



THE GENERAL THEOLOGICAL SEMINARY
—OF THE EPISCOPAL CHURCH—

The General Theological Seminary Catalog
Academic Year 2023/24

This Catalog outlines the basic policies and procedures of The General Theological Seminary. In the event of a conflict between this Catalog and other resources (supplemental documents, website pages or postings, etc.) the terms of this Catalog shall govern. All information is current as of the latest update, written below. However, updates can be made at any time and this Catalog is subject to change without notice. It is, therefore, each individual's responsibility to keep well-informed of changes.

Catalog last updated: August 19, 2023

AFFILIATION AND ACCREDITATION

ACCREDITATION

The General Theological Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:

Master of Divinity
 Master of Arts in Spiritual Direction
 Master of Arts
 Master of Sacred Theology
 Master of Arts in Ministry
 Doctor of Ministry

The Commission contact information is:

The Commission on Accrediting of the Association of Theological Schools in the United States and Canada
 10 Summit Park Drive
 Pittsburgh, PA 15275 USA
 Telephone: 412-788-6505
 Fax: 412-788-6510
 Website: www.ats.edu

All of the degree programs comply with the standards of the New York State Education Department and are officially listed by the department's Office of College and University Evaluation as meeting or exceeding its "minimum quality standards." Degree programs offered by The General Theological Seminary are registered with the New York State Department of Education under the following classifications.

<i>Code</i>	<i>Program Title</i>	<i>Award</i>	<i>HEGIS</i>	<i>The General Theological Seminary Description</i>
29455	Anglican Studies	Adv. Cert.	1510	Anglican Studies
29456	Biblical Studies	Adv. Cert.	1510	Biblical Studies
29457	Spiritual Direction	Adv. Cert.	1510	Spiritual Direction
77243	Theology	M.A.	1510	Master of Arts
84398	Spiritual Direction	M.A.	2301	Master of Arts in Spiritual Direction
39164	Ministry	M.A.	2301	Master of Arts in Ministry
06164	Theological Professions, General	M.Div.	2301	Master of Divinity
06166	Theology Professions, General	S.T.M.	2301	Master of Sacred Theology
06165	Anglican Studies	D.Min.	2301	Doctor of Ministry

The Department contact information is:

Office of Higher Education
 Office of College and University Evaluation 5 N. Mezzanine, Education Building
 89 Washington Avenue
 Albany, New York 12234
 Telephone: 518-474-1551
 Fax: 518-486-2779

STATEMENT ON EDUCATIONAL EFFECTIVENESS

The General Theological Seminary is committed to assuring and enhancing the quality of teaching and learning. We believe that the process of gathering assessment data, analyzing this data, and acting in ways that respond to assessment data is an integral part of our collective vocation. Assessment and evaluation are the means by which we will:

- Equip students to self-reflect on their progress toward program-level student learning outcomes (through the portfolio, thesis, substantive paper or project);
- Demonstrate, through direct and indirect means, that student learning has occurred, as measured against student learning outcomes (portfolio, course evaluation and faculty review of portfolios);
- Ensure the quality of educational offerings (questionnaires, course evaluations, and outcomes assessment) and;
- Pursue ongoing quality enhancement of programs by providing better access to assessment and evaluation data and facilitating conversations about this data within the community.

At General, we use the following four instruments as the key means by which we assess and evaluate student learning:

- **ATS Questionnaires (ESQ and GSQ surveys):** A set of two questionnaires provided by ATS which are administered by the Registrar to students upon entering (Entering Student Questionnaire), graduation (Graduating Student Questionnaire).
- **Course Evaluations:** An electronic evaluation of all courses which is administered by the Registrar and used to both ascertain student satisfaction and student self-reporting of learning outcomes engagement.

In addition to the above, broad measures, such as graduation and placement rates are also tracked.

ABOUT THE GENERAL THEOLOGICAL SEMINARY

In 1814, the Diocese of South Carolina, with a burst of national vision, proposed the founding of a theological institution that would serve the entire Episcopal Church. Dioceses would collaborate in maintaining one institution of learning that would facilitate links among students from all parts of the country. Thus, it was hoped, a *general* seminary for the whole church would strengthen bonds between its dioceses. Bound up in its very name, service to The Episcopal Church nationwide became central to the Seminary's mission.

In May of 1817 the General Convention met in New York City and passed two resolutions establishing The General Theological Seminary. Location in New York City was a major asset for the new venture. First, parishioners of Trinity Church on lower Broadway generously supported the new General Seminary and then, in 1821, Jacob Sherred, a vestry member of Trinity, provided \$70,000 in his will to endow "a General Episcopal Seminary in New York City." This was enough to make General Seminary one of the best-endowed seminaries in the nation.

Throughout its history and today, General Seminary has sought to be a seminary for the entire church. We invite all of God's people to pray, learn and be transformed in this unique learning and living environment.

MISSION, VISION, AND ETHOS

Welcome to The General Theological Seminary of The Episcopal Church. We are the original seminary of The Episcopal Church, founded in 1817 in New York City, by an act of General Convention. For over 200 years, the mission of General Seminary has involved:

"Educating and Forming leaders for the church in a changing world."

As we enter into our third century, General Seminary seeks to live-out this historic mission in a new and more radically inclusive way. In this new phase of our mission, our vision is to become:

A Seminary for the Whole people of God

This vision will be accomplished by engaging in strategic and faithful partnerships that support the creation of comprehensive, accessible, and inclusive resources for Anglican theological education, spiritual formation, and vocational training for the Episcopal Church and Beyond.

As we engage this work, we seek to do so in a way that is consistent with the four facets of our ethos:

Anglican | Benedictine | Urban | Contextual

Anglican: Anglicanism is the tradition that nourishes us, the worldwide communion which orients us, and the theological waters in which we swim. Our faithful, progressive context in the Episcopal Church has allowed General to lead within our fellowship in scholarship and spiritual practice.

Benedictine: In today's hyper-connected world, sorting through the daily disruption of natural and political forces, the Benedictine model for faith formation is as vital as ever. General's rhythms of prayer, study, generosity, and worship serve as a reminder that rooting our work in community ensures that we are strengthened as individuals and ready for the bold,

collective demonstration of our faith for those in need. General continues to invest in practical resources and compassionate mentors and teachers that ensure the spiritual wellness of our community.

Contextual: God is at work in the lives of our students long before they step through our gates. The context our seminarians arrive from and return to requires that we have a keen awareness of the spiritual and material needs necessary for all of our communities to thrive. To that end, General provides the tailored education needed to address what they need to authentically and powerfully meet the needs of their callings. New York City is more than just our mailing address; it is our mission field.

Urban: “Blessed are they that enter in through the gates and into the city” is carved into the steps of the Chapel. While faded, it remains visible. The etching expresses a fundamental orientation of this community in the direction of God’s mission in, with, and for the City of New York. As our identity, here in our third century, emerges, we seek to become a site from which God’s reckless, abundant, and life-changing love can be poured out to the city.

THE COMMUNITY ON CHELSEA SQUARE

“The Close” on Chelsea Square was designed to facilitate a unique pattern of common life. The centrality of the Chapel (spiritually and geographically), the availability of common spaces for study, meals, fellowship, and even the single path that runs through the campus, all contribute to a truly unique living and learning environment. When Dean Hoffman designed the 20th century layout of our current campus, his intent was to create an almost cloistered-like space that fostered a tightly-knit community for the Seminary’s students, faculty and staff of the Seminary. As we move into our third century of mission, we seek to create a community that is intentionally open, fluid, and multi-faceted.

It is an open community because it is welcome to all. The Close on Chelsea Square frequently plays host to film-shoots, weddings, external events, neighbors and visitors who may want to enjoy a quiet break from the hustle of the city.

ACADEMIC PROGRAMS

2023-24 ACADEMIC CALENDAR

The current academic calendar is found on the General Seminary website at: [gts.edu>Academics>Academic Calendar 2023-2024](https://gts.edu/Academics/Academic-Calendar-2023-2024)

MASTER OF DIVINITY

The primary focus of the Master of Divinity curriculum at General Seminary is to educate and form students for the vocation of ordained ministry, and primarily ordained ministry in the Episcopal Church. Our curriculum emphasizes integration (between theological disciplines and between academic learning and learning in context), spiritual and vocational formation, and the development of wisdom through experiences gained in real-world ministry placement in the students' context.

STUDENT LEARNING OUTCOMES

At the end of their program of study, students will be able to demonstrate the following:

1. That they possess a deepened understanding of the Christian faith and the nature and primary resources of theological study within diverse contexts (“learn theology”);
2. That their character and competency has been formed – through coursework, Chapel participation and engagement in community life – for pastoral service and spiritual leadership in the church (“be transformed”);
3. That they are equipped for the mature practice of ministry, as refined by experience in a variety of ministry settings unique to our metropolitan context (“grow in wisdom”);
4. That their entire theological study has prepared them to proclaim and embody the Gospel of Jesus Christ, particularly in ordained ministry (“do theology”).

CURRICULUM

The M.Div. is a 78 credit (3- or 4-year) post-baccalaureate program. The curriculum utilizes four pedagogies - synchronous hybrid courses (taught in person and online), asynchronous online courses, week-long intensives on the Seminary’s campus in New York, and a competency-based approach to contextual ministry. The curriculum is designed to give students a balanced theological education in the classical theological disciplines with a constant focus on the intersection of Christian faith and the domains of society, church, and culture. With an expectation for a contextual ministry placement during six semesters, students are given significant opportunities to develop the character, skills and competencies needed for Christian ministry in a changing world.

CLINICAL PASTORAL EDUCATION (CPE)

According to the Association of Clinical Pastoral Educators, CPE is “interfaith professional education for ministry [which] brings theological students and ministers of all faiths ... into supervised encounters with persons in crisis. Out of an intense involvement with persons in need, and the feedback from peers and teachers, students develop new awareness of themselves as persons and of the needs of those to whom they minister.”

M.Div. students are strongly encouraged to take CPE although CPE is not a degree requirement.

Students who take CPE while they are enrolled at GTS can receive up to six credits of elective transfer credit if they provide the CXM Director with a certificate of completion and their supervisor's evaluation at the conclusion of the CPE unit. Students who have completed a unit of CPE before being admitted into GTS' M.Div. program can request a transfer of CPE credits during the admissions process. In order to be considered for credit, the unit(s) of CPE must have been earned within the past 10 years.

GENERAL ORDINATION EXAMS

It is common for M.Div. students to sit for the General Ordination Exams during January of their final year. Following the prescribed course plan helps ensure that students are given ample opportunity to prepare for summative evaluation of their theological study.

MASTER OF DIVINITY COURSES

16.5 Credits of Church and Witness (CHWT)		
<i>Code</i>	<i>Course Name</i>	<i>Credits</i>
CHWT 551G	Introduction to Christian Theology	1.5
CHWT 552G	Introduction to Church History	3.0
CHWT 553G	Introduction to Ethics	1.5
CHWT 554G	Introduction to Mission	1.5
CHWT Area Elective Credits		9.0
12.0 Credits of Biblical Studies (BIBL)		
BIBL 501G	Old Testament Interpretation I	3
BIBL 502G	Old Testament Interpretation II	3
BIBL 503G	New Testament Interpretation I	3
BIBL 504G	New Testament Interpretation II	3
12.0 Credits of Christian Worship (WRSH)		
WRSH 500G	Introduction to Liturgy, Music, and Proclamation	1.5
WRSH 515G	Liturgical Music and the Arts	1.5
WRSH 501G	Intro to Preaching	1.5
WRSH 502G	Advanced Preaching	1.5
WRSH 510G	Liturgical History and Theology	3.0
WRSH 600G	Liturgical Theology and Performance	3.0
18.0 Credits of Practical Theology (PRXT)		
PRXT 500G	Foundations for Ministry	3.0
PRXT 600G	Contextual Education for Ministry	1.5 \times 6 semesters = 9.0 Cr. Total
PRXT Area Elective Credits		6.0
19.5 Credits of Free Electives (May include 6 credits of CPE)		
Total Credits:		78

RECOMMENDED CREDIT PACE

The M.Div. is designed to be completed in either 3 or 4 years of study. The following represents the recommended credit pace for the 3- and 4-year pathways.

