examination component of the degree. The faculty in the area will submit notification of completion of comprehensive examination to the Office of the Dean for notation on the student's transcript. All comprehensive examination(s) must be submitted to the faculty evaluators for determination of completion by **November 15** for fall graduates and **April 15** for spring graduates.

b. MTS Thesis/Project

Should a student choose to meet this requirement by a MTS thesis [25-35 pages in length] or project [with a written component of at least 10 pages], she or he will proceed as follows.

i. MTS Thesis/Project Proposal

In the first semester of study, each MTS student will consult with her or his academic advisor to determine area(s) of interest and potential faculty coordinators for her or his MTS thesis/project proposal. This consultation will include conversation about future placement.

In the second semester, the student will work with her or his academic advisor and the instructor of FT 2095 to prepare a MTS thesis/project proposal. The student may enroll in an additional Special Reading Course as SRC 9999 MTS: Thesis/Project Research for 0-1.5 credits in the second semester in order to complete significant work toward the development of as well as completion of this proposal.

The proposal must include an anticipated completion date, a proposed specialization/area of concentration, a tentative title, and a brief description of the intended thesis or project. The proposal must also include the names and

signatures of the faculty coordinator and at least one other reader/evaluator who will constitute the evaluation committee for the completed thesis or project. It is the student's responsibility to contact persons who are both competent and willing to serve in this capacity. The proposal form can be obtained online. The completed MTS thesis/project proposal must be submitted to the Office of the Dean for final approval.

ii. MTS Thesis/Project Completion

During the writing of the MTS thesis/project, the student enrolls in MDV 3015 Comps/Thesis/Project for 3 credits. During the writing of the thesis or doing of the project, the student will regularly submit drafts of work to-date to the evaluation committee for feedback.

iii. MTS Thesis/Project Evaluation

A final draft of the MTS thesis/project must be submitted to the evaluation committee for review by **November 15** for fall graduates and **April 15** for spring graduates. Upon completion of the final draft of the thesis or completion of the project and accompanying paper, the student will submit her or his work to the evaluation committee and schedule an evaluation meeting with the committee to occur no earlier than two weeks after submission of the completed draft. The coordinator will solicit feedback from the committee members in preparation for the meeting. During the meeting, the evaluation committee will converse with the student about her or his thesis/project, provide any additional feedback or corrections, and determine completion of the MTS thesis/project component of the degree and assign a grade. Upon determination of completion by the evaluation committee, the committee will sign off on the completion form available online. A notation of completion and title will be placed on her or his transcript.

3. Co-Curricular Formation

MTS students are required to participate in FE 1200 Anti-Racism Training. MTS students are required to complete FE 1201 Professional Boundaries Workshop. MTS students are required to participate in three semesters of FT 1024 Formation for Ministry in Community Group.

4. Time Requirements

The minimum time for completion of these degrees is two years; the maximum time is four years, after which special permission from the Office of the Dean is required for continuance.

A Program Progress Form can be found on the next page and online.

Program Progress for the Master of Theological Studies Degree

(classes entering as of September 2013)

Student Year of Entrance in Program Academic Advisor

Courses (degree coursework requirements)

Bible (6 credits):

- ☐ OT 1076/OT 8175 Intro to OT 3.0
- ☐ NT 8175 Gospels or NT 2500 Paul 3.0

History (6 credits):

- ☐ HS 1102/HS 8100 History of Christianity I 3.0
- ☐ HSST 1112/HSST 8100 History of Christianity II 3.0

Theology (6 credits):

- ☐ ST 2003 Systematic Theology 3.0
- ☐ HSST 2902 Lutheran Confessional Writings 3.0

Ethics and Cultures (6 credits):

- ☐ CE 2065/CE 8210 Intro to Christian Ethics 3.0
- ☐ FT 2204 Ministry Across Cultures or HR xxxx 3.0

Specialization/Area Concentration (15 credits):

Additional coursework in a chosen area of study:

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Electives (6 credits):

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Synthesis (4.5 credits):

- ☐ FT 2095 Fieldwork/Project Development 1.5
- ☐ MDV 3015 Comps/Thesis/Project 3.0

☐ *A culminating thesis, comprehensive examinations, or supervised ministry project using discipline-specific tools and approaches for summative assessment.*

- ☐ 25.5 Credits Taken at PLTS
(Note in Side Course Comment Boxes)

Total Course Credits (49.5)

Co-Curricular (degree completion requirements)

- ☐ FT 1024/FT 8124 Formation for Ministry Group (3 semesters)
- ☐ FE 1200 Anti-Racism Training
- ☐ FE 1201 Professional Boundaries

Before filling in or making changes to this form on a PC, download the FoxIt Reader to enable you to save changes for your records:

http://cdn01.foxitsoftware.com/pub/foxit/reader/desktop/win/5.x/5.0/enu/FoxitReader502.0718_enu_Setup.exe

This form is not fill-in-able on a Mac, but you can write on top of this form on a Mac by downloading Skim:

<http://skim-app.sourceforge.net/>

G. Master of Divinity Degree

The Master of Divinity (MDiv) is a professional degree designed to develop biblical, theological, historical, practical and contextual competencies, and to integrate these competencies in the practice of ordained leadership in congregations and related ministry settings. The MDiv prepares students for ordained ministry in the ELCA, ordained ministry in another Christian tradition, or other rostered ministry in the ELCA especially for chaplaincy or other professions requiring a degree with 72 credit hours.

The MDiv degree program consists of 84 credit hours of coursework as well as contextual and co-curricular completion requirements. A full-time MDiv program is defined as 12 credit hours per semester. A normal course load is considered to be 12-15 credits per semester. Core courses must be taken with PLTS faculty. Substitutions to this requirement must be approved by the faculty member teaching in the area and received by the Office of the Dean.

Contextual completion requirements include Teaching Parish, Clinical Pastoral Education, Cross-Cultural Experience, and Internship. Contextual requirements require a one-time completion of a professional boundaries workshop prior to beginning at a site. Teaching Parish is defined as 6 preparation and contact hours per week in a congregation for three semesters and receives 0.00 credit hours per semester. Clinical Pastoral Education is normally completed in an ACPE accredited site. Cross-Cultural Experience Cross-Cultural Experience is a supervised immersion field experience in a non-dominant cultural community with reflection while preparing for lay or rostered leadership. Internship ordinarily consists of 40 contact hours per week over the course of twelve months. Internship includes weekly pastoral visits, worship leadership, administrative duties, and other responsibilities as agreed upon. Internship is or exceeds the equivalent of enrollment in full-time coursework at PLTS. The designation of full-time academic enrollment is maintained each semester while a normal course load is considered to be 0.00 credits per semester.

A student preparing 1) for specialized lay ministry, 2) for other rostered ministry in the ELCA, or 3) for ordained ministry in another Christian tradition will be in contact with the Contextual Education Office in order to prepare a plan for how to meet the internship requirement in a way that fulfills respectively 1) the student's vocational requirements, 2) the requirements of ELCA candidacy for other rostered ministry, or 3) the candidacy requirements of the student's Church body or denomination. For a student who is a member of a denomination that does not require internship, this requirement may be waived by petition to and vote by the faculty.

Co-curricular completion requirements include four semesters of participation in a Formation for Ministry in Community Group, a one-time professional boundaries workshop, and an annual anti-racism training.

A student may arrange to do a specialized thesis or project paper as part of her or his MDiv program. Prior to making any arrangements, she or he must consult with the Office of the Dean to determine requirements and deadlines, including the procedures for proposing a thesis or project paper, for constituting an evaluation committee, and for determining completion. A final draft of the thesis or project paper must be submitted to the evaluation committee for review by **November 15** for fall graduates and **April 15** for spring graduates.

A Program Progress Form can be found on the next page and online.

Program Progress for the Master of Divinity Degree <i>(classes entering as of September 2013)</i>																																																																																			
Student <input style="width: 90%;" type="text"/>	Year of Entrance in Program <input style="width: 90%;" type="text"/>	Academic Advisor <input style="width: 90%;" type="text"/>																																																																																	
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>Courses (degree coursework requirements)</p> <p>Bible (15 credits):</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> OT 1076/OT 8175 Intro to OT</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> NT 8175 Gospels</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> NT 2500 Paul</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> OT xxxx Prophets</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> BS/OT/NT xxxx Bible Elective (2000+)</td> <td style="text-align: right;">3.0</td> </tr> </table> <p>History and Theology (19.5 credits):</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> HS 1220/HS 8122 Living Tradition</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> HSST 2902 Lutheran Confessions</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> ST 2003 Systematic Theology</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> HS 1102/HS 8100 History of Christianity I</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> HSST 1112/HSST 8100 History of Christianity II</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> HS 2012 American Lutheranism</td> <td style="text-align: right;">1.5</td> </tr> <tr> <td><input type="checkbox"/> ST xxxx Systematics Elective (2000+)</td> <td style="text-align: right;">3.0</td> </tr> </table> <p>Ethics and Cultures (10.5 credits):</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> FT 8227 Reading Congregations</td> <td style="text-align: right;">1.5</td> </tr> <tr> <td><input type="checkbox"/> FT 2204 Ministry Across Cultures</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> CE 2065/CE 8210 Intro Christian Ethics</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> HR xxxx World Religion*</td> <td style="text-align: right;">3.0</td> </tr> </table> <p>Ministry Languages (6 credits):</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> NT 1070 Intro to NT Greek</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> NT 1215 Reading NT Texts in Greek</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td colspan="2" style="text-align: center;">and/or</td> </tr> <tr> <td><input type="checkbox"/> BS 8100 Biblical Language Tools</td> <td style="text-align: right;">See Electives</td> </tr> <tr> <td><input type="checkbox"/> FT 1853 Spanish for Worship I</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> FT 1854 Spanish for Worship II</td> <td style="text-align: right;">3.0</td> </tr> </table> <p>Arts of Ministry (18 credits):</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> PS 1009 Intro to Pastoral Care</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> HM 2525 Biblical Preaching</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> LS 2140 Min Word & Sacrament</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> ED 2020 Christian Education</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> FT 2534 Church Leadership</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> FT 4670 Pub Min: Vision & Implement</td> <td style="text-align: right;">3.0</td> </tr> </table> <p>Electives (15 credits):</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> BS 8100 Bib Lang Tools or Elective</td> <td style="text-align: right;">3.0</td> </tr> <tr> <td><input type="checkbox"/> <input 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Teaching Parish (3 semesters)</td> <td><input style="width: 100px;" type="text"/></td> </tr> <tr> <td><input type="checkbox"/> FE 2002 Clinical Pastoral Education</td> <td><input style="width: 100px;" type="text"/></td> </tr> <tr> <td><input type="checkbox"/> FT 2203 Cross-Cultural Experience</td> <td><input style="width: 100px;" type="text"/></td> </tr> <tr> <td><input type="checkbox"/> FE 4020 Internship (12 months)</td> <td><input style="width: 100px;" type="text"/></td> </tr> </table> <p>Formation for Ministry:</p> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> FE 1200 Anti-Racism Training</td> <td><input style="width: 100px;" type="text"/></td> </tr> <tr> <td><input type="checkbox"/> FE 1201 Disc Appr Pastoral Boundaries</td> <td><input style="width: 100px;" type="text"/></td> </tr> <tr> <td><input type="checkbox"/> FT 1024/8124 Formation for Ministry Group (4 semesters)</td> <td><input style="width: 100px;" type="text"/></td> </tr> </table> </div> 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ELCA Candidacy (non-degree requirements)

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<input type="checkbox"/> Endorsement Decision	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Faculty Recommendation for Approval	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Approval Decision	<input style="width: 100px;" type="text"/>
<input type="checkbox"/> Assignment	<input style="width: 100px;" type="text"/>

Blue Boldface indicates an Internship Prerequisite.
***Must be taught by an adherent of the religion being studied.**

Before filling in or making changes to this form on a PC, download the FoxIt Reader to enable you to save changes for your records:
http://cdn01.foxitsoftware.com/pub/foxit/reader/desktop/win/5.x/5.0/enu/FoxitReader502.0718_enu_Setup.exe

This form is not fill-in-able on a Mac, but you can write on top of this form on a Mac by downloading Skim:
<http://skim-app.sourceforge.net/>

I. Concurrent MA/MDiv Degree

The MA degree and the MDiv degree may be earned concurrently. The seminarian must apply separately to each program, following its respective application procedures, and must be admitted to each program. Admission to either program does not automatically admit the seminarian to the other. This program affords interested seminarians the opportunity to complete the requirements for both degrees in five years. There is a separate application process to the GTU for the GTU Common MA portion of this degree. In addition to the application itself and two official transcripts, application materials include GRE scores, an academic statement of purpose, and 3 academic recommendations, all to go to GTU Admissions. The GTU MA Program Handbook provides information regarding requirements, resources and policies.

J. GTU Common Master of Arts—PLTS Affiliation

The GTU Common MA degree is an academic program offering seminarians a framework for sustained inquiry into theological issues or concerns. It provides academic structure that can enrich one's assumptions about theological and ethical issues inherent in life or work. It also offers seminarians the opportunity to develop a high level of competence in a specific area of study in order to prepare them for further study at the doctoral level. GTU MA seminarians are most strongly affiliated with PLTS through their academic advisors. Like the joint MA/MDiv seminarians, MA seminarians are strongly encouraged to consult with the GTU MA Program Handbook. A full-time MA program is defined as 12.0 credit hours per semester.

