



Academic Handbook

2022-23

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I. Introduction, Mission, and Vision

Interest in Chaplaincy is a major driver of enrollment in theological education today, with schools offering courses, concentrations, certificates, and other opportunities for students. But we know from seminary graduates and employers in various contexts professional competencies, skill refinement, and particular content areas are not being adequately addressed. Often this is due to related costs, competing priorities, or inadequate understanding of the scope of chaplaincy professions.

The good news is that the Center for Chaplaincy Studies (CCS) is equipped to offset structural, curricular, and programmatic deficits that limit student learning and future success. Here's how it works: the Center for Chaplaincy Studies provides courses, expert faculty, professional advisement, and networking opportunities. CCS will ensure that students are not only ready for future CPE residencies and a wide range of employment possibilities, but Board Certification as well. The faculty are not only specialists in their fields of inquiry, but are highly trained and proficient educators in multiple learning platforms.

Our world needs chaplains more than ever, but the burden of educating and training chaplains we need can't be carried alone. The traditional institutional model of 'do-it-yourself' is neither efficient nor likely to be effective. CCS offers students uniquely diverse learning environments and the highest standard of formation and education with competency-based outcomes. CCS courses equip successful and sustainable professional chaplains for contexts where they're needed.

Mission Statement:

Preparing the hearts, minds, and hands of all those called to chaplaincy.

Vision Statement:

The Center for Chaplaincy Studies is a collective of theological thought leaders committed to equipping chaplains to minister courageously, compassionately, and creatively at the highest standards of care and competency. We are educators, scholars, and chaplains developing and delivering a broad range of agile learning opportunities.

II. Enrollment, Course Drops, and Withdrawals

At this time, CCS enrolls students solely through relationships with partner schools. Students at partner schools can consult with their home Registrar about enrollment in CCS courses. Students may drop courses without penalty through the second Friday of each term by contacting their home Registrar. After the drop deadline, students may withdraw from a course with permission of their home school. Course withdrawals after the drop deadline are governed by the agreements between CCS and the home school, and the home school may assess financial and/or academic penalties for withdrawal.

III. Academic Procedures and Policies

A. Grading Scale

Letter Grade	Percentage
A+	97–100 %
A	93–96 %
A–	90–92 %
B+	87–89 %
B	83–86 %
B–	80–82 %
C+	77–79 %
C	73–76 %
C–	70–72 %
D+	67–69 %
D	63–66 %
D–	60–62 %
F	0–59 %

Partner schools will record student grades according to their own grading policies. Grades will be provided to home school Registrars within one month of the end of a given term.

B. Incomplete Policy

Students who seek an extension on coursework beyond the end of a given term may request an Incomplete using the Incomplete Form, which should be provided to the course instructor prior to the end of the term. The approval of an Incomplete, deadline for incomplete work, and final grade if such work is not submitted by the deadline are at the discretion of the course instructor. Students seeking an extension should also consult with their home school. Having an Incomplete approved by CCS does not guarantee approval by the home school.

C. Plagiarism Policy

Students are expected to familiarize themselves with appropriate citation practices for graduate education and to properly attribute all sources in written work and assignments. A recommended resource is *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers* by Kate Turabian - see also <https://www.chicagomanualofstyle.org/turabian.html>.

Instructors who determine that a student has committed plagiarism will provide a report to the CCS administration, who will inform the student's home school. In cases of minor or accidental plagiarism, students will generally be permitted to revise and resubmit the plagiarized work. In cases of substantial deliberate plagiarism, students will receive a grade of F for the relevant assignment. Students who are found to have plagiarized may be prohibited from enrollment in subsequent CCS courses.

IV. **Communication**

All communication from CCS will be sent to the email address issued by the student's home school as provided by the home school. Students are responsible for regularly checking their email while enrolled in a CCS course.

V. **Technology**

CCS courses are located on Populi, our Learning Management System (LMS). Students will receive access to Populi upon course enrollment.