	Aug	Fall	Jan	Spr	May	Sum	<i>Annual Totals</i>
4YRS	1.5	7.5	0	7.5	1.5	1.5	19.5
		7.5	1.5	7.5	1.5	3.0	21
		7.5	1.5	7.5			16.5
	3.0	6.0	0	6.0			15 = 72 + 6CPE or more in Jan/sem
3YRS	1.5	9.0	3.0	9.0	1.5	1.5	25.5
		9.0	3.0	9.0	1.5	3.0	25.5
	3.0	7.5	3.0	7.5			21 = 72 + 6CPE or more in semesters

SPECIAL DEGREE REQUIREMENTS

Ordination: GTS invites students preparing for ordination in the Episcopal Church or from a full communion partner to apply to the Master of Divinity program. Ecclesiastical endorsement is required at time of admission to the program. In The Episcopal Church, this means endorsement by the student's bishop; for persons in other churches, we may require endorsement by a comparable church authority. Students pursuing ordination are responsible for ensuring that their program of study satisfies the candidacy requirements of their church. Students are strongly encouraged to keep a record of their candidacy requirements and to remain in frequent contact with their Diocesan Commission on Ministry or equivalent judicatory body.

Students who do not yet have an ecclesiastical endorsement by the end of their second semester, or whose ecclesiastical endorsement is disputed or withdrawn, may be required to leave the M.Div. program.

Admission requirements: Normally, applicants to the M.Div. program must hold the degree of Bachelor of Arts or its equivalent. Exceptions to this requirement can be made upon review of the Admissions Committee.

Duration: General Seminary permits up to five years for completion of the M.Div. degree. After five years, students must submit a petition for continued study to the Admissions Committee.

Sexual Misconduct & Racism Prevention and Diversity Training: All M.Div. students must successfully complete online training on the civil requirements for reporting and pastoral opportunities for responding to evidence of abuse. Students are encouraged to speak to their Dioceses to register for their training and must submit a certificate of completion to the director of CXM by the end of their first semester. GTS offers Racism Prevention and Diversity Training as part of orientation programming.

MASTER OF ARTS IN MINISTRY

The Master of Arts in Ministry (M.A.-M.) is a 36-credit degree to form and educate persons for diverse vocations in the Church and the World. This ministry-oriented master's degree is designed for students interested in a variety of vocational goals, from ordained parish ministry to non-profit leadership. Whether responding to a call from God, exploring their vocation, or coming to Seminary with a clear desire to serve others, graduates of General Seminary's Master of Arts in Ministry will be able to 'hit the ground running' and make a difference in today's world.

STUDENT LEARNING OUTCOMES

At the end of their program of study, students will be able demonstrate the following:

1. That they possess a deepened understanding of the Christian faith and the nature and primary resources of theological study within diverse contexts (“learn theology”).
2. That their character and competency has been formed – through coursework, Chapel participation and engagement in community life – for Christian ministry and leadership (“be transformed”).
3. That they are equipped for the practice of ministry, as refined by experience in a variety of ministry settings unique to our metropolitan context (“grow in wisdom”).
4. That their entire theological study has prepared them to proclaim and embody the Gospel of Jesus Christ (“make a difference in the world”).

Student achievement of student learning outcomes is measured through several assessment tools, including course evaluations, graduate surveys, and through the Portfolio assessment.

MASTER OF ARTS IN SPIRITUAL DIRECTION

The Master of Arts in Spiritual Direction (M.A.-S.D.) is a 36-credit degree to provide students with practice-oriented preparation for ministries of spiritual direction and guidance coupled with substantial academic grounding in Christian theology, history, scripture, and practice.

This program is designed to prepare students to offer individual and group spiritual direction in a variety of contexts (e.g., churches, retreat centers, workplaces, health care settings). It also helps them acquire skills (e.g., reflective listening, teaching spiritual practices) that are applicable to many contexts beyond spiritual direction.

STUDENT LEARNING OUTCOMES

By the time students complete the M.A.-S.D., they should be able to demonstrate:

1. That they possess a deepened *understanding* of the Christian faith and of traditions of Christian spiritual practice (“learn” spiritual direction).
2. That their formation in faith has been enhanced by *experiencing* varied Christian spiritual practices and disciplines (“experience” spiritual direction).

3. That they are able to *apply* what they have learned from their studies in theology, scripture, history, and other academic disciplines to the practice of spiritual direction for Christian service in the Church and in the world in a variety of contexts (“do” spiritual direction).

MASTER OF ARTS

The academic Master of Arts degree consists of 36 credits designed for students who wish to bring a theological perspective to daily life and work, or who are interested in preparing for lay ministries in the church. Many of the courses required for the M.A. are drawn from the Seminary’s Foundation Curriculum, thus providing students with a solid grounding in the principal theological disciplines, within a vibrant community of learning. Students are able to specialize in one of four concentrations (Anglican Studies, Ascetical Theology, Biblical Studies, and Historical and Theological Studies) and may choose to further deepen their knowledge of a particular theological subject by completing a thesis or substantive paper.

STUDENT LEARNING OUTCOMES

While the M.A. is designed to allow students to specialize in particular fields of study, regardless of concentration at the completion of the Master of Arts degree, students should be able to demonstrate:

1. That they possess a deepened understanding of the Christian faith as well as the nature and primary resources of theological study within diverse contexts (i.e., “learn theology”).
2. That their theological study has informed and shaped them for Christian service in the Church and in the world (i.e., “do theology”).

MASTER OF SACRED THEOLOGY

Through the S.T.M., students are able to develop further competence in one discipline of theological study at a level beyond the first Master’s degree. There are several practical purposes (which remain consistent with the degree historically): as preparation for and exploration of further graduate study at the doctoral level; teaching of various sorts within the Episcopal Church, the ecumenical community, and the wider Anglican Communion; and personal interest and enrichment. It has also been an attractive program for long-serving parish rectors enjoying a sabbatical in New York City while furthering their own academic interests.

STUDENT LEARNING OUTCOMES

Upon successful completion of the S.T.M. students will have:

1. Demonstrated in classes and in the thesis competence beyond the requirements for the previous degree (M.A./M.Div.).
2. Provided, *via* the thesis or equivalent significant work as approved by the faculty, meaningful scholarship in the field of specialization (i.e., advancing the “state of the question”).
3. Proven ability to teach theology, especially in the chosen field of specialization, in various appropriate contexts (secular academia, parish, diocesan, and national) and by means of various media.

DOCTOR OF MINISTRY

The purpose of the Doctor of Ministry program at The General Theological Seminary is to provide experienced practitioners with advanced, integrative, and relevant continuing ministry education that fosters spiritual vitality in both the leader and the leader's ministry setting.

It is the goal of the program to create a learning environment centered around four themes:

1. First, students will be intellectually *renewed* through advanced theological study. Courses in the DMin will be offered in week-long intensive formats on the Close, enhanced through peer-learning and mentoring online, and enriched through a variety of experiential learning opportunities around the globe.
2. Second, by integrating classroom learning with students' experiences in their current ministry setting, students will be *equipped* in the advanced ministerial skills that they will need as they move into the next phase of their vocations.
3. Third, in a cohort-based learning environment, students will *connect* with fellow practitioners from around the country, while receiving ongoing support from program mentors.
4. Fourth, through a shared commitment to personal and corporate spiritual practices, students (both on the Close and in their ministry setting) will be spiritually *restored* as they approach the next phase of their vocation.

STUDENT LEARNING OUTCOMES

At this end of this program, students will:

1. Develop a theology of ministry which is informed by both the critical reflection on practice and advanced theological research (Renew).
2. Assess, evaluate and deepen their skills as ministry practitioners (Equip).
3. Discriminate between a variety of ministry practices and settings as informed by engagement with diverse ministry settings (Connect).
4. Develop the skills to support their own ongoing spiritual growth as a public Christian leader (Restore).

Student achievement of student learning outcomes is measured through several assessment tools, including course evaluations, graduate surveys, and through the triennial assessment of the thesis project.

CURRICULUM

The D.Min. is a 34 credit, cohort-based, part-time, hybrid, professional doctorate which culminates in a substantial ministry project or thesis. The program is designed to be completed in three years (with a concurrent project/thesis) or up to seven years with a terminal project/thesis.

Students in the program are expected to hold a Master of Divinity degree or equivalent, plus at least three years of prior ministry experience and a current ministry context in which they work.

There are three major components to the curriculum: hybrid courses, theological research methods, and the summative project/thesis.

HYBRID COURSES

Students will take six 4-credit courses which explore through the lenses of spirituality, theology, leadership theory, biblical studies, church history, liturgy, ethics and mission the overarching theme of ‘spiritual leadership.’ These courses are scheduled in January and June of each calendar year, with the first course for each new cohort beginning in June. Because these courses are taught in a hybrid format, students will be expected to engage in pre-work (text readings, online discussions, preliminary written work, etc.) prior to their arrival for the week-long residential component of the course. Additional work is expected from students for the following 8-10 weeks after the residential session. Course scope and sequence is listed below.

DOCTORAL RESEARCH METHODS

Students will also take four 1-credit courses in theological research methods. These courses will be taught asynchronously online and will help support students to develop the skills needed to successfully complete their final ministry project or thesis. Courses will be offered in May and September. Course and scope is listed below.

D.MIN. PROJECT / THESIS

The Doctor of Ministry program culminates with a final project / thesis. The project is framed and supported by the methods learned through the Doctoral Research Methods courses, informed by the knowledge acquired by students throughout their course of study, and grounded in their ministry context. A successful project will involve a structured and disciplined program of independent research resulting in an original, creative and substantial piece of written work that demonstrates a student’s expertise in their field of research. Details about the project are available in the D.Min. Project Guide.

<i>Course Number</i>	<i>Course Title</i>	<i>Credits</i>	<i>Schedule</i>
<i>Residential Courses (Hybrid/ Intensive)</i>			
1	Spiritual Leadership	4	January (Y1)
2	Theories and Theologies of Change	4	June (Y1)
3	New Religious Movements	4	January (Y2)
4	Bible, The Arts, and Justice/Elective	4	June (Y2)
5	Preaching for Transformation	4	January (Y3)
6	Tutu Pilgrimage (August)/ Elective	4	June (Y3)
<i>Doctoral Research Methods (Asynchronous / Online)</i>			
1	Foundations of Practical Theology	1	September (Y1)
2	Foundations of Qualitative Research	1	Post-Easter (Y1)
3	Advanced Research Methods	1	September (Y2)
4	Research Design Workshop	1	Post-Easter (Y2)
<i>DMin Thesis/Project (Terminal)</i>			
1	Terminal Dmin Thesis/Project	3	September (Y4)
2	Terminal Dmin Thesis/Project	3	January (Y4)
<i>Dmin Thesis/Project (Concurrent)</i>			
1A	Concurrent Dmin Thesis/Project	1.5	September (Y2)
1B	Concurrent Dmin Thesis/Project	1.5	January (Y2)
2A	Concurrent Dmin Thesis/Project	1.5	September (Y3)
2B	Concurrent Dmin Thesis/Project	1.5	January (Y3)
<i>Dmin Thesis/Project (Extended Supervision)</i>			

3	Dmin Thesis / Project Supervision	1	September (Y5)
4	Dmin Thesis / Project Supervision	1	January (Y5)
5	Dmin Thesis / Project Supervision	1	September (Y6)
6	Dmin Thesis / Project Supervision	1	January (Y6)
7	Dmin Thesis / Project Supervision	1	September (Y7)
8	Dmin Thesis / Project Supervision	1	January (Y7)

SPECIAL DEGREE REQUIREMENTS

First Theological Degree: Applicants to the Doctor of Ministry program must possess a Master of Divinity degree or its educational equivalent.

Ministry Experience: Applicants to the Doctor of Ministry program will normally have acquired at least three years of ministry experience subsequent to their first theological degree.

Ministry Setting: Applicants to the Doctor of Ministry program will normally be engaged in some form of public Christian ministry while they are in pursuit of this degree. The ministry setting is an essential source of ongoing reflection and learning for each course and it provides the context in which their summative thesis/project will be framed.

Technology: Students in the Doctor of Ministry program must be able to use computer and video conference technologies. This requires an up-to-date computer, laptop or tablet (no older than 5 years) with full video-conferencing capabilities that are compatible with Zoom or its equivalent. They will also need access to a broadband internet connection that will support synchronous video conversations and online learning.

Transportation and Lodging: Students in the Doctor of Ministry program are responsible for their own transportation to General Seminary for the required hybrid/intensive courses. Residency at the Seminary during these six 1-week intensives is required. The only exception to residency is when a course takes the form of a pilgrimage or travel seminar, or a course at another seminary.

Tuition and Billing: Doctor of Ministry tuition is based upon the student's cohort and remains fixed for the first three years of the program. A separate 'dissertation fee' of \$1,000 per semester is charged during the dissertation phase. Tuition is billed in two increments of half the annual tuition on November 1st for the January intensive and April 1st for the June intensive. No additional tuition is charged for the online Research Methods courses (September and May). Tuition must be paid by the end of November for the January intensive course and the end of April for the June intensive course. Students who have not paid tuition for the January intensive by the first business day of January will be dropped from the course. Students who have not paid tuition for the June intensive by the first business day of June will be dropped from the course. Failure to pay tuition in a timely manner may jeopardize a student's ability to complete the program.