K. Exchange Programs

Seminarians should discuss opportunities for study domestically and abroad with the Office of the Dean.

IV. Contextual Education

A. Teaching Parish

Prior to internship, a student engages in the Teaching Parish experience. The focus of this experience is observation and limited participation. This experience should not exceed 6 hours per week. Teaching Parish takes place in an approved Bay Area congregation for three consecutive semesters. Placement in a teaching parish gives seminarians exposure to pastoral leadership experiences in preaching, teaching, visitation, and leading worship in coordination with their classroom study. Placement is contingent upon receipt of Entrance paperwork. Since a major goal of the teaching parish program is to broaden one's base of experience, seminarians will not be assigned to their home parishes. Affiliated seminarians will need to do equivalent teaching parish units in a congregation other than their home congregation. The Contextual Education Office matches students and sites for assignment.

B. Clinical Pastoral Education

MDiv seminarians preparing for ordination in the ELCA are required to complete one unit of Clinical Pastoral Education (CPE) before internship. Ordinarily, this occurs during the first or second summer after enrollment in the degree program [CPE is also strongly recommended for all non-ELCA MDiv seminarians preparing for ordination and for all Diaconal Ministry seminarians in a MTS or MDiv program]. This is a program of supervised, experience-centered learning in pastoral care certified by the Association for Clinical Pastoral Education. The requirement in CPE can be fulfilled under accredited supervisors at hospitals, correctional institutions, or other clinical facilities throughout the U.S., Canada, and abroad.

As a member of the Pacific Region of the Association for CPE (ACPE), PLTS participates with other GTU seminaries in facilitating a conference where seminarians and CPE supervisors meet. This joint-GTU conference day provides seminarians with an opportunity to meet certified supervisors and receive information and applications for the various accredited programs, and is scheduled during the fall semester. Information and CPE application forms are available online at www.acpe.edu. **Note that depending on the site, CPE may have additional application as well as program administration costs of \$600-\$800.** Full-time CPE units do not allow time for any other employment hours.

C. Cross-Cultural Experience

Cross-cultural experience is a supervised immersion experience with a reflection component while preparing for rostered leadership. MDiv seminarians [and all Diaconal Ministry seminarians in the MTS program] are required to have a cross-cultural experience. The experience is ordinarily completed over three weeks in the January intersession after completing the Ministry Across Cultures class. Through their participation in the day-to-day and worship lives of diverse congregations and communities, groups of 5 or more seminarians immerse themselves in specific sites, within African-American, Latino, Asian, Indigenous, and multicultural contexts, chosen by the Director of Contextual Education. The cross-cultural experience is designed to encourage seminarian awareness and foster understanding of, and mutuality in, pastoral ministry in the multicultural, multiracial and multi-ethnic U.S. society. Seminarians must complete the Ministry Across Cultures class prior to beginning the cross-cultural experience.

Seminarians are not permitted to participate in any cross-cultural experience that conflicts with a PLTS academic semester. The Cross-Cultural Experience course will have an administration fee of \$1,000-\$2,500; please contact the Director of Contextual Education for more information.

D. Internship

The purpose of internship is to serve and to learn from a community of faith, while working with a pastoral supervisor. Further, internship facilitates seminarian vocational skills development and assists in seminarian personal and pastoral (or related ministerial) formation. Seminarians enrolled in the Master of Divinity degree program are required to complete a twelve-month full-time internship in a congregation or approved agency or institution (or a combination of these) under the supervision of an experienced pastor or equivalent supervisor [note that permission is needed from a seminarian's synodical candidacy committee for an internship less than twelve months]. Internship ordinarily occurs during the final year of seminary [note that permission is needed from a seminarian's synodical candidacy committee for a fourth/final-year internship]. Supervisors work with seminarians in various areas of ministry and reflect with them about their learning and growth in regular supervisory sessions. Quarterly reports are submitted by the supervisor, intern, and internship committee to the Contextual Education Office. **Seminarians need permission from the Director of Contextual Education and their synodical candidacy committee or denominational equivalent to do limited coursework while on internship.** This permission must be on file in the Contextual Education Office and the Office of the Dean. *For a seminarian who is a member of a denomination that does not require internship, the internship requirement may be waived by petition to and vote by the faculty.*

Internship Application Process: Prospective interns submit an application during fall semester the year prior to internship. **Note:** *There is a separate application process for Horizon internship sites—please see below.* Prospective interns meet with Contextual Education staff to review their internship application and discuss preferences for placement. Placements take into account seminarians' preferences, supervisors' preferences, and the financial resources of the congregations. Contextual Education staff will balance and match as much as possible the needs and desires of seminarians, supervisors, and congregations.

Before the internship assignment is communicated to the seminarian, the faculty must affirm the seminarian's readiness for internship. Second-year transfer seminarians must have the approval of the faculty of the school from which they are transferring as a prerequisite for PLTS faculty affirmation. The final placement decision for internship rests with the Contextual Education Office and the faculty. Generally, final internship placement approval occurs at the April faculty meeting. Seminarians are informed of their placement by early May. Internship generally begins in late August and runs through the following August.

Seminarians seeking to modify the sequence, length, or duration of their internship are required to consult with their synodical candidacy committee prior to consultation with the Contextual Education staff. Those seeking any variance will require the consent of the Director of Contextual Education, of the PLTS faculty, and of their synodical candidacy committee or denominational equivalent.

If a seminarian restricts her or his placement to a specific geographical area, ***the seminary cannot guarantee a placement.*** Neither can the seminary assure that a geographically-restricted internship placement will be able to offer the seminarian a stipend and/or housing.

The Horizon Internship Program is a collaborative venture of ELCA Churchwide in cooperation with the synods and seminaries of the ELCA. It is an opportunity that aims to enrich the talents and skills of future rostered leaders for urban, multicultural, and rural ministries of the church. The program includes both domestic and international internship sites for those seeking alternative internship and ministry opportunities. Information and applications are available from the Contextual Education Office.

a. Internship Prerequisites:

i. Coursework

Generally, passing a minimum of 43.5 credit hours applicable to the MDiv is required for a seminarian to begin internship. These hours include the following courses (or their equivalents in the case of transfer seminarians) as prerequisites to internship: **NT 1070** Intro to NT Greek and **NT 1074** Reading NT Texts in Greek **OR** **FT 1853** Spanish for Worship I, **FT 1854** Spanish for Worship II, and **BS 8100** Biblical Language Tools; **OT 1076/OT 8175** Old Testament, **NT 8175** Gospels, and **NT 2500** Paul; **HS 1220/HS 8122** Living Tradition, **HSST 2902** Confessions, and **ST 2003** Systematic Theology; **FT 8227** Reading Congregations and **FT 2204** Ministry Across Cultures; and, **PS 1009** Pastoral Care, **HM 2525** Biblical Preaching, **LS 2140** Word and Sacrament, **ED 2020** Christian Education, and **FT 2534** Church Leadership. **All internship prerequisite courses must be completed with a passing grade for a seminarian to be eligible for internship. An Incomplete will delay the start of internship until coursework is completed. A grade Fail or F in any internship prerequisite course will cause a seminarian to be**

ineligible for internship until she or he completes the course with a satisfactory grade.

ii. Contextual Education

FE 1220 Teaching Parish (3 semesters); FE 2002 Clinical Pastoral Education; FT 2203 Cross-Cultural Experience; and a background check are internship prerequisites. A seminarian will be notified of a negative evaluation or result in any of these prerequisites.

iii. Co-Curricular

FE 1200 Anti-Racism Training and FE 1201 Discerning Appropriate Pastoral Boundaries Workshop are required for internship and offered on campus.

iv. Candidacy

A seminarian must be endorsed by her or his candidacy committee to be eligible to begin an internship assignment.

v. Financial Status

In order to be eligible either for assignment or to begin her or his internship, a seminarian's financial account must be certified as current by the Business Office.

vi. Waivers, Substitutions, and Delays of Prerequisites

Any seminarians seeking to waive or alter the timing of any course or other internship prerequisite should consult with their academic advisor, the Director of Contextual Education, the professor(s) of any courses involved, and/or the Office of the Dean early in the planning process.

Internship Fee, Financial Aid, and Costs

Internship includes an administration fee of \$1,000 ordinarily paid to the seminary by the internship site on behalf of the intern. **Seminarians are encouraged to assess financial need before contacting the GTU Consortial Financial Aid Office to apply for (additional) federal Direct Loan assistance. This assistance should only be applied for as needed.** Seminarians should assess their need for federal loan aid based on the following circumstances: 1) whether or not the internship site is stipendiary or non-stipendiary; 2) the amount of the stipend and any related housing provisions; 3) moving costs; 4) the number of dependents; and 5.) living expenses such as food, housing, utilities, transportation, medical insurance and care, childcare, and related expenses. A good starting guide for determining need is the GTU Budget and Loan Worksheet available in the Forms section of <http://www.gtu.edu/admissions/financial-aid>.

E. Field Experience, Internship, and the Diaconal Ministry Project

For MTS seminarians preparing for Word and Service ministry, the process outlined for the MTS thesis/project is used in developing an appropriate project (MTS) or internship equivalent (MDiv) designed to fulfill Diaconal Ministry Project requirements.

V. Co-Curricular Formation

1. Anti-Racism Training

All PLTS seminarians are required to take FT 1200 Anti-Racism Training as a component of certificate or degree completion.

2. Boundaries Workshop

All PLTS seminarians are required to take FT 1201 Discerning Appropriate Pastoral Boundaries as a component of certificate or degree completion.

3. Community Day

Regular student participation is expected on Wednesday Community Day at PLTS. On Community Day, we gather for Eucharist and lunch together. We may also be serving in various committees that meet on Wednesdays. The Worship Committee coordinates the Wednesday worship offerings on campus, working with faculty, staff, and seminarians in the preparing and leading of campus worship. For more information about how you might get involved, please contact Dr. Carol Jacobson and Dr. Kirsi Stjerna.

4. Formation for Ministry in Community Groups

The Formation for Ministry in Community Groups is a completion requirement for all certificate and degree programs. This group is designed for seminarians to integrate their holistic learning (bodily, emotional, intellectual, vocational, spiritual) with lived experience of Church leadership by providing space to grow through personal reflection rooted in a communal formation process of personal sharing and active listening.

Formation Groups meet approximately twice a month. MDiv seminarians are required to participate in a Formation Group experience for at least 4 semesters; MTS seminarians are required to participation in a Formation Group experience for at least 3 semesters; and Lutheran-Year-In-Residence seminarians are required to participate in a Formation Group experience for at least 2 semesters. Additionally, all seminarians preparing for rostered leadership as Associates in Ministry or Deaconesses are required to participate in a Formation Group experience for each semester of their program at PLTS. MA and PhD seminarians are not required to participate, but are welcome to do so if they choose. All seminarians are strongly encouraged to participate in a Formation Group each semester they are on campus.

Once each semester, seminarians are responsible for completing the Formation for Ministry in Community Self-Assessment Form and scheduling an appointment with their group facilitator to have a conversation about formation. The completed and signed Form is due to the Office of the Dean. The Assessment Form can be found online.

VI. PLTS and the ELCA Candidacy Process

A. The Role of the Seminary

The role of a seminary in the ELCA candidacy process is as follows:

Seminaries of the Evangelical Lutheran Church in America are important partners in the candidacy process. Every Candidacy Committee includes an ELCA seminary faculty representative. ELCA seminaries make recommendations to the Candidacy Committees concerning the approval of each candidate for rostered ministry and provide evaluative material to the Candidacy Committee and the Department for Synodical Relations/Conference of Bishops.

For seminarians who are candidates for rostered ministry in the Evangelical Lutheran Church in America, PLTS follows the procedures for candidacy adopted by the ELCA. The procedures are based upon the belief that candidates for rostered ministry are candidates for the church as a whole and will be available for service throughout the entire church. Both standards and processes attend to the person holistically, including physical, emotional, academic, theological, and spiritual dimensions. The process provides ongoing evaluation and support for seminarians throughout their seminary education.

Particularly, PLTS has designed its program of preparation in concert with ELCA candidacy requirements and with an emphasis on facilitating the candidate's completion of as many of these candidacy requirements (including supervised field education hours and spiritual direction) while the candidate is enrolled in a course of study at PLTS.

PLTS recommends that all applicants initiate contact with their synodical candidacy coordinator and committee before or early in their admissions application process in order to begin the candidacy entrance process. PLTS normally receives a positive entrance decision in tandem with the admissions process. An applicant who has entered, but not yet completed, the entrance step in candidacy may be admitted by PLTS. PLTS recommends that admitted applicants in this situation work with their candidacy coordinator and committee as well as the Office of the Dean in determining synodical formational expectations that might ordinarily be required prior to entrance. A positive entrance decision does not guarantee seminary admission. A seminary may deny admission for academic or other reasons.