Since CCS courses are primarily online, students are expected to meet minimum technology requirements:

- You must have a reliable computer. We recommend a device with a current and supported operating system (Windows, Mac, etc.)
- You must have a video camera and microphone, either built-in or external.

- You must have reliable and steady access to high-speed internet, sufficient for video conferencing.
- Office software capable of viewing, creating, and editing documents, spreadsheets, and presentations such as any of the following: Microsoft Office (Word, Excel, PowerPoint), iWorks (Pages, Numbers, Keynote), Google Suite, or LibreOffice.
- A PDF viewer such as Adobe Reader.
- A media player capable of playing video and audio files such as Windows Media Player, VLC Media Player, or iTunes.
- Zoom Video conferencing will be used as a teaching strategy over the course of your study. Students should expect to use Zoom and should download the application to their computers, if possible.

VI. Accessibility/Disability and Accommodations Policy

CCS welcomes students with disabilities and will make reasonable accommodations as necessary for students to participate in CCS courses. Students seeking accommodations should follow the standard accommodation practice at their home school, and request that their home Registrar or Disability Office provide information on approved accommodations to CCS. In some cases, the nature of CCS courses may require an adjustment to accommodations approved by the home school. In such cases, the adjustment will be adjudicated by the CCS administration, in conversation with the student and the professor, and with appropriate personnel from the home school as necessary.

VII. Student Records and Privacy

All personally identifiable information accessed or held by CCS will be protected in accordance with the Family Educational Rights and Privacy Act (FERPA). Student records will be primarily held by their home schools.

Students have the right to inspect and review those educational records that are held by CCS. Students may request in writing that CCS correct records they believe to be inaccurate or misleading. If CCS decides not to amend the record, the student has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the student has the right to place a statement with the record setting forth their view about the contested information.

CCS will not release any personally identifiable information about students without consent except as legally required by state or federal law or judicial order. Student enrollment in a CCS course includes consent for CCS to share educational information, including grades, assessment data, and information about academic dishonesty and other students' concerns with the student's home school.

Transcripts for students from partner schools will be solely issued by the home school.

VIII. Tuition and Fees

Students from partner schools will pay tuition and fees directly to their home schools in accordance with the tuition and fee policies set by the home school.

IX. Non-Discrimination Policy

CCS does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, age, status as an individual with a disability, protected veteran status, genetic information, or any other protected class. CCS prohibits discriminatory harassment of students, faculty, and staff.

Any person who wishes to make a complaint regarding harassment or discrimination or who believes that harassment or discrimination has taken place in the context of a CCS course or program may make a report of such harassment or discrimination to any member of the CCS faculty or administration. Such complaints will be reported to the student's home school, as appropriate, and investigated.

Retaliation in response to a complaint of harassment or discrimination by any CCS staff, faculty member, or student is prohibited. Retaliation may be reported to CCS staff and faculty, and will be investigated and reported in the same manner as any initial claim of harassment or discrimination.

Sexual misconduct, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination and will be addressed and investigated in the same manner as other harassment or discrimination. Students who have a complaint of harassment or discrimination made against them may also be subject to investigation by their home schools.

X. Academic Calendar

The academic calendar consists of three 14-week terms - Fall, Spring, Summer.

2022-23 Academic Calendar	
Fall Registration Period	April 15 - August 15
Labor Day	September 5
Fall Term Begins	September 6
Fall Drop Deadline	September 16
Thanksgiving Recess	November 21-25
Fall Term Ends	December 16
Fall Grades Sent to Home Schools	January 13
Spring Registration Period	November 1-December 23
Spring Term Begins	January 10
Martin Luther King Day - no classes	January 16
Spring Drop Deadline	January 20
Spring Break	April 3-7
Spring Term Ends	April 21
Spring Grades Sent to Home Schools	May 19
Summer Registration Period	March 6 - April 21
Summer Term Begins	May 8
Summer Drop Deadline	May 19
Memorial Day - no classes	May 29
Juneteenth - no classes	June 19
Independence Day - no classes	July 3-4
Summer Term Ends	August 11
Summer Grades Sent to Home Schools	September 8