ACADEMIC POLICIES AND STANDARD OF CONDUCT

POLICIES AND PROCEDURES

ACADEMIC HONESTY

General Seminary is committed to academic honesty and integrity. A critical part of such integrity and honesty consists of (i) the absence of plagiarism in submitted work and (ii) proper acknowledgment of the ideas of others.

Plagiarism consists of the appropriating and presenting as one's own work, the writings or work of another person or persons without acknowledgment. It is a dishonest violation of the intellectual property of another, and ethically akin to fraud and theft. It is also a hindrance to a student's learning process. When quoting sources, use quotation marks and an appropriate bibliographic reference. Failure to cite the ideas of another is bad scholarship.

Plagiarism is subject to academic penalties including a failing grade for the course in which the plagiarism occurs; students may be subject to disciplinary penalties up to and including dismissal from the Seminary.

DISCIPLINARY PROCEDURE FOR TREATING ALLEGATIONS OF PLAGIARISM

Whenever plagiarism is suspected in a student's work, the instructor of the class will meet with the student to inform them of the suspicion. Where after discussion the instructor is satisfied either (i) that no plagiarism has in fact occurred or (ii) that the fault was very minor and that the student has promised to correct his or her academic practice in future, no further action need be taken. Nevertheless, the instructor shall in all such cases (i) draw the student's attention to the Seminary's policy documents on the subject and (ii) submit a brief written report of the incident to the Academic Dean and (iii) help the student learn appropriate skills to avoid plagiarism in the future. Consequences for minor cases of plagiarism include failing the assignment or failing the course.

Where the infraction is serious and substantial, the instructor must report the facts in full to the Academic Dean, who will meet with the student and the instructor separately and/or together. After investigating the matter, the Academic Dean will refer the matter to the Faculty for adjudication. In that event both instructor and student will be permitted to make representations to the Faculty either in writing or in person, or both. The decisions of the Faculty shall be communicated by the Academic Dean to the student and to the instructor in writing. These decisions are final and not subject to appeal. Consequences for significant cases of plagiarism include failing the assignment (including theses), failing the course, suspension or expulsion from the Seminary.

ACADEMIC PROBATION

Academic probation is the result of receiving two F or NCR grades in a semester, or a GPA of 1.67 or lower.

To be removed from academic probation, a student must, over the period of the term, complete six credits with an average grade of CR, C- or better. Failure to be removed from academic probation after one term shall result in the automatic dismissal of the student from the Seminary.

Students on academic probation must meet with the Academic Dean to develop a plan to be removed from academic probation. No separate faculty action is necessary to remove a student from academic probation.

A student may not graduate while on academic probation. A student who is retained on academic probation after two successive terms from when they are placed on probation is subject to dismissal from the Seminary.

AUDITORS

Regularly enrolled students in a degree program normally may audit only one course per semester with the permission of the instructor. Regularly enrolled students who wish to change their status in a course from credit to audit must inform the instructor and the Office of the Registrar by the first deadline to add/drop a course in a term/session.

Auditors are expected to attend class with the same regularity as those registered for credit. Reading and writing assignments are not normally required and examinations are never given to auditors. Auditors may participate in class discussion only upon consent of the instructor. If attendance expectations have been met, a grade of AU is reported to the Office of the Registrar and recorded as such on the student's record. If attendance expectations have not been met, the course will be withdrawn from the student's record.

Because of the cohort nature of the program, Doctor of Ministry courses may not be audited

COURSE CREDIT, HOUR DEFINITIONS AND WORK EXPECTATIONS

The unit of credit is one semester hour (or Carnegie unit) which in most courses represents one 50- minute class period plus between 2.5-3.0 hours of student-directed learning per week over the course of the semester, for a total of no less than 45 student learning hours per credit hour.

For example, in a 3-credit course, students are expected to engage in three hours of classroom learning plus 7.5-9.0 hours of student-directed learning per week during the term.

The total numbers of student learning hours may be thought of as a balance of around 45 student learning hours per credit. A reduction in classroom time or contact hours may be compensated for by additional student-directed learning hours. Conversely, an increase in classroom time or contact hours may be compensated for by a decrease in student-directed learning hours.

While our intensive and hybrid courses meet over a compressed time period, instructors typically choose to assign pre- and/or post-class meeting work in order to accomplish course learning objectives. This may include weekly course assignments independent of class meetings. Please consult the course syllabus prior to the end of the add/drop period to become familiar with each course's workload and expectations.

COURSE LOAD

Full-time enrollment is considered 6 to 16.5 credits per "parent term." The parent term consists of the 1) August Term + Fall Semester + January Term or 2) Spring Semester + May Term + Summer Semester.

CROSS-REGISTRATION

General Seminary has long-standing consortium agreements with members of the New York Theological Consortium: Fordham University (Graduate School of Arts & Science and Graduate School of Religion and Religious Education); Hebrew Union College – Jewish Institute of Religion, New York Theological Seminary, St. Vladimir's Orthodox Seminary, The Jewish Theological School, and Union Theological Seminary, and separate agreements with Drew

University Theological School, Virginia Theological Seminary, and Emory University (Candler School of Theology). Only Master's degree students are eligible to participate in the consortium agreement.

To register for a New York Theological Consortium course, complete an NYTG Cross-Registration Form, available from the Office of the Registrar's section of the gts.edu website. To register for a course at Drew University Theological School, Virginia Theological Seminary, or Emory University, send an email to the Registrar containing the following:

- Your name and gts.edu email address
 - When that school's registration period begins and ends
 - The number of the course
 - The name of the course
 - The name of the faculty teaching the course
 - If you need faculty permission, please send that to the registrar as well.
-
- The Registrar will contact you when your registration is completed.
 - Please remember that Registrars are very busy at term ends and beginnings – both the General Seminary registrar and the consortium school registrar. Please plan and initiate this well in advance of the beginning of the term and course.

GRADUATION

Graduating students must comply with graduation clearance requirements administered by the Registrar in order to graduate. These instructions will be emailed to you in the weeks prior to Commencement. The student will need to obtain clearance from Financial Aid, Library staff, and the Business Office. In addition, students will need to complete the ATS Graduating Student Questionnaire.

WITHDRAWAL FROM SEMINARY

Any student who elects to withdraw from the Seminary or who, because of illness or other weighty cause, finds it impossible to complete the semester (or an upcoming semester), must write to the Dean/President, with a copy to the Academic Dean, and Registrar, requesting either (1) a withdrawal, or (2) leave of absence. Tuition will only be refunded according to the policy as stipulated in the catalog with the date of withdrawal considered to be the date on which the Dean/President receives the student's letter. This policy governs only cases involving loss of all academic credit for the term.

DISMISSAL FROM THE SEMINARY

On rare occasions, it becomes necessary to dismiss a student from the Seminary. While the Dean/President has final authority as chief pastor of the Seminary community, dismissal can occur only after consultation between the Dean/President and the faculty at a called meeting. When the student is a postulant or candidate for Holy Orders in The Episcopal Church, his or her Bishop will be notified before final action is taken. Grounds for dismissal include (but are not limited to):

1. Failure to be removed from academic probation after one term.
2. Academic dishonesty
3. Consistent failure to satisfy financial obligations to the Seminary.

4. Failure to maintain the standards of conduct.
5. Behavior consistently detrimental to the life and well-being of the Seminary community.
6. Loss of support from judicatory.

In the case of dismissal, the following procedures shall be followed:

1. The student shall be notified in writing regarding the intention to dismiss and the reasons supporting this decision.
2. The student shall have an opportunity to respond in writing to the stated reasons for dismissal and to request a hearing.
3. A requested hearing shall take place no later than ten days after a student request.
4. The hearing shall take place before a grievance committee composed of the Dean/President and two additional faculty members, one chosen by the Dean/President and one by the student.
5. The result of this hearing shall be presented to the faculty at a called meeting for re-consideration of the recommendation.

GRADING

The quality of a student's performance in a course is recognized by a letter grade that translates to points for calculation of the GPA:

Grade	Points	Explanation
A	4.00	Superior
A-	3.67	
B+	3.33	Above average
B	3.00	
B-	2.67	
C+	2.33	
C	2.00	Average
C-	1.67	
D	1.00	Below Average (minimum passing grade)
F	0.00	Failed
I	*	Incomplete
IP	*	In progress
NR	*	Not reported
WA	*	Administrative Withdrawal
W	*	Student Withdrawal
CR	*	Credit
NCR	*	No Credit

Grade	A	A-	B+	B	B-	C+	C	C-	D	F	Pass
%	100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-60	59-0	100-60
GPA	4.0	3.67	3.33	3.0	2.67	2.33	2	1.67	1	0	1+

A and B grades are reserved for those who demonstrate levels above and beyond the requirements; C grade denotes basic achievement, and a D grade denotes below average achievement. Failure to meet course requirements will result in an F. All grades appear and remain on official transcripts.

CREDIT/NO-CREDIT OPTION (CR/NCR)

Students may choose to take any course as “CR/NCR.” To do so, they must contact the Office of the Registrar by the last day of the add/drop period. Students who successfully complete a “CR/NCR” course receive credit for the course but not a grade. “CR/NCR” courses do not impact GPA. Once a course is taken as “CR/NCR,” students cannot elect to take it for a letter grade. A student must achieve a minimum equivalent grade of C- to receive a grade of “CR.” Once a letter grade or CR/NCR has been recorded, no grade changes are allowed unless for reasons of clerical error.

INCOMPLETE (I)

The grade of Incomplete can be given in the following situations:

- When a student has failed to do some portion of the required work in a course because of some unexpected hardship. In this case, the grade of Incomplete must be requested by the student from the instructor no later than the last regularly scheduled session of the course in question.
- When, in the judgment of the instructor, a student who has completed on time all the required work of a course, but needs to redo some minor portion of that work to bring it to a satisfactory level. If such work can be accomplished reasonably within the Incomplete time limit, the instructor can, at his or her discretion, give the grade of Incomplete and notify the student of the requirements. A student may not apply for this type of Incomplete.

Incomplete grades requests are due in the Office of the Registrar before the last day of instruction in a given term. If left incomplete, at the end of the Academic Year, outstanding incomplete grades are automatically converted to Fails.

A pattern of Incomplete grades and extensions will call into question a student’s continued status at General Seminary.

WITHDRAWAL (W)

Students desiring to withdraw from a course must make their intention known to the Office of the Registrar by the last day of classes in a term. A Withdrawal notation does not call into question the continued status of a student at the seminary. However, a pattern of Withdrawals may call into question a student’s continued status at General Seminary.

HUMAN RIGHTS

General Seminary admits students of any race, color, national and ethnic origin to all rights, privileges and programs generally accorded or made available to students. The seminary does not discriminate on the basis of race, color, gender, national and ethnic origin or disability in administration of educational policies and financial aid programs.

General Seminary is an equal opportunity employer and follows an affirmative action policy in the recruitment and hiring of faculty and staff.

Policy statements concerning sexual harassment appear in the faculty handbook and the staff handbook.

General Theological Seminary has long been committed to the use of Inclusive and Expansive Language in all forms of communication on The Close and in our lives. That commitment is intended to direct us toward the goal of recognizing and respecting the dignity of every human being.

INDEPENDENT STUDY/LEARNING AGREEMENTS

It is expected that students complete their graduation requirements through regularly scheduled classes. In rare circumstances, independent study courses may be designed by the student in consultation with an instructor. The course should be concerned with needs not otherwise met through available courses. The course design must include the following components: a) topic; b) assignments; c) evaluation and the criteria and/or procedure which will be used to assess the work; and d) student learning outcomes as statements that specify what learners will know or be able to do as a result of the assignments.

All independent study courses must be approved by the Academic Dean.

MATRICULATION

The Matriculation Ceremony is held during the first Intensive week in August. During a Solemn Evensong held at 5:30, new students formally enroll in the seminary, as they have since 1822, by signing the Matriculation Book.

The Matriculation Vow which the Dean reads to the incoming class is as follows:

"We, the subscribers, students of The General Theological Seminary of the Protestant Episcopal Church in the United States, do solemnly promise with reliance on divine grace, loyalty to observe the Statutes and Rules of the Seminary; and furthermore, to set ourselves to cultivate the moral and religious character which befits candidates of Sacred Ministry."