At the beginning of each candidate's second or third year of seminary, representatives of the candidate's synodical or multi-synodical Candidacy Committee and members of the faculty conduct a review process with the candidate, including consideration of an endorsement essay written by the candidate. The review leads to the decision by the seminarian's Candidacy Committee to grant, delay, or deny endorsement of the seminarian for supervised field experience/project/internship. However, denial of endorsement by the Candidacy Committee without a specific recommendation to the contrary will not affect termination of studies in the MDiv program should the seminarian elect to continue in consultation with the Office of the Dean.

The Candidacy Committee maintains contact with the candidate, and the candidate should be sure to check in with the Candidacy Committee on a regular basis, especially when considering candidacy or programmatic changes. Toward the end of internship or the diaconal project, each candidate writes an approval essay. The candidate must receive recommendation for approval by the faculty reflecting the suitability of the candidate for rostered leadership from the perspective of the faith heritage of the ELCA. Faculty recommendation is based on the essay and overall experience. Faculty recommendation

for approval is forwarded to the Candidacy Committee as a separate assessment. The candidate then meets with the Candidacy Committee for an approval interview based on the essay, faculty recommendation, and overall experience, including the project, project report/paper, and/or internship. The Candidacy Committee then grants, delays, or denies approval for rostered leadership.

Upon approval, candidates submit online forms in preparation for a churchwide assignment process for approved candidates in which candidates are assigned to a region and synod of this church based on the ministry needs of the church. They are then available for a Letter of Call for service in the Evangelical Lutheran Church in America.

Ordination or consecration itself depends upon receipt and acceptance of a letter of call. The ELCA cannot guarantee that a candidate who has prepared and received approval will receive a call. The personal, academic, and character expectations for seminarians and clergy can be found in *Vision and Expectations*, an official ELCA policy document available online.

B. Practical Assistance

To further the goals of this partnership, the Office of the Dean provides rostered leadership candidates with the following materials, information, and services:

1. Candidacy conversation following new seminarian orientation to clarify candidacy questions and concerns as needed;
2. An official logsheet to track supervised field education hours and spiritual direction hours (candidates should file a copy of these hours with the Office of the Dean on a monthly or semester basis. These copies will be kept in the candidate's candidacy file as a backup copy of proof of fulfillment of these candidacy requirements should the logbook go missing.);
3. Assistance in securing a copy of entrance decision from the synod as necessary;
4. Information for obtaining ELCA endorsement and approval essay materials;
5. Necessary information regarding endorsement and approval essay submission and due date requirements;
6. Scheduling of on-campus candidates' endorsement interviews;
7. Information in writing (electronic or hardcopy) regarding a candidate's scheduled endorsement interview time, date, and location;
8. Assistance in developing an overall approval and assignment plan while on internship;
9. Assistance with questions regarding assignment paperwork related to deadlines and contact information; and,
10. Seminary representation of candidates at Assignment.

Section Two

Academic Policies

All PLTS academic policies and procedures (including but not limited to curricular, registration and enrollment, course learning, and academic performance policies and procedures) are subject to standard GTU and CLU policies and procedures. Where discrepancy exists, CLU policies and procedures supersede the policies and procedures found in this handbook.

I. Curricular Policies

A. Four-year Degree Requirement

Generally a seminarian cannot be awarded the MDiv or MTS without first receiving a four-year college degree. A seminarian will not be admitted to the second year of full-time degree work unless all work for the college degree is completed.

B. Transfer of Credits and Shared Credit in Degree Programs

Seminarians transferring from other accredited seminaries will normally be admitted to PLTS with the class standing attained at the seminary from which they transferred. However, they are accountable to the same program progress requirements as the corresponding PLTS class.

Seminarians with an MA (or equivalent degree) in theological studies may be granted advanced standing in the MDiv program if evaluation of the MA transcript shows that they can complete the core requirements in two years or less. However, in no case will such seminarians be able to earn the MDiv degree in fewer than one-and-a-half years of full-time academic work, plus a quarter of clinical pastoral education (CPE) and a year of internship.

A seminarian who wishes to further shorten the MDiv residency may do so by submitting the MA diploma to the degree granting institution, which in turn notifies PLTS that the degree has been surrendered. The remaining amount of work needed shall be determined upon evaluation of the MA transcript. However, in no case will such seminarians be able to earn an MDiv degree in less than one full-time academic year plus CPE and internship.

C. Transfer of Course Credits

Upon review by the Office of the Dean and evaluation by the Office of the Registrar, credits earned at other accredited institutions with a grade of C (or equivalent) or above may be transferred. Undergraduate level courses are not transferable. In order to qualify for the PLTS MDiv degree, a seminarian presenting credits for transfer must normally be in full-time residence at PLTS for at least the final year of course work. For the MTS degree, a limited number of credit units may be taken at other accredited institutions and transferred with review of the Office of the Dean and evaluation by the Office of the Registrar. Upon review and evaluation, credits taken no more than 10 years prior to entrance into PLTS from an accredited institution with a grade of C (or equivalent) or above may be transferred.

D. Requirement Exemptions

Seminarians may be exempted from required courses by:

1. Examination (MDiv Seminarians)

This especially applies to first-year language, Bible, and history courses prior to the opening of fall semester. The successful completion of an examination does not carry course credit but permits the seminarian to substitute advanced courses in the subject

area. Work in addition to the examination or specific advanced courses may be prescribed.

2. Equivalent Courses

Equivalent courses taken at another graduate-level school. To establish equivalency, in addition to a transcript record, seminarians should provide a course syllabus to be reviewed by the faculty of a subject area. Equivalency does not necessarily carry course credit.

E. Variance from Prescribed Program Procedure

In all cases of variance from the prescribed program, the seminarian should confer with her or his academic advisor, who will be in consultation with the Office of the Dean. Consultation with the Office of the Dean will be required before approval is final. Seminarians always have a right to appeal a decision to the Faculty. The decision of the Faculty is final. The seminarian is responsible to see that a record of permission for the variance is included in their file by the Office of the Dean.

F. Full-Time Descriptions for Programs

A full-time program is defined as 12 credits per semester.

Note: Assuming a year-long internship, the MDiv seminarian must average 28 credits per year of coursework in order to graduate in four years.

G. Maximum Time Allowed to Complete Programs

MDiv: 6 years plus internship

MTS: 4 years

CTS and CATS: 2 years

Note: *Credit transferred to programs is applied to time allowed in all programs.*

H. Minimum Tuition Requirements

The allowable minimum tuition paid for the MDiv degree completed at PLTS must equal full-time tuition for six semesters, plus internship year charges based on charges in effect during the years of enrollment. For seminarians transferring from other schools, minimum tuition required for the MDiv and MTS degrees will be adjusted according to a determination of the number of credits transferred to the PLTS degree program.

II. Registration and Enrollment Policies

A. Course Planning

Seminarians are expected to take courses as prescribed in the curricula which apply to their programs and classes upon entrance to PLTS. Seminarians must have prior permission for any variance. This permission is recorded on the Completion, Waiver, Substitution or Delay of Required Course Form available from the Office of the Dean. It must be completed and submitted to the Office of the Dean before a seminarian can register for a substituted class. There is normally a limit of two special reading (independent study) courses during the seminary program. Exceptions to this policy are approved by the Academic Advisor in consultation with the Office of the Dean.

The seminarian should also be cognizant of the fact that classes are scheduled with the prescribed course sequence in mind. Variance in the program may result in schedule conflicts. In the case of a schedule conflict, the regularly scheduled required course has priority.

B. Area and Free Electives

Electives may be taken from among appropriate courses offered by any of the members of the GTU combined faculties. Beyond the courses offered through PLTS and affiliated GTU schools, seminarians may participate in the program offerings of the centers related to the GTU. Courses cross-listed in two areas (for example, STNTxxxx) can only be used to satisfy electives in the area listed first (in this case, ST).

Full-time degree seminarians may also register for one course each term at the University of California at Berkeley or other accredited institutions in the area (i.e., Mills College or Holy Names College). Contact the Office of the Dean or the GTU Common Registrar for cross-registration details.

C. Online Courses

Up to 18 credits of online coursework can be applied toward completion of the MDiv degree program. Up to 12 credits of online coursework can be applied toward completion of the MTS degree program.

D. Summer Session Credit

Seminarians may apply credit received from courses in GTU school summer sessions to elective requirements with permission of the Office of the Dean. Seminarians wishing to apply credit from other continuing education courses must receive prior approval from the Office of the Dean.

E. Registration

Registration for all courses, required and elective, takes place under the direction of the CLU Office of the Registrar in coordination with the GTU Common Registrar, at the time and place announced prior to each semester. The one exception is courses offered by UC Berkeley; registration for these courses is usually well in advance of GTU registration. Therefore, seminarians wishing to take such courses should make early inquiry regarding dates. A full-time degree seminarian may take one course per semester at the University at no charge. Registration instructions from the CLU Office of the Registrar are sent via e-mail to seminarians in advance of pre-registration and general registration for each term.

Please note: *Requests for admission to limited-enrollment classes may be submitted two or more weeks before classes begin.*

F. Normal Course Load

A normal course load is considered to be 12-15 credits per semester. A seminarian in good standing may take 18 credits. More than 15 credits requires the permission of the Office of the Dean after approval by the seminarian's Academic Advisor, and results in the payment of additional tuition.

G. Change of Enrollment

After the deadline for registration, any change in enrollment will require a Change of Enrollment Form. No changes of enrollment (dropping or adding a course, changing credits or grading option) are permitted after the tenth week of the semester. With the permission of the instructor, a seminarian's academic advisor, and the Office of the Dean, a seminarian may be allowed to withdraw from a course after the deadline. In such a case, the instructor has the option of recording a grade of W that will be placed on the seminarian's transcript. The instructor also has the option to include an explanatory letter that will be placed in the seminarian's file. A fee of \$50 is charged for late registration. Forms are available online.

III. Course Learning Policies

A. Resources for Seminarians with Disabilities

It is the desire of PLTS to make reasonable accommodation in light of provisions in *The Americans With Disabilities Act* of 1990 and of resources available at PLTS. A variety of resources are available at PLTS and in the surrounding community to assist enrolled seminarians with challenges related to classroom accessibility, learning disabilities, chronic illness, or related barriers to academic progress. Contact the Office of the Dean to discuss particular resources, provide documentation of the challenge, and make accommodations for specific courses that can be proposed to faculty. Resources available to the entire consortium of the Graduate Theological Union can be found at: <http://www.gtu.edu/admissions/life-at-gtu/seminarians-with-disabilities>.

B. English as Second Language

Seminarians whose first language is other than English and who need accommodations with regard to completing class assignments should communicate their needs to the professor.

C. Educational Accommodations

All seminarians should communicate any limitations and challenges they face in class participation and completion of assignments to the professor should the need arise. This includes seminarians with documented learning and other disabilities (see **Resources for Seminarians with Disabilities** above); seminarians whose first language is other than English (see **English as Second Language** above); and seminarians undergoing personal and life challenges such as: death in the family, serious illness, etc.

D. Weekly Preparation for Courses

The work of a seminary course assumes at least twice as many weekly hours of preparation, study, research, writing or other projects as the hours of credit it carries. Thus, a load of 13.5 credits will demand about 40 hours of time in classes and study in an average week. An extra 3 credit elective will demand an additional nine hours of time per week. Seminarians should take these course expectations into account in electing additional studies and in estimating how many hours per week of remunerative employment they can hope to carry.

E. Inclusive Language Policy

In keeping with the GTU inclusive language policy, all seminarians are required to use inclusive language for human beings in class discussions and in written work. Especially in projects and theses, seminarians must also explain their decision on use, or lack of use, of inclusive language with regard to God.

F. Final Examinations

Final examinations are to be taken at the time scheduled. Exceptions to this rule (e.g., due to illness) are to be determined by each course instructor.

IV. Academic Performance Policies

A. Grading and Grade Point Scale

Assignment Grading:

[A/A-/√++] EXCEEDS EXPECTATIONS – Commands attention because of its insightful, cogent response to the assignment. Critical reasoning is persuasive and supported by relevant examples. The central point is focused, clearly defined, and gracefully stated. Ideas are expressed clearly, directly and concisely.

[B+/B/√+] MEETS EXPECTATIONS – A thoughtful, well-developed response to the assignment. Critical reasoning is sensible and supported by appropriate examples. The central idea is focused and clearly defined. Ideas are usually expressed clearly but the prose is characterized by a lack of directness and/or conciseness.

[B-/C+/√] APPROACHING EXPECTATIONS – An adequate response to the assignment and develops that response with acceptable reasoning and adequate examples, but these examples are sometimes sketchy, vague, or repetitious. The central point is apparent but not clearly stated. Ideas are usually expressed clearly but the prose is characterized by a lack of directness and/or conciseness.

[C/√-] NOT THERE YET – Illogical and incomplete response to the assignment. While some good examples are provided, for the most part the paper is underdeveloped. The central point is confusing, sometimes contradictory, and not explicitly stated. Ideas are not at all clear.

[F/-] UNACCEPTABLE – A simplistic, inappropriate and/or incoherent response to the assignment. The central point is not apparent and it is inappropriately brief. Ideas are not at all clear.

Course Grading:*

Letter Grades – Seminarians receive letter grades (A, B, C, F) in most courses. A grade below a C is not a passing grade.

90-100%	A/A-
80-89%	B+/B/B-
73-79%	C+/C
72.9% and less	F

* Calculated based on the total points available in the course.

Pass/Fail (P/F)

A course or completion requirement may be graded as “Pass/Fail” if the seminarian specifically requests a “Pass/Fail” grade during registration in WebAdvisor if this option is provided by the instructor or if the course is only “Pass/Fail” at the request of the instructor (this is usually noted in the course description in the course schedule).

A grade of “Pass” requires a minimum of C level work or using the Overall Course Grade rubric above, 73% is considered the equivalent of “Pass” in a course or completion

requirement where the grading option is or may be “Pass/Fail”. A “Pass” is not calculated in Grade Point Average (GPA).

A grade of “Fail” is given for work below C level. A grade of “Fail” is equivalent to an F. A grade of “Fail” will be noted as an F on the transcript. A “Fail” will be calculated in GPA.

Credit or Completed Requirement (CR)/No Credit or No Completion (NC)

A course or completion requirement may be graded for Credit or Completed Requirement/No Credit or No Completion (CR/NC) if the seminarian specifically requests a CR/NC grade during registration in WebAdvisor, if this option is provided by the instructor, or if the course is only CR/NC at the request of the instructor (this is usually noted in the course description in the course schedule). All contextual education and formation completion requirements are graded CR/NC.

A grade of CR requires a minimum of C level work or using the Overall Course Grade rubric above, 73% is considered the equivalent of CR in a course or completion requirement where the grading option is or may be CR/NC. A grade of CR means that the course requirement is fulfilled and credit is earned for the course, or that the completion requirement is fulfilled. A CR is not calculated in Grade Point Average (GPA).

A grade of NC is given for work below C level. A grade of NC means that the course or completion requirement is not fulfilled. A course requirement will need to be retaken to receive credit. **A course may be retaken only once in order to complete the requirement.** A completion requirement will need to be retaken to fulfill the requirement. Retaking of some completion requirements will require prior approval of placement by the faculty (this includes teaching parish and internship). A NC is not calculated in Grade Point Average (GPA). Though not calculated in GPA, for completion requirements such as contextual education or formation, a NC will affect Satisfactory Program Progress (see below).

In Progress (IP)

A grade of In Progress or IP means that the course or requirement is underway (this is used for Internship, for example, while internship is in progress ordinarily through two semesters and two sessions). Following completion of the course or completion requirement, the IP will be given the earned letter or other grade.

No gRade (NR)

A grade of No gRade or NR means that no grade has been reported by the instructor.

Incomplete (I) and Procedure to Petition for an Incomplete in a Course

A grade of Incomplete or I means that the requirements for completing the course are not yet finished.

A petition for an Incomplete, available online or from the Office of the Dean, must be filled out, signed by the seminarian, the instructor of the course, and the Office of the Dean, and submitted to the Office of the Dean by the last day of the semester.

An Incomplete can be taken in a course on the condition that the seminarian secures the permission of the instructor and the Office of the Dean. The date for turning in work to remove the Incomplete is no later than the third Friday after the end of the semester unless the seminarian negotiates additional time with the Office of the Dean and the instructor. In any event, the instructor is required to submit a new grade by

the sixth Friday after the end of the semester. ***If the work is not completed by the due date, a grade of F or NC will be recorded. An F or NC, once recorded, remains on the transcript.***

Withdrawal (W) and Procedure to Petition for Withdrawal from a Course

A grade of Withdrawal or (W) means that a seminarian has asked to be removed from a class, often for personal or academic reasons that would affect completing the course.

A petition to Withdraw from a course available online must be filled out, signed by the seminarian, the instructor of the course, and the Office of the Dean, and submitted to the Office of the Dean by the last day of the session or semester. ***Failure to notify the Office of the Dean by submitting a petition may result in a grade of F or NC being recorded.***

A “W” will appear on the transcript but will not affect calculation of GPA. Under some circumstances a seminarian may petition the instructor of a course to have a course receiving a W removed from her or his transcript. Removal of the course and grade are at the discretion of the instructor and approval by the Office of the Dean.

Auditing a Course (AUD)

Permission of the instructor is required. Seminarians must register for an audit. Fee is partial tuition per course. An audited course will be recorded on a transcript as AUD but does not receive a grade or credit.

Grade Point Average (GPA) Scale

For determining Grade Point Average (GPA), letter grades receive points as follows:

4.00=A, 3.67=A-, 3.33=B+, 3.00=B, 2.67=B-, 2.33=C+, 2.00=C, 1.67=C-, 1.66-0.00=F

Not Calculated=Pass, 0.00=Fail

Note: Anything below a C- or 1.67 is not a passing grade.

B. Satisfactory Program Progress Policy

Satisfactory Program Progress (SPP) is the PLTS equivalent of Satisfactory Academic Process (SAP) required by The Higher Education Act and California state government in order to receive Title IV Aid (federal financial aid). The PLTS Satisfactory Program Progress (SPP) Policy is designed to take into consideration course requirements, contextual education, and formational requirements appropriate to the certificate and degree programs of a theological seminary. This policy is designed to increase the possibility of a stepped procedure (see next).

A seminarian must maintain Satisfactory Program Progress (SPP) toward certificate or degree completion in order to be eligible for and receive any institutional aid and Title IV Aid (federal financial aid). The standards of The Higher Education Act apply to all seminarians. All sessions and semesters are considered in determining SPP for institutional aid and Title IV Aid (federal financial aid) eligibility whether or not aid was received.

PLTS strongly encourages seminarians to maintain a 3.0 or above cumulative GPA. Maintaining Satisfactory Program Progress (SPP) at PLTS requires:

- 1) **Satisfactory Course Grades and Cumulative GPA:** Completion of all courses receiving academic credits with a C or better/P/CR in each course and/or maintaining a 2.5 cumulative Grade Point Average (GPA);

- 2) **Satisfactory Contextual Education and Formation Requirements Completion:** Completion of contextual education and formation requirements of the program with a CR;
- 3) **Satisfactory Enrollment and Completion of Course Load:** Enrollment and completion of the expected course load per semester: Full-time is twelve (12) credit hours per semester; half-time is six (6) credit hours per semester; and,
- 4) **Satisfactory Advancement in the Program:** Completion of the certificate or degree in the maximum time allotted to complete the program: MDiv: 6 years plus internship; MTS and MCM: 4 years; CTS and CATS: 2 years.

At the end of each semester, the Office of the Dean reviews the records of progress for each seminarian to determine if the seminarian made Satisfactory Program Progress (SPP).

C. Satisfactory Program Progress Procedure

The PLTS Satisfactory Program Progress (SPP) Procedure is designed to encourage success by making provision for and proceeding in steps in order to maximize the possibility of seminarian improvement through additional personal effort and increased institutional support.

Notice: When the progress of a seminarian approaches toward becoming unsatisfactory, the Office of the Dean proceeds as follows in what ordinarily would constitute a **step one**:

- 1) A seminarian receiving 1) one or more F's/Fail/NC's in any term, and/or 2) whose cumulative grade point average (GPA) has fallen below a 3.0 average but remains above 2.5, and/or 3) who will exceed the maximum time allotted to complete a program in the next academic year is given a **Satisfactory Program Progress Notice**. With being placed on notice, the Office of the Dean may advise the seminarian to follow up with a campus pastoral care team member about vocational discernment.
- 2) The notice will be communicated to the GTU Financial Aid Office. During the semester a seminarian is on notice, she or he will remain eligible to receive both institutional and federal financial aid. **The notice will include written notification to the seminarian that failure to meet SPP in the following semester will result in a warning that will place the seminarian on Financial Aid Warning (see Warning below).**
- 3) The seminarian's academic advisor is notified and a Formation for Ministry Conversation is scheduled to prepare a **Program Success Plan** that includes a course of action for improvement or completion in the time remaining. The course of action will be placed on file.

Note: In any semester, should a seminarian receive a grade of NC in a contextual education or formation requirement, fall below the GPA threshold of 2.5, or fail to complete of the full-time or half-time course load requirements for study (see second paragraph under Warning), the seminarian would be placed directly on Warning (see next).

Warning: When the progress of a seminarian becomes unsatisfactory, the Office of the Dean proceeds as follows in what ordinarily, but not always, would constitute a **step two**, following giving notice (with the exceptions Noted above or see paragraph two below):

- 1) If in the semester following a notice, 1) a seminarian receives one or more F's/Fail/NC's, and/or 2) a seminarian's cumulative grade point average (GPA) has fallen below 2.5 average, and/or 3) a seminarian does not complete the course load required for full-time or half-time study respectively, and/or 4) a seminarian will exceed the maximum time allotted to complete a program in the following term, the seminarian is given an **Unsatisfactory Program Progress Warning**.
- 2) **Or** in any semester if 1) a seminarian receives a grade of NC in a contextual education or formation requirement, 2) a seminarian's cumulative grade point average (GPA) has fallen below a 2.5 average, and/or 3) a seminarian does not complete the course load required for full-time or half-time study respectively, the seminarian is given an **Unsatisfactory Program Progress Warning**. With being placed on warning, the Office of the Dean may advise the seminarian to follow up with a campus pastoral care team member about vocational discernment.

The warning will be communicated to the GTU Financial Aid Office, and the seminarian will receive a Financial Aid Warning to coincide with the Unsatisfactory Program Progress Warning. During the semester a seminarian is on warning, she or he will remain eligible to receive both institutional and federal financial aid. **The warning will include written notification to the seminarian that failure to meet SPP in the following semester will result in being ineligible for institutional and federal financial aid unless an appeal is made (see Probation below).**

The seminarian's academic advisor is notified that the seminarian has been placed on warning, and a Formation for Ministry Conversation is scheduled to determine or revise a Program Success Plan that includes a course of action for improvement or completion in the next term. The course of action will be placed on file.

Probation: When the progress of a seminarian remains unsatisfactory, the Office of the Dean proceeds as follows in what ordinarily, but not always, would constitute a **step three**, following giving a warning (see above):

- 1) If in the semester following a warning, 1) a seminarian receives one or more F's/Fails/NC's, and/or 2) a seminarian's cumulative grade point average (GPA) remains below 2.5 average, and/or 3) a seminarian does not complete the course load required for full-time or half-time study respectively, and/or 4) a seminarian has exceeded the maximum time allotted to complete a program, the seminarian is placed on **Unsatisfactory Program Progress Probation**. With being placed on probation, the Office of the Dean may advise the seminarian to follow up with a campus pastoral care team member about vocational discernment.

The probation will be communicated to the GTU Financial Aid Office, and a seminarian on probation must successfully appeal to receive institutional and federal financial aid as follows:

The written appeal must include the reasons for a seminarian's failure to make satisfactory program progress, including injury, illness, death of a family member, or other extenuating circumstances. The appeal must also include an update on the seminarian's circumstances

about what has changed in her or his situation that will allow her or him to make satisfactory progress at the next evaluation.

The appeal should be addressed to the Office of the Dean with a copy to be submitted to the GTU Financial Aid Office. Appeals must be submitted no later than 1 August for Fall Semester and 15 January for Spring Semester.

The appeal will be reviewed and considered by an Executive Session of the Faculty on a case-by-case basis.

If an appeal is approved, the seminarian will also be placed on Financial Aid Probation. Financial Aid Probation is only for one semester and will be reviewed at the end of the semester to determine SPP and future institutional and federal financial aid eligibility.

The probation will include written notification to the seminarian that failure to meet SPP in the following semester will require a second appeal in order to be eligible for institutional and federal financial aid, and may result in dismissal from or suspension of the program (see Dismissal and Suspension below).

Appeal cannot be made more than two (2) times.

The decision of the Executive Session of the Faculty is final.

The seminarian's academic advisor is notified that the seminarian is on probation, and a Formation for Ministry Conversation is scheduled to determine or revise a Program Success Plan that includes a course of action for improvement or completion in the next term. The course of action will be placed on file.

Notes: If a seminarian does not make SPP following one semester of probation, she or he will not be eligible for federal financial aid unless she or he makes a second appeal using the process above.

All internship prerequisites must be completed prior to beginning internship with a removal probation and return to SPP unless permission is given otherwise by the faculty in Executive Session using the appeal process outlined under Probation (see above) as part of approval of internship placement.

If a seminarian makes a successful second appeal prior to the start of internship, she or he will not be eligible for federal financial aid while on internship unless arrangements can be made with the GTU Financial Aid Office. Eligibility for aid is reserved for the coursework year following internship.

Dismissal or Suspension: Unless a second appeal is granted, when the progress of a seminarian remains unsatisfactory, the Office of the Dean proceeds as follows in what ordinarily, but not always, would constitute a **step four**, following probation (see above):

Dismissal is the termination of a program. One or more Fs or NC's in the following term and/or failure to raise the cumulative GPA to 2.5 or above by the end of the following term and/or failure to complete the course load required for full-time or half-time study will result in dismissal from the seminary by an Executive Session of the Faculty.

Suspension places a program on hold. Failure to meet schedule deadlines for completing the outstanding program requirements that exceeds one term of the maximum time allotted will result in the suspension of program by an Executive Session of the Faculty.