ORDINATION PROCESS

Students in the ordination process for The Episcopal Church, the Evangelical Lutheran Church America, or other ordaining bodies who apply for admission to any degree or certificate program, or otherwise take classes at General Seminary are deemed to consent to the release of the student's transcript, faculty evaluation(s), CPE evaluations, and other appropriate evaluative materials to the student's bishop or Commission on Ministry (or other denominationally-appropriate persons and bodies). The signature of a student on the initial application, the Annual Evaluation forms and/or the Ordination Forms are all taken to be evidence that the student has read and understood the evaluation and consents to its release. All General Seminary students recognize and consent to the Seminary's role in assisting bishops, diocesan committees and bodies, and other appropriate church representatives in their respective on-going discernment for ministry.

It is the student's responsibility to be aware of the evaluations and recommendations required by their judicatory and to initiate the evaluation process in ample time to meet the dates set by the church.

STUDENTS WITH DISABILITIES

General Seminary will make reasonable accommodations for students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990. The purpose of accommodation is to

provide equal access to educational opportunities to students affected by disabilities. The seminary does not intend that the standards be altered, nor that the essential elements of programs or courses be changed.

Students with disabilities should submit documentation to the Registrar's office via the GTS Disability Intake Form found under the Registrar page on the gts.edu website. The official General Seminary disability policy is found via Appendix C at the end of this Catalog.

REGISTRATION

Registration dates and dates for the first day of classes in each term are given in the Academic Calendar on the General Seminary website. Students register for courses in consultation with the Registrar. The Seminary reserves the right to add, modify or cancel academic offerings. Any course taught for which no more than three fee-paying students register may be withdrawn from the schedule in that term.

Students register online via Populi. Registration priority may be given to students based on student classification. Detailed registration information is provided by the Office of the Registrar.

All holds on a student's account must be resolved before registration will be allowed. Any holds placed on a student's account can be resolved by contacting the office where the hold originated. Unresolved holds will cause a student to lose registration priority.

Registration may be denied to a student who requests enrollment in a course without fulfilling the prerequisite.

Once students complete the initial registration process, schedule changes may be made according to the add/drop deadlines for each term as stated in the seminary's academic calendar. No registration will be allowed after the stated deadline.

COURSE OFFERINGS AND COURSE NUMBERING

The Seminary reserves the right to cancel, modify or add to course listings and to change dates, times, instructors, or other details of the curriculum and academic programs. Questions about course listings may be directed to the Registrar by emailing registrar@gts.edu.

Course Numbering: The Registrar, in consultation with the Academic Dean, designates course numbers in accordance with the following scheme. "G" Following the numbering indicates that it is a General Seminary course.

000-099G Non-credit bearing requirements (intercultural competency, sexual misconduct prevention, etc.)

500-599G Masters-level introductory and survey courses

600-699G Masters-level intermediate courses that build upon or presuppose prerequisite courses or basic competence in the area

700-799G Masters-level advanced electives characterized by focused attention on certain topics and substantial research, building upon or presupposing prerequisite courses or basic competence in the area. This level includes most independent studies

800-899G Masters-level capstone courses, some independent studies, theses, or cross-cultural education courses

REPEATED COURSES

Certain courses are designated as repeatable and may be taken more than once for credit (e.g. PRXT 600G CXM). Credit is not granted twice for non-repeatable classes.

SHARED CREDITS BETWEEN GRADUATE DEGREES

Students who have completed a First Theological Degree at General Seminary or at another ATS (Association of Theological Schools) accredited graduate school or seminary and are seeking a second master's degree from General Seminary are eligible to utilize a maximum of 1/3rd of the credits from the first degree toward the completion of the second degree. For example, a student with a 36-credit master's degree from an accredited institution may be able to apply up to 26 credits toward a 78-credit Master of Divinity degree at General Seminary. Credits must have been completed within the past 10 years.

TRANSFER CREDIT

Credits earned at other accredited graduate institutions with a grade of C (or equivalent) or above may be considered for transfer in the M.A. and M.Div. programs, upon evaluation by the Registrar and in consultation with the Academic Dean. Students may petition for transfer of credits earned prior to matriculation at General up until the last day of classes of the semester in which they begin matriculated study. For credits earned at other institutions while a matriculated student at General Seminary, the student may petition for transfer of credit up until the last day of classes of the semester immediately following completion of the outside courses.

General Seminary will accept a maximum of one-third (1/3) of credits for transfer toward a General Seminary degree. Transfer credits must have been completed within 10 years prior to matriculation at the Seminary. Transfer credits are accepted from the following types of schools:

- All regionally accredited institutions
- All ATS (Association of Theological Schools) institutions
- International institutions whose accreditation is equivalent to those noted above, as validated through WES.

STANDARD OF CONDUCT

General Theological Seminary seeks to foster an environment that is conducive to the theological education and the spiritual development of its students. The Seminary expects high standards of ethical conduct of all students, staff, and faculty, and it expects the same from others who may be on campus as temporary residents or visitors. Excessive consumption of alcohol, disruptive behavior, or conduct deemed to be at variance with the educational and spiritual aims of the Seminary will not be tolerated. Violations of the standard will be subject to the discipline of the Seminary, which may include expulsion from academic programs and eviction from Seminary property and housing.

Illegal behavior such as illegal drug or alcohol use, domestic violence, stealing, damaging of Seminary property, participating in hate crimes or other harassing behavior whether sexual or bias based, and other criminal behaviors, will be subject to local law enforcement and prosecution. Any observed illegal activities must be reported to the Welcome Center (see Incident Report).

Because a power differential occurs between administrative staff, faculty, and students, romantic and/or sexual relationships between these groups are viewed as non-consensual and are therefore inappropriate.

Complaints regarding alleged violations of the Standards of Behavior and Personal Conduct should be reported to:

- Instructor or Professor (for incidents during class time, real or virtual)
- Dean/President (for offenses in a classroom or educational setting)

ADMISSIONS, REGISTRATION AND FINANCIAL AID

PREREQUISITES

A bachelor's degree, or its equivalent, from a regionally accredited college or university, is normally required for admission to all programs. Students without a bachelor's degree may be considered for admission to the M.Div. if they have significant leadership or ministry experience and possess the equivalent of an Associate Arts degree. Other requirements may be requested upon evaluation and review by Admissions Committee.

General Seminary recognizes that God calls people with many different gifts to serve and lead the church and world. Factors other than the academic record are taken into consideration when making admissions decisions. These may include other graduate study or degrees, occupational experience, church and community leadership and an applicant's maturity. As we consider applications, we look for some of the following traits as signs of one's readiness of theological education and formation:

- A follower in the Way of Jesus: A commitment to Christ, the church, and ministry in God's world.
- Someone with intellectual curiosity: The academic ability to read and learn with discernment and a willingness to admit that there is always more to learn.
- A creative and clear communicator: A capacity for clear and precise communication in written and other forms.
- An agent of positive change: The potential to lead, inspire and relate positively with other people.

DEADLINES

Applications for the Master of Divinity are due March 31st. General Seminary is not currently admitting students for other programs.

TUITION AND FEES

A non-refundable deposit of \$500 is required upon acceptance and will be applied to the first Intensive Term.

Program	Annual Tuition	Annual Registration Fee
Master of Divinity (M.Div.)	\$8,500	\$200
Master of Arts (M.A.)	\$8,500	\$200

1. Full-time Master's level enrollment is considered 6 to 16.5 credits per "parent term." The parent term consists of the 1) August Term + Fall Semester + January Term or 2) Spring Semester + May Term + Summer Semester.
2. Master's students' annual tuition and annual registration fee will be billed in equal installments in August and February. Intensive Term charges will be billed on the add/drop date of the Intensive Term.
3. Students may also be charged a fee directly from a Clinical Pastoral Education site. Students should confirm any additional fee directly with the site.

Program	Annual Tuition	Credit Tuition per credit	Continuation Fee
Doctor of Ministry (D.Min.)	\$6,000	\$3,000 per 4.0 credit course	\$1,000 per term

1. Annual tuition is charged to D.Min. students completing coursework. The continuation fee is charged to students who have completed coursework and are writing the thesis.

GTS Intensive Week Charges:	<i>Housing and Food</i>	\$1,500 for 5 Nights	
VTS Intensive Week Charges:	<i>Housing and Food</i>	\$1,000 for 5 Nights	
Commencement Charges:	<i>Commencement Fee*</i>	\$ 250	<i>Hood Purchase / Rental</i> \$TBD

*Required of all graduates, including those who do not attend Commencement ceremonies.

SCHOLARSHIPS AND GRANTS

The General Theological Seminary is delighted to offer an expanded and simplified award process that allows most full-time master's level students to have their costs of education covered. All students applying to the Master of Divinity program will receive a package that includes the cost of their tuition and registration fees. Full-time students are eligible for General Seminary's tuition coverage for up to 4 years. Students are responsible for the cost of their on-campus housing and meals during Intensive Terms.

In addition to a student's personal financial resources and those that may be available from the Seminary, students are encouraged to look to their diocese, parish, and private scholarships for additional assistance. By being proactive in seeking support, students can ensure they have the resources needed to complete their master's-level education while incurring the least amount of debt, which will allow them to be open to the widest array of ministries following graduation.

General Seminary does not participate in federal Title IV student aid programs and therefore does not require the FAFSA to be completed.

ACADEMIC AWARDS

The General Theological Seminary annually awards prizes arranged by donors during the many years of the Seminary's existence.

The Alumni Prize in Ecclesiastical History: Awarded after an oral and written examination on the historical interpretation of the life and thought of the Church of England with special reference to its continuity with the ancient Catholic Church.

The Bishop of Newark Preaching Prize: Awarded to a graduating M.Div. student for a sermon judged on the basis of content, delivery, theological consistency and biblical integrity.

The Winifred H. Clark, Jr., Prize in Anglican Mission and Social Justice: Awarded to a full-time M.Div. or M.A. student for a paper on an aspect of Anglican mission and/or social justice.

The McVikar Alumni/æ Prize: Awarded for proficiency in biblical Greek after an oral and written examination on the Greek Scriptures generally, including the Septuagint, as well as on one or more of the Greek authors. Open to M.Div. and M.A. students.

The Seymour Prize: Awarded for extemporaneous preaching by any student.

The J. Wilson Sutton Prize: Awarded in one or more prizes to members of the graduating class. M.Div. class whose theses are judged the most valuable.

The George Cabot Ward Prize: Awarded to a member of the graduating class for public reading of the Bible and the Service of the Church.

The Edwin Cromey Prize for Excellence in Liturgical Studies: Awarded to an ordination-track member of the graduating class for outstanding skills in liturgy.

The Martyrs of Memphis Award for Outstanding Service: Awarded to a member of the graduating class for exhibiting a spirit of pastoral care, compassion and a deep commitment in theological field education work.

The Clement J. Whipple Prize: Awarded to a student in any degree program for work that has been accepted for publication.

STUDENT RESOURCES

LIBRARY RESOURCES

While on the General Seminary campus during intensives, students and faculty have access to General Seminary's Keller Library during posted hours. Sessions with the Keller Library Rare Books Collection are offered during Intensive Terms.

Support for class assignments and research during face-to-face Intensive Terms and throughout online courses is provided by the Bishop Payne Library at Virginia Theological Seminary. General Seminary students and faculty can access Virginia Theological Seminary library resources in several different ways:

Catalog Home: <https://library.vts.edu>. This is a single search portal for digital resources, books and e-books, and journal articles. When prompted for a login, students may use the library barcode that was sent to students via email from the VTS library.

Library Guides: Library staff maintain “library guides” on specific subjects, search tips and suggestions, and basics for using e-resources: <https://guides.library.vts.edu/>

Students may contact Librarians about barcodes, accessing library resources, and research at: <https://library.vts.edu/ask-librarian>

ID CARDS AND SWIPE CARDS

For students with smartphones, a Photo ID is produced through the Populi App. This photo ID can serve as official evidence of your status as a matriculated student.

The Seminary issues all matriculated students a temporary swipe card during Intensive Terms on the GTS campus. This will enable you to enter the Close as well as campus buildings. Cards should never be lent to anyone. All areas accessed by a swipe card are logged. Please note there is a fee for replacement cards.

INFORMATION TECHNOLOGY

Students at General need to be proficient with information technology. Students will be required to use computers for word processing, web-based research, email, and for interactions with faculty via the Student Information System (Populi) and the Learning Management System (Brightspace). All courses at General use Populi as a repository for syllabi and booklists. Most courses will use Brightspace as a means for uploading assigned work to instructors. Some courses will use Brightspace as a significant learning tool, for both asynchronous and synchronous learning. Hybrid and synchronous online courses, advising for students, and occasional Chapel services are offered using a video conferencing platform like Zoom. Access to Populi is maintained by the Registrar and Brightspace is maintained by the Director of Educational Technology.

OPPORTUNITIES FOR GLOBAL ENGAGEMENT

Each year, grants are made on a competitive basis by the Seminary Consultation on Mission (SCOM), an endowed collaboration among the accredited Episcopal seminaries, for cross-cultural exposure and/or study abroad, especially in Africa, Asia, the Caribbean, Latin America, or the Pacific. Projects must be for a minimum of three weeks and may take place in January, a summer, or be semester-long.