Prior to dismissal or suspension, a seminarian will be informed by the Office of the Dean about her or his options, including the option to voluntarily go on leave or withdraw from the program with the possibility of reapplying to the program at a future date (see Leave of Absence from the Program and Withdrawal from the Program below) and the option to make a case to an Executive Session of the Faculty as part of the dismissal or suspension proceedings.

With being notified of impending dismissal or suspension, the Office of the Dean may advise the seminarian to follow up with a campus pastoral care team member about vocational discernment.

An Executive Session of the Faculty dismisses or suspends a seminarian from the program as follows:

The seminarian will be asked to provide a written case to the Faculty in advance of the Executive Session of the Faculty. The written case must include the reasons for a seminarian's failure to make satisfactory program progress, including injury, illness, death of a family member, or other extenuating circumstances. The case must also include an update on the seminarian's circumstances about what has changed.¹⁰

The case should be addressed to the Office of the Dean, which will distribute the case to an Executive Session of the Faculty.

The case will be reviewed and considered by an Executive Session of the Faculty on a case-by-case basis.

The Faculty may elect to waive dismissal from a program on grounds of extenuating circumstances and may provide for another course of action for the seminarian to take to avoid dismissal.

If dismissed, the faculty's decision with respect to dismissal shall be final.

The Faculty may elect to waive suspension of a program on grounds of extenuating circumstances and may provide for another course of action for the seminarian to take to avoid suspension.

If suspended, the faculty may provide a recommendation for a course of action to lift suspension. Upon completion of this required course of action, the seminarian may be reinstated in the program by the faculty upon written request to the Office of the Dean and submission of an updated schedule for completing the outstanding program requirements.

¹⁰ Should the faculty request a face-to-face meeting with the seminarian, the meeting will occur during an Executive Session of the Faculty. The meeting will be structured as follows: Preparation (faculty members will be informed of the seminarian's circumstances and determine questions or areas of concern to pursue with the seminarian), Invitation (the seminarian and accompanier will be invited into the meeting), Conversation (the faculty members will have conversation with the seminarian), Deliberation (the seminarian and accompanier will leave the meeting to wait for a decision, and faculty members will deliberate in order to come to a decision), Decision (a decision will be made during deliberation, and the decision will be communicated to the seminarian waiting outside the meeting).

Rather than suspend a seminarian's program, the faculty may elect to dismiss the seminarian from the program if improvement is determined to be unlikely. The faculty's decision with respect to dismissal shall be final.

D. Reestablishing SPP

Should the faculty provide a recommendation for the seminarian to continue in the program or to reapply to a program at a future date and the seminarian is admitted, the seminarian may reestablish institutional and federal financial aid eligibility by repeating and passing failed courses to reestablish SPP. A course may only be repeated once to be counted toward completion.

E. Academic Amnesty

Additionally, a seminarian may request academic amnesty to make her or him eligible for institutional financial aid. To receive academic amnesty, a seminarian can petition the faculty to have credits attempted and grades earned in previous semesters excluded from the calculation of the seminarian's cumulative GPA. This can only apply to institutional aid as federal financial aid regulations make no similar provision.

F. Formation for Ministry Conversation

In addition to the Satisfactory Program Progress Policy and Procedure, seminarians should consult the Formation for Ministry Conversation Process. Making satisfactory program progress does not exclude the possibility of other factors that may affect progress, such as blocks to effective ministry. (See below).

G. Leave of Absence from the Program

"A seminarian who is unable to continue academic work must submit a Leave of Absence form **for each semester of leave** to the Office of the Dean specifying grounds of personal, medical, financial exigency, academic, or no fault, so that the Office of the Dean may determine if the leave is warranted. The Office of the Dean grants or denies the request, signs and files the form, and posts the leave in the seminarian's file and computer records. The Office of the Dean will also communicate the decision in writing to the seminarian. **If a leave is not officially requested, approved and on file in the Office of the Dean for each semester the seminarian is away, the seminarian may be dismissed when they do not register for classes.**

Unless otherwise specified, a leave of absence requires a break in all academic work including library privileges, coursework, examinations, thesis work, and interaction with faculty.

A seminarian with an outstanding balance at the PLTS Business Office will not be approved for a leave of absence in good standing.

A seminarian is not normally granted more than four total semesters of leave, and no more than two semesters consecutively, in the course of their degree program. Accrediting agencies require institutions to enforce a reasonable continuity in the program. Leaves of absence taken once matriculation in a program has begun do count toward the total years allowed in the program. (Semesters deferred before beginning the program are not considered leaves and do not count.) If it becomes necessary for a seminarian to request an extension of their program beyond the year limit, further explanation of leaves taken may be required.

A seminarian is advised to consult with the GTU Financial Aid Office about whether a leave is the best financial decision. A seminarian with educational loans needs to check carefully

that a leave will not jeopardize her or his deferment of payment. Payments on all state and federal loans may go into repayment within six months.

A seminarian cannot graduate while on leave of absence. She or he must be registered in the semester in which she or he graduates unless she or he has paid tuition in the previous semester and successfully completed all program requirements by the end of late registration of the next semester and filed the intent to graduate by the deadline for the semester they intend to graduate.

Note that for a PLTS seminarian in the MA program, the policies of the *GTU MA Handbook* may supersede PLTS policies on Leave of Absence from the Program as they related to academic work and other policies.”¹¹

H. Withdrawal from the Program

“To withdraw from the program, the seminarian must send a letter to the Office of the Dean requesting to be withdrawn from the program. The seminarian will be formally withdrawn from the program as of the date of the letter. The Office of the Dean closes the seminarian’s file and computer records. Seminarians with an outstanding balance with the PLTS Business Office will not be approved for withdrawal in good standing.”¹²

I. Records of Progress

The transcript and the progress assessment form are the official records of the seminarian’s progress through the prescribed programs. The seminarian has the primary responsibility for making sure that the entries are complete and correct.

Seminarians can access an unofficial version of their transcripts through WebAdvisor or request an official copy online.

An important part of seminarian academic responsibility is maintaining a regular assessment of progress on coursework, prerequisites, contextual education requirements, candidacy, and other requirements. Seminarians should use these forms when working with their academic advisor in determining registration for courses and in planning to complete contextual education and other requirements. If seminarians have questions regarding their progress in their course of studies, they should make an appointment with their academic advisor.

J. Formation for Ministry Conversation Process

This process is designed to provide a means to assess a seminarian who demonstrates blocks to effective ministry¹³ in her or his interactions in classroom, teaching parish, and/or other seminary settings. This process is also designed to address confusions about part or all of a seminarian’s program.

The process is intended to provide the seminarian with honest and constructive feedback about these blocks and to determine an appropriate course of action for the seminarian to take in order to address these blocks in preparation for next steps in contextual education and candidacy.

A conversation is particularly appropriate should a seminarian demonstrate blocks to effective ministry during her or his first year of study and prior to Clinical Pastoral Education or Endorsement.

¹¹ This paragraph utilizes the language and procedures of the *GTU MA Handbook*.

¹² This paragraph utilizes the language and procedures of the *GTU MA Handbook*.

¹³ A term coined by Donna Duensing to describe areas of skill and character development needed by a candidate in order to be an effective leader in the Church.

However, a conversation may also be appropriate at other times in a seminarian's seminary preparation if blocks to effective ministry previously addressed re-emerge; if concerns emerge during CPE, following endorsement, or following internship and prior to faculty recommendation for approval; or if confusion about part or all of a seminarian's program emerges in conversation among various responsible parties and offices, including contextual education officers, deans, academic advisors, faculty, and the seminarian.

Most commonly, the necessity of a conversation will emerge following the Review of Seminarians in Preparation for Endorsement Interviews and Faculty Recommendation for Approval during an Executive Session the Faculty.

A conversation will follow-up on postponement or denial of internship placement, or on the termination of internship not due to factors unrelated to the seminarian. A conversation is required as a part of follow-up to unsatisfactory academic progress. A conversation might also be deemed appropriate as a part of outcomes a concern, conflict, or complaint.

1. Following up from a Review in Executive Session of the Faculty

Upon noting concerns in a review during an Executive Session of the Faculty, the Office of the Dean will follow up with the seminarian's Academic Advisor to ask the Advisor how she or he might like to proceed, noting the value of documenting concerns formally should these arise at other points in the seminarian's program.

2. Advising Meeting with the Seminarian

The Advisor will then make an appointment with the seminarian to meet in person [The Advisor can request that a representative from the Office of the Dean be present if she or he desires this.]. The Advisor will alert the Office of the Dean in writing that the advising appointment is to occur. In this advising conversation, the Advisor will go over the overarching concerns with some examples. If a satisfactory plan is developed to address the concerns, the Advisor reports this to the Faculty in the next Faculty meeting and the plan is placed in the seminarian's file.

3. Preparing for a Conversation

If the Advisor deems it appropriate to go forward with this process, she or he will notify a representative of the Office of the Dean of the need to schedule a conversation. A representative of Office of the Dean will 1) notify the seminarian of the need for a conversation, 2) meet with the seminarian to explain this process including the seminarian's right to choose and have an accompanier present in the conversation, 3) refer the seminarian to pastoral care for support through this process with every effort made to have a pastoral care team member present after the conversation, 4) follow up with faculty and administrative staff members who expressed concerns about the seminarian during review to gather additional details, 5) note that a document outlining in detail the reasons for calling the conversation will be made available to the seminarian at least a week in advance of the conversation.

4. Scheduling a Conversation

A representative of the Office of the Dean will schedule a conversation that will work for all parties and remind all parties of the date, time, and location. Prior to a Meeting, the Office of the Dean representative will review any concerns or questions noted in candidacy materials and other documentation.

5. Conversation Composition

A conversation consists of the seminarian, the seminarian's Academic Advisor, and a representative of the Office of the Dean. If the matter involves Contextual Education matters, a representative from the Contextual Education Office will also be present.

6. Seminarian Accompanier Selection and Responsibilities

The seminarian may also select an accompanier from amongst seminarian peers, pastors, spiritual directors, or other persons she or he deems appropriate with permission for release of information discussed during the conversation. The accompanier stands alongside the seminarian during the Meeting and may ask clarifying questions and offer input during the consultation.

7. Report Detailing Blocks to Effective Ministry

The Office of the Dean provides a document outlining in detail the reasons for calling the conversation. This document will provide the grounds for the conversation to give concrete means for the seminarian to address the blocks or program confusion.

8. Distribution of the Report in Preparation for Conversation

Copies of the report are distributed by the Office of the Dean at least one week in advance of the conversation. All distributed materials are considered "Confidential" and may not be copied or shared. Distributed materials will be returned to The Office of the Dean following the conversation, and all surplus materials will be destroyed in an appropriate manner by the Office of the Dean.

9. Formation for Ministry Conversation

The Office of the Dean representative acts as the facilitator and secretary of the conversation. The conversation begins with the Office of the Dean representative providing reasons for the conversation.¹⁴ Discussion then occurs among the representatives regarding all pertinent information, and questions are prepared for the conversation with the seminarian. The seminarian and her or his accompanier are then invited into the conversation. In conversation with the seminarian and accompanier, the conversation will develop appropriate outcomes or conditions to address the blocks to ministry or an agreed upon plan to address program success (Program Success Plan)¹⁵ or program confusion. Outcomes or conditions may include a schedule for completion or regular reporting to the Office of the Dean as necessary. These outcomes or conditions, or the plan will be communicated to the Faculty at a Faculty Meeting.

¹⁴ Additional structural clarity to the process is as follows: Prayer, Preparation (the members of the conversation will discuss the seminarian's circumstances, consider the seminarian's gifts for ministry, and determine questions to ask or areas of concern to pursue with the seminarian), Invitation (the seminarian and her or his accompanier will be invited into the meeting), Prayer, Conversation (the members of the conversation will have conversation with the seminarian, naming gifts, asking questions, and pursuing areas of concern), Deliberation (the seminarian and accompanier will leave the meeting to wait for a decision to include conditions, and the members of the conversation will deliberate in order to come to a decision), Decision (a decision with outcomes/conditions will be made during deliberation), Invitation (the seminarian and accompanier will be invited into the meeting and the decision will be communicated to the seminarian), and Prayer.

¹⁵ The course of action for improvement may include a reduced course load, taking one or more courses as Pass/Fail, other requirements that maximize improvement in the following semester, and/or regularly scheduled meetings with the seminarian's academic advisor and a representative from the Office of the Dean. The course of action for completion must include a schedule with deadlines for completing the outstanding program requirements.

10. Meeting Outcomes to Address Blocks to Effective Ministry or Following a Plan to Address Program Confusion

The determination that the seminarian has fulfilled all outcomes or conditions, or is effectively utilizing the plan developed will be brought to the Faculty by the Office of the Dean following completion or at the end of any specified timeline and a follow-up conversation. Should the seminarian request an extension to fulfill specified outcomes or conditions, the Office of the Dean will bring this request to the Faculty for consideration.

PART III

REQUIREMENTS AND RESOURCES

Section One

Seminary Costs

I. Education, Housing, Insurance Costs, and Payment and Refund Policies

Education, insurance, and housing costs as well as Payment and Refund Policies can be found online in the Program Catalog. Updates are made annually, become effective on July 1st, and are subject to change without notice.

Section Two

Medical Insurance Requirement

I. Medical Insurance

The Affordable Care Act requires that all seminarians have major medical insurance coverage. PLTS points seminarians to resources for purchasing coverage. More information can be found online.

Section Three

Financial Aid

The primary purpose of the seminary's financial aid program is to assist qualified women and men in obtaining a theological education at Pacific Lutheran Theological Seminary. The seminary's financial aid program is designed to augment the seminarian's efforts. Seminarians are responsible for their own educational and living expenses and for seeking financial aid.

Aid is awarded on the basis of need, availability of funds and satisfactory program progress. Aid sources include government guaranteed loans, government-funded employment, PLTS-funded employment, and PLTS Tuition Assistance and scholarships.

Most synods and districts and some congregations offer grants and/or loans for theological education. Seminarians should apply for such grants and/or loans directly to the respective agencies. Seminarians are also encouraged to seek assistance from civic organizations, trust funds, and foundations. Information on such scholarships may be sought through the Financial Aid section of the GTU website: <http://www.gtu.edu/admissions/financial-aid>.

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

Financial Aid is administered through the GTU Consortial Financial Aid Office located at 2465 LeConte Avenue, Berkeley, CA 94709. The office is open to seminarians between the hours of 10:00 am and 4:00pm, Monday through Thursday. Tel: 510-649-2469. E-mail: finaid@gtu.edu.

I. PLTS Tuition Assistance and Scholarships

PLTS Tuition Assistance is available to seminarians on the basis of need, availability of funds, and satisfactory program progress. The Financial Aid Office awards Tuition Assistance based on the information provided in the seminarian's financial aid application. Awards are disbursed at the beginning of each semester and applied first to tuition and other seminary charges. PLTS Scholarships are awarded by the PLTS Admissions Office on the basis of merit, financial need, and availability of funds. Recipients of PLTS Tuition Assistance and/or

Scholarship aid who also elect to borrow Federal Seminararian Aid (loans) must satisfy the requirements of the PLTS Student Loan Borrowing Policy. The PLTS Student Loan Borrowing Policy can be found online.

II. Direct Student Loans

PLTS participates in the federal Direct student loan program. Eligibility is determined annually and is based on information provided on a seminararian's application for financial aid and on satisfactory academic progress.

A seminararian is not required to demonstrate financial need to receive a **Direct Unsubsidized Loan**. The Financial Aid Office will determine the amount a seminararian can borrow up to the annual maximum of \$20,500. The aggregate loan limit for a graduate student, inclusive of outstanding Stafford Subsidized/Unsubsidized loans, is \$138,500.

Interest accrues (accumulates) on an unsubsidized loan from the time it is first paid out. The interest may be paid while the borrower is in school and during grace periods and deferment or forbearance periods, or the interest may accrue and be capitalized (that is, added to the principal amount of the loan). Choosing not to pay the interest as it accrues will increase the total amount a borrower will have to repay as interest will eventually be charged on a higher principal amount, once that interest is capitalized. Accrued interest is capitalized once the loan enters repayment. For information on the current unsubsidized direct loan interest rate, please visit: <http://studentaid.ed.gov/types/loans/subsidized-unsubsidized#what-are-the-current>

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

The U.S. Department of Education charges a loan fee for a portion of the principal amount of the Unsubsidized loan and Direct PLUS loan. For Direct Unsubsidized loans disbursements made after December 1, 2013, and before October 1, 2014, the loan fee will be 1.072 percent of the amount of each disbursement (1.073% after October 1, 2014). For Direct PLUS Loans made after December 1, 2013 and before October 1, 2014, the loan fee will be 4.288 percent of the amount of each disbursement (4.292% after October 1, 2014).

The Direct Loan Program offers several repayment plans that are designed to meet the different needs of individual borrowers. Generally, borrowers have 10 to 25 years to repay a loan, depending on the repayment plan that is chosen. A borrower will receive more detailed information on repayment options during the required student loan entrance and exit counseling sessions. More information about Direct Loan programs and repayment options may be found online at <http://studentloans.gov>.

III. Federal Work-Study

Federal Work-Study (FWS) may be available to those who demonstrate financial need. A Federal Work-Study award grants a seminararian priority consideration for on-campus hourly employment. Work-study awards may also be utilized off campus with a non-profit employer. To apply for Federal Work-Study a seminararian must apply for financial aid as outlined later in this section.

PLTS offers seminarian employment to work-study and non work-study seminarians. For a listing of on-campus employment opportunities, please contact the PLTS Business Office. Information on off-campus FWS employment opportunities may be obtained from the Financial Aid Office.

IV. Enrollment Requirements

To qualify for financial aid, a seminarian must be enrolled at least half-time in a PLTS degree or eligible certificate program. Changes in enrollment may result in an adjustment to or loss of PLTS aid. Grants and scholarships awarded by PLTS are applied to tuition paid to PLTS, only. Seminarians studying away and paying tuition at another institution are not eligible for PLTS aid. (Federal seminarian aid eligibility may be arranged for study away programs.)

V. Academic Standards

Federal regulations require that institutions of higher education establish and implement a policy to measure if a financial aid recipient is making Satisfactory Academic Progress. Satisfactory Academic Progress must be maintained in order for a seminarian to retain eligibility for institutional and federal financial aid. At PLTS, this policy is referred to as the Satisfactory Program Progress (SPP) policy.

The following information provides an overview of the effect of an Unsatisfactory Program Progress determination on a seminarian's eligibility for institutional and federal financial aid. Refer to Part III, Section Two IV:B of the Handbook for complete information.

At the end of each semester, a seminarian's academic record will be reviewed. If a seminarian does not meet SPP standards in a given semester, the seminarian will be notified by the Office of the Dean and will be placed on **Financial Aid Warning** for the following semester. During the semester of Warning the seminarian may continue to receive institutional and federal financial aid.

Failure to meet SPP standards after the semester of Financial Aid Warning will result in the loss of continued financial aid eligibility unless the seminarian successfully appeals. A successful appeal will result in the seminarian being placed on **Financial Aid Probation** for the period of one semester. During a semester of Financial Aid Probation the seminarian may continue to receive institutional and federal financial aid. Failure to meet SPP standards after a semester of Probation may result in the loss of continued financial aid eligibility.

VI. How to Apply

Seminarians seeking PLTS Tuition Assistance or Federal Seminarian Aid (Direct loans or work-study) must apply for financial aid each year for the following academic year as outlined:

- Domestic applicants must submit a Free Application for Federal Seminarian Aid (FAFSA) and a Domestic Seminarian Financial Aid Application no later than March 15 to receive priority consideration for need-based, limited aid funds, namely PLTS Tuition Assistance and federal work-study. International applicants must submit an International Seminarian Financial Aid Application by March 15 to receive priority consideration for PLTS Tuition Assistance.
- Entering seminarians/Admissions applicants are asked to submit a complete financial aid application by March 1. After March 1, entering seminarians are encouraged to apply for financial aid as early in the enrollment process as possible.
- Applicants should visit the Financial Aid pages of the GTU website (<http://www.gtu.edu/admissions/financial-aid>) for each year's application and instructions. Domestic and International seminarian applications are available online starting in

December of each year. The FAFSA may be completed online as early as January 1 of each year.

- To encourage early and on-time application submission, the Financial Aid Office will send periodic e-mail reminders after the beginning of each calendar year. However, it is the responsibility of the seminarian to complete each year's application on time.
- Seminarians who submit an application for financial aid *after* the priority deadline will be considered for need-based aid (PLTS Tuition Assistance and work-study) as funds allow.

VII. Financial Aid for GTU Common M.A. Seminarians affiliated with PLTS

GTU MA seminarians affiliated with PLTS pay their tuition and continuing fees to PLTS and, accordingly, apply for PLTS Tuition Assistance and Federal Seminarian Aid as described above.

VIII. Veterans' Benefits

For information and the application for Veterans' Benefits, contact the Consortial Registrar at the Graduate Theological Union.

IX. Short-Term Loans

Short-term loans may be available from the seminary to seminarians for emergency situations. Repayment is due within ninety days. More information is available from the Business Office.

X. Refund Policy

Before the beginning of the academic year, students who do not enroll are entitled to the return of all refundable monies paid to PLTS. After the academic year begins, students may withdraw at any time by making a request to withdraw in writing to the Office of the Dean.

If a student withdraws, is suspended, or is dismissed prior to the end of the semester, she or he shall be entitled to a refund of the unused portion of the tuition, calculated by the following schedule:

100% Refund: Termination on or before the Friday of the second week of classes.

40% Refund: Termination on or before the Friday of the fourth week of classes.

20% Refund: Termination after the Friday of the fourth week of classes.

No Refund: Termination after the Friday of the fifth week of classes.

If a student withdraws or leaves school prior to 60% completion of the semester after having received federal financial aid, the student may be required to repay funds to the federal housing loan programs using the federal proration guidelines. For more complete information, please contact the GTU Financial Aid Office at (510) 649-2469.

XI. Return of Title IV Funds Policy

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

When a seminarian terminates enrollment after beginning attendance, that seminarian may no longer be eligible for the full amount of Title IV funds that she or he was originally scheduled to receive. In this case, the amount of Title IV loan assistance earned by the seminarian must be determined. If the seminarian does not complete more than 60% of the enrollment period and the amount of Title IV aid disbursed to the seminarian is determined to be greater than the amount the seminarian earned, the unearned funds must be returned. If

the amount disbursed to the seminarian is less than the amount the seminarian earned, and for which the seminarian is otherwise eligible, she or he may receive a Post-withdrawal disbursement. After the 60% point in the period of enrollment, a seminarian has earned 100% of the Title IV funds he or she was scheduled to receive during the period and a return is not required.

The Return of Title IV funds calculation is completed by the Financial Aid Office in accordance with the federal regulations set forth in the Higher Education Act of 1965 (<http://www2.ed.gov/policy/highered/leg/hea98/sec485.html>) and the Return worksheet (<http://www.ifap.ed.gov/aidworksheets/attachments/2010IASGCreditHourFinal.pdf>) provided by the Department of Education. To determine the amount of earned and unearned aid, the Financial Aid Office will calculate the percentage of the enrollment period the seminarian completed. If any amount of aid is determined to be unearned, institutional charges are used to determine the portion of the unearned Title IV aid that the school is responsible for returning. The Financial Aid Office will include all appropriate PLTS fees in the Return calculation. The institutional charges used in the calculation usually are the charges that were initially assessed for the entire period of enrollment. Initial charges may only be adjusted by those changes the Business Office made prior to the seminarian's withdrawal (for example, for a change in enrollment status unrelated to the withdrawal).

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

Section Four

Shared Facilities

I. Computer Lab

A. Computer Lab

A computer is available for seminarians in the Giesy basement computer room. There is also a computer room available to seminarians without a computer on the first floor of the Mudd building on the PSR campus. For more information, please contact PSR at (510) 848-0528.

Section Five

Facilities Repair and Campus Safety Procedures

I. Facilities Repair

The following steps should be taken for facilities repair and maintenance.

A. Beasom Dormitory and Delaware Apartments

1. Contact Dormitory or Apartment Manager to receive work order form or look on the PLTS Website > Seminarists > Maintenance Request.

(https://www.myschoolbuilding.com/myschoolbuilding/msbdefault_email.asp?frompage=myrequest.asp.)

Password: pltsrocks

2. Contact Maintenance Manager

II. Campus Safety

A. Immediate Actions

In the case of major earthquake, firestorm, or other campus emergency, an appointed officer will take charge. The following order shall prevail, depending on who is on campus or who can get quickly to the campus:

- a. Chief Administrative Officer
- b. Associate Dean for Student Formation
- c. Business Manager
- d. Facilities Supervisor
- e. Residential Life Coordinator
- f. Residence Manager

This officer will coordinate necessary measures depending on the nature of the emergency.

B. Fire, Wildfire, and Firestorm

If a fire, wildfire, or firestorm threatens the campus, seminarists should gather at the designated gathering place nearest them (the Beasom parking lot or the parking lot behind the Chapel) and report to the officer in charge in preparation to evacuate the campus and meet at the designated meeting place:

The Delaware Apartments
1300 Delaware Street, Berkeley

C. Major Earthquake

Pacific Lutheran Theological Seminary has policies and procedures to deal with a major emergency or disaster affecting the campus and surrounding areas. In most cases, Facilities and local community agencies respond to everyday emergencies. In the event of an earthquake, the Seminary may need to activate the School Disaster Plan noted below, which will override normal administrative activities.

First ascertain your own and immediate family's personal safety; if evacuation of buildings is necessary, seminarists, staff, faculty, guests and commuters should proceed to the designated **Evacuation Site** at the Founders' Hall Fountain.

The disaster plan is located in the office of the Maintenance Manager in the Sawyer Annex. The first few people to come to the Fountain should go directly to the office and get the binder marked EMERGENCY PREPAREDNESS PLAN. Designate one responsible person to be

the overall coordinator. The overall coordinator's file, if followed, will begin implementation of the plan.