SPIRITUAL DIRECTORS

Students are encouraged to engage the services of Spiritual Directors that are funded by The General Theological Seminary.

APPENDICES

APPENDIX A: ADVERTISING, PROMOTION, RECRUITMENT

It is the policy of this institution that advertising and promotion conducted by or on behalf of The General Theological Seminary shall not be false, misleading, or exaggerated. In keeping with Federal Regulations, recruiters are salaried employees of the institution or volunteers, and to the extent required by 20 USC 1094(a)(20)(United States Code, 1988 edition, Volume 8; Supplement IV, Volume 3 to the 1988 edition; Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402; 1989, 1993 - available at the Office of Higher and Professional Education, Cultural; Education Center, Room 5B28, Albany, NY 12230).

The General Theological Seminary does not provide any commission, bonus, or other incentive payment based directly or indirectly on success in securing enrollments or financial aid to any persons or entities engaged in any student recruiting or admission activities or in making decisions regarding the award of student financial assistance. Further, financial aid is not used as the sole enrollment incentive in recruiting students; and financial aid which is available at most institutions is distinguished from aid available at only the General Theological Seminary. Further information is available from the Director of Financial Aid.

APPENDIX B: ACCESS TO ACADEMIC RECORDS AND DIRECTORY INFORMATION: POLICIES OF THE GENERAL THEOLOGICAL SEMINARY CONCERNING THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA).

The General Theological Seminary seeks to adhere to The Family Educational Rights and Privacy Act of 1974 (FERPA) which protects the privacy of student record information by having and following policies concerning access to students' school records, release of such records, and provision of opportunity for student review and challenge of such records. As is stated in "Students in the Ordination Process" in this catalog students in the ordination process consent to the Seminary sharing information with their ecclesial bodies.

Students' rights are accessible to students via the Catalog which is on the website. Together, FERPA and FERPA regulations provide that (a) each student has a right to inspect and review his or her education records; (b) each student may request that any such record be amended if they believe that it is inaccurate, misleading, or otherwise in violation of his or her privacy. If the Seminary decides it will not amend or correct a student's record, the student has a right to a hearing to present evidence that the record is inaccurate, misleading, or in violation of the privacy or other rights of the student; and (c) General Seminary will obtain the student's written consent prior to disclosing personally identifiable information about the student from their education records, unless such consent is not required by FERPA or FERPA regulations.

DEFINITIONS

For the purposes of this policy, General Seminary has used the following definitions of terms:

Student: An individual who is receiving or has received instruction in an on or off-campus program, including an activity which is evaluated towards a grade. The term does not apply to an individual prior to or subsequent to that individual's period of attendance at General Seminary such as a candidate for admission, an alumnus, or a postgraduate intern in another institution.

Education Records: Any record (in handwriting, print, tape, film, or other medium) maintained by General Seminary, an employee of General Seminary, or agent of General Seminary, which is directly related to a student, *except:* A personal record kept by a Seminary employee, or agent, which meets the following tests:

- It was made as a personal memory aid;
- It is in the sole possession of the person who made it; and
- The information contained in it has never been revealed or made available to any other person except the maker's temporary substitute.

(The FERPA and this policy refer to these personal notes as sole possession records.)

An employment record used only in relation to an individual's employment by the Seminary: However, the records related to a student's employment are education records when: (1) The position in which the student is employed depends on the person's status as a student; or, (2) The student receives a grade or credit based on the student's performance as an employee. (3) Records connected with an individual's application for admission to the Seminary prior to the person's actual attendance as an enrolled student. (4) Records which relate to an individual as an alumnus after the person no longer attends or participates in an educational activity for which the Seminary awards a grade or credit. (5) Records maintained by the Seminary used only for the provision of medical or psychiatric treatment. In order to maintain these records separate from education records, the Seminary will enforce the following conditions: No person other than the physicians, psychiatrists, psychologists, or other recognized professionals providing treatment to a student will have access to information contained in the health records. However, such records may be disclosed to other persons under the procedures to meet a health and safety emergency as described in the FERPA. These records may be reviewed by a physician or other appropriate professional of the student's choice.

PROCESS

Access to Records: A student who wishes to examine any part of her or his file should make a request *via* email to the Registrar, indicating which records are to be examined. Such records generally include course grades, evaluations, information concerning fulfillment of degree requirements, certain financial aid and admissions documents, and the application for admission.

When a record contains personally identifiable information about more than one student, a student may inspect only that information which relates to the inspecting student. General Seminary reserves the right to refuse to permit a student to inspect and review the following education records:

1. The financial statement of the student's parents, if such is submitted.
2. Statements and letters of recommendation prepared by General Seminary officials or submitted with the student's application for admission which were placed in the student's records before January 1, 1975, or for which right of access has been waived by the student in writing. Except that, if these statements and letters have been used for any purpose other than that for which they were originally prepared, the student may inspect and review them.
3. Those records which are excluded from the FERPA definition of education records.

General Seminary reserves the right to deny transcripts or copies of records not required by FERPA in any of the following situations:

1. The student has an unpaid financial obligation to the Seminary.
2. There is an unresolved disciplinary action against the student.
3. While there is unresolved litigation between the student and the Seminary.

Location of Records: Student files are located in the Registrar's Office, student account records are in the Business Office and financial aid files are located in the Office of the Director of Financial Aid.

Inspection, Review and/or Amendment of Records: A student who wishes to inspect and review his/her records should submit a request to the Registrar. The request should identify as accurately as possible the specific records the student wishes to inspect and review. The student will be allowed to review the requested records as soon as possible but in all cases will be permitted to inspect the record within fifteen (15) working days after the Registrar receives the student's request. If for any valid reason such as work hours, distance from a student's place of residence to a record location, or health, a student cannot personally inspect and review the education record, the Seminary will arrange for the student to obtain copies of the record. If a student believes that any of the education records relating to them contain information that is inaccurate, misleading, or in violation of his/her rights or privacy, that student may ask General Seminary to correct or delete such information. The student may also ask that additional explanatory material be inserted in the record.

Requests for amendment of a record or the addition of explanatory material should be submitted in writing to the Faculty. The letter should give the reasons for the request, clearly identify what part of the record the student wants changed, and specify why it is inaccurate or misleading. There is no obligation on the part of General Seminary to grant such a request. If General Seminary declines to amend the records as requested by the student, it will so inform the student, and the student may request a hearing. The right to challenge the contents of an educational record may not be used to question substantive educational judgments that have been correctly recorded. For example, a hearing may not be requested to contest the assignment of a grade.

The Faculty will examine the request; discuss it with appropriate General Seminary officials, including the person who initiated the record, the Seminary's legal counsel, and other persons who might have an interest in the questioned item. At the conclusion of this investigation, the Faculty will make a recommendation for the Seminary's action to The Dean/President. The Dean/President will instruct the Faculty whether the record should or should not be changed in accord with the request. If the decision is to change the record, the Registrar will make the change, the requester will be advised in writing that the record is changed and invite the requester to inspect the corrected record. If the Seminary's decision is that the record is correct and should not be changed, the Registrar will prepare and send the requester a letter stating the decision. This letter will also inform the requester that:

- General Seminary will provide an opportunity for a hearing for the requester to present evidence that the record is inaccurate, misleading, or that it violates the privacy or other rights of students.
- The requester may be represented or assisted in the hearing by other parties including an attorney. (The Seminary will not assume the costs for such assistance or representation.)
- The requester (if a hearing is desired) should contact the Faculty to discuss such details as an acceptable hearing officer, time and place for the hearing, and the time needed to present evidence. (The Seminary will not be bound by the requester's wishes in these matters but will, so far as possible, arrange the hearing as the requester wishes.)

Disclosure of Personally Identifiable Information Prior to disclosing personally identifiable information from a student's education records, the Seminary will obtain the student's signed and dated written consent to such disclosure, unless consent is not required by law. Such consent is not needed for disclosure of directory information.

1. To the student;
2. To school officials with legitimate educational interests; school officials having a legitimate educational interest include any General Seminary employee acting within the scope of her or his General Seminary employment, and any duly appointed agent or representative of General Seminary acting within the scope of his or her appointment.
3. To parents of a dependent student;
4. To accrediting, testing and similar organizations;

5. To specified officials for audit or evaluation purposes.
6. To certain federal, state, and local officials, in each case as specified in Subpart D of the FERPA Regulations, 34 C.F.R. Part 99;
7. In connection with financial aid for which the student has applied or received, under the conditions set forth in the FERPA Regulations.
8. To comply with a subpoena or judicial order, provided that the Seminary attempts to notify the student of the order or subpoena before complying with it (unless, in the case of a Federal grand jury subpoena or other subpoena issued for a law enforcement purpose, the subpoena orders that such notification not be made). Permission is not needed for disclosure to a court when the Seminary has initiated legal action against a student or when necessary for the Seminary to defend itself when a student has initiated action against it.
9. To appropriate parties in connection with an emergency when the information is necessary to protect the health or safety of the student or other individuals. The interpretation of a health or safety emergency is to be strictly construed.
 - (a) When forwarding education records to the officials of another institution in which a student seeks or intends to enroll if that institution requests such records, or (b) if the student is enrolled in, or receiving services from, that institution while they are attending General Seminary. The student's consent is not required for such disclosure, nor is any other notice of the transfer required, although a copy of each record so disclosed will be provided to the student if the student asks for it.

The Procedure for Third Parties to Request General Seminary Directory Information Third parties seeking directory information should submit a request to the Registrar's office. Requests for confirmation of academic degrees, academic awards/honors, and dates of attendance by employers and colleges, and the confirmation of enrollment status for insurance purposes may be directed to the Registrar's office *via* email at registrar@gts.edu.

APPENDIX C: THE GENERAL THEOLOGICAL SEMINARY STUDENT DISABILITY POLICY AND SERVICES

The Seminary is committed to meeting the needs of qualified students with disabilities who meet the academic and technical standards requisite for admission to the Seminary or participation in the Seminary's educational programs or activities. It is the Seminary's intent to provide reasonable accommodations to qualified students with disabilities in order to afford them full participation in the Seminary's programs and activities and give them equal opportunity to attain the same quality of education as students without disabilities.

The Registrar coordinates services for qualified students with disabilities in accordance to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended. These national civil rights laws are designed to prohibit discrimination on the basis of a disability which substantially limits a major life activity. Upon request for reasonable accommodation from a qualified student, the Seminary is responsible for determining the appropriate academic accommodation, adjustments or auxiliary aids for such a disability. If a student disagrees with the Seminary's determination, the Seminary's grievance procedure is available to resolve any dispute.

REQUEST FOR REASONABLE ACCOMMODATIONS

It is the student's responsibility to notify the Seminary of any disability, procure the necessary documentation of such disability and request reasonable accommodations, such as modifications of programs, appropriate academic adjustments or auxiliary aids that enable them to participate in and benefit from the Seminary's educational programs and activities. The Office of the Registrar handles all requests for disability-related services. It is not sufficient to notify a professor; a student with a disability seeking a reasonable accommodation must follow the policy and procedure set forth herein for

notice to be effective.

If a student needs disability related services, including reasonable academic accommodations, the student should do the following:

1. Complete the Disability Service Request from the Office of the Registrar.
2. Provide to the Office of the Registrar clinical documentation of the disability prepared by an appropriate medical professional. The medical documentation must outline the disability and its duration, as well as limitations and anticipated need, in accordance with the following reasonable guidelines and procedures:
 - The evaluation must be by a clinician with appropriate qualifications, whose credentials are presented in reasonable detail in the evaluation. The diagnosing clinician cannot be a member of the student's immediate or extended family. The clinician must be qualified to make a diagnosis in the area of specialization.
 - The evaluation should be written on professional letterhead and establish a current need for accommodation. Often, but not always, this means a recent evaluation (usually within 6 months, but no more than one year). The evaluation should contain the date of the last appointment with the student.
 - The clinician must clearly indicate the disability with which the student has been diagnosed, and information such as the date of the diagnosis and how the diagnosis was reached.
 - The evaluation must clearly support the claimed disability with relevant medical and other history, including a description of current treatments and assistive devices and technologies (if any), with estimated effectiveness in ameliorating the impact of the disability.
 - The evaluation must include a description of the functional limitations the student experiences as a result of the disability (ie: how the disability affects a major life activity and academic performance), which specifically addresses a graduate residential and educational setting.
 - The documentation must clearly support the need for the requested accommodation(s).

A student with an undiagnosed disability should seek testing and appropriate medical documentation *in advance* of seeking an accommodation.