A check-in table will be set up as quickly as possible. Everyone should report to the attendance coordinator at the check-in table. This is important so that everyone can be accounted for. (It will not be necessary to call local police or the fire department as these agencies automatically go into a disaster mode, and they will contact School officials.)

Please read the attached information carefully on Evacuation Sites and Procedures During, After, and Before an earthquake.

1. During a Major Earthquake

Earth shaking does not kill you – building collapse and resulting fires do. Injuries and deaths are increased by human panic, so it is **imperative that you remain calm**.

Remember these points:

- a. Stay where you are! Chances of injury increase with movement. Don't run outside. Stay calm; try to calm others. Think before taking action.
- b. If indoors, stay there until the shaking stops. Move to a safe place such as an interior door jamb, under a strong table or desk or in a corner away from windows.
- c. If outdoors, get into an open area away from trees, buildings, walls, or power lines.
- d. If in a high rise, move away from windows and outside walls. Do not use elevators.
- e. If driving, pull over and stop. Avoid overpasses and power lines. Stay inside the car until the shaking stops.
- f. Avoid tall buildings and power lines if you are outdoors. Move to an open area. If you are in an automobile, stop driving. Stay in your car. Don't stop where buildings can topple down on you. A car is an excellent shock absorber and will shake violently on its springs during an earthquake, but it is a fairly safe "cocoon" from which to assess your situation. Balconies, parapets, power line walls, towers, overpasses, etc. may fall after the shaking stops. Never assume downed power lines are dead. People, metal, and damp objects are good electrical conductors; stay clear of power lines to avoid shock or serious burns.
- g. If ceiling debris falls on you, assume a crouching position with your back up, head down and shielded by your arms. If you are caught just outside a building, stand under the nearest strong doorway.
- h. Duck, cover, and hold onto whatever you are using as cover.

2. After a Quake

- a. After you have taken care of your own and your immediate family's personal safety (items below), go to the **Evacuation Site at the Founders' Hall Fountain and report to the Check-In Desk** (to verify the safety of individuals in the community) then to Team Leaders who will have been trained and will provide instructions. When checking in inform people if you have needed skills such as First Aid or CPR.
- b. Check for injuries. Examine yourself first, then others. Don't move the seriously injured, except away from danger of further injury.
- c. Evacuate the building quickly and in an orderly way. Help others to evacuate, especially the physically limited.
- d. Do not light flames, or operate electric switches or use the telephone if there is a possibility of a gas leak. If you smell gas, clear the area and notify a Team Leader,

Building Manager or Facilities.

- e. Check for broken glass. Be sure you are wearing shoes before moving about. Watch for falling glass from shattered windows.
- f. Don't eat or drink from containers near shattered glass. Be cautious of damaged containers.
- g. Clean up spilled poisons, drugs, and flammable substances.
- h. Check the water supply. If faucets operate, collect a small emergency supply. Remember, water demand may be heavy due to fire-fighting requirements, so use it sparingly. Emergency water is available in toilet tanks, ice cubes, canned vegetables, etc.
- i. Refrain from flushing toilets. Sewer lines may be broken.
- j. Check shelves for objects ready to fall.
- k. If telephones are working, make only emergency calls and do not use phones at all if gas is present.
- l. Use automobiles for emergencies only.
- m. Stifle rumors. They tend to add to fear and confusion.
- n. Refrain from sightseeing and discourage others from doing so. Crowds create confusion and hinder the efforts of emergency personnel. Cooperate fully with Seminary and local officials in charge of emergency procedures.

Note: Aftershocks are secondary tremors. Occasionally they do additional damage, mostly to already weakened structures and unstable, precariously placed objects.

3. Before a Quake

- a. Even though PLTS has formulated a community response and has supplies, you are responsible for preparing for your own safety, and the safety of your dependents. Therefore, take time to organize and maintain a supply of emergency food, water, medication, and first-aid items. Also make sure you have at least one flashlight and a battery-operated radio with extra batteries. (See the list below for suggested supplies.)
- b. Know what to do in advance. In a crisis, the human mind tends to cease functioning rationally. By knowing exactly what to do in advance, you lessen your chances of being in a helpless daze. You can react immediately and calmly to assist others as well as yourself.
- c. Know where fire extinguishers are in your building.
- d. Identify indoor danger spots: windows, mirrors, hanging objects, fireplaces, and tall, unsecured furniture. Don't hang heavy objects over your bed.
- e. Know the safe spots: inside door jambs, under sturdy tables and desks, against inside walls. Identify all alternative exit routes.
- f. Keep breakables, heavy objects, flammable substances, and hazardous liquids in secure cabinets or on bottom shelves. Don't place heavy bookcases where they might block exits or injure people.
- g. Keep a flashlight close to your bed. Have shoes handy to allow quick exits in spite of broken glass under the bed or on the floor elsewhere.
- h. If children are living with you, teach them what to do to protect themselves in case you're not able to get to them during a quake. Know their school's disaster plan.
- i. Be sure your family members and loved ones know to come to the Founders' Hall Fountain and report to the check-in desk.**
- j. Keep additional supplies in the trunk of your car (see list below).
- k. Develop two evacuation routes from home, office, and classroom.

4. Suggested Supplies to Keep on Hand

a. Liquids: One gallon of water per person per day for a minimum of five days. Remember to calculate how much water your pets (if you have pets) will need in five days too.

b. Foods: A five-day supply of non-perishable foods which do not require cooking, such as tuna, canned fruits, peanut-butter, crackers, granola bars, meal-replacement bars etc. Be sure to have a can opener on hand. It is best to store the food in water-tight containers. Again, remember the food for pets.

c. For Autos: Bottled water, snack foods (people and pets), medicines, first-aid kit, blanket, flashlight, toilet tissue, etc.

D. Map of Pacific Lutheran Theological Seminary

A Sawyer Annex

Faculty Offices:

David Balch, Kirsi Stjerna

Campus Pastoral Care Team Office

Office of Seminary Relations:

Sara Wilson

Maintenance Office:

Mike Maloney, Jerry Jimenez,

Jimmy Ellis

B Sawyer Hall

Office of Seminary Relations:

Brian Stein-Webber,

Chelsea Pell

Faculty Offices:

Shauna Hannan, Ted Peters

Commons and Kitchen

Vaulted Classroom

Bay and Canyon Rooms

C Giesy Hall

Contextual Education:

Leslie Veen, Lisa Ramos

Office of the Dean:

Alicia Vargas, Christopher

Evans, Jane Phillips

Admissions Office:

Holly Johnson,

Diane Starr

Reception:

Erin Horne

Giesy Classrooms 1 and 2

Community Break Room

Copy Room

Campus Mailboxes

Faculty Office:

Cynthia Moe-Lobeda

TEEM Office:

Moses Penumaka

Online and Continuing Education:

Kyle Schiefelbein

ELCA Region II Archives:

D Chapel of the Cross

Chapel Classroom

Chapel and Sacristy

E Founders' Hall

CAO's Office:

Brian Stein-Webber

Gretchen McDonald

Business Office:

Debora Ow,

Aaron Greig

The Great Hall

Dean's Residence

Student Association Lounge

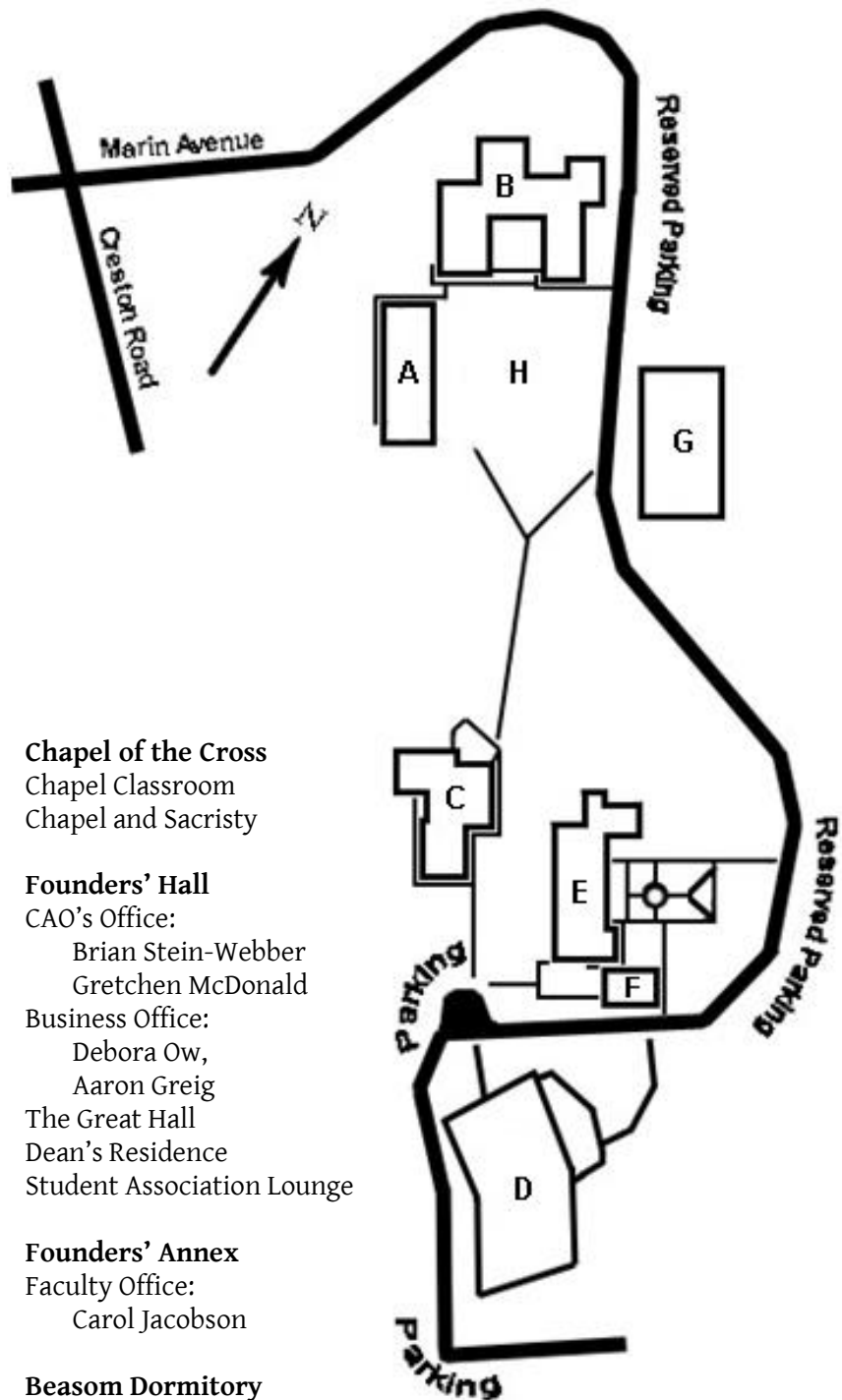
F Founders' Annex

Faculty Office:

Carol Jacobson

G Beasom Dormitory Student Housing*

H Outdoor Worship Space



*Guest accommodations for 2015-2016.

Section Six

I. The Graduate Theological Union

One of PLTS' greatest assets is its membership in the Graduate Theological Union (GTU). The GTU is a theological consortium that really works. Our membership in the GTU means that seminarians at PLTS have the best of both worlds. Not only do PLTS seminarians receive a firm grounding in the Lutheran tradition through core courses with Lutheran professors at PLTS, they may also cross-register in any program-appropriate course from the combined offerings of the GTU member seminaries and affiliated centers.

In this way, PLTS seminarians can exercise their understanding of Christian faith in the company of people preparing for ministry in a variety of Christian and other faith traditions. As a seminary, PLTS maintains its close community, its distinctive Lutheran identity and its organizational autonomy while simultaneously participating in the GTU's remarkable cooperative system. PLTS is proud to contribute the unique gifts of Lutheran theology and history to the ecumenical spirit of the GTU.

The GTU also functions independently as an accredited graduate school, offering the Doctor of Philosophy, Doctor of Theology, and Master of Arts degrees in eight areas of study. It has the second largest number of theology and religion doctoral candidates in North America.

II. The GTU Library

The Flora Lamson Hewlett Library is the most comprehensive theological collection in the United States. Its permanent collection includes nearly 400,000 volumes, over 300,000 audio-visual materials, over 18,000 reference volumes, 2,600 current periodical subscriptions and nearly 100 individual collections, which are included in its archives. Through the GTU library, PLTS seminarians also have free access to all the libraries of the University of California system, including six million volumes at UC Berkeley, as well as the Stanford University library in Palo Alto. The library is located at 2400 Ridge Road. For this year's hours of operation, orientation tours, or information on research and writing seminars, please call 510- 649-2400 or visit the GTU website at www.gtu.edu.

III. Library Privileges

Library privileges for the GTU library are granted on the basis of seminarian status at PLTS. Each seminarian is issued a PLTS identification card that serves as a library borrowing card. It also entitles the seminarian to borrowing privileges at the UC Berkeley libraries.