The Registrar will review the documentation upon receipt and may consult with the student's clinician (if clarification is needed) upon receiving written consent from the student (the consent form is included in the disability service request form). The Registrar will then meet with the student to determine what accommodations will be reasonable and/or appropriate.

If a student's request for reasonable academic accommodations has been denied, or a student disagrees with a reasonable accommodation decision made by the Registrar, a student may appeal the decision of the Registrar by petitioning the Academic Dean in writing within 15 days of being informed of the Registrar's decision. The petition should include the original request, information about the accommodation offered by the Registrar, if any, and the reason(s) that the student feels the accommodation offered does not adequately meet the student's disability needs. The Academic Dean will inform the student of a decision within 10 days. The Academic Dean's decision is not subject to appeal with the Seminary.

If a student believes the Seminary is in violation of applicable law with respect to a request for a non-academic accommodation, a student may appeal. If a student wishes to file a complaint, the student should contact the Registrar, who will conduct the investigation of the complaint. All complaints will be investigated promptly. Appeals of the Seminary's decision may be directed in writing to the Dean/President of the Seminary.

For more information about services to students with disabilities, or to file a complaint about disability access, please contact the Registrar.

If a student is dissatisfied with the outcome of the Seminary's grievance procedure, they may file a complaint against the Seminary with the Office for Civil Rights.

The Seminary prohibits retaliation against any student who exercises their rights to request a reasonable accommodation under applicable law, or because they have filed a grievance or taken part in the grievance procedure in good faith.

The Family Educational Rights Privacy Act (FERPA) regulates disclosure of disability documentation and records maintained by the Seminary, which is not a part of the student's permanent academic record. Under this Federal law, prior written consent by the student is required before the Seminary may release disability documentation or records.

FERPA provides exceptions to the general requirement to seek student consent prior to releasing personally identifiable information from educational records. One of the exceptions authorizes the General Seminary to release information to any school official who has a "legitimate educational interest." Another exception is for health and safety emergencies.

A school official has a legitimate educational interest in a student's education record if the official needs to review an education record in order to fulfill his or her professional responsibilities for the Seminary. Accordingly, professors or other Seminary officials may request information about the impact of a student's disability on her/his ability to learn. The Seminary will only share information with other Seminary officials when appropriate and will carefully balance a student's request for confidentiality and the request for additional, relevant information about the student. The Seminary seeks to preserve the student's wish to keep her/his disability information and status confidential. The Seminary is extremely sensitive to this issue.

APPENDIX D: AFFIRMATIVE ACTION AND EQUITABLE EMPLOYMENT

The General Theological Seminary admits students without regard to race, color, ethnic origin, sex, national origin, marital status, sexual orientation, disabilities or age, except as specified by the Canons of the Episcopal Church. General Seminary is also committed to a program of fully equitable employment opportunity and affirmative action, seeking to recognize the God-given gifts that may be found in any person considered for employment. Discrimination based on race, color, ethnic origin, sex, national origin, marital status, sexual orientation, disabilities, age and where appropriate, creed, is prohibited in all personnel matters, including recruitment and hiring, job descriptions, training, promotion, salary and other compensation or benefits, transfers, terminations, and retirement.

APPENDIX E: CONSUMER COMPLAINTS

Any person who believes that they have been aggrieved by an institution on or after May 4, 1994 may file a written complaint with the New York State Education Department within three years of the alleged incident(s). Complaints shall be received in a form prescribed by the department. The regulations of the State Education Department recite that in response to a written complaint, the department shall:

1. Send the complainant a notice acknowledging such written complaint and requesting further information if necessary;
2. When appropriate, advise the institution involved that a written complaint has been received and, when appropriate, the nature of the complaint; and
3. either: a) conduct a complaint review to respond to the complaint pursuant to the authority in Education Law or the Regulations of the Commissioner of Education, or b) dispose of the complaint by referring it to an appropriate entity for resolution.

Upon conclusion of the department's complaint review or upon disposition of the complaint by referral to another entity

for resolution, the department shall issue a written notice to the complainant and, when appropriate, to the institution involved, describing the disposition of the complaint. For a copy of the regulation, or for further information on filing a complaint, please contact The Dean/President's office.

APPENDIX F: INCIDENT REPORTING - STATE AND FEDERAL LAW REQUIRE THAT ALL INCIDENTS (THEFT, BURGLARY, RAPE, ASSAULT, ETC.) BE REPORTED TO THE WELCOME CENTER

The General Theological Seminary maintains incident logs to ensure compliance with Seminary policies, State and Federal law, and to document safety, security and service delivery quality. A safety and security incident can be defined as any event or situation that has either already occurred or which has a reasonable probability of occurring, which might be or might lead to an unsafe or unsecured situation. Obvious examples are burglaries, suspicious or menacing strangers, objects falling from buildings, open doors to secured areas, etc. What represents an incident may involve judgment and it is impossible to define every event and situation that could be defined as an incident. Accordingly, if in doubt, report the event or situation to the Welcome Center personnel. The person at the Welcome Center has procedures which guide the desk personnel in the appropriate action(s) to deal with a given event or situation. Here is the information necessary to completely report an incident to the Welcome Center:

1. Specify the location of the incident (Be as specific as possible, e.g., building, room, on the sidewalk in front of, etc.),
2. Specify the date and time of the incident,
3. Give a full account of the incident,
4. Supply the names (if you know them) or description (if you do not know their names) of people involved and at the scene of the incident,
5. Was anyone hurt? If so, how? (the most important data needed),
6. Was anyone contacted prior to the advisement to the Welcome Center (e.g., 911)?,
7. Was any property stolen or damaged?,
8. Was there any follow-up? (e.g., Did the police/fire department/ambulance come?).

APPENDIX G: SEXUAL ASSAULT

Rape or other sexual assault can occur in a wide variety of situations without respect to age or gender. If a student is assaulted on The General Theological Seminary campus, you should immediately call 911 and may also ask for assistance from the Office of The Dean/President.

If you are assaulted off-campus, you can get help from General Seminary, a friend, or call 911 or the 24-hour NYPD sex crimes hotline: (212) 267-RAPE or our local Tenth Precinct: (212) 741-8211. Other resources include:

National Sexual Assault Hotline	800-656-4673
Safe Horizon: Rape and Sexual Assault Hotline	212-227-3000 www.safehorizon.org
Safe Horizon: Domestic Violence Hotline	800-621-HOPE (800-621-4673)
NYC Gay and Lesbian Anti-Violence Project	212-714-1141
New York Asian Women's Center	888-888-7702
NYC Alliance Against Sexual Assault	212-229-0345

NYS Victim Information and Notification Everyday (VINE)	888-VINE-4NY (888-846-3469)
NYS Crime Victim's Board	718-923-4325
Urban Justice Center: legal services & advocacy for survivors of Domestic Violence	646-602-5600 www.urbanjustice.org
Women's Survival Space (Brooklyn)	718-439-4612

WHEN YOU REPORT AN ASSAULT TO OFFICIALS OF THE GENERAL THEOLOGICAL SEMINARY:

1. Your identity will be kept confidential;
2. The Seminary will aid you in securing transportation for medical assistance as required;
3. You will decide whether you wish to contact the police;

The Dean/President or another General Seminary representative will accompany you to the hospital, police or court proceedings should you so desire.

WHEN YOU REPORT AN ASSAULT TO THE POLICE:

1. A member of the Victims Squad will speak to you.
2. You will decide whether or not you wish to sign an official complaint.

SEXUAL HARASSMENT, EXPLOITATION, AND ABUSE

We at The General Theological Seminary believe that spiritual growth and well being are best fostered only in a community whose members feel safe from sexual harassment, exploitation, and abuse. We define sexual harassment as persistent sexual attention that is unwanted, including but not restricted to verbal propositions and innuendos, suggestive remarks, inappropriate letters, phone calls, or material of a sexual nature, and requests or demands for sexual favors. Sexual exploitation is sexual contact of a physical nature between adults in an unequal power relationship that may involve inappropriate touching, embraces or assault. Sexual abuse refers to any of the behaviors already specified when the alleged victim is a minor. Sexual harassment, exploitation, and abuse may involve the behavior of a person of either sex against a person of the opposite or same sex. Such behaviors are wrong, are prohibited, and will not be tolerated on the part of students, faculty, or staff at The General Theological Seminary or in any activity related to The General Theological Seminary, including field education settings. Based upon guidelines issued by the Federal Equal Employment Opportunity Commission, three basic criteria determine whether an action constitutes unlawful sexual harassment:

1. Submission to the conduct is either an explicit or implicit term or condition of employment or a basis for participation or advancement in an academic program or Seminary activity or benefit;
2. Submission to or rejection of the conduct is used as a basis for a decision affecting an individual's employment status or academic standing;
3. The conduct has the purpose or effect of interfering with an individual's performance on the job or in the classroom by creating an intimidating, hostile or offensive work or educational environment.

General Theological Seminary will deal with any such situation in a confidential, timely, impartial and decisive pastoral manner. Complaints will be taken seriously and dealt with appropriately.

Title VII of the Civil Rights Act of 1964, as amended, as well as state and local law, prohibits unlawful discriminatory treatment of any employee based on sex. Persons who feel that they have been victims of any kind of sexual harassment, exploitation, or abuse or who are aware of such an incident, should take the following steps:

1. An initial course of action for any faculty member, staff member, or student who feels that they are being sexually harassed is for that person to tell or otherwise inform the harasser that the conduct is unwelcome and must stop.
2. However, in some circumstances this course of action may not be feasible, may be unsuccessful, or the individual may be uncomfortable dealing with the matter in this manner.
3. Anyone may seek advice, information or counseling on matters related to sexual harassment/sexual assault or exploitation without having to lodge an informal or formal grievance. Anyone who feels they are being harassed, or are uncertain as to whether what they are experiencing is sexual harassment/sexual assault, and/or desire information as to their options in dealing with sexual harassment/sexual assault are encouraged to talk with a member of faculty.
4. The individual should speak to the designated Compliance Officers or in a field education setting with the Director of Field Education, or another trusted person as soon as they can. If possible, they should prepare with that person a written outline or statement describing the situation.

Every year The Dean/President will appoint a Sexual Harassment Compliance Officer(s). Currently the Compliance officers are Trecea O'Sullivan and Jamie Tan.

The complainant should go to the Sexual Harassment Compliance Officer bringing with them the outline or statement that shall be considered a confidential document. The Officer will take the complaint seriously and request permission from the alleged victim to confront the alleged offender with or without the alleged victim's presence. The alleged victim may decide whether or not to be present at the meeting. The Officer may convene a panel consisting of himself/herself and two faculty members selected by the Officer in order to investigate the complaint.

The Officer(s) and the panel will meet with the accused offender to acquaint them with the charges that have been made and to hear and consider the alleged offender's response which may be made in writing for purposes of clarity and fairness. It should be made clear that the alleged offender should not have one-on-one contact with the alleged victim until the situation is resolved.

The Officer(s) and the panel will present the alleged victim's written statement and the alleged offender's response to The Dean/President. The Dean/President, Officer(s) and panel will assume responsibility of hearing the charges, and will meet with the alleged victim separately from the alleged offender.

While recognizing the serious nature of any charges, every effort will be made to ensure that the alleged offender is given a fair hearing.

The Dean/President, Officer(s), and panel will decide what action is appropriate with respect to the alleged offender. Such action may include dismissal from the student body, in accordance with the policy entitled —*Grounds for Dismissal from the Seminary*” in this catalog, termination of employment or resident status or other discipline within the established norms of due process. In making this decision, an advisory committee from the Faculty, not to exceed two persons, may be convened. In the case where a Priest, Deacon, or Aspirant for Holy Orders is accused, his or her Bishop will be notified. The alleged victim should be notified of what action has been taken and will be offered referrals to find necessary treatment and pastoral support.

While protecting individual confidentiality, procedures will be developed for sharing information with the community when appropriate. If the alleged victim or alleged offender feels that they have not been dealt with satisfactorily, they may request a hearing by a committee of the Board of Trustees. Such a special committee shall be constituted, and the members chosen by the Chair of the Board of Trustees.

If it should happen that The Dean/President is the accused offender, the Chair of the Board of Trustees would assume the role specified to be exercised by The Dean/President in the above procedures.

Article 129-A Section 6450.1-a of the New York State Education Law requires that sexual assault prevention information be disseminated at institutions of higher learning. In addition, the Federal Campus Crime Awareness and Campus Security Act of 1990 requires that institutions make available to all current students, employees, and applicants this same information, along with statistics concerning specific types of crimes.

Definition: According to guidelines issued by the U.S. Department of Education Office of Civil Rights and the Equal Employment Commission, the following behavior constitutes sexual harassment:

1. Submission to sexual advances as a condition of employment or education;
2. Acceptance or rejection of these advances or comments affecting your job status, your grades or your professional advancement; or
3. Unwelcome sexual advances or comments interfering with your work or study.