IV. Academic Research and Writing

Seminarians at the Graduate Theological Union come from a variety of academic backgrounds. The different settings and varying disciplines from which we come have each arrived at their own conclusions about the best resources to use in academic work and the best means by which to annotate that research. As a result of these variances, and to avoid unpleasant surprises by leaving such things unsaid, we have decided to offer this brief list of expectations and recommendations for your academic research and writing at the GTU:

Wikipedia and similar "Wikis," blogs, and other non-authoritative and non-peer-reviewed websites are not acceptable as expert sources of information, though they may be used as anecdotal resources or subjects of commentary that may warrant inclusion in specific cases. You might also find them to be useful as places to begin your search, as they may link to more acceptable resources or have useful quotes and bibliographies to point you in the right direction.

The internet has many ways to access authoritative, peer-reviewed information. The GTU library offers GRACE to help you find books or journals you might want to check out in person. They also provide access from home to ATLA and other online sources of peer-reviewed information and historical documents, including the Weimar Edition (in German) of *Luther's Works*. Google Books and Internet Archive provide online access to an ever-increasing number of works that were originally published in hard copy. Some journals are published online, such as the *Lutheran Journal of Ethics*. Other journals make available online specific articles or back editions. Some sites have compiled historical and theological documents that are acceptable for use if these documents are not available in paper form. These include: Christian Classics Ethereal Library, Medieval Sourcebook, Project Wittenberg, and Project Canterbury. These and other internet sites provide online access to acceptable resources for academic research. Remember these two rules: 1) Whenever possible, use available printed resources rather than electronic. For example, note that a more recent series of *Luther's Works* do exist in paper form, are available at PLTS and at the GTU Library, and should be used whenever possible rather than using the edition at Project Wittenberg; 2) If there is ever a question about whether or not to use a particular source, check with your professor or err on the side of not using a particular website or internet source.

The GTU and its member schools expect seminarians to format their written work using the Turabian variant of the *Chicago Manual of Style*. Unless you are directed otherwise, you should use “Turabian style” using footnotes, not endnotes or parenthetical citation. The following two pages provide an introduction to some of the rules for this style.

The GTU and its member schools also expect seminarians to present and organize their written work in a manner befitting graduate school. Remember to proofread for spelling errors, run-on sentences, unclear thoughts, et cetera. Papers are expected to be organized in a coherent manner, preferably with headings delineating new sections that develop your thesis or argument. Remember that research papers are a variation on the Five Paragraph Essay format. This format includes an introductory paragraph with thesis or argument, at least three paragraphs that develop the thesis or argument through your research, and a concluding paragraph. If you have questions, check with a peer or seek guidance from a local writing assistance center.

A. Grammarly

All PLTS students have free access to Grammarly@EDU, an automated grammar tutor and revision tool for academic writing. A web-based application, Grammarly@EDU works one-on-one with you to develop sentence-level writing skills, prevent plagiarism, and reinforce proper revision habits. Upload drafts of your writing assignments to Grammarly@EDU to receive immediate instructional feedback on over 100 points of grammar and double-check that all sources are properly cited.

Go to <http://www.grammarly.com/edu/students/> and register using your ses.plts.edu email address. When prompted, enter in the access code (The access code is available from the Coordinator of Online Education). Once you have registered you will receive an email confirming your registration. Click on the link in the confirmation email and you will have full and no-cost access to Grammarly@EDU.

B. Turabian Style Guide

Kate Turabian was the graduate school dissertation secretary at the University of Chicago from 1930-1958. While there, she developed a style guide based on the University's *Manual of Style*, but specifically intended for graduate seminarian usage (the University's guide is geared towards general publication). Most GTU professors require the use of “Turabian

style” for papers. If this is something new to you, here is a quick reference guide for citing sources in the Bibliography. There are books in the GTU library, as well as many on-line resources to assist you.

Turabian, Kate L. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Seminarians and Researchers*. 8th ed. Edited by Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams. Chicago: University of Chicago Press, 2013.

This guide has some of the common citations used in bibliographies. Footnotes use the same data but are formatted slightly differently. Auto-formatter:

<http://www.eksendia.com/turabian/index.html>.

V. Preparing for and Completing Registration

A. Schedule an appointment with your Academic Advisor.

October 2015 and **March 2016** have been designated on the PLTS Community Calendar as the recommended calendar periods for you to make a registration advising appointment with your Academic Advisor in preparation for Early Registration.

B. Keep in mind the early and general registration periods for the 2015-2016 Academic Year (and beyond): For detailed information, see **Registration Dates 2015-2016** at <http://www.gtu.edu/academics/calendar/registration-dates-current>. Remember that if you do not register at all during early or general registration, you will be assessed a \$50 Late Registration Fee.

C. Review your current program progress, the recommended course sequence for your program entrance year, any other recommendations given to you previously by your Academic Advisor, and **A Few Principles to Keep in Mind for Course Selection** below.

D. Search the online *GTU Course Schedule*:

To search for a course:

1. PLTS Homepage > Seminarians > GTU Course Schedules > Searchable Course Schedule (<http://wiz.gtu.edu:7350/cgi-bin/wwiz.exe/wwiz.asp?wwizmstr=WEB.COURSE.SCH>)
2. Select the term under the Terms pull-down menu.
3. Search areas:
 - a. Subject Area
 - i. If you are looking for a course that fulfills a specific area of study, for example Systematic Theology, you can search specifically for that area, in this case (ST).
 - b. Instructor's School
 - i. This pull down menu lists the specific GTU member schools and centers with which the instructor of a course is affiliated. If you are looking to take a course at a specific school or center, use this search tool.
 - c. Day of the Week
 - i. This option will limit your search to a specific day.
 - d. Class Start Times
 - i. This option will limit your search to courses offered after or before a specific time.
 - e. Course Level
 - i. This option will limit your search to a specific course level: 0000-0999 Continuing Education; 1000-1999 Introductory; 2000-3999 Intermediate; 4000-4999 Advanced MA/Doctoral; 5000-5999 Doctoral/Advanced MA; 6000-6999 Doctoral Only; 8000-8999 Online; and, Other.
 - f. Classroom Physical Location
 - i. This option will limit your search to the actual school or center where the course is taught.
 - g. Course School Ownership
 - i. This option will limit your search to the actual school or center that is responsible for offering the course (even though the professor teaching the course may be affiliated with a difference school or center).

- h. Keyword
 - i. Use this tool to search for courses that may be of interest to you: you may know the kind of class and subjects you're looking for but not necessarily specific courses, professors, or schools that would offer such a course.
- i. Faculty Name
 - i. Use this option if you know the name of the professor from whom you'd like to take a course. You do not need to spell the name completely in order to find an instructor: if you're not sure how the whole name is spelled, spell the name partially and then search.

Results:

1. Search results will appear in a table with the following information:
 - a. Course Number
 - i. You will need this to register for the course
 - ii. Click on this in order to read a description of the course.
 - b. Description will also include the course's location, the day that it's taught and the start/end time.
 - c. Section Number
 - d. Course Title
 - e. Units
 - f. Building Room
 - i. This tells you where the class is being taught: school, building, and room number.
 - g. Days
 - i. This tells you what day(s) of the week the course is taught.
 - h. Start/End Time
 - i. Faculty
 - i. This column lists the faculty member(s) teaching the course
 - ii. Click on the faculty member's name to email them
 - j. Availability
 - i. This column will list whether or not there is a limit placed on the number of seminarians allowed to take the course.
 - k. Last Changed (Last Updated)

2. Courses listed in red with a line through them are no longer being offered.

If you are unsure about a course, workshop, prerequisite, or requirement, note this as a point of discussion with your Academic Advisor during your registration advising appointment.

E. Remember to email the instructors of any courses that will require a **PIN** prior to registration. **Such courses will have the notation "PIN code required."** You do not need to request permission for courses that do not have this notation.

To obtain the email of an instructor of a course with a PIN, go to the online Course Schedule and Click on the instructor's last name.

F. If you wish to take a course that you believe will substitute for a required course, you will need to fill out a Course Completion, Waiver, Substitution, or Delay Form (available online) for signature approval by the instructor who teaches the required course. Note: The instructor may require a copy of the course syllabus in order to grant approval.

Submit any signed Completion, Waiver, Substitution, or Delay Forms to the Office of the Dean.

G. Review and discuss your registration choices with your Academic Advisor. Do ask questions if you are unsure about a course selection, requirement, or think you might be missing something. Your Academic Advisor may have recommendations, such as making sure you are completing a necessary course or project/internship prerequisite. If your Academic Advisor is unsure of a course or question, she or he will consult with the Office of the Dean.

H. Update your selections during the appointment and have your Academic Advisor approve your registration.

I. If you decide to make changes to your registration, see **Making Changes to Registration** below.

VI. A Few Principles to Keep in Mind for Course Selection

Following are some principles to keep in mind as you select courses. For more detailed information, see Pages 8-9 of **Registration Information & Instructions** at <http://colleague.gtu.edu/docs/regn.pdf>.

All courses are identified by a combination of letters and numbers.

Course Letters

The first two letters refer to the primary area of emphasis. For example, LS refers to Liturgical Studies.

Any second set of two letters refer to a secondary area of emphasis. For example, LSNT refers to Liturgical Studies as the primary area of emphasis and New Testament as the secondary area of emphasis.

For the purpose of completing area required and area elective coursework, only the first two letters or primary emphasis indicate whether or not a course would complete an area required or area elective course requirement. In other words, LSNT could **NOT** fulfill a Bible area required or elective course unless permission were given by the instructor in the area, in this case, the instructor of New Testament at PLTS. *To secure permission, you would need to provide the course syllabus to the instructor for consideration along with a Completion, Waiver, Substitution, or Delay Form for signature and return both to the Office of the Dean to be placed in your file (remember to make a copy for your own records).*

Course Numbers

1000 level indicates introductory courses

2000 level indicates intermediate courses

3000 and 4000 level indicates advanced courses

5000 indicates doctoral courses open to masters seminarians with written instructor permission

6000 indicates doctoral courses

8000 online courses

So, for example, NT 1075 Interpreting the Gospels is an introductory course in New Testament.

Course Sequencing

Consult the recommended course sequence and your Academic Advisor to ensure that you complete foundational or introductory courses necessary for doing well in intermediate courses. For example, ordinarily, you need to complete a year of Greek as well as NT 8175 Interpreting the Gospels to do well in NT 2500 Paul.

Prerequisites for Internship or Project

Consult the recommended course sequence and your Academic Advisor to ensure completion of internship or project prerequisites.

Avoid program complications. In case of doubt, choose to take the recommended sequence prerequisites each semester.

Special Reading Courses

Special Reading Courses (SRC 9999) are courses that seminarians arrange on an individual or small group basis with an instructor in order to engage with a particular topic of interest. Acquire a Special Reading Form from the Office of the Dean. Complete the Form, secure necessary signatures, and return to the Office of the Dean (The Office of the Dean will provide this information to the GTU Consortial Registrar's Office). Register for SRC 9999 in WebAdvisor. For more detailed information, see Page 9 and FAQ #3 on Page 19 of **Registration Information & Instructions** at <http://colleague.gtu.edu/docs/regn.pdf>.

Courses at Church Divinity School of the Pacific (CDSP)

CDSP, a member school of the GTU, participates in cross-registration with other GTU schools and centers. However, CDSP has its own registration system. CDSP courses are listed here: <http://cdsp.edu/register-for-courses/>. Cross-registration with CDSP requires registration in WebAdvisor for CDSP-9000 and completion of a separate form: <https://cdsp1-public.sharepoint.com/>.

Courses at UC-Berkeley, Holy Names University, and Mills University

Seminarians can take one course at UC-Berkeley each semester. Seminarians may also take a course at Holy Names University or Mills University. See page 117 of this Handbook and/or Page 10 and 18 of **Registration Information & Instructions** at <http://colleague.gtu.edu/docs/regn.pdf>.

More information about cross-registration at UC-Berkeley can be found at:

<http://www.gtu.edu/academics/registrar/cross-registration-instructions-UCB>.

More information about cross- registration at Holy Names, Mills, and other learning institutions can be found at:

<http://www.gtu.edu/academics/registrar/cross-registration-instructions-hnu-mills>.

Have Fun and Enjoy!

Relax a little and give yourself permission to do something interesting in the community or space to work or be with your friends and family. Take a course that interests you or pushes you to try something different or new.

VIII. Making Changes to Registration

Following are brief descriptions for making changes to registration. For more detailed information, see <http://www.gtu.edu/academics/registrar/consortial-registration-policies/?searchterm=change%20in%20enrollment%20form> or contact the Office of the Dean.

Changes during General or Late Registration: If you registered at Early Registration and decide to make changes to your registration during General or Late Registration, check with your Academic Advisor by email, telephone, or in-person appointment.

Changes after Late Registration: Remember that after Late Registration for a semester, you will also need to complete a Change of Enrollment Form and submit it to the Office of the Dean. The Change of Enrollment Form is available online.

Programs Handbook

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Every attempt at accuracy has been made in this 2015-2016 edition of the *PLTS Programs Handbook*. However, errors and/or omissions are an unfortunate inevitability. Please submit all corrections ***in writing as hardcopy*** to The Office of the Dean.

This 2014-2015 edition of the *PLTS Programs Handbook* will be in force until superseded by a later edition. Any information variance in this manual is superseded by the *CLU Program Catalog* and *CLU Student Handbook* unless otherwise determined.