Levels of harassment :

1. Gender harassment: generalized sexist remarks and behavior which convey insulting, degrading, or sexist attitudes;
2. Seductive behavior: unwanted, inappropriate, and offensive physical or verbal sexual advances;
3. Sexual bribery: solicitation of sexual activity or other sex-linked behavior by promise of reward;
4. Sexual coercion: coercion of sexual activity or sex-linked behavior by threat of punishment;
5. Sexual assault: assault or rape.

Examples of conduct considered to be sexual harassment:

1. Insistent invitations for drinks, dinner, dates,
2. Unwanted touching/unnecessary physical contact,
3. Uninvited visits to one's hotel room during conferences,
4. Offensive graffiti,
5. Threats of physical assault,
6. Sending lewd cartoons, cards, presents, or letters,
7. Sexist comments,
8. Describing someone in sexually degrading words,
9. Subtle or overt pressure for sexual interactions,
10. Taking official action or evaluating a person based on sexual attractiveness instead of merit,
11. Assault and rape,
12. Sexual harassment may also occur where third parties are denied benefits or opportunities because of the existence of a sexual relationship between others or where third parties are forced to work or learn in an intimidating, hostile, or offensive environment resulting from the sexual conduct of others,
13. Display of pornographic or sexually offensive materials on computers.

Common reactions to harassment:

1. Changing seminary or graduate school major,
2. Leaving job or city,
3. Depression, anxiety, loss of self-esteem,
4. Headaches, nausea, weight loss or gain, insomnia, high blood pressure, gastrointestinal disorders,
5. Stress in relationships with co-workers, friends, and family.

Strategies for dealing with harassment:

1. Say no immediately. Be direct. Do not ignore the problem.
2. Write a note to the harasser. Describe the incident and how it made you feel. State that you would like the harassment to stop. Send the letter by certified mail; keep a copy.
3. Keep a log. Document each incident. Describe it. Include the dates, time, place, persons involved, witnesses, and exactly what occurred: who said what or who did what and to whom.
4. Talk to the Compliance Officers or a member of the faculty immediately. Speak to a faculty member you trust. Follow the steps for dealing with the problem that are spelled out in the Seminary policy that follows, or Grievance Procedures shown in Conduct Policies in this Handbook.

Retaliation: No employee, applicant for employment, student, or member of the public shall be subject to restraints, interference, coercion or reprisal for action taken in good faith to seek advice concerning a sexual harassment or sexual assault matter, to file a sexual harassment/sexual assault grievance, or to serve as a witness or a panel member in the investigation of a sexual harassment/sexual assault grievance. Acts of retaliation are a violation of this sexual harassment/sexual assault policy and will be investigated and adjudicated accordingly.

Malicious, False Accusations: A grievant whose allegations are found to be both false and brought with malicious intent will be subject to disciplinary action which may include, but is not limited to, written warning, demotion, transfer, suspension, dismissal, expulsion, or termination.

In all cases of sexual harassment, exploitation, and abuse, all procedures are subject to Federal, State, and Municipal law and the Due Process statutes noted in the Constitution and By-Laws of the Seminary.

New York State Penal Law Relating to Sex Offenses Although sexual harassment can be a traumatizing experience, it is generally perceived as a non-violent psychological assault by one person upon another for the purposes of sexual favors, reactions, or other favors. Consent or approval is pursued by the actor. Physical force is not an element of sexual harassment. Once a sexual act is committed upon a person without consent because of physical compulsion, incapacity to consent (due to mental deficiency, incapacitation, physical helplessness, under the age of 17), it becomes a violation of the penal law and becomes a criminal offense. Acts defined as sex offenses in the penal law must have the element of sexual contact. This means any touching of a sexual or other intimate part of a person not married to the actor for the purpose of gratifying sexual desire of either party. It includes the touching of the actor by the victim, as well as the touching of the victim by the actor, whether directly or through clothing.

APPENDIX H: INCLUSIVE LANGUAGE POLICY

Human speech reflects human understanding. The way we talk about God conveys our theology. In recent decades, linguistic scholars have determined that the use of male terms to refer to humanity and God erroneously implies that maleness represents everyone. Inclusive language aspires to respect all people without preference or discrimination. Churches have customarily minimized and ignored many of the metaphors for God found in Scripture and Christian tradition. Expansive language refers to images for God that extend beyond the limits of maleness and embrace the full

linguistic richness of Scripture, Christian tradition, and human experience. The use of inclusive and expansive language is a deeply theological endeavor reflecting the Scriptural belief that each person is equally made in God's image (Genesis 1:27).

Our words in speech and writing need to avoid historical and cultural biases that dismiss or disrespect people due to race, religion, age, gender, gender identity, sexual orientation, body type, ethnicity/national origin and physical, emotional, mental ability and illness. Transitioning to inclusive and expansive language is a skill that may be new or challenging to some people. As a community, we are called to extend and receive grace as we develop the habit of using inclusive and expansive language.

General Seminary commits to using language that refers to all people with respect. To assist toward this goal, the following guidelines accord with the mandate of General Convention regarding the normative use of inclusive language in The Episcopal Church. Our faith traditions include bequeathed texts that reflect the cultural realities of their times. This policy statement seeks to reflect the sensibilities of our time.

CLASSROOM GUIDELINES

The suggestions below provide a starting point for using inclusive language in the classroom, both in written work and class discussions. This list is incomplete and will need to be changed and amended over time. Nonetheless, these terms offer vocabulary for developing the skill of making inclusive word choices.

Use of Pronouns:

In the classroom -- All people should be addressed by their preferred pronouns (she/her; he/him; they/them) which should be stated in initial class session.

In papers and in discussions – Plural pronouns (they/their) should be used when referring to people in general. The use of “he” is no longer accepted as a “generic” pronoun.

Examples of Language Choices:

For: man / men / mankind (when referring to more than male people)

Use: people / humanity / persons / all of us / human race

For: Son of Man

Use: Son or Child of Humanity / mortal / Human One

For: sons of God

Use: children of God / people of God

For: sisters and brothers

Use: siblings / family of faith / friends

For: crazy / bi-polar

Use: mentally ill / extreme

For: lame (metaphoric use)

Use: insufficient / inadequate

For: blind, deaf (metaphoric use)

Use: oblivious

God Language:

While God is often portrayed as male in the Bible, using exclusively male language for God limits a limitless deity. Instead, a variety of pronouns (he/she/they) should be used referring to God in both written work and classroom discussion. The full range of language for God found in Scripture and Christian tradition also provides linguistic images and metaphors for God that extend beyond masculine language. Community members are therefore encouraged to draw on these resources.

APPENDIX I. INFORMATION TECHNOLOGY: POLICY AND ACCEPTABLE PRACTICES

RESPONSIBILITIES WITH COMPUTER ACCOUNTS

You are responsible for all usage on your accounts. You must take all reasonable precautions, including password maintenance and file protection measures, to prevent use of your accounts by unauthorized persons.

IT resources or account(s) may not be used in a manner that interferes with any other individual or network service, and should not use more than your allocated share of computing and network resources. This includes the following:

1. Transmitting or making accessible offensive, annoying or harassing material,
2. Intentionally damaging the system,
3. Intentionally damaging information not belonging to you, or
4. Intentionally misusing system resources or allowing misuse of system resources by others.

To ensure the security of your account, e-mail and/or network passwords should routinely be changed and in the case of network accounts, should be at least 8 characters in length and a mix of text, symbols and numbers.

CYBER-SECURITY AND ILLEGAL ACCESS

Unauthorized access to the Seminary computer systems including but not limited to an attempt to access, tamper with, hack, or access another person's physical computer or confidential records, without their permission is expressly prohibited and will result in serious consequences.

Snooping into seminary computer systems is a serious violation of Seminary policy. If you have no business being there, don't go there. If you accidentally identify a new way to access information, report it to the IT department. Watching other users enter information, and looking at computer disks that do not belong to you, are prohibited. Obtaining, or trying to obtain, other users' passwords, or using programs that compromise security in any way, are violations of General Seminary's policy.

Computer policy violations will be investigated. Non-compliance with the Seminary's IT policy may result in discipline up to, and including, dismissal and termination.

Privacy Monitoring Computer Communications and Systems: The Seminary reserves the right, without prior notice, to access, disclose, use, or block both business and personal computer communications and information. Random audits to verify that Seminary computers are clear of viruses, and used in accordance with Seminary policy, may be performed. The Seminary may monitor Internet activity to see what sites are frequented, duration of time spent, files downloaded, and information exchanged.

Internet connections are authorized for specific Seminary needs only. Furthermore, the following activities are prohibited without IT department authorization:

- Downloading copyrighted material without the permission of the copyright holder, including data, files, programs, pictures, screensavers.
- Copying programs, files, and data owned or licensed by General Seminary to be used on other non-Seminary computers.
- Transmitting important, confidential, or proprietary Seminary information.

The following actions are prohibited under any circumstances:

- Portraying yourself as someone other than who you are, or the Seminary you represent.
- Accessing inappropriate websites, data, pictures, jokes, files, and games.
- Inappropriate chatting, email, monitoring, or viewing.
- Harassing, discriminating, or in any way making defamatory comments.
- Transmitting junk mail, chain letters, or soliciting for commercial, religious, charitable, or political causes.
- Gambling or any other activity that is illegal, violates seminary policy, or is contrary to the Seminary's interests.

Business Reputations: Please keep in mind, a statement or posting of information on the Internet can cause serious damage, because information can be quickly and effectively disseminated. The Seminary, and the law, can and will hold you responsible for offensive, discriminatory, and defamatory statements, or any other illegal activity.

E-MAIL POLICIES

All Students will be issued a General Theological Seminary branded email address that will serve as the primary means of communication for contact. It is recommended that this account be checked at least once a day.

Students who withdraw from studies at the Seminary may have their email accounts suspended 72 hours after notification is made to the IT Department by the Registrar.

Email communications like all Seminary communications are expected to be courteous and respectful in tone. Authorized users of Seminary IT resources are accountable for the ethical and responsible use of Seminary IT resources which includes:

Respect for all the rights of others: respecting privacy, using only authorized access, respecting intellectual property, respecting sensibilities of others, not knowingly doing harm to others or denying services to others.

Respect for resources: using good security practices, not knowingly doing harm to data, altering or doing harm to systems or the property of the Seminary and others, not wasting resources.

Academic and personal integrity: including honest representation of identity and authorship.

Proper use of resources: only for Seminary related work; only for use that is not a conflict of interest or commitment.

Users are responsible for knowing and complying with all applicable laws, Seminary policies, and procedures, including the Equal Employment Opportunity and Non-Harassment Policy.

Do not use Email resources for spam, sending of junk mail, or offensive material.

STATEMENT REGARDING PRIVACY AND DUE PROCESS

The General Seminary network records and retains a record of all activity on campus workstations. However, protecting the General Seminary community is important to the IT Department. The following safeguards protect your electronic accounts and data:

- IT Department staff are the only individuals on campus authorized to access your account.
- IT Department staff are obliged not to divulge anything of what they see in accounts, unless they find data that is in violation of local, state or federal laws. Then they will report this to the IT Manager, who will follow up on the violation with the appropriate General Seminary managers and if necessary with local, state or federal authorities.
- IT Department staff will cooperate fully with any local, state or federal officials in any investigation related to any illegal activity conducted through the school e-mail system.
- General Seminary reserves the right to monitor and read any email created on the e-mail system at any time.

Social Media Policy: General Seminary respects the importance of online employee and student profile sites like Facebook, Twitter, LinkedIn and others, as well as blogging and personal websites to Employees, Faculty and students who use these sites as a means of communicating with family, friends, and colleagues.

Nonetheless, General Seminary students must understand the public nature of these sites and the responsibility and accountability that they assume when they declare their membership in the General Seminary community on these sites. When this linkage occurs online, their names and sites are publicly linked with General Seminary and as a result, General Seminary may monitor the content of these sites because of the impact that this can have on General Seminary's accountability, public image, and student, faculty and staff safety. General Guidelines:

- Guidelines for social networking: Personal websites, blogs, etc should reflect the same standards of honesty, respect and consideration you use face-to-face.
- Sensitive or confidential information about General Seminary should never be posted online.
- Common sense should prevail when posting material about General Seminary that might compromise students, faculty, or safety or the safety of our buildings and resources. (It is particularly important to remember that we have children in our community.)
- Respect for all the rights of others: respecting privacy, using only authorized access, respecting intellectual property, respecting sensibilities of others, not knowingly doing harm to others or denying services to others.
- Academic and personal integrity including honest representation of identity and authorship.
- Technological communication is persistent and replicable; it can be forwarded, copied, and traced. Therefore you should be cautious and respectful in all online communications.

Personally Owned Equipment: IT department staff repair computers owned by General Seminary but cannot repair personally-owned equipment. The only work staff are authorized to do on personally-owned equipment is to add access to the General Seminary wireless system (as long as that access does not result in radical changes to equipment).

MINIMUM TECHNOLOGY REQUIREMENTS

Participation in hybrid degree programs at The General Theological Seminary requires a set of basic computer/technology skills and minimum systems requirements (hardware and software). Students are required to acquire and maintain these skills and technologies throughout their program. The Seminary does not provide repair services or troubleshooting for personal student devices nor does it make recommendations regarding specific brands or models.

Please direct all questions and concerns related to these requirements to the Director of Digital Learning.

Basic Computer & Technology Skills: The Seminary assumes that students enter their degree programs with the following skills:

- Ability to create, organize, upload, download, and view standard file types for documents, spreadsheets, and slide presentations (e.g. PowerPoint).
- Familiarity with Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and Google Suite (Google Docs, Google Sheets, Google Slides).
- Ability to navigate standard internet browsers and the ability to create bookmarks, save passwords, etc.

On-demand tutorials are readily available online for the skills above. Additionally, throughout their degree programs, students will be asked to regularly create audio and video recordings, navigate course websites, and create artifacts of their learning using digital media. To support the development of these skills, the Seminary will provide an Educational Technology Orientation during the first on-campus intensive.

Minimum Systems Requirements for Student Devices: While many of the Seminary's digital learning resources are fully supported and accessible on mobile devices (e.g. smartphones and tablets), all students must have access to a personal computer and a reliable internet connection that meets the following minimum requirements. It is strongly recommended that students follow the recommended or optimal requirements instead of the minimums.

Student Computers

- Operating system – Either Windows or Mac.
 - Windows OS: Windows 7 Ultimate (minimum) or Windows 10 (recommended).
 - Mac OS: High Sierra/10.12 (minimum) or Monterey 12.1 (recommended)
- Memory/RAM
 - Windows OS: 8GB (minimum) or 16GB+ (recommended)
 - Mac OS: 16GB (minimum) or 32GB+ (recommended)
- Processor
 - Windows OS: Core i5, 1.6 GHz (minimum) or Core i7/9, 2.3 GHz+ (recommended)
 - Mac OS: Core i5, 1.6 GHz (minimum) or Core i7/9, 2.3 GHz+ (recommended)
- Hard Drive
 - Windows OS: Either solid state drive (SSD) or hard disk drive (HD) 500GB (minimum) or 1TB (recommended)
 - Mac OS: solid state drive 512GB (minimum) or 1TB (recommended)
- Accessories
 - Microphone: internal/integrated microphone – included on most computers less than three years old (minimum) or External USB microphone (recommended). Alternatively, some students may wish to

- have a headset with a built-in microphone (also recommended).
- Webcam: internal/integrated webcam – included on most laptops (minimum) or External USB webcam with at least 640x480 resolution.

Internet Connectivity & Browser Requirements: Students are required to have reliable internet connection. The Seminary does support student connectivity issues.

- Connectivity: 1.8 Mbps upload, 2.6 Mbps download (minimum) or 3.8 Mbps upload, 3.0 Mbps download (recommended).
 - Students may achieve these speeds either via a Wifi connection or an Ethernet connection, however the Seminary recommends students have access to a workstation with a dedicated Ethernet connection for the best connectivity.
- Internet Browser: Most digital learning resources are accessible via any up-to-date internet browser, however, because some have preferred browsers, the Seminary’s recommended browser is Google Chrome.

Software & App Requirements: Students in the hybrid degree programs will need access to the following software and it is expected that students have basic competency in the software listed below.

- Microsoft 365 Online (Word, Excel, Powerpoint, etc.). All students receive a complimentary MS 365 license through the Seminary.
- Google Suite for Education (Google Docs, Google Sheets, Google Slides, etc.). All students receive a complimentary license to Google Suite for Education.
- Acrobat Adobe Reader (latest version)
- Media player such as VLC media player, Windows Media Player, Quicktime, etc.

Additionally, students in the hybrid program will regularly be required to use the following web-based platforms and apps:

- Brightspace – Learning Management System (LMS) where students will access online course content, assignments, and more. A mobile app is available for Brightspace.
- VoiceThread – An app that facilitates asynchronous conversations through video commenting. A mobile app is available for VoiceThread.
- Panopto – A video creation and management app that faculty use to capture and share course content and students use to submit video assignments. A mobile app is available for Panopto.

These platforms and apps will be covered in the Educational Technology Orientation, additional on-demand training is available, and the Seminary provides full support for these resources.

APPENDIX J: DRUG AND ALCOHOL POLICY

In accordance with Public Law 101-226, this policy notes that the possession, use, or distribution of illicit drugs and the unlawful distribution of alcohol are violations of federal, state, and local laws and convictions under these laws may result in fines and imprisonment. In any apparent violation of this policy, therefore, the Seminary reserves the right to notify appropriate law enforcement agencies.

The unlawful possession, use, or distribution of illicit drugs and alcohol by employees, students, or other residents of The General Theological Seminary, is prohibited. Should anyone be found to have violated this policy with respect to drug use or possession, the Seminary will, for a first offense, refer the individual to an appropriate treatment program. Such

referrals will be made by The Dean/President.

Descriptions of treatment programs are available through The Dean/President's office. Refusal to enter treatment will be grounds for termination of a faculty or staff appointment, dismissal from the student body, or termination of resident status.

Any second offense with respect to drug use or possession, and any violation of this policy with respect to unlawful distribution of illicit drugs, will also be grounds for dismissal from the student body or termination of resident status. Distribution or serving of alcohol to anyone under the age of 21 will be considered a violation of this policy.

If you believe you or someone on the Close has a drug or alcohol problem, please schedule a meeting with The Dean/President.

As required by federal regulations, the health risks and state and local penalties for alcohol and drug abuse are listed below:

HEALTH RISKS OF ALCOHOL

Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increases the incidence of a variety of aggressive acts, including spouse/partner and child abuse. Moderate to high doses of alcohol cause marked impairment in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and the liver. Women who drink alcohol during pregnancy may give birth to infants afflicted with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk of becoming alcoholics themselves than does the general population.

New York State law says that:

- No person shall sell, deliver or give away or cause to permit to procure to be sold, delivered or given away any alcoholic beverages to:
 - Any person, actually or apparently, under the age of twenty-one years; Any visibly intoxicated person;
 - Any habitual drunkard known to be such to the person authorized to dispense any alcoholic beverages.
- Any person who misrepresents the age of a person under the age of twenty-one years for including the sale of any alcoholic beverage to such person, is guilty of an offense.
- No person under the age of twenty-one years shall present or offer to any licensee under this chapter (the alcoholic beverage control law), or to the agent or employee of such licensee, any written evidence of age which is false, fraudulent, or not actually his own, for the purpose of purchasing or attempting to purchase any alcoholic beverage.
- No person under the age of twenty-one years shall possess any alcoholic beverage with the intent to consume such beverage.

APPENDIX K: STATE REQUIRED IMMUNIZATIONS AND RECORDS

MEASLES, MUMPS, RUBELLA, AND MENINGITIS IMMUNIZATION

New York State law requires all undergraduate and graduate students to be immunized against measles, mumps, and rubella. The law applies to all students born on or after January 1, 1957. For purposes of the college immunization law, proof of immunity for measles, mumps, and rubella shall mean the following:

Signed original documents, submitted by your physician or other health care provider, must show the following:

1. Measles B: Dates of TWO (2) doses of measles vaccinations. Both vaccinations must occur after 1967, with the first shot administered after at least ONE YEAR OF AGE, and the second shot no less than thirty (30) days later; OR Date of disease diagnosis; OR Date of blood titre/test, with results indicating immunity.
2. Mumps B: Date of ONE (1) mumps vaccination, administered after at least ONE YEAR OF AGE; OR Date of disease diagnosis; OR Date of blood titre/test, with results indicating immunity.
3. Rubella (German Measles) B: Date of ONE (1) rubella vaccination, administered after at least ONE YEAR OF AGE; OR Date of blood titre/test, with indicating immunity. Date of disease diagnosis IS NOT SUFFICIENT, as having had rubella does not provide immunity.

Copies of immunization records or a physician's letter certifying that you have had measles and mumps should be given to the Registrar.

MENINGOCOCCAL MENINGITIS IMMUNIZATION

As of August 15, 2003 New York Public Health Law requires that all college and university students enrolled for at least six (6) semester hours or the equivalent per semester, or at least four (4) semester hours per quarter, complete and return the Meningococcal Meningitis Immunization form to the Registrar's office. For this form, you will need to make and indicate the following choice:

- I have had the meningococcal meningitis immunization within the past 5 years (please include date received and appropriate documentation).
- I have read, or have had explained to me, the information regarding meningococcal meningitis disease. I will obtain immunization against meningococcal meningitis within 30 days from my health care provider.
- I have read, or have had explained to me, the information regarding meningococcal meningitis disease. I understand the risks of not receiving the vaccine. I have decided that I will not obtain immunization against meningococcal meningitis disease.

This form will be distributed once you are registered. Copies of immunization records or a physician's letter certifying that you have had measles and mumps should be given to the Registrar. General Seminary is required to keep records and certify that all eligible students have presented acceptable proof of immunity before they enroll. If you cannot get your medical records, General Seminary requires that you either have blood tests to show the presence of antibodies for measles, mumps, and rubella, or that you have an MMR immunization. If you wish to claim exemption from immunization requirements on religious or medical grounds, please contact the Registrar.

APPENDIX L: THE GENERAL THEOLOGICAL SEMINARY PROCESS FOR COMPLAINTS AND GRIEVANCES

The General Theological Seminary is committed to providing an educational climate that is conducive to the education and formation of each individual. In order to ensure that commitment, the Seminary has developed procedures for students to pursue grievances within the Seminary community, should such action become necessary. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator has the right to file a written complaint without prejudicing his or her status with the Seminary. This policy applies to problems not covered elsewhere, for example, Academic Hearings, Catalog Appendix B: FERPA, Appendix G: Incident Reporting or the Employee Handbook.

Definition: A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established Seminary procedures which are outlined elsewhere in the Catalog). Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the Seminary's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow Seminary policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance.

The student must have first attempted to resolve the issue by approaching the faculty member, and then, where appropriate, before filing a written complaint. A non-academic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. In most cases, the student should first have attempted to resolve the issue by approaching the person(s) involved, and then the appropriate Dean or supervisor, before filing a written complaint.

Process: The student is encouraged to attempt to resolve all grievances at the lowest possible level. The student should first discuss the problem or complaint with the person whose decision or action is being contested and then with the person's supervisor. If the grievance cannot be resolved at that level, the student can submit a formal complaint in writing to Jamie Tan, Associate Dean for Academic Programming and Registrar (tan@gts.edu). A complaint must be based on a claimed violation of a Seminary rule or policy that has not been resolved through ordinary processes.

Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents.

APPENDIX M: NC-SARA COMPLAINT PROCESS

The General Theological Seminary is approved to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA). A number of U.S. states and territories have entered into a voluntary agreement called the State Authorization Reciprocity Agreement (SARA) that establishes one set of national standards and regulations for offering certain out of state activities.

Under NC-SARA rules, students have the right to lodge a complaint or grievance if that student's experience in an online program is not what they anticipate. Note that complaints regarding grades and general student conduct issues are not governed by this distance education complaint process.

PLEASE NOTE: Student complaints should first be heard by the Seminary following guidelines listed in Appendix N of this Academic Catalog.

General Seminary students who have complaints that have not otherwise been resolved through contact with the Seminary or its representatives may seek advisement from the New York State Education Department.

Andrea Richards
Supervisor of Higher Education Programs
New York State Education Department
89 Washington Avenue
Albany, NY 12234
(518) 474-1551
IHEauthorize@nysed.gov

APPENDIX N: BLANKET NOTIFICATION OF USE OF PHOTOGRAPHS AND IMAGES

Any student, employee or visitor who enters General Seminary consents to having his/her photograph and image taken and used for seminary purposes of documentation, news, and/or promotion when outdoors on the Close and in public spaces (Welcome Center, chapel, sacristy, hallways, Seabury conference rooms/auditoriums, classrooms, library, and Hoffman Hall). The photographs and images may be used in print media, on our website, in social media and any other documentation, news, and/or promotional media. A student's application, enrollment/re-enrollment and matriculation are all considered "written consent" for use of photographs and images.

This Notification does not apply to photographs and images taken within private living spaces and individual seminary offices unless specific permission is given for these private spaces.